International Computer and Information Literacy Study (ICILS 2023) Pilot Field Test

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Volume 2 - Questionnaires

Submitted by:

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Institute of Education Sciences (IES)
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INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY

(ICILS) 2023

Student, Teacher, ICT Coordinator, and Principal Questionnaires

PAPERWORK BURDEN STATEMENT

The Paperwork Reduction Act and the NCES confidentiality statement are indicated below. Appropriate sections of this information are included in the consent forms and letters. The statements will be included in the materials used in the study.

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If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any other concerns, please write to: International Computer and Information Literacy Study (ICILS), National Center for Education Statistics, Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

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OMB No. 1850-0803 Approval Expires 6/30/2022

INTRODUCTION TO THE ASSESSMENT

As documented in Volume 1, the 2023 ICILS pilot field test include student assessment modules and the following questionnaires asked of students, teachers, ICT coordinators, and principals.

SURVEY QUESTIONNAIRES

Students will take a questionnaire during the ICILS pilot field test in addition to the assessment modules. Included here are 2023 ICILS draft international versions of the student, teacher, ICT coordinator, and principal questionnaires. These questionnaires have been adapted for language and education context specific to the U.S. and are waiting for approval from IEA. *If additional changes are suggested by IEA, the final versions of questionnaires will be submitted to OMB in a revised version of this package before the administration of the pilot field test.*

1) ICILS 2023 PILOT FIELD TEST STUDENT QUESTIONNAIRE (ALL QUESTIONS)

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 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide may be used only for statisticalpurposes and may not be disclosed, or used, in identifiable form for any other purpose except asrequired by law (20 U.S.C. §9573 and 6 U.S.C. §151).

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OMB No. 1850-0803, Approval Expires 06/30/2022.

Introduction

In this questionnaire you will answer questions about yourself and about your use of Information and Communication Technology (ICT).

In this questionnaire ICT can refer to:

- Computers (including desktop, laptop, Chromebook, and tablet devices)
- smartphones, except when being used for talk and text

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

You will be asked some questions about using ICT when you do your *schoolwork*.

Schoolwork refers to:

- Any work you are required or choose to do for the subjects you study at school.
- Work given to you by your teachers, or other work you do (such as additional reading or practice exercises) that helps you to learn or study in any of your school subjects.
- Work you do when you are at school and work you do when you are at home, or any other place outside of school.

Please read each question carefully and answer as accurately as you can. In this questionnaire, you will mostly answer by clicking on a button or selecting an option from a dropdown menu. You can change your responses at any time until you have clicked on 'I've finished' at the end of the questionnaire, after this point you can no longer change any of your answers.

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. Select the answers 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.

All your answers will be kept private.

ABOUT YOU

2018: Q1

Q1 When were you born?

Month (January – December) {Radio buttons for each of the 12 months}

Year (2002 – 2013) {Radio buttons for each of the 12 years}

2018: Q2

Q2 What is your gender?

Female Male

National question

Q3 Are you Hispanic or Latino?

(Please mark one choice only)

- Yes, I am Hispanic or Latino ○
- No, I am not Hispanic or Latino ○

National question

Q4 Which of the following best describes you?

(Please mark all choices that apply)

- American Indian or Alaska Native ○
- Asian ○
- Black or African American ○
- Native Hawaiian or other Pacific Islander ○
- White ○

2018: Q3

Q5 What is the highest level of education you expect to complete?

(Please mark one choice only)

- Bachelor's degree (4-year college program) OR Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (Ph.D. or EdD) ○
- Associate's degree (2-year college program) ○
- High school graduate ○
- Some high school ○
- I do not expect to complete high school ○

YOUR HOME AND YOUR FAMILY

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

Some of these questions will be about your 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 spend your time with one parent only, please answer the following questions for this parent only (as parent or guardian 1).

2018: Q4

Q6 **In what country were you and your parents or guardians born?**
*(Please mark one choice in each **column**)*

	You	parent or guardian 1	parent or guardian 2
United States	○	○	○
	○	○	○
	○	○	○
Another country	○	○	○

2018: Q5

Q7 **What language do you speak at home most of the time?**
(Please mark one choice only)

English ○

Spanish ○

○

Another language ○

2018: Q6

Q8 Does your parent or guardian 1 work in a paid job?

Yes ○

No ○

2018: Q7a

Q9a What is your parent or guardian 1's main job?

(Please write his/her job title, e.g., high school teacher, kitchen hand, sales manager)

2018: Q8a

Q10a What does your parent or guardian 1 do in his/her main job?

(Please write a sentence to describe the kind of work he/she does in that job, e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

2018: 7b

Q9b What was your parent or guardian 1's last main job?

(Please write the job title, e.g., high school teacher, kitchen hand, sales manager. Or, if he/she has never had a paid job, please write what he/she is currently doing.)

2018: 8b

Q10b What did your parent or guardian 1 do in his/her last main job?

(Please write a sentence to describe the kind of work he/she did in that job, for example, taught high school students, helped the cook prepare meals in a restaurant, managed a sales team. Or what he/she is currently doing if he/she has never had a paid job.)

2018: Q9

Q11 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 one choice only)

- Bachelor's degree (4-year college program) OR Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (Ph.D. or EdD)
- Associate's degree (2-year college program)
- High school graduate
- Some high school
- He/she did not complete high school.

2018: Q10

Q12 Does your parent or guardian 2 work in a paid job?

Yes ○

No ○

2018: Q11a

Q13a What is your parent or guardian 2's main job?

(Please write his/her job title, e.g., high school teacher, kitchen hand, sales manager)

2018: Q12a

Q14a What does your parent or guardian 2 do in his/her main job?

(Please write a sentence to describe the kind of work he/she does in that job, e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

2018: Q11b

Q13b **What was your parent or guardian 2's last main job?**
(Please write his/her last job title, e.g., high school teacher, kitchen hand, sales manager. Or, if he/she has never had a paid job, please write what he/she is currently doing.)

2018: Q12b

Q14b **What did your parent or guardian 2 do in his/her last main job?**
(Please write a sentence to describe the kind of work he/she did in that job, e.g., taught high school students, helped the cook prepare meals in a restaurant, managed a sales team. Or what he/she is currently doing if he/she has never had a paid job.)

2018: Q13

Q15 What is the highest level of education completed by your parent or guardian 2?

If you are not sure which level to choose, please ask the test administrator for help.

(Please mark one choice only)

- Bachelor's degree (4-year college program) OR Master's degree or professional degree (MD, DDS, lawyer, minister) OR Doctorate (Ph.D. or EdD) ○
- Associate's degree (2-year college program) ○
- High school graduate ○
- Some high school ○
- He/she did not complete high school. ○

2018: Q14

Q16 About how many books are there in your home?

Do not count magazines, newspapers, comic books, ebooks or your schoolbooks.

(Please mark one choice only)

- 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) ○

2018: Q15b

Q17a Do you have an Internet connection at home?

(Please mark one choice only)

Yes	○	(**Note:** Student will be directed to Q15B.)
No	○	(**Note:** Student will be directed to Q16.)

New for 2023

Q17b The quality of your home Internet connection

(Please mark one choice in each row)

		Never or almost never	*At least once a week but not every day*	*Once a day*	*More than once a day*
a)	How often does the Internet connection in your home cut off (disconnects for 5 minutes or longer) and it makes it difficult for you to do your schoolwork?	○	○	○	○
b)	How often is the Internet connection in your home so slow that it makes it difficult for you to do your schoolwork?	○	○	○	○

2018: Q15

Q18a How many of the following ICT devices are currently used in your home?

(Please mark one choice in each row)

		None	*One*	*Two*	*Three or more*
a)	Desktop or laptop computers	O	O	O	O
b)	Tablet devices (e.g., iPad, Surface Pro, Kindle)	O	O	O	O
c)	Smartphones	O	O	O	O

New for 2023

Q18b Can you access the following ICT devices at home whenever you need to use them <u>for your schoolwork</u>?

(Please mark one choice in each row)

		Never	*Sometimes*	*Most times*	*Always*
a)	Desktop or laptop computer	O	O	O	O
b)	Tablet device (e.g., iPad, Surface Pro, Kindle)	O	O	O	O
c)	Smartphone	O	O	O	O

YOUR GENERAL USE OF ICT

2018: Q16

Q19 How long have you been using computers (including desktop, laptop, Chromebook and tablet devices)?

(Please mark one choice only)

a) Less than a year ○

b) At least 1 year but less than 3 years ○

c) At least 3 years but less than 5 years ○

d) At least 5 years but less than 7 years ○

e) 7 years or more ○

2018: Q18

Q20 How <u>often</u> 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)

On school days

	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**, less than one hour*	***Every day**, at least one hour but less than two hours*	***Every day**, at least two hours but less than three hours*	***Every day**, three hours or more*
a) At school for schoolwork	○	○	○	○	○	○	○	○
b) At school for other purposes	○	○	○	○	○	○	○	○
c) Outside of school for schoolwork	○	○	○	○	○	○	○	○
d) Outside of school for other purposes	○	○	○	○	○	○	○	○

On non-school days (e.g., weekends and holidays)

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

	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**, less than one hour*	***Every day**, at least one hour but less than two hours*	***Every day**, at least two hours but less than three hours*	***Every day**, three hours or more*
e) Outside of school for schoolwork	○	○	○	○	○	○	○	○
f) Outside of school for other purposes	○	○	○	○	○	○	○	○

New for 2023

Q21 Outside of school and <u>not for schoolwork</u>, how often do you use ICT for the following activities?

(Please mark one choice in each row)

	Never	*Less than once a month*	*At least once a month but not every week*	*At least once a week but not every day*	***Every day**, less than one hour*	***Every day,** at least one hour but less than two hours*	***Every day,** at least two hours but less than three hours*	***Every day,** three hours or more*
a) Private communication with friends or family (e.g., emailing, instant messaging, voice or video chatting)	○	○	○	○	○	○	○	○
b) Public communication with others on the Internet (e.g., posting on social media, live streaming, uploading videos, commenting, posting on forums, writing blog posts)	○	○	○	○	○	○	○	○
c) Staying up to date about the things I'm interested in (e.g., read news sites or articles, watch informative videos, listen to podcasts, read product reviews, search for places to go or things to do)	○	○	○	○	○	○	○	○
d) Personal entertainment (e.g., watching videos/TV shows/movies, checking social media, playing video games)	○	○	○	○	○	○	○	○

e) Working on digital creative or hobby projects (e.g., video editing and production, music/audio editing and production, photo editing, graphic design, 3D modelling, web design, programming, game development)

f) Using instructions, courses or videos to learn how to do something new or practice a skill (e.g., cooking, craft projects, playing a musical instrument)

	New for 2023			
This question is an international option.				
Q22a	**Do your parents or guardians place a limit on the amount of screen time/time you are allowed to be looking at screens (e.g., computer, tablet device, phone and television) when you are <u>not at school</u>?**			
	(Please mark one choice for school days and one choice for non-school days)			
	On school days		**On non-school days (e.g., weekends and holidays)**	
	Yes – and it includes the time I spend doing schoolwork on a screen	○	Yes – and it includes the time I spend doing schoolwork on a screen	○
	Yes – but it does not include the time I spend doing schoolwork on a screen	○	Yes – but it does not include the time I spend doing schoolwork on a screen	○
	No – there is no limit	○	No – there is no limit	○

	New for 2023	
This question is an international option.		
Q22b	**Do your parents or guardians tell you when they think you have been looking at screens (e.g., computer, tablet device, phone and television screens) for too long?**	
	(Please mark one choice only)	
	Yes	○
	No, even when I have been looking at screens for a long time	○
	No, because I do not look at screens for very long	○

New for 2023

Q23a To what extent have you learned how to do the following Internet-related tasks at school and outside of school?

