2nd Survey of Social Studies Faculty: Technology Beliefs and Practices

This survey has been endorsed by the College and University Faculty Assembly (CUFA) and is funded by the University of Virginia's Curry Center for Technology and Teacher Education.

Part One: General Information

Please answer the following questions by choosing the appropriate response.

1. What is your age?
   A. 20-30
   B. 31-40
   C. 41-50
   D. 51-60
   E. 61-70
   F. 71+

2. What is your gender?
   A. Female
   B. Male

3. What is your race/ethnicity?
   A. African-American
   B. Hispanic
   C. Native American
   D. White
   E. Other

4. How many years have you been in your current position?
   A. 2 or less
   B. 3-5
   C. 6-10
   D. 11-15
   E. 16 or more

5. How many years have you been a faculty member?
   A. 2 or less
   B. 3-5
   C. 6-10
   D. 11-20
   E. 21 or more
6. Which of the following best describes your rank?
   A. Professor
   B. Associate Professor
   C. Assistant Professor
   D. Instructor
   E. Other

7. Which of the following best describes the type of position you currently hold?
   A. Full-time, tenure/tenure track
   B. Full-time, non-tenure track
   C. Part-time

8. Which of the following best describes the size of your institution?
   A. Less than 10,000 students
   B. Between 10,000 and 29,000 students
   C. More than 30,000

9. Is your unit NCATE accredited?
   A. Yes
   B. No

10. How many other faculty members have responsibilities for teaching social studies courses besides you?
    A. None
    B. 1
    C. 2
    D. 3 or more

11. Which of the following courses do you teach on a regular basis?
    A. Methods of teaching secondary social studies
    B. Methods of teaching middle school social studies
    C. Methods of teaching elementary social studies
    D. None of the above

12. Is the nature of the program you teach in predominately:
    A. Undergraduate
    B. 5th year program
    C. Graduate or post-baccalaureate program?

Part Two: Computer Technology Use in Social Studies Methods Courses

   A. Computer Use in Instruction
Described below are possible ways that computers may be used to teach social studies. Please indicate how often you demonstrate the use of technology in classroom instruction using the following key:

A = rarely
B = occasionally
C = moderately
D = throughout the semester, but not every class session
E = nearly every class session

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Using technology in instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Preparing word processed lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Developing lesson plans that use social studies software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Accessing lesson plans from the Web</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Accessing information from the Web</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Accessing information from CD-ROMs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Communicating with others via web based discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Communicating with others via email</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Communicating with others via videoconference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Developing individual or group presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Creating web-pages for instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Developing multi-media presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Developing lesson plans using spreadsheets and databases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Developing lessons that use technology tools such as the digital camera and scanner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Preparing lessons that use presentation hardware</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. Check the statement which best describes your philosophy of teaching:

I see my primary teaching role related to technology as:

A. providing students with technology-integrated instruction.
B. providing students with technology skills which they can later integrate into instruction.
C. neither
D. other: ____________________________________________________________

29. Check the statement which best describes your students’ objectives:

My students have expressed a desire primarily to use the following technologies in their teaching:

A. interactive technologies (e.g. videoconferencing, web-based discussions)
B. skill-based technologies (e.g. conducting research on the web or from a CD-ROM)
C. development technologies (e.g. authoring web pages or HyperStudio)
30. Are pre-service students adequately prepared to teach with computers when they leave your college/university?
   A. Yes
   B. No

   Please explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. Computer Use for Non-Instructional Activities

Please indicate how often you use the following to assist you in your personal or non-instructional duties during the week. (Select one letter for each category.)

A = 0 - 2
B = 3 - 5
C = 6 - 10
D = 11+
E = Not Available

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Computerized Grade books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Word Processing Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Database Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Spreadsheet Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Graphics Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Telecommunications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part Three: Personal Use

A. Computer Training

Please indicate in what way, if any, you primarily learned the following computer skills/applications. Formal training may include but is not limited to professional development workshops, collegiate courses and professional conferences. (Select one letter for each category.)
A=Never Learned
B=Learned on Own
C=Informal help from GA or colleague
D=Formal Training

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. Word Processing Programs (Word)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Database Programs (Access)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Spreadsheet Programs (Excel)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Graphics Programs (Paint)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Telecommunications (Email, Internet, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Web Authoring (html)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Multimedia Programs (HyperStudio, KidPix)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. How to integrate computers into existing lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. How to organize class activities to allow for computer use during class time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Knowledge of good Social Studies websites and how to share these with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How effective have the following methods of technology training been for you?

A = Highly Effective
B = Effective
C = Not effective
D = Not applicable

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. University-led workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. College of Education-led workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. One-on-one tutorial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Web-based tutorial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Text-based tutorial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. Conference hands-on workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Conference presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

54. Indicate which letter on the continuum represents your response to the following statement:
I feel confident in my personal use of technology.

A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree
B. Confidence

Following are statements about your confidence with instructional technologies. After each statement, please indicate the extent to which you agree or disagree using the scale shown. There are no correct or incorrect responses.

