

**TL2014**  
**May 2013 Survey Results**  
*Prepared by Randy Ziegenfuss*

	# Participants	Comments
Parents	44	SHS (34); SMS (17) <i>Some participants have children in multiple schools.</i>
Students	681	HS (336); MS (345)
Teachers	57	SHS (34); SMS (23);

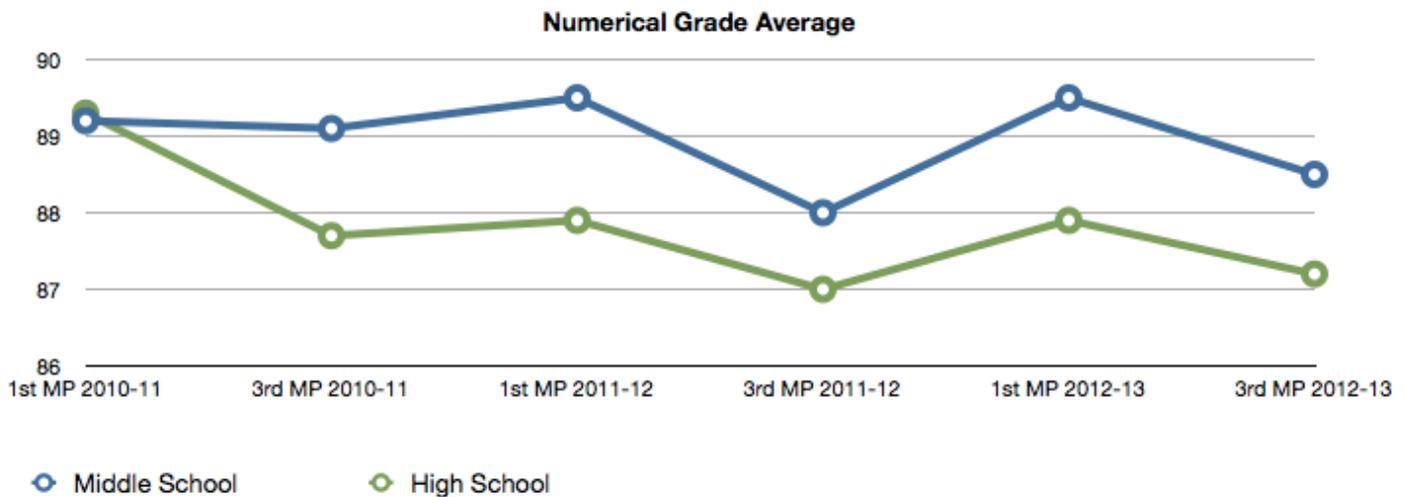
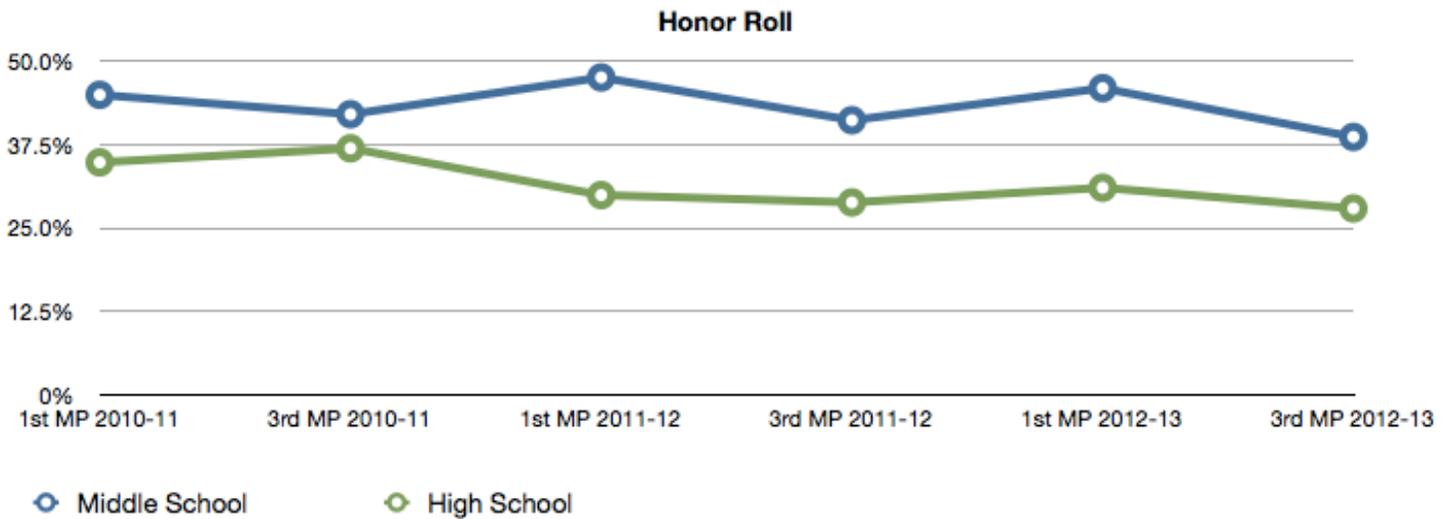
**I. Course grades for 2011-12 compared to previous year 2010-11**

