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INTRODUCTION

Teacher education or training is a complex collective undertaking, and there is no easy way to analyze the many dimensions of the policies involved in the programs. Nonetheless, we can begin with the simple characterization of teacher education programs as a process involving the allocation and use of available resources to achieve certain instructional, social and/or economic objectives. In most teacher education programs, it is often observed that some programs are undoubtedly better endowed than others in terms of, for example, the curriculum offered, qualification and experience of the teachers and the availability of books and instructional technology materials.

Information and communication technology (ICT), when applied to teacher education enhances the delivery of and access to knowledge, and improves the quality of the training. It produces richer learning outcomes when compared with ICT-poor teacher education programs. ICT-enriched learning encourages critical thinking and offers a much broader spectrum of means for achieving teacher education goals. While it has been rightly noted that instructional technology will not remedy all that is wrong with present-day teacher education, there is no doubt that modern life is dominated by technology.

The introduction of ICT into teacher education settings and curriculum has significantly altered the tools and content of learning. Instructional technology requirements are increasing, in part because of the population explosion and policies pertaining to effective teacher education. Yet, thousands of students and faculty remain deficient in the use of instructional technology to advance technology in teacher education. The global academic landscape in teacher education programs is changing direction, from traditional teaching and learning methods to more sophisticated and technologically-assisted methods. The use of instructional technology in teacher education programs and curriculum has resulted in more proactive and higher quality methods of educating pre-service teachers.

The introduction of instructional technology in modern day curriculum and the combination of online and traditional methods of teaching and learning provides the most resourceful and effective instructional experience the world has ever witnessed. Educational technology concept is the use of technology to improve education in general. It is most often used to explain approaches that combine several different learning delivery methods in the instructional process. It is also used to describe learning that mixes various event-based activities, including face-to-face (F2F) classrooms, e-learning, and self-paced instruction. Instructional technology is the advancement, processing, storage and dissemination of vocal, pictorial, textual and numeric information via the microelectronic-based combination of computer and telecommunication (Ololube, 2014). It is an encompassing field that covers texts handling, data storage and referencing, computer output on microform, document image processing, teletext/view data, telecommunication, e-mail, value-added network services, teleconferencing and video-conferencing and data transmission among others, which is aimed at advancing teacher education globally.
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Instructional technologies (ITs) are perhaps the most fundamental tools in use today to educate pre-service teachers. With increasing pressure on educational institutions to “do more with less,” instructional technologies in teacher education can help to maintain or improve the quality of products and services deliveries in teacher education, at the same time significantly reduce cost.

Barriers to instructional technology in teacher education have been identified as including inadequate funding, limited computer/internet access, poor infrastructure, power supply shortages and in most cases complete black outs, lack of trained faculty/personnel, and poverty, among others has hindered the effective use of technology in teacher education programs in most developing countries. A profound exploration of instructional technologies in teacher education, and the full development, use and implementation of it will provide more points of rewards for researchers, academics, professionals, students, and curriculum developers.

UNIQUENESS OF THE BOOK

This book aims to fill the intellectual gap that exists in understanding instructional technologies in education and teacher education, which underlie modern day teaching and learning. Getting exposed to the understanding of how to move instructional technologies forward with a focus on quality, accessibility, design and development, implementation, effectiveness and support would potentially enhance the field of teacher education, which is core to teaching and learning processes.

TARGET AUDIENCE

The target audience for this book includes researchers, academics, professionals, students, and technology developers and practitioners in various disciplines, e.g. information and communication sciences, administrative sciences and management, education, adult education, sociology, computer science, information technology, etc. The book provides insights on instructional technologies and support institutions concerned with the management of teacher education, knowledge, information, and organizational development using advanced instructional technologies as tools in teaching and learning. The advanced instructional technologies approach has proven to both enhance and expand the effectiveness and efficiency of teaching and learning in education settings. The benefits of this book suggest several possible implications for future research and practice. These implications will pertain most directly to teacher education institutions, faculty, students, and researchers, and calls for policies to ensure balanced investments in, and increased funding for, teacher education that will allow for the effective use, integration and diffusion of technology in teaching and learning processes. Topics covered in this book include:

- Digital resources and teacher education
- Adoption of technology in teacher education
- Curriculum resources relating to teacher education
- Educational Leadership and management in teacher education
- Necessary knowledge, skill and ability set for developing instructional technologies
- Pedagogical methods for integrating instructional technology in teacher education
- Specific applications of instructional technology contents in teacher education

