



Centre for Education Statistics

Information and Communications Technologies in Schools Survey

Confidential when completed.

Collected under the authority of the *Statistics Act*,
Revised Statutes of Canada, 1985, c.S-19.

Survey purpose

The purpose of this survey is to obtain critical benchmark data on the integration of Information and Communications Technologies (ICT) in education. This survey will be a comprehensive measure of ICT infrastructure and access, and will identify some usage patterns in all elementary and secondary schools across Canada. It is the first comprehensive Canada-wide survey on the subject and your participation is essential to its success.

The survey is sponsored by Industry Canada's SchoolNet program which works with Canadian learning partners to increase access to and integration of ICT into the learning environment in order to develop an ICT-skilled population, capable of participating in the Knowledge Economy. Support to the initiative has been provided by the Library and Archives Canada.

In order to provide a true picture of the ICT integration in Canadian schools, **it is essential that you respond to this questionnaire, even if your school does not use ICT.** By participating, you will provide invaluable information for identifying existing and future connectivity requirements across all schools in Canada.

Authority

This information is collected under the authority of the *Statistics Act*, Revised Statutes of Canada, 1985, c.S-19. While participation of this survey is voluntary, your co-operation ensures that the information collected is as accurate and comprehensive as possible.

Confidentiality

Statistics Canada is prohibited by law from publishing any statistics which would divulge information obtained from this survey that relates to any identifiable business, institution or individual without the previous written consent of that business, institution or individual. The data reported on the questionnaire will be treated in strictest confidence. The confidentiality provisions of the *Statistics Act* are not affected by the *Access to Information Act* or any other legislation.



Supplementary Uses of the Information

This survey was developed in collaboration with several organisations, such as Industry Canada's SchoolNet Program and its partners and the Library and Archives Canada. To minimize the duplication of conducting other surveys on ICT in your schools, Statistics Canada would like your written consent to share the information you will provide with your school district/board (where applicable), your provincial/territorial ministry or department of Education, Industry Canada and the Library and Archives Canada.

Industry Canada, through the SchoolNet program, will use the information in order to assess the current status of ICT infrastructure and access and some usage patterns in the schools, from a Canadian perspective. Survey findings will guide future policy and program development and provide the basis for future research related to the use of ICT in learning. The Library and Archives Canada is interested in using the data in order to better understand the current infrastructure of all school libraries and to develop new policies. Information provided to your school district/board and your provincial/territorial ministry or department of Education will allow them to measure the quantity and quality of the ICT infrastructure in your school and to develop programs and policies aimed specifically for the schools in your province/territory or your district/board.

In order to enhance the analytical value of the survey, the information provided in this survey may be combined with other information available to Statistics Canada from other sources such as other surveys or administrative records. It is also possible that the information will be used by Statistics Canada in order to conduct future ICT surveys involving your school.

How to participate?

Please complete the questionnaire and return it to Statistics Canada. *In order to provide answers to specific questions, it may be necessary to get input from technical support staff or teachers in your school. We encourage you to solicit input in order to obtain the best possible answers.*

If you have any questions about the survey or wish to obtain the questionnaire in French, contact us toll-free by phone at 1-800-820-1169 or by facsimile at 1-888-605-2493. You can also complete the survey online at www.statcan.ca/sirs. If you have any questions about completing the survey *online*, contact us toll-free at 1-800-949-9491. SchoolNet and Statistics Canada thank you for your participation. As a gesture of appreciation, we have enclosed a copy of *Canada at a Glance*, a booklet of statistics on Canada's social and economic life. Please circulate it among your teachers, who can order free copies for use in their classroom.

Please mail the completed paper questionnaire and the signed consent form as soon as possible in the supplied envelope. If you fill out the questionnaire online, print out the consent form provided online or use the one you received in the mail with the paper questionnaire. Please sign the consent form and send it to Statistics Canada in the supplied return envelope. Mail to:

Operations Integration Division
M.I.C. Section
Statistics Canada
Tunney's Pasture
120 Parkdale Ave.
Ottawa, Ontario K1A 0T6

Statistics Canada advises you that there could be a risk of disclosure during the facsimile transmission. However, upon receipt of your facsimile, Statistics Canada will provide the guaranteed level of protection afforded all information collected under the authority of the *Statistics Act*.



3. How many students in total are presently enrolled at your school?

Include those students who are registered at your school but are being taught at home.

Grade	Female	Male
Ungraded* Elementary	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0214	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0229
Ungraded* Secondary	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0215	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0230
Kindergarten/Primary/pre-Grade 1*	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0216	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0231
Grade 1	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0217	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0232
Grade 2	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0218	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0233
Grade 3	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0219	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0234
Grade 4	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0220	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0235
Grade 5	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0221	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0236
Grade 6	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0222	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0237
Grade 7 (Quebec: Secondary 1)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0223	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0238
Grade 8 (Quebec: Secondary 2)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0224	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0239
Grade 9 (Quebec: Secondary 3; Manitoba: Senior 1)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0225	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0240
Grade 10 (Quebec: Secondary 4; Manitoba: Senior 2; Newfoundland and Labrador: Level 1)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0226	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0241
Grade 11 (Quebec: Secondary 5; Manitoba: Senior 3; Newfoundland and Labrador: Level 2)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0227	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0242
Grade 12 (Manitoba: Senior 4; Newfoundland and Labrador: Level 3)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0228	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0243

FOR YOUR INFORMATION

4. Of the total number of students presently enrolled at your school, how many students are registered as part-time?

If none, please mark 0.

