

INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY (ICILS 2018) FIELD TEST AND RECRUITMENT FOR MAIN STUDY

REQUEST FOR OMB CLEARANCE OMB# 1850-0929 v.2

APPENDIX B: ICILS U.S. Field Test Questionnaires

Submitted by:

**National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
U.S. Department of Education
Washington, DC**

Revised December 2016

The provided here versions of the ICILS 2018 field test questionnaires contain the finalized international versions of the questionnaires along with the U.S. adaptations that have been submitted for approval to the IEA. Should there be any changes between what is submitted here and the final versions of the field test questionnaires upon IEA's final approval, we expect them to consist only of minor wording edits, which we would submit to OMB for approval as a change request upon OMB's approval of this submission.

The main study questionnaires will be subsets of the field test questionnaires. The instruments included here are:

- School Questionnaire (includes Principal and ICT-Coordinator questionnaire sections)2 & 17
- Teacher Questionnaire30
- Student Questionnaire52
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IEA International Computer and Information Literacy Study

Principal Questionnaire for the 2017 U.S. Field Test

*Confidential to ICILS 2018
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The Australian Council for Educational Research

OMB No. 1850-0929, Approval Expires 08/31/2019.

INTRODUCTION TO THE SCHOOL PRINCIPAL QUESTIONNAIRE

Your school has agreed to participate in the 2017 Field Test for the International Computer and Information Literacy Study (ICILS). ICILS is an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The purpose of ICILS is to examine across different countries the extent to which young people in eighth grade have developed computer and information literacy, which is defined as the ability to use Information and Communications Technology (ICT) to investigate, create, and communicate with others at home, school, the workplace and in society.

In this questionnaire ICT can refer to:

- desktop computers
- notebook or laptop computers
- netbook computers
- tablet devices
- smartphones, except when being used for talk and text.

This questionnaire is addressed to school principals who are asked to provide information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to evaluate the questions as relevant to describing eighth-grade education in the United States. Some of the questions may require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

In this questionnaire you will find questions about you and your use of ICT; characteristics of your school; the application of ICT in teaching and learning at your school; and aspects of the management of ICT in your school. Since ICILS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all the questions so comparisons can be made across countries in the study. Please answer the questions with reference to your school as a whole. For some of the questions you are asked to answer referring only to eighth-grade students. Please look at the instructions given in each of the questions.

It is estimated that you will need about 15 minutes to complete the questionnaire. **We appreciate the time and effort this takes and thank you for your cooperation and contribution.**

The National Center for Education Statistics (NCES) is authorized to collection information from the questionnaire under the Education Science Reform Act of 2002 (ESRA), 20 U.S. Code, § 9543. You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. 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. Code, § 9573). Your responses will be combined with those from other participants to produce summary statistics and reports.

Thank You.

About You and Your Use of ICT

Q1 Are you female or male?

Female

Male

Q2a How often do you use ICT for the following activities?

(Please mark one choice in each row)

		<i>Never</i>	<i>Less than once a month</i>	<i>At least once a month but not every week</i>	<i>At least once a week but not every day</i>	<i>Every day</i>
a)	Search for information on the Internet or a network maintained by education authorities for its schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Provide information about an educational issue through a website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Look up records in a database (e.g. in a student information system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Maintain, organize and analyze data (e.g. with a spreadsheet or database)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Prepare presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Communicate with teachers in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Communicate with education authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Communicate with principals and senior staff in other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Communicate with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Work with a learning management system (e.g. Moodle, Blackboard)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	Use social media to communicate with the wider community about school-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2b If you use ICT for any other school-related activities at least once a month, please list them.

YOUR SCHOOL

Q3 What is the total number of boys and girls in your school as of April 3, 2017?

(Please record a whole number. Record 0 (zero), if none.)

--	--	--	--	--

Total number of girls

--	--	--	--	--

Total number of boys

Q4 What is the total number of boys and girls in eighth grade as of April 3, 2017?

(Please record a whole number. Record 0 (zero), if none.)

--	--	--	--	--

Total number of girls

--	--	--	--	--

Total number of boys

Q5 (a) What is the lowest (youngest) grade that is taught at your school?

(Please mark only one choice)

- Pre-Kindergarten
- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade
- Seventh grade
- Eighth grade

(b) What is the highest (oldest) grade that is taught at your school?

(Please mark only one choice)

- Eighth grade
- Ninth grade
- Tenth grade
- Eleventh grade
- Twelfth grade

Q6 What are the total numbers of full-time and part-time teachers in your school?

A full-time teacher is employed on a regular basis as a teacher for at least 90% of full-time hours 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)	<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>					Total number of full-time teachers
b)	<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>					Total number of part-time teachers

Q7 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

Q8a 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.)

Q8b Approximately what percentage of students in your school have the following backgrounds?

(Please mark one choice in each row)

	<i>11 to</i>	<i>26 to</i>	<i>More</i>
<i>0 to 10%</i>	<i>25%</i>	<i>50%</i>	<i>than</i>
			<i>50%</i>

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- a) Come from economically affluent homes
- b) Come from economically disadvantaged homes

ICT AND TEACHING IN YOUR SCHOOL

Q9 In your opinion, how important is each of the following outcomes of education?

(Please mark one choice in each row)

	<i>Very important</i>	<i>Quite important</i>	<i>Somewhat important</i>	<i>Not important</i>
a) The development of students' basic computer skills (e.g. internet use, email, word processing, presentation software)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The development of students' skills in using ICT for collaboration with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The use of ICT for facilitating students' responsibility for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The use of ICT to augment and improve students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The development of students' understanding and skills relating to safe and appropriate use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The development of students' proficiency in accessing and using information with ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The development of students' ability to write apps or programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 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)

	<i>Yes, by reviewing lesson plans</i>	<i>Yes, through teacher self- evaluation</i>	<i>Yes, through observing classrooms</i>	<i>Yes, by other means</i>	<i>No, this is not monitored</i>
a) The development of students' basic computer skills (e.g. internet use, email, word processing, presentation software)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The development of students' skills in using ICT for collaboration with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The use of ICT for facilitating students' responsibility for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The use of ICT to augment and improve students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The development of students' understanding and skills relating to safe and appropriate use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The development of students' proficiency in accessing and using information with ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The development of students' ability to write apps or programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11 Are teachers in your school expected to acquire knowledge and skills in each of the following activities?

