

Digital Learning Framework Trial Evaluation

Questionnaire for Primary teachers (initial phase, November 2017)

Thank you for agreeing to take part in the trial of the Digital Learning Framework (DLF). This trial is being carried out in 20 post-primary and 30 primary schools.

The Educational Research Centre, Drumcondra, Dublin, has been asked by the Department of Education and Skills to evaluate this trial. This questionnaire is part of that evaluation.

The purpose of the questionnaire is to gather information about your views on teaching and learning, the digital context of the school at the beginning phase of this trial, and your initial views on the DLF. It is intended to take about 20 minutes to complete. You will be asked to complete a second questionnaire at the end of the trial in April/May 2018.

Most questions require you to tick a box, while some ask you to type your response.

Your views are very important in contributing to improvements to the DLF when it is rolled out nationally in Autumn 2018.

In advance of completing it, we suggest that you briefly review the **Digital Learning Framework** at [this link](#).

This PDF version of the questionnaire is for review purposes only: responses should be submitted using the online version.

The questionnaire needs to be completed in one 'sitting'. Please be sure to **click on the SUBMIT button** when you reach the end of the questionnaire, otherwise your responses will not be saved.

Responses of individual schools and teachers will not be identified in published reports. Numeric results will be reported as group averages. Any published comments are anonymised, and for illustrative purposes only.

If you are having any difficulties in completing the questionnaire, please email **DLF@erc.ie**.

If possible, please submit your responses within one week of receiving the invitation email to complete this questionnaire.

Thank you!

Logging in to start the questionnaire

1. Roll number of school:

Please ensure that you choose the correct roll number.

2. Four-digit teacher ID:

Please enter the four-digit teacher ID assigned to you by the school principal. This ID is needed to keep track of responses and will never be used to identify you.

General information

3. What class levels do you currently teach?

(Tick all that apply:)

- | | |
|----------------|--------------------------|
| Junior Infants | <input type="checkbox"/> |
| Senior Infants | <input type="checkbox"/> |
| First Class | <input type="checkbox"/> |
| Second Class | <input type="checkbox"/> |
| Third Class | <input type="checkbox"/> |
| Fourth Class | <input type="checkbox"/> |
| Fifth Class | <input type="checkbox"/> |
| Sixth Class | <input type="checkbox"/> |

4. Are you a teaching principal?

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

5. Do you hold an additional post of responsibility in this school?

- | | |
|--------------------------|--------------------------|
| Yes, assistant principal | <input type="checkbox"/> |
| Yes, special duties | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

6. If 'Yes, special duties', please type the name of the post here:

7. Including the 2017-2018 school year, how many years have you been teaching...

(select one response in each column:)

	<i>... in this school?</i>	<i>... altogether?</i>
A year or less	<input type="checkbox"/>	<input type="checkbox"/>
2-4 years	<input type="checkbox"/>	<input type="checkbox"/>
5-7 years	<input type="checkbox"/>	<input type="checkbox"/>
8-10 years	<input type="checkbox"/>	<input type="checkbox"/>
11-13 years	<input type="checkbox"/>	<input type="checkbox"/>
14-16 years	<input type="checkbox"/>	<input type="checkbox"/>
17-19 years	<input type="checkbox"/>	<input type="checkbox"/>
20 or more years	<input type="checkbox"/>	<input type="checkbox"/>

Teaching and learning beliefs and practices

8. Please indicate how much you disagree or agree with each of the following statements regarding your personal beliefs on teaching and learning:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Effective/good teachers demonstrate the correct way to solve a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My role as a teacher is to facilitate pupils' own enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils learn best by finding solutions to problems on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction should be built around problems with clear, correct answers, and around ideas that most pupils can grasp quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much pupils learn depends on how much background knowledge they have - that is why teaching facts is so necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A quiet classroom is generally needed for effective learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking and reasoning processes are more important than specific curriculum content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The digital context of your school

9. How would you rate the following aspects of ICT infrastructure and digital technologies in your school as they relate to your work and that of your pupils?

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Number of computing devices (desktops, laptops, tablets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age and condition of computing devices (desktops, laptops, tablets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of digital devices such as whiteboards, digital projectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of digital tools such as data sensors, cameras, assistive devices, robotic tops (e.g. BeeBots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of suitable software for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of suitable software for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Broadband connection/speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical support and maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My own level of knowledge and skills in using digital teaching and learning technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My own level of engagement with digital teaching and learning technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My pupils' level of knowledge and skills in using digital learning technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My pupils' level of engagement with digital teaching and learning technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. If you wish, make additional comments on your responses to Q9.

