One-to-one laptop program: Effect on boys' education

Steven Males
APPENDIX A:
Annual Student Questionnaire (Cohort A and Cohort B: First Year to Second Year)

1:1 Laptop program

Please take your time to complete this questionnaire to the best of your ability.

It should take between 15 - 20 minutes of your time. Thank you.

Student questionnaire

1) Please answer the following questions by selecting the response you consider best describes your experience in class.

Think about the work you have to do for school and respond to each statement by selecting one response.

<table>
<thead>
<tr>
<th>Laptop use for learning</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I do activities to investigate the real world.</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>(b) I access up-to-date information for my work.</td>
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<tr>
<td>(c) I help decide how to do an activity.</td>
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<tr>
<td>(d) I work at my own pace.</td>
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<tr>
<td>(e) I do group work activities.</td>
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<tr>
<td>(f) I am assessed on the activities I do rather than just tests.</td>
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<tr>
<td>(g) I find the activities challenging.</td>
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<tr>
<td>(h) I am really interested in the activities.</td>
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<tr>
<td>(i) I find and use information about a problem or task.</td>
<td>( )</td>
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<tr>
<td>(j) I analyse information to make decisions in activities.</td>
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<tr>
<td>(k) I create reports on my investigations.</td>
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<tr>
<td>(l) I am given help to learn in the best way for me.</td>
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<td>( )</td>
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</tr>
<tr>
<td>(m) I find it easy to work and learn.</td>
<td>( )</td>
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</tr>
</tbody>
</table>
Laptop use at school

2) Think about how you have used your laptop at school over the last year and respond to each statement by selecting one response.

<table>
<thead>
<tr>
<th>Laptop use for learning</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I have used my laptop to help me learn basic ICT skills.</td>
<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>(b) I have used word processing to produce my work.</td>
<td>( )</td>
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<tr>
<td>(c) I have used graphics to improve my work.</td>
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<tr>
<td>(d) I have used video or audio to improve my work.</td>
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</tr>
<tr>
<td>(e) I have used spreadsheets to organise and present information.</td>
<td>( )</td>
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</tr>
<tr>
<td>(f) I have used email to communicate with other students.</td>
<td>( )</td>
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<tr>
<td>(g) I have used email to communicate with my teacher(s).</td>
<td>( )</td>
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<tr>
<td>(h) I have used laptop programs (e.g., Clickview) to find information.</td>
<td>( )</td>
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</tr>
<tr>
<td>(i) I have used the Internet to find information for my work.</td>
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<tr>
<td>(j) I use my laptop for research.</td>
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<tr>
<td>(k) I use my laptop for creative work.</td>
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<tr>
<td>(l) I use my laptop for communication.</td>
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</tr>
<tr>
<td>(m) I use my laptop for solving problems.</td>
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<tr>
<td>(n) I have used other functions.</td>
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</tbody>
</table>

If applicable, please list any other functions:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Laptop use at school

3) Think about how you feel about using your laptop at school and respond to each statement by selecting one response.

<table>
<thead>
<tr>
<th>Feeling towards laptop use</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I am comfortable using my laptop for class work.</td>
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<tr>
<td>(b) The work I complete using my laptop is important.</td>
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<tr>
<td>(c) The activities using laptops are interesting.</td>
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<td>(d) Using a laptop allows me to tackle complicated activities.</td>
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<td>(e) I make an effort to complete activities involving my laptop.</td>
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<td>(f) I feel motivated at school when working on activities using my laptop.</td>
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<tr>
<td>(g) I am given a choice to use a laptop for school work.</td>
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<tr>
<td>(h) I use a laptop outside of school.</td>
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</tbody>
</table>

Laptop usage (Frequency of laptop use)

4) Estimate the average time in minutes you spent using your laptop at school for each day of the week in Term Three.

<table>
<thead>
<tr>
<th></th>
<th>Less than 30 minutes</th>
<th>30 minutes</th>
<th>1 hour</th>
<th>2 - 3 hours</th>
<th>More than 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<td>Friday</td>
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</tbody>
</table>

Laptop use (Feelings towards laptop use)

5) Do you have any difficulties in using your laptop?

( ) Yes
( ) No
Please comment:
________________________________________________________________________
6) Is there something you really enjoy about using your laptop?

( ) Yes
( ) No
Please comment:

_________________________________________________________________________

7) Is there something you would like to know more about when using a laptop?

( ) Yes
( ) No
Please comment:

_________________________________________________________________________

Skills rating (ICT competencies)

Please rate yourself on your skill level in using each of these types of software and equipment.
Select the statements that best describe your skills. You may choose more than one statement.

8) (a) Word processor

( ) Can't do much.
( ) Can format a document, change fonts, spell check, insert text, add footer and page numbers.
( ) Can insert images, create tables, change page setup, change margins.
( ) Use columns and sections, set up styles, use mail merge.

(b) Spreadsheets

( ) Can't do much.
( ) Can enter data, use sort, create charts [graphs] and modify them.
( ) Can insert some calculations, format cells, insert and delete rows and columns.
( ) Can use complex formulae, use absolute and relative cell references.

(c) Slideshow software

( ) Can't do much.
( ) Can create a slideshow, insert images, change font and layout.
( ) Can navigate during a presentation, add animation and transitions, insert hyperlinks.
( ) Can create a master slide, include sound, print handouts, add navigation buttons.

(d) Email

( ) Can't do much.
( ) Can create, send and access emails, add to and access address book entries.
( ) Can store messages in folders, locate sent and deleted messages, manage address book.
( ) Can add a signature, add attachments, set up and send a group email, apply rules to manage emails.
(e) Computer file management

( ) Can't do much.
( ) Can save files in a folder, create and name folders, navigate between folders, copy, delete and rename files.
( ) Can recognise different file types, navigate between drives and directories access a network, use help files.
( ) Can zip and unzip files, install software.

(f) The Internet

( ) Can't do much.
( ) Can navigate to known web sites, create favourites, do basic searches.
( ) Can save images and text, use advanced search tools, organise favourites.
( ) Can conduct complex searches, download and install software, use different browsers, alter browser preferences.

(g) Web page authoring

( ) Can't do much.
( ) Can create pages and links, insert and format text, insert images.
( ) Can use tables, create external links and email links.
( ) Can create a website with pages and folders, insert sound, upload files to the web.

(h) Digital photography

( ) Can't do much.
( ) Can take photos or video and use on a computer.
( ) Can edit images / video on camera, adjust basic camera settings (e.g., flash, red-eye, zoom).
( ) Can edit and modify images, crop, adjust shadows, exposure, contrast and edit resolution. Adjust camera settings considering environment and purpose.

(i) Image editing

( ) Can't do much.
( ) Can do simple editing such as crop, delete and draw.
( ) Can change image size, format and resolution.
( ) Can undertake complex image manipulation using special effects.

(j) Video editing/podcasting/movie making

( ) Can't do much.
( ) Can do simple editing such as a crop, delete and insert.
( ) Can use basic software to introduce transitions, import and edit sound track, add titles and subtitles.
( ) Can use advanced software to apply complex editing and special effects.
(k) Blogs and wikis

( ) Can't do much.
( ) Contributes to wikis and writes a blog.
( ) Make comments on other blogs, create own wiki.
( ) Go to other wikis and enhance the quality of the wiki for an audience. Organise an ongoing series of blogs.

9) List the software you use for your school work:
_________________________________________________________________________
_________________________________________________________________________

Laptop use (Impact on learning)

On a scale of 1 to 5 (1 being low and 5 being high) rate the following statements:

10) Have there been any changes in your learning because of your use of the laptop?

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 - High

11) Rate your level of engagement towards learning since you received your laptop?

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 – High

12) What was your motivation prior to the introduction of the laptop program?

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 – High

13) What is your level of motivation since the introduction of the laptop program?

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 – High
14) Please choose the selection that best represents your laptop use in relation to the following activities:

<table>
<thead>
<tr>
<th>Laptops use at home</th>
<th>Everyday</th>
<th>2-3 times a week</th>
<th>Every two weeks</th>
<th>Once a month</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Surfing the web</td>
<td>()</td>
<td>()</td>
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</tr>
<tr>
<td>(b) Emails</td>
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<tr>
<td>(c) Instant messaging/MSN</td>
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<tr>
<td>(d) Webcam chatting</td>
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<tr>
<td>(e) Social networking-Facebook or Myspace</td>
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<tr>
<td>(f) Watching and sharing information-YouTube etc.</td>
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<tr>
<td>(g) Word processing/Powerpoint/Keynote</td>
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<tr>
<td>(h) Playing games</td>
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</tr>
</tbody>
</table>

Mobile phone use

15) Do you have your own mobile phone?

