

Developing in Digital Worlds (Phase Two) - Teacher Questionnaire - Form A

Welcome to the *Developing in Digital Worlds* research project teacher questionnaire. Thank you for taking part!

We would like to find out how you use digital technology in your teaching and the impact of the digital environment on students' cognitive and social skills.

There are no right or wrong answers. We welcome your honesty.

Our overall aim is to find out how these important skills develop in classrooms where digital devices are being used or starting to be used, and how we can best support their development.

Your feedback will help us understand how to promote student's cognitive and social skills.

Your answers are completely confidential. No personal information will be shared with any other persons or organisation outside the University of Auckland.

Your personal information will only be used for the purpose of the research and will be securely stored at the University of Auckland.

The survey will take approximately 20 minutes to complete.

Your Information

Your name: *

School: *

What Year Level(s) do You Teach: *

Your Teaching Experience (in years): *

Your Experience in Digital Teaching Practice (in years): *

Subject Areas You Currently Teach: *

Check any that apply

? Choose all relevant subject(s)/curriculum area(s)

English

Mathematics

Science/Science-Based Inquiry

Part One

We would like to find out, from your experience, whether digital technology provides more opportunities to teach the following skills in English, maths and science. You may not teach all subjects listed below, but we are still interested in your opinion about the usefulness of digital technology in those areas.

1. English *

Reduces

No more

A little

A lot more

	Reduces	No more	A little	A lot more
Collaborative Reasoning/Argumentation (e.g., discuss and argue viewpoints collaboratively)				
Critical Thinking (e.g., knowing what to believe or do by evaluating beliefs or arguments)				
Critical Literacy (e.g., the awareness that text may have commercial, political or other messages that can manipulate readers)				
Self-Regulation (e.g., managing distraction, maintaining focus)				
Pro-social Skills (e.g., empathy and consideration of other's perspectives)				

2. Please explain your ratings for English. *

? For example, give reasons for why digital technology provides more opportunities to teach some skills than others.

3. Maths *

Reduces

No more

A little

A lot more

Collaborative				
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Reasoning/Argumentation (e.g., discuss and argue viewpoints collaboratively)				
Critical Thinking (e.g., knowing what to believe or do by evaluating beliefs or arguments)				
Critical Literacy (e.g., the awareness that text may have commercial, political or other messages that can manipulate readers)				
Self-Regulation (e.g., managing distraction, maintaining focus)				
Pro-social Skills (e.g., empathy and consideration of other's perspectives)				

4. Please explain your ratings for maths. *

? For example, give reasons for why digital technology provides more opportunities to teach some skills than others.

5. Science *

Reduces No more A little A lot more

	Reduces	No more	A little	A lot more
Collaborative Reasoning/Argumentation (e.g., discuss and argue viewpoints collaboratively)				
Critical Thinking (e.g., knowing what to believe or do by evaluating beliefs or arguments)				
Critical Literacy (e.g., the awareness that text may have commercial, political or other messages that can manipulate readers)				
Self-regulation (e.g., managing distraction, maintaining focus)				
Pro-social Skills (e.g., empathy and consideration of other's perspectives)				

6. Please explain your ratings for science. *

? For example, give reasons for why digital technology provides more opportunities to teach some skills than others.

Part Two

7. Please indicate how often you get students to use digital technology to learn the following skills: *

	Never	Less than once a term	Once a term	Once a month	Weekly	Daily
Collaborative Reasoning/Argumentation						
Critical Thinking						
Critical Literacy						
Self-regulation						
Pro-social Behaviour						

8. If for any of the above skills you do NOT use digital technology to teach them 'weekly' or 'daily', please indicate whether you would do so if you had further professional support or development (PD):

	I would (with PD support)	I still wouldn't
Collaborative Reasoning/Argumentation		
Critical Thinking		
Critical Literacy		
Self-regulation		
Pro-social Behaviour		

9. Even with PD support, if you still would not use digital technology to teach these skills, please explain why.

Part Three

10. Describe an assignment/task within a digital context that you have found to be effective, where students were required to a) argue/debate viewpoints or b) to build critical literacy skills (e.g., the awareness that online text may have commercial, ideological, political or other messages that can manipulate readers) . If you have not used digital technology to teach either of these skills, please imagine how you might effectively go about it.

? Please state the skill that you are describing in your explanation.

11. With regard to the skill you described above, which of the following teaching methods would you use? *

Check any that apply

Directly or explicitly (For example, by teaching strategies and the language or argumentation)

Modelling (For example, by demonstrating how to actively discuss by making claims, justifying with evidence and counter claims)

Indirectly (For example, by promoting collaboration and discussion)

Other:

12. With regard to the skill you described above, when would you plan to get students to use these opportunities in their digital learning? *

 For example, at the start of the year; with a particular unit of work, such as...

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