

Digital Learning Framework Longitudinal Survey - Phase 1: Post-primary Teacher 1

Post-Primary Teacher



The Educational Research Centre, Drumcondra, Dublin, has been asked by the Department of Education and Skills to evaluate the national implementation of the Digital Learning Framework (DLF). This questionnaire is part of that evaluation.

The purpose of the questionnaire is to gather information about your school's experience with and implementation of the Digital Learning Framework. Your school is one of 100 post-primary schools selected to take part. Collectively, the 100 schools provide a varied and representative picture at post-primary.

The questionnaire is intended to take no more than 30 minutes to complete.

Your responses are very important in helping us to understand the successes and challenges in implementing the Digital Learning Framework in a wide variety of school settings.

We will also be asking you to complete similar questionnaires in Autumn 2020 and 2021. Comparing responses over time will enable us to identify what aspects of the DLF are working well, what the challenges are, and how these vary across various school contexts.

The responses to this survey will be reported to the Department of Education and Skills with suggestions for improvements and your school will receive a copy of this report.

We greatly appreciate your participation in this survey. High response rates will allow for stronger policy development, as well as a deeper understanding of the needs and challenges across a wide variety of school communities.

This study is conducted in compliance with the GDPR framework. **No personal information**, such as IP address or person name, is collected in the course of the survey. The survey involves identifying your school by providing the roll number. The roll number will be matched with other school-level information that is in the public domain such as enrolment size and DEIS status for analysis purposes. The results of individual schools will **not** be published: only group-level aggregates will be reported on. As soon as the survey period is complete, i.e. within three months of the Autumn 2021 data collection, the roll numbers will be permanently deleted from the survey dataset.

To allow us to process the data in good time, we would be grateful if you could submit your responses by **29th November 2019**.

If you have any questions about this evaluation please contact dlf@erc.ie.

Many thanks for your participation and the best of luck with your work on the DLF.

School Information

Roll number of your school: *

Please ensure you choose the correct roll number.

Please type your school's phone number into the box below: *

This information is used to check and confirm the roll number.

What is/are your role(s) in the school? *

Please tick all that apply.

 School Principal Deputy Principal Assistant Principal 1 Assistant Principal 2 Class or subject teacher SET teacher ICT or Digital Learning Coordinator Other

Teacher Information

Do you work full time or part time in the school?

Full time

Part time

Is your employment contract permanent or temporary?

Permanent

Temporary

Contract of indefinite duration (CID)

In what year did you begin employment in this school? *

Please choose... ▼

In what age group are you?

Under 25

25 - 29

30 - 39

40 - 49

50 - 59

Over 60

Teacher Information

Which year level(s) do you teach?

Please tick all that apply.

1st Year

2nd Year

3rd Year

4th Year

5th Year

6th Year

Other year level(s), e.g. PLC

Which subject(s) do you teach?

Tick all that apply.

English

Irish

Maths (and/or Applied Maths)

Foreign languages (Modern)

Ancient Languages (Ancient Greek, Latin)

Science (Physics, Chemistry, Biology, Geography, Agricultural Science)

Practical Subjects (Technical Graphics, Materials Technology, Wood Technology, Construction Studies, Home Economics, Engineering)

Cultural Subjects (History, Religious Education, Classical Studies, Jewish Studies, Classics, Environmental Social Studies, Politics and Society)

Wellbeing subjects (CSPE, SPHE, Physical Education)

Business subjects (Accounting, Business Studies, Economics)

Digital and Technological Subjects (Technology, Computer Science)

Artistic Subjects (Music, Art, Visual Art)

Other (please specify)

Aside from Initial Teacher Education, do you have any additional formal (certified) qualifications relating to your work as a teacher?

Tick all that apply.

Cert/Diploma

Masters / Higher Diploma

Ph.D/Ed.D

Other (Please specify)

Digital Learning Team

Has your school established a Digital Learning Team? *

Yes

No

Unsure

Digital Learning Team

Are you on the school's Digital Learning Team (DLT)?

Please tick one option.

Yes, I am the DLT leader

Yes, I am a DLT member

No, I am not on the DLT

Digital Learning Plan

Does your school have a Digital Learning Plan?

Yes, completed

Yes, in progress

No, not yet

Have you visited the [DLPlanning.ie](https://www.dlplanning.ie) website? *

No

Yes, once or twice

Yes, three or four times

Yes, five or more times

Digital Learning Planning Website

How frequently do you use the following parts of the DLPlanning.ie website to support your implementation of the Digital Learning Framework?

Click on the links below if you are unsure what the item refers to.

