Teacher Questionnaire

Integrating Computer Technology into the Curriculum at the Grade 4 and 5 Levels

ONLINE QUESTIONNAIRE for Gr. 4 & 5 B.C. teachers (including computer teachers) only please.

Teachers at ALL LEVELS of computer expertise are needed!

This questionnaire can be:
(a) submitted directly from the website
http://intergate.bc.ca/personal/boekhout/technologyincurriculum
(if you are not sure about this capability, please access the Teacher Lesson on Surveys first!)
(b) printed out and mailed in,
(c) printed out and faxed to: 1-604-944-9551
(d) cut and pasted directly into an email message and returned via email
Please note that email attachments will not be accepted, due to the potential risk of viruses.

Please be reassured that your privacy will be respected. At no time will your name or school be revealed. Reference numbers are initially required in order to organize the data into groupings and to allow for the possibility of contacting a teacher for a further interview. (This interview would of course be entirely voluntary.) Data collected will remain protected in the researcher's possession and will not be distributed to any other persons or authorities. After the data has been analyzed, all data will be destroyed in order to maintain as complete privacy as possible. (Please refer to the SFU University Ethics Review Committee forms provided.)

** ONLINE PARTICIPANTS are instructed to provide only that information which the school would not consider confidential and to omit any answers which they feel would need permission of the school. This questionnaire is not intended to be invasive. NOTE: The use of this online questionnaire has been granted by the SFU Ethics committee, effective January 27, 2000.

The following questionnaire is divided into five sections:
**** ALL** participants must also complete an **Informed Consent** from the SFU Ethics board******

A. Demographic information
B. Specific uses of computer technology as related to curriculum areas
C. Conditions connected with the use of technology
D. General level of student computer usage
E. School demographic information (Online version)

While Part B forms the major thrust of the data collection, the information garnered in Parts A, C, D, and E will be used to draw inferences regarding the successful integration of technology into the curriculum and to suggest areas of growth which could be supported by various levels of the education administration. It is very important that teachers at all levels of computer expertise are represented!

Your time and effort to complete this questionnaire is sincerely appreciated. The aim of this study is to provide a useful contribution to the working knowledge of the BC educational system.

If you would like to contact me in order to clarify any of the following directions, PLEASE do so!!!

Nora Boekhout (pronounced "book-out")
Phone: 604 - 941-1126
Fax: 604 – 944 - 9551
Email: boekhout@moody.bc.ca

PART A: DEMOGRAPHIC INFORMATION

1. Number of years teaching: _____ total years

2. Number of years teaching Grade 4 and/or Grade 5: _____ years

3. Grade levels taught recently: Current year: _____, Last year: _____, Two years ago:_____

4. Number of years actively using computers with students (any grade): _____ years
   (actively = leading educational computer activities, not just giving "free choice time")

5. Number of years at this particular school: _____ years

6. Gender: Male ____ Female ____

7. Are you involved in any "extra" school computer responsibilities? No _____ Yes _____
If yes, please put a check mark beside all the roles which you handle:

_____ Classroom Teacher who teaches more than one class of "computers"
Please note how many classes of each grade you teach (including your own)
K: _____ 1: _____ 2:_____ 3:_____ 4:_____ 5: _____ others please specify: _____

_____ Computer Teacher: What is your total allotted time for computer duties: _____ hours/week
Please note how many classes of each grade you teach:
K: _____ 1: _____ 2:_____ 3:_____ 4:_____ 5: _____ others please specify: _____

_____ Computer Contact Person
_____ Computer Supervisor for out-of-school computer use
_____ Computer Club Supervisor
_____ Library Computers Supervisor. If you are the school librarian, please note your allotted time working in the library: _____ hours per week OR _____ days per week.
_____ Other (please specify): _____

Please note any additional pertinent information regarding your position, for example, if you are a part-time teacher, if you job share, if you handle other specialty classes.

_____

8. Do you have a computer at home: No_____, Yes_____
   If yes, are you currently connected to the Internet at home? No _____, Yes _____.

