



# THE DEVELOPING IMPACT OF ILT:

teaching and support staff  
questionnaire

DECEMBER 2004

## Teaching and support staff questionnaire

There has been considerable investment in information and learning technology (ILT) over the last five years; we wish to know whether it has had an impact, if so to what extent, and in which areas of your work and the work of the college. This is a confidential survey. No individual or college will be identified by name in reports which use the survey results.

Definitions of information learning technology (ILT), e-learning and virtual learning environments (VLEs) can be found at the end of this questionnaire. We also use the terms 'information and communications technology' (ICT) and 'technology' as catch-all terms to refer to your use of computers and other related technologies.

### Instructions for completion

Please mark the box like this  against the option which most closely represents your answer. If there is a five-point scale then mark the box which you think most closely represents your views, for instance in the example below the respondent has indicated they use ICT/technology for admin/record keeping a lot but not constantly

**Q 3** How often do you **currently use** ICT/technology for admin/record keeping?

Never		Constantly use	N/A
1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		5	<input type="checkbox"/>
			<input type="checkbox"/>

Where applicable, please write neatly in BLOCK CAPITALS.

Some of the questions may not relate to your job role, for most of these there is routing around, for others we ask you to tick N/A, not applicable or D/K don't know.

We value everyones views on the impact of information and learning technology and apologise if you find that some of the questions are not relevant to you.

**Name of college** .....

### About You

**Q i Type of staff member.**

**Are you predominantly involved in:**

- |  |  |
|--|--|
| <input type="checkbox"/> Teaching  | <input type="checkbox"/> Administration (clerical/secretarial) |
| <input type="checkbox"/> Support work (technician/ librarian/ learning centre staff) | <input type="checkbox"/> Management                            |

**Q ii How long have you been in your current type of work?** (years, if less than a year put nought)

.....

**Q iii How long have you worked at this college?** (years, if less than a year put nought)

.....

**Q iv Mode of employment**  Full time  Part time

**Q v Predominantly**  Day  Evening  Day/Evening

**Q vi Are you involved specifically with adult learners some of the time?**

- Yes  No

**Q vii Are you involved with distance learning courses some of the time?**

- Yes  No

## Section 1: Technology and You

Please provide us with an honest assessment of how enthusiastic you feel about using computers and other related technologies in your workplace

### Q 1 How would you characterise your attitude towards...

	Not at all enthusiastic					Very enthusiastic	Too little experience to form an opinion
	1	2	3	4	5		
a) ICT/technology generally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
b) ICT/technology in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

## Section 2: Technology usage

In these areas of admin/record keeping:

### Q 2 How often do you currently use ICT/technology in...

### Q 3 How valuable is ICT/technology in...

	Never					Constantly					Not at all					Essential					N/A	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
a) Communicating with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Marking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Record keeping/ registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Tracking learner progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In these areas of teaching and learning work:

### Q 4 How often do you currently use ICT/technology in...

### Q 5 How valuable is ICT/technology in...

	Never					Constantly					Not at all					Essential					N/A	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
a) Classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Workshops/learning centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Feedback/communication with learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Distance/online learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Your office/desk at college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Your home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Q 6 To what extent has the new learning technology changed the way you work over the last 5 years? (please mark one)

Not at all	A little	Quite a lot	Completely	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 3: Technology support

### Q 7 How satisfied are you with the IT support offered in relation to the following:

	Very dissatisfied					Very satisfied					N/A
	1	2	3	4	5	1	2	3	4	5	
a) Use of the intranet/VLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Hardware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Staff development & training for ILT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many courses have you attended in the last year which were designed to...

Q 8 improve your technology skills? ..... Q 9 help you use technology in your work? .....

How satisfied were you with the courses that were designed to...

Q 10 improve your technology skills?

Q 11 help you use technology in your work?

Very dissatisfied                      Very satisfied                      N/A  
 1      2      3      4      5  
                         

Very dissatisfied                      Very satisfied                      N/A  
 1      2      3      4      5  
                         

Q 12 How well prepared do you feel to deliver and support learning with ICT/technology?

Not at all prepared                      Very prepared  
 1      2      3      4      5

Q 13 What are the types of support that you have requested? (Please mark all that apply)

- Help with basic IT problems                       Help with network problems
- Help in using the VLE                                       Using specific learning software
- Teaching materials training courses                       Bespoke material design
- Other (Please specify) .....

Q 14 How useful would you find the following types of additional support?