High School	Middle School
<i>Higher</i>	<i>Higher</i>
<ul style="list-style-type: none"> <li>• <u>Parents</u> - 32%</li> <li>• <u>Students</u> - 32%</li> <li>• <u>Teachers</u> - 6%</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parents</u> - 42%</li> <li>• <u>Students</u> - 46%</li> <li>• <u>Teachers</u> - 22%</li> </ul>
<i>Lower</i>	<i>Lower</i>
<ul style="list-style-type: none"> <li>• <u>Parents</u> - 29%</li> <li>• <u>Students</u> - 29%</li> <li>• <u>Teachers</u> - 15%</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parents</u> - 24%</li> <li>• <u>Students</u> - 14%</li> <li>• <u>Teachers</u> - 30%</li> </ul>

*Themes:*

- In comparing Fall 2013 data to Fall 2012 data, the percentage of respondents choosing “higher” is greater while those choosing “lower” has decreased. This is a positive trend!
- While this trend over one year exists, there is no consistent pattern to respondents choosing “higher” over the course of the four survey administrations (December 2011, May 2012, December 2012, May 2013).
- Additionally, there is no consistent pattern to respondents choosing “lower” over the course of the four survey administrations.
- Looking at the group with the largest sample size, STUDENTS:
  - 66% (n=106) of MS students reporting higher grades (n=159) indicated access to a laptop computer was a contributing factor in improving grades.
  - 36% (n=40) of HS students reporting higher grades (n=109) indicated access to a laptop computer was a contributing factor in improving grades.

- 33% (n=16) of MS students reporting lower grades (n=49) indicated access to a laptop computer was a contributing factor in lowering grades.
- 27% (n=26) of HS students reporting lower grades (n=98) indicated access to a laptop computer was a contributing factor in lowering grades.
- Largest % of perceptions about grades, across all groups, falls in the “same” category.
- The impact of access to a laptop computer on course grades is perceived more positively than in previous surveys. General perceptions about grades have improved.
- 54% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward improved grades. This statistic is up by 16% from Fall 2012.
- 29% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward lower grades.



## II. Top reasons for changes in grades (higher or lower)

<b>High School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Access to a laptop computer (38%)</li> <li>• Worked harder this quarter (32%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Worked harder this year (39%)</li> <li>• Enjoyed classes (33%)</li> <li>• Access to a laptop computer (33%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• New school (15%)</li> <li>• New schedule (21%)</li> </ul> </li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Support at home (47%)</li> <li>• Supportive teachers (41%)</li> <li>• Enjoyed classes (41%)</li> <li>• Access to a laptop computer (41%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Enjoyed classes (53%)</li> <li>• Worked harder this quarter (51%)</li> <li>• Access to a laptop computer (51%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Students did not work as hard as last year's students (35%)</li> <li>• Students worked harder this year (26%)</li> <li>• Students do not have support from home (26%)</li> </ul> </li> </ul>

### *Themes:*

- 43% of HS students stated “grades stayed the same;” 67% of HS teachers stated “grades stayed the same;” 50% MS teachers stated “grades stayed the same”
- Different from the 2011-12 surveys, there is a shift in locus of control for students at the HS with increases in “worked harder this quarter” and “enjoyed classes.”

