Speak Up International
Teacher Survey

1. **What is your primary job assignment this year?**
    - Classroom Teacher
    - Specialist teacher
    - Academic or guidance counsellor
    - Curriculum Specialist
    - Paraprofessional, instructional aide or paraeducator
    - Other

2. **What is your current school assignment?**
    - Infants (0-5 years)
    - Primary (5-11 years)
    - Lower secondary (11-13 years)
    - Upper secondary (13-16 years)
    - Further education (16+)

3. **What subject is your primary assignment?**
   - General Primary (all subjects)
   - Business
   - Citizenship
   - Computing/ITC
   - English
   - English as an additional language
   - Geography
   - History
   - Personal, Social and Health Education Mathematics
   - Physical education
   - Reading and Literacy
   - Religious Education
   - Science
   - Special education
   - Visual and performing arts (includes Music, Art, Drama)
   - World or foreign languages
   - Other

4. **Are you following an International Baccalaureate curriculum in your class?**
   - Yes
   - No

5. **Which of these activities do you do regularly using technology for professional tasks? (Check all that apply)**
   - Create investigations for my students using digital tools or scientific instrumentation
   - Create videos of my lectures or lessons for students to watch
   - Customise digital content I find online to meet my class need
   - Engage in online professional communities
   - Facilitate student collaborative projects using online tools
   - Learn how to do something from an online video
   - Maintain a class blog or class discussion board
   - Poll students in class using mobile devices or clickers
   - Post class information to a school portal
   - Read articles and books on a digital reader or tablet
   - Search online for digital content to use in my class
   - Text with colleagues
   - Text with parents of students
   - Text with students
   - Update my social networking profile (e.g. Facebook, LinkedIn)
   - Use an education oriented social networking site with my students
   - Use an online curriculum with my students
   - Use digital games and quizzes for formative assessment (e.g. BrainPOP's GameUp)
   - Use mobile apps for professional tasks
   - Use Twitter as an informal professional development tool

6. **How would you rate your technology skills?**
   - Advanced - My skills are more advanced than most adults I know
   - Average - My skills are similar to those of the adults I know
   - Beginner - I'm just learning to use technology tools

7. **Thinking about your instructional practise today, how are you most likely to use digital tools, content, or resources to facilitate student learning? (Check all that apply)**
   - Create cues, questions, or advanced organisers
   - Create physical models or use images to represent knowledge
   - Create tools or structures for comparing, classifying, and ordering information
   - Encourage student self-monitoring of learning
   - Examine student performance trends to enhance instructional plans and differentiate instruction
   - Facilitate interaction and collaboration between students, and between students and experts on authentic real world problems
   - Implement practise and remediation learning experiences such as with homework
   - Introduce a new unit of study, topic or concept
   - Note taking and synthesis of information
   - Provide feedback to students
   - Set student objectives
   - Support student creation of media and content
   - Track relationship between effort and achievement
   - Other

8. **How important is the effective implementation of instructional technology to students' success?**
   - Not Important
   - Somewhat Important
   - Important
   - Extremely Important
   - No Opinion

9. **Many schools are exploring how to leverage mobile devices such as laptops and tablets to improve student achievement. What would be the benefits of incorporating such devices into instruction? (Check all that apply)**
    - Access to online textbooks and digital content (e.g. BrainPOP)
    - Extends learning beyond the school day
    - Helps teachers improve their technology skills
    - Improves teacher-parent-student communications
    - Increases student engagement in school and learning
    - Increases teacher productivity
    - Provides a way for students to review class materials after school
    - Provides a way to create a learning centered environment
    - Provides opportunities for informal remediation
    - Provides personalised instruction for each student
    - Student ownership of learning
    - Students develop collaboration and teamwork skills
    - Students develop critical thinking and problem solving skills
    - Students develop stronger communication skills