*(Please use the dropdown menus to select one option for **At school** and one option for **Outside of school**)*

		At school	*Outside of school*
a)	Use the Internet to find information (e.g., by using websites, databases, archives, digital libraries, search engines)	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
b)	Refine Internet searches, so the results better match what you are looking for	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
c)	Evaluate the reliability (trustworthiness) of information on the Internet to use for your schoolwork	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
d)	Decide what information found on the Internet is relevant to include in schoolwork	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
e)	Include accurate references to Internet sources you have used for your schoolwork	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
f)	Judge whether a message from someone is a scam (e.g., a message that tricks you into downloading a virus)	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
g)	Manage privacy settings for Internet accounts and ICT devices (e.g., control who can contact you and what information about you is shared with advertising companies)	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all

New for 2023

Q23b To what extent have you learned how to do the following ICT tasks at school and outside of school?

*(Please use the dropdown menus to select one option for **At school** and one option for **Outside of school**)*

		At school	*Outside of school*
a)	Organize files (such as documents or media) stored on a digital device	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
b)	Edit the layout and formatting of documents to make them easier for readers to understand (e.g., text formatting, line spacing, margins, alignment, columns, indentation, tables and lists)	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
c)	Edit the design of content in slideshow presentations to make them easier for the audience to understand (e.g., heading text, body text, colors, images, backgrounds, transitions, shapes, tables and lists)	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
d)	Edit digital images and photos	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
e)	Create animations	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
f)	Edit videos	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
g)	Complete calculations using a spreadsheet	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all

h)	Create computer programs using a visual programming editor (e.g., Alice, GameMaker, Kodu, Lego Mindstorms, Scratch)	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all
i)	Write computer programs using a text-based programming language (e.g., Python, JavaScript, Lua, Swift)	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all	**Dropdown options:** To a large extent, To a moderate extent, To a small extent, Not at all

New for 2023

Q23c To what extent have you learned about the following topics at school?

(Please mark one choice in each row)

		To a large extent	*To a moderate extent*	*To a small extent*	*Not at all*
a)	How to successfully collaborate with others on schoolwork using ICT	○	○	○	○
b)	Responsible and respectful use of social media (including the use of images and personal information)	○	○	○	○
c)	How to recognize cyberbullying	○	○	○	○
d)	How to report cyberbullying	○	○	○	○
e)	Physical health and ICT use	○	○	○	○
f)	Psychological health and ICT use	○	○	○	○

YOUR EXPERIENCE OF USING ICT TO DO SCHOOLWORK

New for 2023

Q24 How often do you use ICT for each of the following activities <u>when completing schoolwork</u> at school and outside of school?

*(Please use the dropdown menus to select one option for **At school** and one option for **Outside of school**)*

	At school	*Outside of school*
a) Use the Internet (e.g., by using websites, databases, archives, digital libraries, search engines) to find information	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
b) Read e-books	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
c) Create documents (e.g., reports, essays, creative writing) for a specific purpose and audience	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
d) Create "slideshow" presentations (e.g., using Microsoft PowerPoint, Apple Keynote, Google Slides) for a specific purpose and audience	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
e) Produce or edit videos or animation productions for a specific purpose and audience	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
f) Produce drawings or graphic designs for a specific purpose and audience	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
g) Create podcasts	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day

h) Use software or apps to practice skills for a school subject (e.g., mathematics tutoring software, language learning software)	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
i) Use software to organize your time and plan your schoolwork	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
j) Complete tests or assignments where you are not allowed to ask for help from other people	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
k) Write computer programs, games or apps (e.g., using Python, JavaScript, Lua, Scratch)	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
l) Collaborate with other students on schoolwork	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
m) Collect and store data in a spreadsheet or database (e.g., using Microsoft Excel, Apple Numbers, Google Sheets)	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
n) Create graphs from data using a spreadsheet or graphing software (e.g., Microsoft Excel, Apple Numbers, Google Sheets, Canva)	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
o) Add content to forums, websites, or wikis to publish and share information about schoolwork	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day
p) Use learning games	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day	**Dropdown options:** Never, Less than once a month, At least once a month but not every week, At least once a week but not every day, Once a day, More than once a day

New for 2023

Q25 Outside of school, how often do you do the following activities not related to your schoolwork at the same time as doing your schoolwork?

(Please mark one choice in each row)

		Never	*Almost never*	*Sometimes*	*Often*	*Very often*
a)	Text chat with others (with any device including smartphones)	O	O	O	O	O
b)	Use social media to post content	O	O	O	O	O
c)	Check social media for new posts or responses to my posts	O	O	O	O	O
d)	Use the Internet to find information about things that interest me	O	O	O	O	O
e)	Play digital media (e.g., live streams, YouTube, Facebook Stories, TikToks, Snapchat Stories, podcasts)	O	O	O	O	O
f)	Play games (with any device including virtual assistants like Amazon Alexa, Google Home and Siri)	O	O	O	O	O
g)	Read books, magazines, or comics (on any device)	O	O	O	O	O
h)	Listen to music or the radio (on any device)	O	O	O	O	O
i)	Watch television	O	O	O	O	O

ICILS 2018: Q23

Q26 i) How often do you use ICT for learning in your lessons at school?

ii) Does using ICT in lessons improve your learning?

*(Please select one option for each subject using the first dropdown menu (**i**).)*

*(If you use ICT for your learning in your lessons in a subject, please also select one option using the second dropdown menu (**ii**.).*

	i. How often do you use ICT for learning in your lessons at school?	ii. Does using ICT in lessons improve your learning?
a) English Language Arts	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning
b) Spanish or other foreign language	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning
c) Mathematics	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning
d) Sciences (general science and/or physics, chemistry, biology, geology, earth sciences)	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning
e) Human sciences /humanities / social studies (history, geography, civics, law, economics, etc.)	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning
f) Creative arts (visual arts, music, dance, drama, etc.)	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning
g) Information technology, computer studies or similar	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning
h) Practical or vocational subjects (e.g., mechanics and	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning

repair, healthcare occupations, construction trades)		
i) Other (e.g., moral/ethics, physical education, personal and social development)	**Dropdown options:** I do not study this subject / these subjects; Never; In some lessons; In most lessons; In every or almost every lesson	**Dropdown options**: When I use ICT it improves my learning; When I use ICT it does **not** improve my learning

ICILS 2018: Q24

Q27 When studying throughout this school year, how often did you use the following tools during lessons?

(*Please mark one choice in each row*)

	Never	*In some lessons*	*In most lessons*	*In every or almost every lesson*
a) Word-processing software (e.g., Microsoft Word, Apple Pages, Google Docs)	O	O	O	O
b) Presentation software (e.g., Microsoft PowerPoint, Apple Keynote, Google Slides)	O	O	O	O
c) Spreadsheets (e.g., Microsoft Excel, Apple Numbers, Google Sheets)	O	O	O	O
d) Multimedia production tools (e.g., video editing, audio/music mixing, animation)	O	O	O	O
e) Concept mapping software (e.g., Inspiration, Webspiration)	O	O	O	O
f) Tools that capture real-world data (e.g., speed, temperature) digitally for analysis	O	O	O	O
g) Simulations and modelling software (e.g., physics simulators)	O	O	O	O
h) Computer-based information resources (e.g., websites, wikis, encyclopaedia)	O	O	O	O
i) Interactive digital learning resources (e.g., learning games or apps.)	O	O	O	O
j) Drawing and graphic design software (e.g., logo design, poster design, character illustration)	O	O	O	O
k) A learning management system (e.g., Canvas, Moodle, Blackboard, Edmodo)	O	O	O	O
l) A video conferencing system (e.g., Zoom, Google Meet, Microsoft Teams)	O	O	O	O
m) A computer programming/coding environment (e.g., Python, JavaScript, Lua, Scratch)	O	O	O	O

YOUR THOUGHTS ABOUT USING AND LEARNING ABOUT ICT

ICILS 2018: Q27

Q28 How well can you do each of these tasks when using ICT?

(Please mark one choice in each row)

	Very well	*Moderately well*	*I have never done this, but I could work out how to do it*	*I do **not** think I could do this*
a) Edit digital photographs or other graphic images	O	O	O	O
b) Write or edit text for a school assignment	O	O	O	O
c) Search for relevant information for a school project on the Internet	O	O	O	O
d) Build or edit a webpage	O	O	O	O
e) Change the settings on a device to suit your needs and preferences	O	O	O	O
f) Create a multi-media presentation (with sound, pictures, or video)	O	O	O	O
g) Upload text, images, or video to an online profile	O	O	O	O
h) Insert an image into a document or message	O	O	O	O
i) Install a program or app	O	O	O	O
j) Judge whether you can trust information you find on the Internet	O	O	O	O
k) Use a text-based programming language (e.g., Python, JavaScript, Lua, Swift) to write a simple computer program	O	O	O	O
l) Use visual coding (e.g., Alice, GameMaker, Kodu, Lego Mindstorms, Scratch) to develop a program that someone else could use	O	O	O	O
m) Find the original sources of information referred to in an article on the Internet, if the URL is not given	O	O	O	O

ICILS 2018: Q28

Q29 How much do you agree or disagree with the following statements about ICT?

(Please mark one choice in each row)

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
a) Advances in ICT usually improve people's living conditions.	O	O	O	O
b) ICT helps us to understand the world better.	O	O	O	O
c) Using ICT makes people more isolated in society.	O	O	O	O
d) With more ICT there will be fewer jobs.	O	O	O	O
e) People spend far too much time using ICT.	O	O	O	O
f) ICT is valuable to society.	O	O	O	O
g) Advances in ICT bring many social benefits.	O	O	O	O
h) Using ICT may be dangerous for people's health.	O	O	O	O
i) I would like to study subjects related to ICT after high school.	O	O	O	O
j) I hope that using ICT is a very important part of my future job.	O	O	O	O
k) I hope that my future job involves programming.	O	O	O	O
l) Learning how to use ICT applications will help me to do the work I am interested in.	O	O	O	O
m) It is important for students to learn how to use ICT at school.	O	O	O	O
n) Using ICT at school makes learning more fun.	O	O	O	O
o) Learning how to use ICT well will help me get a well-paid job.	O	O	O	O
p) It is important for students to learn programming at school.	O	O	O	O
q) It is important for students to keep up to date with changes in ICT.	O	O	O	O

ICILS 2018: Q29

ICILS 2018: Q29

Q30 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)

		To a large extent	*To a moderate extent*	*To a small extent*	*Not at all*
a)	Use a solution that works for one problem to help solve a different problem	○	○	○	○
b)	Solve a hard problem by splitting it into a few easier problems	○	○	○	○
c)	Make diagrams that explain concepts or systems (e.g., electric circuits, plant growth, the water cycle)	○	○	○	○
d)	Plan tasks by setting out the steps needed to complete them	○	○	○	○
e)	Detect patterns in data	○	○	○	○
f)	Use simulations to help understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world)	○	○	○	○
g)	Make flow diagrams to show how a computer program should work	○	○	○	○
h)	Systematically test computer programs to find bugs, errors, or other problems	○	○	○	○
i)	Use data to better understand real-world problems	○	○	○	○

2018: Q30

Q31 Do you study computing, computer science, information technology, informatics or similar in the current school year?

- Yes – as a specific subject ○
- Yes – within my other subjects ○
- No ○

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THE QUESTIONNAIRE

2) ICILS 2023 PILOT FIELD TEST TEACHER QUESTIONNAIRE (ALL QUESTIONS)

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 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide may be used only for statisticalpurposes and may not be disclosed, or used, in identifiable form for any other purpose except asrequired by law (20 U.S.C. §9573 and 6 U.S.C. §151).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collectionof information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0803. 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 reviewthe 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, Potomac Center Plaza (PCP), 550 12th St., SW, 4th floor, Washington, DC 20202.

The Australian Council *for* Educational Research

OMB No. 1850-0803, Approval Expires 06/30/2022.

