Name:	Date:	

Teachers' Attitudes Toward Information Technology

To the Educator:

This questionnaire is designed to assess your perceptions of the use of information technology for your own productivity as well as for the benefit of your students. It should require about 10 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



Instructions:	Place an	'v'	hetween	each o	adiecti	ive na	ir to	indicate	how	von fe	ചെ ച	hout	the c	hiect
mon actions.	I lace all	A	Detween	each a	aujecu	ive pa	ս ա	muicate	HUW	you it	tei a	Dout	me o	յոյլենն.

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

Computers are:

1.	Unlikable	 	 	Likable	(41-81)
2.	Unhappy	 	 	Нарру	(42-82)
3.	Bad	 	 	Good	(43-83)
4.	Unpleasant	 	 	Pleasant	(44-84)
5.	Tense	 	 	Calm	(45-85)
6.	Uncomfortable	 	 	Comfortable	(46-86)
7.	Artificial	 	 	Natural	(47-87)
8.	Empty	 	 	Full	(48-88)
9.	Dull	 	 	Exciting	(49-89)
10.	Suffocating	 	 	Fresh	(50-90)

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		SD	D	U	A	SA
1.	Electronic mail (E-mail) is an effective means of disseminating class information and assignments.	(274-91)	1	2	3	4	5
2.	I prefer E-mail to traditional class handouts as an information disseminator.	(275-92)	1	2	3	4	5
3.	More courses should use E-mail to disseminate class information and assignments.	(276-93)	1	2	3	4	5
4.	E-mail provides better access to the instructor.	(277-94)	1	2	3	4	5
5.	The use of E-mail creates more interaction:						
	between students enrolled in the course	(278-95)	1	2	3	4	5
	between student and instructor	(279-96)	1	2	3	4	5
6.	The use of E-mail increases motivation for the course.	(280-97)	1	2	3	4	5
7.	The use of E-mail makes the course more interesting.	(281-98)	1	2	3	4	5
8.	The use of E-mail makes the student feel more involved.	(282-99)	1	2	3	4	5
9.	The use of E-mail helps the student to learn more.	(283-100)	1	2	3	4	5

(284-101)

2

1

3

4

5

The use of E-mail helps provide a better learning experience.

10.

То 1	me, electronic ma	ail is:						
1.	important			 	 		unimportant	(1)
2.	boring			 	 		interesting	(2)
3.	relevant			 	 		irrelevant	(3)
4.	exciting			 	 		unexciting	(4)
5.	means nothing			 	 		means a lot	(5)
6.	appealing			 	 		unappealing	(6)
7.	fascinating			 	 		mundane	(7)
8.	worthless			 	 		valuable	(8)
9.	involving			 	 		uninvolving	(9)
10.	not needed			 	 		needed	(10)
For	my students, elec t	tronic n	nail is:					
1.	important						unimportant	(11)
2.	boring						interesting	(12)
3.	relevant						irrelevant	(13)
4.	exciting						unexciting	(14)
5.	means nothing						means a lot	(15)
6.	appealing			 	 		unappealing	(16)
7.	fascinating			 	 		mundane	(17)
8.	worthless			 			valuable	(18)
9.	involving			 	 		uninvolving	(19)
10.	not needed			 	 		needed	(20)

To	me, using the Wor	ld-Wide Web is:		
1.	important _		unimportant	(21)
2.	boring		interesting	(22)
3.	relevant		irrelevant	(23)
4.	exciting _		unexciting	(24)
5.	means nothing _		means a lot	(25)
6.	appealing _		unappealing	(26)
7.	fascinating _		mundane	(27)
8.	worthless		valuable	(28)
9.	involving		uninvolving	(29)
10.	not needed		needed	(30)
For	my students using	the World-Wide Web is:		
		the world-wide web is.		
1.	important _		unimportant	(31)
2.	boring		interesting	(32)
3.	relevant		irrelevant	(33)
4.	exciting		unexciting	(34)
5.	means nothing		means a lot	(35)
6.	appealing		unappealing	(36)
7.	fascinating _		mundane	(37)
8.	worthless		valuable	(38)
9.	involving		uninvolving	(39)
10.	not needed		needed	(40)

То 1	ne, multimedia is	s:					
1.	important			 	 	 unimportant	(41)
2.	boring			 	 	 interesting	(42)
3.	relevant			 	 	 irrelevant	(43)
4.	exciting			 	 	 unexciting	(44)
5.	means nothing			 	 	 means a lot	(45)
6.	appealing			 	 	 unappealing	(46)
7.	fascinating			 	 	 mundane	(47)
8.	worthless			 	 	 valuable	(48)
9.	involving			 	 	 uninvolving	(49)
10.	not needed			 	 	 needed	(50)
For	my students, mult	timedia	is:				
1.	important					unimportant	(51)
2.	boring					interesting	(52)
3.	relevant					irrelevant	(53)
4.	exciting					unexciting	(54)
5.	means nothing					means a lot	(55)
6.	appealing			 	 	 unappealing	(56)
7.	fascinating			 	 	 mundane	(57)
8.	worthless			 	 	 valuable	(58)
9.	involving			 	 	 uninvolving	(59)
10.	not needed			 	 	 needed	(60)

To n	me, using computers for my professional productivity is:		
1.	important	unimportant	(61)
2.	boring	interesting	(62)
3.	relevant	irrelevant	(63)
4.	exciting	unexciting	(64)
5.	means nothing	means a lot	(65)
6.	appealing	unappealing	(66)
7.	fascinating	mundane	(67)
8.	worthless	valuable	(68)
9.	involving	uninvolving	(69)
10.	not needed	needed	(70)
For r	my students using computers in the classroom is:		
	my students, using computers in the classroom is:	unimportant	(71)
1.	important	unimportant	(71)
		unimportant interesting	(71) (72)
1.	important	-	` /
 2. 	important	interesting	(72)
 1. 2. 3. 4. 	important boring relevant	interesting	(72)(73)
 1. 2. 3. 4. 	important boring relevant exciting	interesting irrelevant unexciting	(72)(73)(74)
 1. 2. 3. 4. 5. 	important	interesting irrelevant unexciting means a lot	(72)(73)(74)(75)
 1. 2. 3. 4. 5. 6. 	important	interesting irrelevant unexciting means a lot unappealing	(72)(73)(74)(75)(76)
 1. 2. 3. 4. 5. 6. 7. 	important	interesting irrelevant unexciting means a lot unappealing mundane	 (72) (73) (74) (75) (76) (77)