

TIQ
Technology Implementation Questionnaire

This questionnaire is part of a study being conducted by the Centre for the Study of Learning and Performance at Concordia University in Montreal, Quebec. One of the goals of our centre is to study classroom processes through an active association with teachers, students and administrators. In that regard, we have developed a questionnaire to learn more about the reasons why teachers do or do not integrate computer technology in their classrooms. To gain an accurate understanding of these reasons, it is critical that we hear from both teachers who are using and those who are not using computer technology. Knowledge we gain from your responses will help in providing services to teachers where needed and requested.

All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released to the school or the school board administration. Participation in this project is voluntary and you are free to discontinue at any time. However, your professional experiences and opinions are crucial to helping us understand teaching from the educator's point of view and, in particular, how resources should be organized to best help you accomplish your objectives. We would greatly appreciate your taking the time to complete our questionnaire.

If you would like to obtain a copy of the report on our findings from this study, please fill out the enclosed form or contact us at the address below.

Thank you for your participation.

Philip C. Abrami, Ph.D.,
Centre Director and Professor

Lori Wozney,
Research Assistant

Vivek Venkatesh,
Research Assistant

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE
McConnell Building, 1455 de Maisonneuve Blvd. W., LB-581
Montreal, Quebec, Canada H3G 1M8
Tel: (514) 848-2020
E-mail: cslp@alcor.concordia.ca

La version française de ce questionnaire est disponible sur demande.

INSTRUCTIONS

This questionnaire has five sections and consists of four printed pages. Please mark **ALL** your answers on the accompanying **Answer Sheet**. Circle the most appropriate response when answering the closed-ended questions. Space is provided to record your comments to the open-ended questions. After you have completed your responses, please return both the questionnaire and the answer sheet to your facilitator.

SECTION I- Your Professional Views on Computer Technology

Using the scale provided, please rate the extent to which you agree or disagree with the following statements regarding the use of computer technology in the classroom:

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
A	B	C	D	E	F

The use of computer technology in the classroom...

1. Increases academic achievement (e.g. grades).
2. Results in students neglecting important traditional learning resources (e.g., library books).
3. Is effective because I believe I can implement it successfully.
4. Promotes student collaboration.
5. Makes classroom management more difficult.
6. Promotes the development of communication skills (e.g., writing and presentation skills).
7. Is a valuable instructional tool.
8. Is too costly in terms of resources, time and effort.
9. Is successful only if teachers have access to a computer at home.
10. Makes teachers feel more competent as educators.
11. Is successful only if there is adequate teacher training in the uses of technology for learning.
12. Gives teachers the opportunity to be learning facilitators instead of information providers.
13. Is successful only if computers are regularly maintained by technical staff.
14. Demands that too much time be spent on technical problems.
15. Is successful only if there is the support of parents.
16. Is an effective tool for students of all abilities.
17. Is unnecessary because students will learn computer skills on their own, outside of school.
18. Enhances my professional development.
19. Eases the pressure on me as a teacher.
20. Is effective if teachers participate in the selection of computer technologies to be integrated.
21. Helps accommodate students' personal learning styles.
22. Motivates students to get more involved in learning activities.
23. Could reduce the number of teachers employed in the future.
24. Limits my choices of instructional materials.
25. Requires software-skills training that is too time consuming.
26. Promotes the development of students' interpersonal skills (e.g., ability to relate or work with others).
27. Will increase the amount of stress and anxiety students experience.
28. Is effective only when extensive computer resources are available.
29. Is difficult because some students know more about computers than many teachers do.
30. Is only successful if computer technology is part of the students' home environment.
31. Requires extra time to plan learning activities.
32. Improves student learning of critical concepts and ideas.
33. Becomes more important to me if the student does not have access to a computer at home.

SECTION II - Your Background, Your Teaching Style and Resources Available to You

34. Gender: A. Female B. Male
35. Years of teaching completed (If this is your first year, indicate '0' on the answer sheet. If last year was your first, indicate '1', and so on.)
36. Current teaching position (If you teach in more than one subject area, choose the **one** that dominates your teaching schedule.)

