

# **Instrumentation & Measures**

Polk State College

Innov8 Academy

## Computer Technology Integration Survey

Directions: The purpose of this survey is to determine how you feel about integrating technology into classroom teaching after your participation in the 2013/14 Innov8 Academy. Please select the response to each survey item that matches your current perceptions the most.

**Please enter your first and last name.**

First Name:

Last Name:

**Using the above as baseline, please select one response for each of the statements in the table:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1. I feel confident that I understand computer capabilities well enough to maximize them in my classroom.</b>					
<b>2. I feel confident that I have the skills necessary to use the computer for instruction.</b>					
<b>3. I feel confident that I can successfully teach relevant subject content with appropriate use of technology.</b>					
<b>4. I feel confident in my ability to evaluate software for teaching and learning.</b>					
<b>5. I feel confident that I can use correct computer terminology when directing my student's computer use.</b>					

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>6. I feel confident I can help students learn when they have difficulty with the computer.</b>					
<b>7. I feel confident I can effectively monitor students' computer use for project development in my classroom.</b>					
<b>8. I feel confident that I can motivate my students to participate in technology-based projects.</b>					
<b>9. I feel confident I can mentor students in appropriate uses of technology.</b>					
<b>10. I feel confident I can consistently use educational technology in effective ways.</b>					
<b>11. I feel confident I can provide individual feedback to students during technology use.</b>					
<b>12. I feel confident I can regularly incorporate technology into my lessons, when appropriate to student learning.</b>					
<b>13. I feel confident about selecting appropriate technology for instruction based on curriculum standards.</b>					

<p><b>14. I feel confident about assigning and grading technology-based projects.</b></p>					
	<p><b>Strongly Disagree</b></p>	<p><b>Disagree</b></p>	<p><b>Neither Agree nor Disagree</b></p>	<p><b>Agree</b></p>	<p><b>Strongly Agree</b></p>
<p><b>15. I feel confident about keeping curricular goals and technology use in mind when selecting an ideal way to assess student learning.</b></p>					
<p><b>16. I feel confident about using technology resources (such as spreadsheets, electronic portfolios, etc.) to collect and analyze data from students tests and products to improve instructional practices.</b></p>					
<p><b>17. I feel confident that I will be comfortable using technology in my teaching.</b></p>					
<p><b>18. I feel confident that I can be responsive to students' needs during computer use.</b></p>					
<p><b>19. I feel confident that, as time goes by, my ability to address my students' technology needs will continue to improve.</b></p>					
<p><b>20. I feel confident that I can develop creative ways to cope with system constraints (such as budget cuts on technology facilities) and continue to teach effectively with technology.</b></p>					

<p><b>21. I feel confident that I can carry out technology-based projects even when I am opposed by skeptical colleagues.</b></p>					
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Please contact research team for more information regarding the ICCM instrument.

**“Bag” Confidence Activity  
Conducted Pre & Post**



*Activity Description:*

Participants were asked at the orientation day activities and a final assessment meeting to rate their level of confidence (not confident at all, somewhat confident, or very confident) with 17 different technology software, hardware, or application tools. To gather this information, 17 different bags were labeled with the technology and the participants indicated their specific level of confidence on a slip of paper and inserted it into the bag.

## Innov8 Post-Academy Utilization Assessment – 2014

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Post Utilization Survey - Innov8 Academy (1st Cohort)

**Introduction** The Innov8 Action Research team is completing follow-up research on your level of use of technology after the first year of Innov8 Academy. Please complete the survey below as we compare predata with this data to analyze our results. We appreciate your time in completing this survey!

1. Name
2. Department
3. Campus/Center
4. Extension #
5. Polk email address

**Self-Assessment** Since your participation in Innov8, how often do you use the tools below in your face-to-face and/or online classes? There is no right or wrong answer here. We are simply collecting data on the frequency of utilization of innovative technologies.

