ICT Feasibility Study

Materials Annex
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SECTION 1 – ICT SCREENS

Type in your password and 4 digit student ID:

Administrator Password: [Redacted]
Student ID: [Redacted]

[Enter] [Clear]

[ ] Check to restart abandoned session

ICT Version 0.70
Welcome to the PISA ICT Literacy Assessment.

This survey is designed to gather information about students' knowledge, skills, and attitudes related to computer technology.

To move from screen to screen, you will click on the "Next" button at the bottom of the screen. You will not be able to go back once you have gone to the next screen.

Click on the Next button now to continue.
ICT Screens – Introduction

At the top of the screen you will see the following information:

- Section Number
  
  There will be four sections in this survey. Each section will be timed separately.

- Time
  
  This shows the remaining time in the section.

Click on Next to continue.
Before you begin the survey, you will be given some background questions to answer.

First, try the following three samples so that you understand how to answer these questions.

Click on Next to continue.
ICT Screens – Response Modes for Background Questionnaire

For most questions, you will choose one answer.

To Answer:
- Click on a choice. You may click on the oval, or anywhere on the choice itself.

To Change an Answer:
- Click on a different choice.

Remember you cannot go back once you have gone to the next screen.

Try this sample question yourself, or click on Show Me to see how.
ICT Screens – Response Modes for Background Questionnaire

For this kind of question, you can choose more than one answer.

To Answer:
- Click on as many choices as needed to answer the question. When you click on a choice, a checkmark will appear inside the box.

To Erase an Answer:
- Click on the choice that you want to erase. The checkmark will disappear and you can click on another choice.

Try this sample question yourself, or click on Show Me to see how.
ICT Screens – Response Modes for Background Questionnaire

For this kind of question, you will type an answer.

To Answer:
- Click inside the box and type an answer.

To Change an Answer:
- Press the backspace key to erase your answer and type it again.

Try this sample question yourself, or click on Show Me to see how.
Now, please answer the following set of background questions.

You will need to answer each question in order to go on to the next.

Click on Next to begin.
In what year were you born?

Type your answer inside the box.
Are you female or male?
- Female
- Male

Click on your choice.
How would you rate your overall performance in school during the past academic year?

- Excellent (Mostly As)
- Above Average (Mostly Bs)
- Average (Mostly Cs)
- Below Average (Mostly Ds)
- Poor (Mostly Fs)

Click on your choice.
What was your average grade in each of the following subjects over the past academic year?

Mathematics
English

Type your answer inside the box.
Have you ever used a computer (other than to take this survey)?

- Yes
- No

Click on your choice.
How often do you use a computer at home?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice.
ICT Screens – Background Questionnaire

How often do you use a computer at school?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice.
ICT Screens – Background Questionnaire

How often do you use a computer in other places (for example, at a friend’s or relative’s home, library, or Internet cafe, etc.)?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice
Which of the following kinds of operating systems are on the computers you use?

- [ ] Mac
- [ ] Windows
- [ ] Unix
- [ ] Linux
- [ ] Don't know

Click on one or more choices.
ICT Screens – Background Questionnaire

How long have you been using computers?

- Less than one year
- One to three years
- Three to five years
- More than five years

Click on your choice.
How often do you use the World Wide Web (for example, to look up information, download music, or buy something)?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice.
ICT Screens – Background Questionnaire

How often do you use the internet to communicate or collaborate with other people (for example, e-mail, chat, or instant messaging)?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

[Click on your choice]
ICT Screens – Background Questionnaire

What kind of connection to the Internet do you most often use?

- Cable modem, DSL, or other high-speed connection
- Dial-up modem
- Don’t know

Click on your choice.
How often do you use computer tools such as a word processor, spreadsheet, or drawing tool?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice.
How often do you use educational software such as language or mathematics programs?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice.
ICT Screens – Background Questionnaire

How often do you play computer or Internet games?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice.
ICT Screens – Background Questionnaire

How often do you make Web pages or write programs?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

Click on your choice.
ICT Screens – Background Questionnaire

How often do you use other technologies such as cell phones, X-boxes, personal digital assistants (PDAs), or DVDs?

- Every day
- A few times a week
- Between once a week and once a month
- Less than once a month
- Never

[Click on your choice]
How much do you AGREE or DISAGREE with this statement?

