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ABSTRACT

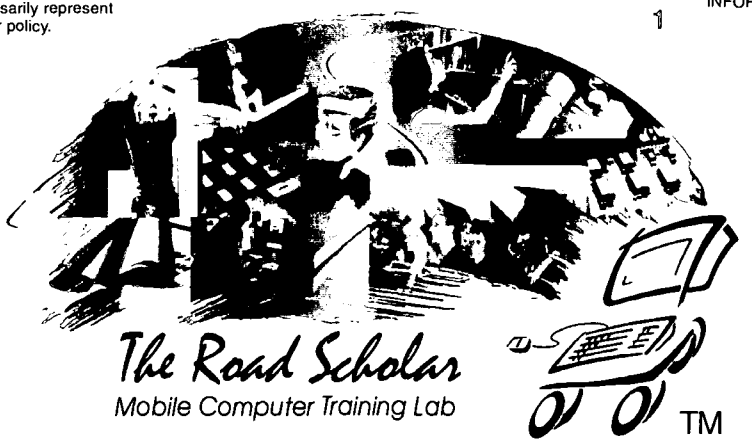
A survey was conducted to determine the technical curriculum needs of adult basic education (ABE) directors and full-time instructors employed through the Georgia Department of Technical and Adult Education's Office of Adult Literacy. Data were gathered through a 93-item survey that was developed and administered to all the 37 directors at a conference in February 1998 and by mail to 159 instructors, with 117 instructors (73 percent) responding. Results of the data analysis yielded implications for staff development planning for computer technology integration in adult basic education. Findings were as follows: (1) 94 percent of the ABE professionals had access to computer technology; (2) these educators want to know the advantages of computer-facilitated training; (3) they face time constraints as barriers to use of computer technology and do not want to work with complex computer applications; (4) they want curriculum compatible with their values and experiences as adult educators; (5) they need time to experiment with computer applications; (6) they want to see how other adult educators use computer technology; and (7) ABE professionals need technical support. (The survey instrument is included.) (KC)

STAFF DEVELOPMENT BASELINE NEEDS ASSESSMENT

Analysis of a Statewide Survey
of
Directors and Full-time Instructors

Under the Direction of
The Georgia Department of Technical and Adult Education

Elizabeth Dillon Black
Research Associate II
Lifelong Learning Network



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EXECUTIVE SUMMARY

This survey was conducted by the Lifelong Learning Network, a division of the Center for Rehabilitation Technology and the College of Architecture at the Georgia Institute of Technology. Its purpose was to determine the technical curriculum needs of adult basic education directors and full-time instructors employed under the Georgia Department of Technical and Adult Education's Office of Adult Literacy.

To accomplish this purpose, three research questions guided this study:

1. What access do ABE professionals have to computer technology (hardware, software, technical support)?
2. What are the beliefs and perceptions of ABE professionals concerning the use of computer technology in ABE classrooms?
3. For what reasons are ABE professionals currently using computer technology?

The findings of this study yielded five categories that held implications for staff development planning on computer technology integration in adult basic education.

CATEGORY I: ACCESS
Local access to computer technology is critical to training. Although 94% of Georgia's ABE professionals have access, some do not. Those who do have access use various levels of technology and prefer training that is applicable to the hardware and software they use.

CATEGORY II: ADVANTAGE
ABE professionals want to know that the computer technology they are learning will be more effective than the methods they are currently using.

CATEGORY III: COMPLEXITY
ABE professionals list time constraints as a barrier to their use of computer technology. They resist learning complex computer applications that are difficult to understand and materials that are not quickly and efficiently referenced.

CATEGORY IV: COMPATIBILITY
ABE professionals prefer curriculum and methodologies compatible with their values and experiences as adult educators. Accordingly, curriculum should reflect adult content, and create a link between teacher use, student use, and professional tasks.

CATEGORY V: TRIAL TIME
ABE professionals express a need to experiment with computer applications. They want ample practice time, preferably using their own materials.