9. Have you borrowed a school computer to take home within the past 12 months: No_____, Yes_____

10. How often have you personally (not with your class) used a computer (at home or school) in the past 14 days:
   Not at all ____, 1-4 times _____, 5-9 times _____, 10-19 times _____, 20+ times _____

11. How many technology workshops or seminars have you attended in the last two years:
   Pro-D Day workshops: _____ District sponsored: _____ Other (eg self-initiated): _____

12. On a scale of 1 to 5, I would consider my personal use of the computer to be: _____
   (1=novice, 5=proficient)

13. On a scale of 1 to 5, I would consider my teaching of computer technology to my class to be:_____
   (1=novice, 5=proficient)

PART B
SPECIFIC USES OF COMPUTER TECHNOLOGY AS RELATED TO CURRICULUM AREAS

The curriculum areas are specified as the B.C. IRP mandates. These descriptions have been copied from the appropriate B.C. IRPs, which are now available on-line from the website: http://www.bced.gov.bc.ca/irp/ .
(The following lists on this page are for reference only.)

List of Six Curriculum Areas – as defined by B.C. IRPs

Information Technology
(nb. No longer a mandated area)
a. Foundations (using IT in all areas)
- Knowledge
- Skills
- Attitudes

b. Process (using IT to solve problems)
- Selecting appropriate IT
- Organizing
- Modifying

c. Presentation (using various media)
- Communicating Ideas

Social Studies
a. Applications of Social Studies
b. Society and Culture
c. Politics and Law
d. Economy and Technology
e. Environment

Language Arts
a. Comprehend and Respond
- Strategies and Skills
- Comprehension
- Engagement and Personal Response
- Critical Analysis

b. Communicate Ideas and Information
- Knowledge of Language
- Composing and Creating
- Improving Communications
- Presenting and Valuing

c. Self and Society
- Personal Awareness
- Working Together

d. Building Community

Science
a. Life Sciences
b. Physical Sciences
c. Earth and Space Science

Mathematics
a. Number
b. Patterns and Relations
c. Shape and Space
d. Statistics and Probability

Personal Planning
a. The Planning Process
- Personal goals
- Monitoring Progress/Adjusting Goals
- Problem-Solving

b. Personal Development
- Healthy Living
- Mental Well Being
- Family Life Education
- Child Abuse Prevention
- Substance Abuse Prevention
- Safety and Injury Prevention

c. Career Development

List of Various Applications - Computer Technology

1. Text processing tools
a. Word processor (simple report or document, see also 6c)
b. Keyboarding (typing practice)
c. Spell-Checker (with word proc)
d. Outliner (document structuring)

2. Instructional Software
a. Problem Solving Programs
b. Tutorial Programs
c. Drill & Practice Programs (not in game format - see also 5b)
d. Software accompanying a Textbook
e. CD-ROM research
f. Internet research (searching)
g. On-line instructional websites

3. Analytic & Information Tools
a. Databases
b. Spreadsheets
c. Chart/Graphing
d. Calculator (as part of computer)
e. Lab Interfaces (science probes)
f. Statistical Programs

4. Programming and Operating Systems
a. Operating Systems (Mac Os, Win)
b. LOGO, Microworlds (LOGO)
c. Cocoa
d. HyperTalk
e. HTML

5.Games & Simulations
a. Simulations (eg SimCity)
b. Instructional Games eg Math Blaster
c. Recreational Games or Entertainment Programs

6. Graphics & Operating Tools
a. Ready-Made Art (eg clip-art)
b. Painting or Drawing
c. Desktop Publishing, (a complex report, planned layout etc)
d. Drafting, Computer-Aided Design
e. Music Composition

7. Communications
a. Within-School Group collaborative projects (intranet)
b. School-School (Internet)
c. School-Home Communications
d. E-mail, Keypals etc
e. On-line databases
f. On-line services, Ask-an-expert

8. Multimedia
a. Videodisc
b. Robotics
c. HyperCard
d. HyperStudio
e. Digital Chisel
f. PowerPoint
g. HTML webpage construction

** Note: The list of computer applications, divided into 8 groupings, is based on the Sheingold and Hadley study (1993).

***Please answer the following questions primarily with respect to your current situation. As this year's students will not have completed all areas of the curriculum, you may need to draw upon your previous teaching experience. Recent teaching is the most relevant.*

Part B1: Language Arts Curriculum Area

14. Do you presently use any computer technology to implement your Language Arts program?

No ___ Yes __

15. If yes, please elaborate on the activities and projects in which computer technology has helped you achieve learning outcomes in Language Arts. (Please specify the computer programs that you used).

