



Reforming Teacher Education for Online Pedagogy Development

Abigail G. Scheg

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Online education is a long-term goal at most higher-education institutions in the United States, but very few faculty members have sufficient training or knowledge of online pedagogy. As a result, students are not receiving the highest quality education, and institutions are struggling with student retention and the improvement of their distance education programs.

Reforming Teacher Education for Online Pedagogy Development creates the argument for more sufficient online teacher preparation in higher education. Geared towards all members of higher education including faculty, administrators, and educational affiliates (including accreditation bodies), this text also offers suggestions and methodologies for implementing and improving training programs for less-experienced institutions.



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