

Teacher Survey

UBIQUITOUS COMPUTING IN EDUCATION RESEARCH UNIVERSITY OF VIRGINIA

Dear Teachers,

This survey is the second half of the research that we began at your school earlier this year. It consists of 23 multiple choice or short answer questions and should take no more than 25 minutes to complete. Your answers are very important to this study. This is an anonymous survey, so please do **not** write your name on it. Please answer thoughtfully and honestly and return this form to your principal when you have finished.

Thank You,

The Ubiquitous Computing Research Team

Demographic Information

Gender: M F

Grade level taught: _____

Subject area taught _____

Years of teaching experience _____

Student and computers

#1 On how many days since September has a typical student in your class used a computer while you were teaching their class? *Choose one.*

1. 1-5 times
2. 6-10 times
3. 11-20 times
4. 21-40 (weekly)
5. 41+ (twice/week)

#2 Typically, how many students operate any one computer at one time during this class?

1. One student
2. In pairs (two students)
3. In groups of three to four students
4. Other (Please specify): ____

# 3	(Select one)					
How often do students in your class(es) <u>use technology</u> to do the following? Mark "Not Applicable" only if this use does not apply to your subject area:	Daily	Weekly	Monthly	Quarterly	Rarely or Never	Not Applicable
a. Communicate with experts, peers, and others (e.g., over email or through discussion boards)	○	○	○	○	○	○
b. Solve real-world problems (i.e., involving situations, issues, and tasks that people actually tackle in the outside world)	○	○	○	○	○	○
c. Produce word-processed documents	○	○	○	○	○	○
d. Create video or audio products to produce a multi-media presentation	○	○	○	○	○	○
e. Conduct online research	○	○	○	○	○	○
f. Use drill and practice or tutorial software	○	○	○	○	○	○
g. Use the Internet to collaborate with students in or beyond your school	○	○	○	○	○	○
h. Visually represent or investigate concepts (e.g., through concept mapping, graphing, reading charts)	○	○	○	○	○	○
i. Use digital tools and peripheral devices (e.g., digital cameras, probes, scanners) to enhance their learning or their school work	○	○	○	○	○	○
j. Use electronic information sources like the WEB, ERIC, EBSCO (searching for these efficiently, for example, by using "and" / "or" to narrow/expand a search, identifying synonyms or keywords)	○	○	○	○	○	○
k. Use technologies specific to your field (e.g., probeware in the sciences, geographic information systems in the social sciences)	○	○	○	○	○	○
l. Use or create spreadsheets for data analysis and management	○	○	○	○	○	○

# 3	(Select one)					
How often do students in your class(es) <u>use technology</u> to do the following? Mark "Not Applicable" only if this use does not apply to your subject area:	Daily	Weekly	Monthly	Quarterly	Rarely or Never	Not Applicable
n) Create electronic portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Compose electronic art (e.g., digital photography, Kidpix for illustrations, Draw software for graphics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Collect data from people, newspapers, or the environment, enter the results into the computer, and present conclusions using graphic or spread sheet software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Collaborate with classes in other schools and compile information for a project directed by teachers or by outside scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Write a story, then illustrate it with scanned images or digitized pictures, record sounds for the story, and make a multimedia presentation using the computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Become expert about a topic and publish text and pictures on the Web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t) Write a computer program to control a robotic device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Use technology primarily to prepare for the state mandated tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____						

# 4	(Select one)			
About how often do you have your students perform the following tasks using computers?	Never	Less than once a week	About once a week	More than once a week
a) Do homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Take notes for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Email other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Email their teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Take a quiz or a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Turn in an assignment for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Other _____				

