International Computer and Information Literacy Study (ICILS 2018) FIELD TEST AND RECRUITMENT for MAIN STUDY

REQUEST FOR OMB Clearance

OMB# 1850-new v.1

APPENDIX B: ICILS DRAFT FIELD TEST QUESTIONNAIRES

Submitted by:

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

U.S. Department of Education

Washington, DC

**April 2016**

**Revised June 2016**

The draft versions of the ICILS 2018 field test questionnaires are included here for OMB review. These draft field test questionnaires will not be finalized until Fall 2016, at which point NCES will submit the final questionnaire versions with minor revisions and U.S. adaptations as a change request. The main study questionnaires will be subsets of the final field test questionnaires. The instruments included here are:

* Student Questionnaire *(Draft)* ………………………………………………………………..………………………………………………2
* Teacher Questionnaire *(Draft)* ………………………………………………………………………………………………………………..27
* School Questionnaire (includes Principal and ICT-Coordinator questionnaire sections) *(Draft)* ………..……47



**IEA International Computer and Information Literacy Study**

***ICILS 2018 Field Trial***

***Draft Student Questionnaire***

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**[Login Page]**

The following statement will appear on the login page for ICILS and the front cover of the printed questionnaires (the phrase “*search existing data resources, gather the data needed*” will not be included on the student questionnaire):

*The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts ICILS in the United States as authorized by the Education Sciences Reform Act of 2002 (20 U.S.C., § 9543). Your responses are protected by federal statute (20 U.S.C., § 9573) and may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.*

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OMB No. 1850-XXXX, Approval Expires xx/xx/2019.

**[Introduction for students to the questionnaire]**

### In this questionnaire you will find questions about:

* You, your home and your family
* Where and how often you use digital devices
* What you use digital devices for
* Your views about the use of computers.

In this questionnaire a digital device can refer to a:

* desktop computer,
* notebook or laptop computer,
* netbook computer,
* tablet device such as an iPad
* [smartphone].

Please read each question carefully and answer as accurately as you can. In this questionnaire, you will mostly answer by clicking on a button. You can change your responses at any time until you have clicked on ‘I’ve finished’ at the end of the questionnaire.

There are also a few questions where you will need to write a short response.

**In this questionnaire, there are no right or wrong answers. Your answers should be the ones that apply to you.**

You may ask for help if you do not understand something or if you are not sure how to answer a question.

None of your answers will be shared. All your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C., § 9573).

**ABOUT YOU**

|  |  |
| --- | --- |
| **Q1** | **When were you born?** |
| January-December (Month)  | |
| 1997 – 2008 (Year)  | |

|  |  |
| --- | --- |
| **Q2 Are you a girl or a boy?** | |
| G | irl Boy |

|  |  |
| --- | --- |
| **Q3** | **Which of the following [levels of education] do you expect to complete?** |
| *(Please mark only one choice)* | |
|  | [ISCED level 6, 7 or 8] |
|  | [ISCED level 4 or 5] |
|  | [ISCED level 3] |
|  | [ISCED level 2] |
|  | I do not expect to complete [ISCED level 2] |

# YOUR HOME AND YOUR FAMILY

*In this section you will be asked some questions about your family and your home.*

*Some of these questions will be about home and your mother and father or guardians who look after you — for example, step-parents or foster-parents.*

*If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/guardians you spend the most time with.*

|  |  |  |
| --- | --- | --- |
| **Q4 In what country w** | **ere you and your parents born?** | |
| *(Please mark only one choice in each* ***column****)* | | |
|  | Mother or [female  You guardian] | Father or [male guardian] |
| [Country of test] |  |  |
| [Other country/Group A] | |  |
| [Other country/Group B] | |  |
| [Another country] |  |  |

|  |  |
| --- | --- |
| **Q5** | **What language do you speak at home most of the time?** |
| *(Please mark only once choice)* | |
|  | [Language of test] |
|  | [Other language 1] |
|  | [Other language 2] |
|  | [Another language] |

|  |  |
| --- | --- |
| **Q6 Do** | **es your mother or [female guardian] work in a paid job?** |
| Yes (Note: Student will be directed to Q7a and Q7b) | |
|  | No (Note: Student will be directed to Q7c and Q7d) |

|  |  |
| --- | --- |
| **Q7a** | **What is your mother’s or [female guardian’s] main [job]?**  (for example high school teacher, kitchen-hand, sales manager) |
| *(Please write in the [job] title)* | |
| **Q7b** | **What does your mother or [female guardian] do in her main [job]?** (for example teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team) |
| *(Please use a sentence to describe the kind of work she does in that [job])* | |

(Note: on completion of Q7a and Q7b, students will be directed to Q8)

|  |  |
| --- | --- |
| **Q7c** | **What was your mother’s or [female guardian’s] last main [job]?**  (for example high school teacher, kitchen-hand, sales manager) |
| *Please tell us her last main [job]. If she has never had a paid [job], please write what she is currently doing.* | |
| *(Please write in the [job] title)* | |
| **Q7d** | **What did your mother or [female guardian] do in her last main [job]?** (for example taught high school students, helped the cook prepare meals in a restaurant, managed a sales team) |
| *(Please use a sentence to describe the kind of work she did in that [job] or what she is currently doing if she has never had a paid [job])* | |

(Note: on completion of Q7c and Q7d, students will be directed to Q8)

|  |  |
| --- | --- |
| **Q8** | **What is the highest level of education completed by your mother or [female guardian]?** |
| *If you are not sure which box to choose, please ask the [test administrator] for help.*  *(Please mark only one choice)* | |
|  | [ISCED level 6, 7 or 8] |
|  | [ISCED level 4 or 5] |
|  | [ISCED level 3] |
|  | [ISCED level 2] |
|  | She did not complete [ISCED level 2]. |

|  |  |
| --- | --- |
| **Q9 Do** | **es your father or [male guardian] work in a paid job?** |
| Yes (Note: Student will be directed to Q10a and Q10b) | |
|  | No (Note: Student will be directed to Q10c and Q10d) |

|  |  |
| --- | --- |
| **Q10a** | **What is your father’s or [male guardian’s] main [job]?**  (for example high school teacher, kitchen-hand, sales manager) |
| *(Please write in the [job] title)* | |
| **Q10b** | **What does your father or [male guardian] do in his main [job]?** (for example teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team) |
| *(Please use a sentence to describe the kind of work he does in that [job])* | |

(Note: on completion of Q10a and Q10b, students will be directed to Q11)

|  |  |
| --- | --- |
| **Q10c** | **What was your father’s or [male guardian’s] last main [job]?**  (for example high school teacher, kitchen-hand, sales manager) |
| *Please tell us his last main [job]. If he has never had a paid [job], please write what he is currently doing.* | |
| *(Please write in the [job] title)* | |
| **Q10d** | **What did your father or [male guardian] do in his last main [job]?** (for example taught high school students, helped the cook prepare meals in a restaurant, managed a sales team) |
| *(Please use a sentence to describe the kind of work he did in that [job] or what he is currently doing if he has never had a paid [job])* | |

