

Collecting information from Teachers

This survey attempts to capture teachers' current experience with a range of ICTs that are seen to enable "digital education" or "contemporary learning". The skills are grouped in the following way:

Functional Skills

- Use common computer applications
- Use software to conduct administrative teaching tasks
- Prepare materials for use online
- Author contributions to an online learning environment
- Use a variety of digital communication tools

Professional Expertise

- Participate in online environments
- Source and use digital media
- Engage in online Professional Learning
- Monitor the changing nature of digital citizenship

Educational Strategies

- Facilitate students' participation in online learning
- Develop strategies to support personalised student learning




Instructions: For each item of the following survey, please choose the response that best describes your experience in the area. The responses to each topic illustrate a continuum of expertise that begin with little or no experience with the topic and progress to more expansive use. Therefore, select the response for each topic that best illustrates your most advanced use at the current time.

Note: This survey is designed to catch a snapshot of your current knowledge and use of "contemporary tools." It will provide a collective profile that can be used to develop professional learning and possible research projects. There is nothing wrong with answering, "Not able to perform" to a particular functional skill or "Never" to using a particular contemporary teaching approach.

Functional Skills – Computer Applications





Word Processing

9. Open a document. Add, move, copy, delete text and images. Save documents to your folder on the network.






Not able to perform		(0)
Perform with support	 2.3%	(1)
Perform independently	 4.7%	(2)
Perform with ease	 93.0%	(40)

TOTAL		43
	100.0%	






10. Format text in a document using italics, bold, underline. Use document styles, page breaks, headers & footers, page numbering.

Not able to perform		(0)
Perform with support	 14.0%	(6)
Perform independently	 7.0%	(3)
Perform with ease	 79.1%	(34)
TOTAL		43
	100.0%	






11. Insert tables, customise cells, insert and delete columns and rows. Create and modify text styles.

Not able to perform	 2.3%	(1)
Perform with support	 4.7%	(2)
Perform independently	 25.6%	(11)
Perform with ease	 67.4%	(29)
TOTAL		43
	100.0%	

12. Upload documents to Oxley servers, OxleyLearning, Atlas or a blog / wiki so others can use it.





Not able to perform	 11.6%	(5)
Perform with support	 23.3%	(10)
Perform independently	 46.5%	(20)
Perform with ease	 18.6%	(8)
TOTAL		43
	100.0%	

13. Open, convert and save between versions such as .doc / .docx

Not able to perform	 16.3%	(7)
Perform with support	 16.3%	(7)
Perform independently	 20.9%	(9)
Perform with ease	 46.5%	(20)
TOTAL		43
	100.0%	

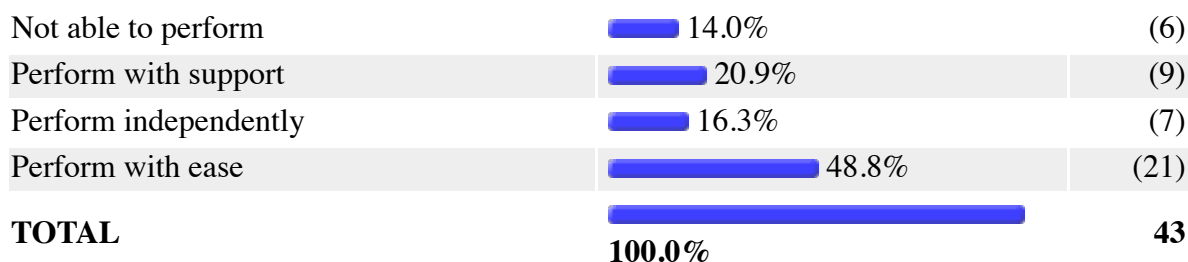
Presentation software (e.g. Power Point, Keynote)

14. Create a presentation by adding text and media to a template.

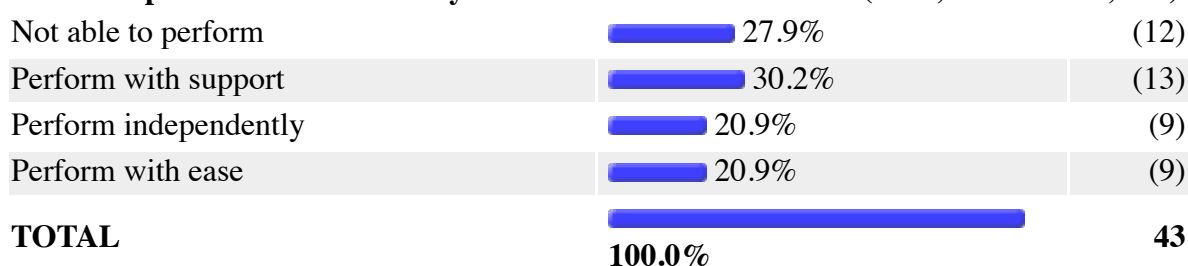
Not able to perform	 7.0%	(3)
Perform with support	 30.2%	(13)
Perform independently	 20.9%	(9)
Perform with ease	 41.9%	(18)



