# Table of Contents

## Preface

xx

## Volume I

### Section 1

**Fundamental Concepts and Theories**

This section serves as a foundation for this exhaustive reference tool by addressing underlying principles essential to the understanding of Teacher Education. Chapters found within these pages provide an excellent framework in which to position Teacher Education within the field of information science and technology. Insight regarding the critical incorporation of global measures into Teacher Education is addressed, while crucial stumbling blocks of this field are explored. With 13 chapters comprising this foundational section, the reader can learn and chose from a compendium of expert research on the elemental theories underscoring the Teacher Education discipline.

### Chapter 1

Active Learning, Deliberate Practice, and Educational Technology in Professional Education: Practices and Implications ................................................................. 1

*Heeyoung Han, Southern Illinois University School of Medicine, USA*

*Seung Hyun Han, University of Illinois, USA*

*Doo Hun Lim, University of Oklahoma, USA*

*Seung Won Yoon, Western Illinois University, USA*

### Chapter 2

Critical Thinking, Instruction, and Professional Development for Schools in the Digital Age .......... 27

*Howard V. Coleman, Coastal Carolina University, USA*

*Jeremy Dickerson, Coastal Carolina University, USA*

*Dennis Dotterer, South Carolina Department of Education, USA*

### Chapter 3

Exemplar of Pearls of Wisdom for the Academy through Dr. Pearlie Dove’s Career in Education ..... 47

*Noran L. Moffet, Fayetteville State University, USA*

*Melanie M. Frizzell, The Edumind Corp USA*

*De’Lonn C. Brown, Independent Consultant, USA*
Chapter 4
How Pre-Service and First-Year Teachers Utilize Informal Learning in a Work Context .................. 65
Amy L. Sedivy-Benton, University of Arkansas – Little Rock, USA
Katina M. Leland, University of Arkansas – Little Rock, USA

Chapter 5
Introducing Educational Technology into the Higher Education Environment: A Professional
Development Framework .................................................................................................................. 81
Linda Van Ryneveld, University of Pretoria, South Africa

Chapter 6
Preparing Culturally Competent Teachers through Faculty-Led Study Abroad ......................... 92
R. McKenna Brown, Virginia Commonwealth University, USA
Stephanie Erin Tignor, Virginia Commonwealth University, USA

Chapter 7
Preservice Teachers’ Knowledge Construction with Technology .............................................. 109
George Zhou, University of Windsor, Canada
Judy Xu, University of Windsor, Canada

Chapter 8
Self-Directed Learning in Family Medicine .............................................................................. 126
Theresa J. Barrett, New Jersey Academy of Family Physicians, USA

Chapter 9
Teachers’ Portfolios: A Reflective Tool towards Professional Development ....................... 151
Zineb Djoub, Abdelhamid Ibn Badis University of Mostaganem, Algeria

Chapter 10
The Benefits and Challenges of Study Abroad in Teacher Education in a Neoliberal Context .... 167
Hannah Dockrill, Purdue University, USA
Jubin Rahatzad, Purdue University, USA
JoAnn Phillion, Purdue University, USA

Chapter 11
The Role of Teacher Leadership for Promoting Professional Development Practices .............. 183
Patricia Dickenson, National University, USA
Judith L. Montgomery, University of California Santa Cruz, USA

Chapter 12
The Role of Technology in Improving Quality of Teaching in Higher Education: An International
Perspective ........................................................................................................................................ 207
Harriet Thindwa, Texas A&M University, USA

Chapter 13
Trends in Human Resource Development in Zimbabwe: A Case for Progressive Leadership .... 228
Stanley Mpofu, National University of Science and Technology, Zimbabwe
Section 2
Development and Design Methodologies

This section provides in-depth coverage of conceptual architecture frameworks to provide the reader with a comprehensive understanding of the emerging developments within the field of Teacher Education. Research fundamentals imperative to the understanding of developmental processes within Teacher Education are offered. From broad examinations to specific discussions on methodology, the research found within this section spans the discipline while offering detailed, specific discussions. From basic designs to abstract development, these chapters serve to expand the reaches of development and design technologies within the Teacher Education community. This section includes 15 contributions from researchers throughout the world on the topic of Teacher Education.