(Note: on completion of Q10c and Q10d, students will be directed to Q11)

|  |  |
| --- | --- |
| **Q11** | **What is the highest level of education completed by your father or [male guardian]?** |
| *If you are not sure which box to choose, please ask the [test administrator] for help.*  *(Please mark only once choice)* | |
|  | [ISCED level 6, 7 or 8] |
|  | [ISCED level 4 or 5] |
|  | [ISCED level 3] |
|  | [ISCED level 2] |
|  | He did not complete [ISCED level 2]. |

|  |  |
| --- | --- |
| **Q12** | **About how many books are there in your home?** |
| *Do not count magazines, newspapers, comic books or your schoolbooks.* | |
| *(Please mark only one choice)* | |
|  | None or very few (0–10 books) |
|  | Enough to fill one shelf (11–25 books) |
|  | Enough to fill one bookcase (26–100 books) |
|  | Enough to fill two bookcases (101–200 books) |
|  | Enough to fill three or more bookcases (more than 200 books) |

|  |  |
| --- | --- |
| **Q13** | **How often are digital devices used to read [e-books] in your home?** |
| *(Please mark only once choice)* | |
|  | Never or hardly ever |
|  | At least once a month but not every week |
|  | At least once a week |

#### Notes:

This is a new question proposed for ICILS 2018 to investigate the use of e-readers in the student’s home.

**Q14 How many of the following digital devices are currently used in your home?**

##### (Please mark one choice in each row)

*None One Two Three Four*

*Five or more*

1. Desktop computers
2. Portable computers (e.g. [laptop, notebook, netbook])
3. Tablet devices (e.g. [iPad, Tablet PC])
4. [Smartphones]

***Notes:***

Two new items were added and item b) was modified so that this question differentiates between portable computers and tablet devices, as well as collects information on the number of smartphones.

|  |  |
| --- | --- |
| **Q15** | **Do you have an Internet connection at home?** |
| *(Please mark only once choice)* | |
| Yes | |
| No | |

***Notes:***

In ICILS 2013, many students were not able to distinguish different types of internet connections and it is proposed to just ask about the existence of an internet connection at home.

**YOUR USE OF COMPUTERS AND INTERNET**

**Q16 How long have you been using each of the following digital devices?**

##### (Please mark one choice in each row)

*Never or less than one year*

*At least one year but less than three years*

*At least three years but less than five years*

*At least five years but less than seven years*

*Seven years or more*

* 1. Desktop or portable computers
  2. Tablets (e.g. [iPad, Tablet PC])
  3. [Smartphones]

#### Notes:

This question has been revised to differentiate between experience on a computer or tablet, as well as collect information on experience using smartphones.

**Q17 How often do you use a computer or tablet device in these places?**

##### (Please mark one choice in each row)

*Never*

*Less than once a month*

*At least once a month but not every week*

*At least once a week but not every*

*day Every day*

1. At home
2. At school
3. At other places (e.g. local library, Internet café)

**Q18 How often do you do each of the following activities using a digital device?**

##### (Please mark one choice in each row)

*Never*

*Less than once a month*

*At least once a month but not every week*

*At least once a week but not every*

*day Every day*

1. Writing or editing text
2. Using a spreadsheet to do calculations, store data or plot graphs (e.g. using [Microsoft EXCEL ®])
3. Creating a simple “slideshow” presentation (e.g. using [Microsoft PowerPoint ®])
4. Recording and editing videos
5. Writing computer programs, scripts or apps (e.g. using [Logo, LUA, or Scratch])
6. Using drawing, painting or graphics software
7. Producing and editing music
8. Fixing problems on computers
9. Building or editing a webpage

## Q19 How often do you do each of the following communication activities?

##### (Please mark one choice in each row)

*Never*

*Less than once a month*

*At least once a month but not every week*

*At least once a week but not every*

*day Every day*

1. Publishing results from games, sports, or other events on social media
2. Talking to friends, family, or other people using voice chat (e.g. [Skype, WhatsApp, Viber])
3. Writing posts and updates about what happens in your life on social media
4. Asking questions on forums or [Q&A, question and answer] websites
5. Answering other peoples’ questions on forums or [Q&A, question and answer] websites
6. Writing posts for your own blog (e.g. [Wordpress, Tumblr, Blogger])
7. Posting images or video in social networks or online communities (e.g. [Facebook, Instagram or Youtube])
8. Watching videos or images that other people have posted online
9. Tagging others in posts or images

## Q20 How often do you do each of the following leisure activities?

##### (Please mark one choice in each row)

*Never*

*Less than once a month*

*At least once a month but not every week*

*At least once a week but not every*

*day Every day*

1. Searching the Internet to find out about places to go or activities to do
2. Reading reviews on the Internet of things you might want to buy
3. Reading news stories on the Internet
4. Searching for online information about things you are interested in
5. Reading posts or websites about things you are interested in
6. Using websites, forums, or videos to find out how to do something
7. Sending information about events or activities to other people
8. Playing single-player games on a digital device
9. Playing multi-player games using separate devices to the other player(s)
10. Playing multi-player games using the same device as the other player(s)
11. Listening to downloaded or streamed music
12. Watching downloaded or streamed TV shows or movies

## Q21 How often do you use digital devices for the following school-related purposes?

##### (Please mark one choice in each row)

*Never*

*Less than once a month*

*At least once a month but not every week*

*At least once a week*

* 1. Preparing reports or essays
  2. Preparing presentations
  3. Working online with other students from your own school
  4. Working online with other students from other schools
  5. Completing [worksheets] or exercises
  6. Organising your time and work
  7. Writing about your learning
  8. Completing tests
  9. Using education software (e.g. mathematics or language learning software)
  10. Using the Internet to search for information

***Notes:***

Questions 18, 19, 20 and 21 have been modified to collect frequencies of using digital devices for an updated and broader range of activities and purposes. The items have been re-ordered and re-allocated amongst the original questions, and a number of new items have been added.

**Q22 At school, how often do you use digital devices during lessons in the following subjects or subject areas?**

##### (Please mark one choice in each row)

*I don’t study this subject*

*/ these*

*subjects Never*

*In some lessons*

*In most lessons*

*In every or almost every lesson*

1. [Language arts: test language]
2. [Language arts: foreign or other national languages]
3. Mathematics
4. Sciences (general science and/or physics, chemistry, biology, geology, earth sciences)
5. Human sciences/Humanities (history, geography, civics, law, economics etc.)
6. Creative arts (visual arts, music, dance, drama etc.)
7. [Information technology, computer studies or similar]
8. Other (practical or vocational subjects, moral/ethics, physical education, home economics, personal and social development)

#### Notes:

The question wording of this item has been modified to incorporate all digital devices. The response options have been re-ordered so that the category indicating an absence of study appears first.

**Q23 At school, to what extent have you learned how to do the following tasks**

##### (Please mark one choice in each row)

*To a large extent*

*To a moderate extent*

*To a small*

*extent Not at all*

* 1. Providing references to Internet sources
  2. Searching for information using a digital device
  3. Presenting information for a given audience or purpose using a computer
  4. Working out whether to trust information from the Internet
  5. Deciding what information is relevant to include in school work
  6. Organising information obtained from Internet sources
  7. Deciding where to look for information about an unfamiliar topic
  8. Looking for different types of digital information on a topic
  9. Writing a computer program or app
  10. Setting up or editing a website

#### Notes:

Item b has been modified, and new items have been proposed (I and J).