Female 0246

Male 0247

5. How many students are designated as *special needs students with disabilities? *If none, please mark 0.***

0248





6. How many of the following instructional rooms* do you have in your school? If none, please mark 0.

Classrooms (excluding portables) 0257

Computer labs 0258

Portables 0259

7. Is there a library* in your school? 0260

¹ Yes **Go to Question 8.**

³ No **Go to Question 11.**

8. Please report the number of full-time equivalent (FTE)* employees devoted to the school library according to the following categories. If there are no employees in a category, please mark 0. This time allocation does not include time allocated to coverage of class preparation or relief.

Teacher-librarians* 0261

Teacher-non-librarians* 0262

Professional librarians* 0263

Library technicians* 0264

Clerical staff 0265

Other (specify) 0266

9. Please report the current school year's annual expenses for the library's collection development using the following breakdown. If no expenses will be incurred this year, please mark 0. Please round to the nearest dollar.

Physical collection development (e.g., books, magazines) \$, .00 0268

Audio-visual materials (e.g., CDs, videos) \$, .00 0269

Electronic materials (e.g., CD-ROMs*, subscriptions to online journals) \$, .00 0270

10. Please indicate the sources of funding for the library's expenses. Please mark all that apply.

Funding provided at the provincial level 0271

Funding provided at the school board/district/jurisdiction level 0272

Funding provided at the school level 0273

Other (specify) 0274

FOR YOUR INFORMATION



SECTION B – Hardware*

Note: You may need assistance to complete this section. We encourage you to solicit input in order to obtain the best possible answers.

The following set of questions pertain to the physical Information and Communications Technologies (ICT)* infrastructure available in your school.

11. How many of the school's computers (including laptops and notebooks) are not set up or not in working order for each of the following reasons? Please include the number of computers beside each reason. If none, please mark 0.

Computers not yet set up 0400

No space available in the school for the computers 0401

No technical support staff to maintain use of computers 0403

Not compatible with the network* or other computers 0404

Computers are still operational, but not sufficiently powerful to meet educational needs 0405

Computers are no longer operational/technical support staff unable to fix problem 0406

Other (specify) 0407

12. What does your school do with the computers (including laptops and notebooks) that no longer meet your needs? Please mark all that apply.

0409 Donate to individuals/families

0410 Donate to community organizations

0411 Sell for fundraising

0412 Use for instructional purposes (e.g., stand-alone station)

0413 Recycle parts to repair other computers

0414 Dispose of or send to a land fill

0415 Send to a computer-recycler

0416 Send to the school board/district/jurisdiction

(continued on page 7)



12. What does your school do with the computers (including laptops and notebooks) that no longer meet your needs?

Please mark all that apply. (continued)

0417 Send to a scrap metal business

0418 Do not know

0419 Other (specify) 0420

0421 Not applicable at this school

13. How often are the computers in your school available to the total student population outside instructional hours?

Please mark one answer in each row.

	Always	Often	Some- times	Rarely	Never	Not applicable	
Internet connected computers in your school (excluding laptops and notebooks)							
Before and/or after school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0422
During school (e.g., at lunch, breaks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0423
On weekends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0424
Non-Internet connected computers in your school (excluding laptops and notebooks)							
Before and/or after school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0425
During school (e.g., at lunch, breaks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0426
On weekends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0427
Internet connected laptops and notebooks in your school							
Before and/or after school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0428
During school (e.g., at lunch, breaks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0429
On weekends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0430
Non-Internet connected laptops and notebooks in your school							
Before and/or after school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0431
During school (e.g., at lunch, breaks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0432
On weekends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	0433

FOR YOUR INFORMATION





14. How many of your school's total student population use the following peripherals* for educational purposes in your school? Please mark one answer in each row.

	None	Some	Many	All	Not available in this school
Printers					
Laser printers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0436
Inkjet and/or bubble jet printers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0437
Disk drives					
CD-reader*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0438
CD-writer*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0439
DVD-reader*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0440
DVD-writer*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0441
Multimedia					
Graphics and/or LCD panels/projector tablets*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0442
Imaging devices (e.g., webcam*, digital photo camera*, scanner*)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0443
Digital recording devices* (e.g., video or digital camcorder)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0444
Video projectors*, (screen projection operated by a computer)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0445
Devices for videoconferencing*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0446

FOR YOUR INFORMATION



15. Please report the number, type and location of **DESKTOP COMPUTERS** (excluding laptops and notebooks) used only for educational purposes at your school.

- Computer use for educational purposes includes all activities directed towards lesson preparation, execution or evaluation.
- Internet* connection includes using an Internet browser*, e-mail* or both.

FOUR INFORMATION

Number of desktop computers (excluding laptops and notebooks)