(Please mark one choice in each row)

	<i>Expected and required</i>	<i>Expected but not required</i>	<i>Not expected</i>
a) Integrate Web-based learning in their instructional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Use ICT-based forms of student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Use ICT for monitoring student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Collaborate with other teachers via ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Communicate with parents via ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Communicate with students via ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Integrate ICT into teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Use subject-specific digital learning resources (e.g. tutorials, simulation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Use e-portfolios for assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Use ICT to develop authentic (real-life) assignments for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Assess students' computer and information literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MANAGEMENT OF ICT IN YOUR SCHOOL

Q12 Who has the main responsibility for making decisions about each of the following aspects of ICT in this school?

(Please mark one choice in each row)

		<i>School district or relevant education authority</i>	<i>School boards/ councils</i>	<i>School principal or deputy</i>	<i>Heads of department</i>	<i>ICT coordinator</i>	<i>Information specialist or librarian</i>	<i>Individual teachers</i>	<i>No one</i>
a)	The purchase/supply of ICT equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	The choice of non-digital learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	The choice of digital learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	The selection of a learning management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	The maintenance of ICT equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Decisions about whether ICT is used in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	The implementation of ICT-based approaches in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	The implementation of ICT-based approaches in administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	The use of ICT-based approaches to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	The assessment of students' computer and information literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- k) The implementation of a computer and information literacy curriculum at the school
- l) The development of ICT-related teacher competencies

Q13 Does your school or school system have policies with regard to the following aspects of ICT use?

(Please mark one choice in each row)

		Yes	No
a)	The provision of security measures to prevent unauthorized system access or entry	<input type="checkbox"/>	<input type="checkbox"/>
b)	Restrictions on the number of hours students are allowed to sit at a computer	<input type="checkbox"/>	<input type="checkbox"/>
c)	Student access to school computers outside class hours (but during school hours)	<input type="checkbox"/>	<input type="checkbox"/>
d)	Student access to school computers outside school hours	<input type="checkbox"/>	<input type="checkbox"/>
e)	The fulfilment of intellectual property rights (e.g. software copyrights)	<input type="checkbox"/>	<input type="checkbox"/>
f)	Prohibitions of access to inappropriate material (e.g. pornography, violence)	<input type="checkbox"/>	<input type="checkbox"/>
g)	Student use of non-school related games on school computers	<input type="checkbox"/>	<input type="checkbox"/>
h)	The provision of access to school computers and/or the Internet for the local community (parents and/or others)	<input type="checkbox"/>	<input type="checkbox"/>
i)	Support for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>
j)	Unacceptable behaviours towards other students (e.g. Cyberbullying)	<input type="checkbox"/>	<input type="checkbox"/>
k)	The provision of laptop computers and/or other mobile learning devices for student use at school and at home	<input type="checkbox"/>	<input type="checkbox"/>
l)	Student use of their own digital devices at school	<input type="checkbox"/>	<input type="checkbox"/>

Q14 Throughout the current school year, 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)

		<i>None or hardly any</i>	<i>Some of them</i>	<i>Most of them</i>	<i>All or nearly all</i>
a)	Courses on the use of ICT in teaching provided by the school or the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Training by another teacher who has attended a course on ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| c) | Discussions about the use of ICT in education as a regular item during meetings of the teaching staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | Observations of colleagues using ICT in their teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Group discussions of teachers about their use of ICT in teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Participation in professional learning programs delivered online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) | Participation in courses on ICT conducted by an external agency or expert | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) | Participation in a community of practice concerned with ICT in teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q15 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)

	<i>High priority</i>	<i>Medium priority</i>	<i>Low priority</i>	<i>Not a priority</i>
a) Increasing the numbers of computers per student in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Increasing the number of computers connected to the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Increasing the bandwidth of Internet access for the computers connected to the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Increasing the range of digital learning resources available for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Establishing or enhancing an online learning support platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Supporting participation in professional development on pedagogical use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Increasing the availability of qualified technical personnel to support the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Providing teachers with incentives to integrate ICT use in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Providing more time for teachers to prepare lessons in which ICT is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Increasing the professional learning resources for teachers in the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Providing for students to bring their own ICT for use at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE



IEA International Computer and Information Literacy Study

ICT-Coordinator Questionnaire for the 2017 U.S. Field Test

*Confidential to ICILS 2018
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The Australian Council for Educational Research

ICT Coordinator *Questionnaire*

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In this questionnaire ICT can be:

- desktop computers
- notebook or laptop computers
- netbook computers
- tablet devices
- smartphones, except when being used for talk and text.

This questionnaire is concerned with ICT in schools and in particular the ICT resources (including computers) as well as pedagogical practices that use ICT. The questionnaire is addressed to ICT Coordinators who are asked to provide information about their schools. 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 assistant principal.

Since your school has been selected as part of a nationwide sample, your responses are very important in helping to evaluate the questions as relevant to describing eighth-grade education in the United States. If you do not have the information to answer particular questions, then please consult other persons in your school.

In this questionnaire you will find questions about your position as ICT Coordinator; ICT resources in your school; and support for ICT use in your school. Since ICILS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all the questions as accurately as you can so comparisons can be made across countries in the study.

It is estimated that you will need about 15 minutes to complete the questionnaire. **We appreciate the time and effort this takes and thank you for your cooperation and contribution.**

The National Center for Education Statistics (NCES) is authorized to collection information from the questionnaire under the Education Science Reform Act of 2002 (ESRA), 20 U.S. Code, § 9543. You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. 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. Code, § 9573). Your responses will be combined with those from other participants to produce summary statistics and reports.

Thank You.

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 assistant principal.

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

Q1 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.

Q2 Which of the following teaching duties do you have?

