

# Preface

## INTRODUCTION TO SUBJECT

Schools are undergoing a period of rapid change. Consider online instruction. With the advancement of online tools for instruction, both K-12 institutions and universities are expanding the ways of they educate students. In 2012, the National Center for Education Statistics reported “There were over 1.3 million high school student enrollments in distance education courses in 2009–10, an increase of over 1 million enrollments from 2004–05, when there were just over 300,000 enrollments. By comparison, between 2002–03 and 2004–05, there was an increase of less than 100,000 in the number of high school student enrollments in distance education courses (from 222,000 to 310,000)” (Aud et al, 2012). Kennedy and Archambault (2012) predict that following current trends, in 6 years, 10% of all high school classes will be offered online. This exponential expansion is forcing institutions that prepare new teachers to reconsider their curriculum, modes of instruction and field experiences. With schools also incorporating hybrid and flipped approaches to instruction, new models for teacher education are needed to help beginning teachers meet the technical and ethical demands of the profession.

However, the ethical implications of the changing of nature of schools is not limited to the technical aspects of online instruction. Schools in all grades as well as universities are increasingly become diverse places in which a host of global issues are situated. In many ways, who schools are educating is changing as rapidly as how students are being educated. Based on these changes there is a need to further examine how educator preparation programs are responding in order to meet these constantly changing needs.

In addition to the intensive and immersive use of technology, both K-12 schools and educator preparation programs have been afforded the opportunity to look at and consider the ethical implications of living and working in a connected world where the Internet allows for perpetual communication, searches for information, and opportunities to create projects that represent knowledge. This book represents a reflection of both the challenges opportunities in both K-12 and educator preparation programs related to technology use and the ethical practice associated with teaching and preparing to teach in a technology-rich world.

## INTRODUCTION TO CHAPTERS

This book includes a variety of chapters focused on the use of technology in teacher education as well as ethical issues surrounding technology use. First, in *Developing Technological Fluency In and Through Teacher Education: An Applied Research Project in Teachers’ College*, Brown and Jacobson describe an

innovative approach to professional learning in a partnership approach with teacher education students and veteran teachers to address the challenges faced by both teacher education programs and professional development models. Next, in *Design Thinking and Immersive Professional Learning in Teacher Education: Cultivating Pedagogical Empathy*, Crichton and Carter share a design-based research project where novice teachers are situated in professional learning communities to better recognize the professional decision-making of their more experienced colleagues. The chapter offers powerful professional development models for fostering collaboration and growth. In *Consider Four Types of Online Identities: For Teaching and Modeling Online Behavior*, Koh-Herlong and Brown provide data and suggestions to educators for teaching and modeling concepts and practices related to online identity. The primary findings are the identification of four types of online identities that include real, desired, enhanced, and deceptive. The chapter concludes with recommendations for future studies to further this topic and extend the current research.

That chapter is followed by *Understanding Morality and Ethics. Maneuvering Ethical Dilemmas in Digital Educational Contexts*, Fransson provides a theoretical base for the understanding of moral and ethical issues in teaching. The theoretical frame of dilemmatic space is proposed as an additional means of understanding and maneuvering through the complexities of modern everyday life, where varying norms and values and moral and political positions are taken into account. Next, in *Enhancing Early Childhood Education Teacher Candidates' Experiences: How Undergraduate Research Enriches Preservice Practice*, Schroth outlines how research experiences can be utilized in teacher education programs to support pedagogical growth. The chapter offers advice and step-by-step suggestions for teacher educators interested in incorporating undergraduate research experiences in their preparation programs. Next, in *Educating Pre-service and Novice Teachers on the Best Practices for Curriculum Integration of Web 2.0 Tools and Instructional Technology*, Conway explores the use of Web 2.0 technology by pre-service and novice teachers. The focus of the chapter is to present the potential ethical concerns for pre-service and novice teachers in the use of Web 2.0 technologies.

In the next chapter, *Providing Early Childhood Education Teacher Candidates Diverse Clinical Understandings through Professional Development School Experiences*, Christensen and her colleagues discuss the need to ensure that each future educator be exposed to a variety of settings and practices throughout their preparation in order to best prepare them to serve the needs of their future young students. The advocate that Professional Development Schools (PDS) will support this work. Then in *Developing Professional Ethics: A Statewide Curricular Solution*, Dreon examines the development of the Educator Ethics and Conduct Toolkit (EECT). The EECT is a practical, scenario-based curriculum which helps beginning teachers examine their fiduciary responsibilities and analyze ethical decision-making in authentic contexts. That chapter is followed by *In Search of Elements to Organize Assessments Remotely in Distance Learning*. In that chapter, Callens and Elan provide their research on different assessment strategies used in online learning environments. By examining the perceptions held by students, instructors and administrators, the chapter offers unique perspectives on assessment and how they are used to support online learning and internship experiences.

The next two chapters address cyberbullying. In *Taking a Stand against Cyberbullying in Higher Education*, Carter and her colleagues share the findings of an innovative study, which involves the development of an action research-led and student-directed interactive educational website to inform higher education students and staff about the consequences of cyberbullying. In describing the ongoing development and generalisation of the site, this chapter highlights the third cycle of an action research inquiry, and more generally the need for such resources to support higher education so that users understand what

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constitutes cybersafety and cyberbullying. Then, in *Developing an Understanding of Cyberbullying: The Emotional Impact and Struggle to Define*, Walker provides information about the challenges researchers face in operationalizing cyberbullying that will enable all professionals to assist victims, and to proffer techniques that may be implemented in the ethical practice of primary, secondary, or college educators as they work with Millennials and Neo-millennials in the 21st Century classroom.

In *Creating Digital Safe Spaces for Gender Expression and Sexual Diversity*, Justice and Hooker provide a comprehensive overview of the challenges that lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students face in schools. The authors offer an informative examination of the terms detailing the diverse sexuality and gender identity landscape. The chapter concludes with a focus on digital environments and how educators can create digital safe spaces for all students through responsible and supportive online collaboration. That chapter is followed by *Case Analysis: Advancing Virtual Learning Environments Through Evaluative Processes*, where Greer and her colleagues describe an ongoing evaluation of Second Life (SL) virtual reality as a pedagogical tool in theory-anchored undergraduate education. SL has been found to advance learning, collaboration, engagement, and critical thinking among students who although have some basic skills in use of virtual-reality gaming, preparation for learning in virtual environments remain incongruent with the skill level needed in educational applications. This chapter presents a process for evaluating, documenting and analyzing the development and implementation of virtual learning environments at institutions of higher education.

In *The Importance of Teacher Education in Global Education*, Kasemsap argues for a greater focus on continuous teacher education worldwide. By outlining the complexities of professional and pedagogical competencies, the author discusses how teacher education has the potential to be a powerful vehicle for supporting sustainable competitive advantage through improved educational performance. Next, in their chapter, *Preparing Pre-Service Teachers to Meet the Unique Academic Needs of 21st Century Learners*, Torres and Tackett examine demographic and technical trends in the United States and identify challenges that institution of higher education may face in preparing new teachers for integrating technology in the classroom settings. The chapter also discusses collaborative opportunities for both in-service and pre-service teachers to enhance their pedagogical and technological knowledge bases.

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## REFERENCES

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