

COFFMAN, VONDA G., August 2013

Educational Psychology

THE PERCEIVED TECHNOLOGY PROFICIENCY OF STUDENTS IN A TEACHER EDUCATION PROGRAM (218 pp.)

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The purpose of this study is to determine the perceived technology capabilities of different levels of undergraduate students of Kent State University in the College of Education, Health, and Human Services teacher education programs; to determine if the perceived technology capabilities of students beginning the teacher education program differ from those nearing completion of the program; and, if the perceived technology capabilities of students change from the start to the end of the Educational Technology course. Examining student perceptions may provide insight on whether preservice teachers think they can prepare students for the 21st century once they become inservice teachers. To determine whether preservice teachers perceive that they are being prepared to teach 21st century skills by integrating technology into teaching and learning, three groups of students were surveyed: incoming students, junior-level students at the beginning and end of the Educational Technology course, and students nearing graduation. The TPACK survey for preservice teachers (Schmidt, Baran, Thompson, Mishra, Koehler & Shin, 2009) was used to examine preservice teachers' perceptions of their technology capabilities as related to teaching.

Teachers comprise an integral factor in the effective incorporation of technology into classroom activities, yet many current teachers remain unable or unwilling to employ

technology fully or effectively. The findings from this study led to several conclusions, including that the students perceived themselves to have better technological abilities after completing the Educational Technology course and as seniors near the end of the teacher education program, and the results of this study should challenge teacher education faculty to consider how their beliefs, attitudes, and use of technology in teaching and learning are transmitted to their students.