Objectives and Outcomes

# 5	(Select one)				
Listed below are some areas that may have been impacted by computer use. Please describe your experience of the impact the computers have had in each area.	Very negative	Negative	Neutral	Positive	Very positive
a) Your interaction or collaboration with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Your interaction or collaboration with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) The cohesiveness of your department or team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Your interaction with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Parents' involvement in your students' schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Your use of high quality instructional tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Interaction between and among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) What students learn about the subject you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Students' engagement, involvement, and interest levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Students' ability to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Students' attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Students' organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Students' ability to demonstrate metacognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Students' ability to work cooperatively or collaboratively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Students' standardized achievement scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Students' grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Students' level of reasoning, problem solving, and/or thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Students' quality of school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t) Students' self-efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w) Students' standardized achievement scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 6	(Select one)					
The following statements describe possible advantages of using computers in teaching. Please indicate how much you think each statement is true or not. <i>If you haven't had enough experience with computers to have an opinion, check the "don't know" box.</i>	Don't Know	Not true not an advantage	Somewhat true	a mild advantage	True, a modest advantage	True, a Strong advantage
a. Students create better-looking products than they could do with just writing and other traditional media	○	○	○	○	○	○
b. Computers provide a welcome break for students from more routine learning activities	○	○	○	○	○	○
c. Students help one another more while doing computer work.	○	○	○	○	○	○
d. Students take more initiative outside of class time--doing extra research or polishing their work	○	○	○	○	○	○
e. Students' writing quality is better when they use word processing.	○	○	○	○	○	○
f. Students work harder at their assignments when they use computers	○	○	○	○	○	○
g. Students are more willing to do second drafts	○	○	○	○	○	○
h. 'Average' students are communicating and producing in ways only 'gifted' ones did before	○	○	○	○	○	○

# 7	(Select one)					
The following statements describe <u>dis</u> -advantages of using computers in teaching. Please indicate how much you think each statement is true or not. <i>If you haven't had enough experience with computers to have an opinion, check the "don't know" box.</i>	Don't Know	Not true not a disadvantage	Somewhat true	a mild disadvantage	True, a modest disadvantage	True, a strong disadvantage
a. Computers are too unpredictable, they "crash," or the software doesn't work right.	○	○	○	○	○	○
b. Computers are hard to figure out how to use	○	○	○	○	○	○
c. Many students use computers in order to avoid doing more important school work	○	○	○	○	○	○
d. Students can cheat easier—copying work and turning it in as their own	○	○	○	○	○	○
e. It is difficult to integrate computer activities into most of my regular lesson plans	○	○	○	○	○	○
f. Often too many students need my help at the same time	○	○	○	○	○	○
g. Students often get so wound up, it is hard to get them to settle down afterwards	○	○	○	○	○	○
h. A teacher has to give up too much instructional responsibility to the computer software—it doesn't feel like teaching	○	○	○	○	○	○
i. Many students are not careful enough with this expensive equipment	○	○	○	○	○	○

Teachers and computers

# 8	(Select one)				
Rate your access to the following items while at school:	Non-Existent	Very Poor/Barely	Adequate or Pretty Good	Good	Excellent
a. The type of equipment needed for planning lessons or for professional development (e.g., cameras, scanners)	○	○	○	○	○
b. Sufficient numbers of computers and other equipment (e.g., cameras, printers) to implement technology-supported learning opportunities as I want to	○	○	○	○	○
c. Computers and other equipment where they are needed (e.g., in my classroom; in a science lab)	○	○	○	○	○
d. Reliability of computers, printers, projectors, and other equipment (i.e., it works when I need it)	○	○	○	○	○
e. Reliable, high-speed access to the Internet in classrooms, labs, and media centers	○	○	○	○	○
f. Software, appropriate for my content area and the age of my students to use with my class(es)	○	○	○	○	○
g. Technology tools for my own productivity (e.g., electronic grade books, word processing, presentation software)	○	○	○	○	○
h. Distance Learning Opportunities (e.g., online courses or professional development offered through video-conferencing)	○	○	○	○	○
i. Technical support with little or no wait-time	○	○	○	○	○
j. Instructional support that helps me to integrate technology	○	○	○	○	○

#9	(Select one)			
Which of the following are classroom management issues for you when using technology	Was not experienced	Experienced but is now resolved	Is a management issue that is being resolved	Is an issue that interferes with my ability to use technology
a. Power Issues: plugging in, battery life, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reliability of Access: are the computers all present when and where they are needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Off-task Behaviors: students web browsing, emailing, not attending to directions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Technical Difficulties: logging on, viruses, excessive delays, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Efficiency: getting all the machines on, transitioning between activities, learning routines, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Lack of Skills: students needing excessive help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Differentiating: managing for multiple levels and tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other:				