Here is a summary of the structure of the book and its twenty-two chapters
DIGITAL RESOURCES AND TEACHER EDUCATION

Chapter One-Video use in Teacher Education: Transition from a Teaching Tool to an Assessment Tool

The book opens with a chapter that contextualizes video as a valuable technology used for teaching and learning and specifically, video plays a significant part in effectively preparing pre-service teachers (PSTs) for the profession. Video is now being used as a form of PST assessment, which raises concern as to whether PSTs are being properly supported in this process. Therefore, this chapter turns to years of research on video use in teacher education to (1) Identify ways that video has effectively been utilized in teacher education (2) Understand the most operative aspects of video with respect to both the developer and the observer (3) Explain the concern surrounding video as a means for assessment in teacher education and (4) Suggest ways to support PSTs in recording and creating their own video segments of teaching. In doing so, this chapter aims to contribute to improving teacher education programs in terms of video-based assessment.

Chapter Two-The 21st Century Library and Information Services for the Enhancement of Teacher Education

The second chapter discusses 21st century Library and Information Services for the enhancement of teacher education. The work starts by highlighting the place of teachers in every society. Teachers transform lives. They inculcate worthwhile attitude in the leaders of tomorrow. It is therefore important to ensure that they receive qualitative education on the platform of 21st century libraries. The chapter further discusses the services provided by 21st century libraries among which are Online Reference Services, Selective Dissemination of Information, Current Awareness Services and Online Public Access Catalogue. The opportunities provided by 21st century libraries are highlighted. These include multi-user access to resources, improvement of internal operations, round-the-clock access, etc. The chapter also discusses the challenges to successful implementation of 21st century libraries, prominent among which are incessant power outage, insufficient fund, lack of Information and Communication Technology (ICT) skills among others. This chapter recommends adequate provision of funds, intensification of user education, as well as back-up power supplies for better performance of these libraries. It concludes that 21st century libraries are sine qua non to the enhancement of teacher education and should therefore not be trivialized in any way.

Chapter Three-Potentials of Selected Information and Communication Technologies in Adult Education Programmes in Nigeria

The third chapter, ‘Potentials of Selected Information and Communication Technologies in Adult Education Programmes in Nigeria’ by Melvins Enwuvesi Hanachor, Rex Aduvo Needom conceptualized human resource to be the most important factor for the success of any organization or economy. The chapter argues that new knowledge and techniques are occurring all the time. Therefore, one must be trained and retrained from time to time in order to be relevant and retained in his job. That is one main concern of adult education. Economic, social and technological forces continue to change the global economy, and the way of life in organizations and the world in general. Further, these forces have and
continue to revolutionize teaching and learning. The rapid devolution of knowledge and training, the need for just-in-time learning delivery systems, and the search for cost-effective ways to meet learning needs have redefined the processes of education across the world. Universities are now thinking through and negotiating the potential contributions of e-learning and other information and communication technologies to their organizational future. For some institutions, and in some countries, key barriers remain. Infrastructure and funding are among the important ones, but scepticism about the pedagogic value of information and communication technologies and staff development are probably the most challenging. Institutions are grappling with bringing use and funding of e-learning and other computer-based instructional strategies into the mainstream of their organizations, and are beginning to contemplate restructuring to take account of information and communication technologies, in terms of staffing, staff development, course design and student support. In Nigeria, the issue of information and communication technologies in tertiary institutions has attracted a hand full of scholars. However, even though these studies have all captured the imperatives of information and communication technologies in Nigeria’s educational system, little is still known about the subject matter in relation to adult education systems in the country. Consequently, this chapter explores and provides the much-needed insight on the subject and the issues that the process raises in the context of adult education in Nigeria.

Chapter Four-Instructional Design for the Technological Learning Environment

This chapter ‘Instructional Design for the Technological Learning Environment’ written by Professor Demetrick Williams, Rowan University, USA. presents education as constantly changing to not only meet the ever changing needs of the global business environment, but to also meet the needs of the students. The needs of the students are constantly changing because of technology and increasingly diverse backgrounds and cultures that change the ways education occurs. Studies have shown that the demands continue to grow for education to continue to transform to meet the needs of today’s diverse technological learners. Faculty, teachers, and instructional designers must adapt to the evolution of the learning environment. The purpose of this chapter is to aid faculty and teachers in the design of curriculum for tomorrow’s students, by adding them with the trial and error of the development phase. The two objectives are to aid in the development of instructional design along with further meeting the needs of our students and to help remove some of the trial and error in the development process.