IEA International Computer and Information Literacy Study - Field Trial - English (United States)
You are logged in as: 999999 Logout
Teacher Questionnaire – ICILS 2023 – Field Trial

Teacher Questionnaire – ICILS 2023 – Field Trial

INTRODUCTION FOR TEACHERS TO THE QUESTIONNAIRE

About this questionnaire
Thank you for taking part in the field trial for the 2023 International Computer and Information Literacy Study (ICILS). The purpose of this study 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:
- Computers (including desktop, laptop, Chromebook, and tablet devices)
- Smartphones, except when being used for talk andtext

In this questionnaire you will find questions about:
- Your background and familiarity with ICT
- Your learning about the use of ICT in teaching
- The use of ICT in teaching and learning at your school
- Your use of ICT in teaching a reference eighth-grade class.

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, assembly, etc.) on or after the Tuesday 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.

Please answer as accurately as you can. You will mostly answer by clicking on a button. You can change your responses at any time until you have clicked on 'I've finished' at the end of the questionnaire, after this point you can no longer change any of your answers.

We have estimated that it will take less than 30 minutes of your time to complete the questionnaire. Thank you for making that time available.

Completing the questionnaire
To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to save your responses by clicking on the "Next" or "Previous" button, or by clicking on the Table of Contents link. To go to a particular section or item, please click on the corresponding link in the "Table of Contents." For some questions, you will be automatically taken to the appropriate next question based on your response.

You may exit the questionnaire by clicking on the Logout link at any time and log in again later. All your responses will be saved automatically and be available for you when resuming the questionnaire at a later point.

When you have completed the questionnaire, please click on the "Finish" button at the end of the questionnaire to submit your answers. You will not be able to re-enter the questionnaire once you have submitted your answers.

We thank you for your effort and cooperation!

About You

Q1 What is your gender?

Female
Male

Q2 How old are you?

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 lessons each week in this school. The exact name of one or more of your subjects may not appear in the list for each category. If it does not, please mark the category you think best fits the subject.)

- [x] English Language Arts
- [ ] Spanish or other foreign languages
- [x] Mathematics
- [ ] Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical science, etc.)
- [ ] 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
- [x] Practical and vocational subjects (e.g., mechanics and repair, healthcare occupations, construction trades)
- [ ] Other (e.g., moral/ethics, physical education, 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 school and another school
- ○ In this school and in two other schools
- ○ In this school and in three or more other schools

Q5A What year did you start teaching?

(Please write in a year)

[ ]

Q5B At the end of this school year, how many years will you have taught altogether?

[ ]

Your Use of ICT

Q6 Approximately how long have you been using ICT for *teaching* purposes?

(Please mark only one choice in each row)

	Never	*Less than two years*	*At least 2 years but less than 5 years*	*At least 5 years but less than 10 years*	*10 years or more*
a) During lessons	○	◉	○	○	○
b) Preparing lessons	○	○	○	◉	○
c) After lessons (e.g., for marking student work or reporting student learning progress)	○	○	○	○	◉

Q7 How well can you do these tasks using ICT?

(Please mark one choice in each row)

	I know how to do this very well	*I know how to do this moderately well*	*I haven't done this, but I could find out how*	*I do not think I could do this*
a) Find useful teaching resources on the Internet	○	○	○	○
b) Contribute to a discussion forum / user group on the Internet (e.g., a wiki or blog)	○	○	○	○
c) Produce presentations (e.g., Microsoft PowerPoint, Apple Keynote, Google Slides) with simple animation functions	○	○	○	○
d) Use the Internet for online purchases and payments	○	○	○	○
e) Prepare lessons that involve the use of ICT by students	○	○	○	○
f) Use a spreadsheet program (e.g., Microsoft Excel, Apple Numbers, Google Sheets) for keeping records	○	○	○	○
g) Use a spreadsheet program (e.g., Microsoft Excel,	○	○	○	○

	Apple Numbers, Google Sheets) for analyzing data
h)	Assess student learning
i)	Collaborate with others using shared resources (e.g., Google Workspace, Office 365, Microsoft Teams)
j)	Use a learning management system (e.g., Canvas, Moodle, Blackboard, Edmodo)
k)	Identify Internet scams
l)	Edit video content for use in teaching
m)	Create computer-based assessments that record students' responses to questions (e.g., Kahoot, Google Forms, Microsoft Forms)

Your Use of ICT

Q6 Approximately how long have you been using ICT for *teaching* purposes?

(Please mark only one choice in each row)

	Never	*Less than two years*	*At least 2 years but less than 5 years*	*At least 5 years but less than 10 years*	*10 years or more*
a) During lessons	○	○	◉	○	○
b) Preparing lessons	○	○	○	◉	○
c) After lessons (e.g., for marking student work or reporting student learning progress)	○	○	○	○	◉

Q7 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*	*Once every day*	*More than once every day*
a) At school when teaching	○	◉	○	○	○	○
b) At school for other work-related purposes	○	○	○	○	○	○
c) Outside school for teaching	○	○	◉	○	○	○
d) Outside school for other work-related purposes	○	○	◉	○	○	○
e) Outside school for non-work-related purposes	○	○	○	○	◉	○

Learning to Use ICT in Teaching

Q8

i. How often have you participated in professional learning activities dealing with the following content areas in the past two years?
and
ii. Do you need to do more professional learning activities dealing with the following content areas in the future?

(Please mark one choice for (i) and one choice for (ii) in each row.)

	(i)			*(ii)*	
	Not at all	*Once only*	*More than once*	*I need to do more professional learning related to this content*	*I do not need to do more professional learning related to this content*
a) ICT technical skills in the use of productivity applications (e.g., word processor, presentation software, Internet use, spreadsheets)	○	◉	○	○	○
b) Integrating ICT into teaching and learning	○	○	○	○	○

c) The use of subject-specific digital teaching and learning resources	○	○	○	◉
d) The use of ICT for students with special needs or specific learning difficulties	○	○	○	◉
e) How to use ICT to support students' personalized learning	○	○	◉	○
f) Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	○	◉	○	○
g) Supporting students' capabilities to evaluate the reliability of Internet-based information sources	○	○	○	○
h) Supporting students' capabilities to identify deceptive Internet practices (e.g., scams, fake news, fake images, fake reviews, bots)	○	○	○	○
i) The use of visual coding platforms (e.g., Alice, GameMaker, Kodu, Lego Mindstorms, Scratch) for teaching and learning	◉	○	○	○

Q9 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)

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
a) I work together with other teachers on improving the use of ICT in classroom teaching.	○	○	○	◉
b) I collaborate with colleagues to develop ICT-based lessons.	○	○	◉	○
c) I observe how other teachers use ICT in teaching.	○	○	○	○
d) I discuss with other teachers how to use ICT in teaching topics.	○	○	○	○
e) I share ICT-based resources with other teachers in my school.	◉	○	○	○
f) I work together with other teachers to find personalized ICT-based resources for individual students.	○	○	○	○
g) I work together with other teachers to keep track of ICT competencies taught across subjects.	○	○	◉	○
h) I work together with other teachers to create teaching materials that include the use of ICT in the classroom.	○	◉	○	○
i) Other teachers observe how I use ICT in teaching.	○	◉	○	○

Learning to Use ICT in Teaching

Q8 Did your initial teacher education include the following aspects of using ICT to support teaching and learning?

(Please mark one choice in each row)

	Yes	*No*	*I cannot remember*
a) ICT technical skills in the use of productivity applications (e.g., word processor, presentation software, Internet use, spreadsheets)	◉	○	○
b) Using ICT to enhance the teaching and learning of subject-specific content	○	◉	○
c) General approaches (relevant across subjects) to using ICT to enhance teaching and learning	○	◉	○
d) Using ICT to collaborate with other teachers	○	○	○
e) Using ICT to assess student learning	◉	○	○
f) Supporting students' capabilities to evaluate the reliability of Internet-based information sources	◉	○	○
g) Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	○	○	○
h) Supporting students' use of ICT as a tool for problem-solving	○	○	○

Using ICT in Teaching and Learning at Your School

Q10 Does each of the following statements, regarding your school's vision/plan for using ICT to support teaching and learning, apply to your school?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this does not help improve the effective use of ICT in teaching and learning*
a) My school has a clear vision/plan for using ICT to support teaching and learning.	○	◉	○

Q10 (cont) Does each of the following statements, regarding your school's vision/plan for using ICT to support teaching and learning, apply to your school?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this does not help improve the effective use of ICT in teaching and learning*
b) The school's vision/plan for using ICT to support teaching and learning is built upon the teaching and learning practices in the school.	○	◉	○
c) The school's vision/plan for using ICT to support teaching and learning is appropriate to the school context.	○	○	◉

Q11 Have you participated in the following activities and processes to support the effective use of ICT in teaching and learning?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this does not help improve the effective use of ICT in teaching and learning*
a) I have been provided individual (one-to-one) support regarding my use of ICT in my teaching.	○	◉	○
b) I have used ICT in my teaching through participating in a team-teaching (collaborative teaching) method.	○	○	◉
c) I have participated in a process of observing other teachers' use of ICT in their teaching and/or having other teachers observe my use of ICT in my teaching.	○	○	○
d) I have an individualized professional learning plan regarding my use of ICT in my teaching.	○	◉	○

Q12 Which statement below best describes how you created your individualized professional learning plan for your use of ICT in your teaching?

(Please mark one choice only)

- ○ I created the plan without collaboration.
- ◉ I voluntarily collaborated with colleagues to create my plan.
- ○ I participated in formal, collaborative school processes to create my plan.
- ○ I voluntarily collaborated with colleagues and participated in formal, collaborative school processes to create my plan.

Q13 Does your school provide teachers with guidance (e.g., suggested activities for students, advice on lesson planning or classroom management and ICT use) to assist their use of ICT in their teaching?

(Please mark one choice only)

- ○ No, teachers find or develop methods to use ICT in their teaching themselves, without guidance from the school.
- ○ Yes, teachers are provided with guidance, but the school **does not** offer support to address teachers' professional learning needs regarding the implementation of this guidance.
- ○ Yes, teachers are provided with guidance and the school offers support to address teachers' professional

learning needs regarding the implementation of this guidance.

Q14 Does your school provide teachers with digital learning materials and other resources to assist their use of ICT in their teaching?

(Please mark one choice only)

- ○ No, teachers find or develop their own digital learning materials and other resources, without them being provided by the school.
- ○ Yes, teachers are provided with digital learning materials and other resources they can use, but the school **does not** offer support to address teachers' professional learning needs regarding their use.
- ○ Yes, teachers are provided with digital learning materials and other resources, and the school offers support to address teachers' professional learning needs regarding their use.

Q15 Are expert or experienced teachers encouraged to mentor their colleagues in the use of ICT in their teaching?

(Please mark one choice only)

- ○ No.
- ○ Yes, the school provides the mentors time and money to manage this.
- ○ Yes, the school provides the mentors time but **not** money to manage this.
- ○ Yes, the school provides the mentors money but **not** time to manage this.
- ○ Yes, but the school **does not** provide the mentors time or money to manage this.

Q16 Do leaders in your school coordinate their efforts to help improve the use of ICT in teaching and learning across the school?

(Please mark one choice only)

- ○ No.
- ○ Yes, leaders coordinate their efforts, but this **does not** help improve the effective use of ICT in teaching and learning.
- ○ Yes, leaders coordinate their efforts, and this helps improve the effective use of ICT in teaching and learning.

Q17 To what extent do teachers in your school have a shared understanding of the use of ICT to support teaching and learning?

(Please mark one choice only)

- ○ Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.
- ○ Teachers have a shared understanding of the use of ICT to support teaching and learning, but this understanding is not specific to subject areas or specialties.
- ○ Teachers talk about ICT use, but do **not** have a shared understanding of the use of ICT to support teaching and learning.
- ○ Teachers do not talk about ICT use and do **not** have a shared understanding of the use of ICT to support teaching and learning.

