Abstract: To implement our PT3 grant, we needed to answer three questions. First, we needed to identify the current level of computer skills in our faculty, both at the University as well as in two public schools that are participating in our grant. Second, we needed to know how the faculty were currently using computers in their teaching. And third, we needed to gain information regarding the faculty’s attitudes toward integrating technology in education. This paper discusses the development of a brief survey questionnaire that can be used to help design computer support services and training workshops, help individual teachers and professors design professional development plans, and help administrators and program evaluators assess the effectiveness of these types of professional development activities. The paper will also show how survey data of this type can be used to help identify how receptive a group of educators is to increasing the role of computers in the curriculum.

To implement our PT3 grant, we needed to answer three questions. First, we needed to identify the current level of computer skills in our faculty, both at the University as well as in two public schools that are participating in our grant. Second, we needed to know how the faculty were currently using computers in their teaching. And third, we needed to gain information regarding the faculty’s attitudes toward integrating technology in education.

This information was needed to serve several purposes. We had to assess the faculty’s current computer skills as well as their use of computers in their teaching in order to design support services and training workshops that would meet their needs and be well received and utilized. This information was needed to design workshops and support services for the faculty as a whole as well as for designing individual professional development plans. We wanted to gain an idea of the faculty’s attitudes regarding the integration of computers in education for the same purposes, but also to gauge how receptive the faculty might be with regard to increasing the role of computers in the curriculum. It was also very important that we would be able to measure the effectiveness of the grant activities, so we needed an instrument that would provide useful baseline and follow-up data.

A literature search found no available questionnaires which could serve these purposes well, so we incorporated some of the best approaches from other instruments to create a comprehensive questionnaire that is brief and user-friendly but still provides useful information. Initial statistical analyses of the 23-item questionnaire have found scores on the instrument to be psychometrically reliable.

Our PT3 grant is focused on increasing faculty use of computers at both the K-12 level and the university level, so we have used this survey questionnaire with both K-12 teachers as well as the professors who teach the students in our teacher preparation program. To date, the entire faculty at two local public schools and the entire teacher education faculty at the University have completed the survey, and we are beginning to survey all of the faculty in
the College of Arts and Sciences and the College of Communication. The data currently being collected will serve as baseline data, and the questionnaire will be readministered annually to help establish the effectiveness of the activities undertaken as part of our PT3 grant.

This paper will demonstrate how a brief survey questionnaire can be used to help design computer support services and training workshops, help individual teachers and professors design professional development plans, and help administrators and program evaluators assess the effectiveness of these types of professional development activities. In addition, the paper will show how survey data of this type can be used to help identify how receptive a group of educators is to increasing the role of computers in the curriculum.