Pre-professional Organizations on TEE

Implications for practice based on a national mixed-methods study

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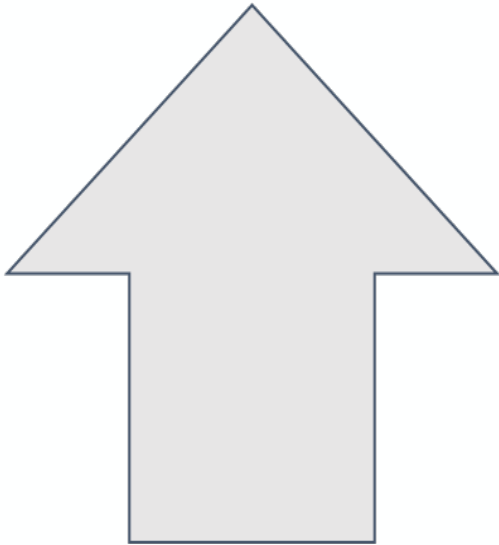
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Outline

- Background

- Methodology

- Findings

- Implications for practice
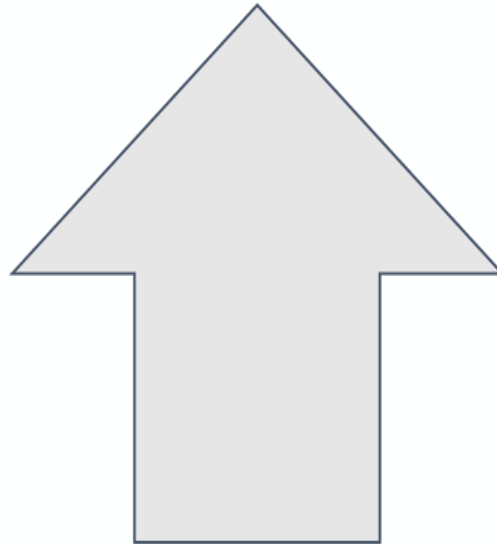
- Questions

Background
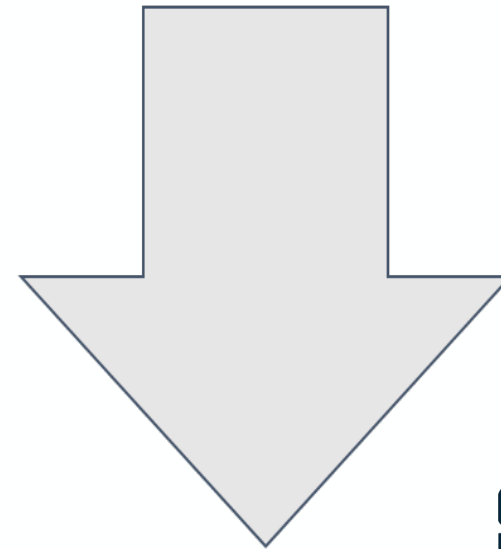
Background – the Need

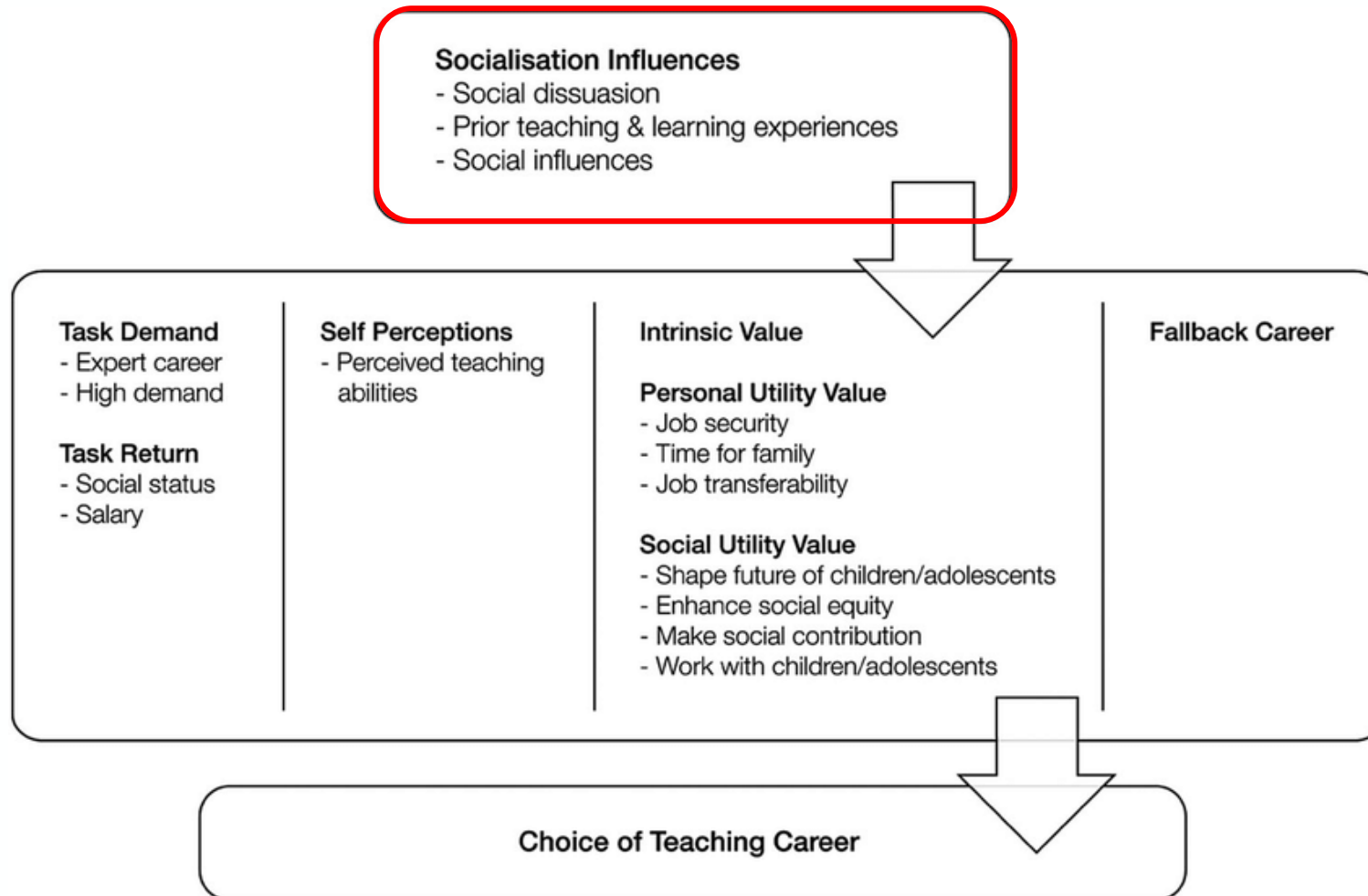Increased demand through growing CTE programs

High teacher turnover

Decreasing supply of teachers (teacher ed)

Conceptual Framework – FIT Choice Scale

Key Question

What is the relationship between participation in pre-professional organization and their intentions to pursue the field of education?

Methodology

Sampling – National Scope

- Inclusion Criteria
  - Undergraduate students in a program that offers teacher licensure in Technology and Engineering Education
  - Affiliated with the TEECA
- Total Response *n=46*

What is TEECA

- Technology and Engineering Education Collegiate Association
    - Pre-professional organization to the professional organization, International Technology and Engineering Educators Association (ITEEA)
    - Some regions offer regional conferences and competitions
    - National competitions held at the ITEEA annual conference

Survey Findings

Demographics

Gender	f	%
Male	21	44.7
Female	24	51.1
Non-Binary or Third Gender	2	4.3

Demographics

Current year in post-secondary education	f	%
1st Year	7	14.9
2nd Year	14	29.8
3rd Year	13	27.7
4th Year	6	12.8
5th Year	5	10.6
6th Year	1	2.1
10+ Years	1	2.1
Year currently being completed as a TEE major		
1st Year	16	34.0
2nd Year	12	25.5
3rd Year	13	27.7
4th Year	6	12.8