Q18 To what extent do you agree or disagree with the following statements about the use of ICT in teaching at your school?

	Strongly agree	***Agree***	***Disagree***	***Strongly disagree***
a) My school has enough ICT equipment (e.g., computers).	○	○	○	○
b) The computer equipment in my school is up-to-date.	○	○	○	○
c) My school has access to sufficient digital learning resources (e.g., learning software or apps).	○	○	○	○
d) My school has good connectivity (e.g., fast speed and stable) to the Internet.	○	○	○	○
e) There is enough time to prepare lessons that incorporate ICT.	○	○	○	○
f) There is sufficient opportunity for me to develop the expertise necessary to prepare lessons that incorporate ICT.	○	○	○	○
g) There is sufficient technical support to maintain ICT resources.	○	○	○	○
h) The computer equipment (excluding internet connectivity) in my school is reliable.	○	○	○	○
i) The time it takes for technical support to solve problems with ICT equipment or software is sufficient.	○	○	○	○
j) There is sufficient opportunity for me to develop expertise in digital technologies (e.g., visual coding, programmable robots, simulation software).	○	○	○	○
k) The ICT resources (hardware and software) are sufficient to	○	○	○	○

accomplish the school's vision for using ICT to support teaching and learning.

Using ICT in Teaching and Learning at Your School

Q9 Does each of the following statements, regarding your school's vision/plan for using ICT to support teaching and learning, apply to your school?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this does not help improve the effective use of ICT in teaching and learning*
a) My school has a clear vision/plan for using ICT to support teaching and learning.	○	◉	○

Q9 (cont) Does each of the following statements, regarding your school's vision/plan for using ICT to support teaching and learning, apply to your school?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this does not help improve the effective use of ICT in teaching and learning*
b) The school's vision/plan for using ICT to support teaching and learning is built upon the teaching and learning practices in the school.	○	◉	○
c) The school's vision/plan for using ICT to support teaching and learning is appropriate to the school context.	○	○	◉

Q10 Have you participated in the following activities and processes to support the effective use of ICT in teaching and learning?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this does not help improve the effective use of ICT in teaching and learning*
a) I have been provided individual (one-to-one) support regarding my use of ICT in my teaching.	○	◉	○
b) I have used ICT in my teaching through participating in a team-teaching (collaborative teaching) method.	○	○	◉
c) I have participated in a process of observing other teachers' use of ICT in their teaching and/or having other teachers observe my use of ICT in my teaching.	○	○	○
d) I have an individualized professional learning plan regarding my use of ICT in my teaching.	○	◉	○

Q11 Which statement below best describes how you created your individualized professional learning plan for your use of ICT in your teaching?

(Please mark one choice only)

- ○ I created the plan without collaboration.
- ○ I voluntarily collaborated with colleagues to create my plan.
- ◉ I participated in formal, collaborative school processes to create my plan.
- ○ I voluntarily collaborated with colleagues and participated in formal, collaborative school processes to create my plan.

Q12 Does your school provide teachers with guidance (e.g., suggested activities for students, advice on lesson planning or classroom management and ICT use) to assist their use of ICT in their teaching?

(Please mark one choice only)

- ○ No, teachers find or develop methods to use ICT in their teaching themselves, without guidance from the school.

- Yes, teachers are provided with guidance, but the school **does not** offer support to address teachers' professional learning needs regarding the implementation of this guidance.
- Yes, teachers are provided with guidance and the school offers support to address teachers' professional learning needs regarding the implementation of this guidance.

Q13 Does your school provide teachers with digital learning materials and other resources to assist their use of ICT in their teaching?

(Please mark one choice only)

- No, teachers find or develop their own digital learning materials and other resources, without them being provided by the school.
- Yes, teachers are provided with digital learning materials and other resources they can use, but the school **does not** offer support to address teachers' professional learning needs regarding their use.
- Yes, teachers are provided with digital learning materials and other resources, and the school offers support to address teachers' professional learning needs regarding their use.

Q14 Are expert or experienced teachers encouraged to mentor their colleagues in the use of ICT in their teaching?

(Please mark one choice only)

- No.
- Yes, the school provides the mentors time and money to manage this.
- Yes, the school provides the mentors time but **not** money to manage this.
- Yes, the school provides the mentors money but **not** time to manage this.
- Yes, but the school **does not** provide the mentors time or money to manage this.

Q15 Do leaders in your school coordinate their efforts to help improve the use of ICT in teaching and learning across the school?

(Please mark one choice only)

- No.
- Yes, leaders coordinate their efforts, but this **does not** help improve the effective use of ICT in teaching and learning.
- Yes, leaders coordinate their efforts, and this helps improve the effective use of ICT in teaching and learning.

Q16 To what extent do teachers in your school have a shared understanding of the use of ICT to support teaching and learning?

(Please mark one choice only)

- Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.
- Teachers have a shared understanding of the use of ICT to support teaching and learning, but this understanding is not specific to subject areas or specialties.
- Teachers talk about ICT use, but do **not** have a shared understanding of the use of ICT to support teaching and learning.
- Teachers do not talk about ICT use and do **not** have a shared understanding of the use of ICT to support teaching and learning.

Q17 To what extent do you agree or disagree with the following statements about using ICT in teaching and learning at your school?

(Please mark one choice in each row)

Using ICT at school …

	Strongly agree	***Agree***	***Disagree***	***Strongly disagree***
a) Makes it difficult for students to develop a deep understanding of concepts.	○	○	○	○
b) Helps students develop a greater interest in learning.	○	○	○	○
c) Helps students to work at a level appropriate to their learning needs.	○	○	○	○
d) Results in students copying material from Internet sources without attribution.	○	○	○	○
e) Helps students develop problem-solving skills.	○	○	○	○
f) Distracts students from learning.	○	○	○	○
g) Results in poorer written expression among students.	○	○	○	○
h) Results in poorer calculation and estimation skills among students.	○	○	○	○
i) Limits the amount of personal communication among students.	○	○	○	○

j) Enables students to collaborate more effectively.	○	○	○	○
k) Helps students develop skills in planning and self-regulation of their work.	○	○	○	○
l) Improves academic performance of students.	○	○	○	○
m) Enables students to access better sources of information.	○	○	○	○
n) Results in shorter attention spans among students.	○	○	○	○
o) Confuses students with false or misleading information.	○	○	○	○

Q18

i. To what extent does ICT hinder or help the following aspects of your work as a teacher? and
ii. At your school, are you expected to use ICT in this aspect of your work as a teacher?

(Please mark one choice for (i) and one choice for (ii) in each row.)

	(i)				*(ii)*		
	I do not use ICT in this aspect of my work	***ICT hinders this aspect of my work***	***ICT neither hinders nor helps this aspect of my work***	***ICT helps this aspect of my work***	***I am not expected to use ICT in this aspect of my work***	***I am expected but not required to use ICT in this aspect of my work7***	***I am required to use ICT in this aspect of my work***
a) Staying up-to-date with day-to-day information about the school	○	○	○	○	○	○	○
b) Communicating with my school colleagues	○	○	○	○	○	○	○
c) Communicating with students	○	○	○	○	○	○	○
d) Communicating with parents	○	○	○	○	○	○	○
e) Record keeping (e.g., student attendance/absences, permission forms, professional development)	○	○	○	○	○	○	○
f) Planning lessons	○	○	○	○	○	○	○
g) Presenting instructional material to students	○	○	○	○	○	○	○
h) Creating assignments to evaluate student learning	○	○	○	○	○	○	○
i) Accepting submissions of student work	○	○	○	○	○	○	○
j) Providing feedback to students on their work	○	○	○	○	○	○	○
k) Monitoring, evaluating, and reporting the learning progress of students	○	○	○	○	○	○	○
l) Personalizing teaching and learning for diverse student needs	○	○	○	○	○	○	○

Teaching and Learning with ICT

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, etc.) on or after the Tuesday 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.

Q19 Which of the following best describes the subject for this reference class?

(Please mark only one choice)

- ○ English language arts
- ○ Spanish or other foreign languages
- ○ Mathematics
- ○ Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.)
- ○ 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 (e.g., mechanics and repair, healthcare occupations, construction trades)
- Other (e.g., moral/ethics, physical education, personal and social development)

Q20 Think about your teaching of the reference class in this school year (excluding time used for disciplinary actions and other non-teaching related activities).

i. Approximately what percentage of time did you and your students engage in the following activities?

ii. For each activity, to what extent was ICT used?

*i. Please enter a percentage in the rows **only** for the activities you engage in. Please ensure that the total of all the percentages you enter is 100%.*

*ii. Please select the degree to which ICT was used **only** in rows where you have entered a percentage that is greater than zero.*

Please note that there are 16 activities listed and an option for you also to enter any additional activities you complete that are not listed below.
You will need to scroll to see all the activities.

	i	ii			
		ICT was used rarely or never for this activity	***ICT was used some of the time for this activity***	***ICT was used most of the time for this activity***	***ICT was used almost all or all of the time for this activity***
a) I presented information to the whole class.					
b) I conducted whole-class discussions.					
c) I led whole-class checking of schoolwork (e.g., going over solutions to worksheets or assignments, presenting answers to questions on tests).					
d) Students worked individually on worksheets, exercises, or assignments in class (with my help as required or requested during class).					
e) Students completed tests provided by me.					
f) I helped students to plan research or inquiries (e.g., establishing research questions, setting constraints) into academic/subject-specific topics.					
g) I helped students to conduct academic/subject-specific research by providing curriculum materials or instructions.					
h) I helped students to conduct research inquiries into real-world topics by asking critical/evaluative questions about their work.					
i) I gave feedback to students on their research work in progress.					
j) Students presented the results of their research inquires to the class.					
k) I supervised students working on real-world investigations in locations outside of class.					
l) I helped students to organize ideas to try to understand real-world problems.					
m) I helped students to plan their solutions to real-world problems.					
n) I guided students' searches for information into the real-world problems they were investigating.					
o) I helped students to work with people outside of the school to support the students' research into real-world problems.					
p) I arranged for students to present their					

research investigations into real-world problems to people outside our class (within the school and/or outside of the school).		○	○	○	○
q) **Other** (Please specify by listing one or more activities below). Please enter a percentage that represents the **total** time for the activity or activities you have described below. This total is included in the 100%.		○	○	○	○
	100				

Other *(Please list the activities)*

Q21 How often do students in your reference class do the following ICT-based activities?

(Please mark one choice in each row)

	Never	*In some lessons*	*In most lessons*	*In every or almost every lesson*
a) Record audio or video (e.g., discussions, presentations, performances)	○	○	○	○
b) Use group chat, voice, or video apps to collaborate with other students on their schoolwork	○	○	○	○
c) Create digital art	○	○	○	○
d) Edit digital images, photos, or videos	○	○	○	○
e) Use simulation software to understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world)	○	○	○	○
f) Collect and manually enter data	○	○	○	○
g) Record sensor data from digital devices (e.g., the accelerometer in a smartphone or robot)	○	○	○	○
h) Create digital charts from stored data	○	○	○	○
i) Use software or applications to learn skills or a subject (e.g., mathematics tutoring software, language learning software)	○	○	○	○
j) Create or edit extended video or animations for a specific purpose and audience	○	○	○	○
k) Write computer programs, games or apps (e.g., using Python, Lua, Javascript, Scratch)	○	○	○	○
l) Create digital flowcharts or decision trees to illustrate complex systems	○	○	○	○
m) Use the Internet to find information (e.g., websites, databases, archives, digital libraries, search engines)	○	○	○	○

Q22 In your teaching of the reference class in this school year, how much emphasis have you given to developing the following ICT-based capabilities in your students?

