Teacher Questionnaire 04	
Introduction	
This survey is about your use of the iTEC Learning Story you have impled no longer than 40 minutes to complete. There are no right or wrong and confidential. For further information about the iTEC evaluation and how	wers. The data you provide will be anonymized and treated as
I give my permission for my data to be used	as part of this study and understand that I
can withdraw at any time and my data will b	e destroyed.
C Yes	O No
1. Your experience	
1.1) How long have you been working as a to periods of absence e.g. career breaks)?	eacher (where possible exclude extended
This is my first year	
C 1-2 years	
O 3-5 years	
C 6-10 years	
O 11-15 years	
C 16-20 years	
C more than 20 years	
2. Your professional use of digital tools	
2.1) Have you been involved directly in any n projects in the last 2 years (e.g. eTwinning?)	
C Yes	○ No
2.2) How would you rate your level of compelerning?	etency in using ICT in teaching and
O 1 O 2 O 3 O 4 O 5 none	C 6 C 7 C 8 C 9 C 10 very high
3. About your school	
3.1) Does your school participate in other na example, eTwinning, EU or industry funded research projects)?	•
C Yes	O No

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-) Are your senior leaders supportive of the use of ICT in the classroom (for example t of the school vision, arranging specialist training etc)?	·,
© Ye	Yes O No	
4. Pre	reparation	
-	In preparation for implementing the Learning Story Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree)	
With no	SD D N A SA in no help, I was able to adapt the Learning Story to suit my particular needs.	
5. Th	he Learning Story	
5.1) I	I implemented the following Learning Story (choose one):	
O C	Creating an Object	
О те	Telling a Story	
O C	Creating a Game	
O O	Other (please specify)	
5.2) V	When implementing the Learning Story I used the following Learning Activities:	
□ Di	Dream	
□ E	Explore	
□ м	Мар	
□ R	Reflect	
□ м	Make	
☐ As	Ask	
□ St	Show	
□ c	Collaborate	
5. Th	he Learning Story (continued)	
5.3a) Story	a) In what ways was your pedagogy different when implementing the Learning bry?	

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5.3b) How different was it in relation to what you were	doing	before?			
C 1 Not C 2 C 3 C 4 C 5 C 6 at all	○ 7	C 8	O (Ra	10 adically fferent
5.3c) In what ways was your use of technology to sup	port le	arning a	nd tea	ching	
different when implementing the Learning Story?				_	1
				~	i
5.3d) How different was it in relation to what you were	doing	before?			
C 1 Not C 2 C 3 C 4 C 5 C 6 different	O 7	O 8	0 (Ra	10 adically fferent
5. The Learning Story (continued)					
5.3e) In what ways was your students' experience difference difference Story	erent v	/hen imp	olemen	ting th	e]
5.3f) What did the digital tools enable you to do that you therwise?	ou cou	ld not ha	ave dor	10	
5. The Learning Story (continued)					
The iTEC definition of innovation is: potentially scalable learning activities that provesponses to educational challenges and opportunities.	ride benefi	cial pedagos	gical and to	echnologio	cal
5.3g) To what extent do you agree with the following s	tateme	ents:			
(SD: Strongly Disagree, D: Disagree, N: Neutral, A: Ag	ree, S	A: Strong	gly Agr	ee)	
	SD	D	N	A	SA
The Learning Story has potential to lead to pedagogical innovation	0	0	0	0	0
The Learning Story has potential to lead to technical innovation	0	0	0	0	0
I intend to use the Learning Story again in the future	0	0	0	0	0
I would recommend the Learning Story to other teachers I have shared my experience of the Learning Story with other teachers outside iTEC	0	0	0	0	0
The Locality of the Locality o					
6. Implementation: digital tools					

Teacher Questionnaire C4	
6.1) When implementing the Learning Story that apply):	I used the following environments (tick all
☐ dotLRN	
Moodle	
☐ ActivInspire	
SMART Notebook	
Other (please specify)	
6. Implementation: digital tools (contin	nued)
6.2a) Did you use the Widget Store?	
C Yes	C No
6. Implementation: Digital tools (conti	nued)
6.2b) Which widgets did you use?	
	<u></u>
6.2c) Did you create your own widgets?	
C Yes	○ No
6. Implementation: digital tools (contin	nued)

the following statements: (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree) SD	environment and it included more useful widgets. To what extent would you agree with the following statements: (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree) SD D N A SA The Widget Store has potential to be a useful tool, enabling teachers to access and gather a wide selection of digital tools and services in one place The Widget Store has potential to enable teachers to select and use digital tools and services as and when needed The Widget Store has potential to enable teachers to consider the widget Store has potential to enable teachers to consider the widget Store has potential to enable teachers to consider the widget Store has potential to enable teachers to consider the widget Store has potential to enable teachers to consider the widget Store again in the future considered the widget Store again in the future considered the widget Store again in the future considered the widget Store to other teachers considered the widget Store to other teachers considered the widget Store for learning and teaching are: 6.2e) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are:						
the following statements: (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree) SD	the following statements: (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree) SD	anvironment and it included more us	_	_		_	aree with
(SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree) SD	(SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree) SD		0141 11143	,0101 10 1111	41 9 21	rouid jour	19.00
The Widget Store has potential to be a useful tool, enabling teachers to access and gather a wide selection of digital tools and services in one place The Widget Store has potential to enable teachers to select and use digital tools and services as and when needed The Widget Store has potential to lead to technical enable teachers to select and use digital tools and services as and when needed The Widget Store has potential to enable teachers to select and use digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C C I would recommend the Widget Store to other teachers C C C C C C Implementation: Digital tools (continued) 6.2e) The potential benefits of the Widget Store for learning and teaching are: Fig. 2	The Widget Store has potential to be a useful tool, enabling teachers to access and gather a wide selection of digital tools and services in one place The Widget Store has potential to enable teachers to select and use digital tools and services as and when needed The Widget Store has potential to lead to technical enable teachers to select and use digital tools and services as and when needed The Widget Store has potential to enable teachers to select and use digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C C I would recommend the Widget Store to other teachers C C C C C C Implementation: Digital tools (continued) 6.2e) The potential benefits of the Widget Store for learning and teaching are: Fig. 2	•	N: Neutr	al. A: Agre	e. SA: Stro	nalv Agree	<u>.</u>)
The Widget Store has potential to be a useful tool, enabling leachers to access and gather a wide selection of digital tools and services in one place The Widget Store has potential to enable teachers to select and use digital tools and services as and when needed The Widget Store has potential to lead to technical innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continue to continue the widget Store for learning and teaching are: The Widget Store has potential to enable teachers to continue the widget Store for learning and teaching are: The Widget Store has potential to enable teachers to continue the widget Store for learning and teaching are: The Widget Store has potential to enable teachers to continue the widget Store for learning and	The Widget Store has potential to be a useful tool, enabling leachers to access and gather a wide selection of digital tools and services in one place The Widget Store has potential to enable teachers to select and use digital tools and services as and when needed The Widget Store has potential to lead to technical innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continued innovation The Widget Store has potential to enable teachers to continue to continue the widget Store for learning and teaching are: The Widget Store has potential to enable teachers to continue the widget Store for learning and teaching are: The Widget Store has potential to enable teachers to continue the widget Store for learning and teaching are: The Widget Store has potential to enable teachers to continue the widget Store for learning and	, obi Guiongiy Dioag. 20 , 2. 2.0.3. 22,		•	•		•
select and use digital tools and services as and when needed The Widget Store has potential to lead to technical innovation The Widget Store has potential to enable teachers to discover new digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C C C C C C C C C C C C C C C	select and use digital tools and services as and when needed The Widget Store has potential to lead to technical innovation The Widget Store has potential to enable teachers to discover new digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C C C C C C C C C C C C C C C	enabling teachers to access and gather a wide		O			
The Widget Store has potential to enable teachers to discover new digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C I would recommend the Widget Store to other teachers C C C C C So. Implementation: Digital tools (continued) 6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes – to form teams only C Yes – to form teams and record reflections only	The Widget Store has potential to enable teachers to discover new digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C I would recommend the Widget Store to other teachers C C C C C So. Implementation: Digital tools (continued) 6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes – to form teams only C Yes – to form teams and record reflections only	select and use digital tools and services as and when	O	0	0	0	0
discover new digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C C C C C C C C C C C C C C	discover new digital tools and services which are useful and will help them to change their practice I would use the Widget Store again in the future C C C C C C C C C C C C C C C C C C	·	0	O	0	0	O
I would recommend the Widget Store to other teachers C C C C S. Implementation: Digital tools (continued) 6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes – to form teams only C Yes – to form teams and record reflections C Yes – to record reflections only C No	I would recommend the Widget Store to other teachers C C C C S. Implementation: Digital tools (continued) 6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes – to form teams only C Yes – to form teams and record reflections C Yes – to record reflections only C No	discover new digital tools and services which are useful	0	C	O	0	O
6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes - to form teams only C Yes - to form teams and record reflections No	6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes - to form teams only C Yes - to form teams and record reflections No	I would use the Widget Store again in the future	0	0	0	0	0
6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes – to form teams only C Yes – to form teams and record reflections C Yes – to record reflections only	6.2e) The potential benefits of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.2f) The potential challenges of the Widget Store for learning and teaching are: 6.3a) Did you use TeamUp? C Yes – to form teams only C Yes – to form teams and record reflections C Yes – to record reflections only	I would recommend the Widget Store to other teachers	0	0	0	0	0
6.3a) Did you use TeamUp? O Yes – to form teams only O Yes – to record reflections only O No	6.3a) Did you use TeamUp? O Yes – to form teams only O Yes – to record reflections only O No						
	 Yes – to form teams only Yes – to form teams and record reflections Yes – to record reflections only No 	6.2f) The potential challenges of the	Widget S	tore for lea	rning and t	eaching a	re:
 Yes – to form teams only Yes – to form teams and record reflections Yes – to record reflections only No 	 Yes – to form teams only Yes – to form teams and record reflections Yes – to record reflections only No 				rning and t	eaching a	re:
Yes – to record reflections only No	Yes – to record reflections only No	. Implementation: Digital tools (rning and t	eaching a	re:
		. Implementation: Digital tools ((continu	ed)			re:
6. Implementation: Digital tools (continued)	3. Implementation: Digital tools (continued)	. Implementation: Digital tools (6.3a) Did you use TeamUp? O Yes – to form teams only	(continu	ed) O Yes – to form			re:
		. Implementation: Digital tools (6.3a) Did you use TeamUp? O Yes – to form teams only	(continu	ed) O Yes – to form			re:
		Implementation: Digital tools (6.3a) Did you use TeamUp? Yes – to form teams only Yes – to record reflections only	(continu	ed) Yes – to form No			re:
		Implementation: Digital tools (6.3a) Did you use TeamUp? Yes – to form teams only Yes – to record reflections only	(continu	ed) Yes – to form No			re:
		Implementation: Digital tools (6.3a) Did you use TeamUp? Yes – to form teams only Yes – to record reflections only	(continu	ed) Yes – to form No			re:
		Implementation: Digital tools (6.3a) Did you use TeamUp? Yes – to form teams only Yes – to record reflections only	(continu	ed) Yes – to form No			(e:

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6.3b) To what extent do you agree wi	th the fo	llowing sta	tements:		
(SD: Strongly Disagree, D: Disagree,	N: Neutr	al, A: Agre	e, SA: Stroi	ngly Agree))
	SD	D	N	Α	SA
TeamUp has potential to lead to pedagogical innovation	0	0	O	0	0
TeamUp has potential to lead to technical innovation	0	0	0	0	0
I intend to use TeamUp again in the future	0	0	0	0	0
I would recommend TeamUp to other teachers	0	0	0	0	0
I have shared my experience of TeamUp with other teachers outside iTEC	О	O	O	O	O
6. Implementation: Digital tools (continu	ed)			
6.4a) Did you use Reflex?					
○ Yes		O No			
6. Implementation: Digital tools (continu	ed)			
6 4h) The main benefits of Bofley for	laavuina	and taaahi			
6.4b) The main benefits of Reflex for	learning	anu teachi	ng were:		A
					7
6.4c) The main challenges of Reflex f	or learni	ng and tea	ching were:	!	
					▽
6. Implementation: Digital tools (continu	ed)			
6.4d) To what extent do you agree wi		•			
(SD: Strongly Disagree, D: Disagree,	N: Neutr	al, A: Agre	e, SA: Stroi	ngly Agree)
	SD	D	N	Α	SA
Reflex has potential to lead to pedagogical innovation	0	0	0	0	0
Reflex has potential to lead to technical innovation	0	0	0	0	0
I intend to use Reflex again in the future	0	0	0	0	0
I would recommend Reflex to other teachers	0	0	0	O	0
I have shared my experience of Reflex with other teachers outside iTEC	O	0	О	0	O
6. Implementation: digital tools (continu	ed)			

/	ementing the Learning Story I also used the following digital tools:
☐ Media authoring too	ol (i.e. to create podcasts or multimedia presentations)
Collaboration tools	(such as: social networking sites, wikis, bookmarking)
☐ Communication too	ls (such as email, blog, Skype, IM and text messaging, video conferencing)
☐ Data capture device	e (such as: digital camera, video camera, audio recorder, webcam)
☐ Digital resources (o	nline and offline, such as: databases, electronic books, animations, videos, educational software etc)
☐ Document camera/o	digital visualiser (such as: ELMO)
Student information	system (online portfolio, automated assessment tool, student reporting tool, task management tool)
Game based learni	ng
Learner response sy	rstems
☐ High tech instrumen	ats for science (such as: data loggers, sensors, digital microscopes)
☐ Interactive whitebox	ard
Mobile devices (suc	h as: smartphones, PDAs, tablets)
Music/photo/video/s	slide sharing sites
☐ Virtual experiments	and simulations
Other (please speci	fy)
	tion, Digital tools (continued)
6.5b) List the co	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For how you used it (eg announcements, chat).
6.5b) List the co	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For
6.5b) List the co each tool explain Communication tool 1	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For
6.5b) List the coeach tool explain Communication tool 1	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For
6.5b) List the coeach tool explain Communication tool 1 Communication tool 2 Communication tool 3	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For
6.5b) List the coeach tool explain Communication tool 1 Communication tool 2 Communication tool 3 Communication tool 4 Communication tool 5	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For
6.5b) List the coeach tool explain Communication tool 1 Communication tool 2 Communication tool 3 Communication tool 4 Communication tool 5	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For in how you used it (eg announcements, chat).
6.5b) List the coeach tool explain Communication tool 1 Communication tool 2 Communication tool 3 Communication tool 4 Communication tool 5	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For in how you used it (eg announcements, chat).
6.5b) List the coeach tool explain Communication tool 1 Communication tool 2 Communication tool 3 Communication tool 4 Communication tool 5	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For in how you used it (eg announcements, chat).
6.5b) List the coeach tool explain Communication tool 1 Communication tool 2 Communication tool 3 Communication tool 4 Communication tool 5	mmunication tools you used (eg Gmail, MSN, Twitter, Facebook). For in how you used it (eg announcements, chat).