( ) Yes
( ) No

16) I use my mobile phone for: (please choose the amount that best represent you)

<table>
<thead>
<tr>
<th>Mobile phone use</th>
<th>Everyday</th>
<th>2-3 times a week</th>
<th>Every two weeks</th>
<th>Once a month</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Surfing the web</td>
<td>()</td>
<td>()</td>
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<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(b) Text messaging (SMS)</td>
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</tr>
<tr>
<td>(c) Multimedia Messaging (MMS)</td>
<td>()</td>
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<tr>
<td>(d) Making phone calls</td>
<td>()</td>
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<td>()</td>
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<tr>
<td>(e) Downloading ringtones and applications</td>
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<td>()</td>
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</tr>
<tr>
<td>(f) Listening to music</td>
<td>()</td>
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<td>()</td>
<td>()</td>
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<tr>
<td>(g) Viewing movies</td>
<td>()</td>
<td>()</td>
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<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(i) Playing games</td>
<td>()</td>
<td>()</td>
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<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(j) Taking photos or video</td>
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</tbody>
</table>

Other ways I use my mobile phone:
________________________________________________________________________
________________________________________________________________________

Appendix A
**Social media**

17) The social networking sites I use are: (You can choose more than one)

( ) I don't use any
( ) Myspace
( ) Facebook
( ) Bebo
( ) Club penguin
( ) Twitter
Other (please specify):
________________________________________________________________________
________________________________________________________________________

18) On my social networking site I have: (You may select more than one)

( ) I don't have a social networking site
( ) My first name
( ) The suburb I live in
( ) My mobile number
( ) My last name
( ) My school's name
( ) My street address
( ) A photo of myself
( ) My birth date
( ) My sporting club's name
( ) Friends I don't know in real life
( ) Friends I know through other friends
( ) Friends I only know in real life

**Gaming**

19) I play online games with: (You may select more than one)

( ) I do not play online games
( ) Friends I only know in real life
( ) Friends I don't know in real life
( ) The chat features turned on
( ) With a headset on
20) I play online games: (please choose one)

( ) Everyday
( ) 2-3 times a week
( ) Every two weeks
( ) Once a month
( ) Never

21) The online games I play are:
_________________________________________________________________________
_________________________________________________________________________

22) The game console I have is a:

( ) XBOX
( ) Wii
( ) Playstation
( ) DS
( ) PSP
( ) None

Other:
_________________________________________________________________________
_________________________________________________________________________

23) I use my game console for: (Please the choose the amount that best represents your use)

<table>
<thead>
<tr>
<th></th>
<th>Everyday</th>
<th>2-3 times a week</th>
<th>Every two weeks</th>
<th>Once a month</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Playing games</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(b) Accessing the Internet</td>
<td>( )</td>
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<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(c) Online shopping</td>
<td>( )</td>
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<td>( )</td>
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</tr>
<tr>
<td>(d) Chat</td>
<td>( )</td>
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<td>( )</td>
</tr>
<tr>
<td>(e) Viewing movies</td>
<td>( )</td>
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</tr>
<tr>
<td>(f) Listening to music</td>
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</tr>
</tbody>
</table>

24) Other ways I use my console:
_________________________________________________________________________

1:1 Laptop program (Comments)

25) Do you have any other comments about the laptop program?
_________________________________________________________________________

Thank You! Thank you for taking part in this questionnaire. Your response is very important.
APPENDIX B:  
Annual Teacher Questionnaires

Teacher Questionnaire: (Annual) First Year

Instructions for completing the survey:

You can go back to review or change your answers by clicking on the 'Back' button.

All responses will be anonymous.

Thank you for taking the time to complete this questionnaire to the best of your ability.

It should take approximately 15 minutes.

Please click the 'Next' button to start.

Laptop use for learning

In the boxes below briefly describe what you regard as the best example from the past 12 months that illustrate the use of laptops for each purpose.

Choose the proportion of time your students spend on activities like this.

1) Laptops were used to investigate reality and build knowledge:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%

Comments:
___________________________________________________________________________
___________________________________________________________________________

2) Laptops were used to promote active learning and authentic assessment:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%

Comments:
___________________________________________________________________________
___________________________________________________________________________

3) Laptops were used to engage students by motivation and challenge:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%

Comments:
________________________________________________________________________
________________________________________________________________________

4) Laptops were used to provide tools to increase student productivity:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%

Comments:
________________________________________________________________________
________________________________________________________________________

5) Laptops were used to provide scaffolding to support higher order thinking:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%

Comments:
________________________________________________________________________
________________________________________________________________________

6) Laptops were used to increase learner independence:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%

Comments:
________________________________________________________________________
________________________________________________________________________
7) Laptops were used to increase collaboration or cooperation:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Choice</th>
</tr>
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<tbody>
<tr>
<td>0-5%</td>
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<td>5-10%</td>
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<td>10-25%</td>
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<td>25-50%</td>
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<tr>
<td>&gt;50%</td>
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</table>

Comments:

________________________________________________________________________
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8) Laptops were used to tailor learning to the learner or develop individualised learning pathways:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5%</td>
<td>(</td>
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<tr>
<td>5-10%</td>
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<td>10-25%</td>
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<td>25-50%</td>
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<td>&gt;50%</td>
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Comments:

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________________________________________________________________________

9) Laptops were used to overcome physical disabilities or other (e.g., learning):

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<thead>
<tr>
<th>Percentage Range</th>
<th>Choice</th>
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<td>25-50%</td>
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Comments:

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ICT use

10) Which one of the following descriptions best fits your present situation.

( ) I am aware that ICT can be used to support student learning but have not used it - perhaps even avoiding it.

( ) I am currently trying to learn the basics. I am often frustrated using laptops. I lack confidence when using laptops.

( ) I am beginning to understand the process of using ICT and can think of specific tasks in which it might be useful.

( ) I am gaining a sense of confidence in using the laptop for specific tasks. I am starting to feel comfortable using the laptop.

( ) I think about the laptop as a tool to help me and am no longer concerned about it as a technology. I can use it in many applications and as an instructional aid.

( ) I can apply what I know about ICT in the classroom. I am able to facilitate its use as a learning tool and integrate it into the curriculum.

( ) ICT has transformed the way in which I facilitate student learning.

Frequency of laptop use

11) Estimate the amount of time you use your laptop for teaching and learning each day.

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12) Estimate the amount of time your students use their laptops for learning each day.

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Teacher views about laptop use

13) Do you have any difficulties in using your laptop?

( ) Yes
( ) No

Comment
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14) Is there something you really enjoy about using your laptop?

( ) Yes
( ) No

Comment
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15) Is there something you would like to know more about when using a laptop?

( ) Yes
( ) No

Comment
_________________________________________________________________________
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_________________________________________________________________________

Skills rating: ICT competencies

Please rate yourself on your skill level in using each of these types of software and equipment. Select the statements that best describes your skills. You may choose more than one statement.

16) (a) Word processor

( ) Can't do much.
( ) Can format a document, change fonts, spell check, insert text, add footer and page numbers.
( ) Can insert images, create tables, change page setup, change margins.
( ) Use columns and sections, set up styles, use mail merge.

(b) Spreadsheets

( ) Can't do much.
( ) Can enter data, use sort, create charts [graphs] and modify them.
( ) Can insert some calculations, format cells, insert and delete rows and columns.
( ) Can use complex formulae, use absolute and relative cell references.
(c) Slideshow software

( ) Can't do much
( ) Can create a slideshow, insert images, change font and layout
( ) Can navigate during a presentation, add animation and transitions, insert hyperlinks
( ) Can create a master slide, include sound, print handouts, add navigation buttons.

(d) Email

( ) Can't do much.
( ) Can create, send and access emails, add to and access address book entries.
( ) Can store messages in folders, locate sent and deleted messages, manage address book.
( ) Can add a signature, add attachments, set up and send a group email, apply rules to manage emails.

(e) Computer file management

( ) Can't do much.
( ) Can save files in a folder, create and name folders, navigate between folders, copy, delete and rename files.
( ) Can recognise different file types, navigate between drives and directories access a network, use help files.
( ) Can zip and unzip files, install software

(f) The Internet

( ) Can't do much.
( ) Can navigate to known web sites, create favourites, do basic searches.
( ) Can save images and text, use advanced search tools, organise favourites.
( ) Can conduct complex searches, download and install plugins, use different browsers, alter browser preferences.

(g) Web page authoring

( ) Can't do much.
( ) Can create pages and links, insert and format text, insert images.
( ) Can use tables, create external links and email links.
( ) Can create a website with pages and folders, insert sound, upload files to the web.

(h) Digital photography

( ) Can't do much.
( ) Can take photos or video and use on a computer.
( ) Can edit images / video on camera, adjust basic camera settings (e.g., flash, red-eye, zoom).
( ) Can edit and modify images, crop, adjust shadows, exposure, contrast and edit resolution. Adjust camera settings considering environment and purpose.
(i) Image editing

( ) Can't do much.
( ) Can do simple editing such as crop, delete and draw.
( ) Can change image size, format and resolution.
( ) Can undertake complex image manipulation using special effects.

(j) Video editing/podcasting/movie making

( ) Can't do much.
( ) Can do simple editing such as a crop, delete and insert.
( ) Can use basic software to introduce transitions, import and edit sound track, add titles and subtitles.
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(k) Blogs and wikis

( ) Can't do much.
( ) Contributes to wikis and writes a blog.
( ) Make comments on other blogs, create own wiki.
( ) Go to other wikis and enhance the quality of the wiki for an audience. Organise an ongoing series of blogs.

