

# About you and your school C2

## Introduction



This questionnaire collects information about your teaching experience and use of technology.

It should take no longer than 15 minutes to complete.

The data you provide will be anonymized and treated as confidential.

By completing this survey you are giving your consent for your data to be included in the iTEC evaluation.

Thank you for your time.

### OpenID account:

### Email address:

### Country:

## 1. Your experience

### 1.1) How long have you been working as a teacher (where possible exclude extended periods of absence e.g. career breaks)?

- This is my first year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

## 2. Your professional use of digital tools

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### 2.1) Thinking about a class of students you had last year, how often did your students use digital tools to do the following:

	Never or almost never	3-6 times per year	1-3 times per month	1-3 times per week	at least 4-5 times per week
Find information on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take tests or submit homework online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write or edit stories, reports, or essays using word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use simulations or animations to explore a system or abstract concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access class resources or online materials from a remote location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undertake a project-based learning activity using digital tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with peers from class on learning activities through e-mail, videoconferencing, or discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with students or adults from outside class (for example, students from other schools or adult mentors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create multimedia presentations (for example, using sound or video)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate their knowledge to an audience through online publication tools (for example, a blog or website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop simulations or animations of a system or abstract concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to develop the skills of reasoning, planning, reflective learning, and knowledge building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to develop their communication and collaboration skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to develop knowledge and performance-based rubrics to assess their own understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to develop their own learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to support self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Your professional use of digital tools (continued)

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### 2.2) Thinking about your use of digital tools last year, how often did you use digital tools to do the following:

	Never or almost never	3-6 times per year	1-3 times per month	1-3 times per week	at least 4-5 times per week
Use presentation software to provide information (text, images) or give instructions to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show video or animations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use standard office productivity tools to perform tasks more efficiently (e.g. word processing, spreadsheets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom demonstrations (for example, computer-based simulations, virtual labs, using an interactive map)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the features of a browser (URL, bookmarking) to locate digital resources for my subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the features of search engine (format, keywords) to locate digital resources for my subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt and develop digital resources I had located	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize classroom data (for example, grades, attendance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor student learning using pre-determined learning goals or standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with students outside the classroom (for example, via email).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with parents outside the classroom (for example, via email).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with teachers in the same school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use an authoring tool to design online materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to develop my own knowledge and understanding of my subject specialism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to assess students' understanding of key subject matter concepts, skills and processes including higher level processes such as problem-solving, collaboration and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use digital tools to develop and apply knowledge and performance- based rubrics to assess students' understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of tools to communicate and collaborate with other teachers nationally and internationally (e.g. videoconferencing, skype)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and share resources online to support professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with outside experts and/or participate in online communities to support professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Your professional use of digital tools (continued)

## About you and your school C2

**2.3) Have you been involved directly in any national or international ICT initiatives or projects in the last 2 years (e.g. eTwinning?)**

- Yes  No

**2.4) How would you rate your general level of ICT competency?**

- 1  2  3  4  5  6  7  8  9  10  
None Very high

## 3. Your professional development

**3.1) In the last 2 years how many days of formal training have you attended in relation to ICT technical skills (using software and hardware) (please round up to the nearest day):**

**3.2) In the last 2 years how many days of formal training have you attended in relation to ICT pedagogical skills (how to integrate ICT to support teaching and learning) (please round up to the nearest day):**

## Your professional development (continued)

**3.3a) In the last 2 years have you participated in any of the following additional professional development activities (please check all that apply):**

- Courses/workshops in addition to those covered in questions 3.1) and 3.2) above (e.g. on subject matter or methods and/or other education-related topics)
- Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)
- Qualification programme (e.g. a degree programme)
- Observation visits to other schools
- Participation in a network of teachers formed specifically for the professional development of teachers
- Individual or collaborative research on a topic of interest to you professionally
- Mentoring and/or peer observation and coaching, as part of a formal school arrangement
- Informal support from colleagues, friends or family

## About you and your school C2

### 3.3b) Considering the options presented in question 3.3a which professional development activities best fit your needs? (please check all that apply):

- Courses/workshops
- Education conferences or seminars
- Qualification programme (e.g. a degree programme)
- Observation visits to other schools
- Participation in a network of teachers formed specifically for the professional development of teachers
- Individual or collaborative research on a topic of interest to you professionally
- Mentoring and/or peer observation and coaching, as part of a formal school arrangement
- Informal support from colleagues, friends or family

## Professional development (continued)

### 3.4) How has the professional development you have received in the last two years improved your actual knowledge about how to use ICT?

- 1 Not at all     2     3     4     5     6     7 To a great extent

### 3.5) How has the professional development you have received in the last two years improved your use of ICT to support teaching and learning?

- 1 Not at all     2     3     4     5     6     7 To a great extent

## 4. About your school

### 4.1) Does your school participate in other national or international ICT initiatives (for example, eTwinning, EU or industry funded projects, innovative schools, other research projects)?

- Yes     No

### 4.2) Are your senior leaders supportive of the use of ICT in the classroom (for example, part of the school vision, arranging specialist training etc)?

- Yes     No

Thank you for your time.