Digital teaching and learning practices

11. In general, how often do your pupils use digital technologies in the following ways?

	<i>Never</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Usually/ Always</i>
Reinforce and practise routine skills and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submit homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use e-books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find information on the Internet (teacher-directed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry out research on the Internet (pupil-led)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publish and present work online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with spreadsheets and databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use data-logging tools (e.g. in science for weather, environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse data or information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create presentations using a range of media (e.g., podcast, video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use simulations or abstractions to explore a system or abstract concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create simulations or abstractions to explore a system or abstract concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use social networks for school-related learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with peers from class through email, videoconferencing, or online forums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with pupils or adults from outside class (e.g., pupils from other schools or adult mentors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give feedback to peers or assess other pupils' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Since January 2017, generally, how often has each of the following happened during your pupils' class time?

	<i>Never/ almost Never</i>	<i>Once/ twice a month</i>	<i>Once/ twice a fortnight</i>	<i>Weekly or more often</i>
I present a summary of learned content using digital technologies/devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils work in small groups using digital technologies to come up with a joint solution to a problem or task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use digital technologies to give different work to the pupils who have difficulties learning and/or to those who can advance faster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use digital technologies to refer to a problem from everyday life or work to demonstrate why new knowledge is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let pupils practice similar tasks using digital technologies until I know that every pupil has understood the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I check pupils' assignments or homework which have been completed electronically/digitally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using digital technologies, pupils work on projects that require at least one week to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils use digital technologies for projects or class work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your views on the Digital Learning Framework

An important part of this trial is to learn about your views of the [Digital Learning Framework document](#).

13. Please rate the following general aspects of the framework document in using it to inform your work during the initial (planning) phase of this trial. Please also provide comments or suggestions, particularly where your ratings are less positive:

	<i>Very suited to my work in this school</i>	<i>Somewhat suited to my work in this school</i>	<i>Not really suited to my work in this school</i>
Overall length and layout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language and terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The four <i>teaching and learning</i> domains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The four <i>leadership and management</i> domains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The statements of <i>effective</i> and <i>highly effective</i> practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 'fit' of the document in terms of my involvement in the school's broader development and improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/suggestions:

14. Please rate the four teaching and learning domains of the framework document in using to inform your work during the initial (planning) phase of this trial. Please also provide comments or suggestions, particularly where your ratings are less positive:

	<i>Very clear and easy to understand</i>	<i>Somewhat clear and easy to understand</i>	<i>Not clear or easy to understand</i>	<i>Not yet used as part of our programme</i>
Domain 1 Learner Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2 Learner Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3 Teachers' Individual Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4 Teachers' Collective/Collaborative Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/suggestions:

15. If applicable to your role in the school, please rate the four leadership and management domains of the framework document in using it for your school's initial (planning) phase of this trial. Please also provide comments or suggestions, particularly where your ratings are less positive.

Skip this question if these domains are not relevant to your role in the school:

	<i>Very clear and easy to understand</i>	<i>Somewhat clear and easy to understand</i>	<i>Not clear or easy to understand</i>	<i>Not yet used as part of our programme</i>
Domain 1 Leading learning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2 Managing the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3 Leading school development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4 Developing leadership capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/suggestions:

Your school's plans for implementing a programme for the DLF trial

Schools taking part in the trial have proposed an area or programme to focus on. This section asks for some information and your views about the programme for your school.

16. Please briefly describe the programme that your school plans to develop and implement during this trial:

17. Please briefly describe your role in the programme:

18. Please indicate which aspects of the Digital Learning Framework are a focus of the programme that you described in the previous two questions in terms of your role in the DLF trial:

	<i>High focus</i>	<i>Medium focus</i>	<i>Low or no focus</i>
Learner outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' individual practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' collective/collaborative practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading learning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading school development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing leadership capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Please indicate which curricular or content areas are likely to be a focus of the programme that you described in the previous three questions in terms of your role in the DLF trial:

	<i>High focus</i>	<i>Medium focus</i>	<i>Low or no focus</i>
Literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative and team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business skills/Entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artistic and creative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another area (<i>please type below</i>):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Do you envisage changes to any of the following as a result of taking part in this trial?

	<i>Large change</i>	<i>Moderate change</i>	<i>Small change</i>	<i>No change</i>
My teaching and learning activities during class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My pupils' study or homework activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My pupils' interest and engagement in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative practice among teachers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other change(s) (<i>please type below</i>):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. How would you rate the level of challenge that you expect in your role in implementing this programme?

*Highly
challenging*

Challenging

*Somewhat
challenging*

Not challenging

22. How would you rate the level of professional benefit that you expect as a result of taking part in the DLF trial?

High benefit

Medium benefit

Low benefit

23. Please comment further on the challenges or benefits that you expect:

***Important: Please click on SUBMIT to complete the questionnaire.
Thank you!***