17) List the software you use for your school work (ICT use):

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Laptop use for personal/ professional use

18) Please choose the selection that best represents your laptop use for the following activities:

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<tr>
<th>Laptop use</th>
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<td>(d) Webcam chatting</td>
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<td>(e) Social networking-Facebook or Myspace</td>
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**Social media**

19) The social networking sites I use are: (You can choose more than one)

( ) Myspace
( ) Facebook
( ) Bebo
( ) Twitter
( ) I don't have one

**Other:**
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Impact on learning**

On a scale of 1 to 5 (1 being low and 5 being high) rate the following statements:

20) Have there been any changes in your students' learning since the introduction of the laptop program?

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 – High

21) Do you feel students are more or less engaged towards learning since the introduction of the laptop program?

( ) 1 - Low
( ) 2
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22) What was student motivation prior to the introduction of the laptop program?

( ) 1 - Low
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23) What is the level of student motivation since the introduction of the laptop program?

   ( ) 1 - Low
   ( ) 2
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   ( ) 4
   ( ) 5 – High

24) What proportion of time would you like to see students using laptops in your classes?

   ( ) <10%
   ( ) 10-25%
   ( ) 25-50%
   ( ) 50-75%
   ( ) >75%

25) Do you think that laptops should be used to improve student learning with your class(es)?

   ( ) Yes
   ( ) No
   ( ) Not sure

   Why? (Please explain briefly)
   ____________________________________________________________
   ____________________________________________________________

26) Do you have any other comments about the laptop program?

   ____________________________________________________________
   ____________________________________________________________

Thank You! Thank you for taking part in this questionnaire. Your response is very important.
Teacher Questionnaire: (Annual) Second and Third Year

Instructions for completing the survey:

You can go back to review or change your answers by clicking on the 'Back' button.

All responses will be anonymous.

Thank you for taking the time to complete this questionnaire to the best of your ability.

It should take approximately 15 minutes.

Please click the 'Next' button to start.

Laptop use for learning

In the boxes below briefly describe what you regard as the best example from the past 12 months that illustrate the use of laptops for each purpose.

Choose the proportion of time your students spend on activities like this.

1) Laptops were used to investigate reality and build knowledge:

   ( ) 0-5%
   ( ) 5-10%
   ( ) 10-25%
   ( ) 25-50%
   ( ) >50%

   Comments:______________________________________________________________
   __________________________________________________________________________

2) Laptops were used to promote active learning and authentic assessment:

   ( ) 0-5%
   ( ) 5-10%
   ( ) 10-25%
   ( ) 25-50%
   ( ) >50%

   Comments:________________________________________________________________
   __________________________________________________________________________
3) Laptops were used to engage students by motivation and challenge:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%
Comments:

4) Laptops were used to provide tools to increase student productivity:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%
Comments:

5) Laptops were used to provide scaffolding to support higher order thinking:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%
Comments:

6) Laptops were used to increase learner independence:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%
Comments:
7) Laptops were used to increase collaboration or cooperation:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%
Comments:

8) Laptops were used to tailor learning to the learner or develop individualised learning pathways:

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%
Comments:

9) Laptops were used to overcome physical disabilities or other (e.g., learning):

( ) 0-5%
( ) 5-10%
( ) 10-25%
( ) 25-50%
( ) >50%
Comments:

ICT use

10) Which one of the following descriptions best fits your present situation.

( ) I am aware that ICT can be used to support student learning but have not used it - perhaps even avoiding it.
( ) I am currently trying to learn the basics. I am often frustrated using laptops. I lack confidence when using laptops.
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Please explain:
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18) Please choose the selection that best represents your laptop use for the following activities:

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Social media

19) The social networking sites I use are: (You can choose more than one)

( ) Myspace
( ) Facebook
( ) Bebo
( ) Twitter
( ) I don't have one

Other:
Mobile phones*

20) The type of smartphone I own is (a smartphone is a mobile phone that offers more advanced computing ability than a standard phone):

( ) I don't own a smartphone
( ) Apple iPhone
( ) Blackberry
( ) HTC
( ) LG
( ) Motorola
( ) Nokia
( ) Samsung
( ) Sony Ericson
( ) Other
Other:

Note: *=As discussed in Chapter Three, section 3.6.4.1 the annual questionnaire changed for both the teachers and parents from the first year to the second year of the study due to the emergence of consistent themes. All changes are in red and Appendix H outlines the specific changes.

Impact on learning

On a scale of 1 to 5 (1 being low and 5 being high) rate the following statements:

21) Have there been any changes in your students' learning since the introduction of the laptop program?

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 - High
( ) Not sure

22) Do you feel students are more or less engaged towards learning since the introduction of the laptop program?

( ) 1 - Low
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25) What proportion of time would you like to see students using laptops in your classes?

( ) <10%
( ) 10-25%
( ) 25-50%
( ) 50-75%
( ) >75%

26) Do you think that laptops should be used to improve student learning with your class(es)?

( ) Yes
( ) No
( ) Not sure

Why? (Please explain briefly)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Monitoring / Gaming / Professional Development**

27) To what extent do you agree with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don't know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Introducing parental controls has been worthwhile.</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>(b) Student focus towards learning has improved since the introduction</td>
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<tr>
<td>of parental controls and other monitoring processes adopted by the College.</td>
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<tr>
<td>(c) Implementing a clear framework for acceptable ICT use has improved</td>
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<tr>
<td>the classroom dynamic (Step 1, 2, 3 &amp; 4 framework).</td>
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</tr>
<tr>
<td>(d) Playing games in class is still a problem.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>(e) The amount of ICT professional development has been adequate.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>(f) I am now comfortable using the Apple platform.</td>
<td>( )</td>
<td>( )</td>
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</tr>
</tbody>
</table>

**Laptop program: Comments**

28) Do you have any other comments about the laptop program?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank You! Thank you for taking part in this questionnaire. Your response is very important.
APPENDIX C: Interviews: Students and Teachers

Student Interview

Name: ___________________
Year level: ___________________
Date: ___________________

Semi-structured Interview questions

1. How have you used your laptop at school over the last 12 months?
2. Have you changed the way you use your laptop in the last 12 months? If so in what ways?
3. How do you use your laptop for research?
4. When you used a web search for information, how did you decide which was the most important information?
5. How do you use your laptop for creative work?
6. How do you use your laptop for solving problems?
7. Give me an example of an activity you really enjoyed that required you to use your laptop? (What made the activity so enjoyable)?
8. How do you use your laptop for communication?
   - Can you give me an example of an activity in which electronic communication was really helpful? Tell me how it worked.
9. What challenges, if any have you faced using the laptop each day?
10. How have you overcome these challenges?
    - Who did you ask/tell?
    - How did you feel about these challenges?
11. To what extent has the use of a laptop helped you organise your thoughts?
12. What is it like having a classroom with each student having their own laptop?
    - Classroom dynamic, behaviour
13. Do you think you are more focussed as a student with your own laptop? Explain.
14. Are lessons more interesting with the use of a laptop? What has changed?
15. If you were asked to design an activity for your year level that was challenging and really interesting, a favourite lesson, what would it be? Give me an example.
16. What advice would you give a group of students who were asked to work on a group activity or assignment outside class time?
17. How is this different when you are working by yourself? How can using a laptop help in this process?
18. If you use your laptop outside of school how do you use it?
19. Do you feel confident in using the laptop and its software applications?
20. Have there been any changes in your learning since you have had a laptop? Explain
21. Do you feel more or less engaged towards learning since you received your laptop?
22. On a scale of 1 to 5 (1 being low, 5 being high) what was your level of motivation prior to the introduction of the laptop program? Explain
23. On a scale of 1 to 5 (1 being low, 5 being high) what is your level of motivation since the introduction of the laptop program? Explain
24. Do you think parental controls make a difference?
25. To what extent has the monitoring (keystroke/screen checking) of the network had on you in how you use your laptop at school?
26. Is there anything you don’t like about the laptop program? What would you change?
27. How do your parents help with your laptop?
28. Whilst in class each day, do you notice boys playing games during lessons?
   - If so, to what extent is it a distraction or not?
29. Do you think games can help you to learn? If so how?
30. If you were in a position of power would you keep the 1:1 laptop program or remove it?
31. Do you have any other comments?
Teacher Interview

Name: ___________________________  Teaching Year level:  ____________
Date: ___________________________  Gender: Male / Female
Learning area: ___________________________
Years of teaching experience:______________yrs  Years at present school:______________yrs
Age: (Circle one of the following ranges)
20-24 or 25-29 or 30-34 or 35-39 or 40-44 or 45-49 or 50-54 or 55-59 or 60+

Semi-structured Interview questions

1. How do you use laptops to support student learning?
2. What are the main purposes for you to use ICT with your students?
3. What would you like to use laptops for with your classes that you do not do at present?
4. Do you think that there is value in having your students use a laptop in your class?
5. How do you use ICT in the broader context of education (Society) (There knowledge and skills)?
6. Have you assessed work that students have done with laptops and how has this been included with your overall assessment process?
   - Do you find that your students are generally on time with their assignments?
7. How important is the use of laptops to your assessment processes?
8. What do you see as your main role(s) when using laptops with your classes?
9. What role(s) do the students have when using laptops for learning?
10. Describe support you receive from others in the implementation of laptop support for learning.
11. What support do your students have in their use of laptops?
12. Compared with all other teachers that you know, how student-centred would you say you were?
   - If you could wave a magic wand, would you like to be more or less student-centred?
13. Describe the classroom dynamics since the onset of the laptop implementation?
14. Have there been any changes in student learning since you have been teaching with each student having their own laptop? How do you know?
15. Do you feel that students are more or less engaged towards learning since they received their laptop?
16. On a scale of 1 to 5 (1 being low, 5 being high) what was the general level of student motivation prior to the introduction of the laptop program?
17. On a scale of 1 to 5 (1 being low, 5 being high) what is the general level of motivation since the introduction of the laptop program?

