

PERCEPTIONS of COMPUTERS & TECHNOLOGY

COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH FLORIDA

Purpose: This survey is designed to gain a better understanding of how educators use technology in the classroom and their level of experience with computers. The survey includes sections addressing level of confidence, skill, support, and uses of computers and technology in teaching. Responses will be kept strictly confidential and individual responses will not be identified or reported. Your participation is voluntary.

Thank you for your time and interest.

Please tell us about yourself:

Name of your school: _____.

Gender: Male _____ Female _____

Race/Ethnicity:

___ Native American /American Indian

___ Asian/Pacific islander

___ African American

___ Hispanic

___ White/ non-Hispanic

___ Other, please specify _____.

Highest degree earned:

___ Bachelors

___ Masters

___ Specialist (Ed.S)

___ Doctorate

___ Other, please specify _____.

What subject area(s) do you teach? (Check all that apply)

___ English

___ Art / Music

___ Math

___ Media / Technology specialist

___ Physical Education

___ Special Education

___ Science

___ Vocational Education

___ Social Studies

___ Reading

___ Other, please specify _____.

Total teaching experience in years: _____

What grade level(s) do you currently teach: _____

Average number of students per class: _____

Number of computers in your classroom used for instruction: _____

How many years have you been using computers in your classroom for instruction? _____.

Do you have access to a computer lab? ___ Yes ___ No

If yes, how many hours each week do your students use the lab? _____

TEACHER PREPARATION FOR COMPUTER USE

Directions: For the following items please circle the one response that best reflects the extent to which you've acquired computer skills from the following sources.

- 1= not at all
- 2= to a small extent
- 3= to a moderate extent
- 4= to a great extent
- 5= entirely

As part of your undergraduate coursework	1	2	3	4	5
Inservice courses / workshops	1	2	3	4	5
Independent learning (e.g., online tutorials or books)	1	2	3	4	5
Interaction with other faculty / staff	1	2	3	4	5
Distance Learning courses	1	2	3	4	5

To what extent do you think the following types of computer education would be beneficial to you?

Introductory computer skills	1	2	3	4	5
Specific applications (e.g., spreadsheet, desktop publishing)	1	2	3	4	5
Specialized training on integrating the computer into the classroom	1	2	3	4	5

CONFIDENCE AND COMFORT USING COMPUTERS

Directions: Please read the following statements and circle the one response that best reflects your level of agreement.

- 1= strongly disagree
- 2= disagree
- 3= neutral
- 4= agree
- 5= strongly agree

I have had adequate training in using computers.	1	2	3	4	5
I use computers effectively in my classroom.	1	2	3	4	5
I am comfortable giving computer assignments to my students.	1	2	3	4	5
The computer enhances my teaching.	1	2	3	4	5
I am comfortable using computers during classroom instruction.	1	2	3	4	5
My use of computer technology enhances student performance.	1	2	3	4	5
Incorporating multi-media into lessons enhances teaching.	1	2	3	4	5
I am comfortable with computer terminology.	1	2	3	4	5
I am developing expertise in the uses of technology in the classroom.	1	2	3	4	5

GENERAL SCHOOL SUPPORT

Directions: Please read the following items and circle the one response that best represents your level of agreement.

- 1= strongly disagree
- 2= disagree
- 3= neutral
- 4= agree
- 5= strongly agree

I have adequate time to learn computer skills.	1	2	3	4	5
I have sufficient access to computers at my school.	1	2	3	4	5
I receive a sufficient level of computer related support at my school.	1	2	3	4	5
Faculty members encourage the use of computers.	1	2	3	4	5
The administration supports computer related training.	1	2	3	4	5
The administration actively encourages the use of computers in the classroom.	1	2	3	4	5
The administration actively encourages the use of computers outside the classroom.	1	2	3	4	5

TYPES OF SOFTWARE USED TO COMPLETE SCHOOL RELATED ACTIVITIES

1= not at all
 2= once a month or less
 3= once a week
 4= several times a week
 5= every day

Directions: For each type of software please circle your response to indicate how often you use the software (on the left) and how often your students use the software (on the right) to complete school related activities. If you feel an item does not apply then circle (NA).

1=not at all
 2=once a month or less
 3= once a week
 4= several times a week
 5= every day