	Not at all useful					Essential	N/A
	1	2	3	4	5		
a) General help with technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Subject specific help to apply technology in your area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Courses offered for technology skills development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Courses on how to develop teaching with technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Provision of a repository of materials to use in your own time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Help in accessing Web-based learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 15 As a result of increases in levels of ICT availability over the last 5 years, how much has the role of support staff (e.g. technician, librarian, learning centre staff) changed?  
 (please mark one)

Not at all                      A little                      Quite a lot                      Completely  
                                                                 

Q 16 Please indicate how in your view the role of support staff has changed in relation to the use of Information and Learning Technology?

	Agree	Disagree	D/K or N/A
a) Support staff have become more important in the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Support staff are now called upon more by teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Support staff are now called upon more by learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Support staff are now called upon more by management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Support staff are called upon to help in more subject areas than before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching staff technology skills are higher now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teaching staff require more sophisticated support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Learners' technology skills are higher now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Learners require more sophisticated support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) More of the support offered relates to equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) More of the support offered relates to software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) More of the support offered relates to the VLE/Intranet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) More of the support offered is now directed at distance learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Please add any other ways in which you think the support role has changed			

If you are not involved in a teaching role please go to Section 7, page 7: Personal Profile 

## Section 4: Content: curriculum and learning materials

**Q 17 How often do you use the following methods and equipment for delivering learning and teaching in your classroom or learning centre?**

	Never					All the time	N/A
	1	2	3	4	5		
a) Powerpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Interactive whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Video conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Data projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Stand-alone PCs for some students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Networked PCs for some students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Stand-alone PCs for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Networked PCs for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) One PC for staff or student use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Peripherals (cameras etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Mobile devices (PDAs etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q 18 How often do you use the college VLE/intranet on the courses that you teach...**

	Never					All the time	N/A
	1	2	3	4	5		
a) to post lecture notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) to post seminar themes and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) to display course calendar/ timetable information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) for tracking an individual student's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) for posting tests and quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) as a notice board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) as a chatroom for discussion with/between students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) to Email feedback to learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q 19 Are any of the courses you teach available as distance learning?**

Yes  No

**Q 20 If Yes, roughly what proportion of your work involves delivering distance learning?**

0-20%  21-40%  41-60%  61-80%  81-100%

## Section 5: Resources

Clearly the use of ICT is not appropriate for all learning occasions. However, this question relates to times when you consider ICT would be useful in the classroom or learning centre.

**Q 21 How often do you find the following factors prevent greater use of e-learning/ILT in the classroom or learning centre?**

	Never			All the time	
	1	2	3	4	5
a) Unreliable network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Insufficient equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ill-equipped rooms (e.g. lack of network points)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of electronic course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Poor software/ learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Time to prepare materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gi) Lack of support and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Lack of personal confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Resistance to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lack of student ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Student reluctance to use materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q 22 Would you be more likely to use technology in the classroom if there were:**

	Not at all			A great deal	
	1	2	3	4	5
a) More training for teaching staff in general ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) More training for teaching staff in using ICT in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Good practice & models of the best ways of using ICT in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) More and better technology equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Every teacher has a personal PC in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Specially configured rooms for teaching with computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) More e-learning/ILT content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) More institutional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) More departmental support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q 23 Who would you prefer to develop new technology course materials? (Please mark only one)**

- |   |  |
|---|--|
| <input type="checkbox"/> Local                                | <input type="checkbox"/> National: state developed     |
| <input type="checkbox"/> National: private under contract     | <input type="checkbox"/> Mixture of local and national |
| <input type="checkbox"/> National core and locally customised |  |

**Q 24 Should there be a central database of e-learning content, proven within FE delivery, covering all FE courses, available through an FE portal?**

- Yes       No

## Section 6: Outcomes

**Q 25 In your view, how much impact does the use of technology in teaching and learning have on the following outcomes?**

	None					A great deal	D/K
	1	2	3	4	5		
a) Improved attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
b) Improved retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
c) More enjoyable learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
d) Making students more motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
e) Higher overall grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
f) Making students more employable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
g) Better record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
h) Easier management of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

**Q 26 To what extent do you think students' learning outcomes have improved because of the application of technology so far?**

Not at all						A great deal
	1	2	3	4	5	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Q 27 To what extent do you think learning outcomes will improve in the future because of the application of technology?**

Not at all						A great deal
	1	2	3	4	5	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Q 28 If you have a teaching role, which subject area(s) do you work in: (Please mark all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Sciences and mathematics                             | <input type="checkbox"/> Land-based provision                      |
| <input type="checkbox"/> Construction   | <input type="checkbox"/> Engineering, technology and manufacturing |
| <input type="checkbox"/> Business administration, management and professional | <input type="checkbox"/> Information and communications technology |
| <input type="checkbox"/> Retailing, customer service and transportation       | <input type="checkbox"/> Hospitality, sports, leisure and travel   |
| <input type="checkbox"/> Hairdressing and beauty therapy                      | <input type="checkbox"/> Health, social care and public services   |
| <input type="checkbox"/> Visual and performing arts and media                 | <input type="checkbox"/> Humanities                                |
| <input type="checkbox"/> English, languages and communication                 | <input type="checkbox"/> Foundation programmes                     |