18. Do you have any concerns about the laptop program?

19. Did you notice any change in student ICT use with the introduction of parental controls/monitoring of the network?

20. Is there an area of Professional Development that you require in the use of ICT? (e.g., Support with finding content, using ICT for communication, creativity etc)

21. Would you like to see more parental involvement in optimizing the use of the laptop as a learning tool? If so how do you think the College should go about this?

22. Do you have any other comments?

23. Would you keep the laptop program or remove it?
APPENDIX D:
School Leadership Interviews

Headmaster (Interviewed in First and Third Year)

Points below are intended as prompts to guide a conversation about the specific topics.

The aim is to benefit from the ICT global view of the one-to-one laptop program.

1. What do you hope will come out of the implementation of the one-to-one laptop program in the longer term? What do you want to see it achieve?

2. What did you expect the outcome to be after 12 months?
   – What has been achieved so far?
   – What has being part of one-to-one laptop program done for the school, the staff, the students?

3. What have been the best decisions you / the College has made with respect to the project?

4. What has got in the way of further progress?

5. How would you describe the overall level of student engagement / learning outcomes during this 12 month period?
   – Are there differences across different year groups or student groups?
   – Is this typical for the school?

6. Are you seeing any changes?
   – If so, can you give examples of exemplary practice?
   – How prevalent is this?

7. Are there any specific initiatives which have made a major contribution?

8. Are there any factors which limit what can be achieved?
   – Which ones can the school influence?
   – What could be done?
   – By whom?

9. Can you tell me about one of the more exciting or significant developments which happened this year?

10. What are the most significant impediments for teachers?
    – Which ones can the school tackle?
    – How?

11. With the benefit of hindsight, what would you do differently?

12. What do you hope will be achieved in the next 12 months with respect to one-to-one laptop program?

13. What internal factors will limit or enhance the achievements?

14. What external factors are likely impinged on this vision?

15. Are there any other comments you would like to make?
Deputy Headmaster / Director of ICT (Interviewed in First and Third Year)

Points below are intended as prompts to guide a conversation about the specific topics. The aim is to benefit from the ICT global view of the one-to-one laptop program.

1. What do you hope will come out of the implementation of the one-to-one laptop program in the longer term? What do you want to see it achieve?

2. What did you expect the outcome to be after 12 months?
   – What has been achieved so far?
   – What has being part of one-to-one laptop program done for the school, the staff, the students?

3. What have been the best decisions you / the College has made with respect to the project?

4. What has got in the way of further progress?

5. How would you describe the overall level of student engagement / learning outcomes during this 12 month period?
   – Are there differences across different year groups or student groups?
   – Is this typical for the school?

6. Are you seeing any changes?
   – If so, can you give examples of exemplary practice? / How prevalent is this?

7. Are there any specific initiatives which have made a major contribution?

8. Are there any factors which limit what can be achieved?
   – Which ones can the school influence?
   – What could be done? / By whom?

9. How would you describe the overall level of staff ICT competency at the moment?
   – Has this changed much over the last 12 months?
   – If so, what have been the drivers of that change?

10. What processes have been / are being used to identify, prioritise needs and plan for PD?

11. What sort of PD has been most useful / powerful?
    – What has your role been in this?

12. What are your plans for the coming year?

13. Can you tell me about one of the more exciting or significant developments which happened this year?

14. What are the most significant impediments for teachers?
    – Which ones can the school tackle? / How?

15. With the benefit of hindsight, what would you do differently?

16. What do you hope will be achieved in the next 12 months with respect to one-to-one laptop program?

17. What internal factors will limit or enhance the achievements?

18. What external factors are likely impinge on this vision?

19. Are there any other comments you would like to make?
Dean of Academic Studies (Interviewed Annually)

Points below are intended as prompts to guide a conversation about the specific topics. The aim is to benefit from the ICT global view of the one-to-one laptop program.

1. What do you hope will come out of the implementation of the one-to-one laptop program in the longer term? What do you want to see it achieve?

2. What did you expect the outcome to be after 12 months?
   – What has been achieved so far?
   – What has being part of one-to-one laptop program done for the school, the staff, the students?

3. What have been the best decisions you / the College has made with respect to the project?

4. What has got in the way of further progress?

5. How would you describe the overall level of student engagement / learning outcomes during this 12 month period?
   – Are there differences across different year groups or student groups?
   – Is this typical for the school?

6. Are you seeing any changes?
   – If so, can you give examples of exemplary practice?
   – How prevalent is this?

7. Are there any specific initiatives which have made a major contribution?

8. Are there any factors which limit what can be achieved?
   – Which ones can the school influence?
   – What could be done?
   – By whom?

9. How would you describe the overall level of staff ICT competency at the moment?
   – Has this changed much over the last 12 months?
   – If so, what have been the drivers of that change?

10. What processes have been / are being used to identify, prioritise needs and plan for PD?

11. What sort of PD has been most useful / powerful?
    – What has your role been in this?

12. What are your plans for the coming year?

13. How do you find out about what is going on in the various classes?

14. How is this information communicated to other staff?
    – Are there other ways you would like this information to be shared?

15. Can you tell me about one of the more exciting or significant developments which happened this year?

16. What are the most significant impediments for teachers?
    – Which ones can the school tackle?
    – How?

17. Is there a need for teachers to change their pedagogy to improve student engagement / learning outcomes? If so, in what ways?
18. Has teacher use of ICT been accompanied by a change in the learning environment? For example:
   - Investigate reality and build knowledge
   - Promote active learning and authentic assessment
   - Engage students by motivation and challenge
   - Provide tools to increase student productivity
   - Provide scaffolding to support higher level thinking
   - Increase learner independence
   - Increase collaboration and cooperation
   - Tailor learning to the learner
   - Overcome physical disabilities.

19. If so, is it possible to identify any academic impact on students?
   - How has this come about?
   - Can you give some examples?

20. With the benefit of hindsight, what would you do differently?

21. Are you in a position to comment on the impact of the use of ICT on student learning outcomes?
   - If so, what global measures do you, as Dean of Academic Studies consider important ways of assessing student learning outcomes.

22. How have the students performed on these measures?

23. What do you hope will be achieved in the next 12 months with respect to one-to-one laptop program?

24. What external factors are likely impinge on this vision?

25. Are there any other comments you would like to make?
APPENDIX E:
Research Information and Consent

INFORMATION SHEET

Dear potential participant,

My name is Steven Males. I am a student at The University of Notre Dame Australia enrolled in the Doctor of Philosophy course. A requirement of this course is to under-take a significant research project.

The title of the project is ‘One-to-one laptop program: Effect on boys’ education.’

My research concerns with the implementation of the one-to-one laptop program at Aquinas College.

The purpose of the study is to examine the implementation and determine the effect on areas such as teacher and student use of laptops; educational impact; and identifying the possible differences between junior and middle school implementation experiences.

Participants will take part in a 30-45 minute tape-recorded interviews and 10-15 minute survey questionnaires. Information collected during interviews, surveys and classroom observations (including artifacts e.g., lesson plans) will be strictly confidential. I will be conducting all of these interviews and designing and implementing the survey questionnaires. This confidence will only be broken in the instance of legal requirements such as court subpoenas, freedom of information requests or mandated reporting by some professionals. To protect the anonymity of participants in this, a code will be ascribed to each of the participants to minimise the risk of identification. Involvement in this research is voluntary and you are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.

The protocol adopted by the University of Notre Dame Australia Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy Act are available at http://www.nhmrc.gov.au/

You will be offered a transcript of the interview, and I would be grateful if you would comment on whether you believe we have captured your experience. You will also be informed of the results of the research with the provision of a debrief, including if you elect to withdraw. Before the interview I will ask you to sign a consent form. You may withdraw from the project at any time. Data collected will be stored securely in the University’s School of Education for five years. No identifying information will be used and the results from the study will be made freely available to all participants.

As I am the Head of the Junior School and have contact with students at the College I must make it clear that my intended research will not affect ongoing assessment, grades or management of any of these students.

The Human Research Ethics Committee of the University of Notre Dame Australia has approved the study.
Associate Professor Jean Macnish of the University of Notre Dame is supervising the project. If you have any queries regarding the research, please contact me directly or Associate Professor Macnish by phone (08) 9433 0544 or by email at jmacnish@nd.edu.au

I thank you for your consideration and hope you will agree to participate in this research project.
Yours sincerely,
Mr Steven Males
Tel: (08) 9450 0614 Email: smales@nd.edu.au

If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA 6959, phone (08) 9433 0943.
CONSENT FORM

One-to-one laptop: Effect on boys’ education

INFORMED CONSENT FORM

I, (participant’s name) _________________________________ hereby agree to being a participant in the above research project.