My Use							My Students' Use					
1	2	3	4	5	NA	Word processors (e.g., AppleWorks, MS Word, Claris Works)	1	2	3	4	5	NA
1	2	3	4	5	NA	Spreadsheets (e.g., Excel, Lotus)	1	2	3	4	5	NA
1	2	3	4	5	NA	Databases (e.g., FileMaker Pro, Access)	1	2	3	4	5	NA
1	2	3	4	5	NA	Desktop publishing programs (e.g., Pagemaker, Microsoft Publisher, Printshop)	1	2	3	4	5	NA
1	2	3	4	5	NA	Presentation software (e.g., PowerPoint, Persuasion, Hyperstudio)	1	2	3	4	5	NA
1	2	3	4	5	NA	Web publishing programs (e.g., FrontPage, PageMill, Dream Weaver, Claris Homepage)	1	2	3	4	5	NA
1	2	3	4	5	NA	Graphics programs (e.g., Draw & paint programs, PhotoShop, FreeHand, Illustrator)	1	2	3	4	5	NA
1	2	3	4	5	NA	Drill and practice	1	2	3	4	5	NA
1	2	3	4	5	NA	Games	1	2	3	4	5	NA
1	2	3	4	5	NA	Simulations	1	2	3	4	5	NA
1	2	3	4	5	NA	Tutorials	1	2	3	4	5	NA
1	2	3	4	5	NA	Integrated Learning Systems (e.g., Josten, CCC)	1	2	3	4	5	NA
1	2	3	4	5	NA	Web browsers (e.g., Netscape Communicator, Internet Explorer)	1	2	3	4	5	NA
1	2	3	4	5	NA	Programming / authoring tools (e.g., Authorware, Java, Visual Basic)	1	2	3	4	5	NA

INTEGRATION OF COMPUTERS INTO THE CLASSROOM

Directions: Listed below are teaching modes in which computers may be used. Indicate how often you use computers in each teaching mode. If you feel an item does not apply then circle (NA).

1= not at all
 2= once a month or less
 3= once a week
 4= several times a week
 5= every day

Small group instruction	1	2	3	4	5	NA
Individual instruction	1	2	3	4	5	NA
Cooperative groups	1	2	3	4	5	NA
As a reward	1	2	3	4	5	NA
Independent learning	1	2	3	4	5	NA
To tutor	1	2	3	4	5	NA
To promote student centered learning	1	2	3	4	5	NA
As a research tool for students	1	2	3	4	5	NA
As a problem solving/decision making tool	1	2	3	4	5	NA
As a productivity tool (to create charts, reports or other products)	1	2	3	4	5	NA
As a classroom presentation tool	1	2	3	4	5	NA
As a communication tool (e.g., email, electronic discussion)	1	2	3	4	5	NA

YOUR PERSONAL USE OF COMPUTERS

Directions: Please read each statement and circle the one response that best reflects the frequency of your computer use. If you feel an item does not apply then circle (NA).

1= not at all
2= once a month or less
3= once a week
4= several times a week
5= every day

For multimedia activities (e.g., CD-ROM, laserdiscs)	1	2	3	4	5	NA
As a communication tool (e.g., email, electronic discussion)	1	2	3	4	5	NA
For fun/entertainment related activities	1	2	3	4	5	NA
As a research tool	1	2	3	4	5	NA
As a productivity tool (to create charts, reports or other products)	1	2	3	4	5	NA

TECHNICAL SUPPORT

Does your school have an on-site computer support specialist?

Yes _____ No _____ Don't Know _____

If yes, how many computer support specialists does your school have? _____.

If no, then skip this section and move on to the next section.

1= strongly disagree
2= disagree
3= neutral
4= agree
5= strongly agree

The on-site computer specialist adequately assists me in problem solving and trouble shooting.	1	2	3	4	5
The on-site computer specialist is dedicated to helping teachers.	1	2	3	4	5
I have adequate access to our on-site computer specialist.	1	2	3	4	5
I have to contact our specialist several times before I get assistance.	1	2	3	4	5
Our computer specialist shows me techniques to integrate computer technology into the classroom.	1	2	3	4	5

ATTITUDES TOWARDS COMPUTER USE

Directions: The following statements address general attitudes towards computer use. Please circle the one answer that best reflects your level of agreement.

1= strongly disagree
2= disagree
3= neutral
4= agree
5= strongly agree

I would like every student in my classes to have access to a computer.	1	2	3	4	5
Computer skills are essential to my students.	1	2	3	4	5
I feel tense when people start talking about computers.	1	2	3	4	5
I feel pressure from others to integrate the computer more into my classroom.	1	2	3	4	5
I would like my students to be able to use the computer more.	1	2	3	4	5
Computers are dehumanizing.	1	2	3	4	5
I avoid the computer whenever possible.	1	2	3	4	5
Computer instruction is just another fad.	1	2	3	4	5
The use of computers should be confined to computer courses.	1	2	3	4	5
I like using the computer to solve complex problems.	1	2	3	4	5
More training would increase my use of the computer in the classroom.	1	2	3	4	5
Computers diminish my role as a teacher.	1	2	3	4	5
Computers should be incorporated into the classroom curriculum.	1	2	3	4	5
Computers make my job easier.	1	2	3	4	5
Computers further the gap between students along socio-economic lines.	1	2	3	4	5
Computer skills will help me as a professional.	1	2	3	4	5
Learning computers make high demands on my professional time.	1	2	3	4	5
Computers change my role as a teacher.	1	2	3	4	5
I can help others solve computer problems.	1	2	3	4	5
Computers enhance classroom instruction.	1	2	3	4	5