Chapter 14
A Framework for Supporting In-Service Teachers to Use Domain-Specific Technologies for Instruction ........................................................................................................................................... 253

Louise Yarnall, SRI International, USA
Judith Fusco, SRI International, USA

Chapter 15
A Professional Development Framework for the Flipped Classroom Model: Design and Implementation of a Literacy and Math Integrated Professional Development Initiative ................. 286

Anne Katz, Armstrong State University, USA
Tricia Muldoon Brown, Armstrong State University, USA
Jackie HeeYoung Kim, Armstrong State University, USA

Chapter 16
Approaching Leadership from a Lifelong Learning Perspective: Best Practices at University Programs for Seniors ................................................................. 315

Marga Vives, University of Balearic Islands, Spain
Carmen Orte, University of Balearic Islands, Spain
Martí March, University of Balearic Islands, Spain

Chapter 17
Designing a cMOOC for Lecturer Professional Development in the 21st Century .............................. 335

Thomas Cochrane, Auckland University of Technology, New Zealand
Vickel Narayan, Auckland University of Technology, New Zealand
Victorio Burcio-Martin, Auckland University of Technology, New Zealand

Chapter 18
Designing Authentic Field-Based Experiences with Immigrant Students through One University and Urban School Partnership ................................................................. 356

Lan Quach Kolano, University of North Carolina at Charlotte, USA
Cherese Childers-McKee, University of North Carolina – Greensboro, USA

Chapter 19
Game Network Analysis: For Teaching with Games .................................................................................. 371

Aroutis N. Foster, Drexel University, USA
Mamta Shah, Drexel University, USA
Matthew Duvall, Drexel University, USA
Chapter 20
Instructional Design for the Technological Learning Environment........................................... 404
Demetrick Williams, Rowan University, USA

Chapter 21
Multicultural Curricular Frameworks for Preservice Teachers.................................................. 431
Anita Rao Mysore, Indus Training and Research Institute (ITARI), India

Chapter 22
Perceptions of Teacher Education Candidates to Digital and Learning Technologies .................. 451
Prince Hycy Bull, North Carolina Central University, USA
Gerrelyn Chunn Patterson, North Carolina Central University, USA
Mahmud Mansaray, North Carolina Central University, USA
Yolanda Dunston, North Carolina Central University, USA

Chapter 23
Preparing Teacher Candidates for Diverse School Environments ................................................. 473
Omobolade Delano-Oriaran, St. Norbert College, USA

Chapter 24
Redesigning Teacher Education in the Context of Multiple Reform Initiatives ........................... 491
Jessica DeMink-Carthew, University of Vermont, USA
Maria E Hyler, University of Maryland, USA
Linda Valli, University of Maryland, USA

Chapter 25
Redesigning Teacher Education Programs to Meet the Needs of Today’s Second Career Pre-
Service Teachers ....................................................................................................................... 508
Patricia Dickenson, National University, USA

Chapter 26
Supporting the Enactment of Standards-based Mathematics Pedagogies: The Cases of the CoDE-I
and APLUS Projects .................................................................................................................. 529
Drew Polly, University of North Carolina at Charlotte, USA
Christie Martin, University of South Carolina at Columbia, USA
Chuang Wang, University of North Carolina at Charlotte, USA
Richard Lambert, University of North Carolina at Charlotte, USA
David Pugalee, University of North Carolina at Charlotte, USA

Volume II

Chapter 27
Systematic Support for STEM Pre-Service Teachers: An Authentic and Sustainable Four-Pillar
Professional Development Model .................................................................................................. 541
Reenay R.H. Rogers, University of West Alabama, USA
Jodie Winship, University of West Alabama, USA
Yan Sun, University of West Alabama, USA
Chapter 28
Taking Making Into the Schools: An Immersive Professional Development Approach ............... 559
Susan E. Crichton, University of British Columbia – Okanagan, Canada
Deb Carter, University of British Columbia – Okanagan, Canada

Section 3
Tools and Technologies
This section presents an extensive coverage of various tools and technologies available in the field of Teacher Education that practitioners and academicians alike can utilize to develop different techniques. These chapters enlighten readers about fundamental research on the many tools facilitating the burgeoning field of Teacher Education. It is through these rigorously researched chapters that the reader is provided with countless examples of the up-and-coming tools and technologies emerging from the field of Teacher Education. With 12 chapters, this section offers a broad treatment of some of the many tools and technologies within the Teacher Education field.