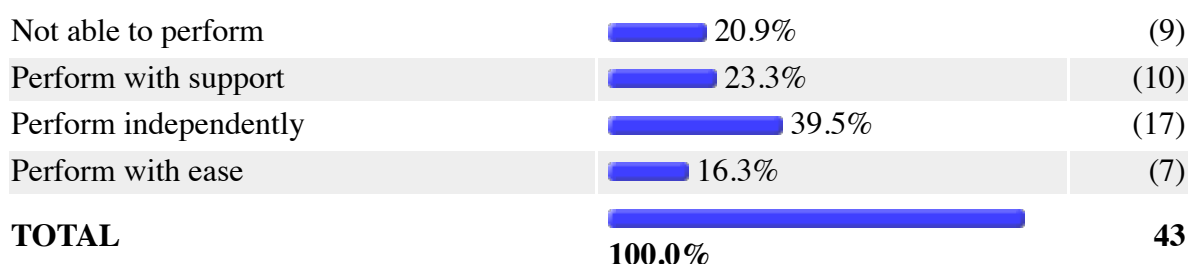
15. Enhance presentations by importing and modifying images, tables, bulleted lists. Alter fonts and colours. Modify slide layout, reorder, add and delete slides.



16. Add videos, sound and animation effects to slides. Choose transition effects between slides. Save or export the file in a variety of formats for different uses (Web, stand alone, etc.).

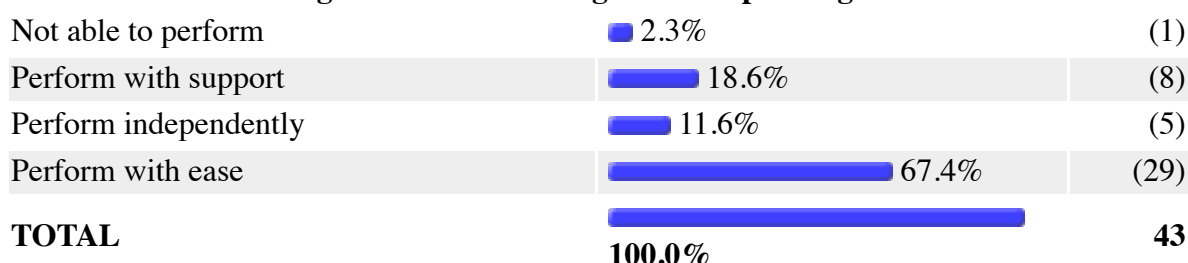


17. Use presentations to display course outlines, images or instructions and make these available for students to access outside class time.

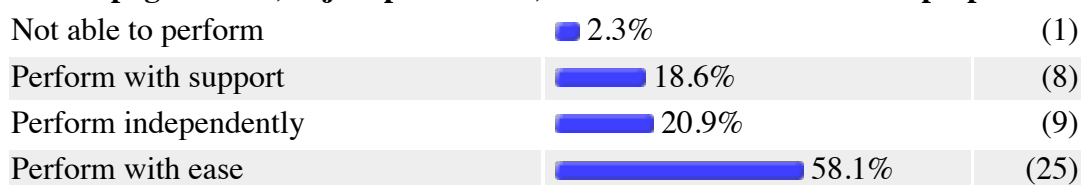


Operate a spreadsheet application

18. Enter text and/ or numbers. Add, copy, delete content. Move columns and rows. Adjust column width and margins. Format and align text for printing.







19. Use page breaks, adjust print areas, insert headers & footers to prepare for printing.







TOTAL  **43**
100.0%

20. Add data into cells. Use basic formulas like sum, count or average.

Not able to perform		4.7%	(2)
Perform with support		16.3%	(7)
Perform independently		20.9%	(9)
Perform with ease		58.1%	(25)

TOTAL  **43**
100.0%



21. Create spreadsheets that use formulas. Create charts and publish them.

Not able to perform		14.0%	(6)
Perform with support		32.6%	(14)
Perform independently		18.6%	(8)
Perform with ease		34.9%	(15)

TOTAL  **43**
100.0%




Outlook / email & Calendar

22. Use email to communicate with colleagues, parents and/or students.

Not able to perform			(0)
Perform with support			(0)
Perform independently		7.0%	(3)
Perform with ease		93.0%	(40)





TOTAL  **43**
100.0%

23. Send email messages to groups. Attach files of appropriate size and format. Use cc/bcc functions as needed. Access shared calendars of school events.