10. **Are you teaching in a class where your students have access to at least one mobile device (e.g. tablet, laptop, Chromebook) to use regularly within instruction? (Check all that apply)**
    - Yes, most students are using their own mobile devices or we have devices for students who don't have them
    - Yes, our school assigns mobile devices to students for their use at school
    - Yes, our school assigns mobile devices to students to use at school and at home
    - Yes, I can check out mobile devices to use in my class for specific lessons, units or activities
    - No, my students do not regularly have access to mobile devices in my classroom

11. What types of digital content are you currently using in your classroom? (Check all that apply)

- Augmented or virtual reality environments
- Animations
- Digital content subscription (e.g. BrainPOP, Discovery Education)
- Game-based environments and online apps (e.g. BrainPOP's GameUp)
- Online curriculum
- Online databases (e.g. census data, education statistics)
- Online e-book or periodical subscriptions
- Online textbooks
- Presentation tools (PowerPoint, Prezi)
- Real-time data (e.g. population, weather)
- Remote labs (e.g. ilabcentral.org)
- Simulations
- Software/apps to help students develop skills (e.g. reading, writing, maths, foreign language)
- Teaching aids such as lesson plans, interventions, assessment software
- Videos or movies that I create myself
- Videos that I find online as needed (e.g. BrainPOP, Kahn Academy, YouTube)
- Virtual field trips
- Virtual labs
- Other

12. Which of these factors would you consider most important when evaluating the quality of digital content to use within instruction? (Check all that apply)

- Adjusts to multiple reading levels
- Aligned to local curriculum
- Approved by an official educational body e.g. schools association or Ministry of Education
- Closed captioning and other modifications available for support to all learners
- Content that can be used across devices
- Content was evaluated by a librarian or media specialist
- Content was highly ranked on an internet search
- Frequently revised and updated – content is current
- Includes embedded online assessments
- Includes professional development
- Integration into a learning management system or student information system
- Materials are created by practising teachers
- Mobile app version of the content
- Multiple language versions available
- No commercial advertisements within the content
- Offers individual student accounts for personalised learning
- Offers primary source information
- Recommended by education membership associations and organisations
- Recommended on education blogs and websites
- Referred by a colleague
- Research-based
- Source is a content expert organisation (e.g. universities)
- Source is an online curriculum company or organisation
- Student achievement with the materials
- Teacher evaluation of the materials
- Teachers can modify it to meet classroom needs
- Textbook publisher recommendations
- Other

13. **When you are searching for digital content to use in your class, where do you go or whom do you turn to? (Check all that apply)**
    - I ask a colleague for recommendations
    - I ask our school librarian to help me
    - I ask university faculty for suggestions
    - I check out different vendor websites
    - I consult with my head of school or school technology administrator
    - I do a general online search using some key words
    - I look for the types of digital content that are being talked about at conferences
    - I post a question on social media platforms
    - I read blogs by respected education leaders
    - I review recommendations from our country's ministry of education
    - I review recommended lists from the professional associations that I belong to
    - Other

14. **If you were making a decision to use a particular digital content tool, resource or product in your classroom, which of these experiences would be most influential in helping you make that decision? (Check all that apply)**
    - Company or organisation had a good reputation for supporting education
    - Good customer service reputation
    - Learned about the product from social media
    - Parents suggested the product
    - Product had won awards that recognised education excellence
    - Product received high marks for quality and effectiveness from an objective vetting source
    - Product received high marks from a crowdsourcing site
    - Product was popular on social media sites for educators
    - Product was used at another school that we admire
    - Product was used in the classroom during a free trial period
    - Read a review written by an educator
    - Recommendation from a trusted colleague
    - Saw the product demonstrated at a conference
    - Other

15. **How often do you use online videos, animations or movies (like BrainPOP) within your lessons or class activities?**
    - Every day
    - A few days a week
    - A few times a month
    - Once every few months
    - Rarely
    - Never