Chapter 29
An Investigation of a Computer Training Company’s Migration to a New Distance Learning Platform and the Implementation of an Online Professional Development Program ..................... 589
Denis Rudd, New Horizons Computer Learning Centers, USA
Carianne Bernadowski, Robert Morris University, USA

Chapter 30
Can Technologies Advance the Integration of Restorative Pedagogy into Teacher Education Curricula? ...................................................................................................................... 606
Martha A. Brown, Florida Atlantic University, USA

Chapter 31
Data and Dialogue: Cultivating Transformative Change in Teacher Preparation Programs .......... 623
Diana B. Lys, University of North Carolina at Chapel Hill, USA
Mark L’Esperance, East Carolina University, USA
Ann Bullock, East Carolina University, USA
Ellen E. Dobson, East Carolina University, USA
Linda A. Patriarca, East Carolina University, USA
Elbert E. Maynard, East Carolina University, USA

Chapter 32
Do Your Classes Click? Interactive Remotes Foster Effective Pedagogy ................................. 642
Linda L. Forbringer, Southern Illinois University Edwardsville

Chapter 33
Integrating Technology in Nurse Education: Tools for Professional Development, Teaching, and Clinical Experiences .......................................................................................... 673
Vivian H. Wright, University of Alabama, USA
Anjanetta Davis, University of South Alabama, USA

Chapter 34
Introducing iPads into Primary Mathematics Classrooms: Teachers’ Experiences and Pedagogies ................................................................................................................................. 689
Catherine Attard, University of Western Sydney, Australia
Chapter 35
Leadership and Management in Instructional Technology in Teacher Education.......................... 710
   Ali Rıza Erdem, Pamukkale University, Turkey

Chapter 36
Pre-Service Teachers and Technology Integration: International Cases and Generational Attitudes
toward Technology in Education ........................................................................................................ 730
   David J. Mulder, Dordt College, USA

Chapter 37
Technology and Learning: Preparing Teachers for the Future......................................................... 753
   Pamela Lemoine, Columbus State University, USA
   Marguerite Yates, Columbus State University, USA
   Michael D. Richardson, Columbus State University, USA

Chapter 38
Technology’s Role in Supporting Elementary Preservice Teachers as They Teach: An Urban
STEM Afterschool Enrichment Program............................................................................................ 772
   Anne Pfitzner Gatling, Merrimack College, USA

Chapter 39
The Transference between Elementary Preservice Teachers’ Courses and Technology Use in
Teaching............................................................................................................................................. 790
   Debra R. Sprague, George Mason University, USA
   Maria Katradis, George Mason University, USA

Chapter 40
Using edTPA Data to Improve Programs ......................................................................................... 819
   Kristen C. Cuthrell, East Carolina University, USA
   Diana B. Lys, University of North Carolina at Chapel Hill, USA
   Elizabeth A. Fogarty, East Carolina University, USA
   Ellen E. Dobson, East Carolina University, USA

Section 4
Utilization and Application

This section discusses a variety of applications and opportunities available that can be considered by practitioners
in developing viable and effective Teacher Education programs and processes. This section includes 14 chapters
that review topics from case studies to best practices and ongoing research. Further chapters discuss Teacher
Education in a variety of settings. Contributions included in this section provide excellent coverage of today’s IT
community and how research into Teacher Education is impacting the social fabric of our present-day global village.

