2012

Factors that Influence the Implementation of New Technologies in the Classroom: A Look at Teacher Age, Years of Experience, Quality Professional Development & Self-Efficacy

Stephanie R. Tweed

East Tennessee State University, tweeds@etsu.edu

Citation Information

Factors that Influence the Implementation of New Technologies in the Classroom: A Look at Teacher Age, Years of Experience, Quality Professional Development & Self-Efficacy

Copyright Statement

Factors that Influence the Implementation of New Technologies in the Classroom:
A Look at Teacher Age, Years of Experience, Quality Professional Development & Self-Efficacy

Stephanie R. Tweed
East Tennessee State University

ABSTRACT

It is difficult to be an educator who is unaware of the changes in educational reform that our country is undergoing. The state of Tennessee, along with many other states, has adopted the Common Core State Standards in an attempt to fully prepare our students for the future by ensuring that they can successfully compete for jobs in the global economy. The Common Core State Standards Initiative states that the new standards are "designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers." As part of this initiative, superintendents all across the United States are working to integrate technologies into the classrooms that will help students master these new standards. This new demand for technology integration does not come easily for some. Many districts are dealing with teachers who still find it difficult to use school wide email accounts, much less design entire lessons that incorporate technology. Yet, most students spend the majority of their days engaged in the use of laptops, MP3 players, cell phones, and web cams. A question that remains unanswered pertains to why some teachers are comfortable with the integration of technology in the classroom, while others are resistant to the change.

There exists a vast array of research studies that analyze the integration of technology into classrooms (Hernandez-Ramoz, 2005; Lawless & Pellegrino, 2007; Levin & Wadmany, 2008). These studies look at a variety of factors that influence this implementation, including teacher age, self-efficacy, professional development on technology, and years of teaching experience. However, there is a lack of research that combines all of these factors into one study to see how they compare and correlate with one another. The purpose of this study will be to identify the combination of factors that influence the implementation of new technologies into the classroom by looking specifically at teacher age, teaching experience, professional development opportunities, and teacher self-efficacy, as defined by Bandura (1977).