Not able to perform			(0)
Perform with support		7.0%	(3)
Perform independently		32.6%	(14)
Perform with ease		60.5%	(26)

TOTAL  **43**
100.0%

24. Receive and send messages as a member of an email / discussion list or professional network.

Not able to perform		9.3%	(4)
Perform with support		9.3%	(4)
Perform independently		23.3%	(10)
Perform with ease		58.1%	(25)






TOTAL		43
	100.0%	

Administrative Applications






(e.g. Maze, SchoolRemote, Edval, Room Booking, Library software, Oxley network servers, etc.).

Maze






25. Locate the screen and look up student /family address & telephone numbers, etc. Are you able to recognise split families.

Not able to perform		48.8%	(21)
Perform with support		18.6%	(8)
Perform independently		18.6%	(8)
Perform with ease		14.0%	(6)
TOTAL		100.0%	43

26. Search for Absentee records, Awards/detentions, Sickbay & medical alerts, sporting groups.




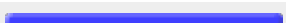

Not able to perform		58.1%	(25)
Perform with support		20.9%	(9)
Perform independently		14.0%	(6)
Perform with ease		7.0%	(3)
TOTAL		100.0%	43

27. Print medical / contact reports for off-campus excursions, a House report for ages in swimming/athletics, your tutor group with accompanying photos, etc.




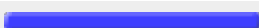

Not able to perform		53.5%	(23)
Perform with support		27.9%	(12)
Perform independently		11.6%	(5)
Perform with ease		7.0%	(3)
TOTAL		100.0%	43

SchoolRemote, MRBS - Meeting Room/Resource Booking Software

28. Log-in to School Remote and the Booking software consistently.




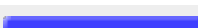

Not able to perform		9.3%	(4)
Perform with support		16.3%	(7)
Perform independently		9.3%	(4)
Perform with ease		65.1%	(28)
TOTAL		100.0%	43

29. Enter text to update records as needed. Timely follow-through on the task (using the booked room, completing your contributions to the school reports by due dates).






Not able to perform	 7.0%	(3)
Perform with support	 14.0%	(6)
Perform independently	 18.6%	(8)
Perform with ease	 60.5%	(26)
TOTAL	 100.0%	43

Timetable / Edval Whereis






30. Access timetables (student, staff, rooms, duty, study periods) as needed.

Not able to perform	 11.6%	(5)
Perform with support	 18.6%	(8)
Perform independently	 23.3%	(10)
Perform with ease	 46.5%	(20)
TOTAL	 100.0%	43

31. Create lists (staffing, excursions, classes, year group, specialist student groups etc).

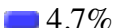


Not able to perform	 16.3%	(7)
Perform with support	 39.5%	(17)
Perform independently	 16.3%	(7)
Perform with ease	 27.9%	(12)
TOTAL	 100.0%	43

32. Print lists from the timetable. Save lists in Excel and publish as needed (in emails, letters home, etc.)

Not able to perform	 23.3%	(10)
Perform with support	 27.9%	(12)
Perform independently	 18.6%	(8)
Perform with ease	 30.2%	(13)
TOTAL	 100.0%	43

Oxley College Network

33. Manage your space on the Oxley network so that it meets user guidelines (avoid bloated profile, uploading photos, music and movie files to Oxley servers / network).

Not able to perform	 4.7%	(2)
Perform with support	 30.2%	(13)
Perform independently	 37.2%	(16)

Perform with ease	27.9%	(12)
TOTAL	100.0%	43

34. Back up reports, data or personal files to a USB or external drive.

Not able to perform	2.3%	(1)
Perform with support	16.3%	(7)
Perform independently	20.9%	(9)
Perform with ease	60.5%	(26)
TOTAL	100.0%	43

35. Manage email account by saving messages, deleting “deleted messages” and archiving important folders.

Not able to perform		(0)
Perform with support	11.6%	(5)
Perform independently	34.9%	(15)
Perform with ease	53.5%	(23)
TOTAL	100.0%	43

Oliver OPAC (Online Public Access Catalogue)**36. Access OLIVER library catalogue at OXLEY and from home (outside the Oxley network).**

Not able to perform	27.9%	(12)
Perform with support	37.2%	(16)
Perform independently	20.9%	(9)
Perform with ease	14.0%	(6)
TOTAL	100.0%	43

37. Log in and conduct a TITLE, AUTHOR, or SUBJECT search. Access websites listed in OPAC.

Not able to perform	23.3%	(10)
Perform with support	44.2%	(19)
Perform independently	16.3%	(7)
Perform with ease	16.3%	(7)
TOTAL	100.0%	43





38. Reserve an item, access tagged “reading lists” relating to topic themes and email a list of resources selected from OPAC.

Not able to perform	44.2%	(19)
Perform with support	30.2%	(13)
Perform independently	16.3%	(7)
Perform with ease	9.3%	(4)

TOTAL		43
	100.0%	





eLibrary – online journal articles, reference and multimedia materials


39. Access eLibrary at OXLEY and from home (outside the Oxley network).

Not able to perform		37.2%	(16)
Perform with support		30.2%	(13)
Perform independently		23.3%	(10)
Perform with ease		9.3%	(4)





TOTAL		43
	100.0%	

40. Conduct a basic search for a topic, specify resource medium (e.g., Newspaper, Books, Maps, Pictures, etc.). Preview and open an article on the search result list.