16. What computer technologies or projects (in Language Arts) do you see yourself moving towards in the next 2 years?

Part B2: Math Curriculum Area

17. Do you presently use any computer technology to implement your Math program? No ___ Yes ___

18. If yes, please elaborate on the activities and projects in which computer technology has helped you achieve learning outcomes in Math. (Please specify the computer programs that you used).

19. What computer technologies or projects (in Math) do you see yourself moving towards in the next 2 years?

Part B3: Personal Planning Curriculum Area

20. Do you presently use any computer technology to implement your Personal Planning program?

No __ Yes __

21. If yes, please elaborate on the activities and projects in which computer technology has helped you achieve learning outcomes in Personal Planning. (Please specify the computer programs that you used).

22. What computer technologies or projects (in Personal Planning) do you see yourself moving towards in the next 2 years?

Part B4: Science Curriculum Area

23. Do you presently use any computer technology to implement your Science program? No ___ Yes ___

24. If yes, please elaborate on the activities and projects in which computer technology has helped you achieve learning outcomes in Science. (Please specify the computer programs that you used).

25. What computer technologies or projects (in Science) do you see yourself moving towards in the next 2 years?

Part B5: Social Studies Curriculum Area

26. Do you presently use any computer technology to implement your Social Studies program?

No ___ Yes __

27. If yes, please elaborate on the activities and projects in which computer technology has helped you achieve learning outcomes in Social Studies. (Please specify the computer programs that you used).

28. What computer technologies or projects (in Social Studies) do you see yourself moving towards in the next 2 years?

Part B6: Information Technology Area

Please answer the following questions primarily with respect to your current situation. As this year's students will not have completed all areas of the curriculum, you may need to draw upon your previous teaching experience. Recent teaching is the most relevant.

Put a **check mark** if you have used the following for what you consider to be a **'substantial project'** using the computer as a tool. *("If in doubt… leave it out!")*

29. Text processing tools	Lang.Arts	Math	Personal Plan	Science	Social St.	*Other*
1a Word processor (including a simple report or document, see also 6c Desktop publishing)						
1b Keyboarding (where primary objective is typing practice)	n/a	n/a	n/a	n/a	n/a	
1c Spell-Checker (used in conjunction with Word Processing)						
1d Outliner (document structuring and planning used with word proc.)						
1e Others (please specify):						

30. Instructional Software	Lang.Arts	Math	Personal Plan	Science	Social St.	*Other*
2a Problem Solving Programs (primary objective is thinking skills)						
2b Tutorial Programs						
2c Drill & Practice Programs (not in game format - see 5b instruct. games)						
2d Software accompanying a Textbook						
2e CD-ROM research						
2f Internet research (search engines, directories, catalogues etc)						
2g On-line instructional websites						
2h Other (please specify:						

31. Analytic/Information Tools	Lang.Arts	Math	Personal Plan	Science	Social St.	*Other*
3a Databases						
3b Spreadsheets						
3c Chart/Graphing						
3d Calculator (as part of computer)						
3e Lab Interfaces (scientific probes connected to the computer)						
3f Statistical Programs						
3g Other (please specify):						

32. Programming and Operating Systems	Lang.Arts	Math	Personal Plan.	Science	Social St.	*Other* InfoTech
4a Operating Systems	n/a	n/a	n/a	n/a	n/a	
4b LOGO, Microworlds (LOGO)	n/a	n/a	n/a	n/a	n/a	
4c Cocoa	n/a	n/a	n/a	n/a	n/a	
4d HyperTalk	n/a	n/a	n/a	n/a	n/a	
4e HTML	n/a	n/a	n/a	n/a	n/a	
4f Other (please specify):	n/a	n/a	n/a	n/a	n/a	

