CSTF Math Teacher Survey

Results Overview

Filter: No filter applied

1. I would find it easy to describe computer science (the study of computer and algorithmic processes, including their principles, their hardware and software designs, their application, and their impact on society) to my students.

Strongly Disagree		4	10%
		5	13%
		12	31%
		12	31%
Strongly Agree		6	15%
Don't Know		0	0%
Total		39	100%

2. Students in my school would benefit from learning more about computer science.

Strongly Disagree		0	0%
		0	0%
		6	15%
		16	41%
Strongly Agree		15	38%
Don't Know		2	5%
Total		39	100%

3. I would be interested and willing to teach a class in discrete mathematics (see list below) if the appropriate materials and training were available.

Strongly Disagree		4	10%
		0	0%
		3	8%
		11	28%
Strongly Agree		12	31%
Don't Know		9	23%
Total		39	100%

A high school course in discrete mathematics might include a few of the following topics: • Logic - a study of reasoning; • Set theory - a study of collections of elements; • Number theory; • Combinatorics - a study of counting; • Graph theory; • Digital geometry and digital topology; • Algorithmics - a study of

methods of calculation; • Information theory; • Computability and complexity theories - dealing with theoretical and practical limitations of algorithms; • Elementary probability theory and Markov chains; • Linear algebra - a study of related linear equations. • Functions • Partially Ordered Sets • Probability • Proofs • Counting and Relations • Collections

4. I would be interested and willing to use a spreadsheet program to enhance students' understanding of mathematics if the appropriate materials and training were available.

Strongly Disagree		2	5%
		5	13%
		8	21%
		14	36%
Strongly Agree		9	23%
Don't Know		1	3%
Total		39	100%

5. I would be interested and willing to use programmable graphical calculators to enhance students' understanding of mathematics if the appropriate materials and training were available.

Strongly Disagree		0	0%
		4	10%
		4	10%
		12	31%
Strongly Agree		19	49%
Don't Know		0	0%
Total		39	100%

6. I would be interested and willing to feature other types of computer programming to enhance students' understanding of mathematics if the appropriate materials and training were available.

Strongly Disagree		4	10%
		5	13%
		5	13%
		11	28%
Strongly Agree		11	28%
Don't Know		3	8%
Total		39	100%

7. Students’ understanding of mathematics concepts could be improved by the appropriate use of computer programming assignments in a mathematics class.

Strongly Disagree		2	5%
		3	8%
		6	15%
		7	18%
Strongly Agree		10	26%

Don't Know		11	28%
Total		39	100%

8. Now that three years of mathematics are required for graduation, computer science should be allowed as one of these years.

Strongly Disagree		8	21%
		4	10%
		10	26%
		6	15%
Strongly Agree		10	26%
Don't Know		1	3%
Total		39	100%

9. The most significant obstacles to integrating computer science into one of my mathematics classes would be...

View 39 Responses

10. To be comfortable and prepared to feature computer programming in one of my mathematics classes I would need...

View 39 Responses

DEMOGRAPHIC INFORMATION

11. Approximately how many students are enrolled in your school?

under 500		9	23%
500-1,000		9	23%
1,001-1,500		9	23%
1,501-2,000		7	18%
2,001-2,500		3	8%
2,501-3,000		1	3%
More than 3,000		1	3%
Total		39	100%

12. How large are your math classes? i.e. What is the average number of students per class session?

1-5		0	0%
6-10		1	3%
11-15		2	5%
16-20		4	11%
21-25		7	18%
26-30		11	29%
31-35		10	26%
36-40		3	8%
41-45		0	0%

46-50		0	0%
More than 50		0	0%
Total		38	100%

13. In what county is your school located?			
Baker		0	0%
Benton		2	5%
Clackamas		2	5%
Clatsop		1	3%
Columbia		0	0%
Coos		0	0%
Crook		0	0%
Curry		0	0%
Deschutes		4	10%
Douglas		3	8%
Gilliam		0	0%
Grant		0	0%
Harney		0	0%
Hood River		1	3%
Jackson		3	8%
Jefferson		0	0%
Josephine		0	0%
Klamath		1	3%
Lake		0	0%
Lane		3	8%
Lincoln		1	3%
Linn		1	3%
Malheur		3	8%
Marion		1	3%
Morrow		0	0%
Multnomah		4	10%
Polk		0	0%
Sherman		0	0%
Tillamook		0	0%
Umatilla		1	3%
Union		1	3%
Wallowa		0	0%
Wasco		1	3%
Washington		5	13%
Wheeler		0	0%
Yamhill		1	3%
Total		39	100%

14. Is your school public or private?			
Public		39	100%
Private		0	0%
Total		39	100%

15. What are the main courses that you teach?

View 39 Responses

16. How many years have you been teaching?

View 39 Responses

17. Name (Required for participation in prize drawing. Will not be used for any other purpose.)

View 32 Responses

18. School (Required for participation in prize drawing. Will not be used for any other purpose.)

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19. Email (Required for participation in prize drawing. Will not be used for any other purpose.)