Type of computer	Internet* connected computers				Non-Internet connected computers			
	Classrooms and portables	Computer labs	Library	Other	Classrooms and portables	Computer labs	Library	Other
Intel™ processor 486 or equivalent and lower	<input type="text"/> <input type="text"/> <input type="text"/> 0447	<input type="text"/> <input type="text"/> <input type="text"/> 0448	<input type="text"/> <input type="text"/> <input type="text"/> 0449	<input type="text"/> <input type="text"/> <input type="text"/> 0450	<input type="text"/> <input type="text"/> <input type="text"/> 0451	<input type="text"/> <input type="text"/> <input type="text"/> 0452	<input type="text"/> <input type="text"/> <input type="text"/> 0453	<input type="text"/> <input type="text"/> <input type="text"/> 0454
Pentium® I or equivalent	<input type="text"/> <input type="text"/> <input type="text"/> 0455	<input type="text"/> <input type="text"/> <input type="text"/> 0456	<input type="text"/> <input type="text"/> <input type="text"/> 0457	<input type="text"/> <input type="text"/> <input type="text"/> 0458	<input type="text"/> <input type="text"/> <input type="text"/> 0459	<input type="text"/> <input type="text"/> <input type="text"/> 0460	<input type="text"/> <input type="text"/> <input type="text"/> 0461	<input type="text"/> <input type="text"/> <input type="text"/> 0462
Pentium® II/III or equivalent	<input type="text"/> <input type="text"/> <input type="text"/> 0463	<input type="text"/> <input type="text"/> <input type="text"/> 0464	<input type="text"/> <input type="text"/> <input type="text"/> 0465	<input type="text"/> <input type="text"/> <input type="text"/> 0466	<input type="text"/> <input type="text"/> <input type="text"/> 0467	<input type="text"/> <input type="text"/> <input type="text"/> 0468	<input type="text"/> <input type="text"/> <input type="text"/> 0469	<input type="text"/> <input type="text"/> <input type="text"/> 0470
Pentium® IV and above or equivalent	<input type="text"/> <input type="text"/> <input type="text"/> 0471	<input type="text"/> <input type="text"/> <input type="text"/> 0472	<input type="text"/> <input type="text"/> <input type="text"/> 0473	<input type="text"/> <input type="text"/> <input type="text"/> 0474	<input type="text"/> <input type="text"/> <input type="text"/> 0475	<input type="text"/> <input type="text"/> <input type="text"/> 0476	<input type="text"/> <input type="text"/> <input type="text"/> 0477	<input type="text"/> <input type="text"/> <input type="text"/> 0478
Lower than an Apple™ G3	<input type="text"/> <input type="text"/> <input type="text"/> 0479	<input type="text"/> <input type="text"/> <input type="text"/> 0480	<input type="text"/> <input type="text"/> <input type="text"/> 0481	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> 0483	<input type="text"/> <input type="text"/> <input type="text"/> 0484	<input type="text"/> <input type="text"/> <input type="text"/> 0485	<input type="text"/> <input type="text"/> <input type="text"/> 0486
Apple™ G3 (include iMac™ and eMac™)	<input type="text"/> <input type="text"/> <input type="text"/> 0487	<input type="text"/> <input type="text"/> <input type="text"/> 0488	<input type="text"/> <input type="text"/> <input type="text"/> 0489	<input type="text"/> <input type="text"/> <input type="text"/> 0490	<input type="text"/> <input type="text"/> <input type="text"/> 0491	<input type="text"/> <input type="text"/> <input type="text"/> 0492	<input type="text"/> <input type="text"/> <input type="text"/> 0493	<input type="text"/> <input type="text"/> <input type="text"/> 0494
Apple™ G4 (include iMac™ and eMac™)	<input type="text"/> <input type="text"/> <input type="text"/> 0495	<input type="text"/> <input type="text"/> <input type="text"/> 0496	<input type="text"/> <input type="text"/> <input type="text"/> 0497	<input type="text"/> <input type="text"/> <input type="text"/> 0498	<input type="text"/> <input type="text"/> <input type="text"/> 0499	<input type="text"/> <input type="text"/> <input type="text"/> 0500	<input type="text"/> <input type="text"/> <input type="text"/> 0501	<input type="text"/> <input type="text"/> <input type="text"/> 0502
Other	<input type="text"/> <input type="text"/> <input type="text"/> 0503	<input type="text"/> <input type="text"/> <input type="text"/> 0504	<input type="text"/> <input type="text"/> <input type="text"/> 0505	<input type="text"/> <input type="text"/> <input type="text"/> 0506	<input type="text"/> <input type="text"/> <input type="text"/> 0507	<input type="text"/> <input type="text"/> <input type="text"/> 0508	<input type="text"/> <input type="text"/> <input type="text"/> 0509	<input type="text"/> <input type="text"/> <input type="text"/> 0510

(specify) 0511

16. Please report the number, type and location of **LAPTOPS AND NOTEBOOKS** used only for educational purposes at your school.

Type of computer	Number of laptops and notebooks																	
	Internet connected laptops and notebooks						Non-Internet connected laptops and notebooks											
	Classrooms and portables	Computer labs	Library	Other	Classrooms and portables	Computer labs	Library	Other	Classrooms and portables	Computer labs	Library	Other						
<input type="checkbox"/> No laptops or notebooks at this school 0585																		
Intel™ processor 486 or equivalent and lower	0512	0513	0514	0515	0516	0517	0518	0519	0520	0521	0522	0523	0524	0525	0526	0527	0528	0529
Pentium® I or equivalent	0530	0531	0532	0533	0534	0535	0536	0537	0538	0539	0540	0541	0542	0543	0544	0545	0546	0547
Pentium® II/III or equivalent	0548	0549	0550	0551	0552	0553	0554	0555	0556	0557	0558	0559	0560	0561	0562	0563	0564	0565
Pentium® IV and above or equivalent	0566	0567	0568	0569	0570	0571	0572	0573	0574	0575	0576	0577	0578	0579	0580	0581	0582	0583
Lower than an Apple™ G3	0584	0585	0586	0587	0588	0589	0590	0591	0592	0593	0594	0595	0596	0597	0598	0599	0600	0601
Apple™ iBook™ (G3)	0602	0603	0604	0605	0606	0607	0608	0609	0610	0611	0612	0613	0614	0615	0616	0617	0618	0619
Apple™ PowerBook™ (G4)	0620	0621	0622	0623	0624	0625	0626	0627	0628	0629	0630	0631	0632	0633	0634	0635	0636	0637
Other	0640	0641	0642	0643	0644	0645	0646	0647	0648	0649	0650	0651	0652	0653	0654	0655	0656	0657
(specify) _____	0660	0661	0662	0663	0664	0665	0666	0667	0668	0669	0670	0671	0672	0673	0674	0675	0676	0677

17. Please report the number of peripherals and other computing devices used only for educational purposes at your school.