It is important to me that I use a computer:

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion/Don't know

Click on your choice.
ICT Screens – Background Questionnaire

How much do you AGREE or DISAGREE with this statement?

I would like to learn more about using computers:

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion/Don't know

Click on your choice.
How much do you AGREE or DISAGREE with this statement?

I feel comfortable using a computer.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion/Don't know

Click on your choice.
ICT Screens – Background Questionnaire

How much do you AGREE or DISAGREE with this statement?

If I have a problem when I'm using the computer, I can usually figure it out myself.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion/Don't know

Click on your choice.
Next, you will be asked to complete several exercises using basic computer skills.

The directions for each question are in the left panel of the screen.

Click Next to continue.
## ICT Screens – Assessment of Basic Technical Skills

### Exercise 1 - Scrolling

Here is a table of statistics about endangered animal species. Scroll down to the bottom of the table to see the number of endangered mammals in South America.

Scroll down to the bottom of the table. Click on Next when you are finished.

### Endangered Species: Region Totals by Group

<table>
<thead>
<tr>
<th>Name of Region</th>
<th>Mammals</th>
<th>Birds</th>
<th>Reptiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Africa</td>
<td>64</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>757</td>
<td>481</td>
<td>122</td>
</tr>
<tr>
<td>ANTARCTIC</td>
<td>0</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>ASIA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Asia</td>
<td>170</td>
<td>200</td>
<td>51</td>
</tr>
<tr>
<td>North Asia</td>
<td>74</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>South &amp; Southeast Asia</td>
<td>618</td>
<td>540</td>
<td>208</td>
</tr>
<tr>
<td>West &amp; Central Asia</td>
<td>227</td>
<td>222</td>
<td>61</td>
</tr>
<tr>
<td>EUROPE</td>
<td>346</td>
<td>127</td>
<td>35</td>
</tr>
<tr>
<td>NORTHERN &amp; CENTRAL AMERICA</td>
<td>127</td>
<td>43</td>
<td>21</td>
</tr>
</tbody>
</table>
Exercise 2 - Scrolling

Not all of the animal groups in this table are visible.

Scroll to the right to see the column with information about endangered fish.

Scroll to the last column. Click on Next when you are finished.

Endangered Species: Region Totals by Group

<table>
<thead>
<tr>
<th>Name of Region</th>
<th>Mammals</th>
<th>Birds</th>
<th>Reptiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Africa</td>
<td>64</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>757</td>
<td>481</td>
<td>122</td>
</tr>
<tr>
<td>ANTARCTIC</td>
<td>3</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>ASIA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Asia</td>
<td>170</td>
<td>200</td>
<td>51</td>
</tr>
<tr>
<td>North Asia</td>
<td>74</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>South &amp; Southeast Asia</td>
<td>618</td>
<td>540</td>
<td>208</td>
</tr>
<tr>
<td>West &amp; Central Asia</td>
<td>227</td>
<td>222</td>
<td>61</td>
</tr>
<tr>
<td>EUROPE</td>
<td>346</td>
<td>127</td>
<td>35</td>
</tr>
<tr>
<td>NORTHERN &amp; CENTRAL AMERICA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

ICT Screens – Assessment of Basic Technical Skills
Exercise 3 - Typing

On the right side of the screen you will see a sentence about the planets of the solar system.

Type the sentence, exactly as you see it, in the box below it.

The 2 largest planets in the solar system are Jupiter and Saturn.
Exercise 4 - Copy and Paste

You’ve volunteered to create a flyer for a community clean-up day to be held in your neighborhood.

A list of items that will be accepted at the clean-up day is shown below. Copy the list and paste it into the flyer.

- Aluminum Cans
- Glass Bottles
- Paint
- Used Motor Oil
- Batteries
- Anti-Freeze
- Household Cleaners

Copy the list above and paste it into the white box on the right. Click on Next when you are finished.
Exercise 5 - Pull-Down Menus

Next, save the file with the flyer you created. Show how you would save this file by using the menus at the top of the screen.

