Preface

The constantly changing landscape of Teacher Education makes it challenging for experts and practitioners to stay informed of the field’s most up-to-date research. That is why Information Science Reference is pleased to offer this three-volume reference collection that will empower students, researchers, and academicians with a strong understanding of critical issues within Teacher Education by providing both broad and detailed perspectives on cutting-edge theories and developments. This reference is designed to act as a single reference source on conceptual, methodological, technical, and managerial issues, as well as provide insight into emerging trends and future opportunities within the discipline.

Teacher Education: Concepts, Methodologies, Tools and Applications is organized into six distinct sections that provide comprehensive coverage of important topics. The sections are:

1. Fundamental Concepts and Theories;
2. Development and Design Methodologies;
3. Tools and Technologies;
4. Utilization and Application;
5. Organizational and Social Implications; and

The following paragraphs provide a summary of what to expect from this invaluable reference tool.

Section 1, “Fundamental Concepts and Theories,” serves as a foundation for this extensive reference tool by addressing crucial theories essential to the understanding of Teacher Education. Introducing the book is Active Learning, Deliberate Practice, and Educational Technology in Professional Education by Heeyoung Han, Seung Hyun Han, Doo Hun Lim, and Seung Won Yoon; a great foundation laying the groundwork for the basic concepts and theories that will be discussed throughout the rest of the book. Another chapter of note in Section 1 is titled Exemplar of Pearls of Wisdom for the Academy through Dr. Pearlie Dove’s Career in Education by Noran L. Moffet, Melanie M. Frizzell, and De’Lonn C. Brown. Section 1 concludes, and leads into the following portion of the book with a nice segue chapter, Trends in Human Resource Development in Zimbabwe by Stanley Mpofu.

Section 2, “Development and Design Methodologies,” presents in-depth coverage of the conceptual design and architecture of Teacher Education. Opening the section is A Framework for Supporting In-Service Teachers to Use Domain-Specific Technologies for Instruction by Louise Yarnall and Judith Fusco. Through case studies, this section lays excellent groundwork for later sections that will get into present and future applications for Teacher Education, including, of note: Designing a cMOOC for Lecturer Professional Development in the 21st Century by Thomas Cochrane, Vickel Narayan, and Victorio
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Section 3, “Tools and Technologies,” presents extensive coverage of the various tools and technologies used in the implementation of Teacher Education. Section 3 begins where Section 2 left off, though this section describes more concrete tools at place in the modeling, planning, and applications of Teacher Education. The first chapter, An Investigation of a Computer Training Company’s Migration to a New Distance Learning Platform and the Implementation of an Online Professional Development Program by Denis Rudd and Carianne Bernadowski, lays a framework for the types of works that can be found in this section. Section 3 is full of excellent chapters like this one, including such titles as Do your Classes Click?: Interactive Remotes Foster Effective Pedagogy by Linda L. Forbringer; and Integrating Technology in Nurse Education: Tools for Professional Development, Teaching, and Clinical Experiences by Vivian H. Wright and Anjanetta Davis. The section concludes with Using edTPA Data to Improve Programs by Kristen C. Cuthrell, Diana B. Lys, Elizabeth A. Fogarty, and Ellen E. Dobson. Where Section 3 described specific tools and technologies at the disposal of practitioners, Section 4 describes the use and applications of the tools and frameworks discussed in previous sections.

Section 4, “Utilization and Application,” describes how the broad range of Teacher Education efforts has been utilized and offers insight on and important lessons for their applications and impact. The first chapter in the section is titled A Reconstruction of Rural Teachers’ Technology Integration Experiences written by Laura Helena Porras-Hernandez and Bertha Salinas-Amescua. This section includes the widest range of topics because it describes case studies, research, methodologies, frameworks, architectures, theory, analysis, and guides for implementation. The breadth of topics covered in the chapter is also reflected in the diversity of its authors, from countries all over the globe. Some chapters to note include: Cross-Border Collaborative Learning in the Professional Development of Teachers: Case Study – Online Course for the Professional Development of Teachers in a Digital Age by Rafi Davidson and Amnon Glassner; Listening and Learning through ICT with Digital Kids: Dynamics of Interaction, Power, and Mutual Learning between Student Teachers and Children in Online Discussion by Dianne Forbes; and Offline Peer Dialogue in Asynchronous Computer-Mediated Communication Activities for L2 Teacher Development by Keiko Kitade to name a few. The section concludes with The Role of Early Learning Experience in Shaping Teacher Cognition and Technology Use by Mariam Attia, a great transition chapter into the next section.

Section 5, “Organizational and Social Implications,” includes chapters discussing the organizational and social impact of Teacher Education. The section opens with A Paradigm Shift for Teachers’ Professional Development Structure in Turkey: Moving from Instruction to Learning by Murat Günel, Melike Özer-Keskin, and Nilay Keskin-Samanci. Where Section 4 focused on the broad, many applications of Teacher Education technology, this section focuses exclusively on how these technologies affect human lives, either through the way they interact with each other, or through how they affect behavioral/workplace situations. Other interesting chapters of note include Embracing Complexity and Innovation in an Era of Globalization: Lessons from Diversity Conceptualizations and Multicultural Teacher Preparation by Laura B. Lui, Lottie L. Baker, and Natalie B. Milman; and Responsive Practices in Online Teacher Education by Thuridur Jóhannsdóttir. The section concludes with Virtual Activities to Promote Multiculturalism and Sustainability of International Partnerships by Jiyoon Yoon and Insoon Han.

Section 6, “Emerging Trends,” highlights areas for future research within the field of Teacher Education, opening with Blended Learning in Teacher Education by Jackie HeeYoung Kim, Danilo Baylen,
Amy leh, and Lijia Lin. This section contains chapters that look at what might happen in the coming years that can extend the already staggering amount of applications for Teacher Education. The final chapter of the book looks at an emerging field within Teacher Education, in the excellent contribution, *Using a Literacy-Based Classroom Partnership to Prepare Teacher Candidates for the edTPA* by Jana Lynn Hunzicker, Cecile M. Arquette, Peter Olson, and Douglas Atkins.

Although the primary organization of the contents in this multi-volume work is based on its eight sections, offering a progression of coverage of the important concepts, methodologies, technologies, applications, social issues, and emerging trends, the reader can also identify specific contents by utilizing the extensive indexing system listed at the end of each volume. As a comprehensive collection of research on the latest findings related to using technology to providing various services, *Teacher Education: Concepts, Methodologies, Tools and Applications*, provides researchers, administrators and all audiences with a complete understanding of the development of applications and concepts in Teacher Education. Given the vast number of issues concerning usage, failure, success, policies, strategies, and applications of Teacher Education in countries around the world, *Teacher Education: Concepts, Methodologies, Tools and Applications* addresses the demand for a resource that encompasses the most pertinent research in technologies being employed to globally bolster the knowledge and applications of Teacher Education.