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Modeling Technology Integration

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The Curriculum of Emotions and Self-Efficacy

Modeling Technology Integration

The influence of teacher education faculty on pre-service teacher candidates' technology self-efficacy

Curriculum Studies Summer Collaborative 2019

Curriculum of Emotions and Self-efficacy

Context/Definitions

Bandura (1994) is credited with developing the construct of self-efficacy as part of his social cognitive theory, articulating that "human behavior is regulated to a large extent by anticipated consequences of prospective actions" (p. 36). **Perceived self-efficacy is defined as** "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" which includes cognitive, motivational and affective components, and they also determine how people feel, think, motivate themselves and behave (Bandura, 1994, p. 71; Akar, Doğan, & Űstűner, 2018). Bandura (1997) further described self-efficacy as "**an individual's self-perception** of his or her own competence in executing a specific task effectively" and Tschannen-Moran, Hoy, and Hoy (1998) abridged this to the **self-perceptions of competence rather than actual competence** (p. 7). Additionally, research has demonstrated a positive correlation between when one domain of self-efficacy is increased, there is a corresponding increase in general self-efficacy.

Curriculum of Emotions and Self-efficacy

Context/Definitions

The synonymous usage of self-esteem and self-efficacy is a common yet incorrect interchange as, "self-efficacy is the judgement of specific capabilities rather than a feeling of self-worth...each has an influence on the other" (Beck, 2008). **Self-efficacy** is distinct from other conceptions of self, such as self-concept, self-worth, and self- esteem, in that it is specific to a particular task (Tschannen-Moran et al., 1998, p. 7). However, such research has demonstrated a positive correlation between when one domain of self-efficacy is increased, there is a corresponding increase in general self-efficacy which feeds into **identity**.

Curriculum of Emotions and Self-efficacy

Context/Definitions

- Bandura: Construct of self-efficacy (SE)

- Perceived SE = people's beliefs about capabilities > affects performance/motivation

- This has also been linked with how people feel, think, motivate themselves and behave

- Individual's self-perception of competence; not actual competence

- Positive correlation when one domain of self-efficacy increases >increase in general SE

- Self-esteem ≠ Self-efficacy (feeling of self-worth v. judgment of capabilities/task specific)