(Please mark one choice in each row)

- | | Yes | No |
|--|--------------------------|--------------------------|
| I teach ICT courses to students. | <input type="checkbox"/> | <input type="checkbox"/> |
| I teach other subjects (i.e. not ICT) to students. | <input type="checkbox"/> | <input type="checkbox"/> |
| I do <u>not</u> have any teaching duties for students. | <input type="checkbox"/> | <input type="checkbox"/> |
| I teach ICT courses to, or conduct workshops for, teachers and other school staff. | <input type="checkbox"/> | <input type="checkbox"/> |

Q3 How many years has your school been using ICT for teaching and/or learning purposes for students in eighth 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

ICT RESOURCES

Q4 Please indicate the availability of the following technology resources in your school.

(Please mark one choice in each row)

	<i>Available to teachers <u>and</u> students</i>	<i>Available only to teachers</i>	<i>Available only to students</i>	<i>Not available</i>
a) Digital learning resources that can be accessed offline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Digital learning resources that can only be used online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Access to the Internet through the school network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Access to an education site or network maintained by education authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Email accounts for school-related use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 Please indicate the availability of each of the following software resources at your school.

(Please mark one choice in each row)

	<i>Available to teachers <u>and</u> students</i>	<i>Available only to teachers</i>	<i>Available only to students</i>	<i>Not available</i>
a) Practice programs or apps where teachers decide which questions are asked of students (e.g. Quizlet, Kahoot,)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Single user digital learning games (e.g. languages online, GarageBand)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Multi-user digital learning games with graphics and inquiry tasks (e.g. Quest Atlantis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Word-processor software (e.g. Microsoft Word ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Presentation software (e.g. Microsoft PowerPoint ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Video and photo software for capture and editing (e.g. Windows Movie Maker, iMovie, Adobe Photoshop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Concept mapping software (e.g. Inspiration ®, Webspiration ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Data logging and monitoring tools (e.g. Logger Pro) that capture real-world data digitally for analysis (e.g. speed, temperature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Simulations and modelling software (e.g. NetLogo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) A learning management system (e.g. Edmodo, Blackboard, Moodle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Graphing or drawing software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) e-portfolios (e.g. VoiceThread)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Digital contents linked with textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Social media (e.g. Facebook, Twitter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 Please indicate the availability of the following technology facilities at eighth grade.
(Please mark one choice in each row)

	<i>Available to teachers <u>and</u> students</i>	<i>Available only to teachers</i>	<i>Available only to students</i>	<i>Not available</i>
a) Remote access to a school network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Space on a school network to store files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A school intranet with applications and workspaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Internet-based applications for collaborative work (e.g. Google Docs®, Padlet, OneNote®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) A learning management system (e.g. Edmodo, Blackboard, Moodle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) A 3D printer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Programmable physical agents (e.g. robots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Access to a wireless LAN (Wi-fi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7a In your school, approximately how many of the following types of (school-provided) ICT devices are available?

(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*
- *Exclude computers that are not in use (e.g. in storage)*
- *Exclude computers that are only used as servers*

	All devices in the school			Devices available for student use		
Desktop computers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Laptops/notebooks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tablet devices	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q7b Approximately, what percentage of all ICT devices in the school (include all types) are connected to the Internet?

<input type="text"/>	<input type="text"/>	<input type="text"/>
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%

Q7c In your school, about how many (school-provided) smart boards or interactive whiteboards are available?

(Please record a whole number. Record 0 (zero), if none.)

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Smart boards / interactive white boards

Q8 Does your school or school district or relevant education authority provide teachers with their own portable digital device?

(Please mark only one choice)

- Yes, for every teacher
- Yes, but not for all teachers
- No

Q9 Approximately what percentage of students at the eighth grade have access to portable computers (laptops, netbooks or tablet devices) at school?

(Please mark one choice in each row)

	0 to 25%	26 to 50%	51 to 75%	76 to 100%
a) Students provided with portable computers for use at school only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students provided with portable computers for use at home and at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students bringing their own portable computers for use at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 Where are school ICT devices for teaching and learning in eighth grade located?

(Please mark one choice in each row)

	Yes	No
a) In most (80% or more) classrooms	<input type="checkbox"/>	<input type="checkbox"/>
b) In computer laboratories	<input type="checkbox"/>	<input type="checkbox"/>
c) As class sets of computers that can be moved between classrooms	<input type="checkbox"/>	<input type="checkbox"/>
d) In the library	<input type="checkbox"/>	<input type="checkbox"/>
e) In other places accessible to students (e.g. cafeteria, auditorium, study area)	<input type="checkbox"/>	<input type="checkbox"/>
f) They are brought by students to class	<input type="checkbox"/>	<input type="checkbox"/>

ICT SUPPORT

Q11 At your school, who provides day-to-day *technical* ICT support?

(Please mark one choice in each row)

	Yes	No
a) Yourself	<input type="checkbox"/>	<input type="checkbox"/>
b) A network administrator in the school (other than yourself)	<input type="checkbox"/>	<input type="checkbox"/>
c) Other ICT technical staff (not including yourself) at the school	<input type="checkbox"/>	<input type="checkbox"/>
d) Other administrators and school staff	<input type="checkbox"/>	<input type="checkbox"/>
e) Other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f) Staff from the school district or relevant education authority responsible for the school	<input type="checkbox"/>	<input type="checkbox"/>
g) Personnel from external companies contracted to provide maintenance	<input type="checkbox"/>	<input type="checkbox"/>
h) Students from this school	<input type="checkbox"/>	<input type="checkbox"/>

Q12 At your school, who provides day-to-day *pedagogical* ICT support for teachers?

(Please mark one choice in each row)

	Yes	No
a) Yourself	<input type="checkbox"/>	<input type="checkbox"/>
b) Other ICT technical staff (not including yourself) at the school	<input type="checkbox"/>	<input type="checkbox"/>
c) Other administrators and school staff	<input type="checkbox"/>	<input type="checkbox"/>
d) Librarians, library staff or information specialists	<input type="checkbox"/>	<input type="checkbox"/>
e) Other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f) Staff from the school district or relevant education authority responsible for the school	<input type="checkbox"/>	<input type="checkbox"/>

Q13 To what extent is the use of ICT in teaching and learning at your school hindered by each of the following obstacles?

