

**INFORMATION AND COMMUNICATIONS TECHNOLOGIES IN
FIRST NATIONS SCHOOLS 2009 / 2010**

-- Study Questionnaire --

STUDY PURPOSE

The purpose of this study is to obtain critical data on the presence and integration of Information and Communications Technologies in First Nations education. ICT is a broad category that includes computer hardware and software, as well as communications devices such as videoconferencing units.

In order to help support ICT integration in First Nations schools and learning environments, the study provides a questionnaire about ICT hardware and software options, as well as particular questions about videoconferencing, online education, and ICT helpdesk services.

It is essential that you respond to the study questionnaire, even if your school does not use ICT.

HOW TO PARTICIPATE?

The study questionnaire will take approximately 20 minutes, depending on how in-depth you wish to explore one or more of the subject areas covered. The information that you provide will remain confidential.

Please complete the questionnaire and please fax back to 306-236-1460 or scan and email to cara.greyeyes@kcdc.ca. In order to provide answers to specific questions, it may be necessary to get input from other staff in your school. We encourage you to solicit input in order to obtain the best possible answers.

If you have any questions about the study, please contact the regional study coordinator, Cara Greyeyes or Brenda LaRocque – Hill by e-mail at cara.greyeyes@kcdc.ca or brenda.hill@kcdc.ca or phone **FNS Help Desk 1-866-766-7373** or **306-240-6769**

Indian and Northern Affairs Canada & Keewatin Career Development Corporation - KCDC thank you for your participation.

SECTION A – SCHOOL CONTACT INFORMATION

Name and Contact Information

Name of Respondent: _____
Title: _____
School: _____
Nominal Roll # (if applicable): _____
Address: _____
City/Town: _____
Province/Territory: _____
Postal Code: _____
Telephone #: _____
E-mail: _____

SECTION B - HARDWARE

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

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

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

1. How often are the computers in your school available to the total student population outside instructional hours? Please mark one answer in each row.

	Often	Sometimes	Rarely	Never
Before and/or after school	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
During school (e.g. at lunch, breaks)	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
On weekends	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never

2. Please report the number of multimedia peripherals that your school uses.

Graphics and/or LCD panels/projector tablets and/or digital whiteboards

Imaging devices (e.g. digital photo camera, scanner)

Digital recording devices (e.g. webcam, video or digital camcorder)

Video projectors,

screen projection
operated by a
computer

Videoconferencing unit
(e.g. Polycom,
Tandberg)

The following question will ask you to identify the CPU model of your school's computers

3a. Please report the number of computers (including laptops and notebooks) that your school uses for instructional purposes. Please do not count non-operational computers or computers used for administrative purposes.

Pentium® III and
lower or equivalent

Pentium® IV or
equivalent

Dual Core or
equivalent

Quad Core or
equivalent

Lower than an
Apple™ G3

Apple™ G3
(include iMac™,
eMac™ and
iBook™)

Apple™ G4
(include iMac™,
eMac™, iBook™)

Above Apple™ G4
(include iMac™,
eMac™, iBook™,
MacBook™)

3b. Please report the number of computers (including laptops and notebooks) that your school uses for administrative purposes. Please do not count non-operational computers or computers used for instructional purposes.

Pentium® III and lower
equivalent

Pentium® IV or
equivalent

Dual Core or equivalent

Quad Core or equivalent

Lower than an Apple™
G3

Apple™ G3 (include
iMac™, eMac™ and
iBook™)

Apple™ G4 (include
iMac™, eMac™,
iBook™)

Above Apple™ G4
(include iMac™,
eMac™, iBook™,
MacBook™)

SECTION C – OPERATING SYSTEMS AND APPLICATIONS

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

This question asks for information about the types of computer operating systems found in your school.

4. What percentage of your school’s total number of computers (including laptops and notebooks) uses the following operating systems? If none, please mark 0.

Windows™ 95/98/ME

Windows™ NT/2000

Windows™ XP

Windows™ Vista

Windows™ 7

UNIX™/Linux™

MAC™ OS 9 or lower

MAC™ OS X

Other

4a. If you indicated Other, please specify the operating system.

These next questions ask for information about the software applications installed on your school computers.

5. This sub-section seeks to understand the kinds of software that your school makes available to students (and/or encourages students to use). It also seeks to estimate how many students use the software. Please mark one answer in each row.