## III. Communication of Expectations

MS students who say parents/guardians NEVER reinforce laptop expectations - 37%

MS parents who say they NEVER reinforce laptop expectations - 6%

MS students who say parents/guardians reinforce laptop expectations DAILY - 23%

MS parents who say they reinforce laptop expectations DAILY - 41%

HS students who say parents/guardians NEVER reinforce laptop expectations - 65%

HS parents who say they NEVER reinforce laptop expectations - 18%

HS students who say parents/guardians reinforce laptop expectations DAILY - 11%

HS parents who say they reinforce laptop expectations DAILY - 21%

### *Themes:*

- There appears to be a disconnect between student perceptions and parent perceptions in the area of how and where expectations for laptop use are communicated.

- The data indicates a gap in parent engagement in the laptop learning initiative. It is recommended for 2013-14, the district focus on ways to engage parents as a critical factor in their children’s use of technology.

**IV. BENEFITS of having access to a laptop computer**

<b>High School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Content - Students have access to different kinds of up-to-date media (62%)</li> <li>• Location - Students are able to learn anywhere (59%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (65%)</li> <li>• Time - I am able to learn any time of day (61%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Content - Students have access to different kinds of up-to-date media (68%)</li> <li>• Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (68%)</li> <li>• Location - Students are able to learn anywhere (53%)</li> <li>• Choice - Students have the opportunity to choose how they demonstrate their learning (53%)</li> </ul> </li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Content - Students have access to different kinds of up-to-date media (71%)</li> <li>• Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (59%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (76%)</li> <li>• Time - I am able to learn any time of day (62%)</li> <li>• Choice - Students have the opportunity to choose how they demonstrate their learning (62%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Content - Students have access to different kinds of up-to-date media (65%)</li> <li>• Engagement - Students are motivated by learning on the computer (65%)</li> </ul> </li> </ul>

*Themes:*

- Sharing and Access to content are perceived fairly consistently as benefits of having a personal laptop computer.
- Sharing and Access to content are significant because they connect to TL2014 goals. Access is at the heart of each the TL2014 goals. Without access to information through a digital device, the goals could not be reached. Sharing and collaboration are important 21st century skills reflected in the first goal of TL2014.

- Other benefits that ranked high include
  - Time - ability to learn any time of day
  - Location - ability to learn anywhere
  - Individualization - ability to learn at ones own level and in ones own way
  - Engagement - motivated by learning on the computer
  - Pacing - ability to learn at ones own rate
  - Choice - ability to choose how learning is demonstrated.
- For students - all benefits were at 50% or above.
- The various participant groups (teachers, parents, students) have indicated the same benefits over all surveys, with minor fluctuations in frequency.

## V. CHALLENGES of having access to a laptop computer

<p><b>High School</b></p>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (41%)</li> <li>• Inter-personal skills - the laptop computer reduces students' time to interact face-to-face in class (35%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Network - I frequently experienced delays in accessing the Internet/ network (63%)</li> <li>• Restrictions - there are too many restriction on Internet sites useful for learning (63%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (74%)</li> <li>• Inter-personal skills - the laptop computer reduces students' time to interact face-to-face in class (27%)</li> </ul> </li> </ul>
<p><b>Middle School</b></p>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (59%)</li> <li>• Inter-personal skills - the laptop computer reduces students' time to interact face-to-face in class (35%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Network - I frequently experienced delays in accessing the Internet/ network (57%)</li> <li>• Restrictions- there are too many restriction on Internet sites useful for learning (53%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (65%)</li> <li>• Inter-personal skills - the laptop computer reduces students' time to interact face-to-face in class (43%)</li> </ul> </li> </ul>

- Participants were provided with the following choices:
  - *Network* - I frequently experience delays in accessing the network/internet
  - *Hardware* - I frequently experience technical issues using my laptop computer
  - *More of the same* - My use of technology in the classroom is little more than exchanging paper/pencil for screen/keyboard.
  - *Time learning new technology* - The time needed to learn new technology gets in the way of teaching course content.
  - *Security* - My files have been accessed by others without my permission.
  - *Cheating* - There is an increased amount of student cheating.
  - *Restrictions* - There are too many restrictions on internet sites useful for learning.
  - *Interpersonal skills* - The laptop computer reduces time students have to interact face-to-face in class.
  - *Distractions* - The laptop computer creates additional distractions that students and teachers find challenging

*Themes:*

- *Distraction* and *Intern-personal skills* continue to be common themes among adults in the survey (parents and teachers).
- *Network* speed and *Restrictions* (content filtering) are common themes among student users.
- *Network* is likely an issue of laptop speed as we upgraded to Mac OS 10.7 and this has been a common challenge with the limited amount of RAM available in the machines.
- New filtering software for 2013-14 may address some of the challenges of restrictions.

