

Instructor Perceptions of Technology Integration in the Corequisite Model of Developmental Mathematics

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Developmental mathematics is a gateway to retention and success for underprepared first-year college students. However, low student success rates in developmental programs led many states to transition to a corequisite model with technology integration mandates. This article explores whether instructor perceptions of the benefits of technology integration and state technology integration mandates influenced the likelihood of technology integration in their teaching. The study was carried out within the framework of the Beliefs About Teaching with Technology perspective. The results show that instructor perceptions of the benefits of technology integration and the existence of enabling environments for technology integration had statistically significant and positive influences on the likelihood of integrating technology in the corequisite model, while instructor perceptions of state technology integration mandates did not have a statistically significant effect on the likelihood of technology integration.

Keywords: developmental mathematics, corequisite model, technology integration, state mandates



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