Dissertation
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ABSTRACT

AN EVALUATION OF A ONE-YEAR
TECHNOLOGY PROFESSIONAL DEVELOPMENT PROGRAM:
INTECH PROJECT

by

Traci Redish

STATEMENT OF THE PROBLEM

A key factor in the weak implementation of educational
technology in schools all across the nation is inadequate teacher
training. While few would argue that extensive technology
professional development programs are needed, there is little
relevant empirical information related to effective integration
training methods and content. Therefore, the purpose of this
study was to implement and evaluate the InTech Project--a one-
year technology professional development program. The primary
goal of the research was to determine effective integration
training methods and content for use in technology professional
development programs designed to train teachers to use computers
and related technologies.

METHOD

A pretest-posttest, non-equivalent multiple-group quasi-
experimental design was used in this study. The effectiveness of
the following three training approaches was tested:
Skills/Integration (S/I), Integration/Skills (I/S), and Skills
and Integration (S&I). The participants were measured on thirteen
dependent variables involving technology implementation;
hardware, software, and integration skill levels; and computer
self-efficacy beliefs. A 2 x 3 repeated measures factorial

analysis of variance (ANOVA) was used to analyze the data. The between subject variable had three levels corresponding to the three types of training approaches. The within variable represented the number of repeated measures (pre/post).

RESULTS

No significant interactions were found for any of the 13 dependent variables. However, all 13 dependent variables yielded significant main effects for TIME (pre/post). Two of the dependent variables (number of instructional purposes and number of software programs used) yielded significant main effects for GROUP (S/I, I/S, S&I).

CONCLUSIONS

The InTech Project was judged to be quite successful in many areas. All three training approaches proved to be equally effective in improving participant performance on the 13 dependent variables under investigation. Therefore, individuals responsible for administering technology professional development programs could implement any of the three training approaches in a school system and teachers should experience a significant improvement over time in their level of technology implementation; in their hardware, software, and integration skill levels; and in their self-efficacy beliefs.