(Please mark one choice in each row)

	<i>A lot</i>	<i>To some extent</i>	<i>Very little</i>	<i>Not at all</i>
a) Too few computers with an Internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Insufficient Internet bandwidth or speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Not enough computers for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of sufficiently powerful computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Problems in maintaining ICT equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Not enough computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Insufficient ICT skills among teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Insufficient time for teachers to prepare lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Insufficient effective professional learning resources for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lack of an effective online learning support platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Insufficient incentives for teachers to integrate ICT use in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Restricted access to useful Internet resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Insufficient technical ICT support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Insufficient pedagogical support for the use of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 Is computing, computer science, information technology, informatics or similar taught as a standalone subject at the eighth grade in your school?

Yes Please continue with question 16

No Please go to the end of the questionnaire



Q15 In the teaching of computing, computer science, information technology, informatics or similar at the eighth grade in your school, how much emphasis is given to the following tasks?

(Please mark one choice in each row)

		<i>Strong emphasis</i>	<i>Some emphasis</i>	<i>Little emphasis</i>	<i>No emphasis</i>
a)	Develop algorithms (e.g. instructions for a program like Scratch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Design information systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Write computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Evaluate computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Develop applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Refine computer code to improve efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Debug computer code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Build electronic devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Develop simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Test solutions to problems using simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	Create visual displays of information or processes (such as graphs, flow charts and decision trees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



IEA International Computer and Information Literacy Study

Teacher Questionnaire for the 2017 U.S. Field Test

*Confidential to ICILS 2018
Do not cite or quote*

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.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0929. The time required to complete this information collection is estimated to average 30 minutes per teacher, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or questions about the status of your individual submission of this form, write directly to: International Computer and Information Literacy Study (ICILS), National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0929, Approval Expires 08/31/2019.



The Australian Council *for* Educational Research

Teacher Questionnaire

Your school has agreed to participate in the 2017 Field Test for the International Computer and Information Literacy Study (ICILS). ICILS is an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The purpose of ICILS is to examine across different countries the extent to which young people in eighth grade have developed computer and information literacy, which is defined as the ability to use Information and Communications Technology (ICT) to investigate, create, and communicate with others at home, school, the workplace and in society in order to improve teaching and learning worldwide.

In this questionnaire ICT can refer to:

- desktop computers
- notebook or laptop computers
- netbook computers
- tablet devices
- smartphones, except when being used for talk and text.

This questionnaire is addressed to teachers who are asked to provide information about ICT in their schools, its use in teaching and learning, and students' development of Computer and Information Literacy (CIL). Since your school has been selected as part of a nationwide sample, your responses are very important in helping to evaluate the questions as relevant to describing eighth-grade education in the United States.

In this questionnaire you will find questions about your background and familiarity with ICT; your use of ICT in teaching a reference eighth-grade class; the use of ICT in the school; and learning to use ICT in teaching. Some questions focus on a nominated 'reference' class. This is the first eighth-grade class that you teach for a regular subject (i.e. other than home room or assembly) 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 an eighth-grade class on that Tuesday, please use the eighth-grade class that you taught on the first day after that Tuesday.

Since ICILS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all the questions as accurately as you can so comparisons can be made across countries in the study.

It is estimated that you will need about 30 minutes to complete the questionnaire. **We appreciate the time and effort this takes and thank you for your cooperation and contribution.**

The National Center for Education Statistics (NCES) is authorized to collection information from the questionnaire under the Education Science Reform Act of 2002 (ESRA), 20 U.S. Code, § 9543. You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. 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. Code, § 9573). Your responses will be combined with those from other participants to produce summary statistics and reports.

Thank You.

ABOUT YOU

Q1 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

Q3 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, indicating only those that individually account for at least four classes or two classes if block scheduling is used 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.)

- English Language Arts
- Spanish, or other foreign language
- Mathematics
- Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical science)
- Human sciences / Humanities / Social Studies (history, geography, civics, law, economics, etc.)
- Creative arts (visual arts, music, dance, drama, etc.)
- Information technology, computer studies or similar
- Practical and vocational subjects
- Other (moral/ethics, physical education, home economics, personal and social development)

Q4 In the current school year, at how many schools do you teach eighth-grade students?

(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

YOUR USE OF ICT

Q5 Approximately how long have you been using ICT for *teaching* purposes?

(Please mark only one choice in each row)

	Never	Less than two years	Two years or more
a) During lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Preparing lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 How often do you use ICT 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) At school for other work-related purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Outside school for work-related purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Outside school for non-work-related purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7 How well can you do these tasks on ICT?

(Please mark one choice in each row)

	<i>I know how to do this</i>	<i>I haven't done this but I could find out how</i>	<i>I do not think I could do this</i>
a) Produce a letter using a word-processing program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) E-mail a file as an attachment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Store your digital photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) File digital documents in folders and sub-folders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Monitor students' progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use a spreadsheet program (e.g. Microsoft Excel ®) for keeping records or analyzing data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Contribute to a discussion forum / user group on the Internet (e.g. a wiki or blog)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Produce presentations (e.g. Microsoft PowerPoint ® or a similar program) with simple animation functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Use the Internet for online purchases and payments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Prepare lessons that involve the use of ICT by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Find useful teaching resources on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Assess student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Collaborate with others using shared resources such as Google Docs ®, Padlet, OneNote ®	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Install software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Use a learning management system (e.g. Moodle, Blackboard, Edmodo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 eighth-grade class that you teach for a regular subject (i.e. other than home room, assembly) 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 an eighth-grade class on that Tuesday, please use the eighth-grade class that you taught on the first day after that Tuesday.

Q8 Which of the following best describes the subject for this reference class?

(Please mark only one choice)

English Language Arts

Spanish, or other foreign language

Mathematics

Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences)

Human sciences / Humanities / Social Studies (history, geography, civics, law, economics, etc.)

Creative arts (visual arts, music, dance, drama, etc.)

