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**Faculty attitude towards technology-assisted instruction for introductory statistics in the context of educational reform.**

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Summary: Technology-assisted instruction is a core focus of educational reform in most disciplines. This exploratory study ( $N = 227$ ) examined instructors' attitudes toward technology integration for the teaching of introductory statistics at the college level. Salient attitudinal elements (including perceived usefulness, self-efficacy, and comfort), which can serve as barriers to, and facilitators of, technology integration were identified. Additionally, a preliminary scale (ATTIS) for measuring instructors' attitudes toward technology integration was developed with acceptable levels of internal reliability and validity. The results underscore the need for training and support for instructors, by way of workshops, modeling of best practices through team teaching and mentoring, and other targeted professional development activities.

*Classification:* K15 U75 D35 C29

*Keywords:* statistics education; college; introductory statistics courses; teacher attitudes; level of computer use; research; questioning; educational reform; teaching; information technology; computer as educational medium; statistical software

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