16. **What are your primary purposes for using online videos, animations, or movies within your lessons or class activities? (Check all that apply)**
    - Activate students' prior knowledge
    - Address different learning styles
    - Enhance student vocabulary
    - Facilitate a class discussion
    - Illustrate a difficult concept
    - Increase student engagement in the material
    - Introduce a lesson or unit
    - Introduce students to a variety of perspectives on the content
    - Make lesson more relevant
    - Make the learning process more efficient by shrinking time students need to digest information
    - Offer a different teaching approach than my own
    - Provide alternative to text based class materials
    - Provide remediation opportunities
    - Support students who have visual and auditory processing needs
    - Use as background material for my lesson development
    - Use student created videos as an assessment tool
    - Other

17. **Imagine you are designing a dream school for today's students. Which of these tools or strategies do you think holds the greatest potential for increasing student achievement and success? (Check all that apply)**
    - 3D printers
    - Chromebook for every student
    - Cloud based productivity tools
    - Concept mapping tool (e.g. BrainPOP's Make-a-Map)
    - Digital reader (e.g. Kindle or Nook)
    - Interactive whiteboards
    - Internet access anywhere at school
    - Laptop for every student
    - Learning management systems (e.g. Blackboard)
    - Mobile apps for learning
    - Mobile device accessories (e.g. attachable keyboards, covers)
    - Online discussion groups or other group messaging in class
    - Online or digital educational games (e.g. BrainPOP's GameUp)
    - Online or virtual classes
    - Online tests and assessments
    - Online textbooks
    - Online tools that help organise schoolwork and provide access to important information (e.g. take notes, organise, and view assignments)
    - Online tutors
    - Online videos and movies (e.g. BrainPOP)
    - School mobile app
    - Social media tools for students to connect and work with others (e.g. blogs, wikis, social networking sites)
    - Subscriptions to digital content such as databases, e-books, journals, and online resources
    - Tablet for every student
    - Text messaging
    - Tools to help students create media projects (e.g. video, audio)
    - Other

18. **Which of these topics are on your wish list for professional development from your school for next year? (Check all that apply)**
    - Creating videos of my lessons and lectures for students to watch
    - Developing and/or facilitating an online course
    - Identifying and evaluating high quality standards based digital content to use within instruction
    - Identifying mobile apps to use in the classroom with students
    - Implementing a "flipped classroom" model
    - Implementing a blended learning model in my classroom
    - Integrating digital content components into a comprehensive curriculum
    - Learning how to leverage digital tools to support student investigations
    - Understanding student data privacy requirements and strategies
    - Using education games within instruction (e.g. BrainPOP's GameUp)
    - Using mobile devices (smartphones, tablets, laptops) within instruction
    - Using social media to keep parents informed
    - Using social media with students
    - Using technology to differentiate instruction
    - Using technology tools for formative assessment
    - Using technology with special education or additional language learning students
    - Other

19. **Which of these types of professional development formats do you think are most effective to help teachers learn how to integrate technology within instruction in their classroom? (Check all that apply)**
    - Blended learning or flipped learning type courses
    - Earning micro credentials or digital badges
    - EdCamps (an informal, teacher-only collaborative learning event)
    - Face to face conferences with expert presenters
    - In school peer coaching and mentoring
    - In-service school training days
    - Observations of other teachers
    - Online courses
    - Online professional learning communities
    - Online tutorials
    - Online videos
    - Online webinars or virtual conferences
    - School based professional learning communities
    - Summer institutes
    - Teacher led trainings
    - Training provided by students
    - Twitter and other social media vehicles
    - University courses
    - Virtual coaching and mentoring
    - Watching Ted Talks or other online videos

20. **How many professional educator conferences have you attended within the last 18 months?**
    - 0
    - 1
    - 2
    - 3
    - 4 or more

21. **Please share with us the names of those conferences and/or who was the organisation that facilitated the conference (21st Century Learning Conference, ISTE)**