Not able to perform		34.9%	(15)
Perform with support		25.6%	(11)
Perform independently		23.3%	(10)
Perform with ease		16.3%	(7)





TOTAL		43
	100.0%	

41. Email or print preview the article, locate its citation information. Access a specific newspaper or magazine in “Publications”.

Not able to perform		34.9%	(15)
Perform with support		34.9%	(15)
Perform independently		14.0%	(6)
Perform with ease		16.3%	(7)

TOTAL		43
	100.0%	

42. Collate a list of articles in “My List”, use the advance search to access articles according to “Reading Level”.

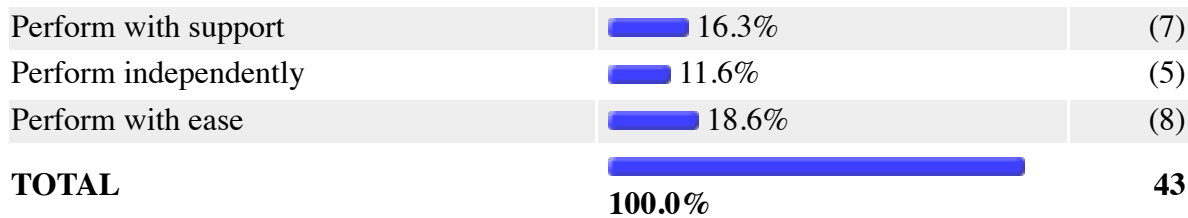
Not able to perform		46.5%	(20)
Perform with support		32.6%	(14)
Perform independently		14.0%	(6)
Perform with ease		7.0%	(3)

TOTAL		43
	100.0%	

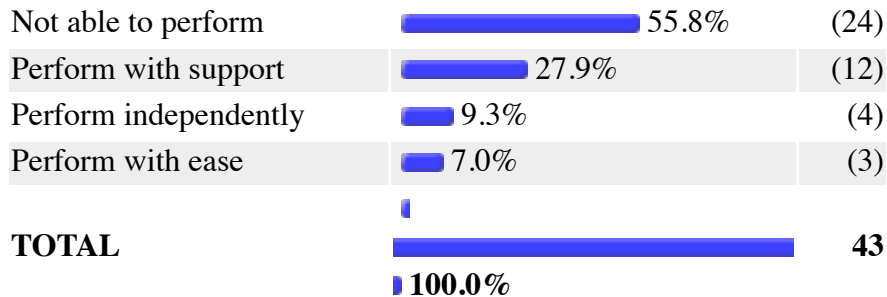
OxleyLearning / Faculty or Course Blogs

43. Input text into a Web-based Rich Text Editor (WYSIWYG field) as found in blogs wikis and Atlas. Add links to a Web site. Upload an image. Add a document for students to download.

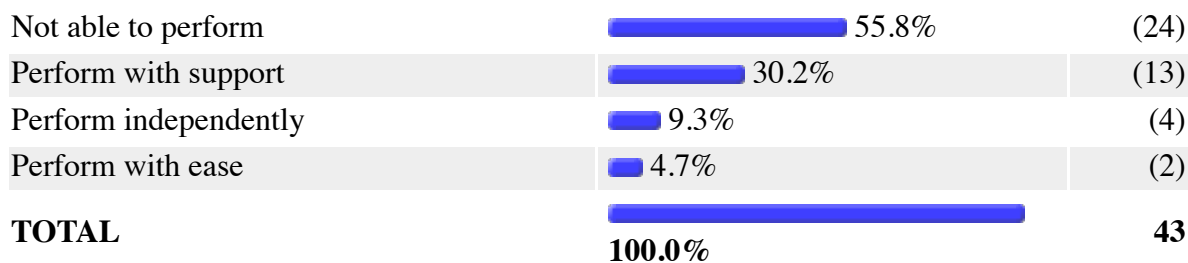
Not able to perform		53.5%	(23)
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44. Use categories / tags to make content more accessible. Embed videos.