Laser printers	0578	0579	0580
Inkjet and/or bubble jet printers	0581	0582	0583
Handheld computing devices*	0584	0585	0586
Devices for videoconferencing*	0587	0588	0589
Graphics and/or LCD panels/projector tablets*	0590	0591	0592
Imaging devices (e.g., webcam*, digital photo camera*, scanner*)	0593	0594	0595
Digital recording devices* (e.g., video or digital camcorder)	0596	0597	0598
Video projectors*, screen projection operated by a computer	0599	0600	0601

SECTION C – Software*

These next few questions are about the types of software found in your school.

18. In your school, how many students have access to the following software*?

Please mark one answer in each row.

	None	Some	Many	All	
Word processing software (e.g., MSWord™, WordPerfect™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0600
Desktop publishing software (e.g., Pagemaker™, Front page™, Dreamweaver™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0601
Presentation software (e.g., PowerPoint™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0602
Spreadsheet and database programs (e.g., Excel™, QuatroPro™, FoxPro™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0603
Programming languages (e.g., C++™, Java™, Visual Basic™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0604
Graphic programs (e.g., Corel Draw™, Kidspix™, Adobe Illustrator™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0605
Computer aided design (CAD) or computer aided manufacturing (CAM) programs	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0606
Mathematical/statistical and business programs (e.g., Statistical Package for Social Sciences (SPSS)™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0607
Educational, drill and practice programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0608
Simulation programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0609
Geographical Information Systems (e.g., ArcView™, MapInfo™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0610
Internet browser* (e.g., Internet Explorer™, Netscape™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0611
E-mail software* (e.g., Microsoft Outlook™, Netscape Messenger™)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0612
Other (specify) <input style="width: 300px;" type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0613

19. What type of operating system for the local area network (LAN)* is currently being used in your school?

Please mark all that apply.

0615 Windows™ NT/2000/XP or other Windows™-based operating systems

0616 UNIX™/Linux™-based

0617 Mac™ OS 9 or less

0618 Mac™ OSX

0619 Novell™

0620 Other (specify)

0621

0622 **Not applicable at this school**



20. What proportion of your school's computers (including laptops and notebooks) use the following operating systems? If none, please mark 0.

Windows™ 3.1 % 0623

Windows™ 95/98/ME % 0624

Windows™ NT/2000/XP % 0625

UNIX™/Linux™ % 0626

MAC™ OS 9 or less % 0627

MAC™ OS X % 0628

Other (specify) % 0629

100%

0631 **Not applicable at this school**

21. To what extent are the following technology applications incorporated into teaching practices in your school? Please mark one answer in each row.

	Never	Some of the time	Most of the time	Always
Using software* for special needs students* and/or remedial programs providing individualized learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0632
Using software for specific subject areas (e.g., geographical, mathematical or scientific modelling)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0633
Using spreadsheets and database software for data manipulation and statistical analysis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0634
Using word processing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0635
Using desktop publishing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0641
Using presentation software	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0642
Using software supporting creative works (e.g., music, fine arts, graphic design)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0636
Using the Internet*/Intranet* to disseminate information (e.g., publishing projects)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0637
Using the Internet for online learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0638
Other (specify) <input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 0639

0640



SECTION D – Internet* and Intranet* Connections

These next questions relate to Internet and intranet connectivity in your school.

22. Do you have an intranet* in your school?

- 0700 Yes, internal to the school network*
- 0701 Yes, internal to the school jurisdiction's network*
- 0702 Yes, internal to the provincial education system's network*
- 0703 No

If none of the computers listed in questions 15 and 16 are connected to the Internet, please go to Question 23.
If some or all of the computers in your school are connected to the Internet, please go to Question 24.

23. What are the reasons your school has no Internet* connection? Please mark all that apply.

- 0704 Lack of skills/knowledge
- 0705 Too costly (service or equipment)
- 0706 Too difficult to use
- 0707 No need
- 0708 Equipment broken
- 0709 No time, too busy
- 0710 No computer access
- 0711 Other (specify)

0712

Go to Question 27.

24. Please indicate the methods your school uses to access the Internet*. Please mark all that apply.

Dial-up

- 0713 Regular dial-up telephone line with a modem*

Always on

- 0714 Cable modem*
- 0715 High-speed line* (ISDN/DSL) or Frame relay*
- 0716 T1 line*
- 0717 Optical fibre*
- 0718 Fixed wireless (terrestrial) devices*
- 0719 Satellite connection*
- 0720 Do not know
- 0721 Other (specify)

0722

SECTION E – Internet* and E-mail*

The next set of questions relates to the use of Internet and e-mail in your school.

25. For the current school year (September 2003 to June 2004), please provide the number of teachers, students and/or classes in your school that have an e-mail* account provided to them by the school, school board/district/ jurisdiction/province or territory. If none, please mark 0.

Teachers: 0800

Students: 0801

Classes: 0810

26. How many students participate in the following Internet* related activities at school?
Please mark one answer in each row.

