Survey of Teachers’ Attitudes Toward Computers

To the Educator:

This questionnaire is composed of well-validated portions of several attitudinal surveys that have been used with teachers in the past. We will use the combined information to help develop a profile of how teachers view technology. Please complete all items even if you feel that some are redundant. This may require 20-30 minutes of your time. Usually it is best to respond with your first impression, without giving a question much thought. Your answers will remain confidential.

Thank you for your cooperation!

Gerald Knezek & Rhonda Christensen, Texas Center for Educational Technology
University of North Texas
1. How long have you been teaching?
   - ______ 0-1 years
   - ______ 2-5 years
   - ______ 6-10 years
   - ______ 11-15 years
   - ______ 15+ years

2. How would you rate your experience with computers? (Check all that apply)
   - ______ I have never used a computer and I don’t plan to anytime soon.
   - ______ I have never used a computer but I would like to learn.
   - ______ I use applications like word processing, spreadsheets, etc.
   - ______ I use computers for instruction in the classroom.
     How often?
     - ______ Daily
     - ______ Weekly
     - ______ Occasionally

3. Currently I use the computer approximately ______ hours per week in the classroom.

4. At the beginning of this school year, I used the computer approximately ______ hours per week in the classroom.

5. If you do use computers, what type of training have you received? (Rank order all that apply).
   - ______ No training
   - ______ Basic Computer Literacy (on/off operations, how to run programs)
   - ______ Computer applications (word processing, spreadsheets)
   - ______ Computer integration (how to use in classroom curriculum)

6. Where did you receive your training? (Rank order all that apply).
   - ______ Self-taught
   - ______ School district
   - ______ College or university
   - ______ Other- please specify ____________________________

Do you have a computer at home? ______ Yes ______ No
Gender: ______ M ______ F

Age: ______ 18-25 ______ 26-30 ______ 31-35 ______ 36-40 ______ 41-45 ______ 46+
Instructions: Please read each statement and then circle the number which best shows how you feel.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) I enjoy doing things on a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(2) I am tired of using a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>(3) I will be able to get a good job if I learn how to use a computer.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>(4) I concentrate on a computer when I use one.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>(5) I enjoy computer games very much.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>(6) I would work harder if I could use computers more often.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>(7) I think that it takes a long time to finish when I use a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(8) I know that computers give me opportunities to learn many new things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(9) I can learn many things when I use a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>(10) I enjoy lessons on the computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(11) I believe that the more often teachers use computers, the more I will enjoy school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(12) I believe that it is very important for me to learn how to use a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(13) I think that computers are very easy to use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(14) I would like to study with a teacher rather than using a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(15) I feel comfortable working with a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(16) I get a sinking feeling when I think of trying to use a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(17) Working with a computer makes me nervous.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(18) Using a computer is very frustrating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(19) I will do as little work with computers as possible.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(20) Computers are difficult to use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(21) Computers do not scare me at all.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>(22) I can learn more from books than from a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>


Instructions: Mark one space between each adjective pair.

from The Computer Attitude Measure (CAM), Kay, 1993

Computers are:

1. Unlikable _______ _______ _______ _______ _______ _______ _______ Likable (41)
2. Unhappy _______ _______ _______ _______ _______ _______ _______ Happy (42)
3. Bad _______ _______ _______ _______ _______ _______ _______ Good (43)
4. Unpleasant _______ _______ _______ _______ _______ _______ _______ Pleasant (44)
5. Tense _______ _______ _______ _______ _______ _______ _______ Calm (45)
6. Uncomfortable _______ _______ _______ _______ _______ _______ _______ Comfortable (46)
7. Artificial _______ _______ _______ _______ _______ _______ _______ Natural (47)
8. Empty _______ _______ _______ _______ _______ _______ _______ Full (48)
9. Dull _______ _______ _______ _______ _______ _______ _______ Exciting (49)
10. Suffocating _______ _______ _______ _______ _______ _______ _______ Fresh (50)

Instructions: Please read each statement and circle the number that best describes how you feel about that statement.