I have and understood the Information Sheet about this project and any questions have been answered to my satisfaction.

I understand that I may withdraw from participating in the project at any time without prejudice.

I understand that all information gathered by the researcher will be treated as strictly confidential.

I agree that any research data gathered for the study may be published provided my name or other identifying information is not disclosed.

<table>
<thead>
<tr>
<th>PARTICIPANT’S SIGNATURE:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RESEARCHER’S FULL NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCHER’S SIGNATURE:</td>
</tr>
</tbody>
</table>

If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA 6959, phone (08) 9433 0943.
CONSENT FORM: One-to-one laptop: Effect on boys’ education

INFORMED CONSENT FORM FOR PARENT OR GUARDIAN

I, (Parent/Guardian’s name) ____________________________

of (address) __________________________________________

hereby consent to my child, (child’s name) ____________________

being a volunteer in the above research project.

I have read and understood the Information Sheet about this project and any questions have been answered to my satisfaction.

I understand that I may withdraw from participating in the project at any time without prejudice.

I understand that all information gathered by the researcher will be treated as strictly confidential, except in instances of legal requirements such as court subpoenas, freedom of information requests, or mandated reporting by some professional.

Whilst the research involves small sample sizes I understand that a code will be ascribed to all participants to ensure that the risk of identification is minimised.

I understand that the protocol adopted by the University of Notre Dame Australian Human Research Ethics Committee for the protection of privacy will be adhered to and relevant sections of the Privacy Act are available at http://www.nhmrc.gov.au

I agree that any research data gathered for the study may be published provided my name or other identifying information is not disclosed.

| PARENT/GUARDIAN’S SIGNATURE: | DATE: |

| RESEARCHER’S FULL NAME: |
| RESEARCHER’S SIGNATURE: | DATE: |

If participants have any complaint regarding the manner in which a research project is conducted, it should be directed to the Executive Officer of the Human Research Ethics Committee, Research Office, The University of Notre Dame Australia, PO Box 1225 Fremantle WA 6959, phone (08) 9433 0943.
APPENDIX F:
Annual Parent Questionnaires

Parent Questionnaire: (Annual) First Year

Instructions for completing the survey:

You can go back to review or change your answers by clicking on the 'Back' button.

All responses will be anonymous.

Thank you for taking the time to complete this questionnaire to the best of your ability.

It should take **approximately 5 - 10 minutes**. Please click the 'Next' button to start.

**Laptop use at school**

1) To what degree do you think that laptops are used in your son's school?
   ( ) Very little
   ( ) Not enough
   ( ) The correct amount
   ( ) Too much

**Frequency of laptop use**

2) Estimate the amount of time you think your child spends at home using his laptop for school work.
   ( ) Less than 1 hour a week
   ( ) 1 hour a week
   ( ) 3 hours a week
   ( ) 1 hour a day
   ( ) More than 1 hour a day

**Laptop competencies**

3) Rate your child's ability with using a laptop.
   ( ) Poor
   ( ) Fair
   ( ) Competent
   ( ) Very good
   ( ) Outstanding
## Student learning

4) To what extent do you agree with each of the following statements about your son's education at the school at the moment.

<table>
<thead>
<tr>
<th>Student learning</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don't know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Authentic, real world concepts are usually provided to help my son's learning.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(b) My son is often encouraged at school to think about information and come to his own conclusions.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
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</tr>
<tr>
<td>(c) My son often learns by doing practical things at school.</td>
<td>()</td>
<td>()</td>
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<tr>
<td>(d) My son is usually assessed on the work he does rather than by tests and exams.</td>
<td>()</td>
<td>()</td>
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<tr>
<td>(e) Work that my son produces using a laptop is assessed.</td>
<td>()</td>
<td>()</td>
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<tr>
<td>(f) My son is very involved in work at school.</td>
<td>()</td>
<td>()</td>
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</tr>
<tr>
<td>(g) My son is usually motivated by work at school.</td>
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<td>()</td>
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<tr>
<td>(h) My son is usually challenged by work at school.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(i) Laptops are used at school to help my son to do work faster, more accurately or better in some way.</td>
<td>()</td>
<td>()</td>
<td>()</td>
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<tr>
<td>(j) My son is helped at school to think deeply about what is being learnt.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>
## Student learning

To what extent do you agree with each of the following statements about your son's education at the school at the moment.

<table>
<thead>
<tr>
<th>Student learning</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don't know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(k) My son is helped at school to analyse and interpret information.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(l) My son is given independence at school to make choices about what he learns.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(m) My son often seeks ideas from others at school or home.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(n) My son often does work in groups in class.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(o) My son often has work specially organised for him.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(p) The school provides my son with plenty of opportunities to use his laptop.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(q) The school gives me plenty of information about what my child is expected to do with his laptop.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(r) The laptop program has given my son the opportunity to become more creative.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(s) The laptop program has given my son the opportunity to become more inquiring.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(t) The laptop program has given my son the opportunity to become a more active citizen in our community.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

## Personal use of ICT

5) Choose the expression that best represents your knowledge and use of computers:

- ( ) non-user
- ( ) novice
- ( ) intermediate user
- ( ) experienced user

6) Please list the sorts and types of technology available at home:
Impact on learning

On a scale of 1 to 5 (1 being low and 5 being high) provide a rating response to the following statements:

7) Changes in your son's learning since he has had a laptop.
   ( ) 1 - Low
   ( ) 2
   ( ) 3
   ( ) 4
   ( ) 5 - High

8) My son is more engaged towards learning since he received his laptop.
   ( ) 1 - Low
   ( ) 2
   ( ) 3
   ( ) 4
   ( ) 5 - High

9) My son's motivation prior to the introduction of the laptop program.
   ( ) 1 - Low
   ( ) 2
   ( ) 3
   ( ) 4
   ( ) 5 - High

10) My son's current level of motivation.
    ( ) 1 - Low
    ( ) 2
    ( ) 3
    ( ) 4
    ( ) 5 - High

Comments

11) Are there any particular ways in which you would like to see the school use laptops?

   ____________________________________________________________________________
   ____________________________________________________________________________

12) Do you have any other comments about the laptop program? If yes, please comment:

   ____________________________________________________________________________
   ____________________________________________________________________________
If you would like to take part in a focus group discussion about some of the issues that will be raised by the responses to this survey please fill in your name and contact details below:

____________________________________________

Thank You! Thank you for taking this survey. Your response is very important.
Parent Questionnaire: (Annual) Second and Third Year

Instructions for completing the survey:

All questions marked with an asterisk * must be answered in order to go on to the next page of the survey.

You can go back to review or change your answers by clicking on the 'Back' button.

All responses will be anonymous.

Thank you for taking the time to complete this questionnaire to the best of your ability.

It should take approximately 5 - 10 minutes. Please click the 'Next' button to start.

Laptop use at school

1) To what degree do you think that laptops are used in your son's school?
   ( ) Very little
   ( ) Not enough
   ( ) The correct amount
   ( ) Too much
   ( ) Don't know

Frequency of ICT use

2) Estimate the amount of time you think your child spends at home using his laptop for school work.
   ( ) Less than 1 hour a week
   ( ) 1 hour a week
   ( ) 3 hours a week
   ( ) 1 hour a day
   ( ) More than 1 hour a day

3) Do you believe this to be:
   ( ) Very little
   ( ) Not enough
   ( ) The correct amount
   ( ) Too much
**Laptop competencies**

4) Rate your child's ability with using a laptop.

( ) Poor
( ) Fair
( ) Competent
( ) Very good
( ) Outstanding

---

**Student learning**

5) To what extent do you agree with each of the following statements about your son's education at the school at the moment.

<table>
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<tr>
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<td>(a) Authentic, real world concepts are usually provided to help my son's learning.</td>
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</tr>
<tr>
<td>(b) My son is often encouraged at school to think about information and come to his own conclusions.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(c) My son often learns by doing practical things at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(d) My son is usually assessed on the work he does rather than by tests and exams.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(e) Work that my son produces using a laptop is assessed.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(f) My son is very involved in work at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(g) My son is usually motivated by work at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(h) My son is usually challenged by work at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(i) Laptops are used at school to help my son to do work faster, more accurately or better in some way.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(j) My son is helped at school to think deeply about what is being learnt.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>
To what extent do you agree with each of the following statements about your son's education at the school at the moment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don’t know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(k) My son is helped at school to analyse and interpret information.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(l) My son is given independence at school to make choices about what he learns.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(m) My son often seeks ideas from others at school or home.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(n) My son often does work in groups in class.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(o) My son often has work specially organised for him.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(p) The school provides my son with plenty of opportunities to use his laptop.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(q) The school gives me plenty of information about what my child is expected to do with his laptop.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(r) The laptop program has given my son the opportunity to become more creative.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(s) The laptop program has given my son the opportunity to become more inquiring.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(t) The laptop program has given my son the opportunity to become a more active citizen in our community.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(u) My son spends too much time using his laptop for gaming.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(v) My son uses his laptop to access inappropriate sites.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(w) When doing assignments my son has a cut and paste mentality when using his laptop.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(x) Parental controls are beneficial for our son.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(y) Things have improved since the introduction of the parental controls and other monitoring processes adopted by the College.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>
Personal use of ICT

6) Choose the expression that best represents your knowledge and use of computers:

( ) non-user
( ) novice
( ) intermediate user
( ) experienced user

7) Please list the sorts and types of technology available at home:

_________________________________________________________________

8) Please rank the following applications used at home in terms of use, from highest to lowest:

_____ Word processing
_____ Internet
_____ Social networking
_____ Gaming
_____ Movies/Photography
_____ Research

Personal use of ICT

9) What computing platform do you use each day?

