ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Making the Case for Including Online Teaching Best Practices in Teacher Education Programs

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• Abstract (300 words):
Prior to the COVID-19 pandemic, an estimated 2.7 million K12 students in the United States were enrolled in a virtual school. However, as a result of COVID-19 more than ten times that amount are now completing their education in some type of remote, blended, or online learning format. Teachers, unfortunately, were not trained or prepared to handle this sudden shift. This is in part because few teacher education programs focus on preparing K12 teachers to teach online. The pandemic has illustrated not only the power of online education but also the need for all teachers to be versed in online teaching methods as well for our administrators to be able to continue to lead our schools when they are inaccessible due to unforeseen circumstances. Teacher preparation programs need to immediately begin to model and integrate instructional technologies to effectively teach in remote, blended, and online formats. In this paper, we will describe some of the unique demands of online teaching and ways that teachers education programs can begin preparing teachers to be successful as online education becomes a larger component of the teaching profession.
• Author(s) Biography (200 words each):

Marc C. DeArmond, NCBT, is a mathematics teacher at Coupeville Middle School and a doctoral student at Boise State University. He has taught mathematics, game design, video production, and application development. His research interests include game-based learning, serious games, game mechanics, teacher education, and standards based assessment.

Patrick R. Lowenthal is an Associate Professor of Educational Technology at Boise State University, where he teaches master’s and doctoral students in fully online graduate programs. He specializes in designing and developing online learning environments. His research focuses on how people communicate using emerging technologies— with a specific focus on issues of presence, identity, and community—in online learning environments.