Information technology, computer studies or similar

Practical and vocational subjects

Other (moral/ethics, physical education, home economics, personal and social development)

Q9 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)

	<i>Strong emphasis</i>	<i>Some emphasis</i>	<i>Little emphasis</i>	<i>No emphasis</i>
a) To access information efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To evaluate the relevance of digital information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To display information for a given audience/purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) To evaluate the credibility of digital information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) To share digital information with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) To use computer software to construct digital work products (e.g. presentations, documents, images and diagrams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) To systematically evaluate the students' own approaches to information searches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) To provide digital feedback on the work of others (such as classmates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) To explore a range of digital resources when searching for information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) To provide references for digital information sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) To understand the consequences of making information publically available online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10 How often do students in your reference class use ICT for the following activities?

(Please mark one choice in each row)

	<i>They do not engage in this activity</i>	<i>They never use ICT in this activity</i>	<i>They sometimes use ICT in this activity</i>	<i>They often use ICT in this activity</i>	<i>They always use ICT in this activity</i>
a) Work on extended projects (i.e. lasting over a week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work on short assignments (i.e. within one week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Explain and discuss ideas with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Submit completed work for assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Work individually on learning materials at their own pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Undertake open-ended investigations or field work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Reflect on their learning experiences (e.g. by using a learning log)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Communicate with students in other schools on projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Seek information from experts outside the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Plan a sequence of learning activities for themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Analyze data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Search for information on a topic using outside resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Evaluate information resulting from a search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Collect data for a project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Create visual products or videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ICILS 2018 U.S. Field Test: Teacher Questionnaire

- | | | | | | | |
|----|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| p) | Produce or edit music | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) | Share products with other students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r) | Produce animations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q11 How often do you use ICT with the following practices when teaching your reference class?

(Please mark one choice in each row)

	<i>I do not use this practice with the reference class</i>	<i>I never use ICT with this practice</i>	<i>I sometimes use ICT with this practice</i>	<i>I often use ICT with this practice</i>	<i>I always use ICT with this practice</i>
a) The presentation of information through direct class instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The provision of remedial or enrichment support to individual students or small groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The support of student-led whole-class discussions and presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The assessment of students' learning through tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The provision of feedback to students on their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The reinforcement of learning of skills through repetition of examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The support of collaboration among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The mediation of communication between students and experts or external mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) The support of student collaboration with other students (within or outside school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) The communication with parents or guardians about students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) The support of inquiry learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 How often did you use the following tools in your teaching of the reference class this school year?

<i>(Please mark one choice in each row)</i>		<i>Never</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In every or almost every lesson</i>
a)	Practice programs or apps where you ask students questions (e.g. Quizlet, Kahoot)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Single user digital learning games (e.g. languages online, Garageband)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Multi-user digital learning games with graphics and inquiry tasks (e.g. Quest Atlantis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Word-processor software (e.g. Microsoft Word ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Presentation software (e.g. Microsoft PowerPoint ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Spreadsheets (e.g. Microsoft Excel ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Video and photo software for capture and editing (e.g. Windows Movie Maker, iMovie, Adobe Photoshop)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Concept mapping software (e.g. Inspiration ®, Webspiration ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Data logging and monitoring tools (e.g. Logger Pro)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Simulations and modelling software (e.g. NetLogo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	A learning management system (e.g. Edmodo, Blackboard, Moodle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	Communication software (e.g. email, direct messaging, Skype)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	Collaborative software (e.g. Google Docs ®, Onenote ®, Padlet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n)	Computer-based information resources (e.g. websites, wikis, encyclopaedia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 How often did you use the following tools in your teaching of the reference class this school year?

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| o) | Interactive digital learning resources (e.g. learning objects) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p) | Graphing or drawing software | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) | e-portfolios (e.g. VoiceThread) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r) | Digital contents linked with textbooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| s) | Social media (e.g. Facebook, Twitter) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q13 In your teaching of the reference class this school year, how much emphasis have you given to student learning of the following skills?

(Please mark one choice in each row)

- | | | <i>Strong
emphasis</i> | <i>Some
emphasis</i> | <i>Little
emphasis</i> | <i>No
emphasis</i> |
|----|--|----------------------------|--------------------------|----------------------------|--------------------------|
| a) | To display information in different ways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) | To break a complex process into smaller parts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | To understand diagrams that describe or show real-world problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | To plan tasks by setting out the steps needed to complete them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | To identify the most efficient solution to a problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | To use tools making diagrams that help solve problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) | To use simulations to help understand or solve real-world problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) | To make flow diagrams to show the different parts of a process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) | To record and evaluate data to understand and solve a problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| j) | To work with instructions to complete or describe tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) | To use real-world data to review and revise solutions to problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q14 How confident do you feel about teaching the following skills to the reference class?

(Please mark one choice in each row)

		<i>Very confident</i>	<i>Quite confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>
a)	To display information in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	To break a complex process into smaller parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	To understand diagrams that describe or show real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	To plan tasks by setting out the steps needed to complete them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	To identify the most efficient solution to a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	To use tools to make diagrams that help solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	To use simulations to help understand or solve real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	To make flow diagrams to show the different parts of a process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	To record and evaluate data to understand and solve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	To work with instructions to complete or describe tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	To use real-world data to review and revise solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IN YOUR SCHOOL

Q15 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)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) ICT is considered a priority for use in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My school has sufficient ICT equipment (e.g. computers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My school has access to sufficient digital learning resources (e.g. learning software or apps).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My school has good connectivity (e.g. fast speed and stable) to the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The computer equipment in our school is up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) There is sufficient time to prepare lessons that incorporate ICT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) There is sufficient opportunity for me to develop expertise in ICT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) There is sufficient technical support to maintain ICT resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There is sufficient technical support to solve issues promptly when problems arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) There is enough support for the use of ICT in teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 To what extent do you agree or disagree with the following statements about your use of ICT in teaching and learning at your school?

(Please mark one choice in each row)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a)	I work together with other teachers on improving the use of ICT in classroom teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	I follow a common set of rules about how ICT should be used in classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	I collaborate with colleagues to develop ICT-based lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	I observe how other teachers use ICT in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	I discuss with other teachers how to use ICT in teaching topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	I share ICT-based resources with other teachers in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING TO USE ICT IN TEACHING

Q17 Did your Bachelor's degree include the following elements?