**Q24 Who mainly taught you the following things?**

##### (Please mark one choice in each row)

*My teachers*

*My family*

*My friends*

*I taught myself*

*I have never learned this*

1. Communicating over the Internet
2. Creating documents for school work
3. Changing computer settings
4. Finding information on the Internet
5. Working in a computer network

#### Notes:

The items have remained unchanged but the categories have been modified, so that “I taught myself” appears as the second last category.

**YOUR THOUGHTS ABOUT USING DIGITAL DEVICES**

**Q25 How well can you do each of these tasks on a digital device?**

##### (Please mark one choice in each row)

*I know how to do this.*

*I could work out how to do this.*

*I do not think I could do this.*

1. Search for and find a file
2. Edit digital photographs or other graphic images
3. Create a database (e.g. using [Microsoft Access ®])
4. Write or edit text for a school assignment
5. Search for and find relevant information for a school project on the Internet
6. Build or edit a website
7. Change the settings on your device to improve the way it operates or to fix problems
8. Use a spreadsheet to do calculations, store data or plot a graph
9. Create a computer program or macro (e.g. in [Basic, Visual Basic])
10. Set up a local computer network
11. Create a multi-media presentation (with sound, pictures, or video)
12. Upload text, images or video to an online profile
13. Insert an image into a document or message
14. Add content to a webpage
15. Install a program or app
16. Judge whether you can trust information you find on the Internet

***Notes:***

The question wording has been modified to incorporate use of all digital devices. Several items have been modified and new items have been added (M, N and O).

**Q26** *Thinking about [information and computer technology]:* **How much do you agree or disagree with the following statements?**

##### (Please mark one choice in each row)

*Strongly*

*agree Agree Disagree*

*Strongly disagree*

* 1. I would like to study subjects related to [information and computer technology] after [secondary school]
  2. I hope to find a job that involves advanced [information and computer technology]
  3. Learning how to use computer applications will help to improve my career [prospects, chances]
  4. Knowing as much as possible about [information and computer technology] will help me get a job
  5. It is no longer possible to find work without knowing how to use [information and computer technology]

#### Notes:

This is a new question proposed for ICILS 2018. It is designed to measure students’ perceptions of their future expectations to use ICT in future studies and employment. The term *[information and computer technology]* will have to be adapted following guidance in the notes for adaptation and translation.

**Q27 How much do you agree or disagree with the following statements about [information and computer technology]?**

##### (Please mark one choice in each row)

*Strongly*

*agree Agree Disagree*

*Strongly disagree*

1. Advances in [information and computer technology] usually improve people’s living conditions.
2. [Information and computer technology] helps us to better understand the world.
3. Using [information and computer technology] makes people more isolated in society.
4. Using [Information and computer technology] helps me to better relate to other people.
5. With more [information and computer technology] there will be fewer jobs.
6. People waste far too much time using [Information and computer technology]
7. [Information and computer technology] is valuable to society.
8. Advances in [information and computer technology] bring many social benefits.
9. Using [information and computer technology] may be dangerous for people's health.

#### Notes:

This is a new question proposed for ICILS 2018. It is designed to measure students’ perceptions of positive and negative aspects of ICT for society in general. The term [information and computer technology] will have to be adapted following guidance in the notes for adaptation and translation.

**Q28 When studying this school year: How often did you use the following tools during class?**

##### (Please mark one choice in each row)

*Never*

*In some lessons*

*In most lessons*

*In every or almost every lesson*

1. Tutorial software or [practice programs]
2. Digital learning games
3. Word-processors or presentation software (e.g. [Microsoft Word ®], [Microsoft PowerPoint ®])
4. Spreadsheets (e.g. [Microsoft Excel®])
5. Multimedia production tools (e.g. media capture and editing, web production)
6. Concept mapping software (e.g. [Inspiration

®], [Webspiration ®])

1. Data logging and monitoring tools
2. Simulations and modelling software
3. Social media (e.g. Facebook, Twitter, Instagram)
4. Communication software (e.g. email, instant messaging)
5. Computer-based information resources (e.g. websites, wikis, encyclopaedia)
6. Interactive digital learning resources (e.g. learning objects)
7. Graphing or drawing software
8. e-portfolios

#### Notes:

This is a new question proposed for ICILS 2018. It is designed to measure students’ perceptions of the use of ICT applications in the classroom and has been adapted from Q9 from the ICILS 2013 teacher questionnaire.

**Q29 How often have the following activities taken place in your lessons this school year?**

##### (Please mark one choice for each row)

*Never*

*In some lessons*

*In most lessons*

*In every or almost every lesson*

1. Teachers present information using a digital device or the Internet
2. Students do tests on a digital device
3. Teachers provide students with feedback on what they have learned
4. Students work on projects using computers and/or the Internet to share resources and ideas
5. Students use the Internet for research
6. Students use the Internet to contact external experts

#### Notes:

This is a new question proposed for ICILS 2018. It is designed to measure students’ perceptions of the use of ICT for classroom activities.

**Studying Information Technology**

## Q30 Do you study [computing, computer science, information technology, informatics or similar] in the current school year?

**Yes** Please continue with question 31

**No** Please go to the end of the questionnaire 

**Q31 When studying [computing, computer science, information technology, informatics or similar] during the current school year, to what extent have you learned how to do the following tasks?**

##### (Please mark one choice in each row)

*To a large extent*

*To a moderate extent*

*To a small*

*extent Not at all*

1. Developing algorithms
2. Designing information systems
3. Writing computer programs (in any language)
4. Using simulations to test problems
5. Evaluating computer programs

f) Developing applications

1. Refining computer programs to improve their efficiency
2. Debugging computer code
3. Designing flow diagrams
4. Interpreting flow diagrams
5. Understanding digital systems
6. Build electronic devices
7. Testing solutions to systems problems

**Q32 How well do you think you would do the following tasks?**

##### (Please mark one choice in each row)

*Very well Fairly well*

*Not very*

*well Not at all*

1. Developing algorithms
2. Designing information systems
3. Writing computer programs (in any language)
4. Using simulations to test problems
5. Evaluating computer programs

f) Developing applications

1. Refining computer programs to improve their efficiency
2. Debugging computer code
3. Designing flow diagrams
4. Interpreting flow diagrams
5. Understanding digital systems
6. Build electronic devices
7. Testing solutions to systems problems

***Notes:***

Questions 30, 31 and 32 are new (optional) questions proposed for ICILS 2018 and part of to the international option of Computational Thinking. Question 30 acts as a filter question to select those students who study an information technology based subject. The term [computing, computer science, information technology, informatics or similar] will have to be adapted so that it reflects information technology subjects in each education system.

Question 31 is designed to measure the perceptions of learning about computational thinking related tasks in this subject while Question 32 is designed to measure self-efficacy for these tasks.

**IEA International Computer and Information Literacy Study**

***ICILS 2018 Field Trial***

***Draft Teacher Questionnaire***

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**INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY 2018**

**[INTRODUCTION FOR TEACHERS TO THE QUESTIONNAIRE]**

This questionnaire is concerned with Information and Communication Technology (ICT) in schools, its use in teaching and learning and students’ development of Computer and Information Literacy (CIL).

In this questionnaire you will find questions about:

* Your background and familiarity with ICT
* Your use of ICT in teaching a reference [target grade] class
* The use of ICT in the school
* Learning to use ICT in teaching.