Part B6: Information Technology Area continued

33. Games & Simulations	Lang.Arts	Math	Personal Plan.	Science	Social St.	*Other*
5a Simulations (eg SimCity)						
5b Instructional Games (eg math or spelling practice in a game format)						
5c Recreational Games/ Entertainment Programs						
5d Other (please specify):						

34. Graphics & Operating Tools	Lang.Arts	Math	Personal Plan.	Science	Social St.	*Other*
6a Ready-made art (eg. Clip-art)						
6b Painting or Drawing						
6c Desktop Publishing (a complex report with graphics, planned layout etc. See also 1a – simple reports)						
6d Drafting, Computer-Aided Design						
6e Music Composition						
6f Other (please specify):						

35. Communications	Lang. Arts	Math	Personal Plan.	Science	Social St.	*Other*
7a Within-School Group collaborative projects (intranet)						
7b School-School Communications (Internet)						
7c School-Home Communications						
7d E-mail, Keypals etc						
7e On-line services, Ask-an-expert						
7f On-line databases						
7g Other (please specify):						

36. Multimedia	Lang.Arts	Math	Personal Plan.	Science	Social St.	*Other*
8a Videodisc						
8b Robotics						
8c HyperCard						
8d HyperStudio						
8e Digital Chisel						
8f Power Point						
8g HTML webpage construction						
8h Other (please specify):						

PART C: CONDITIONS CONNECTED WITH THE USE OF TECHNOLOGY

NOTE: Some questions will not be applicable to your situation, these may be rated "N/A".
COMPUTER TEACHERS: Omit Questions 37, 38, &40. Please answer Question #39 as to how you communicate with the grade 4/5 teachers whose students you teach computers.

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37. Check all that apply to your situation:
_____ a- I teach my own class "computer time" for _____ minutes per week
_____ b- a computer teacher takes my class for "computer" _____ minutes per week
_____ c- a computer teacher and I team-teach my "computer" _____ minutes per week
_____ d- another teacher takes my class for "computer" _____ minutes per week
_____ e- another teacher and I team-teach my "computer" _____ minutes per week

38. Do you receive computer lab time as a prep time?
No:____ Yes:_____ If yes, how many minutes per week _____

39. If your school has a computer teacher, check all that apply to your situation:
_____ a- N/A
_____ b- we don't have meetings
_____ c- we have regular meetings _____minutes/week OR _____ minutes/month
_____ d- we meet in my prep time _____minutes/week OR _____ minutes/month
_____ e- we have funded release time _____minutes/week OR _____ minutes/month
_____ f- we talk at out-of-school times _____minutes/week OR _____ minutes/month
_____ g- other modes of communication (please specify): _____
_____minutes/week OR _____ minutes/month

40. If another teacher teaches your class "computer", or if you team-teach your class along with another teacher. Check all that apply to your situation:
_____ a- N/A
_____ b- we don't have meetings
_____ c- we have regular meetings _____minutes/week OR _____ minutes/month
_____ d- we meet in my prep time _____minutes/week OR _____ minutes/month
_____ e- we have funded release time _____minutes/week OR _____ minutes/month
_____ f- we talk at out-of-school times _____minutes/week OR _____ minutes/month
_____ g- other modes of communication (please specify): _____
_____minutes/week OR _____ minutes/month

41. Does your school provide any means of support for using technology in your teaching curriculum?
No_____ Yes _____

Check all that apply:
_____ a- school sponsored training sessions/workshops for using technology
_____ b- school sponsored training sessions/workshops for integrating technology into the curriculum
_____ c- books or pamphlets for using the school software
_____ d- an Information Technology resource library of commercial books
_____ e- commercial lesson plan instruction books
_____ f- teacher generated lesson ideas in binders or folders
_____ g- grade groupings of technology teaching ideas in binders or folders
_____ h- videos regarding the use of technology
_____ i- Other (please specify) _____

42. Approximately how many computer training sessions/workshops in the last two years have been provided by your school (apart from those offered by the district). _____ sessions

43. How many of these school sponsored training sessions have you attended? _____ sessions

44. Rate the following on a scale of 0 to 3 to show how these resources have helped you in **integrating technology into the curriculum**. (Please **circle** only one number.)

