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Teaching techniques and computerized simulation in early childhood classrooms.

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In this study we investigated whether the "Teaching Techniques" component of a computerized simulation influenced choice of anticipated strategies for implementation before four weeks of field experience; and what methods appeared to have sustaining effects for future use. Chi-square, Somers'd, Gamma, Correlation, and Regression were used to analyze the data. As a result, significant differences were found with Somers'd test ($d = .343$, $p < .071$), Gamma ($.509$, $p < .071$), Pearson's R ($.501$, $p < .018$), Spearman ($.399$, $p < .066$), and regression analysis ($b = .468$, $p < .018$). The regression model explained 25.1% of overall variation in the dependent variable ($R^2 = .251$). Results indicate that preservice early childhood teachers who were exposed to a computerized simulation about teaching techniques before field experience tend to have a more positive perception relative to choice of appropriate techniques within actual classroom settings; and make decisions for potential techniques appropriate to employ in their future teaching practice. Qualitative analysis showed how these subjects used the computer simulation to change their self-perceptions and how the field experience influenced their perceptions on teaching techniques.

Classification: U71

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