In this questionnaire a computer can refer to a:

* desktop computer,
* notebook or laptop computer,
* netbook computer,
* tablet device such as an [iPad]

In this questionnaire a number of questions refer to the use of Information and Communications Technology (ICT). ICT refers to a wider range of digital technologies including, but not limited to, computers as defined above.

Some questions focus is on a nominated “reference” class. This is the first [target grade] class that you teach for a regular subject (i.e. other than home room, assembly etc) on or after the Tuesday following the last weekend before you first accessed this questionnaire. You may, of course, teach the class at other times during the week as well.

If you did not teach a [target grade] class on that Tuesday please use the [target grade] class that you taught on the first day after that Tuesday.

Please answer as accurately as you can. You will mostly answer by clicking on a button. You can change your responses at any time until you have clicked on ‘I’ve finished’ at the end of the questionnaire.

We have estimated that it will take less than 30 minutes of your time to complete the questionnaire.

Thank you for making that time available.

**ABOUT YOU**

|  |  |
| --- | --- |
| **Q 1 Are you a female or male?** | |
|  | Female Male |

|  |  |
| --- | --- |
| **Q2** | **How old are you?** |
| *(Please mark only one choice)* | |
| Less than 25 | |
| 25–29 | |
| 30–39 | |
| 40–49 | |
| 50–59 | |
| 60 or over | |

***Notes:***

*Questions 1 (gender) and 2 (age) have high priority and should remain unchanged.*

|  |  |
| --- | --- |
| **Q 3** | **What are the main subjects that you teach in this school in the current school year?** |
| *(Please indicate the subjects that you teach in this school (indicate only those that individually account for at least [four lessons] each week in this school). The exact name of one or more of your subjects may not appear in the list for each category. If*  *it does not, please mark the category you think best fits the subject.)* | |
|  | [Language arts: test language] |
|  | [Language arts: foreign and other national languages] |
|  | Mathematics |
|  | Sciences (general science and/or physics, chemistry, biology, geology, earth sciences) |
|  | Human sciences/Humanities (history, geography, civic and citizenship  education, law, economics etc.) |
|  | Creative arts (visual arts, music, dance, drama etc.) |
|  | [Information technology, computer studies or similar] |
|  | Practical and vocational subjects (preparation for a specific occupation) |
|  | Other (moral/ethics, physical education, home economics, personal and social development) |

***Notes:***

*This question was included in, but not used in reports from ICILS 2013 where the focus was on the subject of the reference class. It was recommended for deletion by one discussion group but we prefer to retain it for the Field Trial.*

|  |  |
| --- | --- |
| **Q 4** | **In the current school year, how many schools are you teaching in at [target grade]?** |
| *(Please mark only one choice)* | |
|  | Only in this school |
|  | In this and another school |
|  | In this and in two other schools |
|  | In this and in three or more other schools |

***Notes:***

*This question was proposed for deletion at the NRC meeting but is required by DPC for calculating weights.*

**YOUR USE OF COMPUTERS AND OTHER ICT**

**Q 5 Approximately how long have you been using computers for *teaching* purposes?**

*(Please mark only one choice in each row)* Never Less than two

years

Two years or more

1. During lessons
2. Preparing lessons

***Notes:***

*This question was amended in response to a suggestion from the NRC Meeting.*

**Q 6 How often do you use a computer in these settings?**

*(Please mark one choice in each row)*

*Never*

*Less than once a month*

*At least once a month but not every week*

*At least once a week but not every*

*day Every day*

a) At school when teaching

At school for other work-related

b)

purposes

Outside school for work-related

c)

purposes

Outside school for non-work-

d)

related purposes

***Notes:***

*This question was amended in response to suggestion from NRC meeting.*

**Q 7 To what extent do you agree or disagree with the following statements about using ICT in teaching and learning at school?**

*(Please mark one choice in each row)*

**Using ICT at school:** *Strongly agree*

*Agree Disagree Strongly*

*disagree*

1. Enables students to access better sources of information
2. Results in poorer written expression among students
3. Helps students to consolidate and process information more effectively
4. Only creates organisational problems for schools
5. Helps students learn to collaborate with other students
6. Impedes concept formation better done with real objects than computer images
7. Enables students to communicate more effectively with others
8. Only encourages copying material from published Internet sources
9. Helps students develop greater interest in learning
10. Helps students work at a level appropriate to their learning needs
11. Limits the amount of personal communication among students
12. Helps students develop skills in planning and self-regulation of their work
13. Results in poorer calculation and estimation skills among students
14. Improves academic performance of students
15. Only distracts students from learning
16. Helps teachers communicate with students

***Notes:***

*This was previously question 13. It has been moved up to give better flow in that it is about the respondents’ views and not about their school. One item suggested at the NRC meeting has been added.*

**Q 8 How well can you do these tasks on a computer by yourself?**

*(Please mark one choice in each row)*

1. Producing a letter using a word-processing program
2. E-mailing a file as an attachment

*I know how to do this*

*I could work out how to do this*

*I do not think I could do this*

1. Storing your digital photos
2. Filing digital documents in folders and sub-folders
3. Monitoring students' progress
4. Using a spreadsheet program (e.g. [Lotus 1 2 3

®, Microsoft Excel ®]) for keeping records or analysing data

1. Contributing to a discussion forum/user group on the Internet (eg. a wiki or blog)
2. Producing presentations (e.g. [Microsoft PowerPoint®] or a similar program), with simple animation functions
3. Using the Internet for online purchases and payments
4. Preparing lessons that involve the use of ICT by students
5. Finding useful teaching resources on the Internet
6. Assessing student learning
7. Collaborating with others using shared resources such as [Google Docs®]
8. Installing software
9. Using a mobile computer device (e.g. tablet or smartphone) for email or messaging
10. Using a learning management system (e.g. [moodle], [blackboard], [Edmodo])

***Notes:***

*There was a suggestion to add categories: I know how to do this and do it often and I know how to do this and do not do it often. This has not been implemented because it would add a different dimension. Two items have been added but none have been deleted as all items scaled well in ICILS 2013.*

**YOUR USE OF ICT IN TEACHING**

In this section of the questionnaire please focus your responses on your teaching practices in a “reference” class.

This is the first [target grade] class that you teach for a regular subject (i.e. other than home room, assembly etc) on or after Tuesday following the last weekend before you first accessed this questionnaire. You may, of course, teach the class at other times during the week as well. If you did not teach a [target grade] class on that Tuesday please use the [target grade] class that you taught on the first day after that Tuesday.

|  |  |
| --- | --- |
| **Q 9** | **Which of the following best describes the subject for this reference class?** |
| *(Please mark only one choice)* | |
| [Language arts: test language] | |
| [Language arts: foreign and other national languages] | |
| Mathematics | |
| Sciences (general science and/or physics, chemistry, biology, geology, earth sciences) | |
| Human sciences/Humanities (history, geography, civic and citizenship, law,  economics etc.) | |
| Creative arts (visual arts, music, dance, drama etc.) | |
| [Information technology, computer studies or similar] | |
| Practical and vocational subjects (preparation for a specific occupation) | |
| Other (moral/ethics, physical education, home economics, personal and social development) | |

|  |  |
| --- | --- |
| **Q10 Do you ever use ICT in the teaching and learning activities of the reference class?** | |
|  | Yes No |