- Acknowledge they influence each other > Identity

Introduction

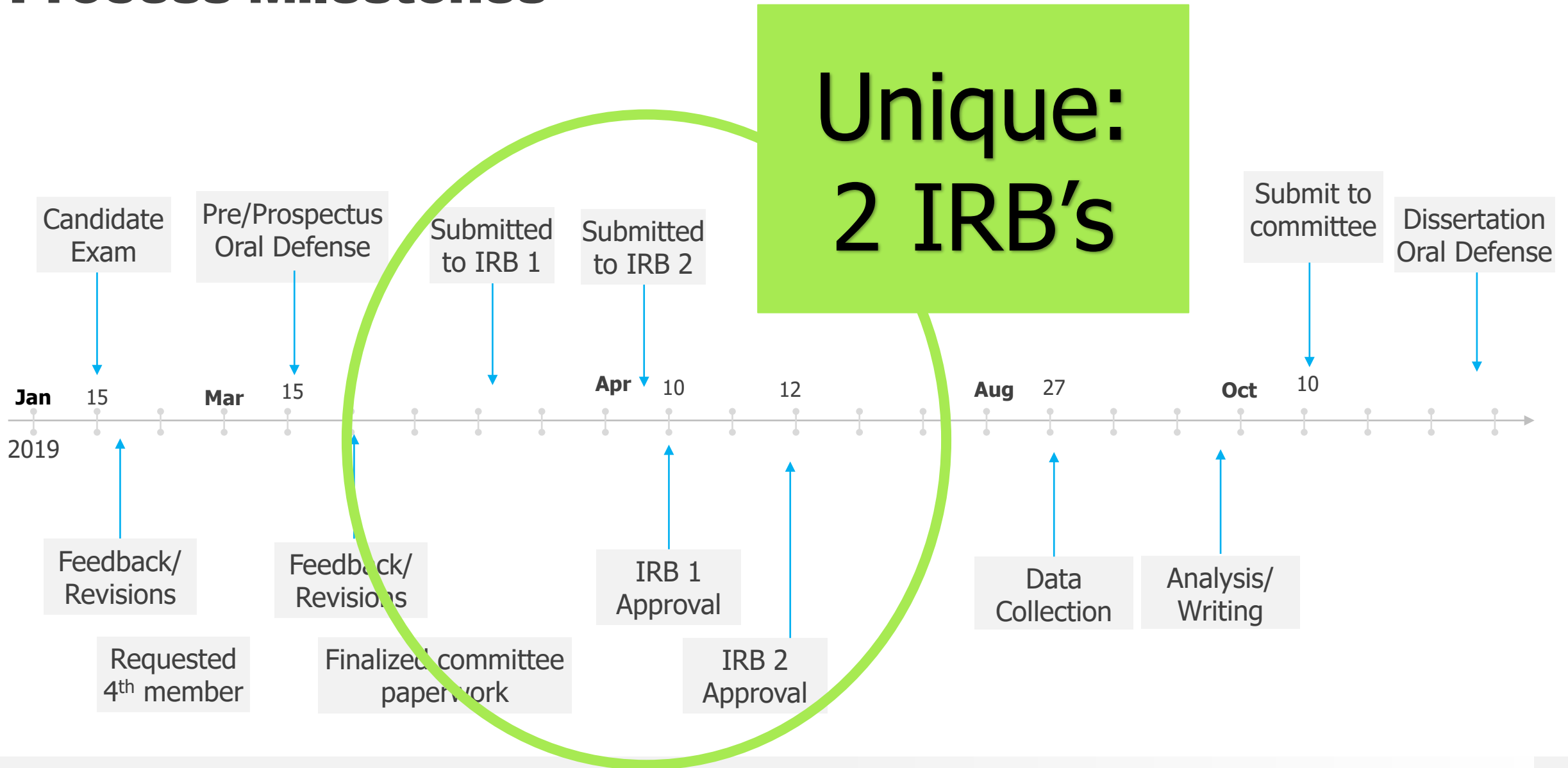| Timeline	Positionality	Theoretical Framework	Methodology	Data Collection/ Analysis
Process Milestones (Where am I in the process?)	Sense of Identity / Self Researcher Assumptions	Critical Feminist Pedagogical	Critical Ethnography (Focus Groups + Questionnaire)	Forthcoming: August – September 2019

Research Question

o Pre-Service Teacher Candidates

o Technology Integration Practices = Technology Pedagogical and Content Knowledge (TPACK)

