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SITES 2006

Second Information Technology in Education Study
--- Main Study ---



Teacher Questionnaire

[International English Version]

This questionnaire comprises the following parts:

- Part I: Information about the Target Class
- Part II: Curriculum Goals
- Part III: Teacher Practice
- Part IV: Student Practice
- Part V: Learning Resources and Technology Infrastructure
- Part VI: Impact of ICT Use
- Part VII: Information about You and Your School
- Part VIII: Specific Pedagogical Practice that Uses ICT



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[Put national center logo, references and credit here]

Instructions for NRCs

- Please check the introduction carefully for changes, insertions and deletions if you want to re-use parts of the FT translation.
- Refer to the accompanied list of changes from FT → MS to identify changed and adapted questions if you want to re-use parts of the FT translation.
- Text passages that are highlighted in yellow and enclosed in these [brackets] need to be adapted for your country in this document, but do not require documentation on NAF.
- Some areas (text passages highlighted in yellow without brackets) require special attention. We expect slightly different terms to be used in national contexts. Adapt the following terms to your cultural context – if necessary – and document on the corresponding National Adaptation Form (NAF).
 - Question 7, dimension I: “Data-logging tools”;
 - Question 14, dimension L: “guardians/caretakers”;
 - Question 17, dimension E: “Data-logging tools”;
 - Question 17, dimension I: “cell phone”;
 - Question 17, dimension K: “web-based learning environments”;
 - Section VIII Heading, Question 37-41: “pedagogical practice”;
- Question 33. Remove category “Post-secondary education (e.g., teachers college)” (international option) if not applicable in your context. Adapt if necessary and document on NAF!
- Section 8 (VIII) is an international option. If you do not want to use this option remove questions 37 to 41, including the section heading VIII AND the “Part VIII...” line on the cover page. Retain the passage “This is the end of the questionnaire...” and ensure that it appears directly after question 36.
- Page breaks in this document have been inserted to ensure that no question/table breaks across pages. After translation you may need to adjust page breaks again. Retain section headings as first element on new pages. Do not change order of questions.
- Remove all highlights from questionnaire after adaptation/translation.
- Delete this page including the page break after adaptation/translation.

Introduction

The Second Information Technology in Education Study (SITES 2006) is an international assessment of teaching and learning practices and of how Information and Communication Technologies (ICT) support these in secondary schools around the world. Approximately 20 countries will provide information from representative samples of teachers on how they organize their teaching and learning, the ICT facilities they have available at school, how they use ICT for teaching and learning, and the obstacles or difficulties they experience in relation to these technologies. This information will give better insight into the current state of pedagogical approaches and of how technologies support them. It will also allow educational practitioners and policy-makers to gain a better understanding of areas needing intervention and additional support.

[Name of country], along with about 20 other countries, is taking part in this international study of pedagogical practices and the way that ICT supports these. This questionnaire is being administered to representative samples of teachers in these countries. The study is being conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA).

We are asking you for your help in order to determine the current state of pedagogical approaches to and the use of ICT in [Name of country]. Please try to answer each question as accurately as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. At no time will the name of any school or individual be identified. While results will be made available by country and by type of school within a country, you are guaranteed that neither your school nor any of its personnel will be identified in any report of the results of the study. *[For countries which have ethical survey guidelines which emphasize voluntary participation: Participation in this survey is voluntary and any individual may withdraw at any time.]*

About this Questionnaire

- This questionnaire asks for information from teachers about education and policy matters related to pedagogical practices and computers. The questionnaire will take you approximately 30 minutes to complete.
- The words computers and ICT (Information and Communication Technologies) are used interchangeably in this questionnaire.
- Guidelines for answering the questions are typed in *italics*.
- Most questions can be answered by marking the one most appropriate answer. A few questions (9, 14, 15, and 16) require responses to two parts, (a) and (b). Mark one most appropriate answer for each of the two parts in each row.
- If you are completing a paper version of this questionnaire, please use a writing pen or ballpoint to write your answers.
- When you have completed this questionnaire, please [National Return Procedures and Return Date].

