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Title: Exploring pre-service teachers' beliefs about using Web 2.0 technologies in K-12 classroom.

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Abstract: Abstract: This qualitative study explored pre-service teachers" behavioral, normative, and control beliefs regarding their intentions to use Web 2.0 technologies in their future classrooms. The Theory of Planned Behavior (TPB) was used as the theoretical framework () to understand these beliefs and pre-service teachers" intentions for why they want to use Web 2.0 technologies. According to Ajzen"s TPB, the behavioral beliefs are based on attitude toward outcomes or consequences of using Web 2.0, the normative beliefs depend on social support and social pressure to use Web 2.0, and the control beliefs lay the foundation of perceived behavioral control over using Web 2.0 in a classroom. Data were collected from open-ended survey questions (n = 190), semi-structured interviews (n = 12) and end of semester reflections (n = 12). Findings suggest that pre-service teachers" intentions to use Web 2.0 technologies are related to their beliefs about the value of these technologies for improving student learning and engagement, its ease of use (behavioral beliefs), its ability to meet the needs/expectations of digital age students (normative beliefs), the participants" high self-efficacy in use, and its potential for affording students anytime/anywhere access to learning and interaction (control beliefs). From these results, we recommend that teacher educators should target these beliefs within teacher development programs to prepare pre-service teachers for successful use of Web 2.0 technologies in their future K-12 classrooms. [Copyright &y& Elsevier]

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