o Technology Self-efficacy

How does the perceived modeling of technology integration practices by teacher education faculty in an educator preparation program at a public, four-year research 1 university in the Southeastern United States influence the development of technology self-efficacy in pre-service teacher candidates?
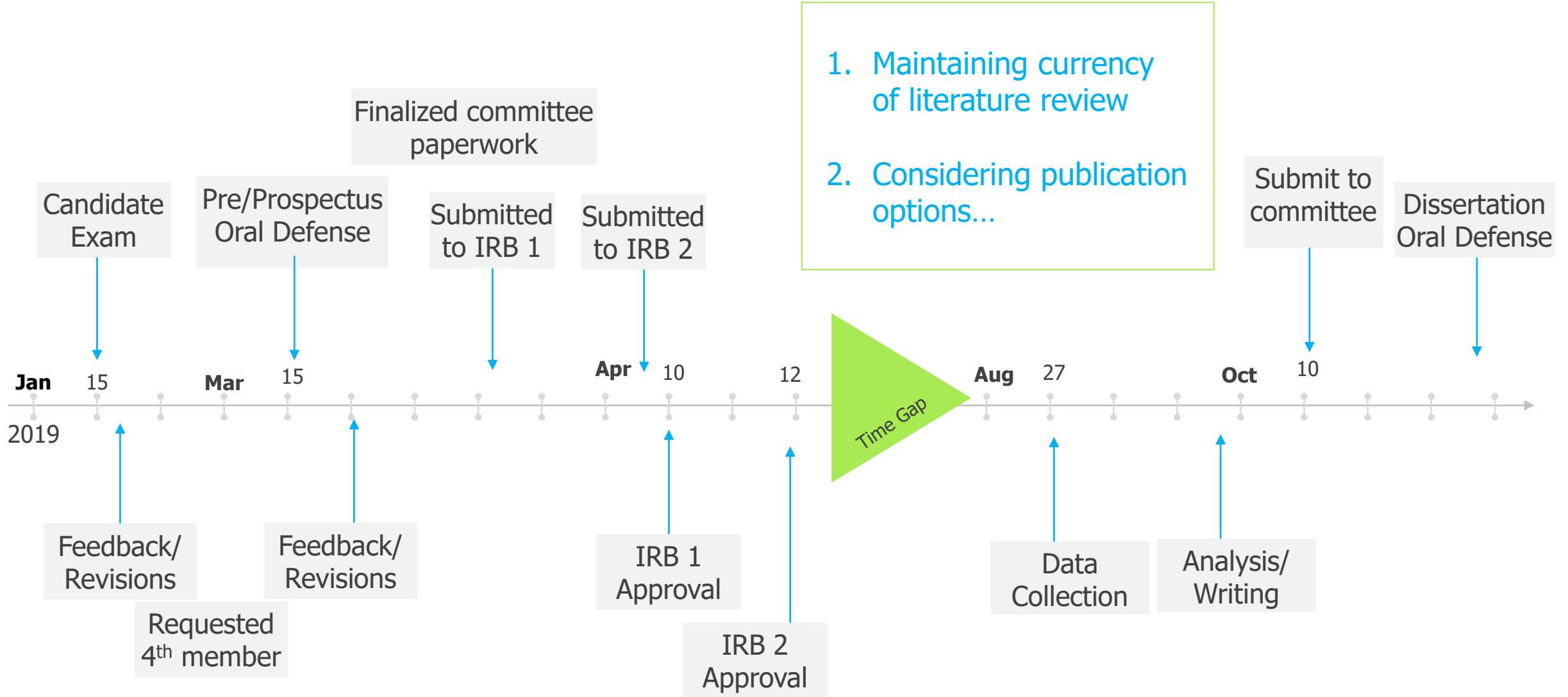
Process Milestones
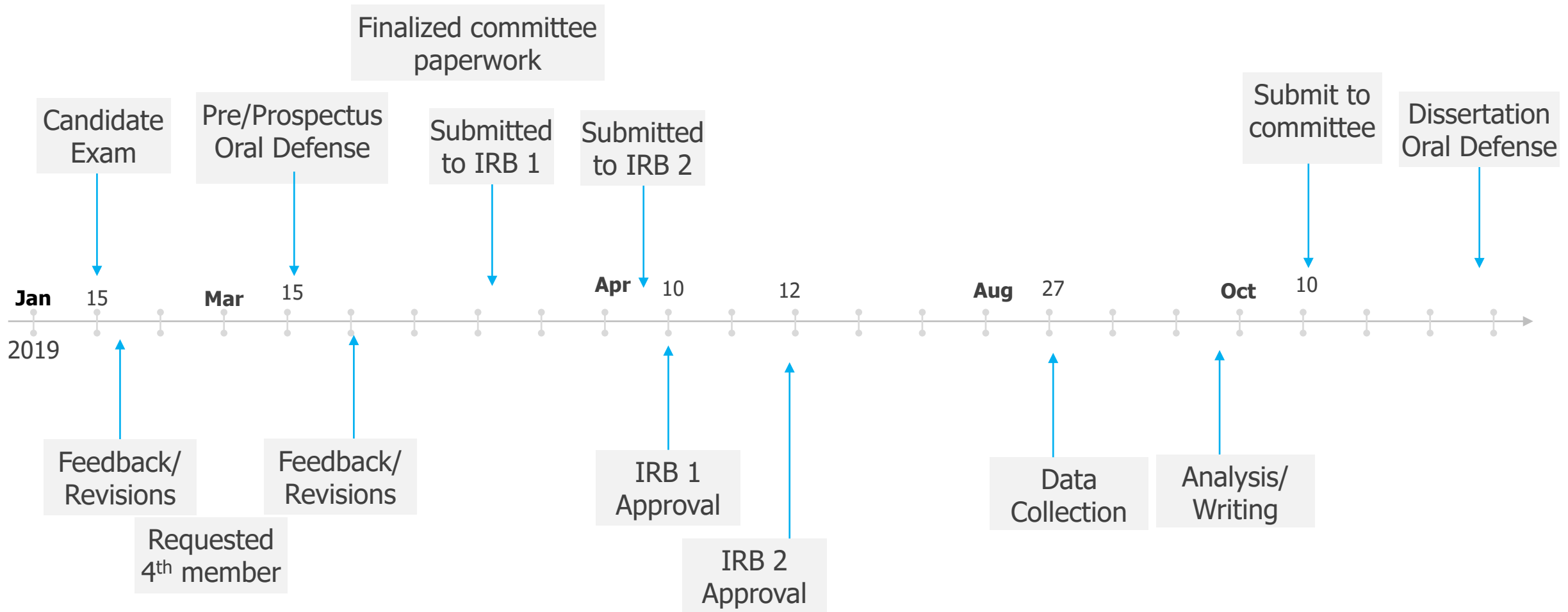
Process Milestones