Further information

- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following numbers: [National Center Contact Information]

Thank you very much for your cooperation!

Subject and Target Class References

When a question refers to the “target class”, please think only about the class/course you are teaching in this school year that is specified on the cover page. You will answer all questions with reference to the teaching of the subject (domain) that is specified on the cover page in this class.

Part I: Information about the Target Class

1. How many students are there in the target class?

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2. What is the gender mix of this class?

All boys	All girls	Both boys and girls
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Which curriculum track is the target class in?

Academic	Vocational	No tracking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Approximately what percentage of students are absent in the target class on a typical school day?

Less than 5%	5–10%	11–20%	More than 20%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Approximately what percentage of students in the target class are native speakers of the language of instruction?

More than 90%	76–90%	50–75%	Less than 50%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How many hours of scheduled class time do you spend with the target class on Mathematics/Science lessons per week?

Please answer this questions with reference to the subject (domain) that is specified on the cover page.

Less than two hours	2– 4 hrs	5– 6 hrs	7– 8 hrs	More than 8 hrs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What proportion of students in your class has competence in the following?

Please mark only one choice in each row.

Operation skills		Nearly none	Some students	Majority of students	Nearly all students	Don't know
A	Word-processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Database software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Presentation software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Application of multimedia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Graphic calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Data-logging tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Curriculum Goals

8. In your teaching of the target class in this school year, how important is it for you to achieve the following goals?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	Very much
A	To prepare students for the world of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	To prepare students for upper secondary education and beyond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	To provide opportunities for students to learn from experts and peers from other schools/countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	To provide activities which incorporate real-world examples/settings/applications for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	To improve students' performance in assessments/examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	To increase learning motivation and make learning more interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	To individualize student learning experiences in order to address different learning needs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	To foster students' ability and readiness to set their own learning goals and to plan, monitor and evaluate their own progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	To foster students' collaborative and organizational skills for working in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	To foster students' communication skills in face-to-face and/or online situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	To satisfy parents' and the community's expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	To prepare students for competent ICT use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	To prepare students for responsible Internet behavior (e.g., not to commit mail-bombing, etc.) and/or to cope with cybercrime (e.g., Internet fraud, illegal access to secure information, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III: Teacher Practice

9. In your teaching of the target class in this school year,

(a) How often is the scheduled learning time of the class used for the following activities?

(b) Has ICT been used when these activities took place?

Please mark only one choice for each of the two parts in each row.

		(a) How often is the scheduled learning time used for the following activities?				(b) ICT used?	
		Never	Sometimes	Often	Nearly always	No	Yes
A	Extended projects (2 weeks or longer) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Short-task projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Product creation (e.g., making a model or a report)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Self-accessed courses and/or learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Scientific investigations (open-ended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Field study activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Teacher's lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Exercises to practice skills and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Laboratory experiments with clear instructions and well-defined outcomes ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Discovering mathematics principles and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Studying natural phenomena through simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Looking up ideas and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Processing and analyzing data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. When I am instructing students in the target class (excluding field trips), they are:

Please mark only one choice.

Always in the same location
with me

Sometimes in locations away
from me

Often in locations away from
me

Always in locations away from
me

11. When students in the target class participate in planned learning activities, they:

Please mark only one choice.

Always work in the same
location

Sometimes work in different
locations

Often work in different
locations

Always work in different
locations

12. The learning activities for students in the target class are planned so that these take place:

Please mark only one choice.

Always during scheduled
school hours

Sometimes outside scheduled
school hours

Often outside scheduled
school hours

At any time (no scheduled
school hours)

13. I provide feedback to students in the target class:

Please mark only one choice.

Always during school hours

Sometimes outside scheduled
school hours

Often outside scheduled
school hours

At any time (no scheduled
school hours)

14. In your teaching of the target class in this school year:

(a) How often do you conduct the following?

(b) Do you use ICT for these activities?

Please mark only one choice for each of the two parts in each row.