CATEGORY VI: OBSERVABILITY
ABE professionals want to see how other adult educators use computer technology. The use of teacher-made materials in curriculum design provide this opportunity.

CATEGORY VII: SUPPORT
ABE professionals express the need for technical support. Curriculum should anticipate common problems in the use of applications and suggest techniques for troubleshooting software problems.

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STAFF DEVELOPMENT CURRICULUM
BASELINE NEEDS ASSESSMENT

I. PURPOSE (RESEARCH QUESTIONS)

Technology is a dynamic force in education, the workplace and society. (Askov, 1995; Gordon, 1997). With the integration of technology, a change in administrative and pedagogical practices is imminent.

> Educational institutions must recognize that the world has changed. Employers and students have needs our current delivery system is not meeting. . . . Doing more of what we are currently doing will not solve these problems. (Treuhaft, 1995 p.2).

With this thought in mind, it is critical for program planners to recognize the importance of promoting greater computer literacy and technology integration in literacy programs throughout the state of Georgia. In that effort, the Lifelong Learning Network (LLN), a division of the Center for Rehabilitation Technology at Georgia Institute of Technology, contracted with the Department of Technical and Adult Education (DTAE) to assist DTAE directors and teachers in the use and integration of computer technology.

Before an effective program could be designed, planners wanted to understand issues of access, perceptions, and current use of computers in ABE programs throughout Georgia. The purpose of this survey was to examine the status of technology use in adult basic education in Georgia and to identify the needs, attitudes and practices of directors and instructors toward technology. This information was critical to the design of staff

development curriculum that facilitates and encourages the use and integration of computer technology in ABE practice.

To accomplish this broad purpose, three research questions guided this study:

1. What access do ABE professionals have to computer technology (hardware, software, and technical support)?
2. What are the beliefs and perceptions of ABE professionals concerning the use of computer technology in ABE classrooms?
3. For what reasons are ABE professionals currently using computer technology?

II. METHOD

A: INSTRUMENTATION:

A researcher developed self-completion questionnaire was used to examine

(1) Access to computers at home and at work,

(2) Respondent demographics,

(3) Job responsibilities,

(4) Frequency of computer use,

(5) Reasons for current use of computers,

(6) Beliefs about technology use in ABE classrooms,

(7) Perceptions of technology,

(8) Hardware currently in use,

(9) Software currently in use,

(10) Availability of technical support,

(11) Respondents' perceptions regarding their skill level with basic software applications.

There were three types of items on this survey. Seventy-eight were selective response items in which the respondents simply circled or checked their choice of answers, (i.e. true-false questions, Likert scale responses, and yes-no responses). Two were open-ended questions requiring a narrative response (i.e. What do you do when you are having trouble with your software?). Twelve were sentence completion responses (i.e. I learn computer skills best by _____). The final instrument included ninety-three (93) items and appears as Appendix

B. POPULATION AND DATA COLLECTION PROCEDURE

The population and sample for this study were one and the same.

- 100% of the directors running Office of Adult Literacy programs
- 100% of the full-time teachers

Both Directors and teachers were given the same survey instrument. The researcher directly administered the survey to each of the 37 Directors at the annual Georgia Literacy Conference in February of 1998. Directors were asked to ignore all questions related to

classroom instruction. Thirty-five of the thirty-seven Directors returned valid, usable surveys for a response rate of ninety-four (94) percent.

Instructors' surveys were mailed in March 7, 1998, to each of the 37 DTAE service delivery area directors, with a cover letter explaining the intent of the survey, as well as instructions for returning the data. A variety of methods was used to collect the surveys. Directors could choose to have all teachers return the surveys to them for mailing, or directors could request that their instructors return the surveys themselves in the stamped self-addressed envelopes which were attached to each survey. The instructors were given approximately two weeks (March 7 to March 27, 1998) in which to complete and return the surveys.

