



Identification code
881002-01 -A

Center for Research on Educational Intervention (*CRIE*)

**Survey on the utilization profiles of information and communication technologies in
Quebec teaching**

**Survey questionnaire addressed to preschool, elementary and
secondary teachers**

François Larose, University of Sherbrooke

**Sherbrooke – University of Sherbrooke
October, 2003**

Dear Colleague,

We are submitting to you in the following pages a questionnaire that pertains essentially to the identification of your practices of recourse to school computer technology within the framework of your teaching. You are no doubt aware, that since the implementation of the curriculum reform that was started four years ago, information and communication technologies (ICT) represent one of the key devices that allow for the construction of competencies of an intellectual and methodological nature as well as for the reduction of social gaps among pupils.

The data gathered for the purposes of this survey will allow us to draw up a general profile of the real practices of Quebec teachers concerning the pedagogical use of computer technology. The data will also allow Quebec universities to better adjust the content of preservice and continuing teacher education programs pertaining to the pedagogical use of ICT to the context within which real practice takes place.

Essentially, the questionnaire is made up of closed questions (multiple answers). It also integrates an optional consent file for participation in a telephone interview for the purpose of completing and gaining a better understanding of the information collected. We would truly appreciate it if you would return the completed questionnaire, using the attached pre-addressed and pre-stamped envelope, as soon as possible.

The data gathered will be treated in a non-nominal manner and will be stored on computer support by the researchers of the Center for Research on Educational Intervention, *Centre de recherche sur l'intervention éducative (CRIE)*. Only the researchers will have access to it, in conformity with the ethical and deontological rules that govern all scientific activities at the University of Sherbrooke. Participants in the survey may have access to the research report by consulting the *CRIE* Internet site (<http://www.educ.usherb.ca/crie>) as well as the Center for Interuniversity Research in Teacher Education and the Teaching Profession, *Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE)* (<http://crifpe.scedu.umontreal.ca/>) as of March 1, 2004.

We thank you in advance for the time taken to complete this questionnaire. For the research team:

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University of Sherbrooke
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SECTION A – GENERAL INFORMATION													
1. Sex <input type="checkbox"/> M <input type="checkbox"/> F	3. Mother tongue <input type="checkbox"/> French <input type="checkbox"/> English <input type="checkbox"/> Other												
2. Age <input type="checkbox"/> 25 and - <input type="checkbox"/> 41-50 <input type="checkbox"/> 26-30 <input type="checkbox"/> 51 + <input type="checkbox"/> 31-40	4. Are you welcoming student teachers this year ? <input type="checkbox"/> Yes <input type="checkbox"/> No 5. If you intervene with pupils with learning difficulties, in what context do you work ? <input type="checkbox"/> Homeroom special education teacher <input type="checkbox"/> Free-flow												
SECTION B – EXPERIENCE AND TEACHING ENVIRONMENT													
6. Status Permanent : <input type="checkbox"/> Yes <input type="checkbox"/> No	7. Total number of years of experience in teaching <input type="checkbox"/> 5 and - <input type="checkbox"/> 11-20 <input type="checkbox"/> 6-10 <input type="checkbox"/> 21 and +												
8. Please indicate your level of teaching at the present time (For multiples levels, check all boxes that apply)													
<table border="1"> <thead> <tr> <th>Preschool</th> <th>Elementary</th> <th colspan="2">Secondary</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Kindergarten 4 yrs <input type="checkbox"/> Kindergarten 5 yrs</td> <td><input type="checkbox"/> 1st <input type="checkbox"/> 4th <input type="checkbox"/> 2nd <input type="checkbox"/> 5th <input type="checkbox"/> 3rd <input type="checkbox"/> 6th</td> <td><input type="checkbox"/> Sec. 1 <input type="checkbox"/> Sec. 2 <input type="checkbox"/> Sec. 3</td> <td><input type="checkbox"/> Sec. 4 <input type="checkbox"/> Sec. 5</td> </tr> <tr> <td colspan="2">Specialist <input type="checkbox"/> French second language <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Plastic Arts</td> <td colspan="2">Teaching subject(s) ? _____</td> </tr> </tbody> </table>		Preschool	Elementary	Secondary		<input type="checkbox"/> Kindergarten 4 yrs <input type="checkbox"/> Kindergarten 5 yrs	<input type="checkbox"/> 1st <input type="checkbox"/> 4th <input type="checkbox"/> 2nd <input type="checkbox"/> 5th <input type="checkbox"/> 3rd <input type="checkbox"/> 6th	<input type="checkbox"/> Sec. 1 <input type="checkbox"/> Sec. 2 <input type="checkbox"/> Sec. 3	<input type="checkbox"/> Sec. 4 <input type="checkbox"/> Sec. 5	Specialist <input type="checkbox"/> French second language <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Plastic Arts		Teaching subject(s) ? _____	
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SECTION C – PRESERVICE PROFILE													
9. Please indicate your basic teaching diploma : <input type="checkbox"/> Certificate (A, B or other), option (<i>specify</i>) _____ Bachelor in Education <input type="checkbox"/> at preschool and elementary <input type="checkbox"/> secondary <input type="checkbox"/> special education <input type="checkbox"/> other _____ (<i>specify</i>)	10. Do you have other diplomas ? <input type="checkbox"/> First cycle teaching certificate <input type="checkbox"/> Master of Education <input type="checkbox"/> Certificate or second cycle education diploma <input type="checkbox"/> Doctorate in Education <input type="checkbox"/> Diplomas other than in education _____ (<i>specify</i>)												
11. During your preservice teacher education, did you follow courses pertaining specifically to the pedagogical utilization of computers ? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many courses did you follow ? _____													
12. During your preservice teacher education, did you follow courses pertaining specifically to the utilization of the communication functions of ICT (<i>e-mail, Internet</i>) ? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many courses did you follow ? _____													