A = Strongly Agree  
B = Agree  
C = Neither Agree nor Disagree  
D = Disagree  
E = Strongly Disagree

<table>
<thead>
<tr>
<th>I feel confident:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>55. Incorporating technology resources to support social studies teacher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. Teaching technology resources to support social studies teacher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. Incorporating effective instructional software/technology tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. Teaching students effective instructional software/technology tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. Incorporating email in instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60. Teaching students to use email</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Incorporating the World Wide Web in instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. Teaching students to use the World Wide Web</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. Incorporating videoconferencing in instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. Teaching students to use videoconferencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. Incorporating word processors, spreadsheets and databases in lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. Teaching students to prepare lesson plans that incorporate word processors,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spreadsheets and databases in instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67. Incorporating computer based presentations for use in instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68. Teaching students to use computer based presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69. Using e-mail and the Internet to support individual or small group work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70. Teaching students to use e-mail and the Internet to support individual or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>small group work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71. Using computers in many settings (in classroom, in lab, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72. Teaching students to use computers in many settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73. Selecting and using technology appropriate to the instructional task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. Teaching my students to select and use technology appropriate to task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75. Using instructional search strategies on the Internet and CD-ROMs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part Four: Organizational Support and Barriers

Indicate which letter on the continuum represents your response to the following statements:

- **A** = Strongly Disagree
- **B** = Disagree
- **C** = Neither
- **D** = Agree
- **E** = Strongly Agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>85. I have access to an adequate number of computers for instructional use in my college/university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. My college/university has relevant software that I can use in my instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87. My college/university has the hardware (i.e., computers, printers, etc.) I need to effectively integrate computers into my courses and instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>88. My college/university provides computer training that directly helps me to integrate computers into my courses and instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89. I am satisfied with the support I receive from my college/university related to integrating computers in my instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90. I am satisfied with the technical support that I receive from my college/university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91. I have time to plan for computers in my instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
92. I have colleagues in my building that I collaborate with to plan computer-based activities related to my instruction and courses.

93. I have colleagues around the country that I collaborate with to plan computer-based activities related to my instruction and courses.

94. Technology has increased the efficiency (e.g. time, cost) of my college/university.

95. Technology has increased the effectiveness (e.g. the quality and impact of instruction) of my college/university.

96. I receive support and training for technology integration through CUFA.

97. My dean actively promotes the integration of technology into instruction.

98. My department chair actively promotes the integration of technology into instruction.

99. My colleagues actively collaborate to integrate technology into instruction.

100. Support for technology integration is reflected in my department/school’s tenure and promotions system

---

**Rate the following obstacles to technology integration according to your experiences:**

1 = obstacle that least inhibits my use of technology

6 = obstacle that most inhibits my use of technology

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>101. Lack of knowledge about computers and computer software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102. Lack of expectations for use in social studies by school leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103. Lack of training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>104. Lack of awareness of the instructional potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>105. Lack of access to technology resources within the colleges of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>106. Lack of time to change practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>107. Lack of institutional support through formal system of tenure and promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

109. Is there any other information you would like to share about your experience in the area of technology integration?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
110. Currently, I am involved in a technology reform initiative project in my college. (Circle one.)
   A. Yes
   B. No

   If yes, explain:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

111. Does your college have a college-wide technology strategic plan? (Circle one.)
   A. Yes
   B. No
   C. Don't know

112. Several universities and colleges strive to achieve or maintain NCATE or other accreditation. How has the move toward accreditation affected your ability to use technology in the classroom? (Please select one of the following.)
   A. Positive effect
   B. Neutral effect
   C. Negative effect
   D. Not applicable

   Please explain:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

113. What would be the ideal training experience (including mode of training, location, length of training) in order to enhance your skill in technological integration?
   Mode of training: _____________________________________________________________
   Location: ___________________________________________________________________
   Length: ____________________________________________________________________
114. How do you find out about technology innovation in the field?
A. Other faculty
B. Graduate Assistants
C. Journals
D. Conferences
E. Listservs
F. Other _________________

115. Please select from the list below the procedures your institution may have in place for dealing with cyber ethics/plagiarism (e.g. copying term papers from the Internet) (Please select only one.):
A. Acceptable use policy
B. Direct classroom instruction
C. Web-based resources
D. Handouts
E. Other
F. No procedures in place

116. Please select from the list below the procedures your institution has in place for dealing with cybersafety (e.g. outsiders stalking students in chat rooms) (Please select only one.):
A. Acceptable use policy
B. Direct classroom instruction
C. Web-based resources
D. Handouts
E. Other
F. No procedures in place

Please mail this survey by January 10, 2002, to:
Cheryl Mason
c/o Charlotte Barber
Center for Technology and Teacher Education
Lambeth House
1912 Thomson Road
P.O. Box 400279
Charlottesville, VA 22904-4279