	None	Some	Many	All
Word processing software (e.g. MSWord™, WordPerfect™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Desktop publishing software (e.g. Adobe Pagemaker™, QuarkXPress™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Presentation software (e.g. PowerPoint™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Spreadsheet and database programs (e.g. Excel™, MS Access™, QuattroPro™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All

	None	Some	Many	All
Integrated Development Environments for programming (e.g. Microsoft Visual Studio™, NetBeans™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Graphic programs (e.g. Corel Draw™, Kidspix™, Adobe Illustrator™, Adobe Photoshop™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Mathematical/statistical programs (e.g. MATLAB™, Statistical Package for Social Sciences (SPSS)™, Statistical Analysis Software (SAS)™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Educational (e.g. Learnware), drill, simulation, games and practice programs	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Special needs (accessibility) software*	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Internet browser (e.g. Internet Explorer™, Mozilla Firefox™, Apple Safari™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
E-mail software (e.g. Microsoft Outlook™, Windows Mail™, Mozilla Thunderbird™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Instant messaging (e.g. MSN™, AIM™, Gmail™)	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All
Other	<input type="radio"/> None	<input type="radio"/> Some	<input type="radio"/> Many	<input type="radio"/> All

Other (please specify)

*Footnote: Please base your response on the proportion of special needs students within your school (i.e. rather than the total school population).

6. To what extent do teachers and/or instructors at your school use the following applications as part of their classroom teaching practices? Please mark one answer in each row. Note, we encourage you to solicit input in order to obtain the best possible answers.

	Often	Sometimes	Rarely	Never
Using software for special needs students and/or remedial programs providing individualized learning*	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never

	Often	Sometimes	Rarely	Never
Using software for specific subject areas (e.g. geographical, mathematical or scientific modelling)	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using eLearning software or Groupware (e.g. Lotus notes, WebCT, moodle)	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using spreadsheets and database software for data manipulation and statistical analysis	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using word processing	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using desktop publishing	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using presentation software	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using software supporting creative works (e.g. music, fine arts, graphic design)	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using the Internet/intranet to disseminate information (e.g. publishing projects)	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Using the Internet for classroom activities and research purposes	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never
Other	<input type="radio"/> Often	<input type="radio"/> Sometimes	<input type="radio"/> Rarely	<input type="radio"/> Never

Other (please specify)

*Footnote: Please base your response on the proportion of special needs students within your school (i.e. rather than the total school population).

7. Please indicate whether your school's administration uses the First Nations & Inuit Transfer Payments (FNITP) System.

Yes

No

If your school does not use FNITP, please indicate why?

8. What other types of applications does your school's administration use? Please provide the application name(s) and versions (e.g., Adobe Reader, Version 9).

Email, (Name, Version)

Internet browser, (Name, Version)

Office software suite, (Name, Version), (e.g. MS Office Suite, Word Perfect Suite)

Student information system, (Name, Version)

PDF reader/writer, (Name, Version), (e.g. Adobe/Acrobat)

Library cataloguing system, (Name, Version)

Content management, (Name, Version), (including enterprise, web)

Financial management, (Name, Version)

Human resource management, (Name, Version)

Computer/information security, (Name, Version) (including AntiVirus, Firewall)

Other, (Name, Version)

Other, (Name, Version)

9. If your school does not currently use a Student Information System (SIS), please indicate whether it intends to purchase one within the next 24 months? Please skip this question if you indicated above that you already use a SIS.

Yes, purchase of SIS anticipated

No, purchase of SIS not anticipated

If Yes, please provide Name and Version of the SIS?

These next questions are about the prevalence of videoconferencing in your school. *If you choose no in question 10 below, you will skip directly to the next section.*

10. Are videoconferencing technologies available at your school?

Yes

No

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

Computer desktop web/video cameras used for videoconferencing

Videoconferencing units (e.g. Polycom, Tandberg)

Other

Other

11a. If Other, please specify

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

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

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

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

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

Videoconferencing is used for professional development and training for staff

Other (please

specify)

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

This is the final section before the study is completed. *If you select No in question 13 below, you will go to the study completion stage.*

13. Is technical support available to your school to help?

Yes, technical support is available to the school

No, technical support is not available to the school

14. What degree of technical support exists presently at your school? [Please mark all that apply]

- The school has access to FNS help desk support
- The school has access to a FNS youth intern
- The school has access to an off-site technical service (other than an FNS help desk) that makes periodic site visits on an as needed basis
- The school has access to off-site technical service (other than an FNS help desk), but on-site visits are not available through this service
- The school employs one or more dedicated on-site technicians
- The school shares an on-site technician with other community service sectors (e.g. health centre, band office, Community Access Program site, etc.)
- The school has a staff member (e.g. teacher or administrator) or volunteer who handles technical support in addition to regular duties or work
- For FNITP users only:** The school has access to INAC technical support
- Other
Other (please specify)

14a. If you indicated off-site technical support other than FNS please specify

14a. If you indicated off-site technical support other than FNS please specify
Name of technical support service provider

15. For the current school year (September 2009 to June 2010), how many person-hours per month are dedicated to support or maintain the ICT infrastructure in your school?

Hours per month

Thank you for participating in the study. Once you complete the survey by clicking DONE below, you will be taken to your Regional Management Organization's homepage.

16. Are there other comments you wish to share relating to the adequacy of ICT and technical support? Please do so in the space provided below.

Questions or Concerns please call:
Cara Greyeyes
Saskatchewan First Nations SchoolNet Program
FNS Help Desk 1-866-766-7373