	None	Some	Many	All	
Communicate via e-mail* with teachers or peers within and/or outside the school for educational purposes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0802
Use e-mail, newsgroups*, chat room/sessions* or bulletin boards for group projects within the school and/or with other schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0803
Retrieve information from different websites* on the Internet*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0804
Design and create websites*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0805
Disseminate information via the Internet (e.g., publishing projects)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0806
Discuss, debate issues and explore ideas by videoconferencing with others (e.g., schools or experts) outside the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0807
Other (specify) <input style="width: 300px;" type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0808



30. How important were the following people in developing and contributing information to the school website*?

Please mark one answer in each row.

	Not at all important	Somewhat important	Important	Very important	Not applicable
Students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0917
Former students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0918
Teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0919
Teacher - librarians*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0920
ICT* professionals in this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0921
Other paid people	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0922
Volunteers outside the school (e.g., parents)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0923
The school board/district/jurisdiction/ province or territory	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 0924

31. What types of communication activities can students and/or parents participate in when using the school's website*? Please mark all that apply.

- 0933 Contact teachers by e-mail*
- 0934 Contact other staff (e.g., principal, administration, guidance counsellors) by e-mail
- 0935 Receive e-mails from teachers
- 0936 Receive e-mails from other staff (e.g., principal, administration, guidance counsellors)
- 0937 Post questions, announcements, events or comments on school bulletin boards
- 0938 Report absences
- 0939 Submit assignments
- 0940 Other (specify)
- 0941
- 0942 None of the above



★

SECTION G – Videoconferencing*

★

The next set of questions is about the prevalence of videoconferencing in your school.

32. Indicate the number of each type of videoconferencing technology available at your school.

If none, please mark 0.

Computer desktop web/video cameras used for videoconferencing 1000

Analog videoconference suites or facilities (Integrated services digital network (ISDN) or dial-up) 1001

Internet Protocol-based portable videoconferencing systems 1002

Internet Protocol-based videoconference rooms with multiple broadcast quality cameras, remote camera controls and other devices, such as document cameras 1003

If you answered 0 for all types of videoconferencing technologies in Question 32, please go to Question 35. If you answered any other number, please go to Question 33.

33. In what ways are videoconferencing technologies used at your school? Please mark all that apply.

1004 Videoconferencing is used as the primary mode of delivery for some courses

1005 Videoconferencing is used as a supplement to other modes of delivery (e.g., face-to-face and asynchronous online) for some courses

1006 Videoconferencing is used by students to collaborate with students in other locations

1007 Videoconferencing is used for staff meetings (e.g., a superintendent's meeting with principals)

1008 Videoconferencing is used for professional development and training for staff

1009 Other (specify) 1010

34. For the current school year (September 2003 to June 2004), on average, how many hours per month will videoconferencing* technologies be used at your school? *If none, please mark 0.*

Hours per month
1012

SECTION H – Students' online courses

These questions deal with the use of online courses in your school.

35. How does the student population in your school participate in online courses* for enrolled students?

Please mark all that apply.

1100 Through a virtual school*

1101 Through electronic or online courses* developed by the school board/district/jurisdiction/province or territory

1102 Through electronic or online courses* developed by another board/district/jurisdiction/province or territory

1103 Other (specify)

1104

1105 Not applicable at this school

If you answered *Not applicable* in Question 35, please go to Question 37. If you answered any other categories, please go to Question 36.

36. What percentage of your school's total student population is or will be receiving instruction through online courses* during the current school year (September 2003 to June 2004)?

On a full-time basis (half or more of their total course load): % 1106

On a part-time basis (less than half of their total course load): % 1107

SECTION I – Teacher skills and professional development

The following questions deal with the skills and professional development of teachers in your school.

37. What percentage of teachers in your school possess the technical skills required to use ICT* for administrative purposes (e.g., preparing report cards, recording attendance/grades)? *If none, please mark 0.*

% 1200

38. What percentage of teachers in your school possess the technical skills required to engage students in using ICT* effectively to enhance their learning? *If none, please mark 0.*

% 1201

39. What emphasis is placed by the school on the following strategies to help teachers learn how to use ICT*? *Please mark one answer in each row.*

	None	Little	Some	A lot	
Training sessions (half or full days)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1206
Mentoring/coaching activities with other teachers or ICT professionals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1207
Organized after-school sessions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1208
Information-sharing with other staff members/discussion forum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1209
Staff meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1210
Summer programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1211
Online courses*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1212
Informal online learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1213
Formal credit courses (e.g., undergraduate or graduate studies)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1214
Personal-learning activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1215
Professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1216



40. For the current school year (September 2003 to June 2004), how many days are provided to each teacher to improve their ICT* skills and incorporate ICT into their teaching practices?

If none, please mark 0.

1217 days per teacher

41. In which of the following subjects was ICT learning included for teacher development? Please mark all that apply.

1218 Mathematics

1219 Physics

1220 Chemistry

1221 Biology/Life Science

1222 Earth Science

1223 General Science

1224 French

1225 English

1226 Computer Education/Informatics

1227 Other language(s)

1228 History

1229 Accounting

1230 Geography

1231 Business

1232 Social Studies (Sociology, Psychology, Anthropology, Law)

1233 Economics

1234 Arts (Theatre, Music, Dance)

1235 Industrial Arts (Mechanics, Industrial Design, Woodworking)

1236 Health and Physical Education

1237 Vocational subjects

1238 Religious Studies

1239 Multidisciplinary projects or activities

1240 Career studies

1241 Other (specify)

1242

1243 None of the above

FOR YOUR INFORMATION



SECTION J – Technical support

The next questions deal with technical support for your school's ICT.