( ) PC
( ) Mac
( ) Both
( ) Neither

Mobile phones

10) The type of smartphone I own (a smartphone is a mobile phone that offers more advanced computing ability than a standard phone):

( ) I don't own a smartphone
( ) Apple iPhone
( ) Blackberry
( ) HTC
( ) LG
( ) Motorola
( ) Nokia
( ) Samsung
( ) Sony Ericson
( ) Other
Tablets

11) The type of tablet computer I have (a tablet is a mobile computer larger than a mobile phone which is touchscreen):

( ) I don't own a tablet computer
( ) Acer
( ) Apple - iPad
( ) Asus
( ) Blackberry
( ) HTC
( ) Kindle
( ) Motorola
( ) Sony
( ) Toshiba
( ) Other

Impact on learning

On the scale below provide a rating response to the following statements:

12) Impact on your son's learning since he has had a laptop.

Highly negative impact
( ) - 3
( ) - 2
( ) - 1
( ) (No impact) 0
( ) 1
( ) 2
( ) 3

Highly positive impact

13) The impact on you son's engagement (towards learning) since he received his laptop has been:

Highly negative impact
( ) -3
( ) - 2
( ) - 1
( ) 0
( ) 1
( ) 2
( ) 3

Highly positive impact
14) My son's motivation (towards learning) prior to the introduction of the laptop program.

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 - High

15) My son's current level of motivation towards learning.

( ) 1 - Low
( ) 2
( ) 3
( ) 4
( ) 5 – High

Support

16) This question relates to the extent to which you support your son.

How much time do you spend with your son using the laptop?

( ) Less than 1 hour a week
( ) 1 hour a week
( ) 3 hours a week
( ) 1 hour a day
( ) More than 1 hour a day

Comments

17) Are there any particular ways in which you would like to see the school use laptops?
__________________________________________________________________________
__________________________________________________________________________

18) Do you have any other comments about the laptop program? If yes, please comment:
__________________________________________________________________________
__________________________________________________________________________

19) If you would like to take part in a focus group discussion about some of the issues that will be raised by the responses to this survey please fill in your name and contact details below:
__________________________________________________________________________

Thank You! Thank you for taking this survey. Your response is very important.
Inception Student Questionnaire: First Year

Please take your time to complete this questionnaire to the best of your ability.
It should take between 5 - 10 minutes of your time. Thank you.

**Type of learning**

1. Please answer the following questions by selecting the response you consider best describes the experience in class. Think about the work you have to do for school and respond to each statement by selecting one response.

<table>
<thead>
<tr>
<th></th>
<th>Mostly</th>
<th>Often</th>
<th>Some</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I read or listen.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(b) I do repetitive writing, drawing or calculating tasks.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(c) I do activities to investigate the real world.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(d) I access up-to-date information for my work.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(e) I help decide how to do an activity.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(f) I work at my own pace.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(g) I do group work activities.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(h) I am assessed on the activities I do rather than just tests.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(i) I find the activities challenging.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(j) I am really interested in the activities.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(k) I find and use information about a problem or task.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(l) I analyse information to make decisions in activities.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(m) I create reports on my investigations.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(n) I am given help to learn in the best way for me.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(o) I find it easy to work and learn.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>
**Laptop use for learning**

2. Think about how you have used your laptop at school over the last term and respond to each statement by selecting one response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mostly</th>
<th>Often</th>
<th>Some</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I have used my laptop to help me learn basic skills.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(b) I have used word processing to produce reports.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(c) I have used graphics to improve my reports.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(d) I have used video or audio to improve my presentations.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(e) I have used spreadsheets or databases to organise information.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(f) I have used email to communicate.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(g) I have used computer programs (e.g., Clickview) to find information.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(h) I have used the Internet to find information for my work.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(i) I have used other functions.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

If applicable, please list those other functions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Feelings towards laptop use

3. Think about how you feel about using laptops at school and respond to each statement by selecting one response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mostly</th>
<th>Often</th>
<th>Some</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I am comfortable using my laptop for class work.</td>
<td>()</td>
<td>()</td>
<td>()</td>
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</tr>
<tr>
<td>(b) The work I complete using my laptop is important.</td>
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<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(c) The activities using laptops are interesting.</td>
<td>()</td>
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<tr>
<td>(d) Using a laptop allows me to tackle complicated activities.</td>
<td>()</td>
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</tr>
<tr>
<td>(e) I make an effort to complete activities involving my laptop.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(f) I make sure I am at school when we are working on activities using a laptop.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(g) I am given a choice to use a laptop for school work.</td>
<td>()</td>
<td>()</td>
<td>()</td>
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</tr>
<tr>
<td>(h) I use a laptop outside of school</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

Frequency of laptop use

4. Estimate the amount of time in minutes you spent using your laptop at school on each day last week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Less than 30 minutes</th>
<th>30 minutes</th>
<th>1 hour</th>
<th>2 - 3 hours</th>
<th>More than 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>Tuesday</td>
<td>()</td>
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<td>()</td>
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<tr>
<td>Wednesday</td>
<td>()</td>
<td>()</td>
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<td>()</td>
<td>()</td>
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<tr>
<td>Thursday</td>
<td>()</td>
<td>()</td>
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<td>()</td>
<td>()</td>
</tr>
<tr>
<td>Friday</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

Feelings towards laptop use

5. Do you have any difficulties in using your laptop?

( ) Yes
( ) No

6. If you selected yes, please explain.

____________________________________________________________________
7. Is there something you really enjoy about using your laptop?

( ) Yes
( ) No

8. If you selected yes, please explain.

____________________________________________________________________

9. Is there something you would like to know more about when using a laptop?

( ) Yes
( ) No

10. If you selected yes, please explain.

____________________________________________________________________

ICT competencies

11. Please rate yourself on your skill level in using each of these types of software and equipment. For each row select the answer that best describes your skills.

(a) Word processor

( ) Can't do much.
( ) Can format a document, change fonts, spell check, insert text, add footer and page numbers.
( ) Can insert images, create tables, change page setup, change margins.
( ) Use columns and sections, set up styles, use mail merge

(b) Spreadsheets

( ) Can't do much.
( ) Can enter data, use sort, create charts [graphs] and modify them.
( ) Can insert some calculations, format cells, insert and delete rows and columns.
( ) Can use complex formulae, use absolute and relative cell references.

(c) Slideshow software

( ) Can't do much.
( ) Can create a slideshow, insert images, change font and layout.
( ) Can navigate during a presentation, add animation and transitions, insert hyperlinks.
( ) Can create a master slide, include sound, print handouts, add navigation buttons.
(d) Email

( ) Can't do much.
( ) Can create, send and access emails, add to and access address book entries.
( ) Can store messages in folders, locate sent and deleted messages, manage address book.
( ) Can add a signature, add attachments, set up and send a group email, apply rules to manage emails.

(e) Computer file management

( ) Can't do much.
( ) Can save files in a folder, create and name folders, navigate between folders, copy, delete and rename files.
( ) Can recognise different file types, navigate between drives and directories access a network, use help files.
( ) Can zip and unzip files, install software.

(f) The Internet

( ) Can't do much.
( ) Can navigate to known web sites, create favourites, do basic searches.
( ) Can save images and text, use advanced search tools, organise favourites.
( ) Can conduct complex searches, download and install software, use different browsers, alter browser preferences.

(g) Web page authoring

( ) Can't do much.
( ) Can create pages and links, insert and format text, insert images.
( ) Can use tables, create external links and email links.
( ) Can create a website with pages and folders, insert sound, upload files to the web.

(h) Digital photography

( ) Can't do much.
( ) Can take photos or video and use on a computer.
( ) Can edit images / video on camera, adjust basic camera settings (e.g., flash, red-eye, zoom).
( ) Can edit and modify images, crop, adjust shadows, exposure, contrast and edit resolution. Adjust camera settings considering environment and purpose.

(i) Image editing

( ) Can't do much.
( ) Can do simple editing such as crop, delete and draw.
( ) Can change image size, format and resolution.
( ) Can undertake complex image manipulation using special effects.
(j) **Video editing/podcasting/movie making**

( ) Can't do much.
( ) Can do simple editing such as a crop, delete and insert.
( ) Can use basic software to introduce transitions, import and edit sound track, add titles and subtitles.
( ) Can use advanced software to apply complex editing and special effects.

