

# Chapter 46

## 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).

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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, Atkins & 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 is forcing educator preparation programs to change (Young & Chance, 2008). Currently, university leaders are adopting online learning for teacher preparation in order to accommodate the needs of a more diverse clientele (Esprivalo-Harrell & Harris, 2006). E-learning environments provide university faculty the capability to offer educator preparation courses via the World Wide Web (Alvarez, Guasch, & Espasa, 2009). Despite the opportunity, online educator preparation faces two major challenges: (1) a critical mass generated by students who increasingly demand access to online learning and (2) a teaching force without prerequisite skills and dispositions to dramatically alter instructional delivery methods (Cavanaugh, Barbour, & Clark, 2009).

Chiero, Beare, Marshall and Torgersen (2015) suggested that educator preparation and technology use was not a new concept; however the use of technology to alter teacher preparation methods and designs have extended opportunities for teacher preparation to move beyond traditional brick and mortar buildings (Kennedy, Tysinger, Bailey & LaFrance, 2013). Educator preparation programs that are only face-to-face will likely face tough scrutiny from higher education administrators with the demands for increased online offerings and expected revenue generation from online delivery (Samuels, 2004; Woldab, 2014). Additionally, teacher education must exemplify appropriate use of technology-driven pedagogical instruction with preservice educators (Frydenberg, 2002; Knapczyk & Hew, 2007; Watson, 2007).

Online degree programs are increasingly popular among students in general in higher education (Lever-Duffy, McDonald & Mizell, 2005), and specifically in educator preparation programs (Graziano

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