

# Post-implementation teacher technology use survey

You are invited to complete this survey as a way of evaluating how far we have come with our technology learning through our involvement in Technology Together. Completion of the survey is voluntary and will take approximately 20 minutes.

We have used the term “technology” to refer to diverse forms of computer technology, including desktops, laptops, tablets and mobile computers. Please respond openly to the survey items, giving each question reasonable thought.

Name of school: \_\_\_\_\_

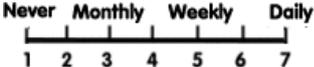
Name/Pseudonym/unique identifier (or leave blank): \_\_\_\_\_

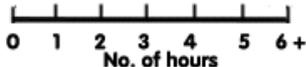
No. of years teaching experience: \_\_\_\_\_

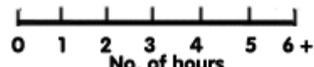
Male  Female

Age:  21-25  26-30  31-35  36-40  
 41-45  46-50  51-55  56-60  60+

Please circle the option below that is most appropriate to your current circumstances

As a general rule, how frequently would you use technology in your classroom?  


On average, how long would you spend using technology each day in your classroom?  


On average, how long would your students spend using technology each day in your classroom?  


How many computers do you own at home?

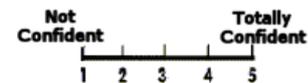
Which of the following technologies do you own and use personally?  
 Desktop computer  
 Laptop computer  
 Mobile/cell phone  
 Tablet computer

Please respond to the following six questions using the following scale, where 1= strongly disagree and 5= strongly agree.

	Strongly Disagree	1	2	3	4	5	Strongly Agree
I have been encouraged to use technology by friends or family	1	2	3	4	5		
I like to 'play around' with technology	1	2	3	4	5		
I would choose to use technology in my spare time	1	2	3	4	5		
I have been encouraged to use technology by my supervisor at school	1	2	3	4	5		
I reflect regularly on my attitude toward technology	1	2	3	4	5		
I feel at ease learning about technology	1	2	3	4	5		
I have been encouraged to use technology by fellow teachers	1	2	3	4	5		
When I succeed with a technology task it is because of my knowledge or skills	1	2	3	4	5		
If I need assistance in using technology, this assistance is easy to get	1	2	3	4	5		
Using technology enhances my standing with peers	1	2	3	4	5		
My fellow teachers are a good source of support regarding technology	1	2	3	4	5		
Integrating technology in my teaching will motivate students	1	2	3	4	5		
I reflect regularly on the effectiveness of my strategies for learning about new technology	1	2	3	4	5		
Using technology will enhance my career prospects	1	2	3	4	5		
I like to explore the features of software	1	2	3	4	5		
I like working with technology	1	2	3	4	5		
When a problem occurs with technology there is generally nothing I can do to change the situation	1	2	3	4	5		

Once I get on the computer I find it hard to stop using it	1	2	3	4	5
I am the type to do well with technology	1	2	3	4	5
Technology provides access to information that helps me as a teacher	1	2	3	4	5
I like the challenge of learning new technology skills	1	2	3	4	5
I prefer to use a computer to prepare lesson material	1	2	3	4	5
I regularly set myself new learning goals with technology	1	2	3	4	5
I would choose to use technology in my teaching	1	2	3	4	5
I do not feel threatened by the impact of computer technology	1	2	3	4	5
When something goes wrong with a computer I generally see it as something I've done	1	2	3	4	5
Using technology enables me to be more efficient in my teaching	1	2	3	4	5
I prefer to be shown by someone else what to do on the computer	1	2	3	4	5
Integrating technology in my teaching assists in meeting syllabus requirements	1	2	3	4	5
The thought of using technology is not frightening	1	2	3	4	5
Integrating technology in my teaching improves student learning outcomes	1	2	3	4	5
When I use technology I feel a sense of fun and discovery	1	2	3	4	5
When I can't do something with technology it is because I haven't been shown how to	1	2	3	4	5
Using technology helps me feel more confident teaching my students	1	2	3	4	5
I give up easily when problems occur when using technology	1	2	3	4	5
Using technology gives me a sense of accomplishment	1	2	3	4	5
I reflect regularly on the learning approaches adopted by other technology users	1	2	3	4	5
I think I am an effective technology learner	1	2	3	4	5

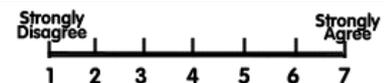
Imagine you were required to use a new software package to support learning in your classroom. It doesn't matter what this software does, only that it is intended as a key element of the curriculum. The following questions ask how confident you would be to use this unfamiliar software under a variety of conditions, using the scale:



**I could use this unfamiliar software package....**

... if there was no one around to tell me what to do as I go	1	2	3	4	5
... if I had only the software manuals for reference	1	2	3	4	5
... if I had seen someone else using it before trying it myself	1	2	3	4	5
... if I could call someone for help if I got stuck	1	2	3	4	5
... if I had a lot of time to complete the job for which the software was provided	1	2	3	4	5
... if I only had the built-in help facility for assistance	1	2	3	4	5
... if someone showed me how to use it first	1	2	3	4	5
... if there was someone giving me step-by-step instructions	1	2	3	4	5

Please respond to the following six questions using the following scale, where 1= strongly disagree and 7= strongly agree.



Teachers know a lot more than students; they shouldn't let students muddle around when they can just explain the answers directly	1	2	3	4	5
Learning that occurs when students interact <i>informally</i> with each other and with adults is less important than learning that happens in class	1	2	3	4	5
Teachers need to feel confident about technology skills themselves before they can teach these skills to students.	1	2	3	4	5
It is better when the teacher – not the students – decides what activities are to be done	1	2	3	4	5
Young people are already good at using computers - schools don't need to spend time on technology learning	1	2	3	4	5

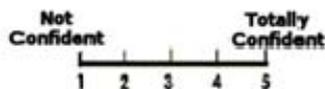
Other resources are available from:  
<http://technologytogether.scu.edu.au>



Teaching should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly	1	2	3	4	5
It is more important for students to access information that is factual and accurate than be exposed to diverse opinions and views	1	2	3	4	5
Students won't learn the subject matter unless you go over it in a structured way. A teacher's job is to explain and show students how to do the work	1	2	3	4	5
Students don't like taking responsibility for learning. They want the teacher to tell them what to do.	1	2	3	4	5
While student motivation is useful it should not drive what students study	1	2	3	4	5
Teachers will lose students' respect if they admit that they don't know how to do something	1	2	3	4	5
Teachers know more than students. Students learn from teachers not the other way around	1	2	3	4	5

Create a Browser bookmark (Favourite)	1	2	3	4	5
Set up an e-mail address book	1	2	3	4	5
File e-mails into mail boxes	1	2	3	4	5
Perform a Web Search for specific information	1	2	3	4	5
Save images from the Web	1	2	3	4	5
Modify the appearance of a photograph using a graphics program	1	2	3	4	5
Use a spreadsheet to record marks or grades for your class	1	2	3	4	5
Create a Presentation (for example, using Powerpoint)	1	2	3	4	5
Use a data projector	1	2	3	4	5
Create an Interactive Whiteboard lesson	1	2	3	4	5
Set up a Blog (Web Log)	1	2	3	4	5
Create and edit a digital video	1	2	3	4	5
Problem solve when something goes 'wrong' with technology	1	2	3	4	5
Create a Wiki for use by your class	1	2	3	4	5
Record a digital audio file	1	2	3	4	5
Locate an 'app' and install it on a mobile tablet or cell phone	1	2	3	4	5
Use an avatar to move around in a 3D virtual environment.	1	2	3	4	5
Run a lesson using a personal response system (e.g. for student 'voting')	1	2	3	4	5
How would you score your overall confidence with technology skills	1	2	3	4	5

How confident would you feel doing the following:



Start up a computer and open a document or program	1	2	3	4	5
Move, copy or organise files	1	2	3	4	5
Print a document	1	2	3	4	5
Install software	1	2	3	4	5
Set up a computer (plugging it all together)	1	2	3	4	5
Use the Help function of a program	1	2	3	4	5
Use more than one program at once (multi-tasking)	1	2	3	4	5
Teach a computer skill to others	1	2	3	4	5
Use a scanner	1	2	3	4	5
Use a digital camera	1	2	3	4	5
Find a Web site given a Web Address	1	2	3	4	5

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**Please share your thoughts or reflections in response to the following questions:**

What was the best part of being involved in Technology Together?

What aspects of Technology Together didn't work for you?

What suggestions would you have for improving Technology Together?

How beneficial were the following components of the Technology Together process?:					
	Very Ineffective		Very Beneficial		
	1	2	3	4	5
The initial school analysis	1	2	3	4	5
The metacognitive approach	1	2	3	4	5
The goal setting processes	1	2	3	4	5
The mentoring processes	1	2	3	4	5
Reflection and collegial discussion (e.g. in staff meetings)	1	2	3	4	5
Talking with students about their ICT learning	1	2	3	4	5
Overall, how beneficial would you say Technology Together has been for your	1	2	3	4	5