42. For the current school year (September 2003 to June 2004), how many **person-hours per month** are dedicated to support or maintain the ICT* infrastructure in your school? *If none, please mark 0.*

1300 hours

If you answered 0 to Question 42, please go to Question 44. If you answered another number, please go to Question 43.

43. For the current school year (September 2003 to June 2004), how satisfied are you so far with the technical support provided to your school? *Please mark one answer in each row.*

	Poor	Good	Very good	Excellent	
Availability of technical support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1301
Reliability of technical support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1302
Accessibility of technical support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1303
Timeliness of request for support acknowledged	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1304
Timeliness of response to request for support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1305
Ability of technical support staff to adequately fix ICT problems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1306
Ability of technical support staff to maintain ICT equipment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1307
Success rates of support and maintenance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1308
Overall satisfaction with technical support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1309

SECTION K – ICT Policy and Plans

The next questions deal with any policies and plans for ICT in your school or school board.

44. Does your school or school board/district/jurisdiction/province or territory have a written acceptable use policy for student use of technology?

1400

¹ Yes

³ No

45. Does your school or school board/district/jurisdiction/province or territory have a written acceptable use policy for staff use of technology?

1401

¹ Yes

³ No

46. Does your school or school board/district/jurisdiction/province or territory have a written technology plan that provides details about hardware and software acquisition, upgrading and replacement?

1402

¹ Yes

³ No

FOR YOUR INFORMATION

SECTION L – Attitudes towards ICT

These next few questions deal with the principal's opinions on ICT use. Please note that Questions 47 and 48 are to be completed by the principal.

47. As the principal, how do you perceive the effectiveness of the following strategies in helping teachers obtain the necessary skills to use ICT* in the classroom? Please mark one answer in each row.

	Not effective	Somewhat effective	Very effective	Highly effective	Not applicable at this school
Training sessions (half or full days)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1500
Mentoring/coaching activities with other teachers or ICT professionals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1501
Organized after-school sessions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1502
Information-sharing with other staff members/discussion forum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1503
Staff meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1504
Summer programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1505
Online courses*	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1506
Informal online learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1507
Formal credit courses (e.g., undergraduate or graduate studies)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1508
Personal-learning activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1509
Professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1510

48. As the principal, please indicate whether you agree or disagree with the following statements related to ICT*. Please mark one answer in each row.

	Strongly disagree	Slightly disagree	Slightly agree	Strongly agree
Students are more attentive when computers are used in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 1511
Students are not as productive when computers are used in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 1512
Students achieve more when computers are used in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 1513
ICT effectively enhances students' problem-solving and critical-thinking skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 1514
Teachers more easily implement the curriculum objectives through the use of ICT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 1515

(continued on page 24)



48. As the principal, please indicate whether you agree or disagree with the following statements related to ICT*.

Please mark one answer in each row. (continued)

	Strongly disagree	Slightly disagree	Slightly agree	Strongly agree	
ICT does not improve students' ability to learn the curriculum and obtain the necessary knowledge and skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1516
ICT enables students to go beyond the prescribed curriculum, thereby facilitating an increased knowledge base	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1517
Students are easily distracted by non-curriculum-based ICT activities (e.g., chatting online, surfing)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1518
Overall, ICT enables the curriculum to be more challenging and enriching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1519
ICT allows teachers to broaden and enrich the curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1520
Implementing, learning and using ICT in general takes away from time spent learning the curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1521
ICT helps teachers adjust to the learning level and pace of the individual student	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1522
Computer training courses for teachers should be compulsory	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1523
E-mail* is an effective facility for disseminating information in the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1524
School staff members are not able to keep up with new developments in the area of ICT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1525
ICT is worth the investment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1526

FOR YOUR INFORMATION



SECTION M – Challenges to ICT use

This question relates to any challenges or obstacles, perceived or otherwise, which may inhibit ICT use in your school.

49. As the principal, please indicate which of the following points are perceived as challenges in using ICT in your school. Please mark one answer in each row.

	Not at all	Very little	Some- what	Exten- sively	Not applicable at this school	
Hardware*						
Obtaining sufficient number of computers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1600
Ensuring computers and peripherals* (printers, scanners*, videophones) are up to date	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1601
Software*						
Obtaining software which is specific enough or adaptable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1602
Obtaining sufficient copies/licences of software for instructional purposes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1603
Obtaining software in the language of instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1604
Instruction						
Integrating computers in classroom instruction practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1605
Having a sufficient number of teachers supervising students using computers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1606
Maintaining sufficient level of ICT in all subjects for teachers to provide adequate level of instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1607
Internet*						
Integrating Internet into instruction of low-achieving students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1608
Finding enough time in the school's or teachers' schedule for using the Internet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1609
Having sufficient connections for simultaneous access to the Internet	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1610
Ensuring there is no information overload (too much to handle)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1611
Ensuring information obtained is of sufficient quality	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1624

(continued on page 26)



49. As the principal, please indicate which of the following points are perceived as challenges in using ICT in your school. Please mark one answer in each row. (continued)

	Not at all	Very little	Some-what	Exten- sively at this school	Not applicable
Other					
Finding space to integrate computers into the classroom appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1612
Lack of knowledge, skills, interest and/or willingness of teachers to use computers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1613
Obtaining adequate technical support/assistance for operating, maintaining computers and/or solving technical problems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1614
Having enough training opportunities for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1615
Ensuring ICT infrastructure is adequate for telecommunications	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1616
Ensuring ICT infrastructure has anti-theft and anti-vandalism mechanisms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1617
Ensuring source of power is dependable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1618
Existence of a jurisdiction/province or territory-wide regulation or licensing agreement that prohibits or prevents use of other software	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1619
Finding enough time to integrate ICT into learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1620
Having sufficient funding for technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1621
Other (specify) <input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 1622

1623

Reminder: Please complete the accompanying consent form and return it in the supplied return envelope along with the completed questionnaire.





