

Texas Instruments TI-Nspire CAS Australian Pilot Program

Mathematics Technology Use Survey: Teachers

This survey seeks information from teachers about their attitudes, beliefs and confidence in the use of technologies for mathematics teaching and learning. It will take approximately 10 minutes to complete the questionnaire.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions.

Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. If you have questions at any time about the survey or the procedures, you may contact Dr Stephen Arnold by email at stephen.arnold@acu.edu.au. Thank you for your participation.

Background Information

1. School:

2. Year Levels taught currently

7 8 9 10 11 12

3. Mathematics Teaching Experience

and highest qualification

4. Gender

Female

Male

Current Technology available at home

Circle the response which best indicates how often you use each of the following types of technology **for your mathematics teaching and learning at home.**

5. Desktop computer (PC / Mac)	Never	Rarely	Sometimes	Often	Daily
6. Laptop computer (PC / Mac)	Never	Rarely	Sometimes	Often	Daily
7. Scientific calculator	Never	Rarely	Sometimes	Often	Daily
8. Graphic calculator: Model:	Never	Rarely	Sometimes	Often	Daily
9. Internet Access (Slow / Broadband)	Never	Rarely	Sometimes	Often	Daily
10. Other:	Never	Rarely	Sometimes	Often	Daily

Current Technology in your classroom

Circle the response which best indicates how often you use each of the following types of technology in your mathematics classroom.

11. Desktop computers (PC / Mac)	Never	Rarely	Sometimes	Often	Daily
12. Laptop computers (PC / Mac)	Never	Rarely	Sometimes	Often	Daily
13. Scientific calculators	Never	Rarely	Sometimes	Often	Daily
14. Graphic calculators	Never	Rarely	Sometimes	Often	Daily
15. Internet Access	Never	Rarely	Sometimes	Often	Daily
16. Overhead Projector	Never	Rarely	Sometimes	Often	Daily
17. Data Projector	Never	Rarely	Sometimes	Often	Daily
18. Interactive Whiteboard	Never	Rarely	Sometimes	Often	Daily
19. Other: Please indicate...					
	Never	Rarely	Sometimes	Often	Daily

Ways in which technology is used

Please indicate the various ways in which you make use of technology in your mathematics learning.

20. Functions and graphs	Never	Rarely	Sometimes	Often	Always
21. Statistics and Data Analysis	Never	Rarely	Sometimes	Often	Always
22. Calculations	Never	Rarely	Sometimes	Often	Always
23. Geometry	Never	Rarely	Sometimes	Often	Always
24. Algebra	Never	Rarely	Sometimes	Often	Always
25. Finance	Never	Rarely	Sometimes	Often	Always
26. Investigations and problem solving	Never	Rarely	Sometimes	Often	Always
27. Presentation (e.g. assignments)	Never	Rarely	Sometimes	Often	Always
28. Other:					
Please indicate...	Never	Rarely	Sometimes	Often	Always

Thinking about Learning with Technology

Please answer these questions to help us to better understand your thinking about mathematics teaching and learning with technology.

29. Mathematics was one of my favourite subjects at school.	Never	Rarely	Sometimes	Often	Always
30. Using technology helps students to learn mathematics better.	Never	Rarely	Sometimes	Often	Always
31. When I write down an answer in mathematics, I know it is correct.	Never	Rarely	Sometimes	Often	Always
32. Using technology for learning mathematics can be a little scary.	Never	Rarely	Sometimes	Often	Always
33. If they use technology in mathematics, my students will not learn as well.	Never	Rarely	Sometimes	Often	Always
34. Students learn best when they work with others.	Never	Rarely	Sometimes	Often	Always
35. To learn mathematics well, students need to understand what they are doing.	Never	Rarely	Sometimes	Often	Always
36. Using technology gets in the way of learning mathematics.	Never	Rarely	Sometimes	Often	Always
37. I am a confident user of technology in my mathematics teaching.	Never	Rarely	Sometimes	Often	Always
38. I like to work out problems in mathematics by myself.	Never	Rarely	Sometimes	Often	Always
39. My students guess their answers in mathematics.	Never	Rarely	Sometimes	Often	Always
40. Using technology is an important part of learning mathematics.	Never	Rarely	Sometimes	Often	Always