0 indicates that you have not tried this particular resource or that it is not available at your school.
1= minimally helpful **2**= of some help **3**= very helpful

0 - 1 - 2 - 3 a- Resource books or pamphlets for using specific software
0 - 1 - 2 - 3 b- Ministry Publications regarding technology
0 - 1 - 2 - 3 c- Your school's Information Technology resource library (not including specific software)
0 - 1 - 2 - 3 d- Books you have purchased or borrowed on your own

0 - 1 - 2 - 3 e- School sponsored training sessions/workshops for using technology
0 - 1 - 2 - 3 f- School sponsored training sessions/workshops for integrating technology into the curriculum
0 - 1 - 2 - 3 g- Commercial lesson plans for teachers
0 - 1 - 2 - 3 h- Teacher generated lesson ideas in binders or folders
0 - 1 - 2 - 3 i- Grade groupings of technology teaching ideas in binders or folders
0 - 1 - 2 - 3 j- Videos regarding the use of technology

0 - 1 - 2 - 3 k- District workshops after school
0 - 1 - 2 - 3 l- Workshops you have attended on your own (ie. not provided by school district)
0 - 1 - 2 - 3 m- Professional Day workshops
0 - 1 - 2 - 3 n- Professional Development time allotted to technology
0 - 1 - 2 - 3 o- Lesson plans provided along with software programs

0 - 1 - 2 - 3 p- Support from a computer teacher
0 - 1 - 2 - 3 q- Support from other teachers
0 - 1 - 2 - 3 r- Support from district groups or networks
0 - 1 - 2 - 3 s- Support from a district coordinator or technician

0 - 1 - 2 - 3 t- Internet resources/lesson ideas
0 - 1 - 2 - 3 u- District Library resources/lesson ideas
0 - 1 - 2 - 3 v- District Internet resources/lesson ideas
0 - 1 - 2 - 3 w- Other (please specify) _____
0 - 1 - 2 - 3 x- Other (please specify) _____

45. In your own words, what would be the best assistance to integrating technology into your curriculum studies?

PART D –
GENERAL LEVEL OF STUDENT COMPUTER USAGE

D1: Peripheral devices

46. Which devices have you used for or with your class (within last 2 years)? (Check all that apply.)
_____ a- Printers – Colour (or colour laser)
_____ b- Printers - Laser
_____ c- Printers – Other (not laser or colour)
_____ d- Camera (regular camera with photos scanned or converted through Internet or on CD ROM)
_____ e- QuickCam (digital photos or video but camera stays attached to computer)
_____ f- Portable Digital camera (with corresponding software)
_____ g- Video camera (regular video with tape converted to digital format)
_____ h- Digital Video Camcorder (with corresponding software)
_____ i- Computer screen display (using an LCD panel with overhead projector)
_____ j- Computer screen display (using a projector, eg. LitePro, Proxima etc.)
_____ k- Computer screen display (viewing on a TV monitor, eg. AverKey)
_____ l- Scanner
_____ m- Audio (digital recordings: voice, music, sound effects etc.)
_____ n- Music (using midi equipment or other types of audio software)
_____ o- Scientific probes attached to the computer
_____ p- Robotics (eg. Lego-dacta)
_____ q- other (please specify): _____

D2: Computers in the Classroom

47. How many computers do you have in your classroom? _____

- ***Teachers WITHOUT A CLASS COMPUTER may skip questions 48 to 53.***

48. How would you rate your class computer(s). Check <u>one</u> only. outdated _____, older but satisfactory _____, modern_____, other (please specify): _____

49. How many computers in your classroom have a CD-ROM? _____

50. What networking options are available in your classroom?
_____ a- None
_____ b- Not sure
_____ c- Networked to use computer programs from a school server
_____ d- Intranet (can send messages to other computers within the school only)
_____ e- Quickmail system (can send messages within the school district only)
_____ f- Internet (complete WWW access)
_____ g- Email (with WWW access)
_____ h- other (please specify): _____