***Notes:***

*This question has been retained but no longer serves as a filter question.*

**Q 11 How often did you use the following tools in your teaching of the reference class this school year?**

(*Please mark one choice in each row*) *Never In some*

*lessons*

* 1. Practice programs or apps where you ask students questions (e.g [Quizlet, Kahoot], [mathfessor])
  2. Single user digital learning games (e.g. [languages online])
  3. Multi-user digital games with graphics and inquiry tasks (e.g. [Quest Atlantis])
  4. Word-processors or presentation software (e.g. [Microsoft Word ®], [Microsoft PowerPoint ®])
  5. Spreadsheets (e.g. [Microsoft Excel®])

*In most lessons*

*In every or*

*almost every lesson*

* 1. Video and photo software for (e.g. [Windows Movie Maker, iMovie]) capture and editing
  2. Concept mapping software (e.g. [Inspiration ®], [Webspiration ®])
  3. Data logging and monitoring tools (e.g. [Logger Pro])
  4. Simulations and modelling software (e.g. [NetLogo])
  5. A learning management system (e.g. [Edmodo], [Blackboard])
  6. Communication software (e.g. email, direct messaging, skype)
  7. Collaborative software (e.g. [Google.docs], [Onenote])
  8. Computer-based information resources (e.g. websites, wikis, encyclopaedia)
  9. Interactive digital learning resources (e.g. learning objects)
  10. Graphing or drawing software
  11. e-portfolios (e.g. [VoiceThread])

***Notes:***

*The focus of this is on whether the teacher used particular technologies. The item on whiteboards has been deleted because it is a piece of hardware that can have many of the listed tools on it. Examples are still required for some items.*

**Q 12 In your teaching of the reference class in this school year how much emphasis have you given to developing the following ICT-based capabilities in your students?**

*(Please mark one choice in each row)*

*Strong emphasis*

*Some emphasis*

*Little emphasis*

*No emphasis*

1. Accessing information efficiently
2. Evaluating the relevance of digital information
3. Displaying information for a given audience/purpose
4. Evaluating the credibility of digital information
5. Validating the accuracy of digital information
6. Sharing digital information with others
7. Using computer software to construct digital work products (e.g. presentations, documents, images and diagrams)
8. Evaluating their approach to information searches
9. Providing digital feedback on the work of others (such as classmates)
10. Exploring a range of digital resources when searching for information
11. Providing references for digital information sources
12. Understanding the consequences of making information publically available online

***Notes:***

*This question has been shifted up in the order. It has not been adapted to reflect the strands and concepts as it is unidimensional and there are too few items to form subscales.*

**Q 13 How often does your reference class use ICT in the following activities?**

*(Please mark one choice in each row)*

*Does* ***not***

*Sometimes uses*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | *engage in this*  *activity* | *Never uses ICT*  *in this activity* | *ICT in this*  *activity* | *Often uses ICT*  *in this activity* |
| a) | Working on a project over several weeks. |  |  |  |  |
| b) | Working on short assignments (i.e. within one week) |  |  |  |  |
| c) | Explaining and discussing ideas with other students |  |  |  |  |
| d) | Submitting completed work for assessment |  |  |  |  |
| e) | Working individually on learning materials at their own pace |  |  |  |  |
| f) | Undertaking open-ended investigations or field work |  |  |  |  |
| g)  h) | Reflecting on their learning experiences (e.g. by using a learning log)  Communicating with students in other schools on projects |  |  |  |  |
| i) | Seeking information from experts outside the school |  |  |  |  |
| j) | Planning a sequence of learning activities for themselves |  |  |  |  |
| k) | Analysing data |  |  |  |  |
| l)  m)  n) | Searching for information on a topic using outside resources  Evaluating information resulting from a search  Collecting data for a project |  |  |  |  |
| o) | Creating visual products or videos |  |  |  |  |
| p) | Creating music |  |  |  |  |
| q)  r) | Sharing products with other students  Producing animations |  |  |  |  |
| s)  t) | Using a learning management system  Engaging in role playing or simulations |  |  |  |  |
| ***Notes:*** |  |  |  |  |  |

*This question has been reconstructed as requested to ask about whether the activity takes place and, if so, the frequency of use of ICT for each activity.*

**Q 14 *How often do you use ICT with the following practices when teaching your reference class?***

*(Please mark one choice in each row)*

1. Presenting information through direct class instruction
2. Providing remedial or enrichment support to individual students or small groups of students
3. Enabling student-led whole-class discussions and presentations
4. Assessing students' learning through tests
5. Providing feedback to students on their work
6. Reinforcing learning of skills through repetition of examples
7. Organizing collaboration among students
8. Mediating communication between students and experts or external mentors
9. Enabling students to collaborate with other students (within or outside school)
10. Communicating with parents or guardians about students’ learning
11. Supporting inquiry learning

*I do* ***not*** *use this practice with the reference class*

*I never use ICT with this practice*

*I sometimes use ICT with this practice*

*I often use ICT with this practice*

***Notes:***

*Changed question to reflect suggestion from NRC meeting.*

**IN YOUR SCHOOL**

**Q 15 To what extent do you agree or disagree with the following statements about the use of ICT in teaching at your school?** *(Please mark one choice in each row)*

1. ICT is not considered a priority for use in teaching.
2. My school does not have sufficient ICT equipment (e.g. computers).
3. My school does not have access to digital learning resources.
4. My school has limited connectivity (e.g. slow or unstable speed) to the Internet.
5. The computer equipment in our school is out-of-date.
6. There is not sufficient time to prepare lessons that incorporate ICT.
7. There is not sufficient provision for me to develop expertise in ICT.
8. There is not sufficient technical support to maintain ICT resources.
9. There is not enough support for pedagogical applications of ICT

*Strongly*

*agree Agree Disagree*

*Strongly disagree*

***Notes:***

*Additional item added as suggested by NRC meeting.*

**Q 16 To what extent do you agree or disagree with the following statements about practices and principles regarding the use of ICT in teaching and learning by you and in general at your school?**

*(Please mark one choice in each row)*

1. I work together with other teachers on improving the use of ICT in classroom

teaching.

1. There is a common set of rules in the school about how ICT should be used in classrooms.
2. I systematically collaborate with colleagues to develop ICT based lessons based on the

curriculum.

1. I observe how other teachers use ICT in teaching.
2. There is a common set of expectations in the school about what students will learn about ICT.

*Strongly agree*

*Agree Disagree Strongly*

*disagree*

***Notes:***

*There was a suggestion to make the response scale based on frequencies instead of agreement. This has not been implemented as it would not make sense to have one set of response categories and it would not be appropriate for items b) and e). The stem has been changed.*

**LEARNING TO USE ICT IN TEACHING**

**Q 17 How often have you participated in any of the following activities in the past two years?**

*(Please mark one choice in each row)*

*Several times Once only Not at all*

Participated in a course on ICT applications

1. (e.g. word processing, presentations, internet use, spreadsheets, databases)
2. Participated in a course on integrating ICT into teaching and learning
3. Participated in training on subject-specific ICT software
4. Observed other teachers using ICT in teaching
5. Participated in a course on subject-specific digital resources
6. Participated in an ICT-mediated discussion or forum on teaching and learning
7. Shared digital resources with others using a collaborative work space
8. Used a collaborative workspace to jointly evaluate digital resources

***Notes:***

Amended this item extensively – particularly in the forms of professional learning.