	(a) How often do you conduct the following?				(b) ICT used?	
	Never	Sometimes	Often	Nearly always	No	Yes
A Present information/demonstrations and/or give class instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Provide remedial or enrichment instruction to individual students and/or small groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Help/advice students in exploratory and inquiry activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Organize, observe or monitor student-led whole-class discussions, demonstrations, presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Assess students' learning through tests/quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Provide feedback to individuals and/or small groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Use classroom management to ensure an orderly, attentive classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Organize, monitor and support team-building and collaboration among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Organize and/or mediate communication between students and experts/external mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Liaise with collaborators (within or outside school) for student collaborative activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Provide counseling to individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Collaborate with parents/guardians/caretakers in supporting/monitoring students' learning and/or in providing counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In your teaching of the target class in this school year:

(a) Do you use the following methods of assessing student performance?

(b) Do you use ICT to carry out these assessments?

Please mark only one choice for each of the two parts in each row.

		(a) Assessment method used?		(b) ICT used?	
		No	Yes	No	Yes
A	Written test/examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Written task/exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Individual oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Group presentation (oral/written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Project report and/or (multimedia) product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Students' peer evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Portfolio/learning log	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Assessment of group performance on collaborative tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV: Student Practice

16. In your teaching of the target class in this school year

(a) How often do your students engage in the following activities?

(b) Do your students use ICT for these activities?

Please mark only one choice for each of the two parts in each row.

Students' Activities	(a) How often do your students engage in the following?				(b) ICT used?	
	Never	Sometimes	Often	Nearly always	No	Yes
A Students working on the same learning materials at the same pace and/or sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Students learning and/or working during lessons at their own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Complete worksheets, exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Give presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Determine own content goals for learning (e.g., theme/topic for project)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Explain and discuss own ideas with teacher and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Collaborate with peers from other schools within and/or outside the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Answer tests or respond to evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Self and/or peer evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Reflect on own learning experience review (e.g., writing a learning log) and adjust own learning strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Communicate with outside parties (e.g., with experts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Contribute to the community through their own learning activities (e.g., by conducting an environmental protection project)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part V: Learning Resources and Tools

17. How often do you incorporate the following in your teaching of the target class in this school year?

Please mark only one choice in each row.

	Never	Sometimes	Often	Nearly always
A Equipment and hands-on materials (e.g., laboratory equipment, musical instruments, art materials, overhead projectors, slide projectors, electronic calculators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Tutorial/exercise software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C General office suite (e.g., word-processing, database, spreadsheet, presentation software) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Multimedia production tools (e.g., media capture and editing equipment, drawing programs, webpage/multimedia production tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Data-logging tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Simulations/modeling software/digital learning games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Communication software (e.g., e-mail, chat, discussion forum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Digital resources (e.g., portal, dictionaries, encyclopedia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Mobile devices (e.g., Personal Digital Assistant (PDA), cell phone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Smart board/interactive whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Learning management system (e.g., web-based learning environments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part VI: Impact of ICT Use

18. Do you use ICT in the teaching and learning activities of the target class?

- No → *Please go to question 21.*
- Yes → *Please continue.*

19. To what extent do you agree that the use of ICT has had the following impacts on you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	My ICT skills have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I incorporate new teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I provide more individualized feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I incorporate new ways of organizing student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	I monitor more easily students' learning progress. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I access more diverse/higher quality learning resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	I collaborate more with colleagues within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	I collaborate more with peers and experts outside my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	I complete my administrative tasks more easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	My workload has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	There is increased work pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	I have become less effective as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what extent has the use of ICT impacted your students in the target class in the following areas?

Please mark only one choice in each row.

		Decreased a lot	Decreased a little	No impact	Increased a little	Increased a lot
A	Subject matter knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Learning motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Information-handling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Self-directed learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Collaborative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Ability to learn at their own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Self esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Achievement gap among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Time spent on learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	School attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Assessment results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Digital divide (i.e., inequity between students from different socioeconomic backgrounds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part VII: Information about You and Your School

21. To what extent are you confident in accomplishing the following?

Please mark only one choice in each row.