## VI. Deeper Investigation of Distraction as a Challenge

	Teachers	Students	Parents
<b>Distraction</b>	70% Yes 30% No	26% Yes 74% No	45% Yes 55% No

*Has the ability to manage DISTRACTIONS improved from Year 1 (2011-12) to Year 2 (2012-13)?*

Y=Yes

N=No

N/A=Managing distraction is not an issue

	Teachers	Students	Parents
<b>High School</b>	29% (Y) 70% (N)	55% (N/A) 27% (Y) 17% (N)	53% (N/A) 18% (Y) 29% (N)
<b>Middle School</b>	57% (Y) 43% (N)	71% (N/A) 19% (Y) 10% (N)	41% (N/A) 24% (Y) 35% (N)

*How much do DISTRACTIONS interfere with completing school work (i.e. homework, projects, classwork, etc.)?*

	Teachers	Students	Parents
<b>High School</b>	44% Frequently 38% Sometimes	39% Sometimes 33% Rarely	29% Sometimes 29% Rarely
<b>Middle School</b>	21% Frequently 70% Sometimes	31% Sometimes 46% Rarely	30% Sometimes 24% Rarely



Which of these strategies would better help manage DISTRACTION? (Participants could choose more than one. Totals may not add up to 100%.)

- More intense filtering
- Clearer guidelines from parents
- Clearer guidelines from teachers
- Able to successfully manage distraction

	Teachers	Students	Parents
High School	62% Filtering 41% Guidelines/Parents 41% Guidelines/Teachers	77% succ. manage dist. 18% Guidelines/Teachers	53% succ. manage dist. 33% Guidelines/Teachers
Middle School	52% Filtering 52% Guidelines/Parents 35% Guidelines/Teachers	78% succ. manage dist. 15% Guidelines/Teachers	31% Filtering 31% Guidelines/Parents 44% Guidelines/Teachers 37% succ. manage dist.

*Themes:*

- Student and teacher perceptions of distraction are nearly inverse.
- While 45% of parents perceive *distraction* as a CHALLENGE, only 44 parents responded to the survey. This data may not be valid.
- A large percentage of students (77-78% in MS and HS) feel they are able to manage distraction in order to complete school work.
- Teachers perceive distractions created by access to a laptop computer interfere with the completion of school work *FREQUENTLY* or *SOMETIMES*.
- Parents and students perceive distractions created by access to a laptop computer interfere with the completion of school work only *SOMETIMES* or *RARELY*.
- Improved *FILTERING* may be a strategy to manage distraction.
- CLEARER GUIDELINES from parents and teachers may be a strategy to manage distraction.

## VII. Repair Data

	Total Non-warranty Repairs Through 5/15/13	#1 Non-Warranty Repair/ Occurrences	#2 Non-Warranty Repair/ Occurrences
High School	27	Cracked LCD - 22	Damaged Top Case - 2
Middle School	64	Cracked LCD - 28	Damaged Top Case - 15

### Themes:

- Non-warranty repairs continue to be minimal at both MS and HS. Total non-warranty repairs for this time last year totaled 138. For this year (2012-13), total non-warranty repairs total 92. This is a 34% reduction in non-warranty repairs from year 1 of the program to year 2
- The top two categories of non-warranty repairs continue to be cracked screens and damaged top cases.
- Laptop repair fund starting balance - September 2012 - \$50,112
- Laptop repair fund balance - April 2013 - \$27,222.
- *Recommendation for 2013-14:* Maintain the \$50 insurance premium (free/reduced lunch students, no charge); and maintain the \$50 deductible for non-warranty repairs. The insurance premium and deductible continue to remain low because (1) students continue to care for their laptop computers at a high level; and (2) the computer technicians are able to complete both warranty and non-warranty repairs in-house. Because our technicians are certified, Apple, Inc. reimburses the district for a portion of labor on warranty repairs. When received, these reimbursements are deposited into the laptop repair fund.