6. Traditional Technology Skills	Current Level of Use				
	I use this tool almost every day. (1)	I use this tool once or twice a week. (2)	I use this tool once or twice a month. (3)	I use this tool once or twice a semester. (4)	I never use this tool. (5)
General Technology Skills (Open and save files, logging in to computers and projectors, etc.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lectern Tools (Using the computer and projector in the face to face classrooms) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. PAL Skills	Current Level of Use				
	I use this tool almost every day. (1)	I use this tool once or twice a week. (2)	I use this tool once or twice a month. (3)	I use this tool once or twice a semester. (4)	I never use this tool. (5)
PAL Content Tool (Editing, viewing, and/or deleting content topics in PAL) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PAL Grades Tool (Editing, viewing, and/or deleting grade items in PAL) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAL Dropbox Tool (Editing, viewing, and/or deleting dropbox folders in PAL) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAL Competency Tool (Editing, viewing, and/or deleting learning objectives in PAL) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAL Rubric Tool (Editing, viewing, and/or deleting rubrics in PAL) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAL Quiz Tool (Editing, viewing, and/or deleting quizzes in PAL) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAL Intelligent Agent Tool (Editing, viewing, scheduling, running and/or deleting Intelligent Agents in PAL. Intelligent Agents are tools used to automatically email students when they are unresponsive in PAL.) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAL Checklist Tool (Editing, viewing, and/or deleting checklists in PAL) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Software	Current Level of Use				
	I use this tool almost every day. (1)	I use this tool once or twice a month. (2)	I use this tool once or twice a month. (3)	I use this tool once or twice a semester. (4)	I never use this tool. (5)
Tegrity (Screen capture software for lecturing, modeling, and or updates; how often are videos used in your courses?) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atomic Learning (Atomic Learning is a website that you and your students have access to that contains tutorial videos on technologies; how frequently do you view or direct students to view these videos?) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Office (PowerPoint, Excel, and/or Word) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Mobile Devices	Current Level of Use				
	I use this tool almost every day. (1)	I use this tool once or twice a week. (2)	I use this tool once or twice a month. (3)	I use this tool once or twice a semester. (4)	I never use this tool. (5)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Response Systems Student "clickers" (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cell Phones (Mobile Devices used in your classroom) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iPads/Tablets (Mobile Devices used in your classroom) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Miscellaneous	Current Level of Use				
	I use this tool almost every day. (1)	I use this tool once or twice a week. (2)	I use this tool once or twice a month. (3)	I use this tool once or twice a semester. (4)	I never use this tool. (5)
Quality Matters Rubric Adoption (Quality Matters is a rubric you can use in the design of your online course; how often do you reference the quality matters rubric to modify the design of your course?) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plagiarism (How often do you use innovative tools to address this issue?) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Storytelling (Students use mobile devices (i.e. iPads, cell phones) to record an instructor-guided project, edit the project with the mobile device, and post the story online; how often do you use digital storytelling?) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please indicate other tools that you utilize below in your face-to-face and/or online classes and indicate your frequency of use of each tool.

	Current Level of Use				
	I use this tool almost every day. (1)	I use this tool once or twice a week. (2)	I use this tool once or twice a month. (3)	I use this tool once or twice a semester. (4)	I never use this tool. (5)
1. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you!** We appreciate your time in completing this survey! If you have any questions, feel free to contact an Innov8 Action Research Team member.

### Action Research Evaluation Rubric

Polk State's Action Research Project are evaluated based on the Quality Standards indicated below. The rating for each component should reflect the following scale:



- 5 = Incorporates all aspects to an excellent extent
- 4 = Incorporates all aspects to good extent or mixture of good and excellent extent
- 3 = Incorporates all or nearly all aspects to a fair extent or mixture of fair and good extent
- 2 = Incorporates many aspects to a fair or good extent but key components are not addressed
- 1 = Fails to incorporate many aspects and those that are incorporated are of fair or poor quality
- 0 = Fails to incorporate almost all aspects and those that are incorporated are of poor quality

To arrive at fair and consistent ratings across diverse sets of projects and challenges, reviewers are encouraged to use for their ratings the questions posed in each of the five Quality Standard categories. The comments section is provided for additional explanations or issues associated with each evaluated area.

Quality Standards	Rating	Comments
<b>Problem or question identification and description:</b> <ul style="list-style-type: none"> <li>• Was the problem/question well defined?</li> <li>• Was the impact/relevance of the problem clearly identified?</li> <li>• Was evidence provided to support the need for improvement/change?</li> <li>• Did the literature review provide a foundation and justification for the change?</li> </ul>		
<b>2. Action path and intervention quality:</b> <ul style="list-style-type: none"> <li>• Did the action plan effectively address the problem?</li> <li>• Did the intervention design reflect the intended change?</li> <li>• Were the intended study objectives and outcomes well defined?</li> <li>• Were there 2-3 cycles of action/intervention?</li> </ul>		
<b>3. Data collection, analysis, and reporting:</b> <ul style="list-style-type: none"> <li>• Did the data selected to measure results match the task?</li> <li>• Were multiple ways used to gather the data?</li> <li>• Was the data analysis (methodology) sound and conclusive?</li> <li>• Was the summarization and report of the findings shared? How?</li> </ul>		
<b>4. Evaluation of the intervention (incl. interim review):</b> <ul style="list-style-type: none"> <li>• Did the researcher report on success (or not) of the intervention?</li> <li>• Was it clear to what extent the objectives and outcomes have been reached or not?</li> <li>• Were limitations or shortcomings adequately identified/addressed?</li> </ul>		
<b>5. Potential iterations and continuous improvement options:</b> <ul style="list-style-type: none"> <li>• Were study adjustments or alternative action paths discussed?</li> <li>• Did reflection introduce new ideas for intervention or improvement strategies?</li> <li>• Were implications for other teaching/learning areas described?</li> </ul>		
<b>Total Score</b>		