One hundred and seventeen (117) of the 159 instructors returned the data for a response rate of 73 percent. Of that number, one survey was not usable because the respondent was no longer employed as a full-time instructor and another was not usable because its arrival was well beyond the deadline for returning the forms. This was an unusually good response rate considering there were no follow-up calls or postcard reminders sent. This is perhaps due to the favorable relationship between ABE professionals and the institution conducting

the research and also, the ongoing interest of adult educators in technology related training.

The respondent characteristics are included in the following table.

RESPONDENT CHARACTERISTICS

VARIABLE	VALUE
GENDER	FEMALE: Directors: 65.7 % Full-time instructors: 82.6 % MALE: Directors: 34.3% Full-time instructors 17.4%
EDUCATION	BS: Directors: 14.3% Full-time instructors: 55.7% Masters: Directors: 25.7% Full-time instructors: 17.4% Specialist: Directors: 25.7% Full-time instructors: 4.3% Doctorate: Directors: 17.1% Full-time instructors: 1.7% Other: Directors: 14.3% Full-time instructors: 19.1%
YEARS EXPERIENCE TEACHING ADULT BASIC EDUCATION Mean for Directors – 7.1 years Mean for Full-time Instructors – 5.8 years	None: Directors: 48.6% Full-time instructors: .9% 1-4 Years: Directors: 11.5% Full-time instructors: 50.4% 5-12 Years: Directors: 11.6% Full-time instructors: 40.9% 15-31 Years: Directors: 27% Full-time instructors: 7.6%
OVERALL TEACHING EXPERIENCE Mean for Directors – 13.51 years	None: Directors: 19.1% Full-time instructors: 0

Mean for Full-time Instructors – 12.1 yrs.	1-12 Years: Directors: 32.4% Full-time instructors: 63.5% 12-32 Years: Directors: 49.1% Full-time instructors 34.6%
JOB RESPONSIBILITIES	
PROGRAM PLANNING	Mean for Directors – 18.57% Mean for Full-time Instructors – 14.28%
ADMINISTRATION	Mean for Directors – 76.33% Mean for Full-time Instructors – 19.21%
TEACHING	Mean for Directors – 2.0% Mean for Full-time Instructors – 65.01%
OTHER JOB RESPONSIBILITIES	Mean for Directors – 3.-9% Mean for Full-time Instructors – 9.41%

C. DATA PREPARATION

In preparing data for analysis, data were entered into SPSS, a statistical analysis software package. In the directors' surveys, those items pertaining to instructor behaviors were dropped from consideration. In addition, one of the teachers surveys was returned with a notation that the respondent was no longer a full-time instructor and another survey was returned well past the deadline for returns. Both of these surveys were excluded from the analysis. Surveys were mailed out on May 13, 1998 with a return deadline of May 29, 1998.

Open-ended questions and responses were entered in table format in Microsoft Word. Each question was listed at the top of the table, and all

responses were entered next to the respondent identification number as seen in Appendix B.

D. DATA ANALYSIS

The items on the survey lent themselves to basic descriptive analysis. The different types of items required various analytical procedures. The selected response items required a simple frequency analysis in which the frequencies and percent frequencies of each of the values were calculated. A few of the items also lent themselves to the calculation of central tendency through means and standard deviation.

The sentence completion items were subjected to content analysis, which is a two step process. In the first step, all the possible responses for a given item were studied and categories were induced. All items were then sorted under those categories and tabulations in the form of frequencies and percent frequencies were presented.

The open-ended questions were a slight variant of the subject completion items. Analysis of open-ended questions required one additional step. Because the comments were narrative, and were often paragraph length, the first step involved "chunking" the paragraphs into meaning units before proceeding with categorizing and sorting.

III. FINDINGS

A. TECHNOLOGICAL ACCESS

Most directors and teachers had access to computers both at home and at work. Overall, nearly 75% of all respondents had a computer at their desk and 74% had home computers. Of the full-time teachers who did not have computers at their desks, 34.8% did have access to computers in libraries and computer labs.

