

DOCUMENT RESUME

ED 238 895

TM 830 717

AUTHOR Lockheed, Marlaine E.; And Others  
 TITLE Computer Literacy: Definition and Survey Items for Assessment in Schools.  
 INSTITUTION Educational Testing Service, Princeton, N.J.; Human Resources Research Organization, Alexandria, Va.; Instructional Computing, Inc., Minneapolis, MN.  
 SPONS AGENCY National Center for Education Statistics (ED), Washington, DC.  
 PUB DATE Sep 83  
 CONTRACT 400-82-0024  
 NOTE 222p.  
 PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC09 Plus Postage.  
 DESCRIPTORS \*Computer Literacy; Curriculum Development; \*Data Collection; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Glossaries; \*Item Banks; \*Needs Assessment; Principals; \*School Surveys; Secondary School Students; Secondary School Teachers; Superintendents; Test Items; Test Validity

ABSTRACT

This project presents a pool of questions that can be used in surveys to provide data that would enable state and local education agencies, school administrators, teachers, parents, and the computer industry to make better informed decisions regarding: (1) curriculum planning and implementation in elementary and secondary school; (2) design of inservice and preservice training programs for teachers and administrators; (3) development of educational computer equipment, software, and computer-related learning materials; and (4) evaluation and selection of computer equipment, software, and learning materials. The pool of questions contain three different types. The first type is the survey item that asks the respondent about his or her computer-related knowledge, skills, experience, and use. The second type is the validation item whose purpose is to objectively validate the survey items. The third type is the inventory item that seeks information regarding computer-related resources in the district, school, or classroom. The included items are addressed to four types of respondents: school district superintendents (n=245), principals (n=377), teachers (n=284), and students (n=204) of elementary and secondary schools.(PN)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED238895

Computer Literacy: Definition and Survey Items  
for Assessment in Schools

Educational Testing Service

Marlaine E. Lockheed  
Project Director

Beverly Hunter  
Human Resources Research Organization

Ronald E. Anderson  
Instructional Computing, Inc.

Richard M. Beazley  
National Center for Education Statistics  
and  
Edward T. Esty  
Office of Educational Research and Improvement  
Project Officers

September 1983

Prepared for the National Center for Education Statistics under contract 400-82-0024 with the U.S. Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgment. This report, therefore, does not necessarily represent positions or policies of the Government, and no official endorsement should be inferred. This report is released as received from the contractor.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

M.E. Lockheed

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

TM 830 717

### Acknowledgments

We gratefully acknowledge the contributions of: Dr. Kathleen Gerritz (ETS), Dr. Margaret Goertz (ETS), Dr. Robert Seidel (HumRRO), Dr. Susan Thomas (Florida State University), Dr. Michael Zieky (ETS), Ms. Bernedette Dünmeyer (ETS), Ms. Elaine Guennel (ETS), Ms. Lorraine Luciano (ETS), Mr. Kenneth Rosenblad (Teachers College), Ms. Doris Stein (HumRRO), Ms. Wallie Walker (ETS), and Ms. Susan Wilson (ETS), who assisted in various phases of this project.

## Table of Contents

	<u>Page</u>
Introduction . . . . .	1
The Purpose of the Project . . . . .	3
How the Project Was Conducted. . . . .	6
Organization. . . . .	6
Project Procedure . . . . .	8
Defining Computer Literacy. . . . .	8
Developing a Conceptual Structure . . . . .	10
Writing Items . . . . .	12
Field Testing . . . . .	13
The Item Pool and How to Use It. . . . .	15
Survey Items. . . . .	15
Validation Items. . . . .	18
References . . . . .	20
Glossary . . . . .	23
Index to Items . . . . .	35
Questions for School System Superintendents	
Questions for Elementary and Secondary School Principals	
Questions for Elementary and Secondary School Teachers	
Questions for Elementary and Secondary School Students	

## Introduction

American education is being confronted by profound technological changes occurring in the larger society. These changes are generally referred to as the "information revolution"--a revolution characterized by rapid developments and reduced costs in electronic information technologies and global information networks. The most immediate consequence of this revolution for education has been the introduction of low-cost microcomputers into elementary and secondary schools throughout the nation. From fall 1980 to spring 1982 the number of microcomputers available for instructional use by public school students tripled; 22% of elementary schools and 60% of secondary schools reported having microcomputers (Wright, 1982). With the increasing capability of microcomputers and their declining costs, it is not unreasonable to anticipate a time not far in the future when all elementary and secondary students will have access to a computer on a regular basis.

The potential that computers hold for education is dramatic. Properly programmed, computers can facilitate the teaching and learning process, can be used as tools in most subject matter areas, and can be used for administrative purposes. As an object of study, computers can prepare students for a wide variety of new careers in technology (Office of Technology Assessment, 1982).

Despite the potential utility of computers for education, and the apparent speed with which schools have acquired computers, detailed information regarding computer applications in elementary and secondary schooling is presently limited. Recognizing this deficiency, and in support of

Secretary Bell's initiative on educational technology, the National Center for Education Statistics (NCES) and the Education Technology and Science Staff (ETSS) of the Office of Educational Research and Improvement (OERI), initiated a project to facilitate the systematic gathering of data on computer use and computer literacy in elementary and secondary education. The purpose of this project was to develop a pool of questions that could be used in surveys to provide data that would enable state and local education agencies, school administrators, teachers, parents, and the computer industry to make better informed decisions regarding:

1. Curriculum planning and implementation in elementary and secondary schools;
2. Design of inservice and preservice training programs for teachers and administrators;
3. Development of educational computer equipment, software, and computer-related learning materials;
4. Evaluation and selection of computer equipment, software, and learning materials.

### The Purpose of the Project

Although the number of schools that have computers and use them for student-related activities has risen dramatically in the past few years, little is known about who are using the computers and for what purposes they are being used. Recent surveys of computer-using teachers and schools indicate that the primary uses of computers in schools are for programming in BASIC, general "computer awareness courses" and for drill-and-practice applications (Becker & Fennessey, 1983; Anderson, 1983). Beyond such general types of knowledge, little is known about the specific uses of computers made by administrators, teachers, and students. Moreover, much of the data that have been gathered to date is structured so differently that little cumulative knowledge has been obtained. To solve these problems and help provide more comprehensive and more comparable information regarding the types of uses of computers and the extent of their application in schools, the Department of Education commissioned the preparation of a pool of questions that can be used to construct instruments with these objectives.

The pool of questions--referred to hereafter as "items"--include three different types. The first type of items is the survey item that asks the respondent about his or her computer-related knowledge, skills, experience, and use. The second type of item is the validation item whose purpose is to objectively validate the survey items. The third type of item is the inventory item that seeks information regarding computer-related resources in the district, school, or classroom.

The items themselves are addressed to four types of respondents:

- School district superintendents
- Elementary and secondary school principals
- Elementary and secondary school teachers
- Elementary and secondary school students

The pool of items can be used by federal, state, and local education agencies and researchers as a starting point in designing instruments for assessing the status of computer literacy in schools and school districts. The items themselves should be relevant to conditions that might prevail until 1990. Technological changes, of course, may affect the relevance of specific items.

The items are designed to assist in gathering information that would help to answer questions such as the following:

- To what extent have goals for computer literacy been formalized?
- In what ways are computers being integrated into curriculum areas?
- What is the quality and quantity of computer-related courses in the schools?
- To what extent and in what ways are superintendents, principals, teachers, and students computer-literate?
- What are superintendents, principals, teachers, and students doing with computers?
- At what grade levels are computers being introduced?
- How do superintendents, principals, teachers, and students keep up with computer-related developments and issues?
- How are equipment, software, and curricular materials being evaluated and selected?
- How accessible are appropriate computer equipment, software, and learning materials to administrators, teachers, and students?

- What are the policies on computer acquisition, access, and use?
- How are resources allocated within a district?
- What programming languages are being taught, and to whom?
- What computer-related training is being provided, for whom and by whom?
- How are schools evaluating their computing activities?
- Who makes decisions on such matters as curriculum, equipment selection, teacher training, software selection?
- Does the use of computers vary between different types of schools and communities?
- What are the relationships between computer activities in school and computer access outside of school?
- How are parents and communities involved?
- What resources are needed and lacking in order for schools to achieve their goals?

The nature and extent of computer-related activities is changing rapidly in schools and school districts, as well as in society at large. In designing the items, the assumption was made that surveys incorporating them would be conducted several times during the time frame 1985-1990, thus providing information on changes and trends.

How the Project Was Conducted

Organization

This project was the joint effort of Educational Testing Service (ETS) of Princeton, New Jersey, the Human Relations Research Organization (HumRRO) of Arlington, Virginia, and Instructional Computing, Inc. (ICI) of Minneapolis, Minnesota. ETS, the prime contractor, provided test and survey development expertise, and HumRRO and ICI brought to the project expertise in the area of computer use in education. The first activity of the project was to identify members of a ten-person Advisory Panel who would guide the project throughout its course.

The Advisory Panel was selected to include representatives from the following groups:

- elementary and secondary teachers
- administrators
- chief state school officers
- the computer industry
- publishers
- professional societies in computing
- post-secondary teachers of computer science

The Advisory Panel was also selected for regional representation, with members from the Far West, the Northwest, the Midwest, the South, and the Northeast. Members of the Advisory Panel hold doctorates in education, mathematics, engineering, physics and computer science, and all have been actively involved in computer-related educational activities.

The Advisory Panel members were:

Dr. William Atchison  
Professor, Department of  
Computer Science  
University of Maryland  
College Park, Maryland

Dr. J. Michael Moshell  
Associate Professor, Computer  
Science Department  
University of Tennessee  
Knoxville, Tennessee

Dr. Joseph Caravella  
Director of Professional Services  
National Council of Teachers of  
Mathematics  
Reston, Virginia

Dr. David Moursund  
Professor, Department of  
Computer and Information Science  
University of Oregon  
Eugene, Oregon

Dr. Sylvia Chorp  
President, American Federation of  
Information Processing Societies, and  
Past Director of Instructional Systems  
School District of Philadelphia  
Philadelphia, Pennsylvania

Ms. Jean M. Rice  
Independent Consultant and Author  
Minneapolis, Minnesota

Dr. K. Fred Daniel  
Director, Strategy Planning  
and Management Information Systems  
Florida Department of Education  
Tallahassee, Florida

Dr. Robert F. Tinker  
Director, Technology Center  
Technical Education Research  
Centers, Inc.  
Cambridge, Massachusetts

Dr. Arthur W. Luehrmann  
Computer Literacy, Inc.  
Berkeley, California

Dr. Daniel H. Watt  
Editor, Byte and Popular Computing  
Peterborough, New Hampshire

Recent books on computer use in education written by members of the panel include Computer Literacy: A hands-on approach by A. W. Luehrman and H. Peckham (Webster Division, McGraw-Hill Book Company, 1983); Computer Power by J. M. Moshell (Gregg/McGraw-Hill, 1982); Calculators in the Classroom by D. Moursund (John Wiley & Sons, 1981); My Friend the Computer by J. M. Rice; and Learning with Logo by D. H. Watt (Byte Books/McGraw-Hill, 1983).

During the course of the project, the Advisory Panel convened three times for two-day meetings to review, revise and make recommendations

regarding the definition and conceptual structure of computer literacy, the items as they were developed, and the various reports prepared during the course of the project. Their substantive input was essential to the functioning of the project.

### Project Procedure

The study included four major activities: defining computer literacy, developing a conceptual structure for computer literacy in elementary and secondary education, writing items to survey and assess computer literacy, and field testing the items. Each of these activities is described in the following sections.

Defining Computer Literacy. Computer literacy is a term that has been widely discussed, but whose meaning has rarely been agreed upon. In order to adequately reflect the diversity of meaning attributed to "computer literacy," a review of previous definitions, computer literacy course outlines, curriculum guides, and general goals for computer literacy in schools was conducted. (See the Reference section of this report for citations of materials reviewed.)

Based on this earlier work, a draft definition of computer literacy was prepared, reviewed, and refined by the Advisory Panel. The final definition of computer literacy agreed upon by the Advisory Panel was:

"Computer literacy may be defined as whatever a person needs to know and do with computers in order to function competently in our information-based society.

Computer literacy includes three kinds of competence: skills, knowledge, and understanding. It includes:

1. the ability to use and instruct computers to aid in learning, solving problems, and managing information;

2. knowledge of functions, applications, capabilities, limitations, and social implications of computers and related technology; and
3. understanding needed to learn and evaluate new applications and social issues as they arise."

This definition highlights the fact that specific skills, knowledge and understanding will vary from person to person, from job to job, and from time to time. The term "computer literacy" does not, however, cover the specialized knowledge and skills that are required for careers in such computer-related fields as computer science, data processing, or systems engineering.

The definition of computer literacy used here incorporates the ideas inherent in the definitions of computer literacy proposed by others. For example, Ronald Anderson and Daniel Klassen (1982) defined computer literacy as:

"Whatever understanding, skills and attitudes one needs to function effectively within a given social role that directly or indirectly involves computers."

David Moursund (1982) has proposed that:

"Computer literacy is a working knowledge of computers."

Arthur Luehrmann (1982) has reasoned that:

"If you can tell the computer how to do the things you want it to, you are computer literate."

The Layman's Guide to the Use of Computers in Education published by the Association for Educational Data Systems (Charp, et al., 1982) states that computer literacy

"is being considered a basic skill and essential to function properly in our society. The ability to learn how to handle information, solve problems, communicate with people, and help understand the changes that are happening in our society can be aided with the proper use of the computer."

Because computers are simply tools for handling information and solving problems, some have argued that the idea of "computer literacy" should be replaced with "information handling literacy." Licklider (1982), for example, proposed national goals for "information technology know-how." Nevertheless, the phrase "computer literacy" has become a focus for information technology know-how; therefore, it is probably useful and convenient to retain the phrase in spite of its deficiencies.

Developing a Conceptual Structure. The development of a conceptual framework for computer literacy as it is applied to administrators, teachers, and students in elementary and secondary schools was shaped by a review of computer literacy course outlines, curriculum guides, and general goals for computer literacy. This framework distinguished seven domains of computer literacy skills and knowledge:

1. Administration

Administering computer-related policies and procedures for a school district or school. Includes such tasks as establishing computer literacy goals for students; establishing procedures for evaluating software; and assigning responsibility for teacher training.

2. Teaching

Teaching with or about computers. Includes such tasks as teaching students how to use computer software; discussing social issues with students; assessing students' computer-related skills.

3. Using Programs

Using suitably programmed computers as aids in learning, managing information, and solving problems. Includes such tasks as operating

equipment; selecting the appropriate program for a given purpose; using a graphics program to graph data from a science experiment; using a word processor to aid in writing and editing a composition.

4. Developing Programs

Developing procedures for solving a problem, and writing the procedures in a form the computer can understand and carry out. Includes such tasks as defining a problem; giving a sequence of commands and instructions to the computer; testing and debugging a computer program.

5. Analyzing Applications

Knowing capabilities and limitations of computers as they are used for various purposes. Includes such tasks as describing how people in the school district use computerized student records; deciding whether to use a computer to aid in a particular activity.

6. Social Issues

Understanding social issues related to computers and technology. Requires awareness of issues such as privacy, computer crime, job requirements, consumer concerns, sources and effects of "computer errors." Involves identification of issues and parties in conflict.

7. Concepts and Terms

Understanding of the fundamental concepts and terms related to computers, that are needed to use computers effectively and comfortably. Examples include understanding the concept of stored programs; recognizing common ways of processing data, such as methods of searching, sorting, summarizing, and updating.

The Advisory Panel rated the relative importance of the domains for school system administrators, elementary and secondary school principals, elementary and secondary school teachers, and elementary and secondary school students.

For each domain, brief descriptions of computer-related tasks ("task statements") that administrators, teachers, or students may need to be able to perform were developed. For example, one task statement for teachers was to "evaluate and select computer programs for your students to use." These task statements were derived from the materials reviewed, and overall, more than 250 task statements were prepared. The Advisory Panel also rated each task statement for its importance to each respondent group.

Writing Items. A preliminary set of specifications for item development was obtained from the list of 250 task statements generated as part of the conceptual framework, and from an independent review of previously developed instruments designed to assess the status of computer literacy. These instruments are cited in the references of this report. From these instruments and the draft task statements, draft versions of over 200 items were prepared.

A second set of specifications for item development was derived from a list of substantive questions raised by the Advisory Panel. These questions clarified the need to develop items to inventory computer-related equipment, software, training, curricular materials and other resources available to individuals, classrooms, schools, and school districts.

Three types of items were developed: (1) computer literacy self-survey items including (a) self-assessment items for which the individual reports his or her own level of knowledge or skill, (b) self-report items for which the individual describes his or her own behavior (e.g., frequency of using a computer), and (c) expert report items for which the individual serves as an informant (e.g., he or she indicates whether or not his or her district has policies related to computers); (2) computer literacy validation items, which are multiple-choice questions for each computer literacy domain; and (3) computer-related resource inventory questions. Computer literacy survey items and computer related resource inventory questions were developed as checklists, ratings, rankings, and simple "Yes-No" questions.

Preliminary versions of all items were reviewed, revised, and refined, over multiple iterations, by the project staff and the Advisory Panel. In developing and reviewing items, attention was directed toward the adequacy and accuracy of the content, format, style, and readability. In general, most items have a sixth-grade reading level, although many items contain some computer-related technical words that might not be familiar to the average sixth-grade student.

Field Testing. The purpose of the field test was to conduct a formative evaluation of the preliminary survey and validation questions. Although the questions had been developed through several iterations and reviews by technical experts, they had not been tried out with the superintendents, principals, teachers, and students who were to be the ultimate target group. The evaluation focused on the responses of individuals from each of these groups to the language and substance of the items.

Eight school districts in New Jersey, Pennsylvania, and Delaware participated in the field test. Individual interviews were conducted with the superintendent, a secondary and an elementary principal, and a secondary and an elementary teacher. Students were surveyed in groups of ten, each of whom responded to a different set of ten items; each item, however, was answered by only eight elementary students and eight secondary students.

The data from the field test were subjected to both qualitative and quantitative analysis; results of these analyses were used in the penultimate revision of the items.

The Item Pool and How to Use It

The last four sections of this report contain a pool of survey and resource inventory items that may be used in computer literacy surveys; the validation items are not included in order to maintain security. Individuals wishing to obtain copies of the validation items may do so by following the instructions on page 18.

Survey Items

The pool of survey and resource inventory items has been separated into four groups of questions appropriate for superintendents, principals, teachers, and students. The same or similar item may appear in more than one set of items, with similar forms adapted for particular respondents. For example, an item asking whether or not the respondent has ever written a computer program may appear identically worded in all four sets, whereas an item asking about computer-related policies may be worded differently, directing the superintendent to answer about district policies, the principal to answer about school policies and the teacher to answer about classroom policies. The Index of Items provides a listing of all items in the pool, and indicates which items appear in each of the four sets; asterisks indicate items containing parallel, respondent-specific wording.

Although the sets of items do not constitute finished survey instruments, the items are arranged in a logical order within sets. Items related to each domain are grouped together, and domains appear in the order listed above, beginning with "Administration" and ending with "Resource Inventory." The number of items appropriate for each type of respondent, by domain, are shown in Table 1. Many items are related

in multi-part questions that would be administered as a unit. Multi-part questions are indicated in the Index as a range of items (e.g., 3-5).

Table 1: Item Pool of Computer Literacy Questions  
Appropriate for Each Respondent Group, by Topic

<u>Survey Questions</u>	<u>Respondents</u>			
	<u>Superintendent</u>	<u>Principal</u>	<u>Teacher</u>	<u>Student</u>
Administration	59	83	26	1
Teaching	18	60	57	42
Using Programs	105	105	123	110
Developing Programs	6	6	14	14
Analyzing Applications	5	6	6	3
Social Issues	46	46	46	24
Concepts and Terms	5	5	10	10
Resource Inventory	<u>4</u>	<u>66</u>	<u>2</u>	<u>0</u>
Total	248	377	284	204

The item pool for each respondent group is much larger than any actual survey instrument should be. To use these items, a subset of items should be drawn and one or more instruments developed, as follows:

1. Select those questions from the appropriate pool that address the purposes of your survey. For example, you may wish to select some items from each of the survey, resource inventory, and validation type items. Within the survey items, you may wish to select some items from each domain or to limit the selection to one or more domains.

2. Determine how long you wish the survey to take. On the average, adults and secondary school students will answer four items per minute for up to 60 minutes; students in grades 4-8 answering at approximately the same rate can be surveyed for up to 30 minutes. Questions in matrix format will take longer to answer; each subpart should be counted as a question in determining the administration time.
3. Determine what demographic or identifying information you will need for the analysis and interpretation of results. This information might include such respondent characteristics as age, grade, gender, or ethnic identity, or such school or district characteristics as size or location.
4. Construct a draft survey instrument that includes the questions, any additional questions for obtaining the demographic or identifying information, a short introduction to orient the respondent to the survey, directions for answering the questions, and information regarding to whom and where the survey should be returned when the respondent has completed it.
5. The advantage of using items in this pool is that comparable data may be collected in multiple locations; changing the wording of specific items defeats this purpose. If wording changes are necessary, however, they should be made.
6. Pretest the instrument you have developed on a sample of your target population, and revise the instrument in accordance with the pretest results.

For detailed information on any of the preceding suggestions, consult references on test and survey instrument development.

#### Validation Items

Questions were developed for use by those wishing to validate the self-report questions in the survey. For example, if a respondent answered that he or she had written many computer programs in BASIC, then he or she should be able to correctly answer a question regarding the output of a simple BASIC program. For the field test, self-report items and validation items dealing with the same topic were administered to respondents. Of the 420 correlations between self-report and validation items that were computed, 31% were statistically significant at the .10 level--three times more than would be predicted by chance. Since the field test respondent sample was extremely small, the degree of correlation between the validation and self-report items may actually be underestimated.

In order to keep the validation items secure, and therefore of maximum use to researchers, they are not included in this package. They may be obtained by writing for:

1983 Computer Literacy Validation Items  
National Center for Educational Statistics  
Attention: Brown Building, Room 600  
400 Maryland Avenue, SW.  
Washington, DC 20202

A statement of nondisclosure must be agreed to before NCES releases the items.

The validation items do not constitute a test of the skills in any of the domains, and should not be regarded as an adequate measure of computer literacy. Their purpose should be only to validate specific

self-report questions on the survey. The psychometric properties of these items are unknown, as the items have not been administered to a sizeable respondent group and statistics have not been computed for them.

References

- Anderson, R., & Klassen, D. A conceptual framework for developing computer literacy instruction. AEDS Journal, 1981, 14(3), 128-150.
- Anderson, R., Klassen, D., Krohn, K., & Smith-Cunnien, P. Assessing computer literacy (Final Report). St. Paul, Minnesota: Minnesota Educational Computing Consortium, 1982.
- Becker, H.J. Microcomputers in the classroom--Dreams and realities (Report No. 319). Baltimore, Maryland: Center for Social Organization of Schools, The Johns Hopkins University, 1982.
- Becker, H.J., & Fennessey, J. How are schools using microcomputers: First report from a national survey. Paper presented at the 1983 American Educational Research Association annual meeting.
- Charp, S., Bozeman, W. C., Altschuler, H., D'Orazio, R., & Spuck, D. W. Layman's guide to the use of computers in education. Washington, D.C.: Association for Educational Data Systems, 1982.
- Course goals in computer literacy. Portland, Oregon: Multnomah Tri-County Goal Development Project, 1979.
- Goor, J., Melmed A., & Farris, E. Student use of computers in schools, Fall 1980 (FRSS Report No. 12). Washington, D.C.: National Center for Education Statistics, 1980.
- Hunter, B., & Hargan, C. Instructional computing: Ten high school case studies. Alexandria, Virginia: Human Resources Research Organization, 1978.
- Hunter, B. My students use computers: Computer Literacy in the K-8 curriculum. Reston, Virginia: Reston Publishing Company, 1983.

Licklider, J. C. R. National goals for computer literacy. In R. J. Seidel, R. E. Anderson, & B. Hunter (Eds.), Computer Literacy. New York: Academic Press, 1982.

Luehrmann, A. Part IV: Computer literacy: Why it is; why it is important. Electronic Learning, May/June 1982, 1(5), 20-22.

Moursund, D. Personal computing for elementary and secondary school students. In R. J. Seidel, R. E. Anderson, & B. Hunter (Eds.), Computer Literacy. New York: Academic Press, 1982.

Office of Technology Assessment, Informational technology and its impact on American education, U.S. Government Printing Office, Washington, D.C., 1982.

Pohl, L., & Shaw, A. The nature of computation: An introduction to computer science. Computer Science Press, 1981.

Poirot, J., Taylor, R., & Powell, J. Teacher education. In TOPICS: Computer Education for Elementary and Secondary Schools, publication of the ACM. New York: Association for Computing Machinery, Inc., January 1982, pp. 18-27.

Ragsdale, R. G. Computers in the schools: A guide for planning. Toronto, Ontario, Canada: OISE Press, 1982.

Seidel, R. J., Anderson, R. E., & Hunter, B. Computer literacy. New York: Academic Press, 1982.

U.S. Department of Education, National Center for Education Statistics Instructional Use of Computers in Public Schools (NCES 82-245), 1982.

Watt, D. Education for citizenship in a computer-based society. In R. J. Seidel, et al., Computer Literacy. op cit.

Wright, D. Instructional use of computers in public schools (FRSS Early Release). Washington, D.C.: National Center for Education Statistics, 1982.

## Glossary

**access:** Used either as a verb or noun to indicate either gaining control of a system or the acquisition of data from a storage device or peripheral unit.

**advanced computer programming:** Courses in which students are taught more advanced programming skills and solve more complex problems than in a beginner's course. These might involve, for example, complex graphics or file design.

**ALGOL:** ALGOrithmic Language. A high level language by which numerical procedures may be precisely presented to a computer in a standard form.

**algorithm:** A defined process or set of rules that leads and assures development of a desired output from a given input. A sequence of formulas and/or algebraic/logical steps to calculate or determine a given task; processing rules.

**analog:** Representation of information by an output signal which varies in a continuous manner with respect to the input. Contrasted with digital representation of information.

**APL:** A high level programming language, often used in education and sometimes used in conjunction with statistical databases.

**Apple DOS 3.3:** A Disk Operating System for Apple computers.

**application:** Use of a computer for a particular purpose, as in an educational application.

**application package:** A program, or set of programs, designed to perform a particular application, or task (as in information retrieval, word processing, data analysis).

**assembly language:** A programming language in which each statement corresponds to a single machine language instruction. Normally written in some form of mnemonic code.

**authoring language:** A high-level computer programming language designed for use by authors or writers as distinguished from computer programmers. CAI programs are often written in an authoring language.

**authoring language programs:** Computer programs written in a high level language called an authoring language. Sometimes associated with computer-assisted instruction.

**back-up copy (of program or file):** A second copy of a file in machine-readable form, which allows a user to retain information in the event the original is lost or damaged.

**BASIC:** Beginner's All-purpose Symbolic Instruction Code. A high level programming language designed for ease of use. Particularly suitable for entering and running programs on-line. It is now a standard programming language, in a number of variant forms, for microcomputers.

**basic computer hardware:** The essential mechanical, magnetic, electronic and electrical devices which go to make up a computer.

---

**bit:** Acronym for binary digit. Represents the smallest unit of information (corresponding to, eg 0 or 1; 'on' or 'off'; 'signal' or 'no signal'). Computers store information as a series of bits.

**board:** See printed circuit board.

**business programs:** Computer programs used to assist in operating or managing a business. They involve such operations as file processing, data manipulations, reporting, procedures for operating or quality control, and project budgeting.

**byte:** A group of adjacent bits, usually 8 bits, operating as a unit; corresponds to one alphabetic character.

**CAI (Computer-Assisted Instruction):** Instruction in which the computer is used as a 'teaching machine'. The computer presents instructional material, asks questions, evaluates student's progress, tailors instruction to the learner.

**card:** A card of standard size, thickness and shape used to input data and instructions into a computer.

**card punch:** A device which perforates cards in a specific location under the guidance either of a computer, or of a user at a keyboard. It is these perforations which give the computer instructions.

**card reader:** A device which permits the sensing of information punched on cards and converts this information into electronic messages.

**cassette:** A portable container for film or magnetic tape frequently used for loading programs or data into a computer.

**cathode ray tube (CRT)** An electronic display device, similar to a television picture tube, used to display information including graphics. Often referred to simply as a "display" or "videodisplay."

**CBI (Computer-Based Instruction):** Same as CAI.

**central processing unit (CPU):** The "brains" of a computer. It carries out all the arithmetic, logic and control operations.

**chip:** A description of a single integrated circuit. It is usually in a package between 1 and 5cm in length, and having between 6 and 40 external connections. The type normally found in computer systems is called a logic chip.

**CMI (Computer-Managed Instruction):** Some application of computers to the management of instruction, such as testing, diagnosis of learning difficulties, keeping records of student progress, informing students of their next assignments.

**COBOL:** Common Business Oriented Language. A high level programming language designed especially for manipulation of business data. It uses terms which are related to ordinary English words.

**compile:** To translate a high level language into a sequence of machine language instructions for the computer.

**compiler:** A computer program which replaces certain items of input with series of instructions, usually called subroutines. The program which results from compiling is a translated and expanded version of the original. Compare with **interpreter**

**Comuserve:** An organization that provides information services via telecommunications. Sometimes referred to as an "information utility."

**computer:** An electronic device which receives input data, puts them into storage, operates on them according to a program, and outputs the result.

**Computer-Assisted Instruction:** See "CAI."

**computer awareness:** Introductory-level knowledge about computers: their capabilities, how they work, limitations, applications, social implications.

**Computer-Based Instruction:** See "CBI."

**computer coordinator:** In a school or school district, a person who coordinates computer-related activities such as equipment and software acquisition, computer-related training of teachers, or computer-related curricular materials.

**computer education:** Education about computers. May include computer science, data processing, or other computer-related subjects.

**computer entry:** An input to a computer from a terminal device.

**computer error:** A status word indicating that the computer has detected an error, and awaits a correction. Informally, mistakes ascribed to some aspect of a computer system or application.

**computer interaction:** The interaction of a computer with a person, through input devices such as a keyboard or joystick and through output devices such as a video display.

**Computer-Managed Instruction (CMI):** see CMI

**computer programming:** The development of a set of instructions directing the computer to carry out a desired sequence of operations. The objective is normally the solution of a problem.

**Computer-related Learning Materials:** Texts, teacher guides, computer programs, or other materials used in teaching about computers or in using computers to teach

school subjects.

~~computer specialist:~~ In a school or school district, a staff person who specializes in computer-related educational curricula or methods.

**computer science:** The entire spectrum of theoretical and applied disciplines connected with the development and application of computers.

**computing:** A generic term for all mathematical and logical operations carried out according to precise rules of procedure.

**control program (microprocessor):** A specific designed sequence of instructions that guides the CPU through the various operations. Most often this program is permanently stored in ROM memory where it can be accessed but not erased by the CPU during operations.

**converter:** A device which converts data from one physical form to another, e.g. punched card to magnetic tape.

**CP/M:** Abbreviation for Control Program/Microcomputer. An operating system used on a variety of microcomputers.

**CPU:** Abbreviation for central processing unit.

**CRT:** Abbreviation for Cathode-Ray Tube.

**cursor:** A highlighted mark appearing on the computer display screen. A bright square or underscore character which indicates where the next entry on the keyboard will be recorded.

**data:** Groups of characters (alphanumeric or otherwise) which represent a specified value or condition. Data provide the building blocks of information.

**database:** A store of data on files which can be made accessible to a computer. It is designed for operation in connection with an information retrieval system.

**database programs:** Computer programs used to create, update, and manage a database, and to retrieve information from the data base.

**data communication:** The transmission and reception of data in the form of electromagnetic signals to a computer.

**data communication equipment:** The data communication process generally requires at least five elements: a transmitter or source of information; a message; a binary serial interface; a communication channel or link; and a receiver of transmitted information. A data communications interface is often needed to make the binary serial data compatible with the communication channel.

**data entry:** The writing, reading, or posting to a coding form or to a terminal or processing medium, of information or instructions.

**data processing:** Includes all clerical, arithmetical and logical operations on data. ~~Data processing in the context of information technology always implies the use of a computer for these operations.~~

**data storage:** The processes of storing information.

**data terminal equipment:** Any piece of equipment at which a communications path begins or ends.

**debug:** Isolate and correct errors in a computer routine or program.

**delete, a program:** To purge, or erase a program from a file.

**disk drive:** A device which reads from, or writes to, magnetic disks.

**documentation:** Written information about hardware, software or procedures, such as that contained in a user's guide.

**drill-and-practice:** A class of computer applications in which the computer presents questions or problems, accepts and evaluates students' answers, and gives some kind of feedback to the student. May adapt the questions to the students' level of ability, speed, or interests.

**editing, text:** Facilities designed into a computer program to permit the original keyboarding of textual copy without regard for the eventual format or medium for publication. Once the copy has been placed in computer storage, it can be edited and justified into any required column width and for any specified type font. See also **word processing**.

**EDUNET:** A computer-and-communications network serving educational institutions.

**electronic chalkboard:** Teacher's use of a computer in the classroom in a manner similar to a chalkboard, i.e. to present information to the class or to demonstrate a concept.

**electronic data services:**

**electronic mail:** A general term covering the electronic transmission, or distribution, of messages. Unlike a telephone conversation, messages can be transmitted at one time, stored in a computer and then read at a later time.

**electronic theft:** Theft or illegal use of information stored electronically.

**emulator:** Hardware or software which makes a system appear, to other hardware or software, as another system. For example, a word processor may be able to emulate a telex, or a computer of one type may be able to appear to software as a different type of computer.

**erase computer memory:** To replace all the binary digits in a storage device by binary zeros.

**field:** A section of a computer record which is designated for the storage of specified information. For example, in a bibliographic database, a field might cover the data positions where the dates of publication of each document are recorded.

**file:** An organized structured, and named collection of information.

**file management program:** A computer program which assigns, or recognizes, labels identifying data files, and enables them to be called from storage as required.

**floppy disk:** A disk made of a flexible material, eg plastic, coated with a magnetic surface onto which information is encoded magnetically. Floppy disks are usually either 5 1/4 inches or 8 inches in diameter.

**floppy disk drive:** See "disk drive."

**flowchart:** A chart to represent, for a problem, the flow of data, procedures, growth, equipment, methods, documents, machine instruction, etc.

**format statements:** A predetermined arrangement of data. It may refer, for example, to: the layout of a printed document; the arrangement of data in a file; the order of instructions in a program. It can also mean a set of typographical commands available at a keyboard.

**FORTRAN:** An abbreviation for FORMula TRANslator. A high level programming language extensively used for scientific and mathematical programming.

**function keys:** Specific keys on a terminal keyboard which allow the user to issue a series of commands at a single key stroke. These keys can either be designated by the user, or come already programmed.

**game paddle:** An input device which is popular to computer games. It moves a target (or cursor) on the video monitor.

**graphics plotter:** A device which provides hard-copy output of graphics that are usually produced by computer.

**graphics programs:** Programs or routines that produce lines, curves, and other analog representations of data. They range from a small program that plots a simple graph on a teletypewriter to complex systems that provide multicolored three-dimensional displays, complete with legends--even in different character sizes and fonts.

**graphics tablet:** A device for inputting graphics. Using a stylus, diagrams, maps, charts or free-hand drawings can be created, and appear instantaneously on a display screen. The tablet can also be used to manipulate the image, or to direct it to a storage device for subsequent recall, or transmission.

**hard disk:** A circular metal plate with magnetic material on both sides, continuously rotated for reading or writing by means of one or more read/write heads mounted on movable or fixed arms; disks may be permanently mounted on a shaft, or as a package, they may be removable and others placed on the shaft.

**hard disk drive:** See "disk drive."

**hardware:** The mechanical, magnetic, electronic and electrical devices which go to make up a computer. Central processing units, display devices, keyboards and disk drives are examples of hardware.

**high level programming language:** A computer language which allows users to employ a notation with which they are already familiar, eg such terms as: if, then, print, +, etc. Each natural language instruction actually corresponds to several machine code instructions.

**information retrieval:** Technology and methods concerned with storing and searching through large quantities of information.

**input:** Information received by a computer, or its storage devices, from outside of the computer.

**instruction:** A command to a computer to carry out some operations.

**instructional games:** Game-like computer programs that have some instructional purpose or intent. May involve competition between student and computer or between two or more students.

**item:** A unit of information relating to a single document, person, etc, contained within a database.

**interface:** A general term to describe the connecting link between two devices or systems. Most frequently refers to the hardware and software required to couple together two processing elements in a computer system.

**internal memory capacity:** The amount of information which a memory element, or device has direct access.

**interpreter:** A computer program that translates a program from a high level language to machine code and executes it.

**joystick:** A lever whose motions control the movement of a cursor, or it can be used to write on a VDU.

**keyboard:** A device equipped with an ordered array of keys which are manually operated to encode data or instructions. A typewriter, for example, has a keyboard.

**language:** A set of representations and rules by which information is communicated within, and between, computers, or between computers and their users.

**language interpreter:** A general term for any processor, assembler, or other routine that accepts statements in one language and produces equivalent statements in another language.

**light pen:** An electronic stylus, containing a light sensor, which can be used to specify a position on a cathode ray tube display. Used for communication between

a user and a computer.

**list:** 1. A series of records in a file. 2. the act of printing such a series (without performing any additional processing).

**load:** To enter information, or a program into a computer.

**log on/off:** To initiate, or terminate on-line interaction with a computer.

**Logo:** A high-level computer programming language originally designed to provide a learning environment for children. Used to teach such concepts as procedural thinking, recursion, debugging, graphing.

**machine readable form:** Capable of being read by a computer input device.

**magnetic tape drive:** See "tape drive."

**math or statistics computation:** A computer program that performs mathematical or statistical operations.

**memory:** A device into which information can be stored for extraction by a computer when required.

**memory location:** A specific position in computer memory.

**microcomputer:** A small (desk top) computer which uses a microprocessor as its processing element. Often used loosely to refer to the microprocessor itself.

**modem:** An abbreviation of modulator-demodulator. A device for converting a digital signal (generated, for example, by a computer) into an analog signal by modulation. In this form, the signal can be transmitted along a standard telephone line. The received signal can be reconverted from analog to digital by the same device.

**modulation:** The addition of information to an electromagnetic signal (the carrier wave).

**monitor:** Hardware or software used to monitor the activity of a computer system.

**mouse:** A device which an operator can move over the surface of a graphics tablet. Its position is recorded by the computer, and can be used in moving text and illustrations about.

**music board:** A Printed Circuit Board that contains logic used in producing sound and music in a computer.

**MS-DOS:** A disk operating system that runs on IBM Personal Computers and other computers that are compatible with the IBM PC.

**name:** 1. A term of one or more words to identify a program or a file. 2. To give a name to a program or file.

**on-line:** Any use of equipment to interact directly with the central processor of a computer.

**operating system:** Software that manages the computer and its peripheral devices allowing the user to run programs and control operation of the devices..

**optical scanner:** A special optical device which scans patterns of incident light and generates analog/digital signals which are functions of the incident light synchronized with the scan, the primary purpose being to generate or 'read' digital representations of printed or written data.

**output:** Information transmitted by a computer, or its storage devices, to the outside world. It may, for example, be in the form of print on paper, punched cards or paper tape.

**output capability:** The number of unit loads that can be driven by the output of a circuit.

**p-system:** An operating system available for several models of microcomputer.

**packaged computer program:** Computer program that is published, usually by commercial publishers, for distribution and sale.

**paper tape punch:** A device which punches paper tape.

**parallel interface:** A specific plug-and-socket connection between two parts of a computer system, like a printer and the processor. Interfaces are in two varieties, serial and parallel. A serial interface moves data one bit after another, serially. A parallel interface uses cable containing enough wires to carry each bit in a character simultaneously, so if the computer uses an eight-bit pattern to encode one character, the parallel interface will contain eight wires, each carrying one bit. Parallel interfaces are faster because they deliver eight bits at a time instead of one.

**PASCAL:** A language designed to enable teaching of programming as a systematic discipline and to do systems programming. Based on the language, ALGOL, it emphasizes aspects of structured programming.

**password:** A group of characters which a user inputs to a computer to gain access to the system. Used to protect a computer system from unauthorized access.

**PC-DOS:** See MS-DOS.

**pilot:** An original or test program, project, or device. A high-level programming language used for computer-assisted instruction.

**port:** A place of entry to, or exit from, a central processor.

**printed circuit board** Not actually a board, but a thin sheet of reinforced plastic with the electrical circuits, wiring and connections to other elements, such as a computer memory, plated on the surface of the plastic.

**printer:** An output device which converts electronic signals into print on paper.

**processing, data:** See "data processing."

**program:** An ordered list of instructions directing a computer to carry out a desired sequence of operations. The objective is normally the solution of a problem.

**program file:** 1. A flexible, easily updated reference system for the maintenance of the entire software library. 2. A named file containing a program, as distinguished from a data file.

**programmer:** 1. One who prepares programs for a computer. 2. A person who prepares instruction sequences without necessarily converting them into the detailed codes. 3. A person who prepares problem solving procedures and flowcharts and who may also write and debug routines.

**programming language:** A specific language used to prepare computer programs. There are hundreds of programming languages.

**protocol:** A set of conventions between communicating processes on the format and contents of messages to be exchanged.

**protocol emulator:** A software package that allows a digital node to communicate with a variety of foreign (nondigital) vendor equipment by emulating the communication protocols of the foreign host.

**purge:** To erase data from a file.

**RPG:** Report-Program Generator. A high-level programming language used to produce reports from computer data files.

**range check:** On some systems, this seeks the presence of one or more pairs of values or entries that data must fall within. Each pair of table entries consists of a low- and a high-data value in table lookup procedures.

**read/write head:** An electromagnetic device used to read from, or write on, a magnetic storage device such as a disk or tape.

**records:** A unit, or set of data, forming the basic element of a file.

**recreational programs** Computer programs designed for recreational purposes.

**rename, a program or file:** Instruct a computer to give a program or data file a new name.

**ROM memory:** Read-Only Memory. Can not be erased or modified by the user.

**run:** 1. One execution of a computer routine, program or collection of programs. 2. To command a computer to execute a program.

**save:** To store a record, file, or program usually on a permanent or semi-permanent storage medium.

**screen:** 1. A display device used to view computer output. (2) A particular presentation of information on a screen, analogous to a page in a book.

**Serial (RS-232) interface:** The interface between a modem and the associated data terminal equipment, and standardized by Electronic Industries Association (EIA) standard RS-232.

**serial interface:** Serial interfaces are widely used to connect terminals to computers; they are technically simpler than parallel interfaces and can be used over longer distances. See also "parallel interface."

**simulation:** The representation of the behavior of physical or social systems and phenomena by computers, models, or other equipment.

**software:** The instructions, programs, which are used to direct the operation of a computer. Distinguished from **hardware**.

**software package:** A generalized program, or set of programs written to cover the requirements of a number of users.

**spreadsheet:** A class of computer programs that are used to manipulate data and formulas in a "spreadsheet" format, i.e. in rows and columns.

**storage:** 1. A storage device, or the medium on which information is stored. 2. The process of storing information.

**stylus:** 1. Synonym for light pen. 2. Device used in conjunction with a graphics tablet to input and manipulate graphical information.

**system:** An organized set of components which interact in a regulated fashion.

**system utilities:** A system or program that is developed to perform miscellaneous or utility functions such as copying or printing files.

**tape:** A strip of material that may be punched, coated, or impregnated with magnetic or optically sensitive substances, and used for data input, storage, or output.

**tape drive:** A device that moves tape past a head that reads and writes information on the tape.

**telecommunication programs:** A program which permits the transmission or reception of signals, writing, sounds, or intelligence of any nature by wire, radio, light beam, or any other electromagnetic means.

**terminal:** A hardware device that transmits input to and receives output from a computer. A small computer is often used as a terminal for a larger computer.

**text editing:** The editing of text on a computer. It may be carried out on any form of computer, from a mainframe with appropriate software to a dedicated word processor.

**The Source:** An organization that provides computer and information services to subscribers. Sometimes called an "information utility."

**TRSDOS:** An operating system for Tandy Radio-Shack computers.

**TSO:** Time-Sharing Option, an operating system that runs on mainframe computers.

**tutorials:** A class of instructional computer programs that performs some of the functions of a tutor, i.e. presents information to the learner, asks questions, accepts and evaluates student answers, and tailors instruction to the skill, speed or interests of the learner.

**UNIX:** A multiprogramming operating system developed at Bell Laboratories that features sophisticated software and text-developing utilities.

**user:** 1. A person who is using a computer. 2. The person or company using a remote terminal in a time-shared computer system for the purpose of entering a program for execution by the computer.

**user friendliness:** A system with characteristics, or style, of a system that make it easy or pleasant to interact with the computer.

**user's group:** Organizations made up of users of various computing systems to give the users an opportunity to share knowledge they have gained in using a digital computing system and exchange programs they have developed.

**VMS:** Virtual Memory System.

**VDU:** Video display unit. A device, like a television screen, that displays output from a computer. See also "screen."

**voice synthesizer:** A device used for the production of speech using artificial means.

**word processing:** Handling of text via computer. Includes such functions as text editing, storing text electronically, formatting documents, and typesetting.

**word processing program:** A computer program used by a person to assist in creating, storing, editing, revising, formatting and printing text materials such as letters, essays, or books.

**zenix:** An operating system that runs on some microcomputers, adapted from a popular operating system called UNIX.

INDEX TO ITEMS

1. Questions About Administering Computer-Related Policies

Superintendent	Principal	Teacher	Student
* 1	* 1	* 1	-
* 2	* 2	-	-
* 3	* 3	-	-
* 4	* 4	-	-
* 5	* 5	-	-
6	-	-	-
-	6	-	-
* 7	* 7	-	-
-	8	-	-
* 8	* 9	-	-
* 9	* 10	-	-
* 10	* 11	-	-
* 11	* 12	-	-
* 12	* 13	-	-
-	14	-	-
* 13	* 15	-	-
-	-	2	-
* 14	* 16	* 3	-
-	17- 37	-	-
* 15	* 38	* 4	* 1
16	39	-	-
* 17	* 40	-	-
* 18	* 41	* 5	-
* 19- 29	* 42- 52	-	-
* 30	* 53	-	-
* 31	* 54	-	-
* 32- 33	* 55- 56	-	-
* 34- 36	* 57- 59	-	-
* 37	* 60	-	-
* 38	* 61	-	-
-	62	-	-
39- 47	63- 71	6- 14	-
48- 59	72- 83	15- 26	-

2. Questions About Teaching With or About Computers

Superintendent	Principal	Teacher	Student
-	-	27	-
-	-	28	-
-	-	29	-
-	-	30	-
-	-	31	-
-	-	32	-
-	-	33	-
-	-	34	-
-	-	35	-

2. Con't

Superintendent	Principal	Teacher	Student
-	-	36	2
-	-	37	-
-	* 84-109	* 38- 63	* 3- 28
-	110-124	-	-
60- 68	125-133	64- 72	29- 37
69- 74	134-139	73- 78	38- 43
75	140	-	-
76	141	79	-
* 77	*142	-	-
-	143	-	-
-	-	80- 81	-
-	-	82	-
-	-	83	-

3. Questions About Using Computer Programs

Superintendent	Principal	Teacher	Student
78	144	84	44
-	-	85	-
-	-	86- 87	-
* 79-105	*145-171	* 88-114	* 45- 71
106-129	172-195	115-138	72- 95
*130	*196	-	-
131-141	197-207	139-149	96-106
-	-	150-159	-
142-151	208-217	160-169	107-116
*152	*218	*170	*117
153	219	-	-
154	220	-	-
-	-	171	118
-	-	*172	*119
-	-	173	-
-	-	-	120
155	221	174	121
156-172	222-238	175-191	122-138
173	239	192	139
174	240	193	140
175	241	194	141
176	242	195	142
177-181	243-247	196-200	143-147
-	-	201	148
182	248	202	149
-	-	203	150
-	-	204	151
-	0	*205	*152
-	-	206	153

4/5. Questions About Developing Computer Programs

Superintendent	Principal	Teacher	Student
183	249	207	154
184	250	208	155
185	251	209	156
186	252	210	157
187	253	211	158
188	254	212	159
-	-	213	160
-	-	*214	*161
-	-	*215	*162
-	-	*216	*163
-	-	*217	*164
-	-	*218	*165
-	-	*219	*166
-	-	*220	*167

6. Questions About Analyzing Computer Applications

Superintendent	Principal	Teacher	Student
*189	*255	*221	*168
*190-191	*256-257	*222-223	*169
*192	*258	*224	-
*193	*259	*225	-
-	260	226	170

7. Questions About Understanding Social Issues Related to Computers

Superintendent	Principal	Teacher	Student
194-214	261-281	227-247	-
*215	*282	*248	*171
*216-224	*283-291	*249-257	*172-180
*225-227	*292-294	*258-260	*181-183
*228	*295	*261	*184
*229	*296	*262	*185
230	297	263	186
*231	*298	*264	-
232	299	265	187
*233	*300	*266	*188
234-239	301-306	267-272	189-194

8. Questions About Understanding Computer-Related Concepts and Terms

Superintendent	Principal	Teacher	Student
240	307	273	195
241-244	308-311	274-277	196-199
-	-	*278	*200
-	-	*279	*201
-	-	*280	*202
-	-	*281	*203
-	-	*282	*204

9. Questions That Inventory Computer-Related Resources

Superintendent	Principal	Teacher	Student
-	312	-	-
*245	*313	-	-
-	314-320	-	-
-	321	-	-
-	322	-	-
-	323	-	-
-	324	-	-
-	325	283	-
-	326	-	-
-	-	284	-
-	327-332	-	-
-	333-336	-	-
-	337	-	-
-	338	-	-
-	339-347	-	-
-	348-350	-	-
-	351	-	-
-	352	-	-
-	353-356	-	-
-	357-360	-	-
-	361	-	-
-	362	-	-
-	363-372	-	-
-	373	-	-
-	374	-	-
-	375	-	-
-	376	-	-
-	377	-	-
246-248	-	-	-

Note

Unique items appear on separate lines.  
 Parallel items appear on the same line and are identified by an asterick (\*).  
 Identical items appear on the same line without an asterick.

COMPUTER LITERACY

QUESTIONS FOR SUPERINTENDENTS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. Does your district have written goals for students' computer literacy?

Yes, in place

Yes, in progress

No

Don't know

2. If yes, which goals have been established in your district for computer education? Check all that apply.

Computers to be used as a functional working tool by all students in a wide variety of subject areas

Computers to manage the educational process by supplying individual prescriptions to each student

Computer science courses to be offered

Data processing courses to be offered

Computers to be used in conjunction with other technologies

None of the above

Don't know

3. Does your district have written policies concerning computer utilization?

Yes

No

Don't know

4. If yes, which of the following areas do your district policies cover? Check all that apply:

Integration of computer-related learning objectives into the existing curricula

Sharing of equipment

Development of computer software

Standardization of hardware and software

Loaning computers to students or staff

Graduation requirements

Recreational use of computers

Not applicable

5. What has been instrumental in developing and expanding computer activity in your district? Check all that apply:

Business/community initiative or support

University/college assistance

Federal funding

State assistance

Local appropriations

Administrative initiative or support

Teacher initiative or support

Student initiative or support

Local board policy

Parent initiative or support

We have no computer-related activities in our school

6. If you have no computer-related activities in your district, what factors have delayed your district's entry into computer education? Check all that apply:

- Cost factors
- How district budgets are organized
- Need for more planning
- Equity issues
- Active opposition
- Lack of trained personnel
- Lack of adequate software
- Lack of adequate hardware
- All of the above
- Other \_\_\_\_\_

7. Which, if any, of the following courses are taught in your district? Check all that apply:

- Introduction to Computing
- Computer Science
- Computer Programming
- Word Processing
- Data Processing
- None of these courses

8. Does your district have specific timetables for implementing computer-based systems and/or curricula?

- Yes
- No
- Don't know

9. Does your district have a special procurement process for acquiring computer equipment?

Yes

No

Don't know

10. Does your district have specific policies or procedures for obtaining parental input to computer-related decisions?

Yes

No

Don't know

11. In what way are parent groups involved with computers in your district? Check all that apply.

Providing organized community support

Funding hardware or software purchases

Serving as teacher aids

Helping with planning for computers

Using school computers at home with their children

Writing computer programs

Fund raising for computer-related activities and materials

Providing individual support

Other \_\_\_\_\_

12. Has some non-school group, such as a computer firm in your area, sponsored a project that supported the use of computers in your district?

Yes

No

Don't know

13. For which of the following items are there budgets established in your district? Check all that apply:

Computer hardware (keyboards, monitors, computers, disk drives, printers, graphic tablets, etc.)

Computer software and courseware (programs, etc.)

Teacher training related to hardware and software use

14. How are computers used to support instruction in your district? Check all that apply:

Used for teaching and learning

Used for instruction in programming

Used as a tool in various subjects and courses

Used for computer-managed instruction

15. In your district, are there specific rules that govern any of the following? Check all that apply:

- Protecting equipment from damage
- Protecting equipment from loss
- Destroying another person's data
- Disrupting the operation of the computer
- Scheduling or sharing equipment
- Scheduling or sharing programs
- Copying copyrighted programs
- Copying other students' graded computer work

16. When school is closed either for the summer or extended holidays, what is your policy regarding computers? Check all that apply.

- Send computers home with students
- Allow teachers or administrators to borrow them
- Distribute them to other selected individuals
- Lock them up for safekeeping
- Leave them in their assigned location
- Use them for school or district training or curriculum development
- Send them out for maintenance
- Use them in summer camp
- None of the above

17. What procedures does your district use for evaluating and selecting computer-related learning materials? Check all that apply:

- An evaluation committee reviews proposed materials
- A computer coordinator or specialist reviews proposed materials
- We rely on salespersons' recommendations
- We rely on external evaluators, such as consultants or state education departments
- A supervisor or administrator reviews proposed materials
- A media specialist reviews proposed materials
- We rely on teacher recommendations
- Other \_\_\_\_\_

18. Which of the following are methods or techniques used in your district to assess students' skill and knowledge of computer-related topics? Check all that apply:

- Standardized tests
- Teacher-made tests
- Questionnaires
- Project evaluations
- Teachers' observations
- Others' observations
- Other \_\_\_\_\_

Has your district investigated how computers might be used for any of the following administrative purposes?

	<u>Investigated</u>	<u>Implemented</u>	<u>Neither</u>
19. Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Student records/ report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Inventory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Printing mailing labels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Electronic mail to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Electronic mail to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Student scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Student testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Personnel records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Which of the following are you currently using to meet the administrative computing needs of your district? Check all that apply.

Our own district mainframe computer

Our own district microcomputer(s)

A multi-district or regional public computer service

A commercial computer service

Other \_\_\_\_\_

We do not use computers for administrative purposes

31. Does your district use computers for career guidance?

Yes

No

Don't know

32. Does your district have an assigned computer coordinator who is responsible for computer use in instruction?

Yes

No

Don't know

33. If yes, who assigned the computer coordinator to this position?

Superintendent/Board of Education

Principal

Other Administrator

Teachers

34. Has your district offered training in introduction to computing, computer programming or computer science to the staff?

Yes

No

Don't know

35. If yes, who was responsible for arranging for inservice training?

Superintendent

Assistant Superintendent/Curriculum Supervisor

Principal

Teachers

Other \_\_\_\_\_

36. If yes, what staff was eligible for training?

Teachers

Support staff

Administration

37. Does your district provide release time or financial incentives for teachers who develop computer-based instructional programs?

Yes

No

Don't know

38. How do you disseminate information concerning computer activities in your district? Check all that apply:

Newsletters

Computer fairs

Computer open house

Press releases

Letters to parents or staff

Faculty meetings

Visits to other institutions

Demonstrations of new equipment/courseware

Conferences or meetings

Workshops

None of the above

How influential are the following persons or groups in terms of deciding what computer-related courses are to be offered to students?

	<u>Very Influential</u>	<u>Influential</u>	<u>Not Influential</u>
39. The Superintendent/School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. School principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Computer coordinator/specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your district, who is responsible for each of the following activities?

	Superintendent	Assistant Superintendent	Principal	Assistant Principal	Computer Specialist	Curriculum Specialist	Teachers	Students	Consultants	Parents	Other	No One
48. Deciding what computer-related skills and knowledge are to be learned by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Determining computer-related course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Establishing budgets for computer-related projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Planning staff training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Implementing staff training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Evaluating and selecting computer hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Evaluating and selecting computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Determining procurement process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Assigning computer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Establishing and enforcing rules pertaining to the equitable, ethical and legal use of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Evaluating student benefits from computer-related programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Communicating with parents and school board re course content, fund-raising, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis-</u> <u>advantage</u>	<u>Not a Dis-</u> <u>advantage</u>
60. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
61. Lack of student interest	<input type="radio"/>	<input type="radio"/>
62. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
63. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
64. Difficulty with integrating computer-taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
65. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
66. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
67. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
68. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An</u> <u>Advantage</u>	<u>Not an</u> <u>Advantage</u>
69. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
70. Having great patience	<input type="radio"/>	<input type="radio"/>
71. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
72. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
73. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
74. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

75. Have you personally written or designed a computer program that teaches or provides instruction in a particular topic or skill?

- No
- Yes, 1 program
- Yes, 2-5 programs
- Yes, 6 or more programs

76. Which of the following sources of information about computing do you use at least once a month? Check all that apply:

- Newspaper articles
- Weekly computer periodicals (such as Infoworld)
- General computer periodicals (such as Popular Computing, Byte magazine, Consumer Report)
- Educational computing periodicals (such as Electronic Learning, Classroom Computer Learning, The Computing Teacher, THE Journal)
- Professional periodicals (such as Math Teacher, AEDS Monitor)
- Software catalogs
- Regional teacher training centers
- Colleagues and friends
- Formal classes or workshops, including inservice
- "User" or other professional groups
- Electronic data services (such as The Source, CompuServe, EDUNET)
- Magazines delivered on electronic media
- Television/radio
- Other \_\_\_\_\_

77. What has been the primary source of computer-related curricular material for your district? Check one:

- Computer manufacturers or distributors
- Published texts
- Materials developed by other school systems
- Material developed within our school or district
- Public domain materials
- Professional literature

QUESTIONS ABOUT USING COMPUTER PROGRAMS

78. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

- Learning a programming language (such as Pascal, Logo, or BASIC)
- Learning word processing
- Learning computer science
- Learning research applications
- Learning data processing
- Learning business applications
- A general introduction to computing course
- Learning about computer software
- Learning about computer hardware
- Learning authoring languages
- Other, please specify \_\_\_\_\_
- None

Superintendents

Which of the following computer resources are available in your district?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
79. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Persons to assist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Reference books and manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Superintendents

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
106. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Other _____			
129. _____ I have not used any of these devices			

130. Are microcomputers being used with videocassette recorders and/or videodisc players in your district? W

Yes, with videocassette recorders

Yes, with videodisc players

Yes, with both

No

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
131. Manuals supplied by the hardware company or publishers	o	o	o
132. Technical assistance from the vendor	o	o	o
133. School or district-level technical assistance	o	o	o
134. "Users" group	o	o	o
135. Tutorial programs	o	o	o
136. Friends/colleagues/family	o	o	o
137. Reference books	o	o	o
138. Independent technical assistance	o	o	o
139. Professional periodicals	o	o	o
140. Commercial periodicals	o	o	o
141. Local professional organizations	o	o	o

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>
142. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Other, please specify _____			
151. _____ I do not evaluate computer programs			

152. Given the computer hardware in your district, which of the following kinds of programs are available for you personally to use? Check all that apply:

- Simulations
- Business programs (e.g., spreadsheets)
- Math or statistics computation
- Text editing or word processing
- Tutorial programs
- Drill-and-practice programs
- Data base or file management programs
- Graphics programs
- Authoring language programs
- Telecommunication programs
- Compilers
- Recreational programs
- System utilities

153. Do you have a single-user microcomputer or computer terminal in your office?

Yes

No

154. Does your secretary have a single-user microcomputer or computer terminal to use at work?

Yes

No

155. Where do you have access to a computer outside of school? Check all that apply:

- I do not have access to a computer outside of school
- At home
- At a friend's home
- At someone's place of work
- At a college or university
- At a library
- Other, please specify \_\_\_\_\_

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
156. Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
157. Authoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
158. Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
159. Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
160. Computational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
161. Data base management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
162. Educational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
163. Graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
164. Home management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
165. Integrated packages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
166. Recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
167. Simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
168. Spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
169. Statistical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
170. Telecommunications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
171. Utility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
172. Word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

173. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

- Alphabetic
- Numeric
- Function (for example, "enter" or "return")
- None

174. How often do you personally use a word processing program or a computer dedicated to word processing?

- Never
- Rarely
- Monthly
- Weekly
- Daily

175. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

- I have not used a word processing program
- Less than one month
- Two to four months
- Five months to a year
- 13-24 months
- More than 2 years

176. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

- Memoranda
- Letters
- Short reports (up to 19 pages)
- Long reports (20 or more pages)
- Other \_\_\_\_\_
- Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
177. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. <input type="checkbox"/> I have not produced any of these outputs			

182. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

- I have not accessed any data bases
- Career information
- Bibliographical citations (library)
- Stock market
- School or district data (personnel, budget, inventory, etc.)
- Student records
- National press wire services
- Electronic bulletin board
- Computer courseware or other educational resources
- Recreational programs
- Other \_\_\_\_\_

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

183. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

- I have not done any of these activities
- Loaded a program into memory
- Saved a program on a disk, tape, or cards
- Named or renamed a program file
- Listed a program
- Backed up a copy of a program or file
- Deleted a program from disk or tape
- Erased computer memory
- Accessed a catalog or menu of saved programs
- Run a program
- Tested and debugged a program

184. In which of the following languages have you written a program? Check all that apply:

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> I have not written a program | <input type="checkbox"/> Logo        |
| <input type="checkbox"/> APL                          | <input type="checkbox"/> Pascal      |
| <input type="checkbox"/> Assembly Language            | <input type="checkbox"/> Pilot       |
| <input type="checkbox"/> BASIC                        | <input type="checkbox"/> RPG         |
| <input type="checkbox"/> COBOL                        | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> FORTRAN                      |                                      |

185. What was the length, in lines, of the longest program you have written?

- 0, I have not written a program
- 1-10 lines or 1 procedure
- 11-25 lines or 2-3 procedures
- 26-50 lines or 4-10 procedures
- 51-100 lines or 11-20 procedures
- 101 or more lines or 21 or more procedures

186. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

- I have never changed a program
- 1-20 lines (approximately 1 screen)
- 21-40 lines (approximately 2 screens)
- 40 or more lines

187. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

I have not written a program

Repetition or iteration

Conditional decisions ("if, then")

Use of variables

Logical operations

Arithmetic operations

Sound output

Graphical output

Using arrays

Using data files

Statements for accepting input from keyboard or other peripheral device

Format statements or image strings for outputting information on video display, printer or other peripheral device

188. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

The input data was inaccurate ("Garbage in/  
garbage out")

The program "rounded off" inappropriately

There was a logical error in the program

The input data was called from the wrong memory location  
(wrong field, wrong variable, etc.)

The program was inappropriate for the problem

Other, please specify \_\_\_\_\_

None

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many districts use computers for recording and accessing data about students and staff. Please answer the following four questions if your district uses computers for this purpose. Check all that apply:

189. Who uses the computer?

Principal

Teachers

Special computer personnel

Guidance counselors

Secretaries, Clerks

Students

Other \_\_\_\_\_

190. What types of information are maintained in the computer system about students?

- Classes requested
- Classes enrolled
- Grades received
- Homeroom assignment
- Standard test scores
- Honors
- School enrolled
- Personal profile
- Attendance
- Class schedule
- Residence
- Age (Birth date)
- Telephone number
- Other \_\_\_\_\_

191. What types of information are maintained in the computer system about staff?

- Salary
- Residence
- Years of service
- Educational attainment
- Current grade level of classes
- Subject areas of current classes
- School
- Certification status
- Other \_\_\_\_\_

192. What sorts of summary information do you retrieve or generate from the student record system in your district?

- Course enrollments
- Student schedules
- School or district standardized test score summaries
- Bussing schedules and routes
- Attendance records
- Room/building utilization
- Grade point averages
- Class ranks
- Other \_\_\_\_\_

193. Which of the following groups utilize computer generated reports in your district?

- Administrative personnel
- Instructional personnel
- Students
- Parents

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

The following administrative tasks may be completed by you, personally, by a member of your staff, or by an outside contractor. Please indicate, for each task, whether the task is completed with computer assistance, without computer assistance, or not done at all.

	<u>With Computer Assistance</u>	<u>Without Computer Assistance</u>	<u>Not Done</u>
194. Mathematical calculations, such as those used in maintaining a checkbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
195. Writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
196. Operating small appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197. Scoring student tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Reporting standardized test scores to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. Maintaining mailing lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
200. Retaining student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
201. Scheduling classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
202. Scheduling transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
203. Performing statistical analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructing individualized instruction plans (IEP's)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
205. Keeping student grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
206. Creating student report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
207. Operating security system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
208. Operating air conditioning/heating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
209. Operating lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
210. Writing payroll checks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
211. Operating a sprinkler (fire prevention or landscape watering) system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
212. Operating a telephone answering system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
213. Labor relations and negotiations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

215. Which of the following data quality assurance activities have you done or directed someone else to do? Check all that apply:

- Established categories of data to be collected
- Identified indicators or measures for data categories
- Obtained data
- Dealt with missing data
- Changed data into a machine-readable form
- Verified machine data against raw data
- Conducted range check
- Examined summary statistics, such as totals, means and standard deviations
- Other \_\_\_\_\_

In your district, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
216. Intentional equipment damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
217. Equipment theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
218. Intentional destruction of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
219. Unauthorized change of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
220. Theft of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
221. Copying copyrighted programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
222. Theft of passwords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
223. Intentional disruption of operating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
224. Student cheating on computer projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

225. In the past year have you been affected by a "computer error" in your district?

Yes

No

226. If yes, generally how quickly was the error fixed?

As soon as it was noticed (i.e., immediately)

Within one day

Within one week

In 1-2 weeks

In 3-4 weeks

It has not been fixed

227. If yes, how much did the error cost?

Don't know

Less than \$50

\$51 - \$500

\$501 - \$5,000

\$5,000+

228. In the past year, have you heard any complaints from students, parents, or employees about loss of jobs or curtailment of jobs due to the introduction of computers?

Yes

No

229. In the past year, have you heard any student, parent, or employee tell you that they are using a computer in their job?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

230. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

231. In the past month, how many complaints have you received from parents, students, or district employees regarding computer-related invasion of privacy?

\_\_\_\_\_ None

\_\_\_\_\_ 1-3

\_\_\_\_\_ 4-10

\_\_\_\_\_ 11-20

\_\_\_\_\_ 21+

232. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

- Omitting certain information when filling out forms or applications
- Requesting your name be removed from a list
- Declining to provide your social security number
- Complaining to government agencies
- Writing to a legislator
- Writing to the editor of a newspaper or magazine
- Other \_\_\_\_\_
- I have not taken any such actions

233. Which of the following actions have you taken in your district to protect the privacy of entries on a computerized data base? Check all that apply:

- Restricted or limited the data that was collected or entered into the data base
- Identified individuals by identification number instead of names
- Stored information necessary to link names with ID numbers in a separate location
- Periodically purged data
- Encoded all data
- Restricted physical access to terminals
- Assigned user "log on" ID to restrict access to data
- Encrypted data when transferring from one location to another
- Restricted physical access to data cards, tapes, or disks
- I have not taken any such actions

234. Do you (or any member of your family) have a computer at home?

       Yes

       No

235. If yes, about how many minutes per week do you use it?

       Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

	<u>Proportion of Time</u>					
	<u>Computer Use</u>	0%	25%	50%	75%	100%
236. Working alone						
237. Teaching someone						
238. Working together with someone						

239. If yes, what proportion of the time that you spend using computer at home is spent in recreation use (either alone or with others)?

       0%

       25%

       50%

       75%

       100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

240. Which of the following operating systems have you personally used?

- CP/M
- Apple DOS3.3
- TRSDOS
- MS-DOS or PC-DOS
- Unix
- UCSD-p-system
- Zenix
- VMS
- TSO
- Other \_\_\_\_\_
- Don't know
- I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
241. Modem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
242. Serial (RS232) or Parallel Interface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
243. Port	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
244. Protocol Emulator or Converter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTIONS THAT "INVENTORY COMPUTER-RELATED RESOURCES"

245. Approximately what percentage of the microcomputers in your district are reserved strictly for teacher use (for classroom management, inservice training, etc.)?

         0-25% of the microcomputers

         26-50% of the microcomputers

         51-75% of the microcomputers

         76-100% of the microcomputers

How are computer resources (terminals, microcomputers, etc.) shared in your district? Check the one that most closely describes your district, for each school level.

	<u>High Schools (246)</u>	<u>Middle or Jr. High Schools (247)</u>	<u>Elementary Schools (248)</u>
All schools have approximately the same number of computers that they keep all year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One school has more computers than the other(s) and keeps them all year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A number of computers are rotated as a group through the schools for a specific period of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of computers varies from school to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPUTER LITERACY

QUESTIONS FOR PRINCIPALS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. Does your school have written goals for students' computer literacy?

Yes, in place

Yes, in progress

No

Don't know

2. If yes, which goals have been established in your school for computer education? Check all that apply.

Computers to be used as a functional working tool by all students in a wide variety of subject areas

Computers to manage the educational process by supplying individual prescriptions to each student

Computer science courses to be offered

Data processing courses to be offered

Computers to be used in conjunction with other technologies

None of the above

Don't know

3. Does your school have written policies concerning computer utilization?

Yes

No

Don't know

4. If yes, which of the following areas do your school policies cover? Check all that apply:

Integration of computer-related learning objectives into the existing curricula

Sharing of equipment

Development of computer software

Standardization of hardware and software

Loaning computers to students or staff

Graduation requirements

Recreational use of computers

Not applicable

5. What has been instrumental in developing and expanding computer activity in your school? Check all that apply:

Business/community initiative or support

University/college assistance

Federal funding

State assistance

Local appropriations

Administrative initiative or support

Teacher initiative or support

Student initiative or support

Local board policy

Parent initiative or support

We have no computer-related activities in our school

6. Are computer units or courses offered as electives or as requirements in your school?

Yes, as electives  
 Yes, as requirements  
 Yes, both as electives and requirements  
 No

7. Which, if any, of the following courses are taught in your school? Check all that apply:

Introduction to Computing  
 Computer Science  
 Computer Programming  
 Word Processing  
 Data Processing  
 None of these courses

8. Have the enrollments for computer-related courses in your school increased since last year?

Yes, in elective courses  
 Yes, in requirement courses  
 Yes, in both  
 No  
 Don't know

9. Does your school have specific timetables for implementing computer-based systems and/or curricula?

Yes  
 No  
 Don't know

Principals

10. Does your school have a special procurement process for acquiring computer equipment?

Yes

No

Don't know

11. Does your school have specific policies or procedures for obtaining parental input to computer-related decisions?

Yes

No

Don't know

12. In what way are parent groups involved with computers in your school? Check all that apply:

Providing organized community support

Funding hardware or software purchases

Serving as teacher aids

Helping with planning for computers

Using school computers at home with their children

Writing computer programs

Fund raising for computer-related activities and materials

Providing individual support

Other \_\_\_\_\_

13. Has some non-school group, such as a computer firm in your area, sponsored a project that supported the use of computers in your school?

Yes

No

Don't know

14. What mechanics have been put in operation for parents to become knowledgeable about computers and to be informed about what their children are doing? Check all that apply:

Parent/teacher meetings and demonstrations

Parent/student workshops

Computer assignments and printouts sent home

Assistance in purchasing appropriate hardware and software for home use

Student assignments to be done at home

Other \_\_\_\_\_

None of the above

15. For which of the following items are there budgets established in your school? Check all that apply:

Computer hardware (keyboards, monitors, computers, disk drives, printers, graphics tablets, etc.)

Computer software and courseware (programs, etc.)

Teacher training related to hardware and software use

16. How are computers used to support instruction in your school? Check all that apply:

Used for teaching and learning

Used for instruction in programming

Used as a tool in various subjects and courses

Used for computer-managed instruction

Principals

In which of the subject areas or school programs listed below do students learn to use and/or program computers?

	Learn to Use As A Tool	Learn to Program	Use for Learning Subject Matter	Not Applicable
17. Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Business Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Introduction to Computing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Computer Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Distributive Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Home Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Independent Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Programs for Gifted Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Special Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Vocational Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Other, please specify _____				

38. In your school, are there specific rules that govern any of the following? Check all that apply:

Protecting equipment from damage  
 Protecting equipment from loss  
 Destroying another person's data  
 Disrupting the operation of the computer  
 Scheduling or sharing equipment  
 Scheduling or sharing programs  
 Copying copyrighted programs  
 Copying other students' graded computer work

39. When school is closed either for the summer or extended holidays, what is your policy regarding computers? Check all that apply.

Send computers home with students  
 Allow teachers or administrators to borrow them  
 Distribute them to other selected individuals  
 Lock them up for safekeeping  
 Leave them in their assigned location  
 Use them for school or district training or curriculum development  
 Send them out for maintenance  
 Use them in summer camp  
 None of the above

Principals

40. What procedures does your school use for evaluating and selecting computer-related learning materials? Check all that apply:

An evaluation committee reviews proposed materials

A computer coordinator or specialist reviews proposed materials

We rely on salespersons' recommendations

We rely on external evaluators, such as consultants or state education departments

A supervisor or administrator reviews proposed materials

A media specialist reviews proposed materials

We rely on teacher recommendations

Other \_\_\_\_\_

41. Which of the following are methods or techniques used in your school to assess student's skill and knowledge of computer-related topics? Check all that apply:

Standardized tests

Teacher-made tests

Questionnaires

Project evaluations

Teachers' observations

Others' observations

Other \_\_\_\_\_

Principals

Has your school investigated how computers might be used for any of the following administrative purposes?

	<u>Investigated</u>	<u>Implemented</u>	<u>Neither</u>
42. Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Student records/ report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Inventory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Printing mailing labels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Electronic mail to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Electronic mail to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Student scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Student testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Personnel records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Which of the following are you currently using to meet the administrative computing needs of your school? Check all that apply:

Our own school mainframe computer

Our own school microcomputer(s)

A multi-district or regional public computer service

A commercial computer service

Other \_\_\_\_\_

We do not use computers for administrative purposes

54. Does your school use computers for career guidance?

Yes

No

Don't know

55. Does your school have an assigned computer coordinator who is responsible for computer use in instruction?

Yes

No

Don't know

56. If yes, who assigned the computer coordinator to this position?

Superintendent/Board of Education

Principal

Other Administrator

Teachers

57. Has your school offered training in introduction to computing, computer programming or computer science to the staff?

Yes

No

Don't know

58. If yes, who was responsible for arranging for inservice training?

Superintendent

Assistant Superintendent/Curriculum Supervisor

Principal

Teachers

Other \_\_\_\_\_

59. If yes, what staff was eligible for training?

Teachers

Support staff

Administration

60. Does your school provide release time or financial incentives for teachers who develop computer-based instructional programs?

Yes

No

Don't know

61. How do you disseminate information concerning computer activities in your school? Check all that apply:

- Newsletters
- Computer fairs
- Computer open house
- Press releases
- Letters to parents or staff
- Faculty meetings
- Visits to other institutions
- Demonstrations of new equipment/courseware
- Conferences or meetings
- Workshops
- None of the above

62. Is your school involved in a network, consortium or organization that does the following? Check all that apply:

- Shares hardware resources
- Shares software resources
- Shares data
- Shares personnel
- Shares ideas
- Not involved

Principals

How influential are the following persons or groups in terms of deciding what computer-related courses are to be offered to students?

	<u>Very</u> <u>Influential</u>	<u>Influential</u>	<u>Not</u> <u>Influential</u>
63. The Superintendent/School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. School principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Computer coordinator/specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals

In your district, who is responsible for each of the following activities?

	Superintendent	Assistant Superintendent	Principal	Assistant Principal	Computer Specialist	Curriculum Specialist	Teachers	Students	Consultants	Parents	Other	No One
72. Deciding what computer-related skills and knowledge are to be learned by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Determining computer-related course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Establishing budgets for computer-related projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Planning staff training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Implementing staff training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Evaluating and selecting computer hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Evaluating and selecting computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Determining procurement process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Assigning computer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Establishing and enforcing rules pertaining to the equitable, ethical and legal use of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Evaluating student benefits from computer-related programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Communicating with parents and school board re course content, fund-raising, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS

Listed below are some ways teachers use or teach about computers. Please check those activities that currently take place in your school and those activities that are being planned for your school.

<u>Use</u>	<u>Computer Activity</u>	<u>Current Use</u>	<u>Future Plans</u>
84.	For numerical calculations	<input type="radio"/>	<input type="radio"/>
85.	To run simulations	<input type="radio"/>	<input type="radio"/>
86.	For instructional games	<input type="radio"/>	<input type="radio"/>
87.	As leisure time activity and reward	<input type="radio"/>	<input type="radio"/>
88.	For student problem solving	<input type="radio"/>	<input type="radio"/>
89.	For drill-and-practice	<input type="radio"/>	<input type="radio"/>
90.	As a tutor (teach content)	<input type="radio"/>	<input type="radio"/>
91.	To demonstrate concepts	<input type="radio"/>	<input type="radio"/>
92.	To score tests	<input type="radio"/>	<input type="radio"/>
93.	As an instructional management aid	<input type="radio"/>	<input type="radio"/>
94.	As a material generator (tests or worksheets)	<input type="radio"/>	<input type="radio"/>
95.	For information retrieval	<input type="radio"/>	<input type="radio"/>
96.	For student analysis of data	<input type="radio"/>	<input type="radio"/>
97.	For word processing	<input type="radio"/>	<input type="radio"/>
98.	For special needs students	<input type="radio"/>	<input type="radio"/>
99.	To control laboratory equipment	<input type="radio"/>	<input type="radio"/>
	<u>Teach</u>		
100.	To teach programming	<input type="radio"/>	<input type="radio"/>
101.	To teach computer operation	<input type="radio"/>	<input type="radio"/>
102.	To teach data processing	<input type="radio"/>	<input type="radio"/>
103.	To teach hardware & software procedures	<input type="radio"/>	<input type="radio"/>
104.	To teach history of computers	<input type="radio"/>	<input type="radio"/>
105.	To teach how computers are applied	<input type="radio"/>	<input type="radio"/>
106.	To teach about computer careers	<input type="radio"/>	<input type="radio"/>
107.	To teach about the role and impact of computers in society	<input type="radio"/>	<input type="radio"/>
108.	To teach problem solving	<input type="radio"/>	<input type="radio"/>
109.	Other, please specify _____		

In what subject areas does your school individualize instruction based on computerized testing and computer-managed instruction?

	<u>For individual educational plans (IEP's)</u>	<u>Other than for IEP's</u>
110. Art/Graphic Arts	o	o
111. Business Education	o	o
112. Computer Education (fundamentals of computing)	o	o
113. Computer Programming (in-depth study of a programming language)	o	o
114. English/Language Arts	o	o
115. Foreign Languages	o	o
116. Health	o	o
117. Home Economics	o	o
118. Industrial Arts	o	o
119. Mathematics	o	o
120. Music	o	o
121. Performing Arts	o	o
122. Physical Education	o	o
123. Science	o	o
124. Social Studies/Social Science	o	o

Principals

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis-</u> <u>advantage</u>	<u>Not a Dis-</u> <u>advantage</u>
125. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
126. Lack of student interest	<input type="radio"/>	<input type="radio"/>
127. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
128. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
129. Difficulty with integrating computer-taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
130. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
131. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
132. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
133. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

---

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An</u> <u>Advantage</u>	<u>Not an</u> <u>Advantage</u>
134. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
135. Having great patience	<input type="radio"/>	<input type="radio"/>
136. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
137. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
138. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
139. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

140. Have you personally written or designed a computer program that teaches or provides instruction in a particular topic or skill?

       No

       Yes, 1 program

       Yes, 2-5 programs

       Yes, 6 or more programs

141. Which of the following sources of information about computing do you use at least once a month? Check all that apply:

       Newspaper articles

       Weekly computer periodicals (such as Infoworld)

       General computer periodicals (such as Popular Computing, Byte magazine, Consumer Report)

       Educational computing periodicals (such as Electronic Learning, Classroom Computer Learning, The Computing Teacher, THE Journal)

       Professional periodicals (such as Math Teacher, AEDS Monitor)

       Software catalogs

       Regional teacher training centers

       Colleagues and friends

       Formal classes or workshops, including inservice

       "User" or other professional groups

       Electronic data services (such as The Source, Comuserve, EDUNET)

       Magazines delivered on electronic media

       Television/radio

       Other \_\_\_\_\_

142. What has been the primary source of computer-related curricular material for your school? Check one:

- Computer manufacturers or distributors
- Published texts
- Materials developed by other school systems
- Material developed within our school or district
- Public domain materials
- Professional literature

143. Which individuals in your school teach others about or how to use computers? Check all that apply:

- Administrators
  - Teachers
  - Paid teacher aides or paraprofessionals
  - Computer specialists
  - Library media specialists

---

  - Volunteers
  - Other school staff
  - Students
  - Other \_\_\_\_\_
-

QUESTIONS ABOUT USING COMPUTER PROGRAMS

144. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

Learning a programming language (such as Pascal, Logo, or BASIC)

Learning word processing

Learning computer science

Learning research applications

Learning data processing

Learning business applications

A general introduction to computing course

Learning about computer software

Learning about computer hardware

Learning authoring languages

Other, please specify \_\_\_\_\_

None

Principals

Which of the following computer resources are available in your school?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
145. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
157. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
158. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
159. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
160. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. Persons to assist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167. Reference books and manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
169. Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
170. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
171. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
172. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
173. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
174. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
175. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
176. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
177. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
182. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
183. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
184. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
185. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
186. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
187. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
188. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
189. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
190. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
191. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
192. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
193. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
194. Other _____			
195. _____ I have not used any of these devices			

Principals

196. Are microcomputers being used with videocassette recorders and/or videodisc players in your school?

       Yes, with videocassette recorders

       Yes, with videodisc players

       Yes, with both

       No

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
197. Manuals supplied by the hardware company or publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Technical assistance from the vendor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. School or district-level technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
200. "Users" group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
201. Tutorial programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
202. Friends/colleagues/family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
203. Reference books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
204. Independent technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
205. Professional periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
206. Commercial periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
207. Local professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>
208. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
209. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
210. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
211. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
212. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
213. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
214. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
215. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
216. Other, please specify _____			
217. _____ I do not evaluate computer programs			



218. Given the computer hardware in your school, which of the following kinds of programs are available for you personally to use? Check all that apply:

Simulations

Business programs (e.g., spreadsheets)

Math or statistics computation

Text editing or word processing

Tutorial programs

Drill-and-practice programs

Data base or file management programs

Graphics programs

Authoring language programs

Telecommunication programs

Compilers

Recreational programs

System utilities

219. Do you have a single-user microcomputer or a computer terminal in your office?

Yes

No

220. Does your secretary have a single-user microcomputer or a computer terminal to use at work?

Yes

No

221. Where do you have access to a computer outside of school? Check all that apply:

I do not have access to a computer outside of school

At home

At a friend's home

At someone's place of work

At a college or university

At a library

Other, please specify \_\_\_\_\_

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
222. Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
223. Authoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
224. Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
225. Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
226. Computational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
227. Data base management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
228. Educational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
229. Graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
230. Home management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
231. Integrated packages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
232. Recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
233. Simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
234. Spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
235. Statistical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
236. Telecommunications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
237. Utility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
238. Word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

239. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

Alphabetic

Numeric

Function (for example, "enter" or "return")

None

240. How often do you personally use a word processing program or a computer dedicated to word processing?

Never

Rarely

Monthly

Weekly

Daily

241. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

I have not used a word processing program

Less than one month

Two to four months

Five months to a year

13-24 months

More than 2 years

242. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

Memoranda

Letters

Short reports (up to 19 pages)

Long reports (20 or more pages)

Other \_\_\_\_\_

Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
243. Spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
244. Charts and tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
245. Graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
246. Drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
247. <input type="checkbox"/> I have not produced any of these outputs			

248. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

- I have not accessed any data bases
- Career information
- Bibliographical citations (library)
- Stock market
- School or district data (personnel, budget, inventory, etc.)
- Student records
- National press wire services
- Electronic bulletin board
- Computer courseware or other educational resources
- Recreational programs
- Other \_\_\_\_\_

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

249. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

- I have not done any of these activities
- Loaded a program into memory
- Saved a program on a disk, tape, or cards
- Named or renamed a program file
- Listed a program
- Backed up a copy of a program or file
- Deleted a program from disk or tape
- Erased computer memory
- Accessed a catalog or menu of saved programs
- Run a program
- Tested and debugged a program

250. In which of the following languages have you written a program? Check all that apply:

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> I have not written a program | <input type="checkbox"/> FORTRAN     |
| <input type="checkbox"/> APL                          | <input type="checkbox"/> Logo        |
| <input type="checkbox"/> Assembly Language            | <input type="checkbox"/> Pascal      |
| <input type="checkbox"/> BASIC                        | <input type="checkbox"/> Pilot       |
| <input type="checkbox"/> COBOL                        | <input type="checkbox"/> RPG         |
|   | <input type="checkbox"/> Other _____ |

251. What was the length, in lines, of the longest program you have written?

- 0, I have not written a program
- 1-10 lines or 1 procedure
- 11-25 lines or 2-3 procedures
- 26-50 lines or 4-10 procedures
- 51-100 lines or 11-20 procedures
- 101 or more lines or 21 or more procedures

252. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

- I have never changed a program
- 1-20 lines (approximately 1 screen)
- 21-40 lines (approximately 2 screens)
- 40 or more lines

253. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

I have not written a program

Repetition or iteration

Conditional decisions ("if, then")

Use of variables

Logical operations

Arithmetic operations

Sound output

Graphical output

Using arrays

Using data files

Statements for accepting input from keyboard or other peripheral device

Format statements or image strings for outputting information on video display, printer or other peripheral device

254. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

The input data was inaccurate ("Garbage in/garbage out")

The program "rounded off" inappropriately

There was a logical error in the program

The input data was called from the wrong memory location (wrong field, wrong variable, etc.)

The program was inappropriate for the problem

Other, please specify \_\_\_\_\_

None

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many schools use computers for recording and accessing data about students and staff. Please answer the following four questions if your school uses computers for this purpose. Check all that apply:

255. Who uses the computer?

Principal

Teachers

Special computer personnel

Guidance counselors

Secretaries, Clerks

Students

Other \_\_\_\_\_

256. What types of information are maintained in the computer system about students?

\_\_\_\_\_ Classes requested

\_\_\_\_\_ Classes enrolled

\_\_\_\_\_ Grades received

\_\_\_\_\_ Homeroom assignment

\_\_\_\_\_ Standard test scores

\_\_\_\_\_ Honors

\_\_\_\_\_ School enrolled

\_\_\_\_\_ Personal profile

\_\_\_\_\_ Attendance

\_\_\_\_\_ Class schedule

\_\_\_\_\_ Residence

\_\_\_\_\_ Age (Birth date)

\_\_\_\_\_ Telephone number

\_\_\_\_\_ Other \_\_\_\_\_

257. What types of information are maintained in the computer system about staff?

\_\_\_\_\_ Salary

\_\_\_\_\_ Residence

\_\_\_\_\_ Years of service

\_\_\_\_\_ Educational attainment

\_\_\_\_\_ Current grade level of classes

\_\_\_\_\_ Subject areas of current classes

\_\_\_\_\_ School

\_\_\_\_\_ Certification status

\_\_\_\_\_ Other \_\_\_\_\_

258. What sorts of summary information do you retrieve or generate from the student record system at your school?

- Course enrollments
- Student schedules
- School or district standardized test score summaries
- Bussing schedules and routes
- Attendance records
- Room/building utilization
- Grade point averages
- Class ranks
- Other \_\_\_\_\_

259. Which of the following groups utilize computer generated reports in your school?

- Administrative personnel
- Instructional personnel
- Students
- Parents

260. Before deciding to use a computer, people frequently consider factors that might argue against computer use. Which of the following have you considered? Check all that apply:

- Equipment acquisition costs
- Equipment-related costs
- Equipment availability (accessibility)
- Hardware maintenance
- Software maintenance
- Software acquisition costs
- Software-related costs
- Software availability/accessibility/quality
- Equipment capacity (memory)
- Equipment capacity (CPU)
- Textbook availability
- Data gathering costs
- Data storage costs
- Data entry costs
- Programming costs
- Output capabilities
- Other \_\_\_\_\_

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

The following administrative tasks may be completed by you, personally, by a member of your staff, or by an outside contractor. Please indicate, for each task, whether the task is completed with computer assistance, without computer assistance, or not done at all.

	<u>With Computer Assistance</u>	<u>Without Computer Assistance</u>	<u>Not Done</u>
261. Mathematical calculations, such as those used in maintaining a checkbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
262. Writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
263. Operating small appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
264. Scoring student tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
265. Reporting standardized test scores to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
266. Maintaining mailing lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
267. Retaining student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
268. Scheduling classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
269. Scheduling transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
270. Performing statistical analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
271. Constructing individualized instruction plans (IEP's)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
272. Keeping student grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
273. Creating student report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
274. Operating security system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
275. Operating air conditioning/heating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
276. Operating lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
277. Writing payroll checks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
278. Operating a sprinkler (fire prevention or landscape watering) system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
279. Operating a telephone answering system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
280. Labor relations and negotiations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
281. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

282. Which of the following data quality assurance activities have you done or directed someone else to do? Check all that apply:

Established categories of data to be collected.

Identified indicators or measures for data categories

Obtained data

Dealt with missing data

Changed data into a machine-readable form

Verified machine data against raw data

Conducted range check

Examined summary statistics, such as totals, means and standard deviations

Other \_\_\_\_\_

Principals

In your school, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
283. Intentional equipment damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
284. Equipment theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
285. Intentional destruction of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
286. Unauthorized change of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
287. Theft of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
288. Copying copyrighted programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
289. Theft of passwords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
290. Intentional disruption of operating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
291. Student cheating on computer projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

292. In the past year, have you been affected by a "computer error" in your school?

Yes

No

293. If yes, generally how quickly was the error fixed?

As soon as it was noticed (i.e., immediately)

Within one day

Within one week

In 1-2 weeks

In 3-4 weeks

It has not been fixed

294. If yes, how much did the error cost?

Don't know

Less than \$50

\$51-\$500

\$501-\$5,000

\$5,000+

295. In the past year, have you heard any complaints from students, parents, or employees about loss of jobs or curtailment of jobs due to the introduction of computers?

Yes

No

296. In the past year, have you heard any student, parent, or employee tell you that they are using a computer in their job?

Yes

No

297. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

Yes

No

298. In the past month, how many complaints have you heard from parents, students or school employees regarding computer-related invasion of privacy?

None

1-3

4-10

11-20

21+

299. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

Omitting certain information when filling out forms or applications

Requesting your name be removed from a list

Declining to provide your social security number

Complaining to government agencies

Writing to a legislator

Writing to the editor of a newspaper or magazine

Other \_\_\_\_\_

I have not taken any such actions

300. Which of the following actions have you taken in your school to protect the privacy of entries on a computerized data base? Check all that apply:

Restricted or limited the data that was collected or entered into the data base

Identified individuals by identification number instead of names

Stored information necessary to link names with ID numbers in a separate location

Periodically purged data

Encoded all data

Restricted physical access to terminals

Assigned user "log on" ID to restrict access to data

Encrypted data when transferring from one location to another

Restricted physical access to data cards, tapes, or disks

I have not taken any such actions

301. Do you (or any member of your family) have a computer at home?

       Yes

       No

302. If yes, about how many minutes per week do you use it?

       Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

<u>Computer Use</u>	<u>Proportion of Time</u>
303. Working alone	0% 25% 50% 75% 100%
304. Teaching someone	0% 25% 50% 75% 100%
305. Working together with someone	0% 25% 50% 75% 100%

306. If yes, what proportion of the time that you spend using a computer at home is spent in recreational use (either alone or with others)?

       0%

       25%

       50%

       75%

       100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

~~307. Which of the following operating systems have you personally used?~~

         CP/M

         Apple DOS3.3

         TRSDOS

         MS-DOS or PC-DOS

         Unix

         UCSD-p-system

         Zenix

         VMS

         TSO

         Other \_\_\_\_\_

         Don't know

         I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
308. Modem	o	o	o
309. Serial (RS232) or Parallel Interface	o	o	o
310. Port	o	o	o
311. Protocol Emulator or Converter	o	o	o

QUESTIONS THAT INVENTORY COMPUTER-RELATED RESOURCES

~~312. How many computer terminals and microcomputers are made available to students for instructional use in your school building? Do not include computers personally owned by students:~~

\_\_\_\_\_ Number of single-user microcomputers

\_\_\_\_\_ Number of terminals

\_\_\_\_\_ Total

313. Approximately what percentage of the microcomputers in your school are reserved strictly for teacher use (for classroom management, inservice training, etc.)?

\_\_\_\_\_ 0-25% of the microcomputers

\_\_\_\_\_ 26-50% of the microcomputers

\_\_\_\_\_ 51-75% of the microcomputers

\_\_\_\_\_ 76-100% of the microcomputers

Microcomputers are often described in terms of their internal memory capacity, such as "2K" or "16K." What are the approximate numbers of microcomputers of different capacities available to students in your school building?

	<u>Type of Microcomputer</u>	<u>Number</u>
314.	Microcomputers with less than 16K internal memory	_____
315.	Microcomputers with 16K-64K internal memory	_____
316.	Microcomputers with more than 64K internal memory	_____
317.	Microcomputers for which you do not know the internal memory	_____
318.	Of all of the above microcomputers, how many have a disk drive?	_____
319.	How many have a color monitor?	_____
320.	How many have a printer?	_____

321. What is the ratio of students to computer/terminals in computer classes at your school?

	<u>Students</u>		<u>Computer</u>
_____	1	to	1
_____	2	to	1
_____	3	to	1
_____	4-6	to	1
_____	7-10	to	1
_____	11-20	to	1
_____	21-30	to	1
_____	Other _____		

322. What ratio of students to computer/terminals in computer classes would you see meeting student needs in the future?

	<u>Students</u>		<u>Computer</u>
_____	1	to	1
_____	2	to	1
_____	3	to	1
_____	4-6	to	1
_____	7-10	to	1
_____	11-20	to	1
_____	21-30	to	1
_____	Other _____		
_____	Stay the same		

323. If you have computers in your school, how many different models are you using?

\_\_\_\_\_ Number of models

324. If your school had 32 microcomputers, how would you distribute them?

One microcomputer per classroom for 32 classrooms

Two microcomputers per classroom for 16 classrooms

Four microcomputers in each of 8 classrooms or locations

Sixteen microcomputers per classroom for 2 classrooms

All microcomputers placed in one location

Other \_\_\_\_\_

325. Approximately how many instructional software packages (simulations, tutorials, drill-and-practice, etc.) are there available for students and teachers to use on microcomputers in your school?

None

1-10 diskettes full

11-20 diskettes full

21-50 diskettes full

51 or more diskettes full

Don't know

326. Do you have a catalog of the computer software that is available in your school?

Yes

No

Don't know

What is the location of the computer terminals or microcomputers that are being used by students in your school? For each location, please indicate approximate quantity and the approximate number of minutes the microcomputers and terminals are regularly available for student use outside of scheduled class activities.

<u>Location</u>	<u>Approximate No. of Microcomputers and Terminals</u>	<u>Approximate Minutes Available</u>
327. Classrooms	_____	_____
328. Library/Media Center	_____	_____
329. Computer Laboratory/Center	_____	_____
330. Department Office	_____	_____
331. Portable computers within school used in different locations	_____	_____
332. Other, please specify _____	_____	_____

Approximately how much time (in minutes) does a student spend per day using computers for instructional applications during school hours? Include before and after school times when computers are available, but do not include guidance use:

333. Students in computer courses:

\_\_\_\_\_ Average number of minutes

334. Students not in computer courses:

\_\_\_\_\_ Average number of minutes

335. Students in special education classes:

\_\_\_\_\_ Average number of minutes

336. Students in gifted and talented classes:

\_\_\_\_\_ Average number of minutes

337. Approximately what percentage of students in your school use computers at least once a week? Check one:

- 0%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

338. Of students graduating from your school this year, what percentage will have completed a credit-granting course for which the use of a computer (for programming, word processing, simulations, etc.) was a requirement? Do not include uses such as drill-and-practice or career guidance.

- 0%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

Principals

Of students graduating from your school this year, approximately what percentage will have received at least 25 hours of instruction in the following languages? Please indicate a percentage for each language:

<u>Language</u>	<u>Percentage</u>
339. BASIC	_____
340. FORTRAN	_____
341. Pascal	_____
342. COBOL	_____
343. RPG	_____
344. Logo	_____
345. Pilot	_____
346. APL	_____
347. Other, please specify _____	_____

During the regular school year, approximately how many students participate regularly in a supervised computer club or regularly come to the computer center as an extracurricular activity?

	<u>Club</u>	<u>Extracurricular Activity</u>
348. Number of boys	_____	_____
349. Number of girls	_____	_____
350. Total number of students	_____	_____

351. At what grade level do students in your school receive their first formal instruction in computer usage? Check one:

K

1

2

3

4

5

6

7

8

9

10

11

12

352. Are the computer facilities in your school used by community groups, such as an adult education or continuing education program, to teach participants to use or program computers?

Yes, our facilities are used in this way

No, our facilities are not used in this way

We have no computer facilities

How many different staff members at your school are teaching courses in which computers are used or in which computers are the subject of instruction?

353. \_\_\_\_\_ Number using computer for teaching and learning (drill-and-practice, tutorial)

354. \_\_\_\_\_ Number using computer as subject of instruction (introduction to computing, programming, computer science)

355. \_\_\_\_\_ Number using computer as student tool (word processing, data analysis, laboratory experiments)

356. \_\_\_\_\_ Number using computer as teacher's aide (record keeping)

Since September 1981, what percentage of the teachers in your school have received training in the use of computers in education? Check one in each column:

	<u>Less than 10 hours</u> (357)	<u>10-15 hours</u> (358)	<u>15-25 hours</u> (359)	<u>More than 25 hours (semester or quarter)</u> (360)
_____ 0%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 1-10%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 11-20%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 21-30%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 31-40%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 41-50%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 51-60%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 61-70%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 71-80%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 81-90%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 91-100%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

361. Which of the following instructional applications of computers are covered by inservice programs offered to staff in your school? Check all that apply:

Use of computers in teaching and learning (drill-and-practice, tutorial, simulations and modeling)

Computer as the subject of instruction (introduction to computing, computer programming, computer science, data processing)

Computer as a student tool (mathematical calculation; data analysis; information gathering, storage and retrieval; guidance applications; word processing)

Computer as teacher's aide (developing instructional materials, record keeping)

Other, please specify \_\_\_\_\_

None

362. What percentage of the teachers in your school would you rate as "highly qualified" to teach about computing (include programming and introduction to computing)?

0%

51-60%

1-10%

61-70%

11-20%

71-80%

21-30%

81-90%

31-40%

91-100%

41-50%

Principals

How many teachers in your school would you rate as highly qualified to teach computer programming in each of the following languages?

363. BASIC \_\_\_\_\_

364. FORTRAN \_\_\_\_\_

365. Pascal \_\_\_\_\_

366. COBOL \_\_\_\_\_

367. RPG \_\_\_\_\_

368. Logo \_\_\_\_\_

369. Pilot \_\_\_\_\_

370. APL \_\_\_\_\_

371. Other, please specify \_\_\_\_\_

372. \_\_\_\_\_ How many different individuals do these numbers represent?

373. How many teachers in your school have certification, a college level major or minor or a master's degree in computer science?

\_\_\_\_\_ Number of teachers

374. How many teachers in your school have a college level major or minor, or a master's degree in computer education?

\_\_\_\_\_ Number of teachers

375. What grade does your school serve?

\_\_\_\_\_ K

\_\_\_\_\_ 1

\_\_\_\_\_ 2

\_\_\_\_\_ 3

\_\_\_\_\_ 4

\_\_\_\_\_ 5

\_\_\_\_\_ 6

\_\_\_\_\_ 7

\_\_\_\_\_ 8

\_\_\_\_\_ 9

\_\_\_\_\_ 10

\_\_\_\_\_ 11

\_\_\_\_\_ 12

376. How many students are enrolled in your school?

\_\_\_\_\_ Number of students

377. How large is the teaching staff in your school?

\_\_\_\_\_ Number of full-time teachers

\_\_\_\_\_ Number of part-time teachers

COMPUTER LITERACY

---

QUESTIONS FOR TEACHERS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. Does your school have written goals for students' computer literacy?

Yes, in place

Yes, in progress

No

Don't know

2. Which, if any, of the following courses do you teach? Check all that apply:

Introduction to computing

Computer science

Computer programming

Word processing

Data processing

None of these courses

3. How are computers used to support instruction in your school? Check all that apply:

Used for teaching and learning

Used for instruction in programming

Used as a tool in various subjects and courses

Used for computer-managed instruction

4. In your school are there specific rules that govern any of the following? Check all that apply:

Protecting equipment from damage  
 Protecting equipment from loss  
 Destroying another person's data  
 Disrupting the operation of the computer  
 Scheduling or sharing equipment  
 Scheduling or sharing programs  
 Copying copyrighted programs  
 Copying other student's graded computer work

- ~~5. Which of the following are methods or techniques used in your school to assess student's skill and knowledge of computer-related topics? Check all that apply:~~

~~Standardized tests  
 Teacher-made tests  
 Questionnaires  
 Project evaluations  
 Teachers' observations  
 Others' observations  
 Other \_\_\_\_\_~~

How influential are the following persons or groups in terms of deciding what computer-related courses are to be offered to students?

	<u>Very Influential</u>	<u>Influential</u>	<u>Not Influential</u>
6. The Superintendent/School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. School principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Computer coordinator/specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your district, who is responsible for each of the following activities?

	Superintendent	Assistant Superintendent	Principal	Assistant Principal	Computer Specialist	Curriculum Specialist	Teachers	Students	Consultants	Parents	Other	No One
15. Deciding what computer-related skills and knowledge are to be learned by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Determining computer-related course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Establishing budgets for computer-related projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Planning staff training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Implementing staff training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Evaluating and selecting computer hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Evaluating and selecting computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Determining procurement process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Assigning computer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Establishing and enforcing rules pertaining to the equitable, ethical and legal use of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Evaluating student benefits from computer-related programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Communicating with parents and school board re course content, fund-raising, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS.

27. Do you teach basic concepts about computers and information systems, such as the relationship between memory, central processing unit, and input and output?

       Yes

       No

28. Do you teach how to develop computer-oriented algorithms and procedures?

       Yes

       No

29. Which of the following subject areas do you teach? Check all that apply:

       Art/Graphic Arts

       Industrial Arts

       Business Education

       Introduction to Computing

       Computer Programming

       Mathematics

       Computer Science

       Music

       English/Language Arts

       Performing Arts

       Foreign Languages

       Physical Education

       Health

       Science

       Home Economics

       Social Studies/Social Science

30. In which of the following subject areas do you teach your students how computers can be used to solve problems? Check all that apply:

- |  |  |
|--|--|
| <input type="checkbox"/> Art/Graphic Arts      | <input type="checkbox"/> Industrial Arts               |
| <input type="checkbox"/> Business Education    | <input type="checkbox"/> Introduction to Computing     |
| <input type="checkbox"/> Computer Programming  | <input type="checkbox"/> Mathematics                   |
| <input type="checkbox"/> Computer Science      | <input type="checkbox"/> Music                         |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Performing Arts               |
| <input type="checkbox"/> Foreign Languages     | <input type="checkbox"/> Physical Education            |
| <input type="checkbox"/> Health                | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Home Economics        | <input type="checkbox"/> Social Studies/Social Science |

31. Do you teach about the social implications of computer use, such as job displacement or new job opportunities, dehumanization or better communications, dependency or increased productivity?

Yes

No

32. Do you teach about ethical issues related to computer use, such as privacy of data, copyright infractions or electronic theft?

Yes

No

33. Do you teach about the general capabilities and limitations of computer use?

Yes

No

34. Do you teach about the capabilities and limitations of the particular computer applications you use in class?

Yes

No

I don't use computer applications in class

35. In which of the following computer languages do you teach programming skills? Check all that apply:

I don't teach programming skills.

APL

Assembly Language

BASIC

COBOL

FORTRAN

Logo

Pascal

Pilot

RPG

Other

36. How often do you use a computer as an aid when you are presenting or demonstrating concepts?

Never

Rarely

Monthly

Weekly

Daily

37. For which of the following classroom recordkeeping activities do you use a computer as an aid? Check all that apply:

         Attendance

         Grad

         Schedules

         Monitoring instructional progress

         Individual Educational Plans (IEP's)

         Standardized test scores

         Other \_\_\_\_\_

Teachers

Listed below are some ways teachers use or teach about computers. Please check those activities that currently take place in your school and those activities that are being planned for your school.

<u>Use</u>	<u>Computer Activity</u>	<u>Current Use</u>	<u>Future Plans</u>	<u>Don't Know</u>
38.	For numerical calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.	To run simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40.	For instructional games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41.	As leisure time activity and reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42.	For student problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43.	For drill-and-practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44.	As a tutor (teach content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.	To demonstrate concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46.	To score tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.	As an instructional management aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48.	As a material generator (tests or worksheets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49.	For information retrieval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50.	For student analysis of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51.	For word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52.	For special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53.	To control laboratory equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Teach</u>				
54.	To teach programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55.	To teach computer operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56.	To teach data processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57.	To teach hardware & software procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58.	To teach history of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59.	To teach how computers are applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60.	To teach about computer careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61.	To teach about the role and impact of computers in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62.	To teach problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63.	Other, please specify _____			

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis- Advantage</u>	<u>Not a Dis- Advantage</u>
64. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
65. Lack of student interest	<input type="radio"/>	<input type="radio"/>
66. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
67. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
68. Difficulty with integrating computer-taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
69. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
70. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
71. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
72. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An Advantage</u>	<u>Not an Advantage</u>
73. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
74. Having great patience	<input type="radio"/>	<input type="radio"/>
75. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
76. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
77. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
78. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

79. Which of the following sources of information about computing do you use at least once a month? Check all that apply:

Newspaper articles

Weekly computer periodicals (such as Infoworld)

General computer periodicals (such as Popular Computing, BYTE magazine, Consumer Report)

Educational computing periodicals (such as Electronic Learning, Classroom Computer Learning, The Computing Teacher, THE Journal)

Professional periodicals (such as Math Teacher, AEDS Monitor)

Software catalogs

Regional teacher training centers

Colleagues and friends

Formal classes or workshops, including inservice

"User" or other professional groups

Electronic data services (such as The Source, Compuserve, EDUNET)

Magazines delivered on electronic media

Television/radio

Other \_\_\_\_\_

80. Do you belong to a computer teacher organization that shares resources?

Yes

No

81. If yes which type of organization do you belong to? Check all that apply:

National organization of teachers whose major purpose is using computers

State organization of teachers whose major purpose is using computers

Local organization of teachers whose major purpose is using computers

Local informal network or user group

Computer special interest group in educational organization

Education special interest group in computer organization

Other \_\_\_\_\_

82. In which subject areas have you looked for and been unable to find adequate software? Check all that apply:

Art/Graphic Arts

Industrial Arts

Business Education

Introduction to Computing

Computer Programming

Mathematics

Computer Science

Music

English/Language Arts

Performing Arts

Foreign Languages

Physical Education

Health

Science

Home Economics

Social Studies/Social Science

83. From the list of computer-related curricular materials below, select the three that you most need (that is, appropriate materials that are not now available to you).

<input type="checkbox"/> Answer Sheets	<input type="checkbox"/> Reference books
<input type="checkbox"/> Curriculum guides	<input type="checkbox"/> Slides
<input type="checkbox"/> Curriculum outlines	<input type="checkbox"/> Software
<input type="checkbox"/> Data Bases	<input type="checkbox"/> Teacher guides
<input type="checkbox"/> Films	<input type="checkbox"/> Tests
<input type="checkbox"/> Laboratory equipment and supplies	<input type="checkbox"/> Textbooks
<input type="checkbox"/> Overheads	<input type="checkbox"/> Video discs
<input type="checkbox"/> Periodicals	<input type="checkbox"/> Video tapes
<input type="checkbox"/> Problem sets	<input type="checkbox"/> Workbooks
<input type="checkbox"/> Other _____	

QUESTIONS ABOUT USING COMPUTER PROGRAMS

84. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

Learning a programming language (such as Pascal, Logo, or BASIC)

Learning word processing

Learning computer science

Learning research applications

Learning data processing

Learning business applications

A general introduction to computing course

Learning about computer software

Learning about computer hardware

Learning authoring languages

Other, please specify \_\_\_\_\_

None

85. Where have you received any computer training? Check all that apply:

- University
- College
- Vocational-Technical School
- Community College
- Community Education Program
- District Inservice Program
- Educational Computer Consortium
- Regional support or training center
- Computer store
- Computer camp
- Industry
- My training has been self-taught
- I have not received any computer training
- Other \_\_\_\_\_

86. Are you getting the training you need for your use of computer in teaching?

- Yes
- No

87. If No, which three of the following courses or workshops would you most want to take to help you use computers in teaching? Check three only from the following list of 34 options:

Introduction to Computers in Education

- |   |                                      |
|---|--------------------------------------|
| <u>      </u> Computer-managed<br>Instruction | <u>      </u> Courseware development |
| <u>      </u> Software evaluation             | <u>      </u> Hardware evaluation    |

Computer Science

- |   |   |
|---|---|
| <u>      </u> Advanced programming              | <u>      </u> Introduction to Computer<br>Science |
| <u>      </u> Artificial intelligence           | <u>      </u> Modeling and simulation             |
| <u>      </u> Data structures and<br>algorithms | <u>      </u> Survey of programming<br>languages  |
| <u>      </u> File processing                   |   |
| <u>      </u> Information retrieval             |   |

Computer Applications in Subject Areas

- |                                     |   |
|-------------------------------------|---|
| <u>      </u> Art/Graphic Arts      | <u>      </u> Mathematics                       |
| <u>      </u> Business Education    | <u>      </u> Music                             |
| <u>      </u> English/Language Arts | <u>      </u> Performing Arts                   |
| <u>      </u> Foreign Languages     | <u>      </u> Physical Education                |
| <u>      </u> Health                | <u>      </u> Science                           |
| <u>      </u> Home Economics        | <u>      </u> Social Studies/<br>Social Science |
| <u>      </u> Industrial Arts       |   |

Computer Software Packages

- |                              |                                    |
|------------------------------|------------------------------------|
| <u>      </u> Accounting     | <u>      </u> Simulations          |
| <u>      </u> Communications | <u>      </u> Spreadsheets         |
| <u>      </u> Data bases     | <u>      </u> Statistical analysis |
| <u>      </u> Gradebooks     | <u>      </u> Word processing      |
| <u>      </u> Graphics       |                                    |

Which of the following computer resources are available in your school?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
88. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Persons to assist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Reference books and manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Not Used</u>	<u>Don't Know</u>
115. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Other _____			
138. _____ I have not used any of these devices			

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
139. Manuals supplied by the hardware company or publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
140. Technical assistance from the vendor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. School or district-level technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. "Users" group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Tutorial programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Friends/colleagues/family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Reference books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Independent technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Professional periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Commercial periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. Local professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How adequate are the following materials or resources for teaching about computers and computing?

	<u>Not Available</u>	<u>Available But Inadequate</u>	<u>Available and Adequate</u>
150. Text books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Teacher guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Films or filmstrips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Video tapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Video discs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Curriculum guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
157. Software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
158. Overheads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
159. Periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>
160. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168. Other, please specify _____			
169. _____ I do not evaluate computer programs			

170. Given the computer hardware in your school, which of the following kinds of programs are available for you personally to use? Check all that apply:

Simulations  
 Business programs (e.g., spreadsheets)  
 Math or statistics computation  
 Text editing or word processing  
 Tutorial programs  
 Drill-and-practice programs  
 Data base or file management programs  
 Graphics programs  
 Authoring language programs  
 Telecommunication programs  
 Compilers  
 Recreational programs  
 System utilities

171. How many single-user microcomputers or computer terminals do you have in your classroom?

Number of single-user microcomputers  
 Number of terminals  
 Total

172. Outside of your classroom how many microcomputers or computer terminals do your students have access to in your school?

Number of single-user microcomputers  
 Number of terminals  
 Total

173. Which of the following changes have occurred as a result of your use of computers in class?

- Content of courses
- Grouping of students
- Pacing of instruction
- Pedagogical technique
- Time for individual attention
- I do not use computers in class
- There have been no changes

174. Where do you have access to a computer outside of school? Check all that apply:

- I do not have access to a computer outside of school
- At home
- At a friend's home
- At someone's place of work
- At a college or university
- At a library
- Other, please specify \_\_\_\_\_

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
175. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
176. Authoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
177. Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Computational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Data base management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. Educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
182. Graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
183. Home management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
184. Integrated packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
185. Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
186. Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
187. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
188. Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
189. Telecommunications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
190. Utility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
191. Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

192. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

Alphabetic

Numeric

Function (For example, "enter" or "return")

None

193. How often do you personally use a word processing program or a computer dedicated to word processing?

Never

Rarely

Monthly

Weekly

Daily

194. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

I have not used a word processing program

Less than one month

Two to four months

Five months to a year

13-24 months

More than 2 years

195. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

Memoranda

Letters

Short reports or compositions (up to 19 pages)

Long reports or compositions (20 or more pages)

Other \_\_\_\_\_

Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
196. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197. Charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. Drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
200. _____ I have not produced any of these outputs			

201. To which of the following uses in the arts have you put a computer?  
Check all that apply:

- \_\_\_\_\_ In graphic art expression
- \_\_\_\_\_ In musical expression
- \_\_\_\_\_ For creative writing
- \_\_\_\_\_ For choreography
- \_\_\_\_\_ Other \_\_\_\_\_

202. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

- I have not accessed any data bases
- Career information
- Bibliographical citations (library)
- Stock market
- School or district data (personnel, budget, inventory, etc.)
- Student records
- National press wire service
- Electronic bulletin board
- Computer courseware or other educational resources
- Recreational programs
- Other \_\_\_\_\_

203. For which of the following subject areas have you used a computer for teaching and learning? Check all that apply:

- |  |  |
|--|--|
| <input type="checkbox"/> Art/Graphic Arts      | <input type="checkbox"/> Industrial Arts               |
| <input type="checkbox"/> Business Education    | <input type="checkbox"/> Introduction to Computing     |
| <input type="checkbox"/> Computer Programming  | <input type="checkbox"/> Mathematics                   |
| <input type="checkbox"/> Computer Science      | <input type="checkbox"/> Music                         |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Performing Arts               |
| <input type="checkbox"/> Foreign Languages     | <input type="checkbox"/> Physical Education            |
| <input type="checkbox"/> Health                | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Home Economics        | <input type="checkbox"/> Social Studies/Social Science |

204. For which of the following subject areas have you used a computer program for teaching and learning that you, yourself, wrote? Check all that apply:

- |  |  |
|--|--|
| <input type="checkbox"/> Art/Graphic Arts      | <input type="checkbox"/> Industrial Arts               |
| <input type="checkbox"/> Business Education    | <input type="checkbox"/> Introduction to Computing     |
| <input type="checkbox"/> Computer Programming  | <input type="checkbox"/> Mathematics                   |
| <input type="checkbox"/> Computer Science      | <input type="checkbox"/> Music                         |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Performing Arts               |
| <input type="checkbox"/> Foreign Languages     | <input type="checkbox"/> Physical Education            |
| <input type="checkbox"/> Health                | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Home Economics        | <input type="checkbox"/> Social Studies/Social Science |

205. For which of the following subject areas have you used a simulation program in teaching? Check all that apply:

- |  |  |
|--|--|
| <input type="checkbox"/> Art/Graphic Arts      | <input type="checkbox"/> Industrial Arts               |
| <input type="checkbox"/> Business Education    | <input type="checkbox"/> Introduction to Computing     |
| <input type="checkbox"/> Computer Programming  | <input type="checkbox"/> Mathematics                   |
| <input type="checkbox"/> Computer Science      | <input type="checkbox"/> Music                         |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Performing Arts               |
| <input type="checkbox"/> Foreign Languages     | <input type="checkbox"/> Physical Education            |
| <input type="checkbox"/> Health                | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Home Economics        | <input type="checkbox"/> Social Studies/Social Science |

206. For which of the following subject areas have you used a computerized information retrieval system (a computer data base) as an aid for an activity such as, preparing curriculum, writing a paper, preparing a science project? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

207. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

I have not done any of these activities

Loaded a program into memory

Saved a program on a disk, tape, or cards

Named or renamed a program file

Listed a program

Backed up a copy of a program or file

Deleted a program from disk or tape

Erased computer memory

Accessed a catalog or menu of saved programs

Run a program

Tested and debugged a program

208. In which of the following languages have you written a program?  
Check all that apply:

<input type="checkbox"/> I have not written a program	<input type="checkbox"/> FORTRAN
<input type="checkbox"/> APL	<input type="checkbox"/> Logo
<input type="checkbox"/> Assembly Language	<input type="checkbox"/> Pascal
<input type="checkbox"/> BASIC	<input type="checkbox"/> Pilot
<input type="checkbox"/> COBOL	<input type="checkbox"/> RPG
<input type="checkbox"/> Other _____	

209. What was the length, in lines, of the longest program you have written?

0, I have not written a program

1-10 lines or 1 procedure

11-25 lines or 2-3 procedures

26-50 lines or 4-10 procedures

51-100 lines or 11-20 procedures

101 or more lines or 21 or more procedures

210. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

I have never changed a program

1-20 lines (approximately 1 screen)

21-40 lines (approximately 2 screens)

40 or more lines

211. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

I have not written a program

Repetition or iteration

Conditional decisions ("if, then")

Use of variables

Logical operations

Arithmetic operations

Sound output

Graphical output

Using arrays

Using data files

Statements for accepting input from keyboard or other peripheral device

Format statements or image strings for outputting information on video display, printer or other peripheral device

212. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

The input data was inaccurate ("Garbage in/garbage out")

The program "rounded off" inappropriately

There was a logical error in the program

The input data was called from the wrong memory location (wrong field, wrong variable, etc.)

The program was inappropriate for the problem

Other, please specify \_\_\_\_\_

None

213. In which of the following subject areas have you worked with a problem that required organizing a large amount of data?

- |  |  |
|--|--|
| <input type="checkbox"/> Art/Graphic Arts      | <input type="checkbox"/> Industrial Arts               |
| <input type="checkbox"/> Business Education    | <input type="checkbox"/> Introduction to Computing     |
| <input type="checkbox"/> Computer Programming  | <input type="checkbox"/> Mathematics                   |
| <input type="checkbox"/> Computer Science      | <input type="checkbox"/> Music                         |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Performing Arts               |
| <input type="checkbox"/> Foreign Languages     | <input type="checkbox"/> Physical Education            |
| <input checked="" type="checkbox"/> Health     | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Home Economics        | <input type="checkbox"/> Social Studies/Social Science |

214. Which of the following aspects of algorithm development do you teach? Check all that apply:

- I don't teach any of these
- Hand simulation of an algorithm
- Ability to recognize basic algorithms (e.g., sorting, searching, making lists of things, repeating a task until a goal is reached)
- Algorithm testing by "Worst Case" inputs
- Design of a set of test data
- Determine how many arithmetic computations it will take to complete the algorithm
- Relative efficiency of different algorithms to solve the same problem
- Not applicable

215. Which of the following aspects of algorithm designs do you teach?  
Check all that apply:

- Flowcharts or other diagrams of algorithms
- English (or other) "pseudocode" for planning
- The concept of subtasks or procedures
- Top down design ("Consider the whole first, then details.")
- Treatment of error conditions (e.g., bad input data).

216. Do you use a textbook that shows how to develop algorithms?

- Yes
- No
- Don't know

217. Do you teach students to use a text or reference book to look up algorithms?

- Yes
- No
- Don't know

218. Do a majority of your computer programming students write at least one complete user's guide (of any kind) during their school careers?

- Yes
- No
- Don't know
- Not applicable

219. Which of the following documentation and technical writing do you teach? Check all that apply:

- Preparation of outlines before writing
- Teacher approval of outlines before writing
- Standard components of reference material (tutorial, component summaries, errors, glossary, index, etc.)
- Use of word processing system to prepare drafts of a document
- Peer review of documents
- Rewriting and second review by teacher or peers
- Not applicable

220. Which of the following practices for debugging and testing of programs do you teach? Check all that apply:

- Testing of small pieces of a program before it is all put together and tried.
- Testing a program by putting in the largest, smallest, and most troublesome inputs.
- Using "debugging" PRINT or output commands in your programs to see where execution is proceeding and what values are in the variables.
- When a real mystery occurs, dividing the program in pieces with output commands, and successively narrowing the problem location until the error is found ("Divide and conquer").
- Performance testing of programs: Measure the time or memory required to process various amounts of data.

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many schools use computers for recording and accessing data about students and staff. Please answer the following four questions if your school uses computers for this purpose. Check all that apply:

221. Who uses the computer:

Principal

Teachers

Special computer personnel

Guidance counselors

Secretaries, Clerks

Students

Other \_\_\_\_\_

222. What types of information are maintained in the computer system about students?

- |   |   |
|---|---|
| <input type="checkbox"/> Classes requested    | <input type="checkbox"/> Personal profile |
| <input type="checkbox"/> Classes enrolled     | <input type="checkbox"/> Attendance       |
| <input type="checkbox"/> Grades received      | <input type="checkbox"/> Class schedule   |
| <input type="checkbox"/> Homeroom assignment  | <input type="checkbox"/> Residence        |
| <input type="checkbox"/> Standard test scores | <input type="checkbox"/> Age (Birth date) |
| <input type="checkbox"/> Honors               | <input type="checkbox"/> Telephone number |
| <input type="checkbox"/> School enrolled      | <input type="checkbox"/> Other _____      |

223. What types of information are maintained in the computer system about staff?

- |   |   |
|---|---|
| <input type="checkbox"/> Salary                         | <input type="checkbox"/> Subject areas of current classes |
| <input type="checkbox"/> Residence                      | <input type="checkbox"/> School                           |
| <input type="checkbox"/> Years of service               | <input type="checkbox"/> Certification status             |
| <input type="checkbox"/> Educational attainment         | <input type="checkbox"/> Other _____                      |
| <input type="checkbox"/> Current grade level of classes |   |

224. What sorts of summary information do you retrieve or generate from the student record system at your school?

Course enrollments

Student schedules

School or district standardized test score summaries

Bussing schedules and routes

Attendance records

Room/building utilization

Grade point averages

Class ranks

Other \_\_\_\_\_

225. Which of the following groups utilize computer generated reports in your school?

Administrative personnel

Instructional personnel

Students

Parents

226. Before deciding to use a computer, people frequently consider factors that might argue against computer use. Which of the following have you considered? Check all that apply:

- Equipment acquisition costs
- Equipment-related costs
- Equipment availability (accessibility)
- Hardware maintenance
- Software maintenance
- Software acquisition costs
- Software-related costs
- Software availability/accessibility/quality
- Equipment capacity (memory)
- Equipment capacity (CPU)
- Textbook availability
- Data gathering costs
- Data storage costs
- Data entry costs
- Programming costs
- Output capabilities
- Other \_\_\_\_\_

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

The following administrative tasks may be completed by you, personally, by a member of your staff, or by an outside contractor. Please indicate, for each task, whether the task is completed with computer assistance, without computer assistance, or not done at all.

	<u>With Computer Assistance</u>	<u>Without Computer Assistance</u>	<u>Not Done</u>
227. Mathematical calculations, such as those used in maintaining a checkbook	o	o	o
228. Writing letters	o	o	o
229. Operating small appliances	o	o	o
230. Scoring student tests	o	o	o
231. Reporting standardized test scores to parents	o	o	o
232. Maintaining mailing lists	o	o	o
233. Retaining student records	o	o	o
234. Scheduling classes	o	o	o
235. Scheduling transportation	o	o	o
236. Performing statistical analyses	o	o	o
237. Constructing individualized instruction plans (IEP's)	o	o	o
238. Keeping student grades	o	o	o
239. Creating student report cards	o	o	o
240. Operating security system	o	o	o
241. Operating air conditioning/heating system	o	o	o
242. Operating lights	o	o	o
243. Writing payroll checks	o	o	o
244. Operating a sprinkler (fire prevention or landscape watering) system	o	o	o
245. Operating a telephone answering system	o	o	o
246. Labor relations and negotiations	o	o	o
247. Other _____	o	o	o

248. Which of the following data quality assurance activities have you done or directed someone else to do? Check all that apply:

Established categories of data to be collected

Identified indicators or measures for data categories

Obtained data

Dealt with missing data

Changed data into a machine-readable form

Verified machine data against raw data

Conducted range check

Examined summary statistics, such as totals, means and standard deviations

Other \_\_\_\_\_

In your school, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
249. Intentional equipment damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
250. Equipment theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
251. Intentional destruction of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
252. Unauthorized change of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
253. Theft of data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
254. Copying copyrighted programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
255. Theft of passwords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
256. Intentional disruption of operating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
257. Student cheating on computer projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

258. In the past year, have you been affected by a "computer error" in your school?

Yes

No

259. If yes, generally how quickly was the error fixed?

As soon as it was noticed (i.e., immediately)

Within one day

Within one week

In 1-2 weeks

In 3-4 weeks

It has not been fixed

260. If yes, how much did the error cost?

Don't know

Less than \$50

\$51 - \$500

\$501 - \$5,000

\$5,000+

261. In the past month, have you heard any complaints from students or parents about loss of jobs or curtailment of jobs due to the introduction of computers?

Yes

No

262. In the past month, have you heard any students or parents tell you that they are using a computer in their job?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

263. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

264. In the past month, how many complaints have you received from parents or students regarding computer-related invasion of privacy?

\_\_\_\_\_ None

\_\_\_\_\_ 1-3

\_\_\_\_\_ 4-10

\_\_\_\_\_ 11-20

\_\_\_\_\_ 21+

265. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

\_\_\_\_\_ Omitting certain information when filling out forms or applications

\_\_\_\_\_ Requesting your name be removed from a list

\_\_\_\_\_ Declining to provide your social security number

\_\_\_\_\_ Complaining to government agencies

\_\_\_\_\_ Writing to a legislator

\_\_\_\_\_ Writing to the editor of a newspaper or magazine

\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ I have not taken any such actions

266. Which of the following actions have you taken in your school to protect the privacy of entries on a computerized data base? Check all that apply:

Restricted or limited the data that was collected or entered into the data base

Identified individuals by identification number instead of names

Stored information necessary to link names with ID numbers in a separate location

Periodically purged data

Encoded all data

Restricted physical access to terminals

Assigned user "log on" ID to restrict access to data

Encrypted data when transferring from one location to another

Restricted physical access to data cards, tapes, or disks

I have not taken any such actions

267. Do you (or any member of your family) have a computer at home?

           Yes

           No

268. If yes, about how many minutes per week do you use it?

           Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

	<u>Computer Use</u>	<u>Proportion of Time</u>				
269.	Working alone	0%	25%	50%	75%	100%
270.	Teaching someone	0%	25%	50%	75%	100%
271.	Working together with someone	0%	25%	50%	75%	100%

272. If yes, what proportion of the time that you spend using a computer at home is spent in recreational use (either alone or with others)?

           0%

           25%

           50%

           75%

           100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

273. Which of the following operating systems have you personally used?

- CP/M
- Apple DOS3.3
- TRSDOS
- MS-DOS or PC-DOS
- Unix
- UCSD-p-system
- Zenix
- VMS
- TSO
- Other \_\_\_\_\_
- Don't know
- I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
274. Modem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
275. Serial (RS232) or Parallel Interface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
276. Port	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
277. Protocol Emulator or Converter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

278. Do you teach about how computers' speeds compare to non-computer methods for the same jobs?

Yes

No

Don't know

279. Do you teach about approximately how long (a minute? an hour? a week?) it would take a personal computer (such as an Apple II) or a large business-type computer (such as an IBM 370) to sort a thousand names alphabetically?

Yes

No

Don't know

280. Do you teach about what things computer speed depends upon besides the choice of physical computing hardware (e.g., choice of sorting algorithm, language in which the algorithm is expressed)?

Yes

No

Don't know

281. Do you teach about the relationship among the internal memory, central processing unit, input/output devices, and mass storage devices, and describe the flow of information and control?

Yes

No

Don't know

282. Which of the following items do you teach students so thoroughly that they can produce a sentence or paragraph explaining the term in relation to other given terms? Check all that apply:

- |   |  |
|---|--|
| <input type="checkbox"/> Algorithm                    | <input type="checkbox"/> Internal memory         |
| <input type="checkbox"/> Artificial intelligence      | <input type="checkbox"/> Interpreter             |
| <input type="checkbox"/> Assembler                    | <input type="checkbox"/> Machine language        |
| <input type="checkbox"/> Batch processing             | <input type="checkbox"/> Merging files           |
| <input type="checkbox"/> Central processing unit      | <input type="checkbox"/> Modeling and simulation |
| <input type="checkbox"/> Compiler                     | <input type="checkbox"/> Modem                   |
| <input type="checkbox"/> Computer-aided design        | <input type="checkbox"/> Operation system        |
| <input type="checkbox"/> Computer-aided manufacturing | <input type="checkbox"/> Pattern recognition     |
| <input type="checkbox"/> Computer operator            | <input type="checkbox"/> RAM                     |
| <input type="checkbox"/> Computer programmer          | <input type="checkbox"/> ROM                     |
| <input type="checkbox"/> CRT terminal                 | <input type="checkbox"/> Searching files         |
| <input type="checkbox"/> Data base                    | <input type="checkbox"/> Sorting files           |
| <input type="checkbox"/> Data entry clerk             | <input type="checkbox"/> System analyst          |
| <input type="checkbox"/> Data processing              | <input type="checkbox"/> Tape drive              |
| <input type="checkbox"/> Disk drive                   | <input type="checkbox"/> Time sharing            |
| <input type="checkbox"/> Higher level language        | <input type="checkbox"/> Updating files          |
| <input type="checkbox"/> Information retrieval        |  |



COMPUTER LITERACY

QUESTIONS FOR STUDENTS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. In your school, are there specific rules that govern any of the following? Check all that apply:

- Protecting equipment from damage
- Protecting equipment from loss
- Destroying another person's data
- Disrupting the operation of the computer
- Scheduling or sharing equipment
- Scheduling or sharing programs
- Copying copyrighted programs
- Copying other students' graded computer work

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS

2. How often do you use a computer as an aid when you are presenting or demonstrating concepts?

- Never
- Rarely
- Monthly
- Weekly
- Daily

Listed below are some ways teachers use or teach about computers. Please check those activities that currently take place in your school and those activities that are being planned for your school.

<u>Use</u>	<u>Computer Activity</u>	<u>Current Use</u>	<u>Future Plans</u>	<u>Don't Know</u>
3.	For numerical calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	To run simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	For instructional games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	As leisure time activity and reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	For student problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	For drill-and-practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	As a tutor (teach content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	To demonstrate concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	To score tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	As an instructional management aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	As a material generator (tests or worksheets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	For information retrieval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	For student analysis of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	For word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	For special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	To control laboratory equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Teach</u>				
19.	To teach programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	To teach computer operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	To teach data processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	To teach hardware & software procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	To teach history of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	To teach how computers are applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	To teach about computer careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	To teach about the role and impact of computers in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	To teach problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	Other, please specify _____			

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis-</u> <u>advantage</u>	<u>Not a Dis-</u> <u>advantage</u>
29. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
30. Lack of student interest	<input type="radio"/>	<input type="radio"/>
31. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
32. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
33. Difficulty with integrating computer-taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
34. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
35. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
36. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
37. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An</u> <u>advantage</u>	<u>Not an</u> <u>advantage</u>
38. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
39. Having great patience	<input type="radio"/>	<input type="radio"/>
40. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
41. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
42. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
43. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

QUESTIONS ABOUT USING COMPUTER PROGRAMS

44. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

Learning a programming language (such as Pascal, Logo, or BASIC)

Learning word processing

Learning computer science

Learning research applications

Learning data processing

Learning business applications

A general introduction to computing course

Learning about computer software

Learning about computer hardware

Learning authoring languages

Other, please specify \_\_\_\_\_

None

Which of the following computer resources are available in your school?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
45. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Persons to assist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Reference books and manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
72. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Other _____			
95. _____ I have not used any of these devices			

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
96. Manuals supplied by the hardware company or publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Technical assistance from the vendor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. School or district-level technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. "Users" group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Tutorial programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Friends/colleagues/family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Reference books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Independent technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Professional periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Commercial periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Local professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>
107. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Other, please specify _____			
116. _____ I do not evaluate computer programs			

117. Given the computer hardware in your school, which of the following kinds of programs are available for you personally to use? Check all that apply:

Simulations  
 Business programs (e.g., spreadsheets)  
 Math or statistics computation  
 Text editing or word processing  
 Tutorial programs  
 Drill-and-practice programs  
 Data base or file management programs  
 Graphics programs  
 Authoring language programs  
 Telecommunication programs  
 Compilers  
 Recreational programs  
 System utilities

118. How many single-user microcomputers or computer terminals do you have in your classroom?

Number of single-user microcomputers  
 Number of terminals  
 Total

119. Outside of your classroom, how many microcomputers or computer terminals can you use in your school?

Number of microcomputers  
 Number of terminals  
 Total

120. During the school year, when have you used the computers in your school? Check all that apply:

During scheduled class time

Before school or after school

In free periods

On weekends, holidays, etc.

121. Where do you have access to a computer outside of school? Check all that apply:

I do not have access to a computer outside of school

At home

At a friend's home

At someone's place of work

At a college or university

At a library

Other, please specify \_\_\_\_\_

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
122. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Authoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Computational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Data base management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Home management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131. Integrated packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Telecommunications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Utility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

139. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

Alphabetic

Numeric

Function (for example, "enter" or "return")

None

140. How often do you personally use a word processing program or a computer dedicated to word processing?

Never

Rarely

Monthly

Weekly

Daily

141. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

I have not used a word processing program

Less than one month

Two to four months

Five months to a year

13-24 months

More than 2 years

142. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

Memoranda

Letters

Short reports or compositions (up to 19 pages)

Long reports or compositions (20 or more pages)

Other \_\_\_\_\_

Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
143. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. _____ I have not produced any of these outputs			

148. To which of the following uses in the arts have you put a computer? Check all that apply:

\_\_\_\_\_ In graphic art expression

\_\_\_\_\_ In musical expression

\_\_\_\_\_ For creative writing

\_\_\_\_\_ For choreography

\_\_\_\_\_ Other \_\_\_\_\_

149. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

I have not accessed any data bases

Career information

Bibliographical citations (library)

Stock market

School or district data (personnel, budget, inventory, etc.)

Student records

National press wire services

Electronic bulletin board

Computer courseware or other educational resources

Recreational programs

Other \_\_\_\_\_

150. For which of the following subject areas have you used a computer for teaching and learning? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

151. For which of the following subject areas have you used a computer program for teaching and learning that you, yourself, wrote? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

152. In which of the following subject areas have you used a simulation program? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

153. For which of the following subject areas have you used a computerized information retrieval system (computer data base) as an aid for an activity such as preparing curriculum, writing a paper, preparing a science project? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

154. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

I have not done any of these activities

Loaded a program into memory

Saved a program on a disk, tape, or cards

Named or renamed a program file

Listed a program

Backed up a copy of a program or file

Deleted a program from disk or tape

Erased computer memory

Accessed a catalog or menu of saved programs

Run a program

Tested and debugged a program

155. In which of the following languages have you written a program?  
Check all that apply:

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> I have not written<br>a program | <input type="checkbox"/> FORTRAN     |
| <input type="checkbox"/> APL                             | <input type="checkbox"/> Logo        |
| <input type="checkbox"/> Assembly Language               | <input type="checkbox"/> Pascal      |
| <input type="checkbox"/> BASIC                           | <input type="checkbox"/> Pilot       |
| <input type="checkbox"/> COBOL                           | <input type="checkbox"/> RPG         |
|  | <input type="checkbox"/> Other _____ |

156. What was the length, in lines, of the longest program you have written?

- 0, I have not written a program
- 1-10 lines or 1 procedure
- 11-25 lines or 2-3 procedures
- 26-50 lines or 4-10 procedures
- 51-100 lines or 11-20 procedures
- 101 or more lines or 21 or more procedures

157. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

- I have never changed a program
- 1-20 lines (approximately 1 screen)
- 21-40 lines (approximately 2 screens)
- 40 or more lines

158. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

- I have not written a program
- Repetition or iteration
- Conditional decisions ("if, then")
- Use of variables
- Logical operations
- Arithmetic operations
- Sound output
- Graphical output
- Using arrays
- Using data files
- Statements for accepting input from keyboard or other peripheral device
- Format statements or image strings for outputting information on video display, printer or other peripheral device

159. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

- The input data was inaccurate ("Garbage in/ garbage out")
- The program "rounded off" inappropriately
- There was a logical error in the program
- The input data was called from the wrong memory location (wrong field, wrong variable, etc.)
- The program was inappropriate for the problem
- Other, please specify \_\_\_\_\_
- None

160. In which of the following subject areas have you worked with a problem that required organizing a large amount of data?

- |  |  |
|--|--|
| <input type="checkbox"/> Art/Graphic Arts      | <input type="checkbox"/> Industrial Arts               |
| <input type="checkbox"/> Business Education    | <input type="checkbox"/> Introduction to Computing     |
| <input type="checkbox"/> Computer Programming  | <input type="checkbox"/> Mathematics                   |
| <input type="checkbox"/> Computer Science      | <input type="checkbox"/> Music                         |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Performing Arts               |
| <input type="checkbox"/> Foreign Languages     | <input type="checkbox"/> Physical Education            |
| <input type="checkbox"/> Health                | <input type="checkbox"/> Science                       |
| <input type="checkbox"/> Home Economics        | <input type="checkbox"/> Social Studies/Social Science |

161. Which of the following aspects of algorithm development have you studied? Check all that apply:

- I haven't studied any of these
- Hand simulation of an algorithm
- Ability to recognize basic algorithms (e.g., sorting, searching, making lists of things, repeating a task until a goal is reached, etc.)
- Algorithm testing by "Worst Case" inputs
- Design of a set of test data
- Determine how many arithmetic computations it will take to complete the algorithm
- Relative efficiency of different algorithms to solve the same problem
- Not applicable

162. Which of the following aspects of algorithm design have you studied?  
Check all that apply:

Flowcharts or other diagrams of algorithms  
 English (or other) "pseudocode" for planning  
 The concept of subtasks or procedures  
 Top down design ("Consider the whole first, then details")  
 Treatment of error conditions (e.g., bad input data)

163. Do you have a textbook that shows how to develop algorithms?

Yes  
 No  
 Don't know

164. Do you look up algorithms in a text or reference book before making up your own?

Yes  
 No  
 Don't know

165. Have you written at least one complete user's guide (of any kind) during your school career?

Yes  
 No  
 Don't know  
 Not applicable

166. Which of the following aspects of documentation and technical writing have you studied? Check all that apply:

- Preparation of outlines before writing
- Teacher approval of outlines before writing
- Standard components of reference material (tutorial, component summaries, errors, glossary, index, etc.)
- Use of word processing system to prepare drafts of a document
- Peer review of documents
- Rewriting and second review by teacher or peers
- Not applicable

167. Which of the following practices for debugging and testing of programs have you studied? Check all that apply:

- Testing of small pieces of a program before it is all put together and tried
- Testing a program by putting in the largest, smallest, and most troublesome inputs
- Using "debugging" PRINT or output commands in your programs to see where execution is proceeding and what values are in the variables
- When a real mystery occurs, dividing the program in pieces with output commands, and successively narrowing the problem location until the error is found ("Divide and conquer")
- Performance testing of programs: Measure the time or memory required to process various amounts of data

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many schools use computers for recording and accessing data about students and staff. Please answer the following four questions if your school uses computers for this purpose. Check all that apply:

168. Who uses the computer:

       Principal

       Teachers

       Special computer personnel

       Guidance counselors

       Secretaries, Clerks

       Students

       Other \_\_\_\_\_

169. What types of information are maintained in the computer system about students? Check all that apply:

- Classes requested
- Classes enrolled
- Grades received
- Homeroom assignment
- Standard test scores
- Honors
- School enrolled
- Personal profile
- Attendance
- Class schedule
- Residence
- Age (Birth date)
- Telephone number
- Other \_\_\_\_\_

170. Before deciding to use a computer, people frequently consider factors that might argue against computer use. Which of the following have you considered? Check all that apply:

- Equipment acquisition costs
- Equipment-related costs
- Equipment availability (accessibility)
- Hardware maintenance
- Software maintenance
- Software acquisition costs
- Software-related costs
- Software availability/accessibility/quality
- Equipment capacity (memory)
- Equipment capacity (CPU)
- Textbook availability
- Data gathering costs
- Data storage costs
- Data entry costs
- Programming costs
- Output capabilities
- Other \_\_\_\_\_

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

171. Which of the following data quality assurance activities have you done? Check all that apply:

Established categories of data to be collected

Identified indicators or measures for data categories

Obtained data

Dealt with missing data

Changed data into a machine-readable form

Verified machine data against raw data

Conducted range check

Examined summary statistics, such as totals, means and standard deviations

Other \_\_\_\_\_

In your school, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
172. Intentional equipment damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
173. Equipment theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
174. Intentional destruction of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
175. Unauthorized change of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
176. Theft of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
177. Copying copyrighted programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Theft of passwords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Intentional disruption of operating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Student cheating on computer projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

181. In the past year, have you been affected by a "computer error" in your school?
- Yes
- No
182. If yes, generally how quickly was the error fixed?
- As soon as it was noticed (i.e., immediately)
- Within one day
- Within one week
- In 1-2 weeks
- In 3-4 weeks
- It has not been fixed
183. If yes, how much did the error cost?
- Don't know
- Less than \$50
- \$51 - \$500
- \$501 - \$5,000
- \$5,000+
184. In the past month, have you heard any adults complain about losing a job or having a job made part-time because of a new computer?
- Yes
- No
185. In the past month, have you heard any adults tell you that they are using a computer in their work?
- Yes
- No

186. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

Yes

No

187. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

Omitting certain information when filling out forms or applications

Requesting your name be removed from a list

Declining to provide your social security number

Complaining to government agencies

Writing to a legislator

Writing to the editor of a newspaper or magazine

Other \_\_\_\_\_

I have not taken any such actions

188. Which of the following actions have you taken in your school to protect the privacy of entries on a computerized data base? Check all that apply:

- Restricted or limited the data that was collected or entered into the data base
- Identified individuals by identification number instead of names
- Stored information necessary to link names with ID numbers in a separate location
- Periodically purged data
- Encoded all data
- Restricted physical access to terminals
- Assigned user "log on" ID to restrict access to data
- Encrypted data when transferring from one location to another.
- Restricted physical access to data cards, tapes, or disks
- I have not taken any such actions

189. Do you (or any member of your family) have a computer at home?

       Yes

       No

190. If yes, about how many minutes per week do you use it?

       Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

<u>Computer Use</u>	<u>Proportion of Time</u>				
191. Working alone	0%	25%	50%	75%	100%
192. Teaching someone	0%	25%	50%	75%	100%
193. Working together with someone	0%	25%	50%	75%	100%

194. If yes, what proportion of the time that you spend using a computer at home is spent in recreational use (either alone or with others)?

       0%

       25%

       50%

       75%

       100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

195. Which of the following operating systems have you personally used?

- CP/M
- 
- Apple DOS3.3
- TRSDOS
- MS-DOS or PC-DOS
- Unix
- UCSD-p-system
- Zenix
- VMS
- TSO
- Other \_\_\_\_\_
- Don't know
- I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
196. Modem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
197. Serial (RS232) or Parallel Interface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
198. Port	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
199. Protocol Emulator or Converter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

200. Have you studied any specific details about how computers' speeds compare to non-computer methods for the same jobs?

Yes

No

Don't know

---

201. Do you know approximately how long (a minute? an hour? a week?) it would take a personal computer (such as an Apple II) or a large business-type computer (such as an IBM 370) to sort a thousand names alphabetically?

Yes

No

Don't know

202. Have you studied what things computer speed depends upon besides the choice of physical computing hardware (e.g., choice of sorting algorithm, language in which the algorithm is expressed, etc.)?

Yes

No

Don't know

203. Have you discussed the relationship among the internal memory, central processing unit, input-output devices, mass storage devices, and described the flow of information and control?

Yes

No

Don't know

204. Which of the following terms can you define; that is, produce a sentence or paragraph explaining the term in relation to other given terms? Check all that apply:

- |   |  |
|---|--|
| <input type="checkbox"/> Algorithm                    | <input type="checkbox"/> Information retrieval   |
| <input type="checkbox"/> Artificial intelligence      | <input type="checkbox"/> Internal memory         |
| <input type="checkbox"/> Assembler                    | <input type="checkbox"/> Interpreter             |
| <input type="checkbox"/> Batch processing             | <input type="checkbox"/> Machine language        |
| <input type="checkbox"/> Central processing unit      | <input type="checkbox"/> Merging files           |
| <input type="checkbox"/> Compiler                     | <input type="checkbox"/> Modeling and simulation |
| <input type="checkbox"/> Computer-aided design        | <input type="checkbox"/> Modem                   |
| <input type="checkbox"/> Computer-aided manufacturing | <input type="checkbox"/> Operation system        |
| <input type="checkbox"/> Computer operator            | <input type="checkbox"/> Pattern recognition     |
| <input type="checkbox"/> Computer programmer          | <input type="checkbox"/> RAM                     |
| <input type="checkbox"/> CRT terminal                 | <input type="checkbox"/> ROM                     |
| <input type="checkbox"/> Data base                    | <input type="checkbox"/> Searching files         |
| <input type="checkbox"/> Data entry clerk             | <input type="checkbox"/> Sorting files           |
| <input type="checkbox"/> Data processing              | <input type="checkbox"/> Systems analyst         |
| <input type="checkbox"/> Disk drive                   | <input type="checkbox"/> Tape drive              |
| <input type="checkbox"/> Higher level language        | <input type="checkbox"/> Time sharing            |
|   | <input type="checkbox"/> Updating files          |