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Undecided (U)
4 = Agree (A)
5 = Strongly Agree (SA)

Computer Attitude Scale, Loyd & Gressard, 1984

1. Computers do not scare me at all. (51) 1 2 3 4 5
2. I’m no good with computers. (52) 1 2 3 4 5
3. I would like working with computers. (53) 1 2 3 4 5
4. I will use computers many ways in my life. (54) 1 2 3 4 5
5. Working with a computer would make me very nervous. (55) 1 2 3 4 5
6. Generally I would feel OK about trying a new problem on the computer. (56) 1 2 3 4 5
7. The challenge of solving problems with computers does not appeal to me. (57) 1 2 3 4 5
8. Learning about computers is a waste of time. (58) 1 2 3 4 5
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>I do not feel threatened when others talk about computers.</td>
<td>59</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I don’t think I would do advanced computer work.</td>
<td>60</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>I think working with computers would be enjoyable and stimulating.</td>
<td>61</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Learning about computers is worthwhile.</td>
<td>62</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>I feel aggressive and hostile toward computers.</td>
<td>63</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>I am sure I could do work with computers.</td>
<td>64</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Figuring out computer problems does not appeal to me.</td>
<td>65</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>I’ll need a firm mastery of computers for my future work.</td>
<td>66</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>17</td>
<td>It wouldn’t bother me at all to take computer courses.</td>
<td>67</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>I’m not the type to do well with computers.</td>
<td>68</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>When there is a problem with a computer run that I can’t immediately solve, I would stick with it until I have the answer.</td>
<td>69</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>20</td>
<td>I expect to have little use for computers in my daily life.</td>
<td>70</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>Computers make me feel uncomfortable.</td>
<td>71</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>I am sure I could learn a computer language.</td>
<td>72</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>I don’t understand how some people can spend so much time working with computers and seem to enjoy it.</td>
<td>73</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>I can’t think of any way that I will use computers in my career.</td>
<td>74</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>I would feel at ease in a computer class.</td>
<td>75</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>I think using a computer would be very hard for me.</td>
<td>76</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>Once I start to work with the computer, I would find it hard to stop.</td>
<td>77</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>Knowing how to work with computers will increase my job possibilities.</td>
<td>78</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>I get a sinking feeling when I think of trying to use a computer.</td>
<td>79</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>I could get good grades in computer courses.</td>
<td>80</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>I will do as little work with computers as possible.</td>
<td>81</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>Anything that a computer can be used for, I can do just as well some other way.</td>
<td>82</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>I would feel comfortable working with a computer.</td>
<td>83</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
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<tr>
<td>34.</td>
<td>I do not think I could handle a computer course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>35.</td>
<td>If a problem is left unsolved in a computer class, I would continue to think about it afterward.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36.</td>
<td>It is important to me to do well in computer classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37.</td>
<td>Computers make me feel uneasy and confused.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38.</td>
<td>I have a lot of self-confidence when it comes to working with computers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39.</td>
<td>I do not enjoy talking with others about computers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40.</td>
<td>Working with computers will not be important to me in my life’s work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

from Pelgrum & Plomp, 1989

<table>
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<th>Statement</th>
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<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computers can help me to learn things more easily.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>With computers it is possible to do practical things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Knowing how to use computers will help me do well in my career.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Knowing how to use computers is a worthwhile skill.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>All students should have an opportunity learn about computers at school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>It is important for students to learn about computers in order to be informed citizens.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Having computer skills helps you get better jobs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>I like to talk to others about computers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Computers can be exciting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>I like reading about computers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>A job using computers would be very interesting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Computer lessons are a favorite subject for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>I want to learn a lot about computers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>I like to scan computer journals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>When I pass a computer shop, usually I stop for a while.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>Computers interest me little.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
SD = Strongly Disagree   D = Disagree   A = Agree   SA = Strongly Agree