It is important to note that at least one director and several full-time teachers did not have access to a computer at work or at home.

Have a work computer at desk

Overall	Directors	Full-time instructors
74.7%	91.4%	69.6%

Have a home computer

Overall	Directors	Full-time instructors
74%	80%	72.2%

Have access to computers in the classroom

Overall	Directors	Full-time instructors
70.7%	Not Applicable	92.2%

Have access to computers in an area other than the classroom

Overall	Directors	Full-time instructors
26.7%	Not Applicable	34.8%

Regarding computer hardware, 91.3% of the respondents listed a PC as their standard hardware. Fifty percent (50.7%) of the

respondents listed a Pentium as their work computer. It is important to point out, however, that 21.3% worked on 486's, 8.7% worked on 386's, and 2.7% worked on 286's. Twelve percent (12.7%) were not sure of the type of computer they had.

In regards to RAM, 31.3% indicated that they had 8 MB of RAM or more and 60% said they were not sure. Hard drive was another area where 60% of the respondents were not sure of what was on their machine, while 24% had 100 MB or more.

Fewer than 46% had modems, Internet, and e-mail access at work, while at least 60% had CD-ROM and speakers on their work computers. Seventy-one percent (71.3%) used Windows 95 and 34.7% used Windows 3.1. The most prevalent software was Microsoft Word (62.7%), Access (51.4%) and Excel (49.3%).

B. PERCEPTIONS OF TECHNOLOGY

Ninety-two percent (92%) of the total respondents indicated they perceived computers as a valuable tool and 97.4% of the total respondents indicated they would like to increase their knowledge of computers. Overall, 94.7% of directors and instructors believed that adult literacy educators should learn to use computers in the classroom for the good of the students.

They indicated that computers:

(1) Provide "an important survival skill",

(2) Are "the future",

(3) Help keep students "on the cutting edge",

(4) "Enhance learning", and

(5) Increase students' self-esteem.

A content analysis of the open-ended items on the survey suggests that 88% of the respondents view the use of computers in the classroom favorably. They describe the experience as empowering, pleasing, motivational, and exciting. Some noted that computers assist in providing students with "real world" training, greater job marketability, and increased confidence. In addition, respondents indicated that computers increased students' opportunities for self-paced learning.

Negative responses toward computer integration indicated both teacher factors and student factors as barriers to technology integration. Teacher factors included: 1) intimidation, (2) lack of knowledge and training, (3) lack of funding for updating hardware and software, (4) a general lack of technical support, and (5) time. Time was reported by nearly half of all respondents as a major barrier to computer integration. Respondents specifically cited the lack of time to develop

technical skills, the lack of time to devote to teaching students how to use computers, and the lack of time to develop instructional materials as major deterrents to computer integration. The problem of students being intimidated by computers and their subsequent refusal to use computers were also mentioned as a barrier. One instructor warned that computers could hinder education if they are seen as a "cure-all."

C. TECHNOLOGY PRACTICES

It is important to understand the frequency with which ABE providers use computers. Directors and full-time instructors use computers almost every day. The percentages evidenced in the table below indicate that there should be some level of comfort with the use of computers, at least in a general sense.

Frequency of Use

	Overall	Directors	Full-time instructors
Almost every day	72%	74.3%	71.3%
Several times a week	24%	20%	25.2%
Several times a month	13%	14.3%	7%
A few times a year	6.1%	11.4%	5.2%
I do not use computers	2%	5.7%	.9%

Among practitioner reasons for use, 93.9% indicated reading improvement as a reason to use computers in the classroom.

Ninety percent (90.4%) use computers to improve students' listening skills, while 76.5% focus on developing writing skills. It is interesting that 84.3% of the responding instructors use computers for drill and practice, while 73% use computers to develop instructional materials.

