Abstract

This study had the purpose to investigate about some factors that could be related to whether skills on computers were actually transferred to the classroom or not, once in service teachers completed a computing course. The course was focused on the pedagogical use of computers, including the design of student-centered activities. Data was collected one academic year after completing the course, and showed very different levels of transfer. The study examined the effect on the teacher implementation of student-centered computer activities of variables such as age, personal assessment of training, access to computer at home, attitudes towards computers, computer experience, and perceived self-efficacy. The results of the study show that perceived self-efficacy was the most important predictor of the level of implementation of computer supported activities in the classroom.

Keywords

In service teacher education, computer literacy, teacher attitudes, teacher behavior.