# Questionnaire on Attitude towards ICT-use

Please fill in the questionnaire below on your attitudes on using ICT in mathematics teaching.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **strongly disagree** | **disagree** | **neutral** | **agree** | **strongly agree** |
| I like to use ICT in my lessons. |  |  |  |  |  |
| ICT helps students to experience things more actively.  |  |  |  |  |  |
| ICT makes the course content more lively.  |  |  |  |  |  |
| ICT can help students to acquire understanding and insight.  |  |  |  |  |  |
| A danger of using ICT is that students don’t think anymore. |  |  |  |  |  |
| ICT makes calculations and manipulations easier.  |  |  |  |  |  |
| Using ICT undermines basic mathematical skills.  |  |  |  |  |  |
| The knowledge students acquire using ICT remains superficial. |  |  |  |  |  |
| It is hard to see what the students have learnt when using ICT |  |  |  |  |  |
| The effects of using ICT are visible in the short term.  |  |  |  |  |  |
| The effects of using ICT are visible in the long term.  |  |  |  |  |  |
| ICT can help students to reason better.  |  |  |  |  |  |
| Students don’t use what they learn while using ICT when the move on to paper-and-pencil tasks.  |  |  |  |  |  |
| What Students tend to forget what they have learnt when using ICT .  |  |  |  |  |  |
| Through the use of ICT students learn to reflect on what they have learned.  |  |  |  |  |  |
| Compared to a regular lesson, a lesson with ICT is:much less effective / less effective / as effective / more effective / far more effective.  |  |  |  |  |  |
| ICT makes things too easy for the students.  |  |  |  |  |  |
| Using ICT encourages students to explore situations |  |  |  |  |  |
| ICT pushes students towards *trial-and-improvement* approaches.  |  |  |  |  |  |
| Through the use of ICT, students learn to communicate about mathematics.  |  |  |  |  |  |
| Immediate and dynamic feedback makes student lazy in their thinking.  |  |  |  |  |  |
| The work with ICT promotes the students’ systematic approaches.  |  |  |  |  |  |
| Using ICT makes students enthusiastic.  |  |  |  |  |  |
| Teachers don’t have enough time to integrate ICT in their teaching.  |  |  |  |  |  |
| The mixture of ICT use with other teaching formats is important.  |  |  |  |  |  |
| The use of ICT in the lesson limits your freedom as a teacher.  |  |  |  |  |  |
| Using ICT provides you as a teacher with more means to build whole class discussions on the students’ ideas. |  |  |  |  |  |
| As a teacher, it is difficult to be in full control of lessons that use ICT. |  |  |  |  |  |
| If you use ICT in your lesson, you have to completely change your teaching style.  |  |  |  |  |  |
| Compared to using paper-and-pencil, ICT makes what students do more visible to the teacher.  |  |  |  |  |  |
| As a teacher, you have to be very clear to students on what they should do with the ICT. |  |  |  |  |  |
| As a teacher, you can’t see what is learnt through the ICT.  |  |  |  |  |  |
| The use of ICT creates shared images and experiences, which you can discuss with the students. |  |  |  |  |  |