(Please mark one choice in each row)

	Strong emphasis	*Some emphasis*	*Little emphasis*	*No emphasis*
a) To access information efficiently	○	○	○	○
b) To display information for a given audience/purpose	○	○	○	○
c) To evaluate the credibility of digital information	○	○	○	○
d) To share digital information with others	○	○	○	○
e) To use computer software to construct digital work products (e.g., presentations, documents, images and diagrams)	○	○	○	○
f) To provide digital feedback on the work of others (such as their classmates)	○	○	○	○
g) To explore a range of digital resources when searching for information	○	○	○	○
h) To provide references for digital information sources	○	○	○	○
i) To understand the consequences of making information publicly available online	○	○	○	○

j) To collaborate with their classmates using an online collaboration platform (e.g., Google Workspace, Office 365, Microsoft Teams)
k) To refine Internet searches to return fewer or more relevant results
l) To manage privacy settings for Internet accounts and ICT devices (e.g., allowing contacts and information to be shared with advertising companies)
m) To identify deceptive Internet practices (e.g., scams, fake news, fake images, fake reviews, bots)
n) To check if facts from Internet-based sources are consistent with other sources

Q23 To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition?

(Please mark one choice in each row)

	Not at all	*To a very small extent*	*To a small extent*	*To a moderate extent*	*To a large extent*	*Completely*
a) Knowledge is developed through systematic engagement with basic facts that leads to deeper understanding in the future.						
b) People understand abstract phenomena by relating them to physical experiences.						
c) Learners construct their own understanding by internalizing their experiences.						
d) Conceptual knowledge is based on fundamental truths and the relationships between these truths.						
e) Cognition depends on an individual's whole-body response to the physical world.						
f) Complex concepts are mastered by first mastering the underlying basic concepts.						

Q23 (cont.) To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition?

(Please mark one choice in each row)

	Not at all	*To a very small extent*	*To a small extent*	*To a moderate extent*	*To a large extent*	*Completely*
g) Knowledge is best developed when the learner is involved in complex and challenging situations.						
h) Knowledge is best created and maintained through personal action and reflection.						
i) The best learning happens when preceded by a general overview of the learning content.						
j) Knowledge is best created and maintained through working with other people.						
k) Learning is a social process requiring interaction with other people.						
l) Knowledge dissipates if it is not maintained through repetition and practice.						

Q23 (cont.) To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition?

(Please mark one choice in each row)

	Not at all	*To a very small extent*	*To a small extent*	*To a moderate extent*	*To a large extent*	*Completely*
m) All new information should be critically evaluated.						
n) The quality of learning depends on the experiences of the learner and the learning						

context.

o) The best learning happens when concepts are placed in their wider context.	○	○	○	○	○	○
p) Deep understanding of concepts happens unsystematically and depends on the experiences made available to the learner.	○	○	○	○	○	○
q) The validity of knowledge depends on the authority of those who defined it.	○	○	○	○	○	○
r) Theories that describe the world underpin rational action.	○	○	○	○	○	○

Teaching and Learning with ICT

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, etc.) on or after the Tuesday 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.

Q19 Which of the following best describes the subject for this reference class?

(Please mark only one choice)

- ○ English language arts
- ○ Spanish or other foreign languages
- ○ Mathematics
- ○ Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.)
- ○ 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 (e.g., mechanics and repair, healthcare occupations, construction trades)
- ○ Other (e.g., moral/ethics, physical education, personal and social development)

Q20 Think about your teaching of the reference class in this school year.

i. How often did you and your students engage in the following activities?

ii. For each activity, to what extent was ICT used?

(Please mark one choice for (i) and one choice for (ii) for the activity in each row.)

	i				*ii*			
	Never	***In some lessons***	***In most lessons***	***In every or almost every lesson***	***ICT was used rarely or never for this activity***	***ICT was used some of the time for this activity***	***ICT was used most of the time for this activity***	***ICT was used almost all or all of the time for this activity***
a) I presented information to the whole class.	○	○	○	○	○	○	○	○
b) I conducted whole-class discussions.	○	○	○	○	○	○	○	○
c) I led whole-class checking of schoolwork (e.g., going over solutions to worksheets or assignments, presenting answers to questions on tests).	○	○	○	○	○	○	○	○
d) Students worked individually on worksheets, exercises, or assignments in class (with my help as required or requested during class).	○	○	○	○	○	○	○	○
e) Students completed tests provided by me.	○	○	○	○	○	○	○	○
f) I helped students to plan research or inquiries (e.g., establishing research	○	○	○	○	○	○	○	○

questions, setting constraints) into academic/subject-specific topics.

g) I helped students to conduct academic/subject-specific research by providing curriculum materials or instructions.

h) I helped students to conduct research inquiries into real-world topics by asking critical/evaluative questions about their work.

i) I gave feedback to students on their research work in progress.

Q20 (cont) Think about your teaching of the reference class in this school year.

i. How often did you and your students engage in the following activities?

ii. For each activity, to what extent was ICT used?

(Please mark one choice for (i) and one choice for (ii) for the activity in each row.)

	i				*ii*			
	Never	*In some lessons*	*In most lessons*	*In every or almost every lesson*	*ICT was used rarely or never for this activity*	*ICT was used some of the time for this activity*	*ICT was used most of the time for this activity*	*ICT was used almost all or all of the time for this activity*
j) Students presented the results of their research inquires to the class.								
k) I supervised students working on real-world investigations in locations outside of class.								
l) I helped students to organize ideas to try to understand real-world problems.								
m) I helped students to plan their solutions to real-world problems.								
n) I guided students' searches for information into the real-world problems they were investigating.								
o) I helped students to work with people outside of the school to support the students' research into real-world problems.								
p) I arranged for students to present their research investigations into real-world problems to people outside our class (within the school and/or outside of the school).								
q) **Other** (Please specify by listing one or more activities below).								

Other *(Please list the activities)*

Q21 How often did you use the following tools in your teaching of the reference class this school year?

(Please mark one choice in each row)

	Never	*In some lessons*	*In most lessons*	*In every or almost every lesson*
a) Practice programs or apps where you ask students questions (e.g.,				

Quizlet, Kahoot)
b) Digital learning games
c) Word-processor software (e.g., Microsoft Word, Apple Pages, Google Docs)
d) Presentation software (e.g., Microsoft PowerPoint, Apple Keynote, Google Slides)
e) Spreadsheets (e.g., Microsoft Excel, Apple Numbers, Google Sheets)
f) Video and photo software for capture and editing (e.g., Windows Movie Maker, iMovie, Adobe Photoshop)
g) Concept mapping software (e.g., Inspiration, Webspiration)
h) Simulations and modelling software (e.g., NetLogo)
i) Computer-based information resources (e.g., websites, wikis, encyclopedia)
j) Graphing or drawing software
k) e-portfolios
l) Digital content linked with paper-based textbooks
m) Social media (e.g., Instagram, SnapChat, Twitter, TikTok)
n) Digital textbooks
o) Virtual or augmented reality (e.g., The Body VR, Google Earth VR, Math Alive)
p) Adaptive learning systems (software that gathers and uses student data to deliver personalized resources and learning activities to address the unique needs of students)

Q22 In your teaching of the reference class this school year, how much emphasis have you given to teaching the following skills?

(Please mark one choice in each row)

	Strong emphasis	***Some emphasis***	***Little emphasis***	***No emphasis***
a) To use a solution that works for one real-world problem to help solve a different real-world problem				
b) To split a process into a few smaller steps to make it easier to understand				
c) To make diagrams that explain concepts or systems (e.g., electric circuits, plant growth, the water cycle)				
d) To plan tasks by setting out the steps needed to complete them				
e) To detect patterns in data				
f) To use simulations to help understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world)				
g) To make decision trees				
h) To analyze data to better understand real-world problems				
i) To solve complex problems by splitting them into smaller problems				
j) To describe the rules that govern how a system works (e.g., a vending machine, the school canteen, a game)				
k) To evaluate and improve solutions to real-world problems				

Q23 How closely does each of the following statements reflect your beliefs about knowledge, learning and cognition?

There are 18 statements labelled A to R.
There are 17 available ranks: two Rank 1 (most closely reflects my beliefs), four Rank 2, five Rank 3, four Rank 4 and two Rank 5 (least closely reflects my beliefs).
Enter the letter corresponding to a statement under each rank to show how closely each statement reflects your beliefs. Do not enter a letter more than once.
One letter will not be used.

A. Knowledge is developed through systematic engagement with basic facts that leads to deeper understanding in the future.
B. People understand abstract phenomena by relating them to physical experiences.
C. Learners construct their own understanding by internalizing their experiences.
D. Conceptual knowledge is based on fundamental truths and the relationships between these truths.
E. Cognition depends on an individual's whole-body response to the physical world.
F. Complex concepts are mastered by first mastering the underlying basic concepts.
G. Knowledge is best developed when the learner is involved in complex and challenging situations.
H. Knowledge is best created and maintained through personal action and reflection.

I. The best learning happens when preceded by a general overview of the learning content.
J. Knowledge is best created and maintained through working with other people.
K. Learning is a social process requiring interaction with other people.
L. Knowledge dissipates if it is not maintained through repetition and practice.
M. All new information should be critically evaluated.
N. The quality of learning depends on the experiences of the learner and the learning context.
O. The best learning happens when concepts are placed in their wider context.
P. Deep understanding of concepts happens unsystematically and depends on the experiences made available to the learner.
Q. The validity of knowledge depends on the authority of those who defined it.
R. Theories that describe the world underpin rational action.

Enter one letter (A to R) in each box.
One letter will not be used.
Use each other letter once only.

Most closely reflects my beliefs: Rank 1 ☐ ☐

Rank 2 ☐ ☐ ☐ ☐

Rank 3 ☐ ☐ ☐ ☐ ☐

Rank 4 ☐ ☐ ☐ ☐

Least closely reflects my beliefs: Rank 5 ☐ ☐

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE

3) ICILS 2023 PILOT FIELD TEST ICT COORDINATOR QUESTIONNAIRE (ALL QUESTIONS)

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 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide may be used only for statisticalpurposes and may not be disclosed, or used, in identifiable form for any other purpose except asrequired by law (20 U.S.C. §9573 and 6 U.S.C. §151).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collectionof information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0803. The time required to complete this information collection is estimated to average 25 minutes per ICT coordinator, including the time to review instructions, search existing data resources, gather the data needed, and complete and reviewthe 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, Potomac Center Plaza (PCP), 550 12th St., SW, 4th floor, Washington, DC 20202.

The Australian Council *for* Educational Research

OMB No. 1850-0803, Approval Expires 06/30/2022.

IEA International Computer and Information Literacy Study - Field Trial - English (United States)
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ICT Coordinator Questionnaire – ICILS 2023 – Field Trial

ICT Coordinator Questionnaire – ICILS 2023 – Field Trial

INTRODUCTION FOR ICT COORDINATORS TO THE QUESTIONNAIRE

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

In this questionnaire ICT can refer to:
- Computers (including desktop, laptop, Chromebook, and tablet devices)
- Smartphones, except when being used for talk and text

We have estimated that it will take 20 to 25 minutes of your time to complete the questionnaire. Thank you for making that time available.

Completing the questionnaire
To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to save your responses by clicking on the "Next" or "Previous" button, or by clicking on the Table of Contents link. To go to a particular section or item, please click on the corresponding link in the "Table of Contents." For some questions, you will be automatically taken to the appropriate next question based on your response.

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When you have completed the questionnaire, please click on the "Finish" button at the end of the questionnaire to submit your answers. You will not be able to re-enter the questionnaire once you have submitted your answers.

We thank you for your effort and cooperation!

1: About Your Position

Q1A Do you hold the position of technology or computer coordinator at your school?

(Please mark only one choice)

- ◉ Yes, I formally serve as coordinator.
- ○ Yes, I informally serve as coordinator.
- ○ I am not the coordinator; I am answering as a designate of the school principal.
- ○ I am the school principal. **You will be directed to question 2**

Q1B Which of the following best describes your position as the technology or computer coordinator?