Chapter 41
A Reconstruction of Rural Teachers’ Technology Integration Experiences: Searching for
Equity.................................................................................................................................................... 834
   Laura Helena Porras-Hernández, Universidad de las Américas Puebla, Mexico
   Bertha Salinas-Amescua, Universidad de las Américas Puebla, Mexico
Chapter 42
Building Collaborative Virtual Communities in a University Department of Early Childhood Education for Wikipedia Article Authoring ............................................................... 861
   Jim Prentzas, Democritus University of Thrace, Greece
   Galini Rekalidou, Democritus University of Thrace, Greece

Chapter 43
Cross-Border Collaborative Learning in the Professional Development of Teachers: Case Study – Online Course for the Professional Development of Teachers in a Digital Age......................... 883
   Rafi Davidson, Kaye Academic College of Education, Israel
   Amnon Glassner, Kaye Academic College of Education, Israel

Chapter 44
Developing Technological Pedagogical Content Knowledge in Elementary Education Programs ....................................................................................................................... 915
   Drew Polly, University of North Carolina at Charlotte, USA
   Ian C. Binns, University of North Carolina at Charlotte, USA
   S. Michael Putman, University of North Carolina at Charlotte, USA
   Tracy C. Rock, University of North Carolina at Charlotte, USA
   Amy J. Good, University of North Carolina at Charlotte, USA

Chapter 45
Expanding Opportunities in Teacher Education: Connecting Visual Arts Teachers with Community via Distance........................................................................................................... 944
   Donna Mathewson Mitchell, Australian Catholic University, Australia

Chapter 46
Integrating Technological Innovations to Enhance the Teaching-Learning Process............... 964
   Judi Simmons Estes, Park University, USA
   Amber Dailey-Hebert, Park University, USA
   Dong Hwa Choi, Park University, USA

Chapter 47
Learning to Teach the Media: Pre-Service Teachers Articulate the Value of Media Literacy Education ......................................................................................................................... 993
   Theresa Redmond, Appalachian State University, USA

Chapter 48
Listening and Learning through ICT with Digital Kids: Dynamics of Interaction, Power, and Mutual Learning between Student Teachers and Children in Online Discussion.................. 1016
   Dianne Forbes, University of Waikato, New Zealand

Chapter 49
Offline Peer Dialogue in Asynchronous Computer-Mediated Communication Activities for L2 Teacher Development ................................................................. 1038
   Keiko Kitade, Ritsumeikan University, Japan
Chapter 50
Supporting Teacher Education Candidates through the edTPA Process .................................................. 1060
   Teresa Petty, University of North Carolina at Charlotte, USA
   Tina Heafner, University of North Carolina at Charlotte, USA
   Joan Lachance, University of North Carolina at Charlotte, USA
   Drew Polly, University of North Carolina at Charlotte, USA

Chapter 51
TAP (Teacher Learning and Application to Pedagogy) through Digital Video-Mediated Reflections.......................................................... 1075
   Poonam Arya, Wayne State University, USA
   Tanya Christ, Oakland University, USA
   Ming Ming Chiu, Purdue University, USA

Volume III

Chapter 52
Teacher Insight on RTI Implementation at the Middle and High School Levels: A Comparative Case Study .................................................. 1100
   Pam Epler, Grand Canyon University, USA

Chapter 53
Teachers’ Professional Development in the Digitized World: A Sample Blended Learning Environment for Educational Technology Training.......................................................... 1118
   Emsal Ates Ozdemir, Istanbul Sehir University, Turkey
   Kenan Dikilitaş, Hasan Kalyoncu University, Turkey

Chapter 54
The Role of Early Learning Experience in Shaping Teacher Cognition and Technology Use........ 1129
   Mariam Attia, Durham University, UK

Section 5
Organizational and Social Impacts

This section includes a wide range of research pertaining to the social and behavioral impact of Teacher Education around the world. Chapters introducing this section critically analyze and discuss trends in Teacher Education. Also investigating a concern within the field of Teacher Education is research which discusses the effect of user behavior on Teacher Education. With 13 chapters, the discussions presented in this section offer research into the integration of global Teacher Education as well as implementation of ethical and workflow considerations for all organizations.

