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 contains 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)
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

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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?
-5-

- 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:

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."

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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

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

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


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 programming language designed for ease of use. Particularly suitable 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 "video display."

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

**ComputerServe**: 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 precessing medium, of information or instructions.
data processing: Includes all clerical, arithmetical and logical operations on
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, e.g., 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 "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.
1. Questions About Administering Computer-Related Policies

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2. Questions About Teaching With or About Computers

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3. Questions About Using Computer Programs

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### 4/5. Questions About Developing Computer Programs

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### 6. Questions About Analyzing Computer Applications

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### 7. Questions About Understanding Social Issues Related to Computers

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8. Questions About Understanding Computer-Related Concepts and Terms

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9. Questions That Inventory Computer-Related Resources

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*246-248

Note

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

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<th>Implemented</th>
<th>Neither</th>
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<td>19. Attendance</td>
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<td>20. Student records/report cards</td>
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<td>21. Payroll</td>
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<td>22. Accounting</td>
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<td>24. Printing mailing labels</td>
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<td>25. Electronic mail to staff</td>
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<td>26. Electronic mail to parents</td>
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<td>27. Student scheduling</td>
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<td>28. Student testing</td>
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<td>29. Personnel records</td>
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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?

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<th>Not Influential</th>
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<td>40. School principals</td>
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<td>41. Computer coordinator/specialist</td>
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<td>42. Teachers</td>
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<td>43. Parents</td>
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<td>46. Students</td>
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<td>47. Other</td>
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In your district, who is responsible for each of the following activities?

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<th>Curriculum Specialist</th>
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<th>Parents</th>
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<td>Communicating with parents and school board re course content, fund-raising, etc.</td>
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</table>
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?

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Not a Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60. Lack of access to terminals or microcomputers</td>
<td>o</td>
</tr>
<tr>
<td>61. Lack of student interest</td>
<td>o</td>
</tr>
<tr>
<td>62. Low quality of educational software</td>
<td>o</td>
</tr>
<tr>
<td>63. Reallocation of funds to computers from more pressing needs</td>
<td>o</td>
</tr>
<tr>
<td>64. Difficulty with integrating computer-taught skills with the remainder of the curriculum</td>
<td>o</td>
</tr>
<tr>
<td>65. Difficulty with managing student use of computers</td>
<td>o</td>
</tr>
<tr>
<td>66. Lack of teacher or staff training</td>
<td>o</td>
</tr>
<tr>
<td>67. Lack of teacher or staff interest</td>
<td>o</td>
</tr>
<tr>
<td>68. Lack of administrative support</td>
<td>o</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Not an Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>69. Providing immediate feedback</td>
<td>o</td>
</tr>
<tr>
<td>70. Having great patience</td>
<td>o</td>
</tr>
<tr>
<td>71. Keeping the learner actively involved</td>
<td>o</td>
</tr>
<tr>
<td>72. Providing self-paced instruction</td>
<td>o</td>
</tr>
<tr>
<td>73. Keeping records of student performance</td>
<td>o</td>
</tr>
<tr>
<td>74. Providing, through simulations, experiences otherwise not possible in the classroom</td>
<td>o</td>
</tr>
</tbody>
</table>
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
Which of the following computer resources are available in your district?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Available</th>
<th>Not Available</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>79. Card punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>80. Card reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>81. Color monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>82. CRT or other video monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>83. Floppy disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>84. Graphics plotter</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>85. Graphics tablet</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>86. Hard disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>87. Joystick or game paddle</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>88. Light pen</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>89. Magazines</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>90. Magnetic tape drive, including cassette</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>91. Mainframe computer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>92. Microcomputer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>93. &quot;Mouse&quot;</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>94. Music board</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>95. Optical scanner</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>96. Paper tape punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>97. Paper tape reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>98. Parallel or serial interface</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>99. Persons to assist</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>100. Printer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>101. Reference books and manuals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>102. Telephone modem</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>103. Textbooks</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>104. Voice synthesizer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>105. Other</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Which of the following computer devices have you personally used or operated?

<table>
<thead>
<tr>
<th>Device</th>
<th>Used</th>
<th>Not Used</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>106. Card punch</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>107. Card reader</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>108. Color monitor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>109. CRT or other video monitor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>110. Floppy disk drive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>111. Graphics plotter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>112. Graphics tablet</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>113. Hard disk drive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>114. Joystick or game paddle</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>115. Light pen</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>116. Magnetic tape drive, including cassette</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>117. Mainframe computer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>118. Microcomputer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>119. &quot;Mouse&quot;</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>120. Music board</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>121. Optical scanner</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>122. Paper tape punch</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>123. Paper tape reader</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>124. Parallel or serial interface</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>125. Printer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>126. Telephone modem</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>127. Voice synthesizer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>128. Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>129. I have not used any of these devices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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

- 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?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuals supplied by the hardware company or publishers</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Technical assistance from the vendor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>School or district-level technical assistance</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>&quot;Users&quot; group</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Tutorial programs</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Friends/colleagues/family</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Reference books</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Independent technical assistance</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Professional periodicals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Commercial periodicals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Local professional organizations</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
When initially considering "packaged" computer programs, how important are each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>142. The reputation of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>143. The purpose of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>144. The data needed to use the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>145. The equipment needed to run the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>146. The &quot;user-friendliness&quot; or ease of use of the materials</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>147. The author or source of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>148. Length or complexity of the documentation</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>149. Completeness</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>150. Other, please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151. I do not evaluate computer programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Superintendents
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?