(k) **Blogs and wikis**

( ) Can't do much.
( ) Contributes to wikis and writes a blog.
( ) Make comments on other blogs, create own wiki.
( ) Go to other wikis and enhance the quality of the wiki for an audience. Organise an ongoing series of blogs.

**Comments**

12. List the software you use the most.

____________________________________________________________________

13. Do you have any other comments?

____________________________________________________________________

Thank You! Thank you for taking part in this questionnaire. Your response is very important.
Inception Teacher Questionnaire: First Year

This inception survey questionnaire is aimed at finding out as much information about how you engage technology for educational purposes.

Please take your time to complete this questionnaire to the best of your ability.

It should take between 20 - 30 minutes of your time. Thank you.

1. Years of teaching experience:

__________________________________________

2. Years at present school:

__________________________________________

3. Age(Select an age range)

( ) 20 - 24
( ) 25 - 29
( ) 30 - 34
( ) 35 - 39
( ) 40 - 44
( ) 45 - 49
( ) 50 - 54
( ) 55 - 59
( ) 60+

4. If you fulfil a specialist role(s) or specialise in a curriculum area(s) describe this/these:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. The number of computers you usually use with your students is:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
6. Indicate how often you have used each of the following strategies over the last 12 months.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Each student uses a computer in a laboratory...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(b) Each student uses a computer in the classroom...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(c) Students work in pairs in a laboratory...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(d) Students work in pairs in the classroom...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(e) Students work in groups...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(f) Students are rostered onto a computer...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(g) Students use computers at outside class time...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(h) Students may use a computer when available...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(i) Each student has a computer in the classroom...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
<tr>
<td>(j) Other...</td>
<td>(</td>
<td>(</td>
<td>(</td>
<td>(</td>
</tr>
</tbody>
</table>

7. If you selected other please explain your answer:

8. Consider the pattern to your ICT use with students. Select your response to each item.
   For how many years have you been regularly using computers in your classrooms with students (averaging at least once a week)?
   
   Don't use 1 or 2 years 3 or 4 years > 4 years

9. Would you like to make more use of computers with your students?
   ( ) Yes
   ( ) No

10. If you selected yes, please explain.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

11. How often have you used computers with students?
    ( ) Daily
    ( ) Weekly
    ( ) Fortnightly
    ( ) Rarely

Appendix G
12. How often have you used computers to support group-work?

( ) Daily
( ) Weekly
( ) Fortnightly
( ) Rarely

13. How often was using computers with your students effective?

( ) Daily
( ) Weekly
( ) Fortnightly
( ) Rarely

14. What proportion of time would you like to see students using computers in your classes?

( ) < 10%
( ) 10 - 25%
( ) 25 - 50%
( ) 50 - 75%
( ) > 75%

15. Which of the following statements best sums up your view of how the use of computers connects with student learning for your situation (choose one).

( ) (a) Students need to learn about computers and how to use them.
( ) (b) Computers are useful to complete specific learning tasks.
( ) (c) Computers provide a set of technologies to support learning processes.
( ) (d) The use of computers will improve the classroom learning environment.

16. In what way does the use of computers by your students demonstrate the curriculum understandings/skills specific to your learning area(s)?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
17. By students engaging in a set of learning activities that use a computer, this is likely to..(choose one response for each)

<table>
<thead>
<tr>
<th>(a) Lead to better understanding of curriculum content.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(b) Help students think in different and more interesting ways.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(c) Be a faster way of learning.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(d) Lead to students helping each other.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(e) Lead to a better use of the teacher's time.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(f) Lead to students completing more work.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(g) Motivate students to enjoy learning.</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

18. How do you contribute to your school's or learning area's ICT planning?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

19. What would you like to contribute?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
20. What types of learning activities have you used computers for with students over the past year? (Choose one for each)

<table>
<thead>
<tr>
<th>Computers are used to:</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) show a concept...</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(b) make a product...</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(c) provide a problem...</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(d) store information...</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(e) access information...</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(f) simulate an environment or action...</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(g) analyse information (e.g., statistics, graphs)....</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(h) develop a skill (e.g., typing, tables)....</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(i) present information (e.g., publishing, slideshows)....</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(j) type assignment (e.g., word processing)....</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(k) other....</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

21. Please specify your other in question 8 (k).

________________________

22. Do you think that computers can be used to improve student learning with your class(es)?

( ) Yes
( ) No
( ) Not sure

23. Why? Please explain

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

24. To what particular learning activities have students applied computers during the last term?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

25. What are the main purposes you want to use ICT for with your students?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
26. What added value do you expect for your students by using computers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

27. How do you decide whether to use computers to support student learning?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

28. What ways are students permitted to contribute to decisions about the use of computers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

29. What would you like to use computers for with your classes that you do not do at present?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

30. Explain the extent to which the work students complete using computers contributes to your overall assessment process.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

31. What do you see as your main roles when using computers with your classes?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

32. What roles do the students have?

________________________________________________________________________
________________________________________________________________________
33. Describe support you receive from others in using computers to support student learning.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

34. What support do your students have in their use of computers?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

35. Consider the skills and knowledge you have in using computers and what steps you have taken to develop the skills and knowledge you need.

(a) Circle the expression that best represents your knowledge and use of computers:
   ( ) non user
   ( ) novice
   ( ) intermediate user
   ( ) experienced user

36. How do you feel when you support your students in using computers? (Choose any relevant)
   ( ) comfortable
   ( ) unsure
   ( ) excited
   ( ) proud
   ( ) nervous
   ( ) confident

37. When did you last receive formal training about using computers (write the year)

Through school: What year and course?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

38. At University: What year and course?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
39. At other courses: What year and course?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

40. Are you a part of an on-line learning community (e.g., EDNA Education Network Australia) ( ) Yes ( ) No

41. If yes, please list which learning community:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

42. Which of the following factors prevent you from effectively using computers with students (choose all relevant)

( ) (a) It is difficult to get access to one computer
( ) (b) It is difficult to get access to a computer laboratory
( ) (c) I am not confident in using a computer
( ) (d) My students do not know how to use computers
( ) (e) The computer is not relevant to what the students do
( ) (f) There is no useful software available
( ) (g) The computer is not suitable for the students to use
( ) (h) The computer is not suitable for me to use
( ) (i) Using a computer uses too much time and effort
( ) (j) Any other factor (describe below)

43. Describe the other factor:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
44. How often do you use the following software types with your students?

<table>
<thead>
<tr>
<th>Software Type</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Drill and practice (e.g., Mathletics)</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(b) Tutorial (i.e. teaches specific content)</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(c) Simulation (e.g., News maker)</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(d) Tool-based (e.g., spreadsheet)</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>(e) Resource based (e.g., Clickview)</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

45. List the names of the software packages you have used in the last term.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

46. Do you have a favourite software package at the moment?

( ) Yes
( ) No

47. If yes, please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

48. Do you have a favourite website at the moment?

( ) Yes
( ) No

49. If yes, please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

50. Do you have any other comments?

________________________________________________________________________

________________________________________________________________________

Thank You! Thank you for taking part in this questionnaire. Your response is very important.
Inception Parent Questionnaire: First Year

This questionnaire is anonymous. It should take between 5 - 10 minutes. Please complete the following questions.

Year level your son is in:

( ) Year 5
( ) Year 7

Laptop use at school

1. To what degree do you think that laptops are used at your son's school?

( ) Very little
( ) Not enough
( ) The correct amount
( ) Too much

Frequency of laptop use

2. Estimate the amount of time you think your child spends at home using a laptop for schoolwork.

( ) Less than 1 hour a week
( ) 1 hour a week
( ) 1 hour a day
( ) More than 1 hour a day

Laptop competencies

3. Rate your child's ability with using a laptop.

( ) Very poor
( ) Not very good
( ) Quite good
( ) Good enough
( ) Very good

Laptop use at school

4. Are there any ways in which you would like to see the school use laptops?

( ) Yes
( ) No

If yes, please explain.
### Student learning

5. To what extent do you agree with each of the following statements about your son's education at the school at the moment?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strong agree</th>
<th>Agree</th>
<th>Don't know</th>
<th>Disagree</th>
<th>Strong disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) My son usually learns about things in the real world.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(b) My son is often encouraged at school to think about information and come to his own conclusions.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(c) My son is often learning by doing practical things at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(d) My son is usually assessed on the work they do rather than by tests and exams.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(e) Work that my son produces using a laptop is assessed.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(f) My son is very involved in work at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(g) My son is usually motivated by work at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(h) My son is usually challenged by work at school.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(i) Laptops are used at school to help my son to do work faster, more accurately or better in some ways.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(j) My son is helped at school to think deeply about what is being learned.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(k) My son is helped at school to analyse and interpret information.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(l) My son is given independence at school to make choices about what he learns.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(m) My son often seeks ideas from others at school or home.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(n) My son often does work in groups in class.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(o) My son often has work specially organised for him.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(p) The school provides my son with plenty of opportunities to use his laptop.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(q) The school gives me plenty of information about what my son is expected to do with his laptop.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>(r) A laptop is used at school to help overcome a physical disability that my son has. (Ignore if not relevant)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>
Personal use of ICT