51. Is the classroom computer(s) used by the students? No _____ Yes _____
If yes, how do your students save their classroom work or projects? Check all that apply.
_____ a- they don't save, they just print it out
_____ b- on floppy disks
_____ c- on the local hard drive
_____ d- on a classroom server disk (eg. Individual student folders)
_____ e- on a school network server disk (eg. Individual student folders accessisble throughout school)
_____ f- other (please specify): _____

52. Do you ever designate computer time on the classroom computer(s)? No _____ Yes _____

If yes, what would be an average time that EACH student is scheduled on a classroom computer.?
_____ minutes per week OR _____ minutes per month

53. On the average, how much unscheduled time do students spend on educational activities or projects on the classroom computer during class time?
estimate for avid users : _____ minutes per week OR _____ minutes per month
estimate for novice users: _____ minutes per week OR _____ minutes per month

D3: Computers in the Computer Lab

54. How much scheduled computer lab time does your class receive per week?
_____ minutes per week

- ***Teachers WHO DO NOT HAVE A COMPUTER LAB may skip question #55 - 57.***

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55. How much extra (unscheduled) computer lab time does your class take on the average?
____ none OR _____ minutes per week OR _____ minutes per month
OR _____ minutes per school year

56. Do your students have access to BOTH a classroom computer and to a computer lab?
No _____ Yes ____

If yes, how much classroom computer time would you estimate that your students spend on designated classwork or projects, as compared to classwork done during "computer lab time"? Check one only.

___ a- negligible classroom computer time
___ b- more lab time than classroom computer time for most students
___ c- approximately equal amounts of both classroom and lab time for most students
___ d- more classroom computer time than lab time for most students

57. How do your students save their computer lab work or projects? Check all that apply.
_____ a- they don't save, they just print it out
_____ b- on floppy disks
_____ c- on the local hard drive
_____ d- on a lab network server disk (eg. Individual student folders)
_____ e- other (please specify): _____

Part E - school demographic information (Online version)

58. Please indicate your school district: _____
(note: This information is needed to group the data. Your school district name will be then deleted.)

59. Please indicate your school. _____
(note: This information is needed to authenticate your questionnaire. Your school name will be deleted immediately after verification.)

60. How many students are currently enrolled in your school? _____

61. How many teachers at your school are at:
grade 4 level (including 3/4) _____ grade 4/5 split _____ grade 5 level (including 5/6) _____

62. How would you characterize your school according to socio-economic standing?
very poor ____ poor ____ middle class ____ relatively affluent ____ very affluent ____

63. Does your school have: no extra help ____ a full-time computer teacher ____
a part-time computer teacher ____ a teacher who assists with computers ____
other (please specify) _____

64. Does your school have a computer lab? No ___ Yes ___
If yes, how many computers _____

65. How would you generalize the average age of your schools' teacher/student (ie. not office) computers?
____ mainly outdated models (limited capabilities for today's modern software)
____ fairly even combination of outdated models and older models
____ mainly older models with a few newer models and some outdated models
____ fairly even combination of older models and newer models
____ mainly newer models (equipped with CD-ROM etc.)

66. About how many of the teacher/student computers (ie. not office) are equipped with CD-ROM? _____

67. How long has your school been connected to the Internet? _____ months _____ years

68. About how many of the teacher/student computers are connected to the Internet? _____

69. How would you generalize your overall staff commitment to integrating technology?
____ lesser priority than most school goals
____ equal priority than most school goals
____ equal priority with most school goals but not currently the foremost goal
____ greater priority than most goals

70. Are there any comments regarding the integration of computer technology into the curriculum which have not been addressed to your satisfaction in this questionnaire? Please let me know here!

71. Where did you learn about this online questionnaire? _____

The End! Please remember to complete the SFU Ethics form. Thank you for your participation!