Consent Form:

Thank you for your participation in the survey. This study was developed in collaboration with several partners. By signing below, you authorize Statistics Canada to release all information provided in this questionnaire, with the name of your school, to your school board/district (when applicable), your provincial/territorial ministry or department of Education, Industry Canada and the Library and Archives Canada for the purposes listed at the beginning of the questionnaire. These organisations have undertaken to keep this information confidential and to use it for research and statistical purposes only. The release of any information to the public by these institutions will only be in an aggregated form that will not identify your school.

Signature 1800

Date 1801

Please print:

Name 1802

Phone number 1803

E-mail 1804

Phone extension number 1805

 -

Fax 1807

Please record the 8 digit number from the top of the address label on the front page:

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Glossary

Cable modem

A modem which uses cable television lines for connection to the Internet.

CD-reader

A computer-based device used to play back music or information (read) from a compact disk (CD).

CD-writer

A computer-based device used to record (write) to a compact disk (CD). Also known as a CD recorder, CD-ROM recorder, CD-ROM writer, CD-R recorder, compact disk recorder and compact disk writer. (ROM stands for read only memory.)

CD-ROM

Compact disk, read only memory (CD-ROM). A type of optical disk capable of storing large amounts of data-up to 1 GB (gigabyte).

Chat room/session

An electronic forum in which users can communicate with each other in real time. Chat groups are found on the Internet and on online services.

Digital photo camera

A camera that takes pictures with charge-coupled device (CCD) and transmits them directly to a computer or records them onto disk without using film. Also known as a digital camera, digital still camera or a digitizing camera.

Digital recording devices

A device that electronically records real-life pictures.

DVD-reader

A computer-based device used to play back (read) videos from a digital versatile disk (DVD).

DVD-writer

A computer-based device used to record videos onto a digital versatile disk (DVD). This device is similar to a video recorder. It can record (write) much like a CD-writer.

E-mail

Electronic mail (e-mail). The transmission of messages over communications networks. Used as a means of communication with contacts within or outside of an organization, via the Internet or other computer networks. The messages can be notes entered from the keyboard or electronic files stored on disk.

E-mail software

A software program that provides users with access to electronic mail. Software facilitates sending and receiving text messages and/or files electronically via the Internet (or intranet).

Fixed wireless (terrestrial) devices

Wireless devices or systems that are situated in a fixed location, such as an office or home, as opposed to devices that are mobile, such as cellular telephones. The point-to-point signal transmissions occur through the air over a terrestrial microwave platform rather than through copper or fibre cables. Therefore, fixed wireless devices do not require satellite feeds or local telephone services. The advantages to having a fixed wireless device include the ability to connect with users in remote areas without the need for laying down new cables, as well as the capacity for broad bandwidth transmissions that are not impeded by fibre or cable capacities.

Frame relay

A packet interface protocol. It can be purchased in increments from 56,000 up to 1.5 Mbps (megabits per second) (equivalent to a T1 connection) and the protocol has a flat rate billing structure instead of a per-hour usage. It is designed solely for data transfer and is thus not suited for videoconferencing or any other voice application. A frame relay is not a dedicated line (leased line), but uses the telephone company's shared network on an as-needed basis.

FTE

Full-time equivalent (FTE). A number assigned to express the number of full- and part-time workers to equate them to a portion of full-time workers. Part-time workers are converted to full-time equivalents on the basis of the percentage of the school week for which the worker is employed. For example, a worker employed half time has an FTE of 0.50, one working for one-quarter of the week has an FTE of 0.25.

Handheld computing devices

A small hand-held computer typically providing calendar, contacts and note-taking applications but may include other applications (e.g., a web browser or media player). Small keyboards and pen-based systems are commonly used to input information.

Hardware

The physical elements of a computer system; the computer equipment as opposed to the program or information stored in the machine.

High-speed line (ISDN/DSL)

Integrated services digital network (ISDN) is a high-speed connections service that uses existing telephone wire, but replaces modems with special digital adapters. ISDN speeds are roughly 64 Kbps (kilobits per second) to 128 Kbps—up to five times faster than a conventional modem. A digital subscriber line (DSL)—ADSL, HDSL, HDSL2, VDSL, for example—is a technology that provides high-speed Internet connection over telephone lines (they must contain the appropriate infrastructure to accommodate high speed technology). The initial specification provides connections at speeds up to 8 Mbps (megabits per second) downloading data and 640 Kbps for uploading data. However, speeds are normally about 1 Mbps for downloading data, and 100 or 200 Kbps for uploading data.

ICT

Information and communications technologies (ICT). It includes technologies that are intended to fulfil information processing and communications functions, including transmission and display, or the use of electronic processing to detect, measure and record. ICT enables the function of information processing and communication by electronic means. ICT is used to connect to a network, store information (telephone, Internet) and to transmit and display data and information (computer, audio video equipment).

Instructional rooms

Refers to rooms in the school building used for any instructional purposes. This includes classrooms, labs, art rooms, library and media centres, and rooms used for vocational or special education.