(Please mark only one choice)

- ◉ I am primarily a technical coordinator.
- ○ I am primarily a pedagogical coordinator.
- ○ I am both a technical and pedagogical coordinator.

Q2 Which of the following teaching duties do you have?

(Please mark one choice in each row)

	Yes	*No*
a) I teach ICT courses to students.	○	○
b) I teach other subjects (not related to learning about ICT) to students.	○	○
c) I **do not** have any teaching duties for students.	○	○
d) I teach ICT courses to, or conduct workshops for, teachers and other school staff.	○	○

Q3 For 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 ICT
- ○ Fewer than 5 years
- ○ At least 5 but fewer than 10 years
- ○ 10 years or more

2: ICT Technical Resourcing in Your School

Q4 Are the following technology infrastructure resources made available by your school to teachers and students?

(Please mark one choice in each row)

	Made available to teachers and students	*Made available only to teachers*	*Made available only to students*	*Not made available*
a) Access to the Internet through the school network	○	○	○	○
b) Access to Wi-Fi	○	○	○	○
c) Space on a school network to store files	○	○	○	○
d) Email accounts for school-related use	○	○	○	○
e) Instant messaging service for school-related use	○	○	○	○
f) Video conferencing system (e.g., Zoom, Google Meet, Microsoft Teams) for school-related use	○	○	○	○
g) Internet-based applications for collaborative work (e.g., Google Workspace, Office 365, Microsoft Teams)	○	○	○	○
h) A school intranet with applications and workspaces	○	○	○	○
i) Remote access to the school network from home	○	○	○	○
j) Digital learning resources that can be accessed offline	○	○	○	○
k) A learning management system (e.g., Canvas, Edmodo, Blackboard, Google Class)	○	○	○	○

Q5 Are the following software resources made available by your school to teachers and students?

(Please mark one choice in each row)

	Made available to teachers and students	*Made available only to teachers*	*Made available only to students*	*Not made available*
a) Practice programs or apps where teachers decide which questions are asked of students (e.g., Quizlet, Kahoot)	○	○	○	○
b) Single-user digital learning games (e.g., Mathletics)	○	○	○	○
c) Multi-user digital learning games with graphics and inquiry tasks (e.g., Quest Atlantis)	○	○	○	○
d) Word-processor software (e.g., Microsoft Word, Apple Pages, Google Docs)	○	○	○	○
e) Presentation software (e.g., Microsoft PowerPoint, Apple Keynote, Google Slides)	○	○	○	○
f) Video and photo software for capture and editing (e.g., Windows Movie Maker, iMovie, Adobe Photoshop)	○	○	○	○
g) Concept mapping software (e.g., Inspiration, Webspiration)	○	○	○	○
h) Data logging and monitoring tools (e.g., Logger Pro) that capture real-world data digitally for analysis (e.g., speed, temperature)	○	○	○	○
i) Simulations and modelling software (e.g., NetLogo)	○	○	○	○
j) Graphing or drawing software	○	○	○	○
k) e-portfolios (e.g., VoiceThread)	○	○	○	○
l) Digital contents linked with paper-based textbooks	○	○	○	○
m) Digital textbooks	○	○	○	○
n) Educational virtual reality and/or augmented reality apps (e.g.,	○	○	○	○

The Body VR, Google Earth VR, Math Alive)

o) Adaptive learning systems (software that gathers and uses student data to deliver personalized resources and learning activities to address the individual needs of students)

p) Digital whiteboard software (e.g., Limnu, Stormboard, Google Jamboard, Microsoft Whiteboard)

Q6 Are the following hardware resources made available by your school to teachers and students?

(Please mark one choice in each row)

	Made available to teachers and students	*Made available only to teachers*	*Made available only to students*	*Not made available*
a) 3D printers	○	○	○	○
b) Printers (to print text or graphics on paper)	○	○	○	○
c) Programmable robots or robotic devices (e.g., Bee-bot / Blue-bot, Sphero, Lego Mindstorms)	○	○	○	○
d) Programmable microcontrollers (e.g., Microbit, Arduino)	○	○	○	○
e) Virtual reality devices (e.g., Google Cardboard, Google Daydream, Oculus Quest)	○	○	○	○
f) Sensors for data logging and analysis	○	○	○	○
g) Graphic tablets with digital pens for drawing	○	○	○	○
h) Digital audio recording devices	○	○	○	○
i) Digital video recording devices	○	○	○	○

Q7A In your school, approximately how many of the following types of (school-provided) ICT devices are available?

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*
- *Record 0 (zero) if none*

	All devices in school	**Devices available for student use**
Desktop computers		
Laptops (including Chromebooks)		
Tablet devices		

Q7B In your school, about how many (school-provided) smart boards or interactive whiteboards are available?

Record 0 (zero) if none. ***You will be directed to question 8 if "0" recorded***

Smart boards / interactive white boards 10

Q7C Does your school or educational authority provide teaching and learning software specifically for use with smart boards or interactive whiteboards (e.g., game-based activities, collaborative workspaces or subject-specific activities)?

(Please mark one choice only)

- ○ *Yes, for every smart board or interactive whiteboard*
- ○ *Yes, but* ***not*** *for all smart boards or interactive whiteboards*
- ○ *No*

Q8 Does your school or educational authority provide teachers with their own ICT devices?

(Please mark one choice in each row)

	Yes, for every teacher	*Yes, but not for all teachers*	*No*
a) Desktop or portable computers that must remain in the school (including laptops or Chromebooks)	○	○	○
b) Portable computers (including laptops or Chromebooks)	○	○	○
c) Tablet devices	○	○	○
d) Smartphones			

Q9 Approximately what percentage of students at the eighth grade have access to portable computers (laptops, Chromebooks 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 by their school for use at school only	○	○	○	○
b) Students provided with portable computers by their school for use at home and at school	○	○	○	○
c) Students bring portable computers which they own to use at school	○	○	○	○

Q10 Where are the ICT devices used by students in eighth grade located?

(Please mark one choice in each row)

	Yes	*No*
a) Installed in most (80% or more) classrooms	○	○
b) Installed in computer laboratories	○	○
c) As class sets of computers that can be moved between classrooms	○	○
d) Installed in the school library	○	○
e) Installed in other places accessible to students (e.g., cafeteria, auditorium, study area)	○	○
f) The school provides students with devices that most or all students (80% or more) bring to class	○	○
g) Students own their own devices that most or all students (80% or more) bring to class	○	○

Q11 Does your school or educational authority provide software for the school to monitor and report on students' ICT use at school (e.g., tracking the websites visited by students)?

(Please mark only one choice)

- ◉ Yes, all students' ICT use can be monitored and reported
- ○ Yes, some of the students' ICT use can be monitored and reported
- ○ No **(You will be directed to question 12)**

Q11A What information is recorded from the software about students' ICT use at school?

(Please mark all choices that apply)

- ☐ The content and metadata of students' communications with others (e.g., using email or chat)
- ☑ A list of the websites visited by students
- ☑ The amount of time students spent on websites and using applications
- ☐ Automatically detected misuse of ICT by students
- ☐ Other information

Q11B How does your school make use of the information recorded from the software about students' ICT use at school?

(Please mark all choices that apply)

- ☐ To manage students who are reported to be misusing ICT according to the relevant school policy
- ☑ To automatically lock students' access to ICT if the system detects misuse of ICT by that student
- ☑ To help students self-regulate their ICT use for learning by using their individual student ICT-use data
- ☑ To keep a record of the websites visited by students
- ☐ To provide reports from the software to an education authority

3: ICT Support in Your School

Q12 At your school, who provides routine/day-to-day *technical* ICT support?

(Please mark one choice in each row)

	Yes	*No*
a) Yourself	○	○
b) A network administrator in the school (other than yourself)		

c) ICT technical staff (other than yourself) at the school	○	○
d) Administrators or school staff (other than yourself)	○	○
e) Teachers (other than yourself)	○	○
f) Staff from the relevant education authority responsible for the school	○	○
g) Personnel from external companies contracted to provide maintenance	○	○
h) Students from this school	○	○
i) Other	○	○

Q13 At your school, who provides routine/day-to-day *pedagogical* ICT support for teachers?

(Please mark one choice in each row)

	Yes	*No*
a) Yourself	○	○
b) ICT technical staff (other than yourself) at the school	○	○
c) Administrators or school staff (other than yourself)	○	○
d) Librarians, library staff or information specialists (other than yourself)	○	○
e) Teachers (other than yourself)	○	○
f) Staff from the relevant education authority responsible for the school	○	○

Q14 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)

	A lot	*To some extent*	*Very little*	*Not at all*
a) Too few computers with an Internet connection	○	○	○	○
b) Insufficient Internet bandwidth or speed	○	○	○	○
c) Not enough computers for instruction	○	○	○	○
d) Lack of sufficiently powerful computers	○	○	○	○
e) Problems in maintaining ICT equipment	○	○	○	○
f) Not enough computer software	○	○	○	○
g) Lack of sufficiently experienced/qualified staff to manage technical ICT support	○	○	○	○
h) Inefficient technical ICT support (e.g., provision of new resources takes too long, the time to fix technical problems is too long)	○	○	○	○
i) Too few screens for displaying digital content (e.g., TVs, projectors, large display monitors, smartboards)	○	○	○	○

4: Using ICT in Teaching and Learning at Your School

Q15 Are the following activities and processes used in your school to support the effective use of ICT in teaching and learning?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this <u>does not</u> help improve the effective use of ICT in teaching and learning*
a) Teachers have specific goals regarding their use of ICT to support teaching and learning.	○	○	○
b) Teachers are provided individual (one-to-one) support regarding their use of ICT in their teaching.	○	○	◉
c) Teachers have individualized professional learning plans regarding their use of ICT in their teaching.	○	◉	○
d) There is a process in place in the school for teachers to use ICT in their teaching through a team-teaching (collaborative teaching) method.	○	○	○
e) There is a process in place in the school for	◉	○	○

teachers to observe other teachers' use of ICT in their teaching.

f) The school evaluates teachers' use of ICT in their teaching.

g) The school evaluates the extent to which teachers' use of ICT supports students' learning in the school.

h) The school has a clear vision/plan for using ICT to support teaching and learning.

Q15 (cont) Are the following activities and processes used in your school to support the effective use of ICT in teaching and learning?

(Please mark one choice in each row)

	No	*Yes, and this helps improve the effective use of ICT in teaching and learning*	*Yes, but this does not help improve the effective use of ICT in teaching and learning*
i) The school vision/plan for using ICT to support teaching and learning is built upon the teaching and learning practices in the school.			
j) The school vision/plan for using ICT to support teaching and learning is appropriate to the school context.			

Q16 How often do teacher leaders (e.g., coaches, ICT integration teachers, department heads, or grade level leaders) receive professional development and support to help realize the school's vision/plan for using ICT to support teaching and learning?

(Please mark one choice only)

- Rarely or never
- Occasionally
- Regularly

Q17 Does your school provide teachers with guidance (e.g., suggested activities for students, advice on lesson planning or classroom management and ICT use) to assist their use of ICT in their teaching?

(Please mark one choice only)

- No, teachers find or develop methods to use ICT in their teaching themselves, without guidance from the school.
- Yes, teachers are provided with guidance, but the school **does not** offer support to address teachers' professional learning needs regarding the implementation of this guidance.
- Yes, teachers are provided with guidance and the school offers support to address teachers' professional learning needs regarding the implementation of this guidance.

Q18 Does your school provide teachers with digital learning materials and other resources to assist their use of ICT in their teaching?

(Please mark one choice only)

- No, teachers find or develop their own digital learning materials and other resources, without them being provided by the school.
- Yes, teachers are provided with digital learning materials and other resources they can use, but the school does not offer support to address teachers' professional learning needs regarding their use.
- Yes, teachers are provided with digital learning materials and other resources, and the school offers support to address teachers' professional learning needs regarding their use.