**Q29 Which level(s) do you predominantly teach?**

- Foundation   
  Level 1   
  Level 2 (GCSE)   
  Level 3 (A levels or Advanced GNVQ)
- Level 4 (degree, foundation degree or higher national cert or diploma)
- SLDD (students with learning difficulties or disabilities)
- Other (please specify) \_\_\_\_\_

## Section 7: Personal profile

As part of the survey we need to collect personal information to ensure that everyone's views are represented, and to ensure equality of opportunity. All answers are anonymous and confidential.

### Q 30 Gender.

Are you:  Female  Male

### Q 31 To which of the following groups do you consider you belong:

White	Mixed	Asian or Asian British	Black or Black British	Chinese or other ethnic group
<input type="checkbox"/> British	<input type="checkbox"/> White and Asian	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> African	<input type="checkbox"/> Chinese
<input type="checkbox"/> Irish	<input type="checkbox"/> White and Black African	<input type="checkbox"/> Indian	<input type="checkbox"/> Caribbean	
	<input type="checkbox"/> White and Black Caribbean	<input type="checkbox"/> Pakistani		
<input type="checkbox"/> White other (Please specify)	<input type="checkbox"/> Mixed other (Please specify)	<input type="checkbox"/> Asian other (Please specify)	<input type="checkbox"/> Black other (Please specify)	<input type="checkbox"/> Any other (Please specify)

Q 32 How old are you?  16-24  25-34  35-44  45-54  55+

## Section 8: The state of the college

The National Learning Network has used a five-level scale to measure the extent to which ILT (Information Learning Technology) has had an impact on the college: Localised, Co-ordinated, Transformative, Embedded, and Innovative. Each level has a description relating to the level of integration, training, direction, and support of ILT in the college. Please mark the box which you think most closely resembles the situation in these three areas:

Level:	1) ILT strategy	2) ILT management	3) Staff development
<b>Localised:</b> An ILT strategy is not developed but some staff/departments are integrating ILT in their work. ILT takes place mainly in isolation, little co-ordination by management across the institution. Staff development: individual training on an <i>ad hoc</i> basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Co-ordinated:</b> There is a draft strategy in place and the extent of use is measured, resources are inventoried. Central IT management function identified. Management involved in curriculum development to co-ordinate ILT practice across the institution. There is a co-ordinated approach to generic training, including technology skills to support the use of technology in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transformative:</b> Staff actively contribute to the process of updating and expanding the strategy and its implementation in the curriculum. Management acts as a catalyst for change and takes account of current application of ILT in education. There is curriculum and information systems training for most staff, recognition of new skills needed to facilitate changing learning and teaching styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Embedded:</b> The ILT strategy takes account of teaching and learning styles arising from the potential of ILT exploitation. Management monitors and supports ILT integration across the college and advises on models of good practice and innovation. ILT staff development and training is intuitively integrated in all areas of a college's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Innovative:</b> Significant strategic commitment at management level to the use of ILT in teaching and learning. Staff are trained in tutoring and there is timely intervention to support and use ILT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

And finally...

**Q 33** In what ways could technology have even more impact in the future? *(Please continue on another sheet if necessary)*

**Thank you for your time and co-operation in completing this questionnaire.**

**Definitions:**

**ILT:** Information and learning technology (the standard term used by the LSC and within the National Learning Network) refers to the use of information and communications technologies to support the core business of colleges: the delivery and management of learning.

**E-learning:** By e-Learning we mean electronic learning technologies e.g. data projectors, interactive whiteboards, VLE and the teaching and learning methods that they enable. If someone is learning in a way that uses information and communication technologies (ICT) ( computers and other equipment and software) they are doing e-learning. Classroom technology use might involve: all students sitting in front of networked PCs while the teacher guides your learning; data projectors from his/her computer, video-conferencing, using web cams, watching demonstrations using technology, etc.

**VLE:** A virtual learning environment is defined as: 'the components in which learners and tutors participate in "on-line" interactions of various kinds, including on-line learning.' (JISC 2000).

VLEs can come in various formats including such brands as: Blackboard; WebCT; Lotus Learning Space; Learnwise; Fretwell Downing LE; Top Class; First Class; Pioneer; Solstra; Doodle; CISCO System. Some colleges may have an in-house system.