Stepping out of one’s comfort zone and adapting to the trends that assist preservice teachers in providing quality instruction in this rapidly changing world of technology can challenge even the most dedicated teacher educator. As Jill Ashbaugh Earman suggests in this book, students who are entering schools at present have moved from a position of “digital immigrants” to “digital natives.” Students are now entering school possessing technology skill sets that have altered the manner in which information is absorbed, processed, retained, and/or dismissed. Providing teacher educators with the tools necessary to equip preservice teachers with the skills needed to accommodate these “digital natives” requires an effort to remain current on new advances in technology that affect these methods.

The information provided in this book offers the practical application of technology in the learning environment, which can be modified to optimize the success of preservice teachers in the field. The chapters offer tried and tested implementations of technology by teacher educators, which will assist in providing preservice teachers with life-long skills that are adaptable to the advances in technology in the future. My position as an educator and “digital immigrant” in this world of changing technology provides a unique opportunity to witness the adaptability of the educational system’s transition toward meeting the needs of their cliental in this new age.

This collection of experienced-based examples of teacher educator leadership in the field is a compilation of the processes used regarding what teacher educators think and do when adapting new technology. Developing online environments that assist students and professionals in distance learning opportunities offer many challenges to educators who recognize this growing trend in education. You will discover an ample amount of practical examples that will assist in the development of your own online program to meet your needs and the needs of your students.

Accountability in technology education is an important component to successfully document all aspects of instruction. Portfolios and accreditation standards are vital to maintain a successful program. These issues are addressed in a manner that is relevant to the expectations of all stakeholders and will assist in providing you with information adaptable to fit your needs.

Preparing preservice teachers to meet the needs of their students in the field through the use of technology is in growing demand. Modeling these practices in a manner that produces the transfer of knowledge and skill in these areas is the call to order for teacher educators if success in this area is to be realized. Whether a “digital immigrant” or “digital native,” you will find this new journey informative.

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Kioh Kim is an Assistant Professor of Educational Technology at Northwestern State University (NSU) of Louisiana. His teaching and research interests include examining and developing potential applications of emerging technologies in the classroom, improving training which results in teachers' increased use of computer-based technology in their classroom, and developing effective online learning environments. Dr. Kim uses a variety of forms of subtle and obvious positive feedback in hopes that students not only learn better, but adopt similar modeling techniques in their own classrooms. Dr. Kim has considerable teaching experience with technology in South Korea and the United States. Dr Kim’s teaching experiences include teaching English at the middle and high school levels, teaching at a college in South Korea, and teaching undergraduate and graduate educational technology courses at the University of Wyoming and NSU. Dr. Kim has written extensively including a book titled Appreciating Computer-Based Technology Use in Teacher Education Programs: A Case-Study Monograph (Chicago, IL: Discovery Association Publishing House). He enjoys living in Northwest Louisiana with his wife and two children.