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**DISSERTATION ABSTRACT**

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**Determinants Influencing the Selection of Content in  
Pre-service Introductory Educational Computing Courses**

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This study examines the extent to which selected factors influence content decisions in pre-service introductory educational computing courses and identifies a common core of data that is presently included in pre-service introductory educational computing courses. The subjects were teacher educators responsible for introductory educational computing courses offered by 149 teacher preparation programs in 18 states. Subjects completed a questionnaire consisting of three sections. Section I contained 40 dichotomous content items derived from the 13 foundation guidelines established by the International Society of Technology in Education (ISTE) and adopted by the National Council for Accreditation of Teacher Education (NCATE) as part of the computer/technology endorsement accreditation guidelines. Section II measured the extent of influence exerted on content selection decisions of teacher educators by (1) commercially published textbooks, (2) professional literature, (3) certification requirements, (4) accreditation standards, (5) teacher practitioner needs, (6) expressed student needs, (7) personal expertise/training, (8) dialogue with colleagues, and (9) school/college/department policy by using five-point Likert scale. Section III requested demographic data. A common core of 24 content items is presently included in 80% of the existing pre-service introductory educational computing courses. Multivariate single group repeated measures procedures reveal significant differences (.05 level) among the extent of influence exerted on content selection decisions by the nine content selection factors. The amount of influence exerted by the personal expertise/training of the teacher educator and by the needs of the teacher practitioner far surpasses the influence exerted by each of the other seen content selection factors. Background characteristics do not significantly alter the amount of influence exerted on content selection by the nine content selection factors. Teacher educators should examine their course content and syllabi to identify areas of weakness, deficiency, and imbalance. The intents and purposes of pre-service introductory education computing courses should be reexamined. The dynamic nature of the field suggests that the study should be replicated every three to six years.