Q19 To what extent do teachers in your school have a shared understanding of the use of ICT to support teaching and learning?

(Please mark one choice only)

- Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.
- Teachers have a shared understanding of the use of ICT to support teaching and learning, but this understanding is not specific to subject areas or specialties.
- Teachers talk about ICT use, but do **not** have a shared understanding of the use of ICT to support teaching and learning.
- Teachers do not talk about ICT use and do **not** have a shared understanding of the use of ICT to support teaching and learning.

Q20 What is the primary source of evidence used by the school to assess the effectiveness of the professional learning activities that are in place to enhance the use of ICT in teaching and learning?

(Please mark one choice only)

- The effectiveness of professional learning activities is **not** assessed
- Observations of the level of teachers' engagement during professional learning activities
- Feedback provided by teachers following their participation in professional learning activities
- Observations of changes in teachers' use of ICT in their teaching practice following their participation in the professional learning activities
- Observations of changes in student learning outcomes that are considered to result from changes in teachers' use of ICT in the classroom

Q21 Do leaders in your school coordinate their efforts to help improve the use of ICT in teaching and learning across the school?

(Please mark one choice only)

- No.
- Yes, leaders coordinate their efforts, but this **does not** help improve the effective use of ICT in teaching and learning.
- Yes, leaders coordinate their efforts, and this helps improve the effective use of ICT in teaching and learning.

Q22 Who actively contributes to supporting the use of ICT in teaching and learning in your school, for the following aspects?

(Please mark as many choices as apply in each row)

	Ministry, department or local/district authority	*An external consultant/ specialist in the use of ICT in teaching and learning*	*School board/ councils or education sub-committees*	*School principal or deputy*	*ICT leaders or an ICT leadership group formally assigned by the school*	*Teachers or staff with a special interest in ICT (not formally assigned by the school)*	*No one*
a) Establishing and revising the school vision for using ICT to support teaching and learning	☐	☐	☐	☐	☐	☐	☐
b) Identifying or selecting the people responsible for leading the use of ICT to support teaching and learning	☐	☐	☐	☐	☐	☐	☐
c) Connecting the school's vision for using ICT to support teaching and learning to teaching and learning practices within the school context	☐	☐	☐	☐	☐	☐	☐
d) Establishing goals for teachers regarding the use of ICT to support their teaching practice	☐	☐	☐	☐	☐	☐	☐
e) Communicating teaching goals on the use of ICT to support teaching practice	☐	☐	☐	☐	☐	☐	☐
f) Evaluating the extent to which teachers' use of ICT supports students' learning in the school	☐	☐	☐	☐	☐	☐	☐

Q22 (cont) Who actively contributes to supporting the use of ICT in teaching and learning in your school, for the following aspects?

(Please mark as many choices as apply in each row)

	Ministry, department or local/district authority	*An external consultant/ specialist in the use of ICT in teaching and learning*	*School board/ councils or education sub-committees*	*School principal or deputy*	*ICT leaders or an ICT leadership group formally assigned by the school*	*Teachers or staff with a special interest in ICT (not formally assigned by the school)*	*No one*
g) Selecting professional learning activities for teachers which focus on	☐	☐	☐	☐	☐	☐	☐

using ICT to support teaching and learning

h) Evaluating the effectiveness of the professional learning activities that the teachers participated in, which focused on using ICT to support teaching and learning

i) Selecting appropriate ICT-based teaching and learning materials for specific content areas

j) Planning within-school programs (such as mentoring, team-teaching, or classroom observations) to support teachers to use ICT for their teaching practice

k) Planning for the use of ICT to support the learning of groups of students differentiated according to their learning needs

l) Planning for the use of ICT to support personalized learning of individual students

Q23 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)

	A lot	*To some extent*	*Very little*	*Not at all*
a) Insufficient ICT skills among teachers				
b) Insufficient time for teachers to prepare lessons				
c) Insufficient effective professional learning resources for teachers				
d) Lack of an effective online learning support platform				
e) Insufficient incentives for teachers to integrate ICT use in their teaching				
f) Restricted access to useful Internet resources				
g) Insufficient pedagogical support for the use of ICT				
h) Insufficient access to useful teaching and learning software				
i) Lack of a school-wide vision for using ICT to support teaching and learning				
j) The school's ICT use policy prevents the use of valuable ICT resources that would support teaching and learning				

Q24 Who helped you to answer the questions in sections 2, 3 and 4 of this questionnaire?

(Please mark all choices that apply within each section)

2: ICT Technical Resourcing in Your School

Questions 4 to 11
Information regarding the availability and provision of ICT-related hardware, infrastructure and software available for teachers and students in your school.

- No one, I answered these questions without help
- One or more people in the school with responsibility for ICT technology
- One or more people in the school with responsibility for ICT pedagogy
- The school principal
- Other

3: ICT Support in Your School

Questions 12 to 14
Information about who provides routine/day-to-day technical and pedagogical ICT support to in your school and information about perceived technical resourcing obstacles to ICT use in teaching and learning within your school.

- No one, I answered these questions without help
- One or more people in the school with responsibility for ICT technology

- [ ] One or more people in the school with responsibility for ICT pedagogy
- [ ] The school principal
- [ ] Other

4: Using ICT in Teaching and Learning at Your School

Questions 15 to 23
Information about the plans and processes in your school to support teachers' use of ICT in teaching and learning and perceived pedagogical resourcing obstacles to ICT use in teaching and learning within your school.

- [ ] No one, I answered these questions without help
- [ ] One or more people in the school with responsibility for ICT technology
- [ ] One or more people in the school with responsibility for ICT pedagogy
- [ ] The school principal
- [ ] Other

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE

4) ICILS 2023 PILOT FIELD TEST PRINCIPAL QUESTIONNAIRE (ALL QUESTIONS)

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 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide may be used only for statisticalpurposes and may not be disclosed, or used, in identifiable form for any other purpose except asrequired by law (20 U.S.C. §9573 and 6 U.S.C. §151).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collectionof information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0803. The time required to complete this information collection is estimated to average 15 minutes per principal, 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, Potomac Center Plaza (PCP), 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0803, Approval Expires 06/30/2022.

The Australian Council *for* Educational Research

IEA International Computer and Information Literacy Study - Field Trial - English (United States)
You are logged in as: 9999 Logout
Principal Questionnaire – ICILS 2023 – Field Trial

Principal Questionnaire – ICILS 2023 – Field Trial

INTRODUCTION TO THE SCHOOL PRINCIPAL QUESTIONNAIRE

About this questionnaire
Thank you for taking part in the field trial for the 2023 International Computer and Information Literacy Study (ICILS). The purpose of this study 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:
- Computers (including desktop, laptop, Chromebook, and tablet devices)
- Smartphones, except when being used for talk andtext
In this questionnaire you will find questions about:
- Your school
- ICT in teaching and learning at your school
- You and your use of ICT

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.

Completing the questionnaire
To begin the questionnaire, please click on the "Next" button. When navigating through the questionnaire, make sure to save your responses by clicking on the "Next" or "Previous" button, or by clicking on the Table of Contents link. To go to a particular section or item, please click on the corresponding link in the "Table of Contents." For some questions, you will be automatically taken to the appropriate next question based on your response.

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OMB No. 1850-0803, Approval Expires 06/30/2022.

ABOUT YOUR SCHOOL

Q1 How many female students and male students are there in your school?

Record 0 (zero) if none.

Total number of female students ☐
Total number of male students ☐

Q2 How many female students and male students are there in eighth grade?

Record 0 (zero) if none.

Total number of female students ☐
Total number of male students ☐

Q3 A) What is the lowest (youngest) grade/year group that is taught at your school?

(Please mark only one choice)

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

B) What is the highest (oldest) grade/year group that is taught at your school?

(Please mark only one choice)

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

Q4 How many full-time and part-time teachers are there in your school?

A full-time teacher is employed on a regular basis as a teacher for at least 90% of the full-time hours for the full school year. All other teachers should be considered part-time.
Record 0 (zero) if none.

a) Total number of full-time teachers ☐

b) Total number of part-time teachers ☐

Q5 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

Q6 A) 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.)

B) Approximately what percentage of students in your school have the following socio-economic backgrounds?

(Please mark only one choice)

	0 to 10%	*11 to 25%*	*26 to 50%*	*More than 50%*
a) Come from socio-economically affluent homes	○	○	○	○
b) Come from socio-economically disadvantaged homes	○	○	○	○

Q7 Who actively contributes to supporting the use of ICT in teaching and learning in your school, for the following aspects?

(Please mark as many choices as apply in each row)

	Ministry, department or local/district authority	*An external consultant/specialist in the use of ICT in education*	*School board/ councils or education sub-committees*	*School principal or deputy*	*ICT leaders or an ICT leadership group formally*	*Teachers or staff with a special interest in ICT*	*No one*

					assigned by the school	(not formally assigned by the school)	
a) Establishing and revising the school vision for using ICT to support teaching and learning	☐	☐	☐	☐	☐	☐	☐
b) Identifying or selecting the people responsible for leading the use of ICT to support teaching and learning	☐	☐	☐	☐	☐	☐	☐
c) Connecting the school vision for using ICT to support teaching and learning to the teaching practices within the school's context	☐	☐	☐	☐	☐	☐	☐
d) Establishing goals for teachers on the use of ICT to support their teaching practice	☐	☐	☐	☐	☐	☐	☐
e) Communicating teaching goals on the use of ICT to support teaching practice	☐	☐	☐	☐	☐	☐	☐
f) Evaluating the extent to which teachers' use of ICT supports students' learning in the school	☐	☐	☐	☐	☐	☐	☐

Q7 (cont) Who actively contributes to supporting the use of ICT in teaching and learning in your school, for the following aspects?

(Please mark as many choices as apply in each row)

	Ministry, department or local/district authority	*An external consultant/specialist in the use of ICT in education*	*School board/ councils or education sub-committees*	*School principal or deputy*	*ICT leaders or an ICT leadership group formally assigned by the school*	*Teachers or staff with a special interest in ICT (not formally assigned by the school)*	*No one*
g) Selecting professional learning activities for teachers which focus on using ICT to support teaching and learning	☐	☐	☐	☐	☐	☐	☐
h) Evaluating the effectiveness of the professional learning activities that the teachers participated in, which focused on using ICT to support teaching and learning	☐	☐	☐	☐	☐	☐	☐
i) Selecting appropriate ICT-based teaching and learning materials for specific content areas	☐	☐	☐	☐	☐	☐	☐
j) Planning within-school programs (such as mentoring, team-teaching, or classroom observations) to support teachers to use ICT for their teaching practice	☐	☐	☐	☐	☐	☐	☐
k) Planning for the use of ICT to support the learning of groups of students differentiated according to their learning needs	☐	☐	☐	☐	☐	☐	☐
l) Planning for the use of ICT to support personalized learning of individual students	☐	☐	☐	☐	☐	☐	☐

Q8 Does your school have policies concerning 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	○	○
b) Restrictions on the number of hours students are allowed to spend on a computer	○	○
c) Student access to school computers outside class hours but during school hours	○	○

d)	Student access to school computers outside school hours	○ ○
e)	The fulfillment of intellectual property rights (e.g., software copyrights)	○ ○
f)	Prohibitions of access to inappropriate material (e.g., pornography, violence)	○ ○
g)	Students' use of non-school related games on school computers	○ ○
h)	The provision of access to school computers and/or the Internet for the local community (parents and/or others)	○ ○
i)	Support for students with special needs or specific learning difficulties	○ ○
j)	Unacceptable behaviors towards other students (e.g., cyberbullying)	○ ○
k)	The provision of laptop computers and/or other mobile learning devices for students' use at school	○ ○
l)	The provision of laptop computers and/or other mobile learning devices for students' use at home	○ ○
m)	Students' use of their own ICT devices at school	○ ○
n)	Students' use of school-owned ICT devices at or outside of school	○ ○
o)	The collection, use and disclosure of photographs, video, audio, and other digital recordings of students	○ ○
p)	The availability of digital learning resources (from education authorities, commercial and/or other providers) for teachers	○ ○

Q9 How important is each of the following outcomes of education in your school?