## VIII. Memorable Learning Experiences

<b>High School</b>	<ul style="list-style-type: none"><li>• 15% of high school student responses were blank, indicated “none” or a variation of no response when asked to describe a memorable learning experience this year.</li><li>• Students recognized their experiences with particular courses and teachers as memorable (i.e. Brinson, Barna, Kennedy, K. Wetherhold)</li><li>• Students’ references to science labs and graduation projects were high.</li><li>• Students and teachers referenced projects utilizing technology tools - iMovie, Keynote, computers in general</li><li>• Teachers and students provided greater detail in responses than in previous surveys when asked to describe a memorable learning experience.</li></ul>
<b>Middle School</b>	<ul style="list-style-type: none"><li>• 2% of middle school student responses were blank, indicated “none” or a variation of no response when asked to describe a memorable learning experience this year.</li><li>• Students recognized their experiences with particular teachers as memorable (i.e. Quigg, Yurconic, DeOliveira)</li><li>• Students recognized special activities and field trips as memorable (Bake Oven Knob field trip, Renaissance Faire field trip)</li><li>• Students and teachers referenced hands-on projects and activities utilizing technology tools - iMovie, Falcon Apps)</li><li>• Teachers and students provided greater detail in responses than in previous surveys when asked to describe a memorable learning experience.</li></ul>

### *Themes:*

- Student, teacher and parent responses represent a balance of both face-to-face experiences (class discussions, science labs, field trips and guest speakers) and online experiences.
- Students are most engaged by projects that are hands-on and often include the use of technology.
- Examples on the TL2014.org website reflect the kinds of memorable learning experiences shared by students, teachers and parents.
- Parent responses were largely positive about their children’s experiences with technology, although the data set did include negative responses about the program, mostly focused on distraction and a negative impact on grades. It is important to look at the parent data in light of the participation rate of 44 parents out of a possible 1000 students.
- Teaching and learning continues to change in the classroom. Between survey data, examples of teaching and learning posted on TL2014.org, and the descriptions of learning submitted as part of this survey, the District has a representative set of data to show the impact of this program.

## **IX. Other - Memorable Learning Experiences from Students, Teachers and Parents**

### ***Salisbury High School Student Responses***

Through Google docs I worked with my partner on a Harlem Renaissance presentation.

I used iMovie for the first time this year for an English project and two in AP US. They were mostly historical. I didn't really know the software going into the projects, but I'm happy with the result.

Working throughout the year to combine technical and social skills in media class by collaborating with my group to produce the daily show.

A project involving the use of props, etc., to convey terms, themes, etc. that we had learned in a book we read.

I liked all the different programs that the computer gives us and they help us when we want to do our work.

I worked a lot with my laptop in LifeSmarts doing different projects.

I made a podcast for social studies about a president and shared with the class.

The most memorable learning experience this year was when we had debates in Mr. Barna's class over different subjects.

I did a cancer research project in anatomy class and I made an iMovie.

We had a class discussion about hippies in AC and we sat in a circle on the floor which gave us the feeling of the hippie movement.

In English, we are doing an iMovie project, and using the laptops, we are able to edit and make it our own.

Reading *The Immortal Life of Henrietta Lacks* for Biology. It surfaced many debatable topics about DNA and human cells (whether a person owns his or her own DNA).

Having someone come in for child development and talking to us about abusive relationships.

Combining multiple subjects into one cohesive idea. We did *Romeo and Juliet* and I learned about its implications as a work of literature, of theater, in history, and some of the biology of the different plants used to poison Romeo. It was really neat to have it all come together.

Working on the English project with iMovie. I felt like I gained a lot from the project we're working on, because it's a new way of learning and I think I learn a lot better by using iMovie.

I used my computer to work on group projects.

I learned new programs on the laptop that will help me in college.

Chem 2 lab: Our group completely messed up because we forgot to add the acid indicator, but it was a learning experience. We did everything in the lab correct; the one missing component was a key step that we missed. I will pay attention to closer details in the future.

In Media Management, we work in production teams. Throughout the year, we've learned not only how to use the equipment and communicate messages effectively, but also how to communicate within the team and cooperate with different personalities.

I presented a section of a chapter to my Geometry class. I put together a notebook presentation and presented the information as if I were an instructor.

English class is always engaging and nice to get you thinking on things and Mr. Wetherhold knows how to keep your attention and make it interesting.

