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Re.: Final Report for the research paper presented at the Association of Teacher Educators' 2013 Summer Conference in Washington DC, August 1-7, 2013.

A. Paper entitled *"The Effect of Field-based Project on Students' Self-efficacy in Technology Integration Course"*

B. Research problem:

One of conceptual framework taught to students at Arkansas Tech University in College of Education is the link between theory and practice in using of technology in teaching. However, students in education programs expressed their lack of confidence to apply what they covered in classroom in real life teaching scenario. Therefore the purpose of this study is to examine changes in students' perceived self-efficacy about technology integration through field-based project through addressing the following areas:

- Examine the importance of students' self-efficacy in teaching
- Describe the field-based final project

C. Research procedure

Students in two sections of the course "Integrating Instructional Technology" developed and created projects based on authentic problem facing teachers in their content areas. The two sections include approximately 48 students divided into 10 different groups. Each group selects one of the following content areas to research and investigates ways technology can solve problems facing teachers and enhance learning:

1. Teaching and learning with technology in English and language arts instruction
2. Teaching and learning with technology in mathematics and science instruction
3. Teaching and learning with technology in social studies instruction
4. Teaching and learning with technology in music and art instruction
5. Teaching and learning with technology in physical education and health education
6. Teaching and learning with technology in special education

D. Summary of findings

Self-efficacy is the person's belief in his or her ability to succeed in a particular situation. According to social cognitive theory, person's self-efficacy is a form of self-judgment that

influences decisions about what behaviors to undertake, the amount of effort and persistence put forth when faced with obstacles, and the mastery of the behavior (Bandura, 1997). Because self-efficacy is not a measure of skill, rather it reflects what individuals believe they can do with the skills they possess; it is important to engage students in activities that improve their self-efficacy in their daily teaching. This study reports the positive effect of the use of field-based project on students' technology integration in teaching.

E. Conclusions and recommendations

The purpose of this study was to examine changes in students' perceived self-efficacy about technology integration through field-based project, in addition to achieve this goal, there were also many final products students created by using technology to assist other teachers: Creating websites (WebQuest), provide different strategies using technology such as using online games, online simulations, online manipulatives, online multimedia (video, audio) and online storytelling.