45. Add / upload a podcast file. Insert “Embed Codes” such as Google Maps, timelines, other video sources, etc.

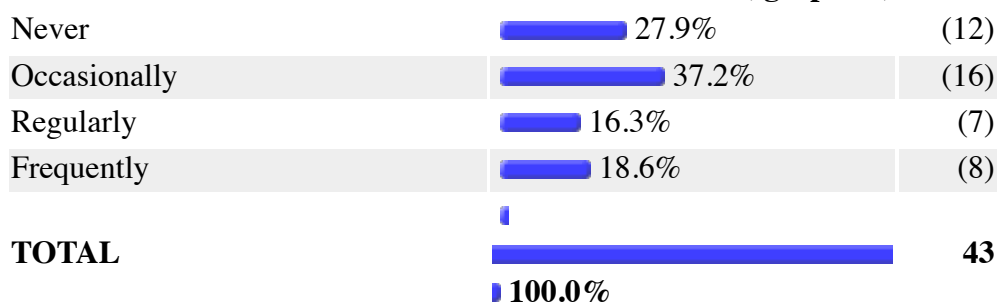


Educational Strategies and Digital Teaching Practices

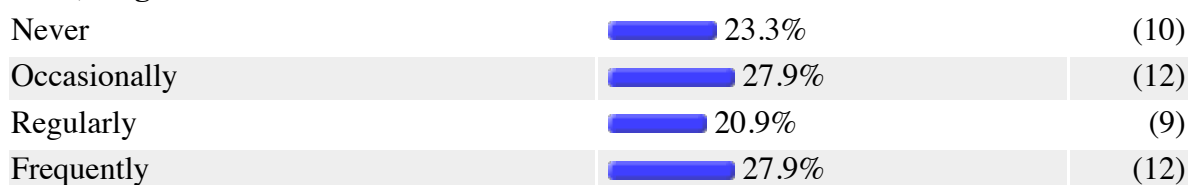
These items focus on **the frequency you use these strategies** to support student-use of contemporary learning tools and environments. **Notice that the answer options have changed**

Prepare materials for use online

46. Create electronic course materials that include text, graphics, animations, etc.








47. Share electronic documents or presentations with colleagues by saving them to a server, Atlas, blog or wiki.







TOTAL  **100.0%** **43**

48. Upload documents, presentations, videos or animations online for student access.


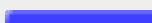



Never		41.9%	(18)
Occasionally		37.2%	(16)
Regularly		9.3%	(4)
Frequently		11.6%	(5)
TOTAL		100.0%	43

Participate in online environments / communications






49. Use email to communicate with colleagues, parents and/or students.

Never			(0)
Occasionally		2.3%	(1)
Regularly		16.3%	(7)
Frequently		81.4%	(35)
TOTAL		100.0%	43



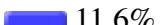

50. Use an online environment as a regular part of teaching (OxleyLearning, blog, wiki, etc.).

Never		34.9%	(15)
Occasionally		37.2%	(16)
Regularly		9.3%	(4)
Frequently		18.6%	(8)
TOTAL		100.0%	43

51. Use an online space to share messages to a group, engage in real-time chats. Place and receive Internet-based calls (Skype, VoIP, videoconferencing, etc.).





Never		60.5%	(26)
Occasionally		14.0%	(6)
Regularly		18.6%	(8)
Frequently		7.0%	(3)
TOTAL		100.0%	43

52. Follow posts, messages or updates from a range of Web 2.0 sources (Facebook/Ning, Twitter, Diigo/Delicious).

Never		62.8%	(27)
Occasionally		20.9%	(9)
Regularly		11.6%	(5)
Frequently		4.7%	(2)

TOTAL		43
	100.0%	

53. Publish content for use by global teachers and students






Never		(33)
Occasionally	 16.3%	(7)
Regularly	 7.0%	(3)
Frequently		(0)
TOTAL		43
	100.0%	

Professional Learning Experiences






The following items focus on how you might use contemporary ICTs to support your own professional learning.

Source and use digital media


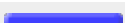


54. Look beyond local resources like textbooks and library media to provide students with activities or materials found online.

Never	 2.3%	(1)
Occasionally	 41.9%	(18)
Regularly	 20.9%	(9)
Frequently	 34.9%	(15)
TOTAL		43
	100.0%	






55. Use an online bookmarking tool (such as Delicious, Diigo, Evernote, etc.) to easily collect and tag online resources and Web sites.

Never	 74.4%	(32)
Occasionally	 16.3%	(7)
Regularly	 7.0%	(3)
Frequently	 2.3%	(1)
TOTAL		43
	100.0%	

56. Access RSS (Really Simple Syndication) Feeds for new digital content (news, photos, video, widgets, etc.). This might be from a Feed Reader, Pageflakes, iGoogle. etc.






Never	 69.8%	(30)
Occasionally	 25.6%	(11)
Regularly	 4.7%	(2)
Frequently		(0)
TOTAL		43
	100.0%	

57. Show YouTube / TeacherTube / etc. video clips to students. Use iTunes, TEDTalks or another source to find quality audio or video podcasts.






Never	 25.6%	(11)
Occasionally	 39.5%	(17)
Regularly	 14.0%	(6)
Frequently	 20.9%	(9)
TOTAL	 100.0%	43

Professional Learning: Curriculum






58. Use Atlas Curriculum Mapping software to revise a previously taught unit. Search Atlas to find out what students are learning in other courses or year groups.