Community Clean-up Day

Saturday, September 13
0:00 to 11:00 am
Brookfield Community Hall

Bring items to the collection areas on the east side of the building. Items that will be accepted include:

- Aluminum Cans
- Glass Bottles
- Paint
- Used Motor Oil
- Batteries
- Anti-Freeze
- Household Cleaners

Use the menus to select the Save command. Click on Next when you are finished.
Exercise 6 - Drag and Drop

Using the mouse, move the videotape into the slot of the videotape player.

Drag the videotape to the black box. Click on Next when you are finished.
Exercise 7 - Drop-Down Menus

You are looking at a website selling jeans.
Using the menus, change the quantity from 1 to 2.

Snap! Jeans

Stonewashed Jeans
- Loose fitting. Straight leg opening.
- Five-pocket styling. Zip fly.
- 100% cotton. Machine wash and dry.

Quantity: 1
Size: 30x34 (11cm x 86 cm)
In this section, you will be asked to complete three short tasks. You will need to finish each task before you click on the Next button to continue. If you get stuck at any point, you can ask your test administrator for help.

You will have 30 minutes to complete this section.

Click on Next to begin.
ICT Screens – Section 2: Short Scenarios, E-mail Task

DIRECTIONS:
Your cousin Tessa told you to expect an e-mail with a party invitation. Look in your inbox on the right and open her message.

<table>
<thead>
<tr>
<th>From</th>
<th>Subject</th>
<th>Received</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bearer, Tessa</td>
<td>Heard this?</td>
<td>8/16/03</td>
<td>3 KB</td>
</tr>
<tr>
<td>Bearer, Tessa</td>
<td>Need a ride</td>
<td>8/17/03</td>
<td>2 KB</td>
</tr>
<tr>
<td>Kondo, Jamie</td>
<td>Soccer match</td>
<td>8/17/03</td>
<td>7 KB</td>
</tr>
<tr>
<td>Jackson, Ella</td>
<td>Hi</td>
<td>8/18/03</td>
<td>5 KB</td>
</tr>
<tr>
<td>Bearer, Tessa</td>
<td>Party at my place</td>
<td>8/18/03</td>
<td>3 KB</td>
</tr>
<tr>
<td>Everly, Sam</td>
<td>Club meeting</td>
<td>8/18/03</td>
<td>4 KB</td>
</tr>
</tbody>
</table>
Correct e-mail selected – next set of directions displays.
FINALLY:

Add a short message to Jamie saying you can pick
him up at 7:30 if he is free. Jamie’s e-mail address
is Kendo@netty.com.

Send a copy of the e-mail to Tessa.

--------------- Original Message ----------------
From: Tessa Baxter <taxter@zmail.net>
Sent: 6/10/03 11:34 PM
To: jeedirko.com
Subject: Party at my place
Dear Lee,
Having a party Saturday night at 8:30 at my
place. Hope you can come. Bring some of your CDs please.
till then
Tessa
P.S. And can you invite your friend Jamie
Kendo? I don’t have his e-mail.
DIRECTIONS:
You have searched the Internet for general information about treating bee stings and found the sites shown.
Pick one site that you think has reliable information about treating bee stings. Type the letter of that site (A–J) in the box below.

[A] Bee Venom Therapy (Bee Stings) | HealthVista.com
Find out whether subjecting yourself to bee stings can help ease the pain... bee venom to successfully treat rheumatoid arthritis.
www.healthvista.com/topic/be venom - 45k - Cached - Similar pages

[B] Family’s for Natural Living
Have treatment brought to them.... When I was a child, my mother always... bee stings and other venomous...
familysfornaturalliving.skehte.com/summer.htm - 36k - Cached - Similar pages

[C] Great for Bee Stings
Now Skin Rash Complex is Great for Poison Ivy, Poison Oak, Hives, Bee Stings, and Insect Bites... diagnosing or treating a health problem or disease.
www.pharm.com/math/ant_sting.htm - 4k - Cached - Similar pages

[D] MEDLINEplus Medical Encyclopedia: Insect Stings or Stings
... during severe allergic reactions (anaphylaxis) to insect stings... the stinger... remove the stinger... treat the victim.
www.nlm.nih.gov/medlineplus/article/00003.htm - 9k - Cached - Similar pages

[E] Treating Bee Stings - DrGreene.com - cares for the next...
... was swollen. Is this serious? How do you treat bee stings? What insect repellents work the best at preventing them? California Bee...
www.drgreene.com/21_002.html - 46k - Cached - Similar pages

Explain why you chose this site.
Type your answer below.
ICT Screens – Section 2: Short Scenarios, Web Abstract Task

DIRECTIONS:
Next, select the choices below which describe why you think the site has reliable information about treating bee stings. Click on as many choices as apply.