ADOPTION OF TECHNOLOGY IN TEACHER EDUCATION

Chapter Five-Merits and Worth of National Open University of Nigeria as Distance Education Intervention

The opening chapter of this section employed Program Theory-Based Evaluation Design and Discrepancy Evaluation Model to evaluate the merits and worth of National Open University of Nigeria (NOUN) from 2003 to 2013 as a distance education intervention. A sample of 902 was drawn from students of and staff of NOUN, National Universities Commission and conventional Federal Universities in Nigeria. Construct validated Program Theory-based Evaluation Questionnaire with reliability coefficients of 0.79. Ten hypotheses were tested using ANOVA and independent samples t-test at 0.05 alpha. Results indicated that great discrepancy exists between the expected and actual outcomes of NOUN as it is significantly
inadequate in addressing ‘higher education for all in need’ intervention for which it was established. Though the objectives for which NOUN was established has been partially implemented as defined and aspects of its objectives achieved. The chapter recommends that the defected aspects of NOUN should modify to meet stated objectives.

Chapter Six-Active Learning Application of Technology Tools and Services and Increased Student Achievement in Online and Blended Learning Environments in Higher Education Institutions

In recent years, the use of technology tools and services and increased student achievement in online and blended learning environments in higher education institutions have experienced universal uptake and is responsible for enormous changes in online and blended learning environment, not only in industrialized nations, but in developing countries education as well, particularly sub-Saharan Africa. Given the role that online and blended learning can play in educational development worldwide, higher education institutions, students, employers, and governments are increasingly urged to examine the economic, demographic, and technological environments of the present so as to ensure comprehensive preparedness for the future. This study employs an inclusive data gathering process. The findings reveal a significant improvement in the use of online and blended learning methods to achieve effective and active academic performance in students. The impact of online and blended learning in higher education institutions is evidenced in the changing instructional strategies to increase student academic achievement, which results from a more active and interactive learning processes.

Chapter Seven-The Adoption of Instructional Technologies in Teacher Education: Re-conceptualising Instructional Technologies within the Context of Nigeria’s Level of Development

This chapter believes that there is no more question of whether the integration of technology in teacher education is necessary but how best to achieve this. But too often, the greater number of writers and books dwell more about the constraints facing the integration of technology in education in Nigeria and less about how the nation could make the best use of technologies and skills that are available and plausible. For instance, disproportionate energy and time are spent discussing problems such as lack of electricity, high cost of computers, poor internet connectivity, lack of computer skills, and absence of internet cafés rather than projecting the capabilities of generally affordable technologies and issues like the telephone handsets, mini-laptops, alternative sources of energy and instructional blogs which are presently within the reach of many student teachers and teacher educators. At times, such discussion leaves the reader with the impression that the Nigerian situation is hopeless and beyond remedy. Therefore, this chapter advocates for a turn to the positive side of the situation and the need to create a multiplier effect with available technologies and capabilities which at the long run could enable the country to leapfrog and catch up with the advanced countries in terms of quality of teaching and learning. The chapter consequently discusses some of the new ideas and concepts that may well be exploited to improve teacher education through technology. It calls for more research, sensitization and capacity building of teachers and students about such new ideas and concepts for the benefit of the Nigerian education system. The chapter is written primarily based on the practical experiences of the author as a teacher educator and active participant in world conferences that, over the years, have devoted attention to best practical cases that have worked in various developing parts of the world.
Chapter Eight-Relevance of the Use of Instructional Materials in Teaching and Pedagogical delivery: An Overview

This chapter examined the relevance of the use of instructional materials or teaching aids in teaching and pedagogical delivery. This is because of the importance that is attached to the use of instructional materials in influencing students’ learning outcomes in schools. The chapter elucidated the meaning and concept of teaching within the pedagogical context. It further explained the concept of instructional materials and the various types and their relevance. The principles for the selection of instructional materials and guidelines for the use of instructional materials were discussed. The various problems that are associated with the use of instructional materials for teaching and pedagogical delivery were highlighted. Lastly, recommendations such as the need for school administrators and government to provide instructional materials and to send teachers to conferences, workshops and seminars in order to develop in them instructional materials improvisation skills and mechanisms for maintenance culture were proffered.