Never	 20.9%	(9)
Occasionally	 58.1%	(25)
Regularly	 14.0%	(6)
Frequently	 7.0%	(3)
TOTAL	 100.0%	43

59. Share a Mapped unit with a colleague or develop one together. Compare your Mapped unit with a concurrent unit from another faculty.





Never	 39.5%	(17)
Occasionally	 51.2%	(22)
Regularly	 4.7%	(2)
Frequently	 4.7%	(2)
TOTAL	 100.0%	43

60. Articulate a unit's Content, Essential Questions, Concepts, Skills & related Assessments.

Never	 23.3%	(10)
Occasionally	 39.5%	(17)
Regularly	 25.6%	(11)
Frequently	 11.6%	(5)
TOTAL	 100.0%	43

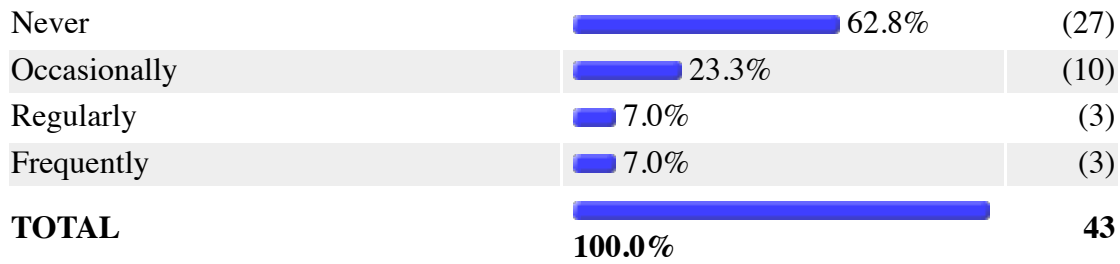
Engage in online professional learning

61. Participate in online sharing of electronic, digital or web-based resources.

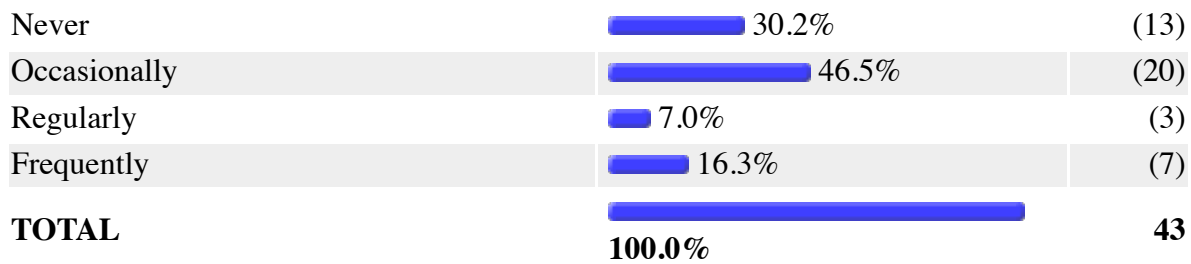
Never	 32.6%	(14)
Occasionally	 44.2%	(19)
Regularly	 11.6%	(5)
Frequently	 11.6%	(5)



62. Participate in online courses, chats, conferences or workshops for professional learning.



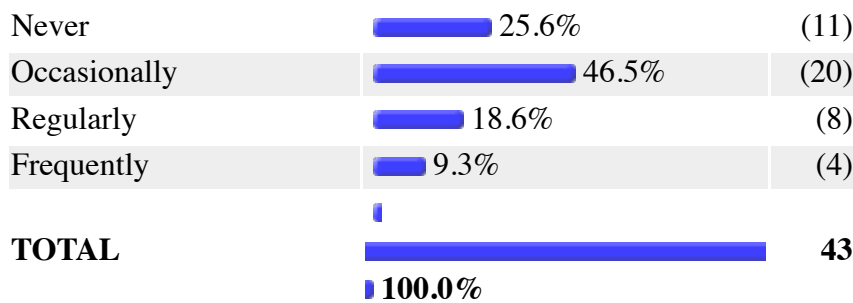
63. Participate in some form of professional research (formal/ informal, action research, qualitative / quantitative, etc.).



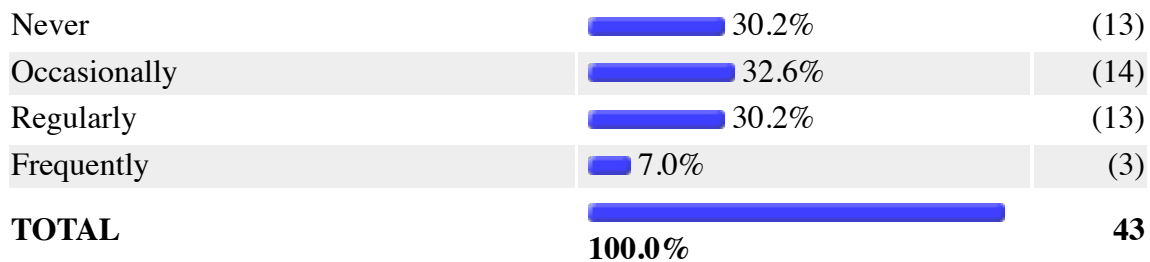
Promoting Students' Contemporary Learning