Measurement of Computer Attitudes, Comparison by Gardner, Discenza & Dukes, 1993

from BELCAT (Blomberg, Erickson, Lowery Computer Attitude Task), Erickson, 1987

1. Knowing about computers will help me earn a living. (109) 1 2 3 4 5
2. I get a sinking feeling when I think of trying to do something hard with a computer. (110) 1 2 3 4 5
3. A computer test would scare me. (112) 1 2 3 4 5
4. I’ll need computers for my future work. (113) 1 2 3 4 5
5. I’m really going to need computer skills after I finish school. (115) 1 2 3 4 5
6. I’d be proud to be the outstanding student in a computer class. (116) 1 2 3 4 5
7. I’d like people to think I was smart with computers. (121) 1 2 3 4 5
8. I see the computer as something I will rarely use in my daily life as an adult. (123) 1 2 3 4 5
9. It would make me happy if people thought I was really good with computers. (128) 1 2 3 4 5
10. I don’t like people to think I’m smart with computers. (129) 1 2 3 4 5

from ATC (Attitudes Toward Computers), Raub, 1981

11. Computers have the potential to control our lives. (134) 1 2 3 4 5
12. Our country relies too much on computers. (135) 1 2 3 4 5
13. I will use a computer in my future occupation. (137) 1 2 3 4 5
14. Computers dehumanize society by treating everyone as a number. (138) 1 2 3 4 5
15. Computers will create more jobs than they eliminate (140) 1 2 3 4 5
16. I feel apprehensive about using a computer terminal. (141) 1 2 3 4 5
17. Computers are changing the world too rapidly. (142) 1 2 3 4 5
18. Computers isolate people by inhibiting normal social interactions among users. (144) 1 2 3 4 5
19. I hesitate to use a computer for fear of making mistakes I cannot correct. (145) 1 2 3 4 5
Part 5

Comparision of Four Computer Attitude Scales, Woodrow, 1991

from Computer Use Questionnaire, Griswold, 1983

1. Computers will improve education. (162) 1 2 3 4 5
2. If there was a computer in my classroom it would help me to be a better teacher. (163) 1 2 3 4 5
3. Someday I will have a computer in my home. (164) 1 2 3 4 5
4. Computers can teach mathematics. (165) 1 2 3 4 5
5. Computers are beyond the understanding of the typical person. (166) 1 2 3 4 5
6. Computers could enhance remedial instruction. (168) 1 2 3 4 5
7. Computers will relieve teachers of routine duties. (169) 1 2 3 4 5
8. Computers can be used successfully with courses which demand creative activities. (170) 1 2 3 4 5

from The Computer Survey Scale, Stevens, 1982

9. High school students should understand the role computers play in society. (172) 1 2 3 4 5
10. High school students should have some understanding about computers. (173) 1 2 3 4 5
11. Computers can be a useful instructional aid in almost all subject areas. (175) 1 2 3 4 5
12. Use of computers in education almost always reduces the personal treatment of students. (176) 1 2 3 4 5
13. I feel at ease when I am around computers. (177) 1 2 3 4 5
14. Teacher training should include instructional applications of computers. (179) 1 2 3 4 5

from *Attitude Toward Computer Scale*, Francis, 1993

15. Learning about computers is boring to me. (180) 1 2 3 4 5
16. I like learning on a computer. (181) 1 2 3 4 5
17. Working with a computer would make me very nervous. (182) 1 2 3 4 5
18. The challenge of solving problems with computers does not appeal to me. (185) 1 2 3 4 5
19. I think working with computers would be enjoyable and stimulating. (186) 1 2 3 4 5
20. Learning about computers is interesting. (187) 1 2 3 4 5
21. Computers are boring. (189) 1 2 3 4 5
22. Computers are not exciting. (191) 1 2 3 4 5
23. Studying about computers is a waste of time. (192) 1 2 3 4 5
24. It is fun to figure out how computers work. (193) 1 2 3 4 5
25. I enjoy learning how computers are used in our daily lives. (195) 1 2 3 4 5