Internet

A co-operative message-forwarding system, or global network, linking computer networks all over the world. Users of the Internet can exchange electronic mail, participate in electronic discussion forums (newsgroups), send files from any computer to any other via file transfer protocol (FTP), retrieve information via Gopher or hypertext transfer protocol (HTTP), and even use other computers via Telnet or remote login if they have appropriate passwords.

Internet browser

A computer program that enables the user to access and browse the World Wide Web. Popular browsers include Netscape, Microsoft Internet Explorer and Mosaic. Also known as a web browser, browser, web navigator, World Wide Web (WWW) browser and navigator.

Intranet

A network based on Transmission Control Protocols/Internet Protocols (TCP/IP) belonging to a specific organization (usually a corporation) and accessible to the organization's members, employees, or others with authorization. Intranet websites look and act just like any other website, but the firewall surrounding an intranet fends off unauthorized access. Like the Internet itself, intranets are used to share information. Secure intranets are now the fastest-growing segment of the Internet because they are much less expensive to build and manage than private networks based on proprietary protocols.

Kindergarten/Primary/Pre-Grade 1

These terms are used, regardless of provincial or local usage, to refer to school programs for pupils of pre-compulsory ages (i.e., for pre-Grade 1 classes). Provincial variations in terminology include: Primary (Nova Scotia); Junior and Senior Kindergarten (Ontario); Nursery (for four-year olds, Manitoba); Early Childhood Services (Alberta); First Year of Primary (classes for four- and five-year olds, British Columbia). Also known as pre-elementary, pre-primary or pre-school or pre-Grade 1.

LAN

Local area network (LAN). A network that connects several computers that are located nearby (in the same room or building), allowing them to share files and devices such as printers.

Laptop

A small, lightweight computer usually under four kilograms (eight pounds), with a 'flip-top' screen (one that can fold down onto the keyboard).

LCD panel/projector tablet

Liquid crystal display (LCD) panel. A semitransparent panel that connects to a computer and is used with an overhead projector to project an image of the computer screen. Also known as a projection panel, LCD projector or LCD tablet.

Library

A library or learning resource centre is a centralized facility where a collection of learning materials, such as books, magazines, audio-visual and electronic materials, is staffed for pupils and teachers. It does not include classroom collections and book collections not specifically designated as a library facility.

Library technician

A library technician possesses a technical certificate and/or diploma acquired from an accredited library technician program, usually from a community college or Collège d'enseignement général et professionnel (CEGEP).

Modem

Short for modulator – demodulator. A device or program that enables a computer to transmit data over, for example, telephone or cable lines. Computer information is stored digitally, whereas information transmitted over phone lines is transmitted in the form of analog waves. A modem converts between these two forms.

Network

A set of computers connected together. Local area network (LAN) and intranet are examples of a network.

Newsgroups

A public forum or discussion area on a computer network. All users of the network can post messages, and every user can read all the messages that have been posted.

Notebook

A computer about the same size as a loose-leaf notebook that weighs less than three kilograms (six pounds). Notebooks are slightly smaller than laptop computers.

Online courses

Courses which are taught entirely online.

Optical fibre

Refers to the medium and technology associated with the transmission of information through light impulses along a glass or plastic wire or fibre. Optical fibres carry many more impulses than conventional wires do and generally, are not subject to electromagnetic interferences or the need to retransmit signals.

Peripheral

A device connected to a computer. Examples of peripherals include terminals, disk drives and printers.

Professional librarian

A librarian possessing a Master's degree (or its historical antecedent) from a graduate library education program accredited by the American Library Association. Individuals in this category are not employed as professional teachers.

Satellite connection

An Internet connection for sending and receiving information via a satellite dish. It is an always-on connection that is not dependent on cable or phone lines for communications.

Scanner

A device that enables a computer to read a printed or hand-written page. There are different types of scanners: hand-held scanners, page scanners, flatbed scanners and drum scanners. Also known as a scanning digitizer.

Software

Programs that tell the computer what to do; computer instructions. Examples of more popular software are MS Word™, Corel WordPerfect™, Quattro Pro™ and Norton Utilities™.

Special needs students

Students whose development progress is delayed because of impairments that substantially limit one or more of the major life activities to the extent that a program of special education is required in order to ensure his or her adequate preparation of school-age experiences. Disabilities may include emotional, hearing, learning, mental, mobility, visual or other physical—such as asthma, attention deficit disorder or diabetes.

T1 line

A high speed phone connection to the Internet that carries 1.544 Mbps (megabits per second).

Teacher–librarian

A teacher–librarian possesses qualifications as a professional teacher with additional qualifications, such as a certificate, diploma or graduate degree, in school librarianship.

Teacher–non-librarian

A teacher that does not possess additional qualifications, such as a certificate, diploma or graduate degree, in school librarianship.

Ungraded

Refers to students who have not been assigned to a specific grade.

URL

Uniform Resource Locator (URL). A way of specifying the location of publicly available information on the Internet. It is also known as a website address and usually begins with “http.”

Video projector

Device allowing the projection of enlarged images onto a screen, through the use of beams of light.

Videoconferencing

A videoconference is a live connection among people in separate locations for the purpose of communication, involving video cameras transmitting full motion images as well as audio. It can be between two or more sites in real time and it often includes using document cameras or data images, such as PowerPoint, during the connection.

Virtual school

Delivery of web-based elementary or high school courses to students enrolled with a school district, but without the student’s physical presence in a classroom.

Website

A file or related group of files available on the World Wide Web. A site (location) on the World Wide Web.

Webcam

A digital or video camera whose images are available to curiosity seekers over the World Wide Web. Also known as a web camera, Net cam, Internet camera, live cam, live camera and Internet real-time camera.