



PhD. PROGRAMME

EDUCATION IN THE KNOWLEDGE SOCIETY

A TAM BASED TOOL FOR THE ASSESSMENT OF THE ACCEPTANCE OF MOBILE TECHNOLOGIES AMONG TEACHERS

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Introduction

This document presents an instrument based on the TAM model (Davis, 1989), adapted to assess the acceptance of mobile technologies among primary education teachers by adding construct from other theories (Sánchez-Prieto, Olmos-Migueláñez, & García-Peñalvo, 2016) (Fig 1.).

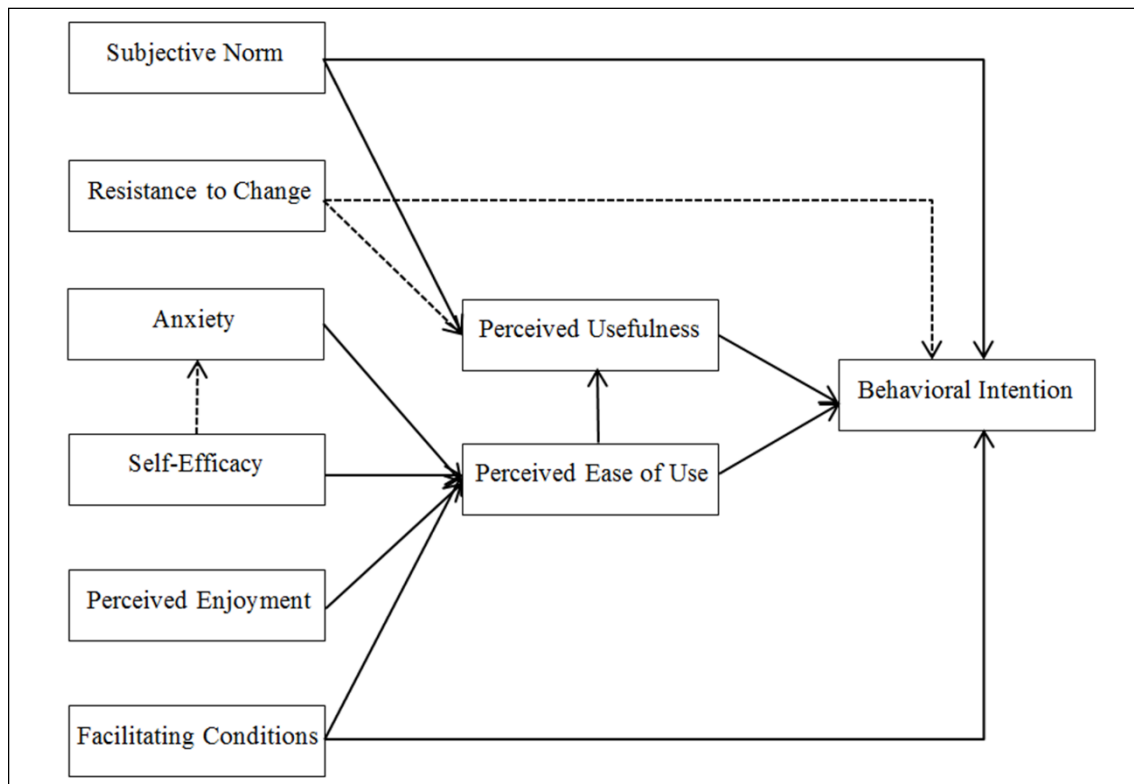


Fig 1. Extended TAM Model proposal.

The model proposes the following variables:

- **Exogenous:** Subjective Norm (SN), Resistance to Change(RC), Mobile Anxiety (MA), Self-Efficacy (SE), Perceived Enjoyment (PE), Facilitating Conditions (FC), Perceived Usefulness (PU), Perceived Ease of Use (PEU).
- **Endogenous:** Behavioural intention (BI).
- **Other explaining variables:** Age, gender, teaching years, use of mobile technologies in the daily life.

The instrument to carry out the data collecting is divided in two sections. The first section is destined to gather the teachers' identification data (age, gender, teaching years, use of mobile technologies...).

The second one is composed of thirty items formulated with a seven-point Likert-type scale (1-7) which represent the rest of the variables of the study ordered



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as follows: BI (1-3), PU (4-7), PEU (8-11), PE (12-14), SE (15-17), FC (18-20), SN (21-23), MA (24-26), RC (27-29).