from *CAM (Computer Attitude Measure)*, Kay, 1993

26. Computers would motivate students. (196) 1 2 3 4 5
27. Computers would significantly improve the overall quality of my students’ education. (197) 1 2 3 4 5
28. Computers would help students improve their writing. (198) 1 2 3 4 5
29. Computers would stimulate creativity in students. (199) 1 2 3 4 5
30. Computers would help students work with one another. (200) 1 2 3 4 5
31. Computers would help me organize my work. (201) 1 2 3 4 5
32. Computers would increase my productivity.  
33. Computers would save me time.  
34. Computers would help me learn.  
35. Computers would help me organize my finances.  
36. Computers improve the overall quality of life.  

from CARS, Chu & Spires, 1991

1. I look forward to using a computer on my job.  
2. The challenge of learning about computers is exciting.  
3. Learning to operate computers is like learning any new skill - the more you practice, the better you become.  
4. I am afraid that if I begin to use computers I will become dependent upon them and lose some of my reasoning skills.  
5. I am sure that with time and practice I will be as comfortable working with computers as I am working with a typewriter.  
6. I dislike working with machines that are smarter than I am.  
7. I feel apprehensive about using computers.  
8. If given the opportunity, I would like to learn about and use computers.  
9. I have avoided computers because they are unfamiliar and somewhat intimidating to me.  
10. I feel computers are necessary tools in both educational and work settings.  

from CASS, Jones & Clarke, 1994

11. Computers intimidate and threaten me.  
12. Working with a computer makes me feel tense and uncomfortable.  
13. Computers are difficult to understand.  
14. I feel important when others ask me for information about computers.  
15. Using the computer has increased my interaction with other students.
16. Anything that a computer can be used for, I can do just as well in another way.  
17. Working with computers makes me feel isolated from other people.  
18. Working with computers will not be important to me in my career.  
19. I would like to spend more time using a computer.  
20. If I can, I will take subjects that will teach me to use computers.  
21. People who work with computers sit in front of a computer screen all day.  
22. I would like to learn more about computers.  
23. Working with computers means working on your own, without contact with others.  
24. If I need computer skills for my career choice, I will develop them  
25. Working with a computer makes me feel very nervous.  
26. Using a computer prevents me from being creative.  
27. Computers are confusing.  
28. Computers make me feel uncomfortable.  
29. You have to be a “brain” to work with computers.  
30. Not many people can use computers.  
31. I get a sinking feeling when I think of trying to use a computer.  
32. Computers frustrate me.  

*from Attitudes Toward Computers Scale, Reece & Gable, 1982*  
33. I will use a computer as soon as possible.  
34. I will take computer courses.  
35. Computers can be used to save lives.  
36. I enjoy computer work.  
37. I would never take a job where I had to work with computers.
Instructions: Please circle the appropriate number to indicate your agreement or disagreement with each statement.

1 = Strongly Disagree (SD)  
2 = Disagree (D)  
3 = Undecided (U)  
4 = Agree (A)  
5 = Strongly Agree (SA)

from D'Souza, 1992

1. Electronic mail (E-mail) is an effective means of disseminating class information and assignments. (274) 1 2 3 4 5

2. I prefer E-mail to traditional class handouts as an information disseminator. (275) 1 2 3 4 5

3. More courses should use E-mail to disseminate class information and assignments. (276) 1 2 3 4 5

4. E-mail provides better access to the instructor. (277) 1 2 3 4 5

5. The use of E-mail creates more interaction:
   between students enrolled in the course (278) 1 2 3 4 5
   between student and instructor (279) 1 2 3 4 5

6. The use of E-mail increases motivation for the course. (280) 1 2 3 4 5

7. The use of E-mail makes the course more interesting. (281) 1 2 3 4 5

8. The use of E-mail makes the student feel more involved. (282) 1 2 3 4 5

9. The use of E-mail helps the student to learn more. (283) 1 2 3 4 5

10. The use of E-mail helps provide a better learning experience. (284) 1 2 3 4 5

(End)

Thank you!

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