Process Milestones

Researcher Positionality

Pragmatism

Demonstrable; temporal/temporary truth
Truth is produced – proof required!
Reality is constantly changing

Pedagogical

Lived Experience

Existentialism

The only truth is the truth that you make
Reality is one's relationship to others
Constructed of one's own values
Axiology primary determining factor for ontology and epistemology

Antidotal/Professional Experience

Education for social change

Critical Pedagogy

Feminist

Intersectionality

Power & Privilege

Teaching towards Social Justice

First Time in College (FTIC)
First Generation College Student

Critical Theory

Epistemology: (knowledge) Evolving   Ontology: (being) Positivism   Axiology: (values) Pragmatism
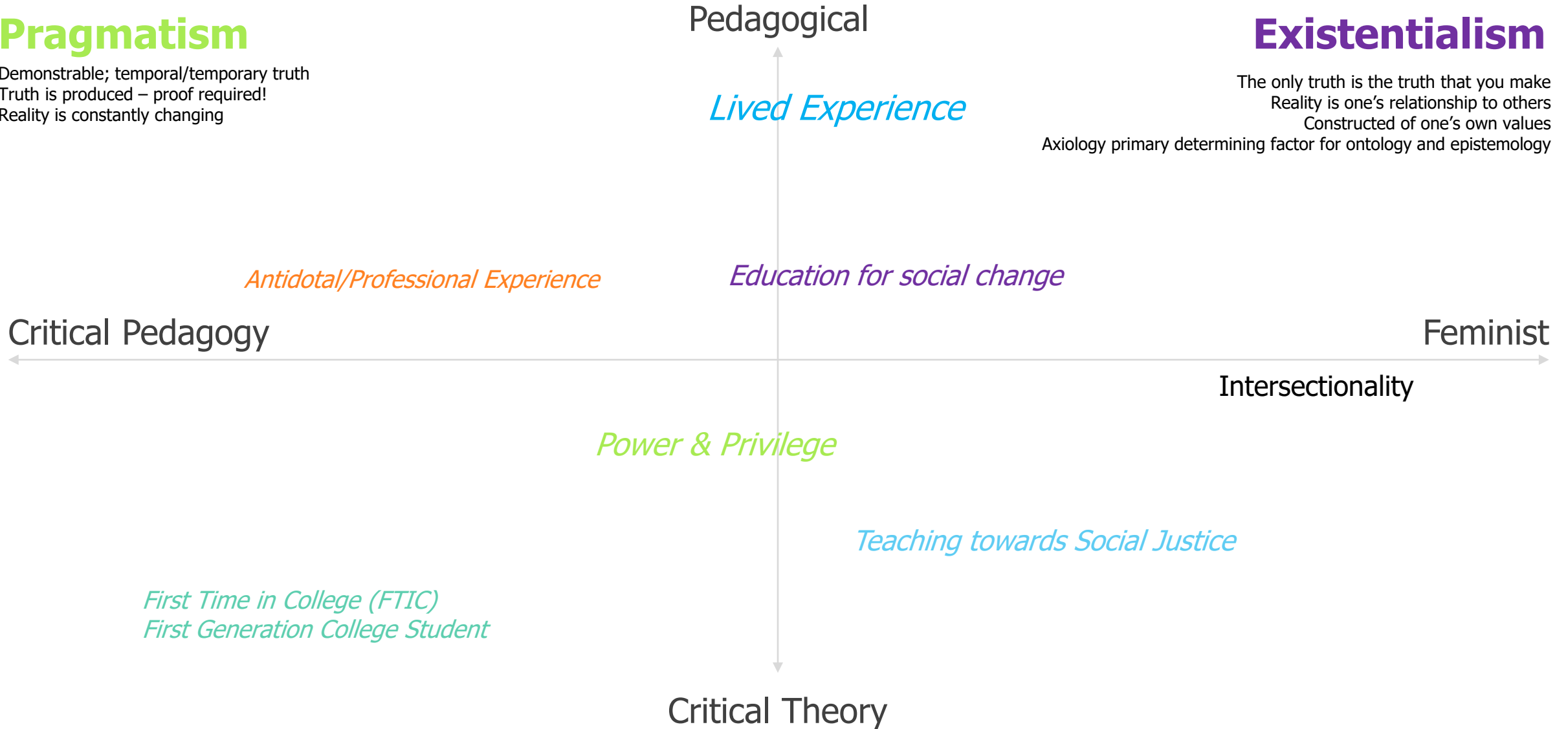
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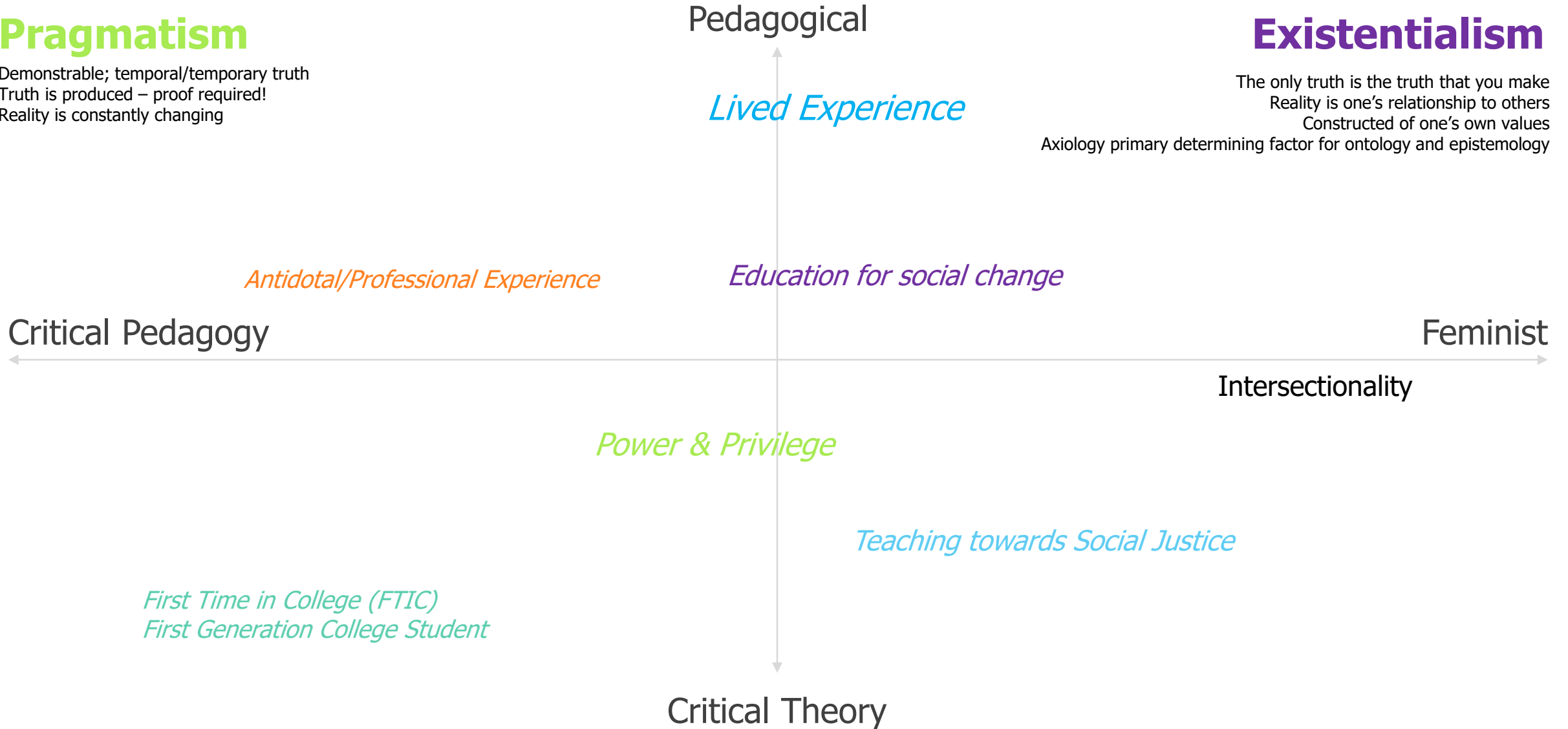Axiology primary determining factor for ontology and epistemology