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ADDITIONAL INFORMATION AND IDEAS

20. If your school offers computer science or programming courses, please share with us the instructor's name, e-mail and courses taught.

View 17 Responses

21. If you know of any instructors who teach an integrated math and computer science class, please provide the instructor's name and how we might contact them.

View 9 Responses

22. Please share any ideas you have regarding how more students could be introduced to computer science as a possible college major.

View 15 Responses

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CSTF Math Teacher Survey

Edit & Review **Invite & Deploy** **Analyze Results**

Results **Individual Responses** **Raw Data Export**

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9. The most significant obstacles to integrating computer science into one of my mathematics classes would be...

#	Response
1	time
2	no answer
3	no answer
4	my limited computer knowledge
5	consistent lab access
6	time
7	class size, NCLB state test
8	no answer
9	math teachers' lack of computer science background
10	Available computers, software, and the skill to teach it - I would need training.
11	I am not a math teacher!
12	Having the computers on a regular basis available.
13	not having the technology readily at hand. We are really big into teaching the graphing calculator and I teach programing using the graphing calculator to my students. At my high school we offer a discrete math course but I have not taught it yet. I have studied graph theory and I have a general since of the curriculum. Our math department uses a spreadsheet to calculate student grades. I am telling you all of this information because many of the questions I answered with a neutral response since I feel our school is doing a lot of technology with our students. I would personnally love more time to learn some of the amazing math programs available for students to use as learning tools and then the accessibility to the equipment you would be a must if I were to try and incorportated it in my classroom..
14	Availability of resources and training
15	(1) Requires computers. (2) Willingness of administrators.
16	me. I think that students become dependent on technology at to early an age and they cannot think without calculators and computers.
17	Materials (computers/graphing calculators) and curriculum
18	finding time in the curriculum and building an interest base which allow a class to have enough students to be allowed by administration
19	I do use computers and these processes in my chemistry classes.
20	available computers with appropriate software
21	The curriculum is already too full and we struggle to find the time to help every student learn the current curriculum.
22	lack of training and equipment

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10. To be comfortable and prepared to feature computer programming in one of my mathematics classes I would need...

#	Response
1	need an update on my programming and learn the current languages
2	no answer
3	no answer
4	a lot of training
5	no answer
6	no answer
7	more time, support, knowledge
8	no answer
9	no answer
10	Extensive training and curriculum to use along with computers and software.
11	A mathematics endorsement
12	training for integration.
13	I found that teaching basic programming and having students design animation on their calculators a great way to interest kids in the computer science field. This is in Interactive math year 4 which is pre-calculus level. In the unit As the Cube Turns, students have to determine how to program their calculator to rotate 3 dimensional cube about the z-axis from a particular point of view. I have had a few kids over the years major in computer science because of this unit. They have each said they had never considered computer science as a field of study until they had worked through this unit.
14	some kind of training in how to use the particular program
15	(1) Support to build program over 2 or 3 years to include:(a)ability to contact trainers, (b) online support, (c) local administrative support, (d) hardware and software support.
16	lots of convincing that it is needed.
17	training
18	a week long summer refresher course in the topic
19	more math training
20	computers and training
21	Nothing. I have some background in this area: discrete math C++ programming, etc.
22	refresher math classes (I teach science)
23	-

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15. What are the main courses that you teach?

#	Response
1	Alg II, Pre-Calculus
2	Algebra, Geometry, Alg II
3	upper level math
4	IB Math Studies, Geometry, Alg 1, Alg II
5	All (pre-algebra to IB Calculus)
6	IB Math SL; Algebra I
7	technology
8	technology/business
9	district office
10	I teach Algebra 1,Algebra 2, and Precalculus.
11	Chemistry
12	Calculus, Analysis/Trig, Algebra II
13	Pre-calculus, Geometry, Algebra Interactive math 1,2,3,4
14	Algegra 1, Geometry, Algebra 2, Pre-Caclculus (Trig.)
15	Algebra One, Computer Algebra using Cognitive Tutor software, Geometry, Biology
16	Calculus, College Algebra, Trigonometry, Precalculus, Basic Math
17	geometry and calculus
18	Physics, calculus, pre-calculus, algebra II
19	chemistry 1, elements of chemistry
20	alg I, alg II, geometry
21	AP Stat
22	pnysical/advanced physical science
23	science
24	Alg. I through Calculus
25	Alg I, pre-calculus

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16. How many years have you been teaching?

#	Response
1	11
2	7
3	15
4	18
5	28
6	1
7	16 years
8	30
9	22
10	13
11	6
12	27
13	23 years
14	3
15	18
16	29 total, 21 in Oregon
17	11
18	10
19	40
20	10
21	5
22	6
23	13
24	17
25	28

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