Elementary:

- A. Pre-K or Kindergarten
- B. Cycle 1, grades 1 and 2
- C. Cycle 2, grades 3 and 4
- D. Cycle 3, grades 5 and 6
- E. Other (e.g., Music, Phys. Ed., Science, Resource)

Secondary:

- F. Mathematics, Science, or Computer technology
- G. Language arts, Second language, MRE, Social Science
- H. Special Education or Resource
- I. Other (e.g., Creative arts, Phys. Ed., Vocational)

37. Preferred teaching methodology (**choose only one**)
- A. Largely teacher-directed (e.g., teacher-led discussion, lecture)
 - B. More teacher-directed than student-centered
 - C. Even balance between teacher-directed and student-centered activities
 - D. More student-centered than teacher-directed
 - E. Largely student-centered (e.g., cooperative learning, discovery learning)

38. Average class size that you teach (please provide a whole number and not a range)

For questions 39 and 40, use the following scale to rate your responses

Extremely Poor	Poor	Acceptable	Good	Very Good	Excellent
A	B	C	D	E	F

39. How would you rate student access to computer technology at your school?
40. How would you rate teacher access to computer resource personnel in your school?

SECTION III –Your Experience with Computer Technologies

41. Please indicate how often you integrate computer technologies in your teaching activities.
- A. Not at all
 - B. Rarely
 - C. Occasionally
 - D. Frequently
 - E. Almost Always
 - F. All the Time
42. On average, how many hours per week do you spend using a computer for personal use outside of teaching activities?
- A. None
 - B. Less than 1 hr
 - C. 1 hour or more, but less than 3 hours
 - D. 3 hours or more, but less than 5 hours
 - E. 5 hours or more, but less than 10 hours
 - F. 10 hours or more

43. Please read the following descriptions of the proficiency levels a user has in relation to computer technologies. Determine the level that best describes you and circle the corresponding letter on your answer sheet.

A. Unfamiliar

I have no experience with computer technologies.

B. Newcomer

I have attempted to use computer technologies, but I still require help on a regular basis.

C. Beginner

I am able to perform basic functions in a limited number of computer applications.

D. Average

I demonstrate a general competency in a number of computer applications.

E. Advanced

I have acquired the ability to competently use a broad spectrum of computer technologies

F. Expert

I am extremely proficient in using a wide variety of computer technologies.

SECTION IV - Your Process of Integration

For Items 44 to 53:

Please indicate how frequently computer technologies are integrated into your teaching activities for each of the uses listed below. Circle the appropriate response on your answer sheet.

Never	Practically Never	Once in a While	Fairly Often	Very Often	Almost Always
A	B	C	D	E	F

- 44. Instructional (e.g., drill, practice, tutorials, remediation)
- 45. Communicative (e.g., e-mail, ICQ, computer conferencing, LCD projector)
- 46. Organizational (e.g., data base, spreadsheets, record keeping, lesson plans)
- 47. Analytical/Programming (e.g., statistics, charting, graphing, drafting, robotics)
- 48. Recreational (e.g., games)
- 49. Expansive (e.g., simulations, experiments, exploratory environments, brainstorming)
- 50. Creative (e.g., desktop publishing, digital video, digital camera, scanners, graphics)
- 51. Expressive (e.g., word processing, on-line journal)
- 52. Evaluative (e.g., assignments, portfolio, testing)
- 53. Informative (e.g., Internet, CD-ROM)

54. Total amount of in-service training you have received to date on using computer technology in the classroom:

- A. None
- B. A full day or less
- C. More than a full day and less than a one-semester course
- D. A one-semester course
- E. More than a one-semester course

55. Please read the descriptions of each of the six stages related to the process of integrating computer technology in teaching activities. Choose the stage that best describes where you are in the process and circle the corresponding letter on your answer sheet.

A. Awareness

I am aware that technology exists, but have not used it – perhaps I’m even avoiding it. I am anxious about the prospect of using computers.

B. Learning

I am currently trying to learn the basics. I am sometimes frustrated using computers and I lack confidence when using them.

C. Understanding

I am beginning to understand the process of using technology and can think of specific tasks in which it might be useful.

D. Familiarity

I am gaining a sense of self -confidence in using the computer for specific tasks. I am starting to feel comfortable using the computer.

E. Adaptation

I think about the computer as an instructional tool to help me and I am no longer concerned about it as technology. I can use many different computer applications.

F. Creative Application

I can apply what I know about technology in the classroom. I am able to use it as an instructional aid and have integrated computers into the curriculum.

SECTION V– Additional Comments

A. Suppose your school administration annually made additional resources available (example: release time) for improving computer-based instruction. In your opinion, what kinds of resources should they provide? How would you like to see these resources used in order to improve **your** instructional use of computers?

B. Please describe the ideal use, if any, of computer technology in the classroom.

Thank you very much for your participation in our study.