



# S3 TECHNOLOGIES

## TECHNOLOGY USAGE PERCEPTION SURVEY (TUPS) WHITE PAPER

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In today's world, learning and technology go hand-in-hand, economically enhancing educational experiences.

With children around the globe participating in virtual learning scenarios, the interlock of technology and classroom is more evident now than ever. The success of an educational program, always reliant on teachers and administrators, now also requires a technological component to truly serve its students. However, the starting point for educational engagement with technology often is unclear – what brings the most value for learners, for teachers, for the future?

Leveraging existing technology can increase student engagement, creativity, and boundless learning.

To identify future technology needs and develop economical, practical solutions, S3 Technologies employs the Technology Usage and Perception Survey (TUPS), an incredible tool developed by the Florida Center for Instructional Technology at the University of South Florida. Administered annually towards the conclusion of the school year, TUPS allows S3 to assist schools in developing their technology profile.

The TUPS online survey provides essential information about current teacher use and perceptions of technology, looking both at what teachers believe to be the role of technology in the classroom as well as their comfort and confidence with technology in general, with the pedagogy of technology, with a variety of specific technological programs, and frequency of use.

The survey sections include:

- Technology Access and Support
- Preparation for Technology Use
- Perceptions of Technology Use
- Confidence and Comfort Using Technology
- Technology Integration
- Teacher and Student Use of Technology
- Technology Skills and Usefulness

The TUPS data is compiled in useful tables and graphs to facilitate analysis and application. Performing the survey annually provides for progress review, goal-setting for the upcoming year and effectiveness and growth measurement. For a full analysis please see this [FCIT Article](#) or [our Graphing Growth presentation](#).

### SAMPLE TUPS SURVEY SECTION

TUPS Section 5: Technology Integration						
How often do you integrate technology for the following purposes?	not at all	once per month or less	once per week	several times per week	every day	multiple times per day
1. Small group instruction	13% 3	33% 8	4% 1	42% 10	8% 2	0% 0
2. Individual instruction	17% 4	21% 5	29% 7	25% 6	0% 0	8% 2
3. Cooperative groups	8% 2	33% 8	21% 5	33% 8	4% 1	0% 0
4. Independent learning	4% 1	8% 2	21% 5	42% 10	13% 3	13% 3
5. As an extension activity	13% 3	17% 4	25% 6	38% 9	8% 2	0% 0
6. As a reward	50% 12	25% 6	8% 2	17% 4	0% 0	0% 0
7. To tutor/ for remediation	17% 4	25% 6	25% 6	33% 8	0% 0	0% 0
8. As a research tool for my students	8% 2	25% 6	38% 9	25% 6	4% 1	0% 0
9. As a tool for students to use in planning and managing projects (individual and group)	38% 9	21% 5	17% 4	25% 6	0% 0	0% 0
10. As a productivity tool for my instruction (e.g. to create charts reports or other products)	8% 2	33% 8	21% 5	25% 6	13% 3	0% 0
11. As a student presentation tool (including multimedia)	4% 1	58% 14	13% 3	17% 4	8% 2	0% 0
12. Student discussion/communication	33% 8	25% 6	17% 4	21% 5	4% 1	0% 0
13. Instructional delivery	4% 1	0% 0	8% 2	17% 4	25% 6	48% 11
14. As a communication tool (e.g. email electronic discussion)	4% 1	8% 2	8% 2	13% 3	13% 3	54% 13
15. To create online content for my students (web pages blogs etc.)	4% 1	8% 2	13% 3	17% 4	21% 5	38% 9
16. To assess student learning	4% 1	13% 3	4% 1	29% 7	25% 6	25% 6

Data powers budgeting and professional development to drive classroom and organizational success.

With S3's support, the analysis provided by the TUPS can provide a variety of benefits for school leadership:

**Collect baseline data for special initiatives**

*Example: Baseline data collected for a **grant** to help identify which devices are being used the most that service students with diverse needs.*

**Inform technology purchase decisions**

*Example: Inform technology purchase decisions by indicating trends in use using greater **bandwidth** such as online learning.*

**Identify professional development needs**

*Example: Identify and prioritize professional development needs based on teacher comfort/skill and the impact the use of those tools has on student learning.*

**Facilitate coaching in the use of instructional technology**

*Example: Coaching can be facilitated by identifying users of specific technologies who are confident in use with high levels of student use. Teacher Tech Leaders/Mentors can be identified and trained to support other teachers in implementing the TIM.*



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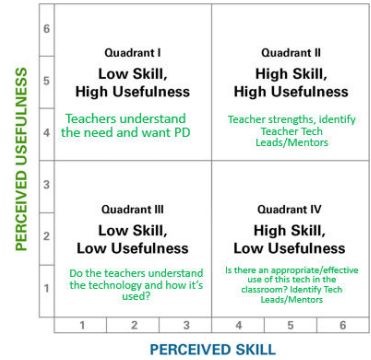
## TECHNOLOGY USAGE PERCEPTION SURVEY (TUPS) WHITE PAPER CONT'D

### Using TUPS data facilitates essential decision making.

TUPS data can be aggregated at the school, district, or higher levels to support PD planning, peer coaching, grant evaluation, and more. But, S3 has found that perhaps the most useful result of implementing TUPS is in goal-setting.

#### Goal-Setting and Professional Development

Teachers rate their skill and perceived usefulness of over 30 different technology tools. The results are categorized into the 4 quadrants to the right. Being able to identify which teachers need which type of training is critical. S3 Technologies uses this data to provide customized professional development for the individual, small group, or entire faculty. S3 Technologies further utilizes this data in combination with the TIM-Coaching and TIM-Observation tools to work with teachers in developing, setting, and accomplishing technology integration goals. Data from the TIM-O can be used to verify teacher growth and goal achievement.



TUPS data also serves for stronger purchasing decisions around student devices such as iPads and Chromebooks, teacher devices including interactive displays and projectors, apps, software, and other equipment like Makerspace equipment and AR/VR technologies. Ultimately, this information creates a more informed platform for funding and decision making by identifying needs and gaps and demonstrating growth.

#### ABOUT THE AUTHOR

### S3 TECHNOLOGIES

S3 Technologies is Northeast Ohio’s foremost technology specialist, headquartered and founded in Akron. With a decade of expertise and a dedicated team, S3 delivers complete technology solutions from concept through installation and support. Our projects include security, audio-visual, networking, and emerging tech needs with an unrelenting focus on trust and consistency. We are proud to serve our community through client work for educational and government centers, local and national businesses, senior living facilities, and a variety of commercial and industrial applications.

S3 is particularly dedicated to a broad spectrum of specialized support for the educational sector and has delivered technology solutions for dozens of schools since inception. We provide, install, and train educational organizations on hardware, software, network management and cabling, video surveillance, door access control systems, digital signage, A/V, and classroom audio systems.

Many companies provide one or two of these services, but S3 is the only one that can provide complete, economical solutions that cater specifically to school environments. We understand the unique usage and needs for technology in a school and understand that technology is a differentiated means to foster engaged, individualized, and student-driven learning.

We are invested in forming a partnership with the schools we support. We pride ourselves on bringing value to our partners, our education system, our children, and our future.

### Technology delivered.

For more information, please contact the S3 EdTech Team or visit us at [www.mys3tech.com](http://www.mys3tech.com).

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Please also utilize S3’s free resources for you and your organization - <https://www.mys3tech.com/insights>