SIMON FRASER UNIVERSITY (FORM #2)

INFORMED CONSENT BY SUBJECTS TO PARTICIPATE IN A RESEARCH PROJECT OR EXPERIMENT

The University and those conducting this project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of subjects. This form and the information it contains are given to you for your own protection and full understanding of the procedures**.** Your signature on this form will signify that you have received a document which describes the procedures and benefits of this research project, that you have received an adequate opportunity to consider the information in the document, and that you voluntarily agree to participate in the project.

Any information that is obtained during this study will be kept confidential to the full extent permitted by law. No personal information will be divulged, unless required by a court or other legal body. Knowledge of your identity is not required. You will not be required to write your name or any other identifying information on the research materials. Materials will be held in a secure location and will be destroyed after the completion of the study.

Having been asked by NORA **BOEKHOUT** of the **Faculty of Education of Simon Fraser University** to participate in a research project experiment, I have read the procedures specified in the document.

I understand the procedures to be used in this study and the personal risks to me in taking part.

I understand that I may withdraw my participation in this study at any time, even if I sign this consent.

I also understand that I may register any concern I might have about the study with Dr. Robin Barrow, Dean of Education of Simon Fraser University (Email: barrow@sfu.ca)
Faculty phone: 604-291-3148).

I may obtain copies of the results of this study, upon its completion, by contacting:
Nora Boekhout Email: boekhout@moody.bc.ca Phone: 604- 941-1126

I have been informed that the research material will be held confidential by the Principal Investigator.

I understand that my supervisor or employer may require me to obtain his or her permission prior to my participation in a study such as this.

I agree to participate by: answering questions and offering opinions regarding the issue of the integration of computer Technology
into the Grade 4/5 curriculum, either in writing, by email, or by answering in person on audio tape, as to be determined by myself
and the researcher, Nora Boekhout,
during the time period February 2000 to June 2000,
at my school of employment or an alternate place as determined by myself and the researcher, Nora Boekhout.

NAME (please type or print legibly): _____

ADDRESS: _____

_____

SIGNATURE: _____ **WITNESS:** _____

DATE: _____

SIMON FRASER UNIVERSITY **FORM #5**

INFORMATION SHEET FOR SUBJECTS

This form describes the proposed tests involving physical, psychological, or invasive testing, a description of the procedures to be followed, and a statement of the risks to the subjects and benefits of the research.

Title of Project:
The Integration of Computer Technology into the Curriculum at the Grade 4 and 5 Levels

Over the last two decades, teachers in the B.C. school system have been understandably perplexed about the role that computers should play in a student's daily education. Current literature recommends a move from an isolated study of computer science to an integration of computer technology into the standard curriculum. If this "invisible" integration is to be facilitated, we need to first determine exactly where and how computer technology is currently being used. Furthermore, this documentation needs to come from within our own British Columbia educational system.

This research study addresses the question "How are teachers using computer technology to implement the major curriculum areas at the Grades 4 & 5 Levels?"
Several issues are involved: (a) which curriculum areas are being most consistently addressed via computer technology? (b) which computer technologies are being most consistently used across different curriculum areas? (c) are there particular groups of teachers who are using computer technology more than others? (d) which kinds of conditions (facilities, time, training/support, networking) are correlated with evidence of successful integration of computer technology?

Participating in this study requires the answering a series of questions relevant to your particular use of computer technology in implementing the curriculum at the Grade 4 and/or 5 levels. Many of the questions require only a short yes/no or single word answer. Some questions give you the chance to provide a more detailed explanation of your experience and/or opinions. Five curriculum areas have been chosen: Language Arts, Math, Personal Planning, Science, Social Studies. The area of Information Technology will also be addressed. Relevant demographic information, such as school size, scheduling of computer lab time, availability of computers etc., will also be collected.

The information you provide will be held in strict confidence. Coded numbers, available only to the researcher, will be used instead of any references to you or your school. After all questionnaires and interviews are completed, even these coded references will be destroyed. The data itself will be used as part of a master's thesis publication. In the final publication no personal references, not even the school district name, will be divulged.

The researcher will be readily available, in person, by phone, or by email, if you have any further questions regarding the format or purpose of this study.

Sincerely,
Nora Boekhout
Phone: 604- 941 –1126
Email: boekhout@moody.bc.ca