

Questionnaire for evaluating pre-service teachers' preparation in the Information Era

Anat Oster, Olzan Goldstein and Yehuda Peled

Abstract

In the article a questionnaire for evaluating pre-service teachers' preparation to integrate technology in teaching is presented. The questionnaire examines the components of teacher education (specific tasks in courses at the college and modeling by lecturers and college mentors); pre-service teachers' technological pedagogical and content knowledge (TPACK) and their field practice in teaching using Information and Communication Technologies (ICT); attitudes towards the contribution of information technology for teaching and learning, and the existing pre-requisite conditions at the college and in the homes of students. The article describes the theoretical framework of the questionnaire, its development process, the structure of the questionnaire, and the results of testing its validity (content and structure) and reliability. Based on the data collected from a sample of 1402 students in seven colleges of education, it was shown that the questionnaire is reliable and valid. Multiple regression analysis indicates that two variables – the attitudes of students towards integrating ICT in teaching and practicing teaching ICT – based lessons in schools – are the major predictors of TPACK. Other variables contributing significantly to the prediction of TPACK but to a lesser extent are tasks aimed at planning and teaching ICT – based lessons and ICT –based assignments given in the courses. The questionnaire can serve teacher education colleges for evaluating ICT integration by pre-service teachers and additionally albeit indirectly by the faculty members.

Key words: Teacher education, pre-service teachers, ICT integration in learning and teaching, testing validity and reliability of a questionnaire.