(Please mark one choice in each row)

		Very important	*Quite important*	*Somewhat important*	*Not important*
a)	The development of students' basic computer skills (e.g., internet use, email, word processing, presentation software)	○	○	○	○
b)	The development of students' skills in using ICT for collaboration	○	○	○	○
c)	The use of ICT for facilitating students' responsibility for their own learning	○	○	○	○
d)	The use of ICT to augment and improve students' learning	○	○	○	○
e)	The development of students' understanding and skills relating to safe and appropriate use of ICT	○	○	○	○
f)	The development of students' proficiency in accessing and using information with ICT	○	○	○	○
g)	The development of students' capacity to use ICT to produce multimedia and digital content to communicate effectively with an audience	○	○	○	○
h)	The development of students' ability to write or create apps or programs	○	○	○	○
i)	The development of students' proficiency in protecting themselves from deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots)	○	○	○	○
j)	The development of students' proficiency in computational thinking	○	○	○	○

Q10 Are teachers in your school expected to acquire knowledge and skills in each of the following activities?

(Please mark one choice in each row)

		Expected and required	*Expected but not required*	*Not expected*
a)	Integrate Web-based learning into their instructional practice	○	○	○
b)	Use ICT-based forms of student assessment	○	○	○
c)	Use ICT for monitoring student progress	○	○	○
d)	Collaborate with other teachers via ICT	○	○	○
e)	Communicate with parents via ICT	○	○	○
f)	Communicate with students via ICT	○	○	○
g)	Integrate ICT into teaching and learning	○	○	○
h)	Use subject-specific digital learning resources (e.g., tutorials, simulation)	○	○	○
i)	Use e-portfolios for assessment	○	○	○
j)	Use ICT to develop authentic (real-life) assignments for students	○	○	○
k)	Assess students' computer and information literacy	○	○	○
l)	Assess students' computational thinking	○	○	○
m)	Use ICT to support students with special needs or specific learning difficulties	○	○	○
n)	Manage social issues relating to technology-mediated student	○	○	○

interactions (e.g., cyberbullying)

USING ICT IN TEACHING AND LEARNING AT YOUR SCHOOL

Q11 Does your school have a clear vision/plan for using ICT to support teaching and learning?

(Please mark one choice only)

- No. **(You will be directed to question 16)**
- Yes, and it helps improve the effective use of ICT in teaching and learning.
- Yes, but it **does not** help improve the effective use of ICT in teaching and learning.

Q12 How often is the school's vision/plan for using ICT to support teaching and learning reviewed and revised?

(Please mark one choice only)

- Never
- Once every 10 years or less frequently
- Once every 5 to 9 years
- Once every 2 to 4 years
- Once a year
- This is an established, ongoing process of improvement

Q13 Is the school's vision/plan for using ICT to support teaching and learning built upon the teaching and learning practices in your school?

(Please mark one choice only)

- No.
- Yes, and this helps improve the effective use of ICT in teaching and learning.
- Yes, but this **does not** improve the effective use of ICT in teaching and learning.

Q14 Is the school's vision/plan for using ICT to support teaching and learning appropriate to your school context?

(Please mark one choice only)

- No.
- Yes, and this helps improve the effective use of ICT in teaching and learning.
- Yes, but this **does not** help improve the effective use of ICT in teaching and learning.

Q15 How often do teacher leaders (e.g., coaches, ICT integration teachers, department heads, or grade level leaders) receive professional development and support to help realize the school's vision/plan for using ICT to support teaching and learning?

(Please mark one choice only)

- Rarely or never
- Occasionally
- Regularly

Q16 Are the following activities and processes used in your school to support the effective use of ICT in teaching and learning?

(Please mark one choice in each row)

	No	***Yes, and this helps improve the effective use of ICT in teaching and learning***	***Yes, but this does not help improve the effective use of ICT in teaching and learning***
a) Teachers have specific goals regarding their use of ICT to support teaching and learning.	○	○	○
b) Teachers are provided individual (one-to-one) support regarding their use of ICT in their teaching.	○	○	○
c) Teachers have individualized professional learning plans regarding their use of ICT in their teaching.	○	○	○
d) There is a process in place in the school for teachers to use ICT in their teaching through a team-teaching (collaborative teaching) method.	○	○	○
e) There is a process in place in the school for teachers to observe other teachers' use of ICT in their teaching.	○	○	○

f) The school evaluates teachers' use of ICT in their teaching.

g) The school evaluates the extent to which teachers' use of ICT supports students' learning in the school.

Q17 Does your school provide teachers with guidance (e.g., suggested activities for students, advice on lesson planning, or classroom management and ICT use) to assist their use of ICT in their teaching?

(Please mark one choice only)

- No, teachers find or develop methods to use ICT in their teaching themselves, without guidance from the school.
- Yes, teachers are provided with guidance, but the school **does not** offer support to address teachers' professional learning needs regarding the implementation of this guidance.
- Yes, teachers are provided with guidance and the school offers support to address teachers' professional learning needs regarding the implementation of this guidance.

Q18 Does your school provide teachers with digital learning materials and other resources to assist their use of ICT in their teaching?

(Please mark one choice only)

- No, teachers find or develop their own digital learning materials and other resources, without them being provided by the school.
- Yes, teachers are provided with digital learning materials and other resources they can use, but the school does not offer support to address teachers' professional learning needs regarding their use.
- Yes, teachers are provided with digital learning materials and other resources, and the school offers support to address teachers' professional learning needs regarding their use.

Q19 Are expert or experienced teachers encouraged to mentor their colleagues in the use of ICT in their teaching?

(Please mark one choice only)

- No.
- Yes, the school provides the mentors time and money to manage this.
- Yes, the school provides the mentors time but **not** money to manage this.
- Yes, the school provides the mentors money but **not** time to manage this.
- Yes, but the school **does not** provide the mentors time or money to manage this.

Q20 To what extent do teachers in your school have a shared understanding of the use of ICT to support teaching and learning?

(Please mark one choice only)

- Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.
- Teachers have a shared understanding of the use of ICT to support teaching and learning, but this understanding is not specific to subject areas or specialties.
- Teachers talk about ICT use, but do **not** have a shared understanding of the use of ICT to support teaching and learning.
- Teachers do not talk about ICT use and do **not** have a shared understanding of the use of ICT to support teaching and learning.

Q21 Do leaders in your school coordinate their efforts to help improve the use of ICT in teaching and learning across the school?

(Please mark one choice only)

- No.
- Yes, leaders coordinate their efforts, but this **does not** help improve the effective use of ICT in teaching and learning.
- Yes, leaders coordinate their efforts, and this helps improve the effective use of ICT in teaching and learning.

Q22 How often do teachers have a formally scheduled and allocated time to discuss the following aspects of teaching and learning with ICT?

(Please mark one choice in each row)

	Never	*Once or twice a year*	*3 to 5 times a year*	*More than 5 times a year but less than once a month*	*Once or twice a month*	*More than twice a month*
a) The quality of students' work completed using ICT						
b) The range of different types of ICT tasks that are required for students to complete their work						

c) Pedagogical practices with ICT	○	○	○	○	○	○
d) Strategies to support teachers to use ICT in the classroom to enhance teaching and learning	○	○	○	○	○	○
e) Evaluating the use of ICT by teachers to support their teaching	○	○	○	○	○	○

Q23 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)

	The school has no influence over this way of facilitating the use of ICT in teaching and learning	*High priority*	*Medium priority*	*Low priority*	*Not a priority*
a) Increasing the numbers of computers per student in the school	○	○	○	○	○
b) Increasing the number of computers connected to the Internet	○	○	○	○	○
c) Improving the speed and reliability of Internet connectivity	○	○	○	○	○
d) Increasing the variety of digital learning resources available for teaching and learning	○	○	○	○	○
e) Establishing or enhancing an online learning support platform	○	○	○	○	○
f) Supporting participation in professional development on the use of ICT in teaching and learning	○	○	○	○	○
g) Increasing the availability of qualified technical personnel to support the use of ICT	○	○	○	○	○
h) Providing teachers with incentives to integrate ICT use in their teaching	○	○	○	○	○
i) Providing more time for teachers to prepare lessons in which ICT is used	○	○	○	○	○
j) Increasing the professional learning resources for teachers in the use of ICT	○	○	○	○	○
k) Fostering collaboration between teachers within the school to support the integration of ICT use in their teaching	○	○	○	○	○
l) Fostering collaboration between teachers in this school and with teachers in other schools (e.g., teacher networks) to support the integration of ICT use in their teaching	○	○	○	○	○
m) Developing a shared vision for using ICT to support teaching and learning	○	○	○	○	○

Q24
i. To what extent do you believe ICT is needed to support the following aspects of the work of teachers in your school?
and
ii. At your school, are teachers expected to use this aspect of ICT in their work?

(Please mark one choice for (i) and one choice for (ii) in each row)

	(i)				*(ii)*		
	ICT is not needed at all	*ICT is of little use*	*ICT is useful*	*ICT is essential*	*Teachers are not expected to use ICT in this aspect of their work*	*Teachers are expected to use ICT in this aspect of their work*	*Teachers are required to use ICT in this aspect of their work*
a) Staying up to date with day-to-day information about the school	○	○	○	○	○	○	○
b) Communicating with school colleagues	○	○	○	○	○	○	○
c) Communicating with students	○	○	○	○	○	○	○

d) Communicating with parents
e) Record keeping (e.g., student attendance/absences, permission forms, professional development)
f) Planning lessons
g) Presenting instructional material to students
h) Choosing and/or creating student assignments
i) Accepting submissions of student work
j) Providing feedback to students on their work
k) Monitoring, evaluating, and reporting the learning progress of students
l) Personalizing teaching and learning for diverse student needs

Q25 Throughout the current school year, how many teachers in your school participate in the following forms of professional development about ICT for teaching and learning?

(Please mark one choice in each row)

	None or hardly any	*Some of them*	*Most of them*	*All or nearly all*
a) Courses on the use of ICT in teaching provided by the school or the school system				
b) Training by another teacher who has attended a course on ICT				
c) Discussions about the use of ICT in education as a regular item during meetings of the teaching staff				
d) Observations of colleagues using ICT in their teaching				
e) Group discussions of teachers about their use of ICT in teaching				
f) Participation in professional learning programs delivered online				
g) Participation in courses on ICT conducted by an external agency or expert				
h) Participation in a community of practice concerned with ICT in teaching				

ABOUT YOU AND YOUR USE OF ICT

Q26 What is your gender?

Female

Male

Q27 How old are you?

Q28 How often do you use ICT for the following activities?

(Please mark one choice in each row)

	Never	*Less than once a month*	*At least once a month but not every week*	*At least once a week but not every day*	*Every day*
a) Search on the Internet for information relating to educational policy issues					
b) Provide information about an educational issue through a website					
c) Look up records in an electronic database (e.g., in a student records system)					
d) Maintain, organize and analyze data (e.g., with a spreadsheet or database)					
e) Prepare presentations					
f) Communicate with teachers in your school					
g) Communicate with education authorities					

h) Communicate with principals and senior staff in other schools	○	○	○	○	○
i) Communicate with parents	○	○	○	○	○
j) Work with a learning management system (e.g., Canvas, Moodle, Blackboard, Edmodo)	○	○	○	○	○
k) Use social media to communicate with the wider community about school-related activities	○	○	○	○	○
l) Manage staff (e.g.,scheduling, professional development)	○	○	○	○	○
m) Prepare the curriculum	○	○	○	○	○
n) School financial management	○	○	○	○	○

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE