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A mixed-method study: assessing the BAR model's impact on preservice teachers' efficacy beliefs.

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Summary: This study took place at a mid-sized, Midwestern university located in a mid-sized town. The researchers developed the BAR model to teach mathematics methods both in the classroom and in the field. The preservice teachers took Enochs, Smith, and Huinker's Mathematics Teaching Efficacy Beliefs Instrument (MTEBI) on the first and last day of class. A total of 297 responses were collected from the pre- and posttests, with 280 matching responses, which were then used for data analysis. Mixed methods were used to analyze qualitative and quantitative data. The researchers sought to determine if the specific teaching methods from the BAR model led to positive changes in preservice teacher efficacy beliefs. They also explored if efficacy beliefs changed as a result of field experiences. Preservice teachers' efficacy scores changed positively on every item on the MTEBI. The researchers also determined that there was an increase in preservice teachers' outputs as a result of their field experiences. (Contains 8 tables.) (ERIC)

Classification: B50 C29

Keywords: preservice teachers; self efficacy; field experience programs; teaching methods; teaching models; pretests posttests; self concept measures; beliefs; preservice teacher education; instructional effectiveness; Likert scales; scores; course descriptions
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