

# Appendix A

## Technology Predictors 1.1

### INFORMED CONSENT FORM

Title of Project: An Examination of Indicators Predictive of Technology Use in Music Instruction

#### Purpose

We would like permission to enroll you as a participant in a research study. The purpose of the study is to learn more about the factors that influence music teachers to use technology in their teaching. The Principal Investigators are Dr. Jay Dorfman from Boston University, and Dr. Richard Dammers from Rowan University.

#### Procedures

If you agree to participate in this study, we will ask you to complete an online questionnaire using Survey Monkey. The questionnaire consists of about 50 questions and should take less than 15 minutes to complete.

#### Risks and Discomforts

There are no known risks associated with participation in the study. You are always free to skip a question.

#### Benefits

This study will contribute toward the understanding of the factors that influence music teachers to use technology. There are no direct benefits to participating in the study.

#### Compensation

You will not receive any compensation for participating in this study.

#### Confidentiality

Your answers will be kept confidential and may not be disclosed, unless required by law or regulation. The information you provide will be published only in aggregated form (for example, tables of information). No identifiable information will be included in any presentation or publication.

Data will be stored in locked files only accessible to the Principal Investigators.

#### Voluntary Participation

Your participation in this research is purely voluntary. Refusing to participate or discontinuing participation will involve no penalty or loss of benefits to which you are otherwise entitled. You may refuse to answer any question on the questionnaire.

#### Alternative to Participation

The alternative to participating in this study is to choose not to participate.

#### Contacts

If you have questions regarding this research, either now or at any time in the future, please feel free to ask them. Questions may be addressed to the Principal Investigators at either [jdorfman@bu.edu](mailto:jdorfman@bu.edu) or [dammers@rowan.edu](mailto:dammers@rowan.edu). You may obtain further information about your rights as a research subject by calling the Boston University Institutional Review Board for Human Subjects Research at 617-353-4365.

Clicking the "Continue" button indicates your consent to participate. If you do not wish to participate, please close your browser window now.

**\*1. What is the name of your school:**

**\*2. What is the name of your school district:**

**\*3. What state do you teach in?**

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| Technology Predictors 1.1   |                       |                       |                       |                        |                       |
|---|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|
| 4. Please indicate the frequency of the following:  |                       |                       |                       |                        |                       |
|   | Daily                 | A few times a week    | A few times a month   | Less than once a month | Never                 |
| I use technology to prepare materials for class (away from students):                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| I use technology to communicate with parents:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| I use technology to lead classroom activities:  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| My students use computers for musical activities:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Students use technology outside of class for class related purposes:                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| 5. Please indicate your level of agreement with the following statements:                           |                       |                       |                       |                        |                       |
|   | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree      |                       |
| My use of technology to prepare materials for class (away from students) enhances student learning: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |                       |
| My use of technology to communicate with parents enhances student learning:                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |                       |
| My use of technology to lead classroom activities enhances student learning:                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |                       |
| My students' use of technology for musical activities enhances their learning:                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |                       |
| My students' use of technology outside of class for class purposes enhances their learning:         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |                       |

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| <b>Technology Predictors 1.1</b>  |                       |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>6. Please rank the National Standards in order of importance to your teaching.</b>   |                       |                       |                       |                       |                       |                       |
|   | 1 (most important)    | 2                     | 3                     | 4                     | 5                     | 6                     |
| Singing, alone and with others, a varied repertoire of music.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performing on instruments, alone and with others, a varied repertoire of music.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improvising melodies, variations, and accompaniments.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Composing and arranging music within specified guidelines.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading and notating music.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listening to, analyzing, describing, and evaluating music.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding relationships between music, the other arts, and disciplines outside the arts, and in relation to history and culture.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>7. Compared to your peers, please rate your general technology skills:</b>   |                       |                       |                       |                       |                       |                       |
|   | 1 (more advanced)     | 2                     | 3                     | 4                     | 5                     | 6 (less advanced)     |
|   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>8. Compared to your peers, please rate your music technology skills:</b>   |                       |                       |                       |                       |                       |                       |
|   | 1 (most advanced)     | 2                     | 3                     | 4                     | 5                     | 6 (least advanced)    |
|   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>9. How important have the following sources been in providing you with the knowledge and skills to teach technology-based music classes?</b> |                       |                       |                       |                       |                       |                       |
|   | Very important        | Important             | Less important        | Unimportant           | N/A                   |                       |
| Undergraduate Study   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| Graduate Study  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| District In-service   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| External in-services/courses (TI:ME courses etc...)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| Music Conferences (State MEA, etc.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| Self Study  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |

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| 10. Select one level of agreement for each statement to indicate how you feel.          |                       |                       |                       |                       |                       |
|   | Strongly Disagree     | Disagree              | Undecided             | Agree                 | Strongly Agree        |
| Computers intimidate me.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers have the potential to control our lives.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers can help me learn.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers will improve education.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers could increase my productivity.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use of computers in education almost always reduces the personal treatment of students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with a computer makes me nervous.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers dehumanize society by treating everyone as a number.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using a computer is very frustrating.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can learn many things when I use a computer.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The challenge of learning about computers is exciting.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers can be useful instructional aids in almost all subject areas.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with computers makes me feel isolated from other people.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers improve the overall quality of life.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am afraid that if I begin to use computers I will become dependent upon them.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that working with computers would be enjoyable and stimulating.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our country relies too much on computers.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with a computer makes me feel tense and uncomfortable.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers could enhance remedial instruction.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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| Computers are changing the world too rapidly.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers isolate people by inhibiting normal social interactions among users.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I want to learn a lot about computers.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computers are necessary tools in both educational and work settings.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get a sinking feeling when I think of trying to use a computer.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If there was a computer in my classroom it would help me to be a better teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like learning on a computer.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |