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INCREASING TEACHER AWARENESS OF SELF-DETERMINATION (156 pp.)

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The main purpose of this study was to measure differences in pre-service teachers' awareness levels of when self-determination behaviors are demonstrated in others. The current study examined relationships among many variables such as pre-service teachers' age, gender, current credits and degree, licensure, and professional experience. The last variable examined pre-service teachers' pre- and posttest scores both within and between experimental and control groups. The research question that guided the current study was: Can pre-service teachers become more aware of when a person behaves in a self-determined manner? To assess the effects of the intervention, a quasi-experimental design of pretest—posttest of the experimental group, and posttest only for the control group was used.

Overall the results found that the experimental group demonstrated a significant increase across pre- and posttest scores in awareness by correctly identifying when components of self-determination were depicted in the videos. Furthermore, teachers showed growth in their ability to recognize specific steps to each skill demonstrated in the clips. Finally, teachers did not show significant improvement in misspecifications of self-determination when they mistakenly recorded a self-determined behavior when it was not evident in the video.

Finally, in looking more closely at the intervention itself in raising understanding and awareness of steps to each of the nine skills of self-determination, the study found that participants had significant improvement in identifying all but two of the skills. The two skills that pre-service teachers did not significantly increase abilities in awareness and understanding were that of choice-making and self-advocacy.