☐ It is a government agency server (.gov).
☐ I have heard of this site.
☐ I think the site has unbiased information.
☐ It is a commercial server (.com).
☐ The server is run by a nonprofit organization (.org).
☐ It has information about treating bee stings.
☐ Other (type your reason below):

A. Bee Venom Therapy (Bee Stings) @ HealthMe.com
Find out whether subjecting yourself to bee stings can help ease the pain...
bee venom to successfully treat rhematoid arthritis.
www.shethome.com/topics/beansenom - 86k - Cached - Similar pages

B. Families for Natural Living
Have treatment brought to them. … When I was a child, my mother always used bee stings and other venomous …
familiesfornaturalliving.sfgate.com/skimmers.htm - 164k - Cached - Similar pages

C. Great for Bee Stings
Now Skin Rash Complex is Great for Poison Ivy, Poison Oak, Hives, Bee Sting, and Insect Bites. … diagnosing or treating a health problem or disease.
www.parapharm.com/health_and_beauty/bee-sting-cream - 31k - Cached - Similar pages

D. MEDLINEplus Medical Encyclopedia: Insect bites or stings
… dealing severe allergic reactions (anaphylaxis) to insect stings … the sting is from a honey bee, remove the stinger … treat the victim.
www.nlm.nih.gov/medlineplus/ency/article/003343.htm - 40k - Cached - Similar pages

E. Treating Bee Stings - DrGreene.com – cautions for the next …
… was swollen. Is this serious? How do you treat bee stings? What insect repellents work the best at preventing them? California Bee …
www.drgreene.com/07-02.html - 46k - Cached - Similar pages
ICT Screens – Section 2: Short Scenarios, Web Abstract Task

DIRECTIONS:
Look at the sites again. Find one site with information about treating bee stings that you think is NOT reliable. Type the letter of that site (A–J) in the box below.

[ ]

Explain why you chose this site. Type your answer below.
ICT Screens – Section 2: Short Scenarios, Web Abstract Task

**DIRECTIONS:**

Next, click on the choices below which describe why you think the site does NOT have reliable information about treating bee stings. Click on as many choices as apply.

- It is a government agency server (.gov).
- I have never heard of this site.
- I think the site has biased information.
- It is a commercial server (.com).
- The server is run by a nonprofit organization (.org).
- It does not have information about treating bee stings.
- Other (type your reason below).

**WebSearch**

**Advance Tools**

A. **Bee Venom Therapy (Bee Stings) at HealthWeb.com**
   Find out whether subjected yourself to bee stings can help ease the pain... bee venom to successfully treat rhematoid arthritis.  
   [www.healthweb.com/topics/venom - 6K] - Cached - Similar pages

B. **Families for Natural Living**
   Have treatment brought to them... When I was a child, my mother always... bee stings and other venomous...  
   [familionsnaturalliving.org/health/skinner.htm - 16K] - Cached - Similar pages

C. **Great for Bee Stings**
   Now Skin Rash Complex is Great for Poison Ivy, Poison Oak, Hives, Bee Stings, and Insect Bites... diagnosing or treating a health problem or disease.  
   [www.persh.com/health_and_skin/rash.asp - 11K] - Cached - Similar pages

D. **MEDLINEplus Medical Encyclopedia: Insect Bites or Stings**
   Developing severe allergic reactions (anaphylaxis) to insect stings... the stinger is from a honey bee, remove the stinger... treat the victim.  

E. **Treating Bee Stings - DrGreen.com**
   - cares for the next... ... was swollen. Is this serious? How do you treat bee stings? What insect repellents work the best at preventing them? California Bee...  
   [www.drgreen.com/21-027.html - 4K] - Cached - Similar pages
Directions:

A neighborhood community center is having a used CD sale as a fundraiser and you have volunteered to help. Information about the CDs has been put into the table shown. A little girl wants to buy a gift for her father who loves jazz. She has $5.00 to spend.