SECTION D – CONTINUING EDUCATION PROFILE

13. Did you benefit from continuing education activities or professional improvement days in the following areas :

- a. project approach Yes No
- b. didactics of one subject in particular Yes No
- c. collaborative learning (cooperation among pupils) Yes No
- d. creation and management of learning communities Yes No
- e. training in student-teacher supervision Yes No
- f. management / creation of a website Yes No
- g. utilization of e-mail Yes No
- h. searching information on the Internet Yes No
- i. utilization of CD-Roms in class Yes No
- j. selection and evaluation of educational sites Yes No
- k. utilization of educational software Yes No

If yes, which ones ? _____

- l. evaluation of educational software Yes No

If yes, which ones ? _____

- m. other types of training related to ICT Yes No

Specify : _____

14. Since you finished your preservice training, how many professional improvement activities in the use of the pedagogical utilization of computers did you benefit from ? (Enter the number of activities) _____

Please specify their nature: _____

15. Since you finished your preservice training, how many professional improvement activities pertaining specifically to the utilization of the communication functions of ICT (Internet, e-mail) did you benefit from ? (Enter the number of activities) _____

Please specify their nature: _____

16. What type of support would you like to obtain from your school board or principal concerning the pedagogical integration of ICT ?

Describe the type of support you would like: _____

SECTION E – COMPUTER LITERACY PROFILE

17. What is your level of expertise with regard to the following different computer applications ?

Utilization of communication environments (*Internet, e-mail*) :

Nil Beginner Average Good Expert

Utilization of current software (*word processing, spreadsheet, etc.*) :

Nil Beginner Average Good Expert

Utilization of software for creation of website (*FrontPage, Dreamweaver, etc.*)

Nil Beginner Average Good Expert

18. In their document, «Teacher Education, Orientations and Professional Competencies», the *Direction de la formation et de la titularisation du personnel scolaire* identified the expected level of mastery of ICT in terms of four preservice education competencies.