<table>
<thead>
<tr>
<th>Program Type</th>
<th>School</th>
<th>Home</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Authoring</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Business</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Communications</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Computational</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Data base management</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Educational</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Graphics</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Home management</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Integrated packages</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Recreation</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Simulations</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Spreadsheets</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Statistical analysis</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>.o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Utility</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Word processing</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Output</th>
<th>Produced</th>
<th>Have Not Produced</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>177. Spreadsheets</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>178. Charts and tables</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>179. Graphs</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>180. Drawings</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

181. 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:

____ I have not written a program
____ APL
____ Assembly Language
____ BASIC
____ COBOL
____ FORTRAN
____ Logo
____ Pascal
____ Pilot
____ RPG
____ Other
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.

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

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

<table>
<thead>
<tr>
<th>Problem</th>
<th>Never</th>
<th>1-2 Times</th>
<th>3-5 Times</th>
<th>6+ Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentional equipment damage</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Equipment theft</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Intentional destruction of data</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Unauthorized change of data</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Theft of data</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Copying copyrighted programs</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Theft of passwords</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Intentional disruption of operating system</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Student cheating on computer projects</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Computer Use</th>
<th>Proportion of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working alone</td>
<td>0% 25% 50% 75% 100%</td>
</tr>
<tr>
<td>Teaching someone</td>
<td>0% 25% 50% 75% 100%</td>
</tr>
<tr>
<td>Working together with someone</td>
<td>0% 25% 50% 75% 100%</td>
</tr>
</tbody>
</table>

239. If yes, what proportion of the time that you spend using a 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 DOS 3.3
- 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?

<table>
<thead>
<tr>
<th></th>
<th>Used</th>
<th>Not Used</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>241. Modem</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>242. Serial (RS232) or Parallel Interface</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>243. Port</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>244. Protocol Emulator or Converter</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>High Schools (246)</th>
<th>Middle or Jr. High Schools (247)</th>
<th>Elementary Schools (248)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools have approximately the same number of computers that they keep all year.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>One school has more computers than the other(s) and keeps them all year.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>A number of computers are rotated as a group through the schools for a specific period of time.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>The number of computers varies from school to school.</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
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
b. 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
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
In which of the subject areas or school programs listed below do students learn to use and/or program computers?

<table>
<thead>
<tr>
<th></th>
<th>Learn to Use As A Tool</th>
<th>Learn to Program</th>
<th>Use for Learning Subject Matter</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Art</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>18.</td>
<td>Business Education</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>19.</td>
<td>Introduction to Computing</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>20.</td>
<td>Computer Programming</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>21.</td>
<td>Computer Science</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>22.</td>
<td>Distributive Education</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>23.</td>
<td>Economics</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>24.</td>
<td>English</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>25.</td>
<td>Foreign Language</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>26.</td>
<td>Health</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>27.</td>
<td>Home Economics</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>28.</td>
<td>Independent Study</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>29.</td>
<td>Mathematics</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>30.</td>
<td>Music</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>31.</td>
<td>Physical Education</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>32.</td>
<td>Programs for Gifted Students</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>33.</td>
<td>Science</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>34.</td>
<td>Social Studies</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>35.</td>
<td>Special Education</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>36.</td>
<td>Vocational Education</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>37.</td>
<td>Other, please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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
Has your school investigated how computers might be used for any of the following administrative purposes?

<table>
<thead>
<tr>
<th></th>
<th>Investigated</th>
<th>Implemented</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Attendance</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>43. Student records/report cards</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>44. Payroll</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>45. Accounting</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>46. Inventory</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>47. Printing mailing labels</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>48. Electronic mail to staff</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>49. Electronic mail to parents</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>50. Student scheduling</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>51. Student testing</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>52. Personnel records</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th></th>
<th>Very Influential</th>
<th>Influential</th>
<th>Not Influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>63. The Superintendent/School Board</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>64. School principals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>65. Computer coordinator/specialist</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>66. Teachers</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>67. Parents</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>68. Supervisors</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>69. Local businesses</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>70. Students</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>71. Other</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Principals

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

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

<table>
<thead>
<tr>
<th>Use</th>
<th>Computer Activity</th>
<th>Current Use</th>
<th>Future Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.</td>
<td>For numerical calculations</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>85.</td>
<td>To run simulations</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>86.</td>
<td>For instructional games</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>87.</td>
<td>As leisure time activity and reward</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>88.</td>
<td>For student problem solving</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>89.</td>
<td>For drill-and-practice</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>90.</td>
<td>As a tutor (teach content)</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>91.</td>
<td>To demonstrate concepts</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>92.</td>
<td>To score tests</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>93.</td>
<td>As an instructional management aid</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>94.</td>
<td>As a material generator (tests or worksheets)</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>95.</td>
<td>For information retrieval</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>96.</td>
<td>For student analysis of data</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>97.</td>
<td>For word processing</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>98.</td>
<td>For special needs students</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>99.</td>
<td>To control laboratory equipment</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

**Teach**

<table>
<thead>
<tr>
<th>Teach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100.</td>
<td>To teach programming</td>
</tr>
<tr>
<td>101.</td>
<td>To teach computer operation</td>
</tr>
<tr>
<td>102.</td>
<td>To teach data processing</td>
</tr>
<tr>
<td>103.</td>
<td>To teach hardware &amp; software procedures</td>
</tr>
<tr>
<td>104.</td>
<td>To teach history of computers</td>
</tr>
<tr>
<td>105.</td>
<td>To teach how computers are applied</td>
</tr>
<tr>
<td>106.</td>
<td>To teach about computer careers</td>
</tr>
<tr>
<td>107.</td>
<td>To teach about the role and impact of computers in society</td>
</tr>
<tr>
<td>108.</td>
<td>To teach problem solving</td>
</tr>
<tr>
<td>109.</td>
<td>Other, please specify</td>
</tr>
</tbody>
</table>
In what subject areas does your school individualize instruction based on computerized testing and computer-managed instruction?

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>For individual educational plans (IEP's)</th>
<th>Other than for IEP's</th>
</tr>
</thead>
<tbody>
<tr>
<td>110. Art/Graphic Arts</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>111. Business Education</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>112. Computer Education (fundamentals of computing)</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>113. Computer Programming (in-depth study of a programming language)</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>114. English/Language Arts</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>115. Foreign Languages</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>116. Health</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>117. Home Economics</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>118. Industrial Arts</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>119. Mathematics</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>120. Music</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>121. Performing Arts</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>122. Physical Education</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>123. Science</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>124. Social Studies/Social Science</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

<table>
<thead>
<tr>
<th>Number</th>
<th>Disadvantage</th>
<th>Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>125.</td>
<td>Lack of access to terminals or microcomputers</td>
<td>o</td>
</tr>
<tr>
<td>126.</td>
<td>Lack of student interest</td>
<td>o</td>
</tr>
<tr>
<td>127.</td>
<td>Low quality of educational software</td>
<td>o</td>
</tr>
<tr>
<td>128.</td>
<td>Reallocating funds from computers to more pressing needs</td>
<td>o</td>
</tr>
<tr>
<td>129.</td>
<td>Difficulty with integrating computer-taught skills with the remainder of the curriculum</td>
<td>o</td>
</tr>
<tr>
<td>130.</td>
<td>Difficulty with managing student use of computers</td>
<td>o</td>
</tr>
<tr>
<td>131.</td>
<td>Lack of teacher or staff training</td>
<td>o</td>
</tr>
<tr>
<td>132.</td>
<td>Lack of teacher or staff interest</td>
<td>o</td>
</tr>
<tr>
<td>133.</td>
<td>Lack of administrative support</td>
<td>o</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>134.</td>
<td>Providing immediate feedback</td>
<td>o</td>
</tr>
<tr>
<td>135.</td>
<td>Having great patience</td>
<td>o</td>
</tr>
<tr>
<td>136.</td>
<td>Keeping the learner actively involved</td>
<td>o</td>
</tr>
<tr>
<td>137.</td>
<td>Providing self-paced instruction</td>
<td>o</td>
</tr>
<tr>
<td>138.</td>
<td>Keeping records of student performance</td>
<td>o</td>
</tr>
<tr>
<td>139.</td>
<td>Providing, through simulations, experiences otherwise not possible in the classroom</td>
<td>o</td>
</tr>
</tbody>
</table>
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, Compuserve, 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
Which of the following computer resources are available in your school?

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>Not Available</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>145. Card punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>146. Card reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>147. Color monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>148. CRT or other video monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>149. Floppy disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>150. Graphics plotter</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>151. Graphics tablet</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>152. Hard disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>153. Joystick or game paddle</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>154. Light pen</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>155. Magazines</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>156. Magnetic tape drive, including cassette</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>157. Mainframe computer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>158. Microcomputer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>159. &quot;Mouse&quot;</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>160. Music board</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>161. Optical scanner</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>162. Paper tape punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>163. Paper tape reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>164. Parallel or serial interface</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>165. Persons to assist</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>166. Printer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>167. Reference books and manuals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>168. Telephone modem</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>169. Textbooks</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>170. Voice synthesizer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>171. Other</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Which of the following computer devices have you personally used or operated?

<table>
<thead>
<tr>
<th></th>
<th>Used</th>
<th>Not Used</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>172. Card punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>173. Card reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>174. Color monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>175. CRT or other video monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>176. Floppy disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>177. Graphics plotter</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>178. Graphics tablet</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>179. Hard disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>180. Joystick or game paddle</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>181. Light pen</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>182. Magnetic tape drive, including cassette</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>183. Mainframe computer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>184. Microcomputer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>185. &quot;Mouse&quot;</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>186. Music board</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>187. Optical scanner</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>188. Paper tape punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>189. Paper tape reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>190. Parallel or serial interface</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>191. Printer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>192. Telephone modem</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>193. Voice synthesizer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>194. Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

195. I have not used any of these devices
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?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>197. Manuals supplied by the hardware company or publishers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>198. Technical assistance from the vendor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>199. School or district-level technical assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200. &quot;Users&quot; group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>201. Tutorial programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202. Friends/colleagues/family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>203. Reference books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>204. Independent technical assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>205. Professional periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>206. Commercial periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>207. Local professional organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When initially considering "packaged" computer programs, how important are each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>208. The reputation of the program</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>209. The purpose of the program</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>210. The data needed to use the program</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>211. The equipment needed to run the program</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>212. The &quot;user-friendliness&quot; or ease of use of the materials</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>213. The author or source of the program</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>214. Length or complexity of the documentation</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>215. Completeness</td>
<td>o</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>216. Other, please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Program Type</th>
<th>School</th>
<th>Home</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Authoring</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communications</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Computational</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Data base management</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Educational</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graphics</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Home management</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Integrated packages</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recreation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Simulations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spreadsheets</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statistical analysis</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Utility</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Word processing</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Principals

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?

<table>
<thead>
<tr>
<th></th>
<th>Produced</th>
<th>Have Not Produced</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>243. Spreadsheets</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>244. Charts and tables</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>245. Graphs</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>246. Drawings</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

247. I have not produced any of these outputs.
248. Computers are frequently used to access databases. Which of the following types of databases have you personally accessed? Check all that apply:

- [ ] I have not accessed any databases
- [ ] 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:

- [ ] I have not written a program
- [ ] FORTRAN
- [ ] Logo
- [ ] APL
- [ ] Pascal
- [ ] Assembly Language
- [ ] Pilot
- [ ] BASIC
- [ ] RPG
- [ ] COBOL
- [ ] Other

30
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
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.

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

<table>
<thead>
<tr>
<th>Problem</th>
<th>Never</th>
<th>1-2 Times</th>
<th>3-5 Times</th>
<th>6+ Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>283. Intentional equipment damage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>284. Equipment theft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>285. Intentional destruction of data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>286. Unauthorized change of data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>287. Theft of data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>288. Copying copyrighted programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>289. Theft of passwords</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>290. Intentional disruption of operating system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>291. Student cheating on computer projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Computer Use</th>
<th>Proportion of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>303. Working alone</td>
<td>0%  25%  50%  75%  100%</td>
</tr>
<tr>
<td>304. Teaching someone</td>
<td>0%  25%  50%  75%  100%</td>
</tr>
<tr>
<td>305. Working together with someone</td>
<td>0%  25%  50%  75%  100%</td>
</tr>
</tbody>
</table>

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
_____ TRS-DOS
_____ 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?

<table>
<thead>
<tr>
<th></th>
<th>Used</th>
<th>Not Used</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>308. Modem</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>309. Serial (RS232) or Parallel Interface</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>310. Port</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>311. Protocol Emulator or Converter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Type of Microcomputer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>314. Microcomputers with less than 16K internal memory</td>
<td></td>
</tr>
<tr>
<td>315. Microcomputers with 16K-64K internal memory</td>
<td></td>
</tr>
<tr>
<td>316. Microcomputers with more than 64K internal memory</td>
<td></td>
</tr>
<tr>
<td>317. Microcomputers for which you do not know the internal memory</td>
<td></td>
</tr>
<tr>
<td>318. Of all of the above microcomputers, how many have a disk drive?</td>
<td></td>
</tr>
<tr>
<td>319. How many have a color monitor?</td>
<td></td>
</tr>
<tr>
<td>320. How many have a printer?</td>
<td></td>
</tr>
</tbody>
</table>
321. What is the ratio of students to computer/terminals in computer classes at your school?

<table>
<thead>
<tr>
<th>Students</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to 1</td>
</tr>
<tr>
<td>2</td>
<td>to 1</td>
</tr>
<tr>
<td>3</td>
<td>to 1</td>
</tr>
<tr>
<td>4-6</td>
<td>to 1</td>
</tr>
<tr>
<td>7-10</td>
<td>to 1</td>
</tr>
<tr>
<td>11-20</td>
<td>to 1</td>
</tr>
<tr>
<td>21-30</td>
<td>to 1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to 1</td>
</tr>
<tr>
<td>2</td>
<td>to 1</td>
</tr>
<tr>
<td>3</td>
<td>to 1</td>
</tr>
<tr>
<td>4-6</td>
<td>to 1</td>
</tr>
<tr>
<td>7-10</td>
<td>to 1</td>
</tr>
<tr>
<td>11-20</td>
<td>to 1</td>
</tr>
<tr>
<td>21-30</td>
<td>to 1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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

| Number of models | 46 |
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.

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

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%
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:

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>339. BASIC</td>
<td></td>
</tr>
<tr>
<td>340. FORTRAN</td>
<td></td>
</tr>
<tr>
<td>341. Pascal</td>
<td></td>
</tr>
<tr>
<td>342. COBOL</td>
<td></td>
</tr>
<tr>
<td>343. RPG</td>
<td></td>
</tr>
<tr>
<td>344. Logo</td>
<td></td>
</tr>
<tr>
<td>345. Pilot</td>
<td></td>
</tr>
<tr>
<td>346. APL</td>
<td></td>
</tr>
<tr>
<td>347. Other, please specify</td>
<td>______</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Club Extracurricular Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>348. Number of boys</td>
</tr>
<tr>
<td>349. Number of girls</td>
</tr>
<tr>
<td>350. Total number of students</td>
</tr>
</tbody>
</table>

50
134
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Less than 10 hours (357)</th>
<th>10-15 hours (358)</th>
<th>15-25 hours (359)</th>
<th>More than 25 hours (semester or quarter) (360)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>1-10%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>11-20%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>21-30%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>31-40%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>41-50%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>51-60%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>61-70%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>71-80%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>81-90%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>91-100%</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
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%
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%
Principals

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC</td>
<td></td>
</tr>
<tr>
<td>FORTRAN</td>
<td></td>
</tr>
<tr>
<td>Pascal</td>
<td></td>
</tr>
<tr>
<td>COBOL</td>
<td></td>
</tr>
<tr>
<td>RPG</td>
<td></td>
</tr>
<tr>
<td>Logo</td>
<td></td>
</tr>
<tr>
<td>Pilot</td>
<td></td>
</tr>
<tr>
<td>APL</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>Very Influential</th>
<th>Influential</th>
<th>Not Influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The Superintendent/School Board</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>7. School principals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>8. Computer coordinator/ specialist</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>9. Teachers</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>10. Parents</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>11. Supervisors</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>12. Local businesses</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>13. Students</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>14. Other</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
In your district, who is responsible for each of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Superintendent</th>
<th>Assistant Superintendent</th>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Computer Specialist</th>
<th>Curriculum Specialist</th>
<th>Teachers</th>
<th>Students</th>
<th>Consultants</th>
<th>Parents</th>
<th>Other</th>
<th>No One</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Deciding what computer-related skills and knowledge are to be learned by students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16. Determining computer-related course offerings</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17. Establishing budgets for computer-related projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Planning staff training</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19. Implementing staff training programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20. Evaluating and selecting computer hardware</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21. Evaluating and selecting computer software</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22. Determining procurement process</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23. Assigning computer use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24. Establishing and enforcing rules pertaining to the equitable, ethical and legal use of computers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25. Evaluating student benefits from computer-related programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26. Communicating with parents and school board, re course content, fund-raising, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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
____ Business Education
____ Computer Programming
____ Computer Science
____ English/Language Arts
____ Foreign Languages
____ Health
____ Home Economics
____ Industrial Arts
____ Introduction to Computing
____ Mathematics
____ Music
____ Performing Arts
____ Physical Education
____ Science
____ 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:

- 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

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
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.

<table>
<thead>
<tr>
<th>Use</th>
<th>Computer Activity</th>
<th>Current Use</th>
<th>Future Plans</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. For numerical calculations</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>39. To run simulations</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>40. For instructional games</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>41. As leisure time activity and reward</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>42. For student problem solving</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>43. For drill-and-practice</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>44. As a tutor (teach content)</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>45. To demonstrate concepts</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>46. To score tests</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>47. As an instructional management aid</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>48. As a material generator (tests or worksheets)</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>49. For information retrieval</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>50. For student analysis of data</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>51. For word processing</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>52. For special needs students</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>53. To control laboratory equipment</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. To teach programming</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>55. To teach computer operation</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>56. To teach data processing</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>57. To teach hardware &amp; software procedures</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>58. To teach history of computers</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>59. To teach how computers are applied</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>60. To teach about computer careers</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>61. To teach about the role and impact of computers in society</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>62. To teach problem solving</td>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>63. Other, please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

<table>
<thead>
<tr>
<th></th>
<th>A Disadvantage</th>
<th>Not a Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.</td>
<td>Lack of access to terminals or microcomputers</td>
<td>o</td>
</tr>
<tr>
<td>65.</td>
<td>Lack of student interest</td>
<td>o</td>
</tr>
<tr>
<td>66.</td>
<td>Low quality of educational software</td>
<td>o</td>
</tr>
<tr>
<td>67.</td>
<td>Reallocation of funds to computers from more pressing needs</td>
<td>o</td>
</tr>
<tr>
<td>68.</td>
<td>Difficulty with integrating computer-taught skills with the remainder of the curriculum</td>
<td>o</td>
</tr>
<tr>
<td>69.</td>
<td>Difficulty with managing student use of computers</td>
<td>o</td>
</tr>
<tr>
<td>70.</td>
<td>Lack of teacher or staff training</td>
<td>o</td>
</tr>
<tr>
<td>71.</td>
<td>Lack of teacher or staff interest</td>
<td>o</td>
</tr>
<tr>
<td>72.</td>
<td>Lack of administrative support</td>
<td>o</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>An Advantage</th>
<th>Not an Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.</td>
<td>Providing immediate feedback</td>
<td>o</td>
</tr>
<tr>
<td>74.</td>
<td>Having great patience</td>
<td>o</td>
</tr>
<tr>
<td>75.</td>
<td>Keeping the learner actively involved</td>
<td>o</td>
</tr>
<tr>
<td>76.</td>
<td>Providing self-paced instruction</td>
<td>o</td>
</tr>
<tr>
<td>77.</td>
<td>Keeping records of student performance</td>
<td>o</td>
</tr>
<tr>
<td>78.</td>
<td>Providing, through simulations, experiences otherwise not possible in the classroom</td>
<td>o</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Answer Sheets</th>
<th>Reference books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum guides</td>
<td>Slides</td>
</tr>
<tr>
<td>Curriculum outlines</td>
<td>Software</td>
</tr>
<tr>
<td>Data Bases</td>
<td>Teacher guides</td>
</tr>
<tr>
<td>Films</td>
<td>Tests</td>
</tr>
<tr>
<td>Laboratory equipment and supplies</td>
<td>Textbooks</td>
</tr>
<tr>
<td>Overheads</td>
<td>Video discs</td>
</tr>
<tr>
<td>Periodicals</td>
<td>Video tapes</td>
</tr>
<tr>
<td>Problem sets</td>
<td>Workbooks</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
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**
- Computer-managed Instruction
- Courseware development
- Hardware evaluation
- Software evaluation

**Computer Science**
- Advanced programming
- Artificial intelligence
- Modeling and simulation
- Data structures and algorithms
- Survey of programming languages
- File processing
- Information retrieval

**Computer Applications in Subject Areas**
- Art/Graphic Arts
- Mathematics
- Business Education
- Music
- English/Language Arts
- Performing Arts
- Foreign Languages
- Physical Education
- Health
- Science
- Home Economics
- Social Studies/Social Science
- Industrial Arts

**Computer Software Packages**
- Accounting
- Simulations
- Communications
- Spreadsheets
- Data bases
- Statistical analysis
- Gradebooks
- Word processing
- Graphics
Teachers

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

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>Not Available</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>88. Card punch</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>89. Card reader</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>90. Color monitor</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>91. CRT or other video monitor</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>92. Floppy disk drive</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>93. Graphics plotter</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>94. Graphics tablet</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>95. Hard disk drive</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>96. Joystick or game paddle</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>97. Light pen</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>98. Magazines</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>99. Magnetic tape-drive, including cassette</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>100. Mainframe computer</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>101. Microcomputer</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>102. &quot;Mouse&quot;</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>103. Music board</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>104. Optical scanner</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>105. Paper tape punch</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>106. Paper tape reader</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>107. Parallel or serial interface</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>108. Persons to assist</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>109. Printer</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>110. Reference books and manuals</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>111. Telephone modem</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>112. Textbooks</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>113. Voice synthesizer</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>114. Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Which of the following computer devices have you personally used or operated?

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

---

18
How often do you personally use the following resources when you need information regarding how to use a computer?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td>Manuals supplied by the hardware company or publishers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140</td>
<td>Technical assistance from the vendor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>141</td>
<td>School or district-level technical assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142</td>
<td>&quot;Users&quot; group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>143</td>
<td>Tutorial programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144</td>
<td>Friends/colleagues/family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>145</td>
<td>Reference books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>146</td>
<td>Independent technical assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>147</td>
<td>Professional periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>148</td>
<td>Commercial periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>149</td>
<td>Local professional organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Not Available</th>
<th>Available But Inadequate</th>
<th>Available and Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151</td>
<td>Teacher guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>152</td>
<td>Films or filmstrips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>153</td>
<td>Video tapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>154</td>
<td>Video discs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>155</td>
<td>Workbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>156</td>
<td>Curriculum guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>157</td>
<td>Software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>158</td>
<td>Overheads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>159</td>
<td>Periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When initially considering "packaged" computer programs, how important are each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>160. The reputation of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>161. The purpose of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>162. The data needed to use the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>163. The equipment needed to run the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>164. The &quot;user-friendliness&quot; or ease of use of the materials</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>165. The author or source of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>166. Length or complexity of the documentation</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>167. Completeness</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>168. Other, please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>169. I do not evaluate computer programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 ____________________________
Teachers

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

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Home</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>175.</td>
<td>Accounting</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>176.</td>
<td>Authoring</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>177.</td>
<td>Business</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>178.</td>
<td>Communications</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>179.</td>
<td>Computational</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>180.</td>
<td>Data base management</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>181.</td>
<td>Educational</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>182.</td>
<td>Graphics</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>183.</td>
<td>Home management</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>184.</td>
<td>Integrated packages</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>185.</td>
<td>Recreation</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>186.</td>
<td>Simulations</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>187.</td>
<td>Spreadsheets</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>188.</td>
<td>Statistical analysis</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>189.</td>
<td>Telecommunications</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>190.</td>
<td>Utility</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>191.</td>
<td>Word processing</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>Produced</th>
<th>Have Not Produced</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>196. Spreadsheets</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>197. Charts and tables</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>198. Graphs</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>199. Drawings</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>200.</td>
<td>I have not produced any of these outputs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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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:

____ 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
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:

- [ ] 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

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

- Art/Graphic Arts
- Business Education
- Computer Programming
- Computer Science
- English/Language Arts
- Foreign Languages
- Health
- Home-Economics
- Industrial Arts
- Introduction to Computing
- Mathematics
- Music
- Performing Arts
- Physical Education
- Science
- 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:

- I have not written a program
- FORTRAN
- APL
- Logo
- Assembly Language
- Pascal
- BASIC
- Pilot
- COBOL
- RPG
- 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
- [ ] % 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?

- Art/Graphic Arts
- Business Education
- Computer Programming
- Computer Science
- English/Language Arts
- Foreign Languages
- Health
- Home Economics
- Industrial Arts
- Introduction to Computing
- Mathematics
- Music
- Performing Arts
- Physical Education
- Science
- 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 practices for 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

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222. 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

223. 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
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.

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

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>249. Intentional equipment damage</td>
<td>Never 1-2 Times 3-5 Times 6+ Times</td>
</tr>
<tr>
<td>250. Equipment theft</td>
<td>o o o o</td>
</tr>
<tr>
<td>251. Intentional destruction of data</td>
<td>o o o o</td>
</tr>
<tr>
<td>252. Unauthorized change of data</td>
<td>o o o o</td>
</tr>
<tr>
<td>253. Theft of data</td>
<td>o o o o</td>
</tr>
<tr>
<td>254. Copying copyrighted programs</td>
<td>o o o o</td>
</tr>
<tr>
<td>255. Theft of passwords</td>
<td>o o o o</td>
</tr>
<tr>
<td>256. Intentional disruption of operating system</td>
<td>o o o o</td>
</tr>
<tr>
<td>257. Student cheating on computer projects</td>
<td>o o o o</td>
</tr>
</tbody>
</table>
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
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?

<table>
<thead>
<tr>
<th>Computer Use</th>
<th>Proportion of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working alone</td>
<td>0%  25%  50%  75%  100%</td>
</tr>
<tr>
<td>Teaching someone</td>
<td>0%  25%  50%  75%  100%</td>
</tr>
<tr>
<td>Working together with someone</td>
<td>0%  25%  50%  75%  100%</td>
</tr>
</tbody>
</table>

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 DOS 3.3
- TRS-DOS
- 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?

<table>
<thead>
<tr>
<th></th>
<th>Used</th>
<th>Not Used</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>274.</td>
<td>Modem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>275.</td>
<td>Serial (RS232) or Parallel Interface</td>
<td></td>
<td></td>
</tr>
<tr>
<td>276.</td>
<td>Port</td>
<td></td>
<td></td>
</tr>
<tr>
<td>277.</td>
<td>Protocol Emulator or Converter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45
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:

- Algorithm
- Internal memory
- Artificial intelligence
- Interpreter
- Assembler
- Machine language
- Batch processing
- Merging files
- Central processing unit
- Modeling and simulation
- Compiler
- Modem
- Computer-aided design
- Operation system
- Computer-aided manufacturing
- Pattern recognition
- Computer operator
- RAM
- Computer programmer
- ROM
- CRT terminal
- Searching files
- Data base
- Sorting files
- Computer-aided manufacturing
- System analyst
- Computer operator
- Tape drive
- Data entry clerk
- Time sharing
- Data processing
- Disk drive
- Updating files
- Higher level language
- Information retrieval
QUESTIONS THAT INVENTORY COMPUTER-RELATED RESOURCES

283. Approximately how many instructional software packages (simulations, tutorials, drill-and-practice, etc.) are 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

284. If you wanted to use software packages or computer-related materials in your classroom, where would you most likely to get them? Check all that apply:

- State library or software catalog or clearinghouse
- County library
- District library
- School library
- Informal liaison with other teachers
- Other
- I have all the software and materials I need in my classroom
- Not applicable
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.

<table>
<thead>
<tr>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Activity</td>
</tr>
<tr>
<td>3. For numerical calculations</td>
</tr>
<tr>
<td>4. To run simulations</td>
</tr>
<tr>
<td>5. For instructional games</td>
</tr>
<tr>
<td>6. As leisure time activity and reward</td>
</tr>
<tr>
<td>7. For student problem solving</td>
</tr>
<tr>
<td>8. For drill-and-practice</td>
</tr>
<tr>
<td>9. As a tutor (teach content)</td>
</tr>
<tr>
<td>10. To demonstrate concepts</td>
</tr>
<tr>
<td>11. To score tests</td>
</tr>
<tr>
<td>12. As an instructional management aid</td>
</tr>
<tr>
<td>13. As a material generator (tests or worksheets)</td>
</tr>
<tr>
<td>14. For information retrieval</td>
</tr>
<tr>
<td>15. For student analysis of data</td>
</tr>
<tr>
<td>16. For word processing</td>
</tr>
<tr>
<td>17. For special needs students</td>
</tr>
<tr>
<td>18. To control laboratory equipment</td>
</tr>
</tbody>
</table>

Teach

<table>
<thead>
<tr>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. To teach programming</td>
</tr>
<tr>
<td>20. To teach computer operation</td>
</tr>
<tr>
<td>21. To teach data processing</td>
</tr>
<tr>
<td>22. To teach hardware &amp; software procedures</td>
</tr>
<tr>
<td>23. To teach history of computers</td>
</tr>
<tr>
<td>24. To teach how computers are applied</td>
</tr>
<tr>
<td>25. To teach about computer careers</td>
</tr>
<tr>
<td>26. To teach about the role and impact of computers in society</td>
</tr>
<tr>
<td>27. To teach problem solving</td>
</tr>
<tr>
<td>28. Other, please specify</td>
</tr>
</tbody>
</table>
From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

<table>
<thead>
<tr>
<th>A Disadvantage</th>
<th>Not a Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Lack of access to terminals or microcomputers</td>
<td>o</td>
</tr>
<tr>
<td>30. Lack of student interest</td>
<td>o</td>
</tr>
<tr>
<td>31. Low quality of educational software</td>
<td>o</td>
</tr>
<tr>
<td>32. Reallocation of funds to computers from more pressing needs</td>
<td>o</td>
</tr>
<tr>
<td>33. Difficulty with integrating computer-taught skills with the remainder of the curriculum</td>
<td>o</td>
</tr>
<tr>
<td>34. Difficulty with managing student use of computers</td>
<td>o</td>
</tr>
<tr>
<td>35. Lack of teacher or staff training</td>
<td>o</td>
</tr>
<tr>
<td>36. Lack of teacher or staff interest</td>
<td>o</td>
</tr>
<tr>
<td>37. Lack of administrative support</td>
<td>o</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>An advantage</th>
<th>Not an advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Providing immediate feedback</td>
<td>o</td>
</tr>
<tr>
<td>39. Having great patience</td>
<td>o</td>
</tr>
<tr>
<td>40. Keeping the learner actively involved</td>
<td>o</td>
</tr>
<tr>
<td>41. Providing self-paced instruction</td>
<td>o</td>
</tr>
<tr>
<td>42. Keeping records of student performance</td>
<td>o</td>
</tr>
<tr>
<td>43. Providing, through simulations, experiences otherwise not possible in the classroom</td>
<td>o</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>Not Available</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>45. Card punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>46. Card reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>47. Color monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>48. CRT or other video monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>49. Floppy disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>50. Graphics plotter</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>51. Graphics tablet</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>52. Hard disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>53. Joystick or game paddle</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>54. Light pen</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>55. Magazines</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>56. Magnetic tape drive, including cassette</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>57. Mainframe computer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>58. Microcomputer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>59. &quot;Mouse&quot;</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>60. Music board</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>61. Optical scanner</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>62. Paper tape punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>63. Paper tape reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>64. Parallel or serial interface</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>65. Persons to assist</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>66. Printer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>67. Reference books and manuals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>68. Telephone modem</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>69. Textbooks</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>70. Voice synthesizer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>71. Other</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Which of the following computer devices have you personally used or operated?

<table>
<thead>
<tr>
<th></th>
<th>Used</th>
<th>Not Used</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>72. Card punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>73. Card reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>74. Color monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>75. CRT or other video monitor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>76. Floppy disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>77. Graphics plotter</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>78. Graphics tablet</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>79. Hard disk drive</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>80. Joystick or game paddle</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>81. Light pen</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>82. Magnetic tape drive, including cassette</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>83. Mainframe computer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>84. Microcomputer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>85. &quot;Mouse&quot;</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>86. Music board</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>87. Optical scanner</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>88. Paper tape punch</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>89. Paper tape reader</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>90. Parallel or serial interface</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>91. Printer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>92. Telephone modem</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>93. Voice synthesizer</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>94. Other</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>95. I have not used any of these devices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How often do you personally use the following resources when you need information regarding how to use a computer?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuals supplied by the hardware company or publishers</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Technical assistance from the vendor</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>School or district-level technical assistance</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>&quot;Users&quot; group</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Tutorial programs</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Friends/colleagues/family</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Reference books</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Independent technical assistance</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Professional periodicals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Commercial periodicals</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Local professional organizations</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
When initially considering "packaged" computer programs, how important are each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>107. The reputation of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>108. The purpose of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>109. The data needed to use the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>110. The equipment needed to run the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>111. The &quot;user-friendliness&quot; or ease of use of the materials</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>112. The author or source of the program</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>113. Length or complexity of the documentation</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>114. Completeness</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>115. Other, please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>116. I do not evaluate computer programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students
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?

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Home</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>122. Accounting</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>123. Authoring</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>124. Business</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>125. Communications</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>126. Computational</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>127. Data base management</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>128. Educational</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>129. Graphics</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>130. Home management</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>131. Integrated packages</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>132. Recreation</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>133. Simulations</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>134. Spreadsheets</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>135. Statistical analysis</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>136. Telecommunications</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>137. Utility</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>138. Word processing</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>Produced</th>
<th>Have Not Produced</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>143.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>145.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>146.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>147.</td>
<td>I have not produced any of these outputs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

- [ ] 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
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:

- 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

152. In which of the following subject areas have you used a simulation program? 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
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:

- Art/Gra-ehic 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

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:

- I have not written a program
- FORTRAN
- Logo
- APL
- Pascal
- Assembly Language
- Pilot
- BASIC
- RPG
- COBOL
- 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?

- [ ] 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

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
____ Reritten 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 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?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>172. Intentional equipment damage</td>
<td>o</td>
</tr>
<tr>
<td>173. Equipment theft</td>
<td>o</td>
</tr>
<tr>
<td>174. Intentional destruction of data</td>
<td>o</td>
</tr>
<tr>
<td>175. Unauthorized change of data</td>
<td>o</td>
</tr>
<tr>
<td>176. Theft of data</td>
<td>o</td>
</tr>
<tr>
<td>177. Copying copyrighted programs</td>
<td>o</td>
</tr>
<tr>
<td>178. Theft of passwords</td>
<td>o</td>
</tr>
<tr>
<td>179. Intentional disruption of operating system</td>
<td>o</td>
</tr>
<tr>
<td>180. Student cheating on computer projects</td>
<td>o</td>
</tr>
</tbody>
</table>
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
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?

<table>
<thead>
<tr>
<th>Computer Use</th>
<th>Proportion of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working alone</td>
<td></td>
</tr>
<tr>
<td>Teaching someone</td>
<td></td>
</tr>
<tr>
<td>Working together with someone</td>
<td></td>
</tr>
</tbody>
</table>

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 DOS 3.3
- [ ] 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?

<table>
<thead>
<tr>
<th></th>
<th>Used</th>
<th>Not Used</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>196. Modem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>197. Serial (RS232) or Parallel Interface</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>198. Port</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>199. Protocol Emulator or Converter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

- Algorithm
- Artificial intelligence
- Assembler
- Batch processing
- Central processing unit
- Compiler
- Computer-aided design
- Computer-aided manufacturing
- Computer operator
- Computer programmer
- CRT terminal
- Data base
- Data entry clerk
- Data processing
- Disk drive
- Higher level language
- Information retrieval
- Internal memory
- Interpreter
- Machine language
- Merging files
- Modeling and simulation
- Modem
- Operation system
- Pattern recognition
- RAM
- ROM
- Searching files
- Sorting files
- Systems analyst
- Tape drive
- Time sharing
- Updating files