On the other hand, only 56.5% of the instructors use computers to access information on the World Wide Web, while 77.1% of the directors use it for this reason. More comprehensive tables on reasons for computer use may be found in Appendix C: Directors or Appendix D: Full-time instructors.

Respondents indicated their perceived skill levels were fairly high in the area of word processing but felt less than adequate with database, spreadsheet, and
E-mail applications. 46% listed themselves as unskilled in database. Thirty-eight percent (38.7%) were unskilled in spreadsheets; 30.7% indicated that they had limited skills in e-mail.

Finally, computer use did not stop in the classroom. More than 50% of all respondents said they use their home computers for work related issues.

Use home for work related tasks

Overall	Directors	Full-time instructors
52.7 %	60 %	50.4 %

IV. IMPLICATIONS AND RECOMMENDATIONS

The difficulty of technology integration may lie in the additional layers of learning that are required for integration. Studies indicate the importance of teacher support, the need for teacher training, the vital issue of software selection and development, the need for care in making investments in expensive technology, the desirability of tying job skills to the instruction, and the problem of typing skills, particularly for older students (Rachal, 1993). About 97% of the instructors surveyed recognized these challenges to the integration process. However, 107 of the 115 instructors (93%) reported that they believed they could, with training, create computer-generated instructional materials, thus improving instructional techniques. This had positive implications for end-users since 95.7% of the instructors and 68.6% of the directors perceived that adult students are motivated to use computers in ABE classrooms.

The findings of this study yielded five categories that held implications for staff development planning on computer technology integration in adult basic education. These implications were as follows:

CATEGORY I: ACCESS

- Be aware that although 94% of ABE professionals have access to computer technology, there are several who do not. It may be helpful to suggest local resources, such as libraries and community centers.
- Be aware that ABE professionals use various levels of technology. Curriculum should address these levels. It might be helpful to identify sources for funding or obtaining surplus equipment. Forty-two percent (42%) of respondents mention a lack of money to acquire and maintain valuable, up-to-date equipment.

CATEGORY II: ADVANTAGE

- Suggest that there are some tasks that computer technology can make easier and others that work best with traditional methods. Though a majority of respondents recognize the value of computers, they also point out that low-level students and elderly students often have difficulty using computers; that computers will not necessarily make them better teachers; and that computers will not automatically increase student scores. Computers are therefore not regarded as a "cure-all" or as a "magic bullet" that rids the universe of illiteracy.

CATEGORY III: COMPLEXITY

- Provide tip sheets that allow participants to quickly reference unfamiliar material and deal efficiently with common technical problems. Survey respondents cite the complexity of software and hardware as one of their biggest frustrations, and while most participants are familiar with current software, many are not. Respondents specifically mention programs that "freeze" and software that does not work correctly, problems compounded by a general lack of technical support.

CATEGORY IV: COMPATIBILITY

- Concretely address the compatibility between computer technology and current teaching curriculum and methodologies used in adult education. Respondents state a need for curriculum that addresses record keeping tasks, technical support, and program planning (i.e. recruitment and retention).

- Design instructional content that creates a link between teacher use and student use. It is important to note that while 77.1% of the directors indicate having taken computer training courses, and 75.7% of the instructors have done so, only an overall 26.7% indicate that they were able to transfer what they had learned to their adult basic education responsibilities.

- Connect technology curriculum to job-related tasks. Many instructors cite "preparing students for the workforce" as a major motivation for learning to use computer technology in adult basic education classrooms.

CATEGORY V: TRIAL TIME

- Allow participants ample "practice time." Eighty percent (80%) of survey participants list three training components as most beneficial to technology integration: knowledge, experience, and hands-on training.

CATEGORY VI: OBSERVABILITY

- Use as many teacher-made materials as possible in curriculum design. Research documents that innovations are more readily adopted when the user can observe the success of the integration. There are teachers who are creatively integrating computer technology in adult basic education. Credit these innovative instructors in the text of the curriculum and share their materials with other professionals.