# 10	(Select one)			
On average, how frequently do you perform the following tasks using your laptop or desktop?	Never	Less than once a week	About once a week	More than once a week
a) Conduct research that contributes to instruction (e.g., research for lesson plans and curriculum design)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Develop materials and / or presentations for instruction or homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Assess student work in or out of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Manage student information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Communicate with colleagues inside and outside the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Use a TV or projector to display information from your or your students' laptops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Other _____				

Policy

# 11	(Select one)		
The following questions inquire about the state accountability and testing system and its influence on teaching.	Low Stakes	Neither Low nor High Stakes	High Stakes
a. How would you describe the nature of your state's accountability and testing system?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How would you describe the nature of the accountability system in your content area?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 12	(Select one)		
The following questions inquire about the state accountability and testing system and its influence on teaching.	A great deal	Somewhat	None at all
a. How much pressure to teach to the state accountability test do you feel yourself to be under?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To what extent does the state's accountability test influence your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 13	(Select one)				
The following question inquires about the state accountability and testing system and its influence on teaching.	Hinders it a great deal	Hinders it somewhat	Neither hinders or facilitates	Facilitates somewhat	Facilitates a great deal
a. To what extent does the state accountability test hinder or facilitate your ability to integrate technology in your instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 14	(Select one)				
The following statements describe teachers' responses to the state accountability and testing system. Please indicate how much each statement agrees or disagrees with your own teaching conditions.	Strongly agree	Agree	Neither agree Nor disagree	Disagree	Strongly disagree
a. I would like to use technology for a variety of instructional uses but there is not enough time because I must prepare students for the state tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The state mandated tests encourage me to use technology in a wide variety of ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 19	(Select one)					
The following statements describe teachers' work environments. Please indicate how much each statement agrees or disagrees with your own work situation.	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
n. Teachers in the same grade or subject-area share little or no common understanding about how technology will be used. Teachers decide individually whether and how they will use technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. In my school, teachers Are expected to use technology a few times each year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. In my school, teachers Are expected to use technology regularly, as appropriate to their teaching assignment (e.g., once a week)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Teachers in the same grade or subject-area share a common understanding about how technology will be used to enhance learning, and there are clear expectations that technology will be used in these ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technology Leaders

#20. In your own words, describe your school's vision for the use of technology in support of teaching and learning.

#21. Do you buy into this vision?

Yes _____

No _____

Describe why

#22. Please list and describe the technology leaders in your work environment.

(Use the back as necessary to add additional technology leaders.)

Their Name and title	What role(s) do they fulfill that explain why you name them as technology leaders? (Check all that apply)
1. Name: _____ Title: _____	<input type="checkbox"/> a. lead professional development <input type="checkbox"/> b. provide technical support <input type="checkbox"/> c. serve as an expert on some educational technology aspect <input type="checkbox"/> d. assist you in working out instructional uses of educational technology <input type="checkbox"/> e. Other (please describe): _____ _____ _____
2. Name: _____ Title: _____	<input type="checkbox"/> a. lead professional development <input type="checkbox"/> b. provide technical support <input type="checkbox"/> c. serve as an expert on some educational technology aspect <input type="checkbox"/> d. assist you in working out instructional uses of educational technology <input type="checkbox"/> e. Other (please describe): _____ _____
3. Name: _____ Title: _____	<input type="checkbox"/> a. lead professional development <input type="checkbox"/> b. provide technical support <input type="checkbox"/> c. serve as an expert on some educational technology aspect <input type="checkbox"/> d. assist you in working out instructional uses of educational technology <input type="checkbox"/> e. Other (please describe): _____ _____
4. Name: _____ Title: _____	<input type="checkbox"/> a. lead professional development <input type="checkbox"/> b. provide technical support <input type="checkbox"/> c. serve as an expert on some educational technology aspect <input type="checkbox"/> d. assist you in working out instructional uses of educational technology <input type="checkbox"/> e. Other (please describe): _____ _____

22 In your opinion, are the efforts of the technology leaders at your school coordinated so that they collectively accomplish the most possible with the resources at hand? Explain your answer.

23 Describe whether or not, and if so how, you are able to give input to the technology leaders at your school about the direction and scope of its computer uses and initiatives?

Thank you for your time. The information that you have provided will be used to help educators across the nation better understand the use of technology in schools.