

ABSTRACT

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An Analysis Of The Influence Of Technology Training On Teacher Stages
Of Concern Regarding The Use Of Instructional Technology In Schools

(Major Professor: Glenda C. Rakes)

The purpose of this study was to investigate the stages of concern levels regarding technology integration among P-12 teachers in the United States. The study also investigated the stages of concern with regard to the amount and types of technology training teachers have received; the technical sophistication of the teachers; and the demographics (experience, degree, school size, location, grade level, and subject area).

A researcher-developed online survey (which included original questions, the Professional Development Survey portion of CEO Forum's STAR instrument, and the Stages of Concern Questionnaire) was used to collect descriptive data as well as qualitative data from one open-ended question. Analyses of the data were done by canonical correlation, multiple regression, one-way MANOVA, and Duncan's new multiple range test. Qualitative content analysis of the open-ended question was presented in narrative form.

Six hundred fifty-nine usable surveys were returned, including at least two from each of the 50 states. The findings indicated that there were interrelationships between the level of technology professional development and the stages of concern levels regarding implementation of instructional technology in several specific areas. Technology training that specifically addresses the integration of technology into the curriculum has the strongest positive impact on teacher attitudes toward instructional technology. The longer teachers work with technology, the more comfortable they appear to be with that technology. The more technology expertise teachers have, the higher their levels of concern and, as a result, the more likely they are to effectively use technology in the classroom. Teachers who received more technology training were the most accepting of the use of instructional technology.

The participants reported interest and concern in four areas surrounding implementation of instructional technology: (a) increased student interest and creativity; (b) lack of time, training opportunities, technical support and equipment; (c) a sense of personal and professional empowerment and (d) their perceived roles as technology leaders and trainers for peers. The general attitude of the teachers toward instructional technology implementation was positive.

In summary, technology training is a long-term process. It must focus on changes in individuals rather than groups and address curriculum integration.