**APPROACHES TO TEACHING**

**Q18** Teachers often choose the emphasis that they place on different approaches to teaching and learning.

**Which priority do you think is more important in each of the pairs below?**

*(Please mark the* ***more i mporta nt pri ority*** *in each row.)*

***Notes:***

1. The main role of a teacher is to facilitate students’ own inquiry.
2. Instruction should be built around problems with clear, correct answers.
3. It is better when students decide on the activities to be undertaken.
4. Knowledge of core content and principles is more important than thinking and reasoning processes.
5. Students learn best by working through complex problems.

This is more important

This is more important

The main role of a teacher is to demonstrate the correct way to do things.

Instruction should focus on students finding solutions to open-ended problems.

It is better when the teacher – not the student – decides what activities are to be done.

Thinking and reasoning processes are more important than knowledge of specific curriculum content.

Teaching should be based on direct instruction on ideas that most students can grasp quickly.

*This is an attempt at a forced choice question on approaches to teaching.*

**Teaching Information Technology**

|  |  |  |
| --- | --- | --- |
| **Q 19 Do you teach a class at Grade 8 in [Information technology, computer studies or similar] in the current school year?** | | |
| **Yes** Please continue with question 20 | |  |
|  | **No** Please go to the end of the questionnaire |  |

**Q 20 In your teaching of [Information technology, computer studies or similar] in the current school year, how much emphasis have you given to developing the following capabilities in your students?**

*(Please mark one choice in each row)*

*Strong emphasis*

*Some emphasis*

*Little emphasis*

*No emphasis*

* 1. Developing algorithms
  2. Designing information systems

Writing computer programs (in any

c)

language)

1. Using simulations to test problems
2. Evaluating computer programs

f) Developing applications

Refining computer programs to improve

g)

their efficiency

1. Debugging computer code
2. Designing flow diagrams
3. Interpreting flow diagrams
4. Understanding digital systems
5. Building electronic devices
6. Testing solutions to systems problems

***Notes:***

*It is recommendation that this question and question 20 are included as international options.*

**Q 21 How confident are you about teaching the following topics in [Information technology, computer studies or similar]?**

*(Please mark one choice in each row)*

*Very confident*

*Quite confident*

*Not very confident*

*Not at all confident*

1. Developing algorithms
2. Designing information systems
3. Writing computer programs (in any language)
4. Using simulations to test problems
5. Evaluating computer programs
6. Developing applications

Refining computer programs to improve their

g)

efficiency

1. Debugging computer code
2. Designing flow diagrams
3. Interpreting flow diagrams
4. Understanding digital systems
5. Building electronic devices
6. Testing solutions to systems problems

***Notes:***

*It is recommended that this question is included as an international option.*

**THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THE QUESTIONNAIRE**

**IEA International Computer and Information Literacy Study**

***ICILS 2018 Field trial***

***Draft Principal Questionnaire***

*Confidential to ICILS 2018 Do not cite or quote*



The Australian Council *for* Educational Research

***[INTRODUCTION TO THE SCHOOL PRINCIPAL QUESTIONNAIRE]***

Thank you for taking part in the 2018 International Computer and Information Literacy Education Study. The purpose of this study is to study across different countries the extent to which young people in [target grade] have developed computer and information literacy, which is defined as the ability to use digital devices to investigate, create, and communicate with others at home, school, the workplace and in society.

We know that the interpretation of the results of the student assessment and questionnaire depends on the culture of the country, the school, and the teachers’ intentions.

In order to understand the context of student learning outcomes in this area, we need information from you, as school principal, about the school context in which the students’ learning of computer and information literacy takes place.

Please help us to understand the findings from the student assessment by completing this school questionnaire.

In this questionnaire you will find questions about:

* You and your use of ICT
* Characteristics of your school
* The application ICT in teaching and learning at your school
* Aspects of the management of ICT in your school

If you find something in our questions that does not perfectly match the conditions of this school, please take into account that this questionnaire has been developed for an international study and has to be used in different school systems.

**Please answer the questions with reference to <the school of the sampled students> as a whole.**

In answering, the questions please refer to the following definition of ‘school’: A school is [to be country adapted].

**For some of the questions you are asked to answer referring only to [target grade] students. Please look at the instructions given in each of the questions.**

**We thank you for your effort and cooperation!**

About You and Your Use of ICT

|  |  |
| --- | --- |
| **Q 1 Are you female or male?** | |
|  | Female Male |

**Q 2 How often do you use ICT to:**

*(*Please mark one choice in each row)

1. Search for information on the Internet or an education system network
2. Provide information about an educational issue through a website
3. Look up records in a database (e.g. in a student information system)
4. Maintain, organise and analyse data (e.g. with a spreadsheet or database)
5. Prepare presentations
6. Communicate with teachers in your school
7. Communicate with education authorities

*Never*

*Less than once a month*

*At least once a month but not every week*

*At least once a week but not every day*

*Every day*

1. Communicate with principals and senior staff in other schools
2. Communicate with parents
3. Work with a learning management system (e.g. [Moodle])
4. Use social media to communicate with the wider community about school related activities

|  |  |
| --- | --- |
| **Q 3** | **How long have you been the [principal] of this school including the current school year?** |
| (*Please mark only one choice)* | |
| 1 – 2 years | |
| 3 – 5 years | |
| 6 years or more | |

***Notes:***

A new item has been proposed for Question 2 (item k).

This additionally proposed question was administered as part of the ICCS 2016 school questionnaire to provide information about the principals’ experience in their position.

Your School

|  |  |
| --- | --- |
| **Q 4 What is the tota** | **l number of boys and girls in the school?** |
| *Please record a whole number. Record 0 (zero), if none*.) | |
| Total number of girls Total number of boys | |
| **Q 5 What is the tota** | **l number of boys and girls in [target grade]?** |
| *Please record a whole number. Record 0 (zero), if none*.) | |
| Total number of girls Total number of boys | |

|  |  |
| --- | --- |
| **Q 6** | **(a) What is the lowest (youngest) grade that is taught at your school?** |
| *(Please mark only one choice)* | |
|  | [National Adaptation 1] |
|  | [National Adaptation 2] |
|  | [National Adaptation 3] |
|  | [National Adaptation 4] |
|  | [National Adaptation 5] |
|  | [National Adaptation 6] |
|  | [National Adaptation 7] |
|  | [National Adaptation 8] |
| **(b) What is the highest (oldest) grade that is taught at your school?** | |
| *(Please mark only one choice)* | |
|  | [National Adaptation 9] |
|  | [National Adaptation 10] |
|  | [National Adaptation 11] |
|  | [National Adaptation 12] |
|  | [National Adaptation 13] |
|  | [National Adaptation 14] |

|  |  |
| --- | --- |
| **Q 7** | **What are the total numbers of full-time and part-time teachers in your school?** |
| *A full-time teacher is employed at least 90% of the time as a teacher for the full school year.*  *All other teachers should be considered part-time.* | |
| *(Please record a whole number for each. Record 0 (zero), if none.)* | |
| a) | Total number of full-time teachers |
| b) | Total number of part-time teachers |

|  |  |
| --- | --- |
| **Q 8** | **Which of the following best describes where your school is located?** |
| (*Please mark only one choice)* | |
| In a community with fewer than 3,000 people | |
| In a town with at least 3,000 but less than 15,000 people. | |
| In a town with at least 15,000 but less than 100,000 people | |
| In a city with at least 100,000 but less than 1,000,000 people | |
| In a city with 1,000,000 or more people | |

|  |  |
| --- | --- |
| **Q9** | **Is this school a public or a private school?** |
| *(Please mark only one choice)* | |
| A public school  *(This is a school managed directly or indirectly by a public education authority, government agency, or governing board, appointed by*  *government or elected by public franchise.)* | |
| A private school  *(This is a school managed directly or indirectly by a non-government organisation; for example, a church, trade union, business, or other private institution.)* | |

***Notes:***

National centers may omit Questions 8 and 9 if it is believe the information can be obtained without asking principals.