Monitor the changing nature of digital citizenship

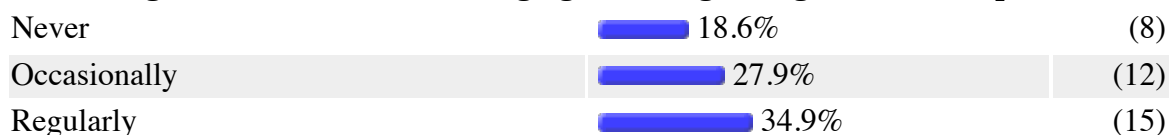
64. Teach students about Cyber Safety and rules for online behaviour.





65. Check copyright and Intellectual Property information when using others' digital content.








66. Investigate or reflect on how emerging technologies might have an impact on students' lives.







Frequently	 18.6%	(8)
TOTAL	 100.0%	43

67. Engage students in ongoing discussions related to online issues, risks and advantages.





Never	 20.9%	(9)
Occasionally	 41.9%	(18)
Regularly	 32.6%	(14)
Frequently	 4.7%	(2)
TOTAL	 100.0%	43

Facilitate students' participation in online learning





68. Students post comments to our online environment that contribute to our classroom life or learning.

Never	 62.8%	(27)
Occasionally	 34.9%	(15)
Regularly	 2.3%	(1)
Frequently		(0)
TOTAL	 100.0%	43


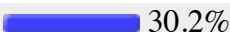


69. Students use an online space where they post to their own blog, add to a wiki, or participate in a group.

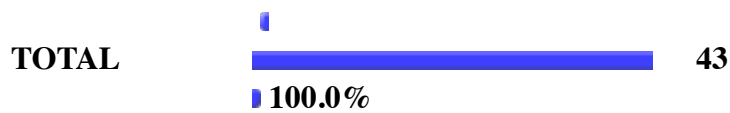
Never	 69.8%	(30)
Occasionally	 27.9%	(12)
Regularly		(0)
Frequently	 2.3%	(1)
TOTAL	 100.0%	43

70. Engage students in gathering of information through group contributions such as online communities, social bookmarks, RSS Feeds, Twitter (“crowdsourcing”).

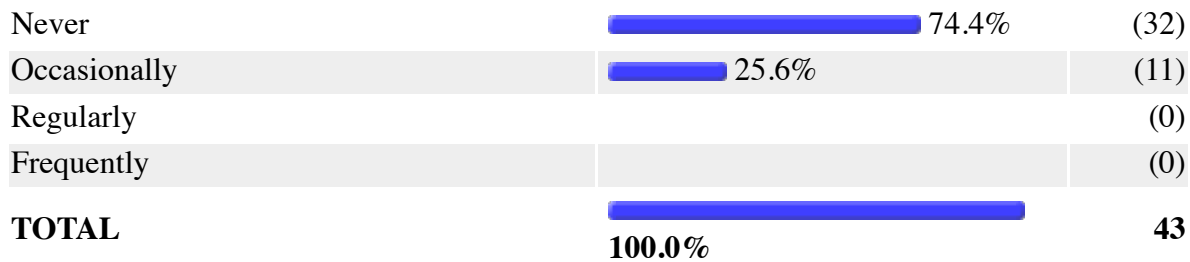
Never	 86.0%	(37)
Occasionally	 11.6%	(5)
Regularly	 2.3%	(1)
Frequently		(0)
TOTAL	 100.0%	43

71. My students participate in online collaborative projects.

Never	 65.1%	(28)
Occasionally	 30.2%	(13)
Regularly	 2.3%	(1)
Frequently	 2.3%	(1)