Participation Levels
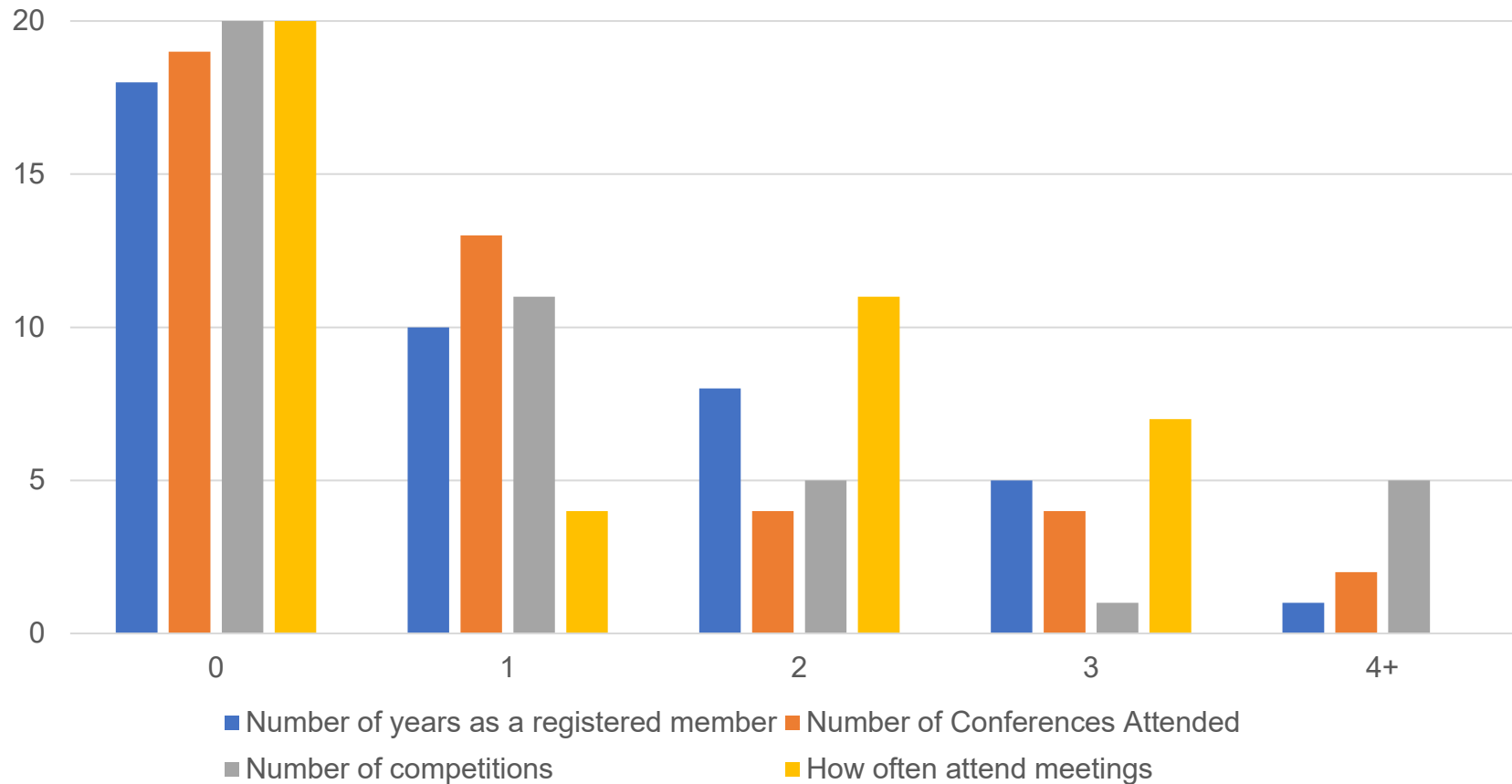
- Attend meetings options were "never (0), once per semester (1), monthly (2), and weekly (3)"

Ordinal Participation Levels

Ordinal Participation Level	f	%
0	16	38.1
1	2	4.8
2	3	7.1
3	1	2.4
4	20	47.6

Interest in Teaching

Table 5. Students interest in teaching after graduation and students interest in graduating from their TEE program (n = 43)		
	M	SD
Interested in teaching after graduation	4.63	0.85
Intentions to graduate within the TEE major	4.72	0.70

Next Steps

Further Quantitative Data Collection

- Look to increase sample size

- Create a regression model looking at influence of TEECA on teaching intentions

- Analyze moderating variables as identified by the FIT-choice scale.

Qualitative Data Collection

- Interview participants willing to be interviewed
  - Discuss the influence of TEECA and/or influences that led to them being and staying in their major and career

Qualitative Data Collection

- Interview faculty from programs across US to understand their program structure.

Recommendations for Research and Practice

Recommendations for Research

- Larger studies (more effective sampling strategy?)
- Identify impact on students participating in TEECA not intending to teach.

Recommendations for Practice

- Identify aspects of TEECA that contribute to undergraduate students to improve program and promote participation

- Try to find alignment between programs across the nation.

- Seek for TEE consistency.

Questions?

Thank You

Additional articles on this research are in process. Feel free to reach out with more questions/comments, or if you want to collaborate:

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