Preface

HOW THIS BOOK CAME ABOUT

Technology Leadership in Teacher Education, along with Technology Implementation and Teacher Education, was born from professional dialogue of scholars from around the world. I love going to international conferences and listening to ideas of experts from different areas. Ideas grow with interaction: sometimes I have coffee or lunch with scholars that I just met at a conference so I can learn more about their practices teaching philosophies, and important issues in their environments. Such conversation causes me to ponder this question: how can I successfully apply practices used in Austria, Netherlands, Japan, or Great Britain, to the context of the United States, the country in which I am teaching? This book aims to mimic the structure of such a process: international authors, who are teacher educators, present their best practices in their environments. They also imply how their cases can be generalized so that audience can think about how to adapt and implement what worked in the authors’ environment into those of the readers.

Technology changes rapidly. Since the time span from a book proposal to the publication is about two years, books that focus on pedagogical issues rather than technological how-to tend to attract teacher educators. Also, an editor of an instructional technology book needs to have a keen sense of current and emerging trends. To grasp the trends, I skimmed through over 500 journal articles and conference proceedings covering the most recent three years. I composed the draft for the book proposal after identifying critical issues and trends. Then a group of teacher educators exchanged ideas about the draft and finalized our book proposal. While doing so, we decided to publish books for two different strands. One was for leadership in teacher education and the other was for teacher educators as reflective practitioners.

During fall 2008, I sent out emails to scholars who already published in relevant topics. The response was very encouraging. I especially enjoyed the process of reading their ideas via email or listening to them over the telephone. Authors asking for my feedback often motivated me to look for recent publications of their topics. Hence, there was a constant active exchange between authors and myself. Furthermore, reviewers and authors had very productive interaction during formative evaluation process: first during the chapter proposal stage, then during the chapter drafting stage. The process was double-blind reviewed, so I often acted as a mediator to pass on the comments and questions between the reviewers and the authors. Authors displayed a high degree of professionalism as they used formative feedback to make their chapters stronger. This is another example of professional dialogues refining ideas.
ORGANIZATION OF THIS BOOK

The first section of this book is structured around the topic of online learning environment. Jill Ashbaugh Earman compares digital immigrants and digital natives and their preferences for online activities, and offers suggestions for effective online course design for both. Ron Lombard addresses issues that online instructors need to know including retaining visibility, evidencing compassion to students, building communities, and knowing participants. Heejung An and Hilary Wilder share their journey to structure their online class according to the Technological Pedagogical Content Knowledge (TPACK) framework. William Gibbs and Ronan Bernas analyze the different online behavior according to gender.

The second section centers on multimedia learning tools. Prudence Cuper and Yi Gong discuss the use of video analysis for preservice teacher education. Jacqueline McLaughlin showcases the success story of connecting inservice and preservice teachers with inquiry-based science education.

The third section addresses inter-institutional collaboration. Shari Stockero discusses how a university can support inservice teachers’ professional development through a blended course. Jacqueline Mumford and Elizabeth Juelich-Velotta share their implementation of service learning. Gloria Latham and Julie Faulkner reflect upon their challenges and successes for creating and running a virtual school.

The fourth section focuses on assessment and accreditation. Natalie Johnson-Leslie talks about creating an electronic evidence room using College LiveText. Lesia Lennex, Brianna Swetnam, and Heather Flynn also share their experience about creating an electronic evidence room, but through surveys from stakeholders. Jeremy Dickerson, Howard Coleman, and Dennis Kubasko talk about their five-year process of institutionalizing electronic portfolio.

The fifth section covers Web 2.0. Ron Lombard and Stella Porto point to the effective use of Web 2.0 in classrooms. Terry Herman mentions strategies and concerns for data Web mashups. The final section addresses trends in technology education. Robert N. Ronau, Christopher R. Rakes, Margaret Niess, Lauren Wagener, David Pugalee, Christine Browning, Shannon O. Driskell, and Susann Mathews provide broad view of emerging research frameworks of instructional technology. Kevin Biesinger and Kent Crippen summarize practical recommendations for technology educations for teachers.