General use of ICT		Not at all	A little	Somewhat	A lot
A	I can produce a letter using a word-processing program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I can e-mail a file (e.g., the notes of a meeting) to a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I can take photos and show them on the computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I can file electronic documents in folders and sub-folders on the computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	I can use a spreadsheet program for budgeting or student administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	I can share knowledge and experiences with others in a discussion forum/user group on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	I can produce presentations with simple animation functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	I can use the Internet for online purchases and payments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogical Use of ICT					
I	I can prepare lessons that involve the use of ICT by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	I know which teaching/learning situations are suitable for ICT use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	I can find useful curriculum resources on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	I can use ICT for monitoring students' progress and evaluating learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	I can use ICT to give effective presentations/ explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	I can use ICT for collaboration with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	I can install educational software on my computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	I can use the Internet (e.g., select suitable websites, user groups/discussion forums) to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Looking ahead to the coming two years, what priority will you give to the use of ICT in enhancing your teaching practice in the following areas?

Please mark only one choice in each row.

		Not at all	Low priority	Medium priority	High priority
A	To monitor more effectively the progress of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	To provide exercises to students in order to practice skills and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	To provide better and more interesting lectures/presentations to my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	To engage students in multimedia production projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	To provide more activities that address the individual differences among my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	To involve students in collaborative, short projects (2 weeks or shorter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	To involve students in extended collaborative projects (longer than 2 weeks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	To involve my students in scientific investigations (involving laboratory work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	To provide more opportunities for my students to collaborate with or learn from people outside of their classroom, including peers and external experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	To collaborate more with fellow teachers and others within and outside my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	To provide more opportunities for my students to collaborate with their classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	To arrange self-accessed activities for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Do you experience the following obstacles in using ICT in your teaching?

Please mark only one choice in each row.

		No	Yes
A	ICT is not considered to be useful in my school.	<input type="checkbox"/>	<input type="checkbox"/>
B	My school does not have the required ICT infrastructure.	<input type="checkbox"/>	<input type="checkbox"/>
C	I do not have the required ICT-related skills.	<input type="checkbox"/>	<input type="checkbox"/>
D	I do not have the necessary ICT-related pedagogical skills.	<input type="checkbox"/>	<input type="checkbox"/>
E	I do not have sufficient confidence to try new approaches alone.	<input type="checkbox"/>	<input type="checkbox"/>
F	My students do not possess the required ICT skills.	<input type="checkbox"/>	<input type="checkbox"/>
G	My students do not have access to the required ICT tools outside of the school premises.	<input type="checkbox"/>	<input type="checkbox"/>
H	I do not have the time necessary to develop and implement the activities.	<input type="checkbox"/>	<input type="checkbox"/>
I	I do not know how to identify which ICT tools will be useful.	<input type="checkbox"/>	<input type="checkbox"/>
J	My school lacks digital learning resources.	<input type="checkbox"/>	<input type="checkbox"/>
K	I do not have the flexibility to make my own decisions when planning lessons with ICT.	<input type="checkbox"/>	<input type="checkbox"/>
L	I do not have access to ICT outside of the school.	<input type="checkbox"/>	<input type="checkbox"/>

24. Have you participated in any of the following professional development activities? If no, would you wish to attend?

Please mark only one choice in each row.

		No, I do not wish to attend	No, I would like to attend if available	Yes, I have
A	Introductory course for Internet use and general applications (e.g., basic word-processing, spreadsheets, databases, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Technical course for operating and maintaining computer systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Advanced course for applications/standard tools (e.g., advanced word-processing, complex relational databases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Advanced course for Internet use (e.g., creating websites/developing a home page, advanced use of the Internet, video conferencing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Course on pedagogical issues related to integrating ICT into teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Subject-specific training with learning software for specific content goals (e.g., tutorials, simulation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Course on multimedia operations (e.g., using digital video and/or audio equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent do the following statements about school vision apply to the staff in your school?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	We discuss what we want to achieve through our lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Teachers are constantly motivated to critically assess their own educational practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Teachers are expected to think about the school's vision and strategies with regard to educational practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent do the following statements about teachers' participation in decision-making apply to you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	I can influence the development of the school's innovation implementation plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	When implementing innovations, our school considers teachers' opinions and adjusts its action plan as needed. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I am able to implement innovations in my classroom according to my own judgment and insights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. To what extent do the following statements about professional collaboration among teachers apply to you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	I co-teach with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I discuss the problems that I experience at work with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	I work with teachers in other schools on collaborative activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	I work with teachers in other countries on collaborative activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. To what extent do the following statements about support to teachers apply to you?