In a perspective of self-evaluation and planification of continuing education, to what extent do you resort to in your practice each of the competencies targeted?	Regularly	Occasionally	Seldom	Never
Manifest critical thinking with regard to the advantages and limitations of ICT as a support for teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have an overview regarding the possibilities that ICT offer on pedagogical and didactical plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively use the possibilities of ICT for different facets of my intellectual and professional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively support in my pupils the capacity to use ICT to foster their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION F –PROFILE OF YOUR PUPILS

19. How many pupils do you teach ? (enter the number) _____

20. Approximately what proportion of your pupils dispose of a computer at home ?
 none less than 25 % from 26 - 50 % from 51 - 75 % from 76 - 100 %

21. Approximately what proportion of your pupils dispose of an Internet connection at home ?
 none less than 25 % from 26 - 50 % from 51 - 75 % from 76 - 100 %

SECTION F – PROFILE OF YOUR PUPILS (CONTINUED)

22. In general, are your pupils competent in the following elements ?

(check all that applies)

<input type="checkbox"/>	Manipulate the keyboard and mouse adequately	<input type="checkbox"/>	Conduct a search for information on CD-Roms
<input type="checkbox"/>	Create images using basic drawing software	<input type="checkbox"/>	Publish information on the school website (or on another site)
<input type="checkbox"/>	Save their files on floppy disks or on the school network	<input type="checkbox"/>	Use certain peripherals (digital school camera, scanner, etc.)
<input type="checkbox"/>	Use the basic functions of word processing (typing the text, modifying the letter font, using bold, etc.)	<input type="checkbox"/>	Conduct simple research on the Internet (from favorites or preselected sites)
<input type="checkbox"/>	Use the advanced function of word processing (spell-check, formatting, etc.)	<input type="checkbox"/>	Conduct more advanced research on the Internet (using search engines and keywords)
<input type="checkbox"/>	Use tools for the compression of data (ex : Winzip, etc.)	<input type="checkbox"/>	Use the basic functions of e-mail
<input type="checkbox"/>	Transfer information (the functions of cut and paste, insert) from one application to the other	<input type="checkbox"/>	Use the advanced functions of e-mail (using address book or attachments)
<input type="checkbox"/>	Use chat zones	<input type="checkbox"/>	Use spreadsheets

23. For what purposes do your pupils use computers in the framework of your teaching ?

(check all that applies)

<input type="checkbox"/>	E-mail in the framework of school correspondence (class to class)	<input type="checkbox"/>	Word processing and spell-check (Ex: software-supported writing program)
<input type="checkbox"/>	E-mail in the framework of school correspondence with resource persons (external experts)	<input type="checkbox"/>	Gameware as an activity reward
<input type="checkbox"/>	Internet for the search of information in the framework of specific assignments	<input type="checkbox"/>	Free use (Entertainment, games, free time, etc.)
<input type="checkbox"/>	Internet in the framework of a cyberquest (Webquest)	<input type="checkbox"/>	Data management (spreadsheets and database)
<input type="checkbox"/>	Search for information on CD-Rom in the framework of specific assignments	<input type="checkbox"/>	Publishing of information or pupil assignments on Internet
<input type="checkbox"/>	Drill software in the framework of remedial education interventions	<input type="checkbox"/>	To communicate with other pupils (chat)
<input type="checkbox"/>	Drill software in the framework of regular teaching	<input type="checkbox"/>	To communicate with other pupils (discussion forums)
<input type="checkbox"/>	Management of an electronic portfolio	<input type="checkbox"/>	Computer supported experimental software (ExAO) for the realization of experiences

24. During these activities, are pupils asked to use the computer in the framework of ...

(Check all that applies)

- the learning of a specific school subject
- for the realization of a project that focuses on one school subject only
- a project integrating several school subjects

Which ones ? _____

SECTION G – ATTITUDE WITH REGARD TO INFORMATICS

Please express yourself by indicating your degree of agreement or disagreement with regard to each of the following statements :