Teache	r Que	stionna	ire C4								
6.5c) Li	st all ot	ner digita	l tools yo	u used v	vhen im	pleme	nting	each d	of the Lo	earning	
Activition	es:										
Dream											
Explore											
Мар											
Reflect											
Make											
Ask											
Show											
Collaborate											
Other activities											
activities											
6. Imple	ementa	tion: Di	gital too	ls (cont	tinued)						
6.5c) Li	st all dig	jital tools	s you use	d when i	mpleme	nting o	each d	of the I	Learnin	g Activi	ties:
Dream											
Explore											
Мар											
Reflect											
Make											
Ask											
Show											
Collaborate											
Other											
activities											
7. Imple	ementa	tion: My	, studen	its' exp	erienco	e					
, , , , , , , , , , , , , , , , , , ,				ito oxp							
7.1) The	e implen	nentation	of the Le	earning S	Story ha	s led t	o imp	rovem	ents in		
-	-	isagree,		•	_		-				
			_		·		SD	D	N	Α	SA
my student	s' levels of at	tainment (as i	ndicated by my	assessment of	data).		0	0	0	0	O
7.2) Ex	plain wh	y (open e	ended)								
, ,		<u> </u>	,							A	1
											<u> </u>
7. Imple	ementa	tion: My	, studen	its' exp	erience	.					
•		•									

collaborative skills C C C C C C C C C C C C C C C C C C C	collaborative skills C C C C C C C C C C C C C C C C C C	collaborative skills C C C C C C C C C C C C C C C C C C	D: Strongly Disagree, D: Dis	· · · · · · · · · · · · · · · · · · ·	SD	D	N	A	SA
itical thinking skills cativity skills condition skills conditi	itical thinking skills cativity skills condition skills conditi	itical thinking skills cativity skills coccoccoccoccoccoccoccoccoccoccoccocco	gital literacy skills		0	0	0	0	\odot
eativity skills C C C C Immunication skills Dependent learning skills Dependent learning skills C C C C Dependent learning skills Dependent learning	eativity skills C C C C Immunication skills Dependent learning skills Dependent learning skills C C C C Dependent learning skills Dependent learning	eativity skills C C C C Immunication skills Dependent learning skills Dependent learning skills C C C C Dependent learning skills Dependent learning	llaborative skills		0	0	0	0	\odot
mmunication skills dependent learning skills obliem solving skills erest and engagement occorder (please specify) 4) Explain why:	mmunication skills dependent learning skills obliem solving skills erest and engagement occorder (please specify) 4) Explain why:	mmunication skills dependent learning skills obliem solving skills or o	itical thinking skills		0	0	0	0	\odot
dependent learning skills C C C C Oblem solving skills C C C C O O O O O O O O O O O O O	dependent learning skills C C C C Oblem solving skills C C C C O O O O O O O O O O O O O	dependent learning skills C C C C Oblem solving skills C C C C O C O C O C O C O C O C	eativity skills		0	0	0	0	\odot
ablem solving skills C C C C C C C C C C C C C C C C C C	ablem solving skills C C C C C C C C C C C C C C C C C C	ablem solving skills C C C C C C C C C C C C C C C C C C	mmunication skills		0	0	0	0	0
erest and engagement C C C C C Amer (please specify) 4) Explain why:	erest and engagement C C C C C Amer (please specify) 4) Explain why:	erest and engagement C C C C C Amer (please specify) 4) Explain why:	dependent learning skills		0	0	0	0	\odot
ner (please specify) 4) Explain why:	ner (please specify) 4) Explain why:	ner (please specify) 4) Explain why:	oblem solving skills		0	0	0	0	\odot
4) Explain why:	4) Explain why:	4) Explain why:	erest and engagement		0	0	0	0	0
		4) Explain why:	her (please specify)						
								_	
			4) Expiain wny:						1
]
								7	