Please mark only one choice in each row.

		Not at all	A little	Somewhat	A lot
A	When necessary, I receive sufficient technical support from my school/region/state (e.g., by having a technician in my classes) to support my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	My students can access computers easily outside scheduled class time without my help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The administrative work arising from the use of ICT in my teaching (e.g., booking computer laboratories, changing class schedules) is easy to do in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Do you have access to a computer at home?

No → *Please go to question 31.*

Yes → *Please continue.*

30. Do you use this computer for the following activities?

Please mark only one choice in each row.

		No	Yes
A	Teaching related activities	<input type="checkbox"/>	<input type="checkbox"/>
B	Connecting to the internet	<input type="checkbox"/>	<input type="checkbox"/>

31. To what age group do you belong?

Below 25	25–29	30–39	40–49	50–59	60 or above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. What is your gender?

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

33. What is your highest level of education?

Please mark only one choice.

Secondary or high school	Post-secondary education (e.g., teachers college)	Bachelor's degree	Master's degree or above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Do you have a Bachelor's degree in Science or Mathematics?

Please mark only one choice.

No	Degree in Mathematics only	Degree in Science only	Degree in both Mathematics and Science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Do you have a teaching license or certificate?

No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

36. How many years of experience do you have in teaching Mathematics or Science?

Less than 2 years	2-4 years	5- 9 years	10-19 years	20 years or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part VIII: Specific Pedagogical Practice that Uses ICT

37. Which of the following description is applicable to you?

Please mark only one choice.

- I use ICT once a week or more in the target class. → *Please continue.*
- I use ICT extensively in the target class during a limited period during the year (e.g., in a project or a theme) → *Please continue.*
- None of the above → *Please go to the end of the questionnaire.*

38. Please describe the one most satisfying pedagogical practice (that you applied in the target class) in this school year, in which you and/or your students used ICT extensively with specific content related to mathematics/science.

Please describe the pedagogical practice (e.g., a research project or a multimedia production), the ICT used (e.g., data logging tools, spreadsheets or web search) and its content (e.g., curricular goals; topic) in a maximum of 20 words.

39. Has the use of ICT in this pedagogical practice contributed to changes in the following students' outcomes in the target class:

Please mark only one choice in each row.

		Decreased	Made no difference	Increased
A	Subject-matter knowledge mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Learning motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Ability to learn at own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Information-handling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Collaborative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Self-directed learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Achievement gap among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Self esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Has the use of ICT in this pedagogical practice contributed to changes in the following aspects of your teaching of the target class:

Please mark only one choice in each row.

		Decreased	Made no difference	Increased
A	Quality of coaching students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Time available to help individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Time needed to solve technical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Time needed for preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Quality of instructions given to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Time needed for classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Quality of classroom discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Collaboration between students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Communication with the outside world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Availability of new learning content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Variety of learning resources/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Variety of learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Adaptation to individual needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	Amount of effort needed to motivate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O	Insight into the progress of student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P	Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. In this pedagogical practice, who was the main actor in initiating the following aspects of teaching and learning:

Please mark only one choice in each row.

NA: Not applicable for this specific pedagogical practice

		Teacher	Students	NA
A	Determining content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Determining learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Getting started	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Organizing grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Choosing learning resources/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Deciding on the location of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Planning of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Deciding on the time needed for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Deciding on when to take a test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Demonstrating learning achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Providing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Choosing learning activities/ strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This is the end of the questionnaire.
Thank you very much for your time and effort!**

[Return Instructions].