Chapter Nine-Blended Learning in Teacher education: Uncovering its Transformative Potential for Teacher Preparation Programs

This chapter acknowledges that there is sparse literature to consult about the pedagogical and empirical foundations of blended learning in teacher preparation programs because this field is in its infancy. This chapter will first define blended learning, identify the challenges in teacher preparation programs and indicate how blended-learning approaches will assist teacher educators to meet long-standing and newly emerged challenges, and help future teachers to be reflective practitioners, better problem-solvers, and critical thinkers. This chapter also will discuss pedagogical values of blended learning and factors affecting blended learning course designs, and then showcase best practices using blended learning in order to show the effectiveness of blended learning approaches in teacher education. Lastly, this chapter will discuss considerations when blending teacher education courses.

CURRICULUM RESOURCES IN TEACHER EDUCATION

Chapter Ten-Improving Initial Teacher Education in Australia: Solutions and Recommendations from the Teaching Teachers for the Future Project

The chapter revealed that within a quality teaching discourse, initial teacher education (ITE) programs are subject to agencies which shape and define them through regulatory accreditation processes. In 2014, a Ministerial Advisory Group has been established to provide advice to the Australian Government on how teacher education programmes could be improved to better prepare new teachers with the practical skills needed for the classroom. This chapter argues that the design of ITE programs needs to build the Technological Pedagogical Content Knowledge (TPACK) capabilities of future teachers. After establishing that there are both accountability and improvement agendas, this chapter outlines the Teaching Teachers for the Future (TTF) Project, which involved all 39 Australian Higher Education Institutions providing ITE programs in Australia. The TTF Project was a 15 month long, $8 million project, funded by the Australian Government’s ICT Innovation Fund which adopted an approach which engaged in an improvement agenda. In this chapter, the TTF Project is discussed in terms of the TPACK conceptualisa-
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...tion guiding the project, and the research and evaluation of that project. The TTF Project’s key outcomes are summarised, and these inform the presentation of solutions and recommendations.

Chapter Eleven-Curriculum Development and Scientific Research

As a science, knowledge created during curriculum development should be both generated and placed within a scientific research corpus, peer reviewed, and published. In the context of science, the knowledge generated during the process of developing curriculum should be generated and placed within the public domain in a scientific manner. This chapter describes a framework for curriculum development, study and evaluation of research based curricula. It further provides a description of the framework, which will include three categories of activities and 10 phases that are embedded within those categories. The chapter proposed that curriculum research should provide an ideal context for building a scientific knowledge base for education curriculum development.

Chapter Twelve-Education Paradigm and Globalization

This chapter is of the view that globalization is one of the hottest issues in today’s world and studied by various disciplines of science. It is a subtle concept, commonly discussed in recent years and assigned a number of divergent meanings due to its multifaceted nature. Some people look on the bright sight of the process and consider it as an opportunity for development and transformation, whereas others point out its negative aspects and claim that it is actually the cultural and economic imperialism of the West. Societies can only survive in the global world by questioning and revising their existent systems, and rescheduling and shaping their future. It can be argued that one can only adapt to the 21st century through educational institutions designed in accordance with the knowledge, skills, values and norms of that century. Students should be enabled to get to know not only their own cultures but also others; in other words, an attempt should be made to raise their awareness of ‘global citizenship’. In this regard “education”, which will be restructure in accordance with global values will play a pivotal role in instilling this awareness into individuals.

Chapter Thirteen-Curriculum Implementation and Teacher Motivation: A Theoretical Framework

This chapter discusses curriculum implementation and teacher motivation. It is a theoretical approach to teacher motivation in the subject of curriculum innovation. Although literature is limited on motivation agenda in curriculum development, available studies have dedicated their thrust into factors affecting learning motivation. Studies are scarce on the exact role of the teacher in the new and emerging innovations. Available studies have detailed investigation in curriculum planning, curriculum development, curriculum implementation and curriculum change. Clear theoretical underpinnings on the subject of teacher motivation and curriculum innovations, though not a new subject, have not yet come into the limelight. This chapter will make an attempt to indicate many areas which the teacher can be motivated to get involved in curriculum processes. In this chapter, we reviewed different studies which guided us to come up with a discussion that is theoretical in nature. A range of different theoretical frameworks are used to investigate teacher motivation. These are two-factor theory, self-determination theory, person-object theory, expectancy theory, equity theory, and job enrichment theory. This chapter concludes that although not clearly stated, teacher motivation remains a major component in curriculum implementation.
Chapter Fourteen-Curriculum Development Models for Quality Educational System

