Chapter 10
Teacher Induction for Teachers Prepared Online:
An Answer in Search of a Question

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ABSTRACT

Innovation and change in university preparation of teachers requires acquisition of technological pedagogy in response to the demands of a knowledge economy where students are engaged in technology implementation in a constantly changing world. Teacher preparation programs historically have been contained on campus using face-to-face instruction. As the second decade of the twenty-first century unfolds, universities have adopted online learning in teacher preparation to accommodate the needs of a more diverse clientele. Educator preparation now faces two major challenges: a critical mass generated by net generation students who have increased demands for online access to learning and a teaching force without prerequisite skills and dispositions to dramatically alter modes of instruction.

INTRODUCTION

Technology has been present in higher education for several decades, but changes in virtual education access have made online instruction a necessity for colleges and universities in the United States and globally (Berge & Muilenburg, 2001). Over 90 percent of universities and colleges offer online options to 6.7 million students, indicating that online education is a critical long-term strategy (Allen & Seaman, 2011; Heafner, Hartshorne & Petty; 201).

Technology is having a significant effect on how people live, work together, and communicate, and on how adults teach and students learn (Bass, 2012; Bush & Hall, 2011). Historically, teaching consisted of imparting knowledge and information (Bjerede, Atlins & Dede, 2012). Instead of just imparting knowledge, higher education faculty today are teaching students to understand where and how to find information through the use of technological resources (Hemmi, Bayne, & Land, 2009; Norton & Hathaway, 2008). Incorporating technology into the delivery of instruction is essential; students must possess the skills required by a global, technical society (Blin & Monroe, 2008; Yu, Tian, Vogel & Kwok, 2010). Web-based learning has the potential to create a wealth of learning for students not readily available in textbooks and faculty lectures, depending on learner needs and course requirements (Hrastinski & Aghaee, 2012).

Technology development and increased utilization means that location and availability, traditional barriers for face-to-face learning, are not issues as students take online classes (Aparicio, Bacao & Oliveira, 2016). Vast and diverse multimedia resources now make it possible to engage learners in interactive and community-based online learning similar to traditional face-to-face settings (Adams & Eveland; Mense, Fulwiler, Richardson & Lane, 2011). Online enrollments have been growing substantially faster than overall higher education enrollments (Allen & Seaman, 2011; Cadwalladr, 2012; Parsad & Lewis, 2008;) and academic leaders expect enrollments to continue their substantial growth in the future (Allen & Seaman, 2007; 2013).

Universities have made significant investments in educational technologies, but a large number of faculty remain reluctant to adopt them (Chiero & Beare, 2010; King & Arnold, 2012; Valentine, 2002). Universities are currently in a position where there is inconsistent adoption of educational technology, and many are searching for ways to promote its use for instruction, particularly in the preparation of educators (Hurt, 2008; Olson & Werhan, 2005).

Online Teacher Preparation

Online education is no longer a trend in U.S. or global higher education; it is a fact (Parsad & Lewis, 2008; Wang, 2016; Zhao, 2015) and the power of technology

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