(Please mark one choice in each row)

	Yes	No
a) Learning how to use ICT	<input type="checkbox"/>	<input type="checkbox"/>
b) Learning how to use ICT in teaching	<input type="checkbox"/>	<input type="checkbox"/>

Q18 How often have you participated in any of the following professional learning activities in the past two years?

(Please mark one choice in each row)

	<i>Not at all</i>	<i>Once only</i>	<i>More than once</i>
a) A course on ICT applications (e.g. word processing, presentations, internet use, spreadsheets, databases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A course on integrating ICT into teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Training on subject-specific digital teaching and learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Observations of other teachers using ICT in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) An ICT-mediated discussion or forum on teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The sharing of digital teaching and learning resources with others through a collaborative workspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Use of a collaborative workspace to jointly evaluate student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) A course on use of ICT for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) A webinar on ICT integration in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Use of a student data management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Use of ICT to support personalized learning by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPROACHES TO TEACHING

Q19 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 ...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a)	impedes concept formation by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	helps students develop greater interest in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	helps students to work at a level appropriate to their learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	encourages students to copy material from Internet sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	helps students develop problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	distracts students from learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	results in poorer written expression among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	results in poorer calculation and estimation skills among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	helps students learn to collaborate with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	limits the amount of personal communication among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	enables students to communicate more effectively with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	introduces organizational problems for schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	helps teachers communicate with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n)	helps students develop skills in planning and self-regulation of their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 To what extent do you agree or disagree with the following statements about using ICT in teaching and learning at school?

- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| o) | improves academic performance of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p) | enables students to access better sources of information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) | helps students to consolidate and process information more effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q20 Teachers often have beliefs about the emphasis that they typically prefer to 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 important priority in each row.)

	This is more important		This is more important	
a) Instruction should be built around problems with clear, correct answers.	<input type="checkbox"/>		<input type="checkbox"/>	Instruction should focus on students finding solutions to open-ended problems.
b) The main role of a teacher is to facilitate students' own inquiry.	<input type="checkbox"/>		<input type="checkbox"/>	The main role of a teacher is to demonstrate the correct way to do things.
c) Students learn best by working through complex problems.	<input type="checkbox"/>		<input type="checkbox"/>	Students learn best by progressing through sequences of simple elements of problems.
d) Teaching should be based on direct instruction of ideas that most students can grasp quickly.	<input type="checkbox"/>		<input type="checkbox"/>	Teaching should be based on supporting student exploration of complex ideas.
e) Knowledge of content and principles in core subject areas.	<input type="checkbox"/>		<input type="checkbox"/>	Developing general inquiry processes that will support lifelong learning.
f) Students learn best when they decide on the activities to be undertaken in class.	<input type="checkbox"/>		<input type="checkbox"/>	Students learn best when the teacher – not the students – decides what activities are to be done in class.

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THE

QUESTIONNAIRE



IEA International Computer and Information Literacy Study

Student Questionnaire for the 2017 U.S. Field Test

*Confidential to ICILS 2018
Do not cite or quote*

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. 1850-0929, Approval Expires 08/31/2019.



The Australian Council for Educational Research

Student Questionnaire

This questionnaire is about Information and Communication Technology (ICT). In this questionnaire ICT can refer to:

- desktop computers
- notebook or laptop computers
- netbook computers
- tablet devices
- smartphones, except when being used for talk and text.

In this questionnaire you will find questions about:

- You, your home and your family
- Where and how often you use ICT
- What you use ICT for
- Your views about the use of ICT.

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.

The National Center for Education Statistics (NCES) is authorized to collection information from the questionnaire under the Education Science Reform Act of 2002 (ESRA), 20 U.S. Code, § 9543. You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. 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. Code, § 9573). Your responses will be combined with those from other participants to produce summary statistics and reports.

Thank you.

ABOUT YOU

G0
1

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

G0
2

- Q2** **Are you a girl or a boy?**
- Girl Boy
-

Q3 **What is the highest level of education you expect to complete?**

(Please mark only one choice)

Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (Ph.D., or EdD)

Associate's degree (2-year college program) OR Bachelor's degree (4-year college program)

High school graduate

Some high school

Less than high school

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 parents or guardians who look after you — for example, step-parents or foster-parents. Select one parent or guardian as parent or guardian 1 and the other as parent or guardian 2.

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

GO
4

Q4 **In what country were you and your parents born?**

*(Please mark only one choice in each **column**)*

	You	Parent or guardian 1	Parent or guardian 2
United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO
5

Q5 **What language do you speak at home most of the time?**

(Please mark only one choice)

English	<input type="checkbox"/>
Spanish	<input type="checkbox"/>
Another language	<input type="checkbox"/>

G0
6

Q6 Does your parent or guardian 1 work in a paid job?

- Yes (**Note:** Student will be directed to Q7a and Q7b)
- No (**Note:** Student will be directed to Q8a and Q8b)

G07A

Q7a What is your parent or guardian 1's main job?
(for example, school teacher, cook, sales manager)
(Please write in the job title)

G07B

Q7b What does your parent or guardian 1 do in his/her main job?
(for example teaches high school students, helps prepare meals in a restaurant, manages a sales team)
(Please use a sentence to describe the kind of work he/she does in that job)

G08A

Q8a What was your parent or guardian 1's last main job?
(for example, school teacher, cook, sales manager)
Please tell us his/her last main job. If he/she has never had a paid job, please write what he/she is currently doing.
(Please write in the job title)

G08B

Q8b **What did your parent or guardian 1 do in his/her last main job?**
(for example, taught high school students, helped prepare meals in a restaurant, managed a sales team)
(Please use a sentence to describe the kind of work he/she did in that job or what he/she is currently doing if he/she has never had a paid job)

G09

Q9 **What is the highest level of education completed by your parent or guardian 1?**
If you are not sure which box to choose, please ask the test administrator for help.