Chapter 55
A Paradigm Shift for Teachers’ Professional Development Structure in Turkey: Moving from Instruction to Learning.................................................. 1146
   Murat Günel, TED University, Turkey
   Melike Özer-Keskin, Gazi University, Turkey
   Nilay Keskin-Samancı, Gazi University, Turkey
Chapter 56
Embracing Complexity and Innovation in an Era of Globalization: Lessons from Diversity Conceptualizations and Multicultural Teacher Preparation ................................................................. 1167
   Laura B. Liu, Beijing Normal University, China
   Lottie L. Baker, U.S. Department of State, USA
   Natalie B. Milman, The George Washington University, USA

Chapter 57
IFRS for SMEs: Perceptions of Accountants in the State of Mato Grosso (from Brazil) on Continuing Professional Education ............................................................................................................ 1189
   Márcio Iris de Morais, Universidade do Estado de Mato Grosso, Brazil
   Clea Beatriz Macagnan, Universidade do Vale do Rio dos Sinos, Brazil

Chapter 58
Integrated Methods Block: Transforming Elementary Teacher Preparation through the Integration of Content Methods and Early Clinical Experiences ................................................................. 1212
   Kate Popejoy, University of North Carolina at Charlotte, USA
   Amy J. Good, University of North Carolina at Charlotte, USA
   Tracy C. Rock, University of North Carolina at Charlotte, USA
   Jean Payne Vintinner, University of North Carolina at Charlotte, USA

Chapter 59
iPad: Integrating Positive, Active, Digital Tools and Behaviors in Preservice Teacher Education Courses ............................................................................................................................. 1230
   Ursula Thomas, Georgia Perimeter College, USA

Chapter 60
Joint Professional Development of Teacher Candidates and Mentoring Teachers in Using Project-Based Learning for 21st Century Learning Outcomes ......................................................................... 1255
   Neal Shambaugh, West Virginia University, USA

Chapter 61
Learning to Teach Online: Negotiating Issues of Platform, Pedagogy, and Professional Development ................................................................................................................................. 1275
   Christina M. Tschida, East Carolina University, USA
   Elizabeth M. Hodge, East Carolina University, USA
   Steven W. Schmidt, East Carolina University, USA

Chapter 62
Modeling Digital Work and Learning: Preservice Teachers’ Digital Proficiencies and Teacher Education ................................................................................................................................. 1297
   Mei Wu Hoyt, University of North Texas, USA
Chapter 63
Primary Grades Teachers’ Fidelity of Teaching Practices during Mathematics Professional Development .......................................................... 1311
Christie Martin, University of South Carolina at Columbia, USA
Drew Polly, University of North Carolina at Charlotte, USA
Chuang Wang, University of North Carolina at Charlotte, USA
Richard Lambert, University of North Carolina at Charlotte, USA
David Pugalee, University of North Carolina at Charlotte, USA

Chapter 64
Responsive Practices in Online Teacher Education .................................................. 1331
Thurídur Jóhannsdóttir, University of Iceland, Iceland

Chapter 65
Study Abroad and Service-Learning in a Catholic Social Teaching Context: The Implications for Teacher Education and Social Justice .......................................................... 1349
Ana-Lisa Gonzalez, University of St. Thomas – Houston, USA
J. Ulyses Balderas, University of St. Thomas, USA

Chapter 66
Teacher Effect Model for Impacting Student Achievement .................................. 1367
Tina Heafner, University of North Carolina at Charlotte, USA

Chapter 67
Virtual Activities to Promote Multiculturalism and Sustainability of International Partnerships .................................................................... 1384
Jiyoon Yoon, University of Texas – Arlington, USA
Insoon Han, University of Minnesota – Duluth, USA

Section 6
Emerging Trends
This section highlights research potential within the field of Teacher Education while exploring uncharted areas of study for the advancement of the discipline. Introducing this section are chapters that set the stage for future research directions and topical suggestions for continued debate, centering on the new venues and forums for discussion. A pair of chapters on space-time makes up the middle of the section of the final 12 chapters, and the book concludes with a look ahead into the future of the Teacher Education field. In all, this text will serve as a vital resource to practitioners and academics interested in the best practices and applications of the burgeoning field of Teacher Education.