**ICT AND TEACHING IN YOUR SCHOOL**

**Q 10 In your opinion, how important is the use of ICT in this school for each of the following outcomes of education?**

*(Please mark one choice in each row)*

* 1. Developing students’ basic computer skills (e.g. internet use, word processing,

presentation software)

* 1. Developing students’ skills in using ICT for collaboration with others
  2. Using ICT for facilitating students’ responsibility for their own learning
  3. Using ICT to augment and improve students’ learning
  4. Developing students’ understanding and skills relating to safe and appropriate use of

ICT

* 1. Developing students’ proficiency in accessing and using information with ICT
  2. Developing students’ ability to write [apps] or programs

*Very important*

*Somewhat*

*important Not important*

***Notes:***

In ICILS 2013, a filter question measuring the use of ICT in any teaching and learning activities in schools. It is suggested to omit this filter question for ICILS 2018.

**Q 11 Are there procedures in place to monitor whether teachers at this school use ICT to achieve the following learning outcomes?**

*(Please select all that apply for each row)*

1. Developing students’ basic computer skills (e.g. internet

use, word processing, presentation software)

1. Developing students’ skills in using ICT for collaboration

with others

1. Using ICT for facilitating students’ responsibility for

their own learning

1. Using ICT to augment and improve students’ learning
2. Developing students’ understanding and skills

relating to safe and appropriate use of ICT

1. Developing students’ proficiency in accessing and

using information with ICT

1. Developing students’ ability to write [apps] or programs

*Yes, by*

*reviewing lesson plans*

*Yes, through teacher self- evaluation*

*Yes, through observing classrooms*

*Yes, by other means*

*No this is not monitored*

**Q 12 Are teachers in your school expected to acquire knowledge and skills in each of the following activities?**

*(Please mark one choice in each row)*

*Expected and Expected but*

*Not*

*expected*

*required*

*not required*

1. Integrating Web-based learning in their instructional practice
2. Using ICT-based forms of student assessment
3. Using ICT for monitoring student progress
4. Collaborating with other staff via ICT
5. Communicating with parents via ICT
6. Integrating ICT into teaching and learning
7. Using subject-specific learning software (e.g. tutorials, simulation)
8. Using e-portfolios for assessment
9. Using ICT to develop authentic (real-life) assignments for students
10. Assessing students’ [computer and information literacy]

***Notes:***

The term [computer and information literacy] will have to be adapted following guidance in the notes for adaptation and translation.

**MANAGEMENT OF ICT IN YOUR SCHOOL**

**Q 13 Who has the main responsibility for each of the following aspects of ICT management in this school?**

*(Please mark one choice in each row)*

1. Purchasing/supplyi ng ICT equipment
2. Selecting software to be used
3. Maintaining ICT equipment
4. Choosing whether ICT is used in

teaching

1. Implementing ICT- based approaches

in teaching

1. Implementing ICT- based approaches

in administration

1. Using ICT-based approaches to

assessment

1. Assessment of students’

[computer and information literacy]

1. Implementation of a [computer and

information literacy] curriculum at the school

1. Monitoring and maintaining

networks

1. Maintaining network security

*[Ministry, department or local authority]*

*School boards / councils*

*School principal or deputy*

*Heads of*

*department*

*ICT*

*coordinator*

*Information specialist or librarian*

*Other teachers*

*No one*

***Notes:***

An extra response option has been added (School boards / councils). Four new items have been added, replacing two items omitted from ICILS 2013.

|  |  |
| --- | --- |
| **Q 14 Does this school or school syste following aspects of ICT use?** | **m have procedures with regard to the** |
| *(Please mark one choice in each row)* | |
|  | *Yes No* |
| a) Setting up security measures to prevent unauthorised system access or entry | |
| b) Restricting the number of hours students are allowed to sit at a computer | |
| c) Student access to school computers outside class hours (but during school hours) | |
| d) Student access to school computers outside school hours | |
| e) Honouring of intellectual property rights | (e.g. software copyrights) |
| f) Prohibiting access to inappropriate ma violence) | terial (e.g. pornography, |
| g) Playing games on school computers |  |
| h) Giving the local community (parents and/or others) access to school computers and/or the Internet | |

***Notes:***

The item from ICILS 2013 relating to the provision of portable computers to students has been removed, as this information is now collected as part of the ICT coordinator questionnaire.

**Q 15 How many teachers in this school participate in the following forms of professional development about ICT for teaching and learning?** *(Please mark one choice in each row)*

1. Participating in courses on the use of ICT in teaching provided by the school
2. Working with another teacher who has attended a course and then trains other

teachers

1. Discussing the use of ICT in education as a regular item during meetings of the teaching

staff

1. Observing colleagues using ICT in their teaching
2. Discussing within groups of teachers about using ICT in their teaching
3. Participating in a [community of practice] concerned with ICT in teaching
4. Participating in courses conducted by an external agency or expert
5. Participating in professional learning programs delivered through ICT

*None or almost*

*none Some Many*

*All or almost all*

**Q 16 At your school, what priority is given to the following ways of facilitating the use of ICT in teaching and learning?**

*(Please mark one choice in each row)*

1. Increasing the numbers of computers per student in the school
2. Increasing the number of computers connected to the Internet
3. Increasing the bandwidth of Internet access for the computers connected to the Internet
4. Increasing the range of digital learning resources
5. Establishing or enhancing an online learning support platform
6. Providing for participation in professional development on pedagogical use of ICT
7. Increasing the availability of qualified technical personnel to support the use of ICT
8. Providing teachers with incentives to integrate ICT use in their teaching
9. Providing more time for teachers to prepare lessons in which ICT is used
10. Increasing the professional learning resources for teachers in the use of ICT

*High priority*

*Medium priority*

*Low priority*

*Not a priority*

**Q 17 Approximately what percentage of students in your school have the following backgrounds?**

*(Please mark one choice in each row)*

1. Come from economically affluent homes
2. Come from economically disadvantaged homes

*0 to 10%*

*11 to*

*25%*

*26 to*

*50%*

*More than 50%*

***Notes:***

This question is newly proposed for ICILS 2018 and designed to provide further information about the background of students in schools. It has been used in both ICCS 2016 and PIRLS.

**THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE**

**IEA International Computer and Information Literacy Study**

***ICILS 2018 Field trial***

***Draft ICT-coordinator Questionnaire***

*Confidential to ICILS 2018 Do not cite or quote*



The Australian Council *for* Educational Research

**[Introduction for ICT-coordinators to the questionnaire]**

This questionnaire is concerned with Information and Communication Technology (ICT) in schools and in particular the resources and support available for its use.

