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16	0.6	3.9		2	3
10	0.7	3.7		3	4
10	0.5	3.7		4	1
13	0.7	3.7		5	6
32	0.6	3.5		6	5
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(4)

0.9	4.2		1	13
0.8	4.2		2	12
0.8	4.1		3	16
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1.0	4.0		1	30
0.8	4.0		2	24
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0.8	4.0		4	20
0.9	3.9		5	32
1.0	3.9		6	27
0.9	3.9		7	23
0.9	3.9		8	35
1.0	3.9		9	26
0.9	3.9		10	29
0.9	3.8		11	33
1.0	3.8		12	28
1.0	3.8		13	22
0.9	3.8		14	34
0.8	3.8		15	25
0.8	3.6		16	21

(6)

0.8	4.2		1	40
0.9	4.0		2	42
1.0	3.9		3	36
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1.1	3.7		5	37
1.1	3.6	(Data .Show)	6	45
1.1	3.6		7	38
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0.9	3.7		6	9
0.8	3.7		7	6
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0.8	3.6		9	2
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0.9	3.7		4	88
1.0	3.7		5	85
1.0	3.7	.	6	78
1.0	3.7		7	86
1.0	3.6	.	8	87
0.9	3.6	9	90
1.0	3.6	.	10	82
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0.8	4.3		1	46
0.9	4.0		2	60
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0.9	3.8		4	51
1.1	3.8		5	61
0.9	3.8		6	56
0.9	3.8		7	55
1.0	3.7		8	59
1.1	3.7		9	47
1.0	3.7		10	50
1.1	3.6		11	52
1.1	3.6		12	68
0.8	3.6		13	49
1.2	3.6		14	69
1.1	3.5		15	53
1.2	3.5		16	66
1.2	3.4		17	76
1.2	3.4	(CD)	18	72
1.1	3.4		19	64
1.1	3.4		20	70
1.2	3.4		21	71
1.1	3.3		22	63
1.1	3.3		23	48
1.0	3.3		24	57
1.1	3.3		25	58
1.2	3.3		26	62
1.2	3.2		27	73
1.2	3.2		28	67
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1.1	3.1		31	77
1.2	3.1		32	75

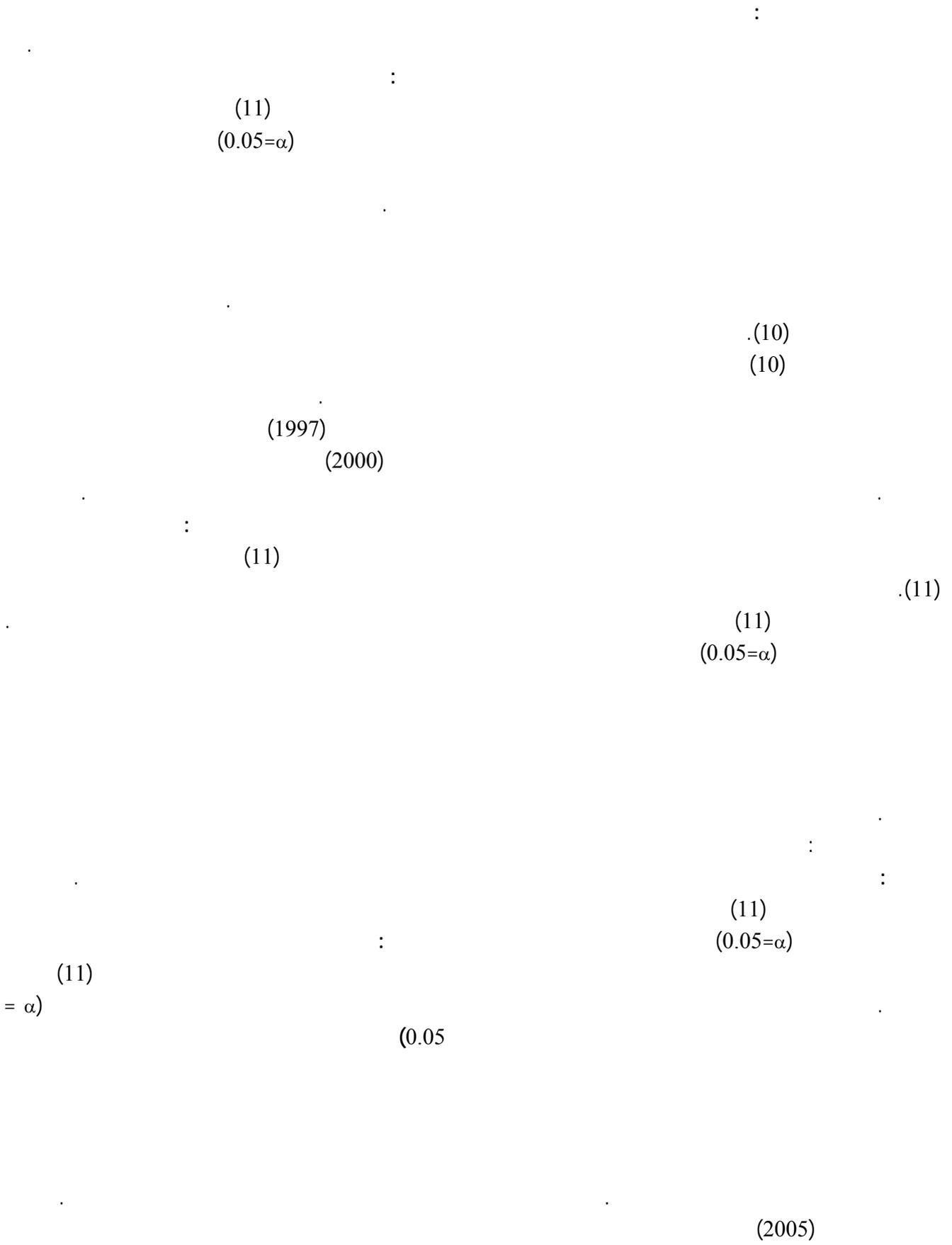
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46.36	333.914		
47.78	330.271		
41.46	328.083		
48.12	332.922		
41.22	304.833		
46.54	336.115		
48.87	325.821		
42.61	341.500		
45.02	329.812		
48.95	334.310		

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The Extent of Classroom Student Teacher's Possession of Instructional Technology Competencies in Jordanian Universities

*Hassan Ali Bani Domi and Ali Ahmad Bani Hamad**

ABSTRACT

This study aimed at investigating the extent of classroom student teachers' possession of instructional technology competencies, from their point of view. The sample of the students consisted of (140) male and female students from the University of Jordan and Mu'tah University.

In order to achieve the aim of this study, the researchers designed a questionnaire, which consisted of (90) competencies distributed among six domains: Instructional design and teaching materials, choosing teaching aids, functional use of teaching aids, operating and repairing teaching equipment, production of teaching materials and programs, and evaluation of teaching aids.

The results showed that the student teachers highly valued the level of possession of all domains in which their means raised from (4) for the choice of the teaching aid domain, and (3.5) for the production of teaching material and educational software. Furthermore, the student teacher's have (72) competencies in a high level, and (18) competencies in a middle level. The results also showed that there were no significant statistical differences in the degree of student teachers' possession of instructional technology competencies due to the university, nor the gender, nor studying a course in computer assisted instruction or instructional design. However, significant statistical differences appeared due to studying a course based on educational media.

Keywords: Instructional Technology Competencies, Classroom Student Teacher's, Classroom Teacher.

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