



INVESTIGATION INTO ATTITUDES OF PRE-SERVICE TEACHERS TOWARDS E-LEARNING WITH RESPECT TO THEIR INDIVIDUAL INNOVATIVENESS LEVELS

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Abstract

Owing to advancements in both information and communication technologies and especially in the internet infrastructure, globalization has shifted to the next dimension; and these developments in technology has expressed its significance in online education like other domains of life. Utilization from new technologies has significantly minimized limitation brought by space and time in online learning progressively. Now, individuals are able to take classes from any institutions across the world. Accordingly, this situation has motivated majority of education institutions around the world to look for ways to maintain their courses or various education programs in e-learning environment more effectively. Along this process, studies on significant factors on application of technology have intensified. One of these key factors is considered as personal characteristic. When it comes to utilization of technology, individual innovativeness concept gains prominence based on personal behaviors relevant with innovativeness. Attitudes of pre-service teacher towards e-learning are influent on numbers of variable relevant with e-course. Thus, the purpose of the present study is to reveal the changes in attitudes of pre-service teachers who take online classes towards online learning with respect to their individual innovativeness levels. Study data was collected from students who take online classes through distance education system in a bachelor degree program at faculty of education at a public university. On the basis of collected data, it was revealed that pre-service teachers' attitude towards e-learning differs significantly according to respondents' levels of individual innovativeness.

Keywords: Attitude towards e-learning, individual innovativeness, Pre-service teacher.