CATEGORY VII: SUPPORT

- Offer support. Recommend a method whereby participants can get support if they run into trouble.

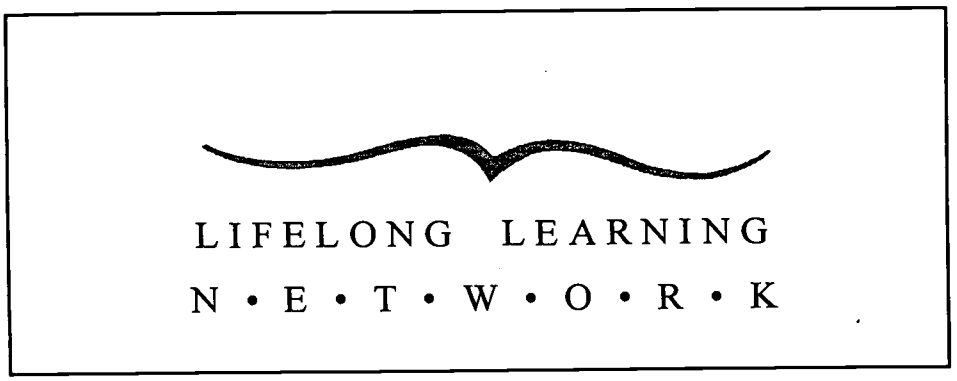
ACKNOWLEDGEMENTS

I would like to thank the Department of Adult and Technical Education for providing the funding to conduct this report and the Georgia Institute of Technology, Lifelong Learning Network, specifically Beth Bryant and Arthur Murphy, for their assistance in creating the format of the survey.

I am especially appreciative of the adult education directors and instructors who took time out of their incredibly busy schedules to carefully answer the survey questions and to the professionals who allowed me to interview them regarding survey content.

Special thanks to Dr. Mark Johnson for processing, analyzing, and interpreting the qualitative data and to Dr. Arthur Martin for assisting in the summarization of the qualitative items.

My final acknowledgement goes to Dr. Thomas Valentine at the University of Georgia for mentoring me through the arduous process of survey development, analysis, and summation. This report would have been impossible without his intuitive understanding of adult basic education issues and his enthusiasm and expertise in the area of research and survey development.



A Unit of the
Center for Rehabilitation Technology

Survey

Georgia Institute of Technology
College of Architecture

Statement of Purpose and Confidentiality

The purpose of this survey is threefold: (1) to identify the beliefs and perceptions of adult educators regarding the use of technology in adult basic education, (2) to determine, from the client perspective, the greatest areas of need in regard to technology-related training, and (3) to apply that information to the design of curriculum and support materials for technical training.

All information from this survey will be the confidential property of the Georgia Institute of Technology, Lifelong Learning Network, and no names will be used in the reports that are generated.

Georgia Institute of Technology
College of Architecture
Center for Rehabilitation Technology

February 16, 1998

Dear Directors,

The Georgia Tech Lifelong Learning Network is currently developing curriculum to assist Directors, administrative staff and adult literacy instructors in the use of computers for their professional needs.

In order to do this effectively, it is important that we as curriculum developers clearly understand: (1) what you currently know about computer technology, (2) what types of tasks you currently use a computer to accomplish, (3) where you perceive the greatest needs in regard to technology-related training, and (4) your beliefs or perceptions regarding the use of computers in adult education environments.

Since this survey is addressing a diverse audience, some items may not be applicable. However, we ask that you answer all items as best as you can.

The attached survey is an effort to gather information that will inform the development of curriculum for upcoming technology-related training. We appreciate your assistance and value your input.

Sincerely,

Elizabeth Bryant
Director: Lifelong Learning Network

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LIFELONG LEARNING
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Lifelong Learning Network: Technology Survey

WORK COMPUTER

1. Do you have access to a computer on your desk at work?
_____ Yes _____ No

2. Do you have access to a computer in your classroom?
_____ Yes _____ No

3. Do you have access to a computer located in an area other then the classroom? If so, please explain the location and availability of it.