(Please mark only one choice)

- Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (Ph.D., or EdD)
- Associate's degree (2-year college program) OR Bachelor's degree (4-year college program)
- High school graduate
- Some high school
- Less than high school

G1
0

Q10 Does your parent or guardian 2 work in a paid job?

Yes (Note: Student will be directed to Q11a and Q11b)

No (Note: Student will be directed to Q12a and Q12b)

G11A

Q11a What is your parent or guardian 2's main job?
(for example, school teacher, cook, sales manager)
(Please write in the job title)

G11B

Q11b What does your parent or guardian 2 do in his/her main job?
(for example teaches high school students, helps prepare meals in a restaurant, manages a sales team)
(Please use a sentence to describe the kind of work he/she does in that job)

G12A

Q12a What was your parent or guardian 2's last main job?
(for example, school teacher, cook, sales manager)
Please tell us his/her last main job. If he/she has never had a paid job, please write what he/she is currently doing.
(Please write in the job title)

G12B

- Q12b** **What did your parent or guardian 2 do in his/her last main job?**
(for example, taught high school students, helped prepare meals in a restaurant, managed a sales team)
(Please use a sentence to describe the kind of work he/she did in that job or what he/she is currently doing if he/she has never had a paid job)

G13

- Q13** **What is the highest level of education completed by your parent or guardian 2?**
If you are not sure which box to choose, please ask the test administrator for help.

(Please mark only one choice)

- Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (Ph.D., or EdD)
- Associate's degree (2-year college program) OR Bachelor's degree (4-year college program)
- High school graduate
- Some high school
- Less than high school

Q14 **About how many books are there in your home?**

There are usually about 40 books per metre of shelving. 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)

G15

Q15 How often do you use ICT to read e-books in your home?

(Please mark only one choice)

- Never or hardly ever
- At least once a month but not every week
- At least once a week but not every day
- Every day

G16

Q16 How many of the following ICT are currently used in your home?

(Please mark one choice in each row)

- | | <i>None</i> | <i>One</i> | <i>Two</i> | <i>Three or more</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Desktop computers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Portable computers (e.g. laptop, notebook, netbook) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Tablet devices or e-readers (e.g. iPad, Surface Pro, Kindle) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Smartphones | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q17 **Do you have an Internet connection at home?**

(Please mark only one choice)

Yes

No

YOUR USE OF ICT

G18

Q18 How long have you been using each of the following ICT?

(Please mark one choice in each row)

	<i>Never or less than one year</i>	<i>At least one year but less than three years</i>	<i>At least three years but less than five years</i>	<i>At least five years but less than seven years</i>	<i>Seven years or more</i>
a) Desktop or portable computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Tablet devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Smartphones except for using text and calling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 Who mainly taught you how to do the following activities?

(Please mark one choice in each row)

	<i>My teachers</i>	<i>My family</i>	<i>My friends</i>	<i>I taught myself</i>	<i>I have never learned this</i>
a) Communicate over the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Create or edit documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Create or edit presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Change settings on an ICT device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Find information on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use programs and files in a computer network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 How often do you use ICT in these places?

Please do not count the use of smartphones when making phone calls or writing text messages.

(Please mark one choice in each row)

	<i>Never</i>	<i>Less than once a month</i>	<i>At least once a month but not every week</i>	<i>At least once a week but not every day</i>	<i>Every day</i>
a) At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) At other places (e.g. local library, Internet café)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 How often do you use ICT for each of the following activities?

(Please mark one choice in each row)

	<i>Never</i>	<i>Less than once a month</i>	<i>At least once a month but not every week</i>	<i>At least once a week but not every day</i>	<i>Every day</i>
a) Write or edit documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Use a spreadsheet to do calculations, store data or plot graphs (e.g. using Microsoft Excel ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Create a simple “slideshow” presentation (e.g. using Microsoft PowerPoint ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Record or edit videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Write computer programs, scripts or apps (e.g. using Scratch, Logo, VBA, Java)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use drawing, painting or graphics software or apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Produce or edit music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Build or edit a webpage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q22 How often do you use ICT to do each of the following communication activities?

(Please mark one choice in each row)

	<i>Never</i>	<i>Less than once a month</i>	<i>At least once a month but not every week</i>	<i>At least once a week but not every day</i>	<i>Every day</i>
a) Share news from current events on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Talk to friends, family, or other people using voice or video chat (e.g. Skype, FaceTime, WhatsApp, Viber)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Send texts or instant messages to friends, family, or other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Write posts and updates about what happens in your life on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ask questions on forums or Q&A, question and answer websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Answer other peoples' questions on forums or Q&A, question and answer websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Write posts for your own blog (e.g. WordPress, Tumblr, Blogger)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Post images or video in social networks or online communities (e.g. Facebook, Instagram or YouTube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Watch videos or images that other people have posted online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Tag others online in posts or images on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Send or forward information about events or activities to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23 How often do you use ICT to do each of the following leisure activities?

(Please mark one choice in each row)

	<i>Never</i>	<i>Less than once a month</i>	<i>At least once a month but not every week</i>	<i>At least once a week but not every day</i>	<i>Every day</i>
a) Search the Internet to find information about places to go or activities to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Read reviews on the Internet of things you might want to buy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Read news stories on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Search for online information about things you are interested in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Read posts or websites about things you are interested in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use websites, forums, or online videos to find out how to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Play single-player games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Play multi-player games using the same device as the other player(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Play multi-player games where each player uses his/her individual device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Listen to downloaded or streamed music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Watch downloaded or streamed TV shows or movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Buy things online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

USING ICT FOR SCHOOL

A04

Q24 How often do you use ICT for the following school-related purposes?
 (Please mark one choice in each row)

	<i>Never</i>	<i>Less than once a month</i>	<i>At least once a month but not every week</i>	<i>At least once a week but not every school day</i>	<i>Every school day</i>
a) Prepare reports or essays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Prepare presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Work online with other students from your own school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Work online with other students from other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Complete worksheets or exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Organize your time and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Write about your learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Complete tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Use software or applications to learn skills or a subject (e.g. mathematics tutoring software, language learning software)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Use the Internet to search for information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Use coding software to complete assignments (e.g. Scratch, Minecraft)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B01

Q25 **At school, how often do you use ICT during lessons in the following subjects or subject areas?**
(Please mark one choice in each row)

	<i>I don't study this subject / these subjects</i>	<i>Never</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In every or almost every lesson</i>
a) English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Spanish or other foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Sciences (general science and/or physics, chemistry, biology, geology, earth sciences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Human sciences /Humanities / Social studies (history, geography, civics, law, economics, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Creative arts (visual arts, music, dance, drama, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Information technology, computer studies or similar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Practical or vocational subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other (moral/ethics, physical education, home economics, personal and social development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q26 When studying throughout this school year, how often did you use the following tools during class?