This chapter examines curriculum development models as a veritable working tool for academics, teachers, administrators and planners at various education levels to be utilized to steer and attain quality educational system for national sustainable development. Effective knowledge, development skills, utilization skills and participation of all stakeholders in education are very crucial in achieving quality curriculum development models for quality educational system in Nigeria and other developing nations. This is one way of ensuring that education remains the only tool for revamping the pitiable present state of Nigeria where education seem to have failed to be an instrument of solving today’s problems for quality social reconstruction and transformation. For effective discussion, the paper focuses on the following: nature of curriculum, curriculum development, curriculum development models, six major types of curriculum model i.e. the objective model, the cyclic model, the situational model, the system approach model, the process model, and the creative technology-learning model. Focus is also on the implications of the curriculum development models on the attainment of excellent educational system for sustainable development. Summary and conclusion are given.

Chapter Fifteen-Current and Future Trends in Higher Education Learning: Implications for Curriculum Design and Delivery

This chapter is of the view that emerging educational practices and growing demand from education researchers and learners appear to be driving a shift toward the learner and context-centered teaching approach. Higher education is transitioning delivery from a predominantly teacher-centered mode to a non-traditional learner-oriented one. This change is being primarily facilitated by the advent of Information and Communication Technologies (ICTs) in curriculum design and delivery ushering online learning. In this chapter, we discuss the current and future trends in higher education for curriculum design and delivery using online learning. We present Massive Open Online Courses (MOOCs) as an online teaching-learning future trend that can help provide educational access to millions of students geographically situated all over the world. We share a case study from India, highlighting the initiatives in the field of higher education and course delivery with the use of ICTs and the changes in methods of learning-content delivery. The advantages and challenges associated with MOOCs are also discussed.

Chapter Sixteen-Tanzania Textbooks, Curriculum and Politics: A Documentary Analysis

The next chapter explored the importance of textbook authorship in the context of Tanzania’s competence based curriculum. The study utilized a documentary analysis where literatures from local and global perspective were scrutinized. In order to enhance the findings, five teachers with a long experience in teaching were purposively sampled and interviewed. The findings indicate most teachers are not empowered in the art and science of writing textbooks; teachers are largely excluded in textbook evaluation; gender imbalance in textbooks is a widespread global issue; corruption is widespread in textbook industry. The study recommends a constructive way forward according to the findings.
Chapter Seventeen-Speaking Mathematically: The Role of Language and Communication in Teaching and Learning of Mathematics in Junior Secondary Schools in Nigeria

Language of instruction is very crucial to effective education at every level because linguistic difficulties have serious effects on children’s ability to think, read and write effectively. Learning mathematics and the language of mathematics is a challenge for all students, but it is more challenging for students who have no opportunity to use academic language outside the school, if better performances of African children are to be expected in tests of intellectual ability the importance of mathematics instruction in a language that is meaningful to the student cannot be over emphasized. Teachers should translate back and forth the ordinary and technical language, embedded in the use of mathematics and also support the development of the multi-semiotic mathematics register through oral language that moves from the everyday to the technical mode. This chapter argues that students should be encouraged to produce extended discourse in mathematics classrooms and engage in discussion about the language through which word problems are constructed and practice with the writing to mathematical concepts in authentic ways.

EDUCATIONAL LEADERSHIP AND MANAGEMENT

Chapter Eighteen-Educational Leadership for Enhancing Quality in Teacher Education

In this chapter, ‘Educational Leadership for Enhancing Quality in Teacher Education’, the author conceptualized that educational leadership refers to the process of enlisting and guiding the talents and energies of teachers, pupils and parents toward achieving common educational aims. Educational leadership also refers to an individual or group of people who are in charge and lead schools, institutions, programmes and students. The development of leadership as a separate entity goes some way in arguing that an effective educational leader will share much of the same characteristics as a successful business leader. If one sees leadership as a distinct vocation, then one can see that many of the skills and traits are transferable. However, education is a special case, because teaching students has to be the central purpose that educational leadership must reflect. Hence, even if it is drawn from various existent theories of leadership, yet the success is dependent on how much it would enhance the quality of teacher education. The overall mission of this valuable chapter would be to aid researchers in recognizing and understanding the need of educational leadership for enhancing the quality of teacher education.