How many jazz CDs do you have that cost $5.00 or less? Type your answer in the box below.
Dialog that displays when ‘Sort’ icon is clicked
In the next section, you will be asked to complete a Web search task. The task has two parts. The Next button will not work until you complete each part.

In part one, you will enter a search and be able to view results. Within the web pages, the links will NOT work in this first part of the task.

You will have 45 minutes to complete this section.

Click on Next to begin.
Your friend, Jim, has a birthday coming up in two weeks and his parents are buying him a digital camera. You and your friend Lee want to buy him a book to get him started on his new hobby.

You have volunteered to look online for a book about digital photography that is recommended for beginners like Jim. You and Lee have decided to spend no more than $40 for Jim’s gift (not including postage and handling costs).

**DIRECTIONS:**

- Search online and find 3 books that you think match what you and Lee are looking for.
- Bookmark the sites where you could purchase the books.
- E-mail the URLs (Web addresses) to Lee so that he can look at them. Lee’s e-mail address is keepw@dad.com. Click on Send when you have completed the e-mail.
ICT Screens – Section 3: Web Search Task, Part 1

Sample page of hits.
**ICT Screens – Section 3: Web Search Task, Part 2**

**DIRECTIONS:**

Lee has e-mailed you back. Look at his suggestions on the Web and decide which book you would buy. Remember that Jim's birthday is in two weeks and you are looking for a book for beginners, costing no more than $40.

You will be able to click on any links on these Web pages. When you have made your choice, click on the icon in that Web site that would allow you to buy the book.

Once you have made your choice, explain why you chose that book.

Type your explanation in the box below.

Click on Next when you are done.

You are now on part two. Please follow the new directions to complete this task.

---

*Note: The diagram shows a Web page with a message from Lee asking about a photographer's book.*
ICT Screens – Section 3: Web Search Task, Part 2

DIRECTIONS:

Lee has e-mailed you back. Look at his suggestions on the Web and decide which book you would buy. Remember that Jim's birthday is in two weeks and you are looking for a book for beginners, costing no more that $45.

You will be able to click on any links on these two Web pages. When you have made your choice, click on the icon in that Web site that would allow you to buy the book.

Once you have made your choice, explain why you chose that book.

Type your explanation in the box below.

Click on Next when you are done.

Thanks for sending your suggestions. Sorry I didn't think of this earlier, but I talked with a photographer my dad knows. She said these two are really good.

http://www.photopub.com/kin/digiphoto.html
http://www.wellesnet.com/cte-606/cte-fbphandbook

Why don't you check these out and choose one that we could give to Jim?

Thanks a lot -- Lee
ICT Screens

There will now be a 15-minute break period before the survey continues.
In this final section, you will be asked to run a simulation to gather information. You will also be asked to select an appropriate way to present the information you gather.

You will have 45 minutes to complete this section.

Click on Next to begin.
As you may already know, when bread dough is allowed to sit for awhile it rises. This happens because the yeast in the dough ferments, giving off carbon dioxide.

Many factors can affect the amount of carbon dioxide produced by yeast. In this task, you will use a simulation tool to understand the effects of temperature variations and different rising times.

Don’t worry if you don’t know anything about yeast, carbon dioxide or bread dough. You won’t need any previous experience to complete this task.

Click on Next to continue.
DIRECTIONS:

Use the controls on the right to run some simulated experiments. You can select different rising times and/or temperatures, run experiments and gather data. You can view the data in a table, bar graph and/or line graph in order to help you interpret the results.

Gather enough information to answer the following question:

How is the amount of carbon dioxide produced by yeast affected by the temperature of the dough mixture and the amount of time it is allowed to rise?

Type your answer below:

[Blank space for answer]
Selecting information for table display
DIRECTIONS:
Use the controls on the right to run some simulated experiments. You can select different rising times and/or temperatures, run experiments and gather data. You can view the data in a table, bar graph and/or the graph in order to help you interpret the results.

Gather enough information to answer the following question:

How is the amount of carbon dioxide produced by yeast affected by the temperature of the dough mixture and the amount of time it is allowed to rise?

Type your answer below:

Sample table after six experiments have been run
Selecting information for bar graph display
ICT Screens – Section 4: Simulation Task, Part 1

Selecting display for bar graph (pull-down menus allow users to choose any selected variable for axes and bars)
Sample bar graph display
ICT Screens – Section 4: Simulation Task, Part 1

**DIRECTIONS:**

Use the controls on the right to run some simulated experiments. You can select different rising times and/or temperatures, run experiments and gather data. You can view the data in a table, bar graph and/or line graph in order to help you interpret the results.