Chapter 68
Blended Learning in Teacher Education: Uncovering its Transformative Potential for Teacher Preparation Programs ........................................ 1403
Jackie HeeYoung Kim, Armstrong State University, USA
Danilo Baylen, University of West Georgia, USA
Amy Leh, California State University San Bernardino, USA
Lijia Lin, East China Normal University, China
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>Current Economic and Political Dispensation and Teacher Education Programs in Niger Delta Region: Means of Enhancing Teacher Education</td>
<td>1424</td>
</tr>
<tr>
<td></td>
<td><em>Nwachukwu Prince OloUBE, Ignatius Ajuru University of Education, Nigeria.</em> <em>Nanighe Baldwin Major, Niger Delta University, Wilberforce Island, Nigeria</em> <em>Peter James Kpolovie, University of Port Harcourt, Nigeria</em></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Engaging Heads, Hands, and Hearts to Optimize Study Abroad Outcomes</td>
<td>1438</td>
</tr>
<tr>
<td></td>
<td><em>Patricia A. Talbot, Radford University, USA</em> <em>Jennifer Jones, Radford University, USA</em></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Evolving Pedagogy and Practice: The 1:1 Mathematics Classroom through a TPACK Lens</td>
<td>1457</td>
</tr>
<tr>
<td></td>
<td><em>Susan Hennessy, University of Vermont, USA</em> <em>Mark W. Olofson, University of Vermont, USA</em> <em>Meredith J. C. Swallow, University of Vermont, USA</em> <em>John M. Downes, University of Vermont, USA</em></td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Exploring the Interstices of Literate, Linguistic, and Cultural Diversity</td>
<td>1486</td>
</tr>
<tr>
<td></td>
<td><em>Patriann Smith, University of Illinois at Urbana-Champaign, USA</em> <em>Alex Kumi-Yeboah, University at Albany – State University of New York, USA</em></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Quality Management Practices in Lifelong Learning Programs at German Higher Education Institutions: Answers from the Fringe to Emerging Challenges for All</td>
<td>1511</td>
</tr>
<tr>
<td></td>
<td><em>Anita Mörh, Berlin University for Professional Studies, Germany</em></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Realising the Potential of MOOCs in Developing Capacity for Tertiary Education Managers</td>
<td>1549</td>
</tr>
<tr>
<td></td>
<td><em>Chinh Nguyen, University of Melbourne, Australia</em> <em>Heather Davis, University of Melbourne, Australia</em> <em>Geoff Sharrock, University of Melbourne, Australia</em> <em>Kay Hempsall, University of Melbourne, Australia</em></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Teachers’ Use of Social Networking Sites for Continuing Professional Development</td>
<td>1563</td>
</tr>
<tr>
<td></td>
<td><em>Daniel Xerri, University of Malta, Malta</em></td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>The Adoption of Instructional Technologies in Teacher Education: Re-Conceptualising Instructional Technologies within the Context of Nigeria’s Level of Development</td>
<td>1588</td>
</tr>
<tr>
<td></td>
<td><em>Steve Nwokeocha, Teachers Registration Council of Nigeria</em></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 77
The Relationship between Transformational Leadership Characteristics and Multicultural Education Practices in Teacher Educators ......................................................... 1603
Cheresa Greene-Clemons, North Carolina Central University, USA

Chapter 78
Traditional Teacher Evaluation Models: Current and Future Trends for Educators ......................... 1620
Katina M. Leland, University of Arkansas, Little Rock, USA
Amy L. Sedivy-Benton, University of Arkansas, Little Rock, USA

Chapter 79
Using a Literacy-Based Classroom Partnership to Prepare Teacher Candidates for the edTPA ...... 1641
Jana Lynn Hunzicker, Bradley University, USA
Cecile M. Arquete, Bradley University, USA
Peter Olson, California State Polytechnic University – Pomona, USA
Douglas Atkins, Whittier Primary School, USA

Index .................................................................................................................................................. xxiii