(Please mark one choice in each row)

	<i>Never</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In every or almost every lesson</i>
a) Tutorial software or practice programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Word-processing software (e.g. Microsoft Word ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Presentation software (e.g. Microsoft PowerPoint ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Spreadsheets (e.g. Microsoft Excel®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Multimedia production tools (e.g. media capture and editing, web production)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Concept mapping software (e.g. Inspiration ®, Webspiration ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Tools that capture real-world data (e.g. speed, temperature) digitally for analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Simulations and modelling software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Computer-based information resources (e.g. websites, wikis, encyclopaedia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Interactive digital learning resources (e.g. learning games or applications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Graphing or drawing software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q27 How often have the following activities taken place in your lessons

this school year?

(Please mark one choice for each row)

	<i>Never</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In every or almost every lesson</i>
a) We use ICT to present information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My teacher uses ICT to present information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) We do tests on ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My teacher uses ICT to provide students with feedback on what they have learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) We work on projects using ICT to share resources and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) We use the Internet for research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) We use the Internet to contact external experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q28 At school, to what extent have you learned how to do the following tasks?

(Please mark one choice in each row)

	<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
a) Provide references to Internet sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Search for information using ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Present information for a given audience or purpose using ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Work out whether to trust information from the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Decide what information obtained from the Internet is relevant to include in school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Organize information obtained from Internet sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Decide where to look for information on the Internet about an unfamiliar topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Look for different types of digital information on a topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Build or edit a webpage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B05

Q29 At school, have you learned about the importance of the following topics?

(Please mark one choice in each row)

	Yes	No
a) To keep anti-virus software on computers up-to-date	<input type="checkbox"/>	<input type="checkbox"/>
b) To change passwords regularly (e.g. network account, email, social media)	<input type="checkbox"/>	<input type="checkbox"/>
c) To check the origin of emails before opening attachments	<input type="checkbox"/>	<input type="checkbox"/>
d) To log out of a shared computer at the end of a session	<input type="checkbox"/>	<input type="checkbox"/>
e) To use social media responsibly (e.g. what types of information you share about yourself or other people)	<input type="checkbox"/>	<input type="checkbox"/>

YOUR THOUGHTS ABOUT USING ICT

C03

Q30 How well can you do each of these tasks when using ICT?

(Please mark one choice in each row)

	<i>I know how to do this</i>	<i>I have never done this but I could work out how to do this</i>	<i>I do not think I could do this</i>
a) Search for and find a file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Edit digital photographs or other graphic images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Create a database (e.g. using Microsoft Access ®)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Write or edit text for a school assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Search for and find relevant information for a school project on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Build or edit a webpage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Change the settings on your device to improve the way it operates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Use a spreadsheet to do calculations, store data or plot a graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Create a computer program, macro, or app (e.g. in Scratch, Logo, VBA, Java)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Set up a local area network of computers or other ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Create a multi-media presentation (with sound, pictures, or video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Upload text, images, or video to an online profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Insert an image into a document or message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Install a program or app	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Judge whether you can trust information you find on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C03

Q30 How well can you do each of these tasks when using ICT?

(Please mark one choice in each row)

	<i>I know how to do this</i>	<i>I have never done this but I could work out how to do this</i>	<i>I do not think I could do this</i>
p) Select information from within a digital source to use in an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Create the best layout for a digital product to help viewers understand information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C04

Q31 How much do you agree or disagree with the following statements about ICT?

(Please mark one choice in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) I would like to study subjects related to ICT after high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I hope to find a job that involves advanced ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Learning how to use ICT applications will help me to do the work I am interested in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Knowing as much as possible about ICT will help me get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) It is no longer possible to find work without knowing how to use ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q32 How much do you agree or disagree with the following statements about the use of ICT in society?

(Please mark one choice in each row)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Advances in ICT usually improve people's living conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ICT helps us to understand the world better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Using ICT makes people more isolated in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Using ICT helps people to relate better to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) With more ICT there will be fewer jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) People spend far too much time using ICT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) ICT is valuable to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Advances in ICT bring many social benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Using ICT may be dangerous for people's health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDYING INFORMATION TECHNOLOGY

**DO
1**

Q33 When studying during the current school year, to what extent have you learned how to do the following tasks?

(Please mark one choice in each row)

	<i>To a large extent</i>	<i>To a moderate extent</i>	<i>To a small extent</i>	<i>Not at all</i>
a) Display information in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Break a complex process into smaller parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Understand diagrams that describe or show real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Plan tasks by setting out the steps needed to complete them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Identify the most efficient solution to a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use tools to make diagrams that help solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Use simulations to help understand or solve real world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Make flow diagrams to show the different parts of a process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Record and evaluate data to understand and solve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Work with instructions to complete or describe tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Use real-world data to review and revise solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D02

Q34 How well do you think you can do the following tasks?

(Please mark one choice in each row)

	<i>Very well</i>	<i>Fairly well</i>	<i>Not very well</i>	<i>Not at all</i>
a) Display information in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Break a complex process into smaller parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Understand diagrams that describe or show real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Plan tasks by setting out the steps needed to complete them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Identify the most efficient solution to a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Use tools to make diagrams that help solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Use simulations to help understand or solve real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Make flow diagrams to show the different parts of a process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Record and evaluate data to understand and solve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Work with instructions to complete or describe tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Use real-world data to review and revise solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D03

Q35 Do you study computing, computer science, information technology, informatics or similar in the current school year?

Yes

No

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THE QUESTIONNAIRE