Gather enough information to answer the following question:

**How is the amount of carbon dioxide produced by yeast affected by the temperature of the dough mixture and the amount of time it is allowed to rise?**

Type your answer below:

![Sample line graph display](image_url)

Sample line graph display
Simulation, Part 2. Users can choose to view displays created in Part 1 and/or create new displays to answer the question presented.
Based on your experiments, which statement best describes how temperature and rising time affect the amount of carbon dioxide produced by yeast?

- The amount of carbon dioxide produced increases at a constant rate over time regardless of temperature.
- As temperature and time increase, the amount of carbon dioxide produced decreases steadily.
- The pattern of carbon dioxide production is about the same over time regardless of temperature, but as temperature increases the amount of carbon dioxide produced increases.
- The amount of carbon dioxide produced increases over time at higher temperatures but at lower temperatures it decreases after about 60 minutes.

Simulation, Part 3
End of Survey

You have completed the PISA ICT Literacy Assessment.

Thank you for participating in this survey.
SECTION 2 - FOLLOW-UP QUESTIONNAIRE

Student ID Number __________

PISA - ICT Literacy Assessment

Follow-up Questionnaire

The ICT literacy assessment is an experimental version of one that will be developed for students your age. In order to improve this survey, your reactions and comments are very important. We appreciate your time and your help.
Follow-Up Questionnaire

1. How easy was it for you to get around the survey, that is, to move from screen to screen and section to section?
   - Very easy
   - Easy
   - Difficult
   - Very difficult

   Additional Comments: _______________________________________________
                        ___________________________________________________________

2. What did you think about the overall look of the survey (for example, the graphics, colors, and fonts)?
   - Very appealing
   - Appealing
   - Unappealing
   - Very unappealing

   Additional Comments: _______________________________________________
                        ___________________________________________________________

3. What types of computers do you typically use?
   - Laptop
   - Desktop
   - Both
   - Neither

4. Which types of input devices do you typically use?
   - Mouse
   - Touch pad
   - Track ball/joy stick
   - Other _____________________________

5. Did the type of hardware used for the survey (for example, the kind of computer, input device, or keyboard) interfere with your ability to complete the tasks?
   - No
   - Yes

   If yes, how much do you think it interfered with your ability to complete the tasks?
   - Very little
   - Somewhat
   - Very much

   Additional Comments: _______________________________________________
                        ___________________________________________________________
Follow-Up Questionnaire

6. How would you rate the overall difficulty of this survey? Overall, the tasks were
   ☐ Very easy
   ☐ Easy
   ☐ Average
   ☐ Difficult
   ☐ Very difficult

   Additional Comments: ________________________________________________
   ________________________________________________________________

7. How well did the survey allow you to demonstrate your computer skills and knowledge?
   ☐ Very well
   ☐ Well
   ☐ Not very well
   ☐ Not at all
   ☐ Not applicable/I don't use computers

   Additional Comments: ________________________________________________
   ________________________________________________________________

8. How well do you think the survey covered the ways in which you typically use computers?
   ☐ Most of the things I typically do were included
   ☐ Many of the things I typically do were included
   ☐ Only a few of the things I typically do were included
   ☐ Nothing I typically do was included
   ☐ Not applicable/I don't use computers

   Additional Comments: ________________________________________________
   ________________________________________________________________

9. Are there things you normally do on the computer, either in or outside of school, that you think should be included in a survey like this so students can demonstrate what they know?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   71
Follow-Up Questionnaire

Next, please answer a few questions about each of these four tasks. Circle one answer (1, 2, 3 or 4) for each task.

