

The Effect of Using Multimedia Cases on Prospective Teachers Self-Efficacy Belief

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Abstract

The study explores how the use of multimedia cases affects the science teaching self-efficacy of prospective teachers in one university in Kenya. Chemistry and physics prospective teachers (N = 42) explored questioning and lesson introduction strategies using multimedia cases filmed in Kenyan classrooms. The changes in their self-efficacy was analyzed by looking at the difference in their scores in a pre-test and a post-test on a popular science teaching efficacy beliefs instrument developed by Enochs and Riggs, (1990). The results show that the use of multimedia cases created a cognitive dissonance that led to a decrease in the personal science teaching efficacy (PSTE) and no significant change on the science teaching outcome expectancy (STOE). These findings point to the effectiveness of multimedia cases in challenging the beliefs of prospective teachers during the methods courses.

Keywords: Self-efficacy, Multimedia Cases, Prospective Teachers, Sub-Saharan Teacher Education Programs

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