Influence of the TEACH e-Learning Course on Early Childhood Educators’ Self-Efficacy, Knowledge, and Intentions

Overview

- A 4-module e-Learning course in physical activity and sedentary behaviour (~90 mins/module) was completed by pre-and in-service early childhood educators (ECEs).
- Via online survey, changes in their physical activity and sedentary behaviour self-efficacy (31 items), knowledge (30 items), and behavioural intention (28 items) were explored.

Participants

32 pre-service ECEs from 3 Canadian Colleges
121 in-service ECEs from across Canada

Self-Efficacy

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre-Service</th>
<th>In-Service</th>
<th>Pre-Course</th>
<th>Post-Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier</td>
<td>Pre-Service</td>
<td>In-Service</td>
<td>Pre-Course</td>
<td>Post-Course</td>
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</tbody>
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* = significant pre-post change in self-efficacy

Knowledge

| Total Knowledge Score | Pre-Service | In-Service | Pre-Course | Post-Course |

* = significant pre-post change in knowledge

Behavioural Intention

| Engage children in 120 min/day of physical activity | Pre-Service | In-Service | Pre-Course | Post-Course |
| Avoid children’s screen use | Pre-Service | In-Service | Pre-Course | Post-Course |

* = significant pre-post change in intention

Summary

The TEACH e-Learning course was effective at increasing pre- and in-service ECEs’ physical activity and sedentary behaviour self-efficacy, knowledge, and intentions.