6. Choose the expression that best represents your knowledge and use of computers:
   ( ) non-user
   ( ) novice
   ( ) intermediate user
   ( ) experienced user

Comments
7. Other comments:


8. If you would like to take part in a small group discussion about some of the issues that will be raised by the responses to this survey please fill in your name and contact details below:


Thank You! Thank you for taking part in this questionnaire. Your response is very important.
APPENDIX H:
Questionnaire Matrix: Reliability Analysis

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Year</th>
<th>Theme(s)</th>
<th>No. of Items</th>
<th>Item Numbers</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>First</td>
<td>Laptop use for learning</td>
<td>27</td>
<td>1(a)-(m), 2(a)-(n)</td>
<td>0.826</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling towards laptop use</td>
<td>11</td>
<td>3(a)-(h), 5, 6, 7</td>
<td>0.701</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICT competencies</td>
<td>11</td>
<td>8(a)-(k)</td>
<td>0.851</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>Impact on learning</td>
<td>4</td>
<td>10, 11, 12, 13</td>
<td>0.615</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>Laptop use at home</td>
<td>8</td>
<td>14(a)-(h)</td>
<td>0.690</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mobile phone use</td>
<td>10</td>
<td>15, 16(a)-(j)</td>
<td>0.902</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social media</td>
<td>19</td>
<td>17(1)-(6), 18(1)-(13)</td>
<td>0.673</td>
</tr>
<tr>
<td>Teacher</td>
<td>Second</td>
<td>Laptop use for learning</td>
<td>9</td>
<td>1 - 9</td>
<td>0.927</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>Frequency of laptop use</td>
<td>10</td>
<td>11(a)-(e), 12(a)-(e)</td>
<td>0.945</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICT competencies</td>
<td>11</td>
<td>16(a)-(k)</td>
<td>0.851</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laptop use for pers./prof. use</td>
<td>8</td>
<td>18(a)-(h)</td>
<td>0.577</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impact on learning</td>
<td>6</td>
<td>21 - 26</td>
<td>0.616</td>
</tr>
<tr>
<td>Parent</td>
<td>Second</td>
<td>Student learning</td>
<td>20</td>
<td>5(a)-(y)</td>
<td>0.888</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>Impact on learning</td>
<td>4</td>
<td>12 - 15</td>
<td>0.802</td>
</tr>
</tbody>
</table>

Notes:
1. The Table summarises the results of the Reliability Analysis performed on each of the three Questionnaires: Student, Teacher and Parent.
2. The analysis was applied to each of the multiple-Item Themes that are amenable to this type of analysis.
3. The Student Questionnaire did not change from the First to the Third year of the study. Therefore, the Cronbach’s Alpha results in the table were yielded by applying Reliability Analysis to the pooled data from all three years and both Cohorts A and B.
4. The Teacher Questionnaire changed between the First and Second years of the study with the addition of several items. Therefore, the Cronbach’s Alpha results in the table were yielded by applying Reliability Analysis to the pooled data from the Second and Third years only.
5. The Parent Questionnaire changed between the First and Second years of the study with the addition of several items. Therefore, the Cronbach’s Alpha results in the table were yielded by applying Reliability Analysis to the pooled data from the Second and Third years only.
APPENDIX I:
Annual Parent Focus Group

Implementation

1. How has the implementation of the laptop program impacted on your son’s learning?

Laptop use/support

1. How often does your son use his laptop at home each day?
2. What type of activities does your son use his laptop for at home?
3. At home how involved in school work is your son?
4. What support does your son have in the use of his laptop?
5. Is there adequate provision of support by the College?

Learning

1. What is the value in having your son use a laptop?
2. Is your son challenged with the use of laptops and learning?
3. Is there enough opportunity at school to use the laptop?
4. Describe your son’s focus since the onset of the laptop implementation?
5. Over the last 12 months what have you noticed about your son’s learning?
6. Has there been an impact on your son’s educational learning?
7. Could you describe his motivational level with reference to the laptop program?

Parental involvement / views / monitoring

1. In what ways do you connect with your son and his learning?
2. How important is the use of computers for your son?
3. Is your son becoming more of an independent learner with the use of a laptop?
4. Describe the support you receive from others in the implementation of computer support for learning?
5. Could you please explain your level of involvement / do you feel alienated in the implementation of the laptop program?
6. What are views of parental controls and the monitoring of your son?
APPENDIX J: Gaming Forum

1. From the responses gathered from the annual survey questionnaire there was an indication that laptop were at times being used to play game? Could you explain where and when it this occurred and was it a distraction?

2. What subject(s) was the laptop useful for learning?

3. Did you think it is appropriate to play games / use applications / social media on your laptop when you were at school?

4. Did you see students use their laptops not for learning in class?

5. What type of games / applications / types of social media do you see most played on laptops?

6. Why do you think students would use these types of applications on their laptop in class?

7. Did you see students playing games on any other device?

8. Do you sometimes get sidetracked when you used your laptop whilst: At School? At home?

9. Do you sometimes skip homework in order to spend more time using the laptop?

10. Did you try to cut down on playing games? If so, were you successful?

11. Do you see a place for games for learning?

12. What is your definition of an educational computer game?

13. Do have any other feedback?
APPENDIX K:
Observation Protocol

Focus on Integrated Technology
Classroom Observation Measurement
(FIT:COM)

Based upon Judson’s (2002) instrument.
This template was used in the research conducted by Frank Bate PhD – ‘A longitudinal study of beginning teachers' pedagogical identity and their use of ICT’

1. Background information

Name of teacher: ____________________________________________________

School: ____________________________________ (Single sex – male)

Location (e.g., classroom, lab, other): _______________________________

Subject: _________________________ Year level: _____________________

Start time: ______________________ End time: ______________________

Date of observation: ______________________________________

Number of students: ______________________________

2. Contextual background and activities

Description of lesson

Classroom setting (e.g., space, seating arrangements etc)
3. Technology context

Number of laptops __________________ Other media ____________________

Description of the technology incorporated into the lesson including hardware and software specifications.

Amount of use (i.e. proportion of the lesson) _______________________

Kinds of use (e.g., instructional game, drill and practice, presentation, exploration, creative work, productivity tool etc)

Context for use (e.g., independently for students, in the context of the learning situation, as a reward etc)

Sketch of physical lay out of classroom (i.e. placement of technology, teacher and students; indicate mobility)
### 4. Design of technology integration

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Never occurred</th>
<th>Occurred frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The design of the technology integration allowed students to learn in ways not otherwise possible.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Technology was a means for supporting curricular objectives, as opposed to being a separate curricular focus.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>The selection of the technology (hardware and software) was appropriate to meet the learning objectives.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>This lesson embedded basic student operation of technology.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>The integration of technology was designed to promote intellectual challenge (students pose questions, direct their own work, and assess their own work).</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Section score** /20

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Class dynamics

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Never occurred</th>
<th>Occurred frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The teacher and/or use of technology prompted students toward higher-order thinking.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Students had a voice in the selection of technology tools and how the technology was to be utilised.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Interaction with technology provided students with a sense of independent control and mastery over an environment.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>The teacher provided appropriate assistance to guide student activity.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Students were encouraged to generate conjectures, alternative solution strategies, and ways of interpreting evidence.</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Section score** /20

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6. Meaning and purpose

<table>
<thead>
<tr>
<th></th>
<th>6. Meaning and purpose</th>
<th>Never occurred</th>
<th>Occurred Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Connections within the content and to other content disciplines were explored and valued.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Students took pride in new learning and/or work produced with the aid of technology.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Technology was used to investigate real phenomena and real world situations.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Students developed problem solving strategies. Where appropriate, technology tools aided the development of these strategies.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Students used technology to solve problems and make informed decisions.</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Section score /20**

**Comment**

### 7. Content and knowledge

<table>
<thead>
<tr>
<th></th>
<th>7. Content and knowledge</th>
<th>Never occurred</th>
<th>Occurred Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>The lesson emphasised fundamental concepts outlined in the curriculum framework.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>The integration of technology into the lesson promoted strong, coherent conceptual understanding.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>The teacher had a solid grasp of the subject matter content and the use of technology.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Students were reflective about their own learning.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Students used technology to aid the construction of meaningful knowledge.</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Section score /20**

**Comment**

### 8. Technology as tools
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>The use of technology aided the clarification and communication of ideas.</td>
<td>0 1</td>
</tr>
<tr>
<td>22</td>
<td>Students employed technology to develop strategies for solving problems.</td>
<td>0 1</td>
</tr>
<tr>
<td>23</td>
<td>Students used technology to construct models, increase productivity, and produce creative work.</td>
<td>0 1</td>
</tr>
<tr>
<td>24</td>
<td>Students utilised technology to collect information, process data and report results.</td>
<td>0 1</td>
</tr>
<tr>
<td>25</td>
<td>Students used technology for inquiry and exploration. Students made predictions, estimations and/or hypotheses and devised means for testing them.</td>
<td>0 1</td>
</tr>
</tbody>
</table>

**Section score /20**

**Comment**

**Total score: /100**