If you seek an in-depth definition of the proposed constructs, as well as the results of other intermediate studies carried out with pre-service teachers aiming to verify the predictive nature of some of the variables of the model, you can also consult the following publications (Sánchez-Prieto, Olmos-Migueláñez, & García-Peñalvo, 2014a, 2014b, 2015a, 2015b).

This document should be referenced as follows:

Sánchez Prieto, J. C., Olmos-Migueláñez, S., & García-Peñalvo, F. J. (2016). *A TAM based tool for the assessment of the acceptance of mobile technologies among teachers*. Salamanca, Spain: GRIAL Research Group. University of Salamanca. doi:10.13140/RG.2.1.4588.7762/1.



QUESTIONNAIRE

IDENTIFICATION DATA

Please fill out the form below with your personal data, indicating your gender, age and years of teaching experience:

Gender:

- Male
 Female

Age:

Teaching years:

Use of mobile technologies on the daily life:

Indicate the frequency with which you use mobile technologies in your everyday life: 1: Never; 2: Almost never; 3: Seldom/occasionally; 4: Almost always, 5: Always.

1	2	3	4	5
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ATTITUDE TOWARDS MOBILE LEARNING

Express your level of agreement or disagreement with the following statements: 1: Strongly disagree; 2: Disagree; 3: Somewhat disagree; 4: Neither agree nor disagree; 5: Somewhat agree; 6: Agree; 7: Strongly agree.

1. I intend to use mobile devices in the classroom.	1	2	3	4	5	6	7
2. I predict I will use mobile technologies at my job.	1	2	3	4	5	6	7
3. I plan to use mobile devices in the implementation of my teaching practice.	1	2	3	4	5	6	7
4. The use of mobile technologies can enhance my job performance.	1	2	3	4	5	6	7
5. The use of mobile technologies can make me more effective at work.	1	2	3	4	5	6	7
6. The use of mobile devices in my teaching practice enhances my productivity.	1	2	3	4	5	6	7
7. Generally I consider that mobile devices can be useful in my line of work.	1	2	3	4	5	6	7
8. Learning to use mobile devices in the classroom would be easy for me.	1	2	3	4	5	6	7
9. I find it easy to interact with mobile devices.	1	2	3	4	5	6	7
10. Interaction with mobile devices is clear and easy to understand for me.	1	2	3	4	5	6	7
11. Generally I consider that mobile devices are easy to use.	1	2	3	4	5	6	7



12.The use of mobile devices in my classroom adds a recreational aspect to my job.	1	2	3	4	5	6	7
13.It amuses me to organise activities involving mobile technologies with my students.	1	2	3	4	5	6	7
14.I enjoy using mobile devices in my classes.	1	2	3	4	5	6	7
15.I am able to integrate mobile devices in my teaching practice.	1	2	3	4	5	6	7
16.I can use mobile devices as educational tools even if there is no one to help me.	1	2	3	4	5	6	7
17.I can design materials and activities for mobile devices without external help.	1	2	3	4	5	6	7
18. I have enough time to include mobile devices in my teaching practice.	1	2	3	4	5	6	7
19.I have easy access to the materials I need to develop educational activities delivered through mobile devices.	1	2	3	4	5	6	7
20.I have the necessary human resources at my disposal to be able to develop educational activities with mobile devices.	1	2	3	4	5	6	7
21.My co-workers think I should use mobile technologies in my classroom.	1	2	3	4	5	6	7
22.In my school, teachers are expected to use mobile devices in the classroom.	1	2	3	4	5	6	7
23.The people who influence my behaviour think I should use mobile devices in the classroom.	1	2	3	4	5	6	7
24.I doubt about using mobile technologies in the classroom because I fear making mistakes that I can't correct.	1	2	3	4	5	6	7
25.Generally the use of mobile devices in the classroom stresses me out.	1	2	3	4	5	6	7
26.I feel apprehension towards the use of mobile devices.	1	2	3	4	5	6	7
27.I would like mobile technologies to change the way the teaching practice is implemented.	1	2	3	4	5	6	7
28.I want mobile technologies to change teacher-student interactions.	1	2	3	4	5	6	7
29.I would find it easy to assume changes in the teaching methodology introduced my mobile devices.	1	2	3	4	5	6	7



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