HOME COMPUTER

4. Do you have a computer at home?
_____ Yes _____ No

5. Do you use your home computer for work?
_____ Yes _____ No

DEMOGRAPHICS

6. _____ Gender (M F)

7. _____ Education -Highest Degree Completed

8. _____ Years of Experience Teaching in ABE

9. _____ Years of Overall Teaching Experience

USE FREQUENCY

Complete the following: Place a check next to the box that best describes how frequently you use your computers

10. _____ I use a computer almost every day.

11. _____ I use a computer several times a week.

12. _____ I use a computer several times a month.

13. _____ I use a computer a few times a year.

14. _____ I do not use computers

JOB RESPONSIBILITIES

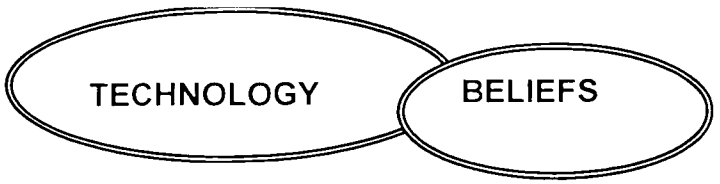
What percent of your total work responsibilities are represented in the following activities? Make sure your figures add up to 100%.

15. _____% Program Planning
16. _____% Administrative Tasks
17. _____% Teaching
18. _____% Other (Specify)

Circle True if the statement describes your current use of computers. Circle False if it does not.

9.	I use computers to **access information** (e.g. World Wide Web).	True - False
0.	I use computers to **manage data** (e.g. Spread Sheets/Databases).	True - False
1.	I use computers to **create presentations** (e.g. Power Point)	True – False
2.	I use computers to **create instructional materials** for adult literacy classes.	True - False
3.	I use computers **only with prepackaged software.** (e.g. Skills Bank, Plato)	True - False
4.	I use computers to **provide drill and practice** exercises for adult literacy students.	True - False
5.	I use computers to help adult literacy students improve their **writing** skills.	True - False
6.	I use computers to help adult literacy students improve **math** skills.	True - False
7.	I use computers to help adult literacy students improve their **reading** skills.	True - False
8.	I use computers to help adult literacy students improve their **listening** skills.	True - False
9.	I use computers to help adult literacy students improve their **thinking** skills.	True - False
0	.I use **e-mail** to teach adult literacy students.	True – False
1.	I plan to use the computer to create instructional materials next year.	True - False
2	I have taken computer training courses.	True - False
3	The computer courses I have taken have enabled me to crate instructional materials.	True - False

34. Please use the space below to describe your use of computers in adult literacy classes. If you need additional space, please use the back of this paper.



Below are as list of perceptions about the use of computers in the classroom. Circle the number that best describes your own beliefs. Circle #5 if you are not sure.

		Strongly Disagree ⟸⟹ *Strongly Agree*				*Not Sure*
		1	2	3	4	5
35	I believe that computers are valuable tools for adult basic education.	1	2	3	4	5
36.	I feel intimidated by computers.	1	2	3	4	5
37.	I would like to increase my knowledge of computers.	1	2	3	4	5
38.	I enjoy learning about computer use in adult basic education.	1	2	3	4	5
39.	I believe that more research needs to be compiled for computer effectiveness before I will be comfortable using them.	1	2	3	4	5
40	Too much emphasis is being placed on computer use in education.	1	2	3	4	5
41.	Computers increase teacher productivity.	1	2	3	4	5
42.	Computers increase student skill development.	1	2	3	4	5
43.	Computers take away jobs.	1	2	3	4	5
44.	Computers intimidate students.	1	2	3	4	5
45	I use videotaped instruction to supplement my teaching.	1	2	3	4	5
46.	I believe that adult literacy educators should learn to use	1	2	3	4	5
47.	Computers in the classroom for the good of the students.	1	2	3	4	5
48.	Computers decrease teacher productivity in adult basic education.	1	2	3	4	5
49.	Computers decrease student learning in adult basic education.	1	2	3	4	5
50.	I use computers but do not know how to teach with them.	1	2	3	4	5
51	I believe that computers add an additional layer of learning	1	2	3	4	5
52.	I believe computers are counter-productive to the learning process.	1	2	3	4	5
53.	Computers are tools that are most beneficial for administrative purposes.	1	2	3	4	5
54.	I feel embarrassed by my own technical limitations.	1	2	3	4	5
55.	I believe that I could create instructional materials on a computer if I had the proper training.	1	2	3	4	5