	Never	About once per month or less	About once every two weeks	About once per week	More than once per week
The DL Plan template document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The DL Framework document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Digital Learning Planning Guidelines document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statements of effective and/or highly effective practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample downloadable questionnaires and other documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample videos of effective and/or highly effective practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the above resources, if any, did you find most useful in your implementation of the DLF (If the resources you use are not listed above, please describe them in the box below)?

Which of the above resources, if any, did you not find useful in your implementation of the DLF (If the resources you use are not listed above, please describe them in the box below)?

What changes in the DLF documents and other supporting materials would better enable you to implement the DLF in your school/classroom?

Please describe up to three changes.

Acceptable Use Policy

Does your school have policies/guidelines on:

Yes

No

Acceptable use of technology in school

Acceptable use of the internet in school

Online safety

Students' own device use in school (e.g. mobile phones)

Teachers' own device use in school (e.g. mobile phones)

Assistive technology for students with different learning needs / Special Education Needs

DLF Domain(s) of Focus

Which domain(s) has your school chosen to focus on for the DLF?

Learner outcomes

Learner experiences

Teachers' individual practice

Teachers' collective/collaborative practice

Leading teaching and learning

Managing the organisation

Leading school development

Developing leadership capacity

I don't know which domain(s) my school is focusing on

DLF Domain of Focus

Please briefly describe up to three ways that you are engaging with the domain(s) you have chosen in your teaching, learning, and assessment:

With regards to the domain(s) you have chosen, which of the following best describes your level of practice?

If you are unsure about what is meant by effective and highly effective practice, [this link](#) outlines the standards for each domain.

All below statements of effective practice

Mostly below statements of effective practice

Partly below/partly at statements of effective practice

Mostly at statements of effective practice

All at statements of effective practice

Partly at statements of highly effective practice

Mostly at statements of highly effective practice

All at statements of highly effective practice

Please briefly describe how some of your teaching, learning, and assessment practices put you at the level of practice you have selected above:

Using Digital Technologies

Throughout this questionnaire the terms **Digital Technology** and **Embedding** will be used frequently. As you answer the questions, please keep in mind the following definitions of these terms:

Digital technologies refer to electronic tools, systems, and devices that generate, store, or process data. These include computers, tablets, software and applications, websites, social media, multimedia, online games, robotics, cloud computing, and mobile devices.

Embedding refers to moving beyond ICT integration, where digital technology is seamlessly used in all aspects of teaching, learning and assessment to enhance the learning experiences of all students.

In general, how often do you use digital technologies in your classroom to support teaching and learning in the following ways?

	A quarter of lessons or less	Between a quarter and a half of lessons	Between half and three quarters of lessons	Three quarters or more of lessons
Present information or give class instruction to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom demonstrations (e.g. computer-based simulations, virtual labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use curriculum-relevant online resources for lesson preparation (e.g. websites, blogs and wikis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with students (e.g. email)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publish students' work online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the development of higher-order thinking in students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use social networks in teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support assessment of learning (summative assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support assessment for learning (formative assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support student peer-to-peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support collaboration between students for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support students to reflect on their own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide differentiated learning or own-pace learning to support the development of literacy and numeracy

Support the learning of students with special educational needs (leave blank if N/A)

Broadly speaking, which one of the following best describes your current level of practice in relation to embedding digital technologies in teaching, learning and assessment?

Emerging (little or no embedding of digital technologies)

Developing (limited embedding of digital technologies)

Intermediate (moderate embedding of digital technologies)

Advanced (fairly extensive embedding of digital technologies)

Highly advanced (extensive and innovative embedding of digital technologies)

Familiarity with Digital Technologies

Which of the following devices do you own?

Please tick all that apply

Smartphone

Tablet

Laptop computer

Desktop computer

Printer or scanner

Games console

Smartwatch

One or more bluetooth devices

Thinking about your experience with digital media and digital devices: to what extent do you disagree or agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
If I need new software, I install it by myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read information about digital devices to be independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use digital devices as I want to use them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have a problem with digital devices I start to solve it on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I need a new application, I choose it by myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about your experience with digital media and digital devices, to what extent do you disagree or agree with the following statements?

Strongly disagree

Disagree

Agree

Strongly agree

I feel comfortable using digital devices that I am less familiar with

If my friends and relatives want to buy new digital devices or applications, I can give them advice

I feel comfortable using my digital devices at home

When I come across problems with digital devices, I think I can solve them

If my friends and relatives have a problem with digital devices, I can help them

Continuing Professional Development

Have you taken part in any of the following digital technology related CPD in the last two years?

Please tick all that apply.