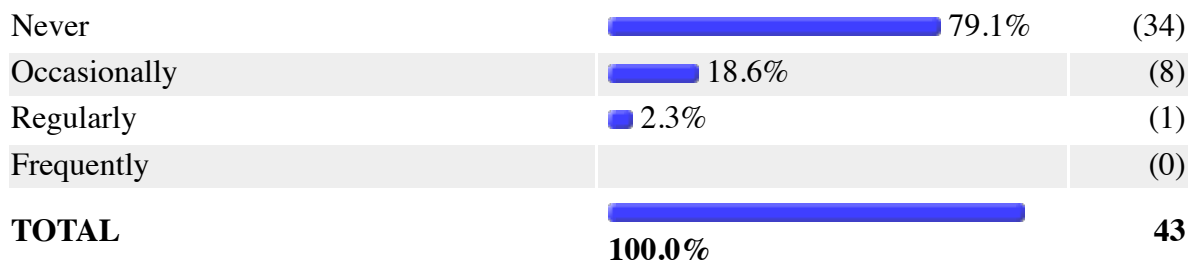


72. Classroom activities prompt my students to communicate with students in other parts of the world.

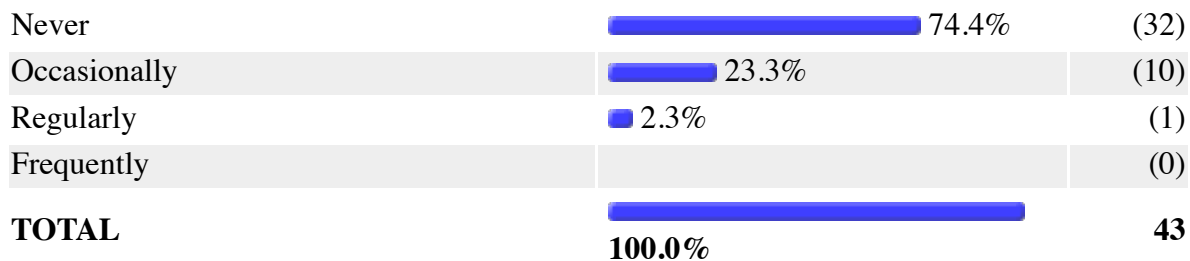


Using the online presence to promote student engagement

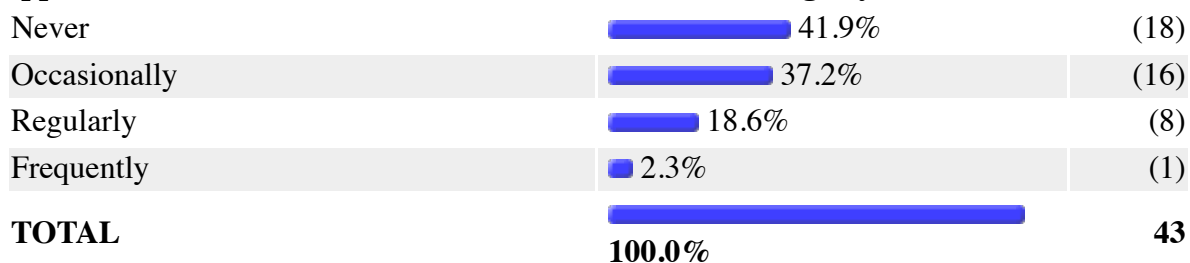
73. Online spaces are used as opportunities for students to post thoughtful comments. The comments are used to improve course learning / activities.



74. Students are encouraged to post interesting resources and to contribute insights related to course topics.








75. Students' interests are thematically incorporated into course topics and projects, facilitating opportunities for students to extend or enrich their learning beyond course tasks.







Using software to support Critical Thinking






76. Model use of mind-mapping software to represent topics and ask students to regularly create their own maps.

Never		67.4%	(29)
Occasionally		18.6%	(8)
Regularly		7.0%	(3)
Frequently		7.0%	(3)
TOTAL		100.0%	43






77. Use mind-mapping software through a projector or interactive whiteboard. Analyse class maps as tools for discussion.

Never		72.1%	(31)
Occasionally		25.6%	(11)
Regularly			(0)
Frequently		2.3%	(1)
TOTAL		100.0%	43


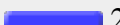

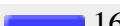

78. Find 2 – 3 mapping or “visible thinking” approaches that best suit the students' developmental needs. Encourage students to reflect on how they use maps.

Never		60.5%	(26)
Occasionally		23.3%	(10)
Regularly		9.3%	(4)
Frequently		7.0%	(3)
TOTAL		100.0%	43

79. Explore cognitive scaffolding tools to prompt higher performance and adopt several cognitive scaffolds to use with students.




Never		60.5%	(26)
Occasionally		23.3%	(10)
Regularly		2.3%	(1)
Frequently		14.0%	(6)
TOTAL		100.0%	43

80. Highlight core / essential questions of concern to the course. Track and revisit core themes. Engage students in reflection on how core themes inter-relate in order to develop conceptual understandings.






Never		44.2%	(19)
Occasionally		20.9%	(9)
Regularly		18.6%	(8)
Frequently		16.3%	(7)
TOTAL		100.0%	43

81. Encourage students to identify and pursue variations on the core questions that hold personal meaning for them.

Never		37.2%	(16)
Occasionally		34.9%	(15)

Regularly	 16.3%	(7)
Frequently	 11.6%	(5)
TOTAL	 100.0%	43

82. Create opportunities for students to synthesise their learning through projects that call for a creative, problem-solving or innovative response.

Never	 16.3%	(7)
Occasionally	 44.2%	(19)
Regularly	 23.3%	(10)
Frequently	 16.3%	(7)
TOTAL	 100.0%	43