		Highly agree	Agree	Disagree	Highly disagree
1	I appreciate using the computer to prepare the material I use in my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I find that surfing on the Internet makes my class preparation easier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	When confronted with a problem while using the computer, I feel helpless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	When I am in a new computer environment, I wonder what is going to happen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	When I am in the classroom, there is no question that the computers become part of my actual didactical instrumentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The computer is a tool designed to be used when we work alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	As far as I am concerned, the computer is essentially a means of communication (e-mail).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	As far as I am concerned, the computer is essentially a means of distraction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	As far as I am concerned, the computer is essentially an instrument for work outside of classroom context (search for information, lesson planning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I find that people have unrealistic expectations with regard to the beneficial effects that computer technology may have on pupil learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The official discourse that extols the virtues that informatics has on teaching is just another fad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	It is illusory to want to use informatics at school because the majority of pupils come from families who will never have Internet access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	We must never force pupils to use informatics to accomplish school assignments, for it will cause them undue stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I really like to use e-mail because it allows me to keep contact with my colleagues, even if they work far away from my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION G – ATTITUDE WITH REGARD TO INFORMATICS (CONTINUED)

		Highly agree	Agree	Disagree	Highly disagree
15	Recourse to the computer in the computer laboratory with my class systematically increases discipline problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Even when I am well prepared, I do not teach as effectively when using informatics as when I teach in other ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	It is not easy to supervise pupils' work in the framework of activities that require recourse to the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	It is difficult to arrive at having pupils develop rigorous and effective research strategies on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION H – METHODOLOGICAL COMPETENCIES OF PUPILS

Please express yourself by indicating your degree of agreement or disagreement with regard to each of the following statements :

	<i>In general, at my level of teaching, pupils ...</i>	Highly agree	Agree	Disagree	Highly disagree
1	Are in a position to develop and implement in an autonomous manner, a process for the search of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Know how to identify pertinent sources of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Know how to judge the pertinence of an information source in answering to questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Use strategies to find information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Use strategies to organize information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Use strategies to select pertinent information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Use strategies to synthesize information retained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Use strategies to validate information found.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Know how to identify criteria to judge the credibility of the source.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Are able to determine research themes pertinent to the learning objectives prescribed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION I – PEDAGOGICAL ATTITUDE (RECOURSE TO INTERNET)

Please express yourself by indicating your degree of agreement or disagreement with regard to each of the following statements :

<i>When pupils have to look up information on the Internet it is preferable...</i>		Highly agree	Agree	Disagree	Highly disagree
1	To indicate the sites to be consulted, so that they won't lose time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	To indicate the sites to be consulted to prevent them from being exposed to content of a sexual, racist or other nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	To indicate the sites to be consulted to prevent them from being confronted with contradictory information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	To let them find the sites to be consulted so that they may be able to develop a search process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	To let them find the sites to be consulted so that they may be able to compare different sources of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION J – SATISFACTION WITH REGARD TO EQUIPMENT AND SERVICES

To what degree are you satisfied with each of the following elements ?		Highly satisfied	Satisfied	Dissatisfied	Highly dissatisfied
1	Number of work stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Quality of work stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Availability of software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Training offer to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Training or support service offered by <i>RECIT</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Pedagogical support for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Technical support for users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Installation and maintenance of computers and software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION J – SATISFACTION WITH REGARD TO EQUIPMENT AND SERVICES
(CONTINUED)**

To what degree are you satisfied with each of the following elements ?		Highly satisfied	Satisfied	Dissatisfied	Highly dissatisfied
9	Number of stations linked in network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Number of stations connected to Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Speed and stability of Internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Pedagogical integration of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Content available on the Internet (<i>pertaining to teaching</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consent file to participate in a telephone interview

I hereby express my interest to participate in a telephone interview of approximately 30 minutes, pertaining to my representation of the usefulness of resorting to school informatics in my teaching practice. Should this be the case, a member of the personnel of the Center for Research on Educational Intervention (*CRIE*) will contact me to set up a time for a telephone meeting. The data that will be collected will be treated in a non-nominal and confidential manner that only the researchers of the Center for Research on Educational Intervention (*CRIE*) will have access to.

Family name : _____ First name: _____

Telephone number : (at work) : (____) _____ Ext : _____
(home) : (____) _____

Signature : _____

Please return the questionnaire, fully completed, by using the enclosed pre-addressed and pre-stamped envelope to the following address:

Faculté d'éducation
 Université de Sherbrooke
 Att. Professeur François Larose
 2500, boulevard de l'Université
 Sherbrooke (Québec)
 J1K 9Z9