

Technology Habits of Pre-Service and In-Service Teachers

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Abstract

This study examines current practices and beliefs regarding the use of technology by pre-service, early-career, mid-career, and late-career teachers. Researchers administered an online survey to 207 teachers. The instrument elicited information regarding how participants utilize basic and advanced instructional and personal technologies as well as teachers' self-efficacy for educational technology integration into the classroom. The findings from this study reveal that early-career teachers utilized technology for communication and social networking significantly more frequently than do more mid-career and late-career teachers. The key finding, that mid- and late-career teachers use classroom-related technology more frequently than pre-service and early-career teachers runs contrary to the pervasive narrative regarding technology integration.