<input type="checkbox"/> In-school PDST support
<input type="checkbox"/> DLF seminar
<input type="checkbox"/> DLF webinars
<input type="checkbox"/> Digital Learning Plan Online Course
<input type="checkbox"/> PDST digital technologies face-to-face course
<input type="checkbox"/> Workshops (e.g. those provided to support the introduction of the JC Framework)
<input type="checkbox"/> Other PDST online course
<input type="checkbox"/> Other (please specify)

In an ideal scenario, what professional learning supports would you like to see available to facilitate your school's continued implementation of the Digital Learning Framework/Digital Learning Plan?

To what extent has the digital technology-related CPD you or your school has participated in included the following elements?

	Did not Include / N/A	Included a small component	Included a significant component	Included to a great extent
Focus on curriculum materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on how to teach the content, and how students learn it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers participated alongside other teachers in their school

Focus on professional development specific to curriculum materials

If you share your experiences and ideas for DLF implementation with other teachers in your school, how does the sharing take place?

	Yes	No
Informally during the school day	<input type="radio"/>	<input type="radio"/>
More formally, for example in a presentation to other teachers at a staff meeting or an in-school CPD session	<input type="radio"/>	<input type="radio"/>
Formal peer mentoring/coaching	<input type="radio"/>	<input type="radio"/>
Email/messaging/social media	<input type="radio"/>	<input type="radio"/>
Cloud document storage / shared folders	<input type="radio"/>	<input type="radio"/>

Beliefs about Teaching and Learning

What does the phrase embedding digital technologies in teaching, learning and assessment mean to you?

To what extent do you agree or disagree with the following statements about using digital technologies in teaching and learning at school?

	Strongly disagree	Disagree	Neither agree / disagree	Agree	Strongly agree
Enables students to access better sources of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps students to consolidate and process information more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps students develop greater interest in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps students work at a level appropriate to their needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves academic performance of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results in poorer writing skills among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduces organisational problems for schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impedes concept formation better done with real objects than computer images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages copying material from published internet sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distracts students from learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results in poorer calculation and estimation skills among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enables students to better engage in collaborative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Improves students' capacity to self-assess / peer-assess

Please indicate the extent to which you agree or disagree with the following statements:

Strongly disagree

Disagree

Neither agree / disagree

Agree

Strongly agree

Using digital technologies in class adds unnecessary complications to material that could be covered better using traditional methods

Sometimes I am directed to use digital technologies where I feel that traditional teaching methods would be more appropriate

The digital tools and resources I have access to are relevant to the curriculum content I teach

Using digital technologies allows me to teach more effectively to all ability levels

In general, digital technologies get in the way of effective teaching and learning

There is a sufficient number and variety of digital tools and resources available to meet the teaching, learning, and assessment needs in my classroom

The existing digital tools and resources available to me do not fit my needs or those of my students

The digital tools and resources I have access to have little to do with the curriculum content I teach

Using digital technologies in class means that students have more control over the pace at which they learn

Using digital technologies in class gives me less time to cover curriculum content

The sheer number of apps to choose from is confusing

Please indicate how much you disagree or agree with each of the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
When referring to a "good performance", I mean a performance that lies above the previous achievement of the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role as a teacher is to facilitate students' own inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should be made aware of how what they are learning relates to real life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When referring to a "poor performance", I mean a performance that lies below the previous achievement of a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should not learn about the practical utility of their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher should be the one who decides how long is spent on a learning activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A quiet classroom is generally needed for effective learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective/good teachers demonstrate the correct way to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn best by finding solutions to problems on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking and reasoning processes are more important than specific curriculum content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Learning

Please indicate the proportion of students you teach which fit each of these descriptions:

	Very few or none	A few (around a quarter)	Some (around half)	Most (around three-quarters)	All or almost all
My students draw inferences beyond the literal meaning of the text they are reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students learn by connecting new information with what they already know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students learn by a single method for each topic or subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students learn primarily through textbooks and workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are invested in what they are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students try hard to understand the material we cover in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are not interested in developing their own unique understanding of what they have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students prefer to learn by rote and repetition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students learn by collaboration and discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students learn by teaching other members of their class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students don't think about how they learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students don't critically analyse new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Digital Technology Infrastructure

How would you rate the following aspects of ICT infrastructure and digital technologies (DTs) in your school?

In responding to this question, please consider the extent to which ICT infrastructure and digital technologies in your school meet your teaching, learning and assessment goals.