<table>
<thead>
<tr>
<th>E-mail task</th>
<th>Database task</th>
<th>Web search task</th>
<th>Yeast simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="E-mail task" /></td>
<td><img src="image2.png" alt="Database task" /></td>
<td><img src="image3.png" alt="Web search task" /></td>
<td><img src="image4.png" alt="Yeast simulation" /></td>
</tr>
</tbody>
</table>

10. How interesting was each task?

<table>
<thead>
<tr>
<th></th>
<th>Very interesting</th>
<th>Interesting</th>
<th>Somewhat interesting</th>
<th>Not at all interesting</th>
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</thead>
<tbody>
<tr>
<td>E-mail task</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Database task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Web search task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Yeast simulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

11. How clear were the instructions for each task?

<table>
<thead>
<tr>
<th></th>
<th>Very clear</th>
<th>Somewhat Clear</th>
<th>Confusing</th>
<th>Very confusing</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Database task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Web search task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Yeast simulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

12. Did you have enough time to carefully complete each task?

<table>
<thead>
<tr>
<th></th>
<th>More than enough time</th>
<th>Enough time</th>
<th>Almost enough time</th>
<th>Not enough time</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Database task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td>Web search task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Yeast simulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

13. How easy did you find each task?

<table>
<thead>
<tr>
<th></th>
<th>Very easy</th>
<th>Easy</th>
<th>Difficult</th>
<th>Very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail task</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Yeast simulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Follow-Up Questionnaire

The following questions are about the e-mail task.

14. Have you ever used e-mail programs before taking this survey?
   □ Yes
   □ No

   If 'No', please skip to Question #19

15. The e-mail program in this survey may have worked differently from others you have used. How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments ________________________________________________
   __________________________________________________________________

16. The e-mail program in this survey may have looked different from others you have used (for example icons/buttons may have been different, the inbox may have been presented differently). How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments ________________________________________________
   __________________________________________________________________

17. In this task you were asked to use e-mail to communicate with friends and arrange a social event. How well does this reflect the way you typically use e-mail?
   □ Very well
   □ Somewhat
   □ Very little
   □ Not at all

   Additional Comments ________________________________________________
   __________________________________________________________________

18. In what other ways do you use e-mail? _________________________________
Follow-Up Questionnaire

The following questions are about the database task.

19. Have you ever used database programs before taking this survey?
   □ Yes
   □ No
   
   If 'No', please skip to Question #24

20. The database program in this survey may have worked differently from others you have used. How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments _________________________________________________

   ___________________________________________________________________

21. The database program in this survey may have looked different from others you have used. How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments _________________________________________________

   ___________________________________________________________________

22. In this task, you were asked to use a database to sort information. How well does this reflect the way you typically use databases?
   □ Very well
   □ Somewhat
   □ Very little
   □ Not at all

   Additional Comments _________________________________________________

   ___________________________________________________________________

23. In what other ways do you use databases? _______________________________
Follow-Up Questionnaire

The following questions are about the Web search task.

24. Have you ever used search engines (such as Google or Alta Vista) to search the Web before taking this survey?
   □ Yes
   □ No

   If 'No', please skip to Question #29

25. The search engine in this survey may have worked differently from others you have used. How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments: _________________________________________________
   ___________________________________________________________________

26. The search engine in this survey may have looked different from others you have used (for example, the search page and/or results page may have looked different.) How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments: _________________________________________________
   ___________________________________________________________________

27. In this task were you asked to use a search engine to look for information on the Web. How well did this task reflect the way you typically use search engines?
   □ Very well
   □ Somewhat
   □ Very little
   □ Not at all

   Additional Comments: _________________________________________________
   ___________________________________________________________________

28. In what other ways do you typically use search engines? ____________________
Follow-Up Questionnaire

The following questions are about the yeast simulation.

29. Have you ever used simulations or other similar learning tools before taking this survey?
   □ Yes
   □ No

   If 'No', please skip to Question # 34

30. The simulation tool in this survey may have worked differently from others you have used. How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments: _________________________________________________

   ___________________________________________________________________

31. The simulation tool in this survey may have looked different from others you have used. How much did any differences interfere with your ability to complete the task?
   □ Not at all
   □ Very little
   □ Somewhat
   □ Very much
   □ There were no differences

   Additional Comments: _________________________________________________

   ___________________________________________________________________

32. In this task you were asked to use a simulation to collect and display information. How well did this task reflect the way you typically use simulations or other learning tools?
   □ Very well
   □ Somewhat
   □ Very little
   □ Not at all

   Additional Comments: _________________________________________________

   ___________________________________________________________________

33. In what other ways do you typically use simulations or other learning tools?

   ___________________________________________________________________