Pedagogical

Lived Experience

Antidotal/Professional Experience   *Education for social change*

Critical Pedagogy   Feminist

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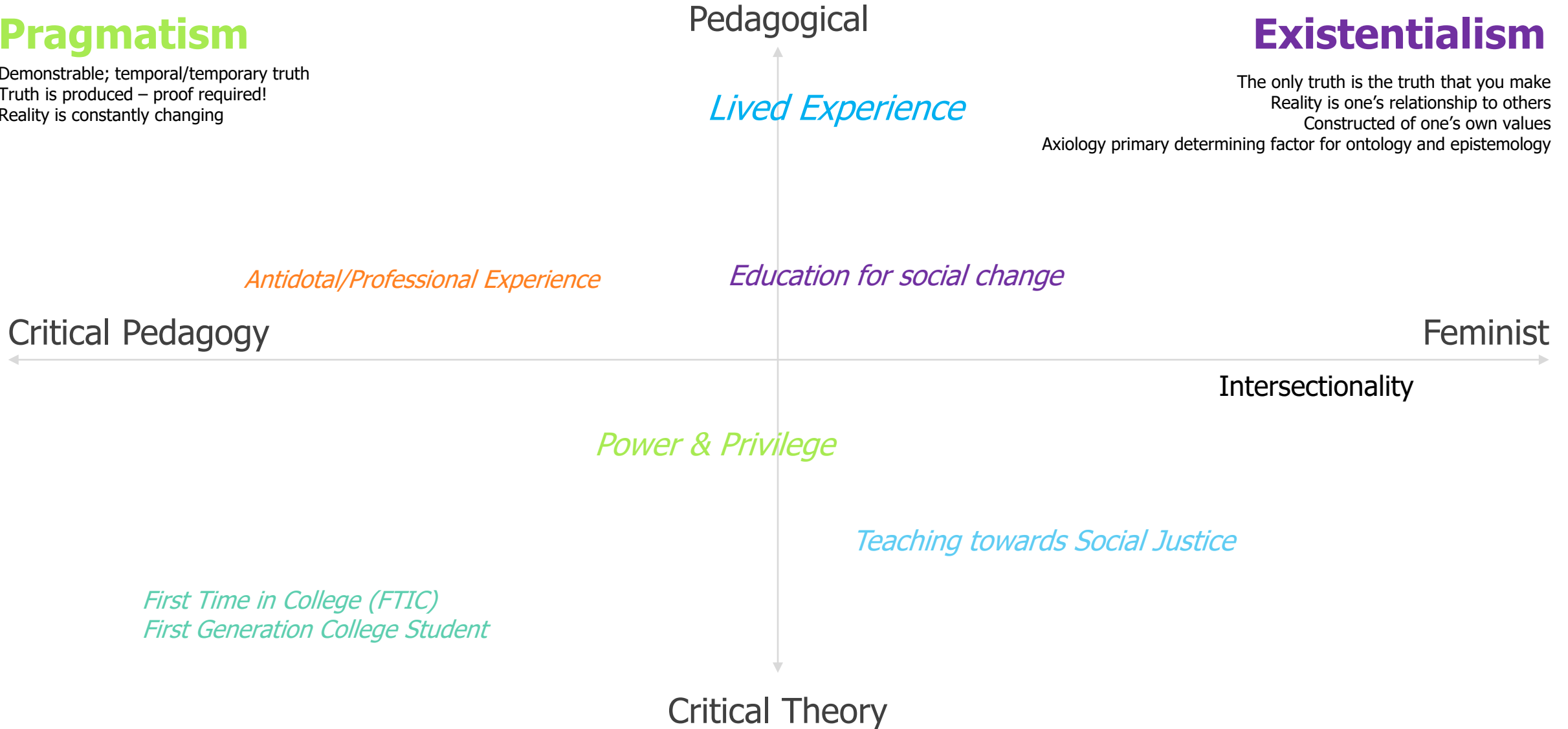Axiology primary determining factor for ontology and epistemology

Pedagogical

Lived Experience

Antidotal/Professional Experience

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Critical Feminist Pedagogy

Critical Pedagogy

- Freire (1970)
- Giroux (2004)

Feminist Pedagogy

- Greene (1988)
- Haraway (1988)
- Harding (1994; 1995)
- hooks (1994; 2015)
- Hartsock (2003)
- Kwon (1992)

Critical Feminist Pedagogy

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- Freire (1970)
- Giroux (2004)

Feminist Pedagogy

- Greene (1988)
- Haraway (1988)
- Harding (1994; 1995)
- hooks (1994; 2015)
- Hartsock (2003)
- Kwon (1992)

Critical Ethnographic Research Design

Critical Ethnography

○ Critical paradigm (Carspecken, 1996)

○ Advocate; against inequality and domination (Creswell, 2013, pp. 93-94)

○ Methods cannot be isolated from the theoretical grounding, Murillo (2004) affirmed.

Ethnography

○ Origins: Anthropology (Wolcott, 1999)

○ Creating a picture to deepen understanding

○ Lived Experiences

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Data Collection & Analysis

Digital Questionnaire (Qualtrics)

- Assess perceived self-efficacy beliefs

- Orient their thinking prior to the focus group

- Likert scale amended (Bandura, 2006; Kent and Giles, 2017; Moore-Hayes, 2011; Tschannen-Moran and Woolfolk-Hoy's, 2001)

- Reliability of qualitative codes; triangulate

Focus Group Sessions

- Semi-structured protocol; 4 sessions

- Voluntarily appended to internship orientation

- Enhances humanistic dimensions; interaction

- Build off similar/shared experiences – strength

- Less time than individual interviews

By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.
Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

○ I consent, begin the study

○ I do not consent, I do not wish to participate

Please use the scale to respond to the questions below. Response Scale: 1 ("cannot do at all") to 6 ("highly certain can do").

	1	2	3	4	5	6
How competent do you feel to select and use various technology/digital media tools to support teaching and learning?	○	○	○	○	○	○
How proficient are you to evaluate software to support teaching and learning?	○	○	○	○	○	○
How effective do you feel in your ability to integrate technology across the curriculum?	○	○	○	○	○	○
How well-prepared do you feel to incorporate technology into your lesson plans?	○	○	○	○	○	○
How familiar are you with Technology Pedagogical and Content Knowledge (TPACK) ?	○	○	○	○	○	○
How effective is/was the technology integration modeled by your teacher education faculty?	○	○	○	○	○	○
	1	2	3	4	5	6

Thank You!

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