TECHNOLOGY PERCEPTIONS

Fill in the blanks, as you feel appropriate.

56. I feel that computers benefit _____

57. Computers are a barriers to _____

58. I feel _____ when computers are placed in my classroom.

59. I am interested in learning to use computers with my students because
_____

60. I have difficulty seeing the value of computers in ABE classrooms because
_____

61. The biggest frustration with the use of computer technology in adult basic education classes is _____

62. Increased computer experience does not necessarily mean _____
_____

63. The most significant benefit to the use of computer technology in adult basic education classes is _____.

64. I learn computer skills best by _____.

65. It is most difficult to adopt computer instruction _____.

66. In order to adopt technology in adult basic education classes, instructors would benefit most from
_____

67. The most significant hindrance to the use of technology in adult basic education classes is_____

68. The most difficult part of creating instructional material is _____
_____

TECHNICAL INFORMATION

69. What type of computer do you have at work?
____ PC ____ MAC ____ I'm not sure

70. Is your work computer a:
____ 286 ____ 386____ 486____ Pentium ____ I'm not sure

71. What size monitor do you have?
____ under 17 inch ____17 inches or more ____ I'm not sure

72. My work computer has:
____ fewer than 8 megs of RAM _____ 8 megs or more _____ I'm not sure

_____ If you know the exact number of megs please write that number in the blank.

73. My work computer's hard drive is
_____ Fewer than 100 megs _____ 100 megs or more _____ I'm not sure

____If you know the exact number of megs/gigs please write that number in the blank.

FEATURES WORK

Place a check beside each of the feature currently on your work computer.

74. _____ Modem _____ I'm not sure
75. _____ CD-ROM _____ I'm not sure
76. _____ Speakers _____ I'm not sure

77. _____ Internet _____ I'm not sure
78. _____ E-mail _____ I'm not sure

FEATURES HOME

Place a check beside each of the feature currently on your home computer.

79. _____ Modem _____ I'm not sure
80. _____ CD-ROM _____ I'm not sure
81. _____ Speakers _____ I'm not sure

82. ____ Internet _____ I'm not sure
83. _____ E-mail _____ I'm not sure

SOFTWARE

What software are you currently using at work?

84. OPERATING SYSTEM80.

_____ DOS
_____ Windows 3.1
_____ Windows 95
_____ Mac OS
_____ UNIX
_____ Other (Specify)
_____ Don't Know

85. WORD PROCESSOR

_____ Excel
_____ Microsoft Word
_____ WordPerfect
_____ Claris Works
_____ Other (Specify)
_____ Don't Know

86. DATABASE

_____ Access
_____ Paradox
_____ FoxPro
_____ Other (Specify)
_____ Don't Know

87. SPREAD SHEET

_____ Quattro Pro
_____ Lotus
_____ Other
_____ Don't Know

TECHNOLOGY SUPPORT

88. ***What do you do when you are having trouble with your software?***

89. ***What do you do when you are having trouble with your computer hardware (machine)?***

Circle the appropriate number to indicate your skill level. (Unskilled ⇐⇒ Highly Skilled)

SKILL LEVEL

90. Word Processor	1	2	3	4
91. Spread Sheet	1	2	3	4
92. Database	1	2	3	4
93. E-Mail	1	2	3	4

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