	Excellent (fully supports my teaching, learning and assessment goals)	Very good	Good	Fair	Poor (does not support my teaching, learning and assessment goals in any meaningful way)
Availability of appropriate number of computing devices for all students (desktops, laptops, tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age and condition of computing devices (desktops, laptops, tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of digital devices such as interactive whiteboards, digital projectors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of digital tools or technologies such as data sensors, cameras, assistive devices, robotic tops e.g. BeeBots)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My awareness of suitable software for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of suitable software for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadband connection/speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support and maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall level of knowledge and skills in using digital technologies for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall level of use of digital technologies for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' overall level of knowledge and skills in using digital technologies for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' overall engagement with digital technologies as part of teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have regular access to a computing device (laptop, tablet, desktop) for your own professional use at school?

Yes

No

Do you have reliable internet access...

At school?

At home?

Technical Support

How would you rate the effectiveness of the technical support in your school at present?

In responding to this question, please consider the extent to which technical support available in your school meets your teaching, learning and assessment goals.

	Highly effective (minimal or no issues)	Quite effective	Somewhat effective	Not effective (widespread issues with large or lengthy negative impact)
For keeping computing devices in good repair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For keeping devices up to date with software, virus scans, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For keeping other devices (e.g. printers, projectors) in good repair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For maintaining connectivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During teaching and learning time in your school, how often do you experience technical support problems in the following areas, and which are not resolved in a timely manner?

	More often than once per week	About once per week	About once every two weeks	About once per month	Less often than once per month
Problems with hardware (e.g. printers, projectors, interactive whiteboards, computers, tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with software (e.g. apps, tools, driver issues, compatibility issues, viruses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with internet connectivity or speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with internet safety (e.g. virus scans, safe searches)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with logging in to websites (credentials), accessing folders and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with the following statements about technical support in your school?

	Strongly Disagree	Disagree	Neither disagree / agree	Agree	Strongly agree
Issues in digital technologies are always resolved in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school would benefit greatly from additional professional (external) technical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of digital technology infrastructure is a bigger problem in this school than availability of technical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of technical support is a key barrier to my school's implementation of the Digital Learning Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical problems with digital technologies frequently disrupt my teaching, and/or my students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My level of knowledge about digital technologies restricts my capacity to solve some of the technical problems which have arisen in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embedding digital technologies into my teaching, learning, and assessment is currently more trouble than it is worth, due to inadequate technical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Please remember to tick the frequency of use box above.

Collaborative Teaching and Learning: How often do you use the following in your class as part of teaching, learning, or assessment?

	Don't know what this is	Never	About once per month or less	About once every two weeks	About once per week	More often than once per week
Book Creator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gsuite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office365	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Padlet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seesaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharepoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ePortfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Please remember to tick the frequency of use box above.

Practical technical activities: How often do you use each of the following in your class as part of teaching, learning, or assessment?

	Don't know what this is	Never	About once per month or less	About once every two weeks	About once per week	More often than once per week
Micro:bit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lego WeDo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bee bots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sphero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raspberry pi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Please remember to tick the frequency of use box above.

Other:

Please remember to tick the frequency of use box above.

Word processors: How often do you use each of the following in your class as part of teaching, learning, or assessment?

	Don't know what this is	Never	About once per month or less	About once every two weeks	About once per week	More often than once per week
Ms Word (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google docs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OneNote	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Please rememeber to tick the frequency of use box above.

Assistive software for children with specific learning impairments (e.g. Dynamo maths, Lexicon)

Other (please tick a frequency box here, and specify the support below)

Other:

Please describe, and remember to tick the frequency of use box above.

DLF Impact

Did any of the following change as a result of your work on the DLF so far?

	Significant change	Moderate change	Minor change	No change
My teaching and learning activities during class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' homework or study activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' interest and engagement in learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative practices among teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing of documents or resources among teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasis on use of digital technologies in school policies or guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions relating to enhancing digital technology infrastructure (e.g. quality or number of computing devices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions relating to enhancing technical support or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions relating to enhancing broadband connectivity/wifi connectivity or reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other area (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Another area (please specify):

Implementation Challenges

How would you rate the following as significant, ongoing challenges in implementing the DLF in your classroom?

	Highly challenging	Moderately challenging	Somewhat challenging	Not at all challenging	Does not apply/did not occur
My perception that not much value is added by embedding DTs into teaching, learning and assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own level of competency in managing and using digital technologies in teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall timeline for implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fit between the aims of the DLF and the structure of the certificate examinations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated time for me to implement the steps involved in the DLF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital technology infrastructure (e.g. number and quality of computing devices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadband connectivity/wifi connection or reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership from school management to support the Digital Learning Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name up to three things that you think would best enable you and your school to implement the DLF:

Many thanks for taking the time to participate.

Please click '**Finish**' to submit your responses.