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**Abstract:**

Teachers' attitudes toward the use of technology vary greatly. Studies show that many teachers have negative attitudes toward the use of technology and that gender differences exist, with females using technology less than their male counterparts. The purpose of this study was to examine the effects of a technology-focused professional development intervention on the technology competence of physical educators. A second purpose of the study was to examine the effects of a technology PD intervention on the attitudes toward technology, specifically physical education teachers' affinity for and aversion against technology. The participants were 41 physical education teachers from school districts in and around a large Midwestern U.S. city. This study found that a technology intervention produced significant gains in total technology competency, integration of technology competency, and affinity to technology from pre- to post-intervention. There was a trend to a significant group by time interaction for total technology competency. Based on the findings of the study, the authors contend that teachers in the field must be trained to use the new technologies that exist and to integrate them into their instruction in ways that support and enhance their instructional goals without inhibiting them. Likewise teachers in preservice programs must graduate with the necessary skills to use, integrate, and adapt technology in their teaching.