Researching How Physics Technology in an Elementary Mathematics Methods Course Impacted Preservice Teachers' Efficacy

PROCEEDING

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Abstract

Preservice elementary teachers generally have little background in physics or physics education. Five weeks of content using technology (motion sensors and data loggers) was integrated across seven courses taught by three different instructors. Data were gathered from preservice teachers (n = 193) using the Mathematics Teaching Efficacy Beliefs Instrument at a large public Hispanic Serving Institution in the southwest United States. Results showed statistically significant improvements in the Personal Mathematics Teaching Efficacy subscale, but not in the Mathematics Teaching Outcome Expectancy subscale.

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