Chapter Nineteen-Teacher Education in Nigerian Universities: Leadership and Management in Instructional Technology

In this chapter, Dr. Basil Azubuike Akuegwu argues that teachers play pivotal roles in the education process. Knowledge transmission constitutes integral aspects of their roles. In order to perform this role effectively, institutions responsible for teacher training have been striving to reposition teacher education for greater results by aligning with global best practices, at the centre of which is instructional technology. However, one thing is to desire the infusion of instructional technology into teacher education, another is to plan how to achieve the best result with it. In this regard, this chapter focused on teacher
education in Nigerian universities and how leadership and management of instructional technology are reshaping it. Highlights of the discussion include: background, teacher education in Nigerian universities, instructional technology in teacher education in Nigerian, leadership and management in instructional technology in teacher education, challenges of leadership and management in instructional technology and strategies for improving leadership and management in instructional technology.

Chapter Twenty -Leadership and Management in Instructional Technology in Teacher Education

Training and educating teachers is of great importance to society. Teachers can have either positive or negative effects on students which can impact on society. A lot of models have been produced for training and educating teachers. The most common models are skill, applied science and reflective models. The management of the equipment dimension of educational technologies in teacher training is the effective use of the available equipment. Information technology used in the in-service training provided for teachers who are officially teachers, and in the pre-service training provided for pre-service teachers, should be applied at the top level. This chapter revealed that leadership in the dimension of the equipment of educational technologies in teacher training is that it is regularly renewed by the state of the art technology. It needed to use updated information technology in order to achieve the equipment target used in pre-service training for pre-service teachers and in-service training for teachers at the top level.

Chapter Twenty-One -Current Economic and Political Dispensation and Teacher Education Programs in Niger Delta Region: Means of Enhancing Teacher Education

In this chapter, the authors highlighted the impact of the current economic and political dispensation in Nigeria and its impact on teacher education programs and the means of enhancing teacher education in the Niger Delta region. This chapter is a conceptual and methodological breakthrough in Nigeria’s academic landscape where qualitative and quantitative experiences highlight issues that are pertinent to teacher education program in the Niger Delta. The chapter proposed that the Niger Delta region’s and the entire Nigeria’s teacher education programs would be advanced if the component parts of the current economic and political disposition are resolved. This chapter contends that the Niger Delta region has the potential to address the challenges currently faced in the region such as social disruption (violence threat), poverty, hunger, disease, conflict, marginalization, and the achievement and improvement for effective teacher education programs. This chapter is of the immense judgment that successfully addressing the challenges currently faced in the Niger Delta region, teacher education programs will greatly improve qualitatively and quantitatively.

Chapter Twenty-Two -Technology and Learning: Preparing Teachers for the Future

In the concluding chapter, the authors’ presents 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
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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.

CONCLUSION

We were profoundly honored when IGI Global invited us to edit a book on Instructional Technologies and teacher Education, and we rose up to the challenge of eliciting chapters that collaborates efforts from scholars worldwide. In total, there were over 40 submissions from which 22 were chosen, which has culminated into an excellent resource from 37 academicians from five continents. This book ‘Enhancing Teacher Education with Advanced Instructional Technologies’ is a coherent piece of work. The approaches presented here derive primarily from contributors’ background and experiences in instructional technology, teaching and learning and teacher education. Consequently, the scholars write to inform educational technology practitioners, education planners, policy makers, curriculum developers, researchers, students (undergraduate, graduate and postgraduate) of the relationship and the advantages of taking an all-encompassing approach on instructional technology and teacher education. This book conceptualizes digital resources, adoption of technology, curriculum resources, leadership and management, and knowledge, skill and ability in teacher education worldwide.

During the course of editing this book, we attempted to select multiple distinct perspectives on teacher education and its interactive approaches to make this book a complete reference text. Realizing that multiple audiences exist for any text, we trust that the academic community will find this tome a useful addition to existing literature on the impact and/or role of instructional technology on teacher education and the need for improvements to ensure broader educational and societal development.

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