In this questionnaire you will find questions about:

* Your position as ICT coordinator
* Resources for ICT in your school
* Support for ICT use in your school, Please answer as accurately as you can.

We have estimated that it will take less than 15 minutes of your time to complete the questionnaire. Thank you for making that time available.

About Your Position

*This questionnaire asks for information about ICT resources (including computers) in your school as well as pedagogical practices that use ICT. It is important that the person responding knows about the ICT facilities in your school and about practices regarding their use.*

*The questionnaire should be completed by the person with designated responsibility for ICT in the school. If there is no person with designated responsibility for ICT in the school the questionnaire should be completed by the principal or [deputy-principal].*

*If you do not have the information to answer particular questions, then please consult other persons in your school.*

|  |  |
| --- | --- |
| **Q 1** | **Do you, at your school, hold the position of technology or computer coordinator?** |
| *(Please mark only one choice)* | |
|  | Yes, I formally serve as coordinator. |
|  | Yes, I informally serve as coordinator. |
|  | I am not the ICT-coordinator, but I am answering as the school principal or his/her designate. |

|  |  |
| --- | --- |
| **Q 2 Which of the following teaching d** | **uties do you have?** |
| *(Please mark one choice in each row)* | |
|  | *Yes No* |
| I teach ICT courses to students | |
| I teach other subjects (i.e. not ICT) to students | |
| I do not have any teaching duties for students | |
| I teach ICT courses to, or conduct workshops for, teachers and other school staff | |

|  |  |
| --- | --- |
| **Q 3** | **How many years has your school been using computers for teaching and/or learning purposes for students in [target grade]?** |
| *(Please mark only one choice)* | |
|  | Never, we do not use computers |
|  | Fewer than 5 years |
|  | At least 5 but fewer than 10 years |
|  | 10 years or more |

**RESOURCES FOR ICT**

**Q 4 Please indicate the availability of the following technology resources in your school.**

*(Please mark one choice in each row)*

1. Computer-based offline information resources (e.g. digital textbooks)
2. Interactive digital learning resources (e.g. learning objects)
3. Access to the World Wide Web
4. Access to an education site or network maintained by an education system
5. Mail accounts

*Available to teachers and students*

*Available to teachers only*

*Not available*

**Q 5 Please indicate the availability of each of the following software resources at your school.**

*(Please mark one choice in each row)*

1. Tutorial software or [practice programs]

*Available to teachers and students*

*Available to teachers only*

*Not available*

1. Digital learning games
2. Word-processing, databases, spreadsheets (e.g. [Microsoft© office suite])
3. Multimedia production tools (e.g. media capture and editing, web production)
4. Data-logging and monitoring tools
5. Simulations and modelling software
6. Presentation software (e.g. [Microsoft PowerPoint ®], [Keynote ®])
7. Graphing or drawing software

**Q 6 Please indicate the availability of the following technology facilities at [target grade].**

*(Please mark one choice in each row)*

* 1. Remote access to a school network
  2. Space on a school network to store files.

*Available to teachers and students*

*Available to teachers only*

*Not available*

* 1. A school intranet with applications and workspaces (e.g. [Moodle])
  2. Internet-based applications for collaborative work (e.g. [Google Docs®])
  3. A learning management system (e.g. [WebCT®])

***Note:***

An extra response option has been added to Questions 4, 5 and 6 in order to differentiate between the availability of technology facilities for teachers, students or both. One item has been removed from each of the three questions, and several modifications have been made within items.

|  |  |
| --- | --- |
| **Q 7** | **In your school, approximately how many (school-provided) computers are:** |
| *(Please record a whole number. Record 0 (zero), if none.)* | |
| *For this question please:*   * *Count terminals (if they have a keyboard and a screen) as computers* * *Count laptops, netbooks and tablet devices as computers* * *Exclude computers which are not in use* * *Exclude computers which are only used as servers* | |
|  | In the school altogether? |
|  | Available to students? |
|  | Connected to the Internet/World Wide Web? |

***Note:***

The question on the number of whiteboards in the school from ICILS 2013 has been omitted.

**Q 8 Do students at the [target grade] use portable computers (laptops, netbooks or tablet devices) at school?**

*(Please mark one choice in each row)*

1. Students are provided with portable computers for use at home and at school
2. Students are provided with portable computers for use at school only
3. Students are required to provide their own portable computers for use at school

*All students*

*Some*

*students No students*

***Note:***

This proposed additional question aims at collecting information on policies regarding the provision and use of portable computers for schooling.

|  |  |
| --- | --- |
| **Q 9 Where are school computers located?** | **for teaching and learning in [target grade]** |
| *(Please mark one choice in each row)* | |
|  | *Yes No* |
| a) In most classrooms (80% or more) |  |
| b) In computer laboratories |  |
| c) As class sets of computers that can be moved between classrooms | |
| d) In the library |  |
| e) In other places accessible to students (e.g. cafeteria, auditorium, study area) | |

***Note:***

Question 9 is largely unchanged from 2013. The item on computers brought to school by students was omitted, as the previous question now provides information on this. Question 10 from ICILS 2013 (Operating system used at school) was omitted.

**ICT SUPPORT**

|  |  |
| --- | --- |
| **Q 10 At your school, who provides regu** | **lar *technical* ICT support?** |
| *(Please mark one choice in each row)* | |
|  | *Yes No* |
| a) Yourself |  |
| b) A network administrator in the school (other than yourself) | |
| c) Other ICT technical staff (not including you | rself) at the school |
| d) Other administrators and school staff |  |
| e) Other teachers |  |
| f) Staff from the education system to which | the school belongs |
| g) Personnel from external companies cont | racted to provide maintenance |
| h) Students trained as [assistants] |  |

***Note:***

In Question 11 reference to support specifically for teachers is removed. A new item is also proposed.

|  |  |
| --- | --- |
| **Q 11 At your school, who provides regular *pedagogical* ICT support for teachers?** | |
| *(Please mark one choice in each row)* | |
|  | *Yes No* |
| a) Yourself |  |
| b) Other ICT technical staff (not including y | ourself) at the school |
| c) Other administrators and school staff |  |
| d) Librarians, library staff or information specialist | |
| e) Other teachers |  |
| f) Staff from the education system to which the school belongs | |

**Q 12 To what extent is the use of ICT in teaching and learning in this school hindered by each of the following obstacles?**

*(Please mark one choice in each row)*

1. Too few computers connected to the Internet

*A lot*

*To some*

*extent Very little Not at all*

1. Insufficient Internet bandwidth or speed
2. Not enough computers for instruction
3. Lack of sufficiently powerful computers
4. Poorly maintained ICT equipment
5. Not enough computer software
6. Lack of ICT skills among teachers
7. Insufficient time for teachers to prepare lessons
8. Lack of effective professional learning resources for teachers
9. Lack of an effective online learning support platform
10. Lack of incentives for teachers to integrate ICT use in their teaching
11. Restricted access to useful internet resources
12. Lack of technical ICT support
13. Lack of pedagogical support for the use of ICT

***Note:***

Several new items have been added to this question (e, l, m and n).

**THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THE QUESTIONNAIRE**