22. **In the past year, which of these things have you done on your own (not school directed or part of a formalised professional development class) to improve your teaching effectiveness? (Check all that apply)**
    - Attended a face-to-face conference
    - Earned a micro-credential or digital badge to demonstrate proficiency in a topic or pedagogy
    - Found information on the Internet to help me prepare/deliver a lesson
    - Participated in a massive open online course (MOOC)
    - Participated in a Twitter chat or other social media facilitated discussion
    - Participated in a webinar or online conference
    - Pinned classroom/lesson plan ideas to Pinterest
    - Posted a question on social media about something I want to learn about
    - Sought help from other teachers through my social networking site
    - Subscribed and contributed to blogs, listservs, or discussion forums from education organisations or experts
    - Took a face-to-face class at a college or university
    - Took a self-paced tutorial on a subject
    - Took an online course
    - Used a mobile application to help me with organisation
    - Used Twitter or other social media to follow education experts or other teachers
    - Watched Ted Talks or videos about a topic I was interested in
    - Other

23. **What would you need to more efficiently and effectively integrate digital content, tools, and resources into daily instruction in your classroom? (Check all that apply)**
    - Classroom set of laptops, tablets, or Chromebooks for student use
    - Confidence that my students have access to consistent and safe Internet outside of school
    - Curated set of resources organised by curriculum level and content area
    - Funds to support the purchase or license of digital resources or apps
    - In school coaching on how to find and use high quality digital resources
    - Information about classroom management strategies using digital resources
    - Internet access that is consistent, reliable, and can support high bandwidth digital resources
    - List of recommended resources approved by our Association e.g. FOBISIA, or curriculum provider
    - Local curricular alignment
    - Online tools that help me organise and keep track of digital resources I am using
    - Planning time to work with my colleagues
    - Professional development
    - Rubrics to help evaluate quality and appropriateness of digital resources
    - Teacher evaluations of how certain digital resources performed in their classroom
    - Technology support available when I need it
    - Training for my students on online safety and digital citizenship
    - Virtual coaching and mentoring in high impact lesson development for deeper learning
    - Other

24. **As a result of integrating technology within my instruction, my students are... (Check all that apply)**
    - Applying knowledge to practical problems
    - Better able to understand abstract concepts
    - Collaborating with other students more
    - Communicating with me more often
    - Creating models and testing their assumptions
    - Demonstrating higher proficiency on standardised tests
    - Developing creativity skills
    - Developing critical thinking and problem solving skills
    - Forming better inquiries about the world and their learning
    - Gaining a better understanding of the class material
    - Learning that failure is an opportunity to learn
    - Learning in a way that fits their individual learning styles
    - More deeply exploring their ideas
    - More likely to complete homework assignments
    - More motivated to learn
    - Participating more in discussions or group activities
    - Spending more time mastering a skill or learning something
    - Taking ownership for their learning
    - Using time at home for extended learning

25. **As a result of how I have integrated technology within my instruction, I am now… (Check all that apply)**
    - Able to give my students more personalised attention
    - Better able to differentiate instruction
    - Better organised
    - Creating a stronger connection with the parents of my students
    - Creating more interactive lessons
    - Creating more relevant lessons
    - Facilitating greater collaboration between students
    - Facilitating opportunities for my students to become self-directed learners
    - Facilitating student centered learning
    - Managing my class more effectively
    - More aware of what my students are learning and who needs help
    - More connected to my students
    - More interested in learning about new classroom models and technology tools
    - More productive
    - Self-directing my own professional development more
    - Spending more time with individual students to help them understand the content
    - Other

26. **Technology has long held the promise of transforming not only the learning process for students, but also the role of the teacher within instruction. What types of technology are you using regularly in your class? How is technology changing your role in the classroom?**

27. **Gender**
    - Female
    - Male
    - Decline to state

28. **At the end of this school year, how many years of teaching experience will you have?**
    - This is my first year
    - 1 to 3
    - 4 to 10
    - 11 to 15
    - 16+