The most memorable learning experience I had was when I completed a project using Twitter. Our group needed to integrate Twitter into our book, *Macbeth*. We used Photo Booth to record video and screen shots as well as some other media to complete this project. The group edited the video using iMovie and presented it to the class later.

Learning about watercolors in Advanced Art; particularly speed painting. I learned that sometimes depicting the entirety of an object is not necessary to be able to identify it. This was key when painting a display of objects in a set time limit, like 2 minutes. I also learned about color. A particular fact I remember is that artists try to stay away from using black to make colors darker, and that adding blue to brown will make a richer dark brown color than adding black.

Most memorable learning experience this school year was my history project of the time leading up to WWI because it was fun to work on and really allowed for me to use technology that I wasn't really familiar with, but made my project more exciting.

I completed assignments with the use of Google Docs, making me capable of sharing information between classmates that are working on the same project.

Due to the expectations of the grad project, I was able to complete my job shadowing. I job shadowed a pilot instructor, and it's something I am seriously considering in the future. It was a great experience.

Learning about the disposal site in Environmental Science, because it was very interesting to me, and it was good to hear that people actually cared about our waste.

Doing a project on writing style in Mr. Wetherhold's class. The project required me to look at other author's writing styles and change them to make them fit my own. And then put the whole project into an iMovie that represented me and my own style.

I made a presentation that helped me learn about the wars in Africa in World Cultures.

I really enjoyed AP US History class because of Miss Brinson's innovative teaching and engaging class discussions. We have had a multitude of projects that require media accessed through the laptops and though there were some troubles, most of these projects went smoothly and allowed a new learning experience.

While doing my graduation project I used all visuals that I had made in school (LCTI dental) and did not use a PowerPoint or anything, so I was pretty proud of that.

I researched brain cancer in Anatomy and Physiology. I liked this because it helped me to understand beneath the causes and symptoms of this disease. I then got to present my research by using Keynote, which helped me to include various transitions and music.

This year, I was required to do a project in American Cultures on my heritage. I enjoyed working on this project and learning more about my heritage and where my family came from. We wrote an essay about our families personally and a group project based on our ethnicity. I worked together with two other people and I enjoyed the experience very much.

Graduation project. It was challenging, but also very helpful in what a student wants for a career. Physical Science class was filled with fun experiments that were memorable. You worked with other grade levels and with block scheduling made it a lot of fun and a great learning experience.

I completed a History Day project in the form of a documentary. The resources that were opened up by having a laptop were very helpful in not only assembling the physical documentary but researching. By having a wider range of options and articles, books, reports, and other sources to look at I was able to create a clearer thesis statement than I ever would have been without the access the laptops provide.

Creating news videos for media class on the baseball and basketball team.

In Biology, we did many labs that included live things such as snails, bugs, and plants. And in photography studios, we went outside and got to take pictures. And in Sculptures and Ceramics II we got to make paper birds.

The most memorable experience would have to be my cooking classes. Since they are hands-on, I learn about how to prepare food not just through normal lessons, but through actually making the food itself and then eating my creation.

This year I wrote an essay on the development of the English language. It was very difficult but I still made it through. Not with as high of a grade that I thought I deserved considering I spent over ten hours writing the 7 page research paper. But I did finally finish the paper.

For German class, we had to create a video. It was fun and challenging to come up with a script and ways to film the scenes.

I worked on a create-your-own-adventure project within Keynote on the Spanish American War for APUSH with a partner. We worked hard on it. It was very interactive, and we received a great grade on it!

I am working on a CBL project and my partner and I are trying to organize a fundraiser. The project has required us to create multiple PSAs to inform people of our project.

I completed a group project in English class that involved taking a play, analyzing its major themes, and creating a presentation for a feature film based on these same themes.

In Honors American Cultures, we did a project on our ancestors and our ethnic backgrounds. We were put into groups based on our cultural backgrounds/geographic relation to other cultural backgrounds, and were told to put together a project or demonstration and make at least 1 food item. When all the projects were done, we spent a lunch period and an entire class period eating the food we made and presenting our projects.

Any discussion in Mr. Martrich's class tends to be memorable (philosophy on the existence of humanity/emotions, societal structure, etc.).

The culture project in Mrs. Kennedy's class where we talked to our family and learned about our culture. We then got to bring in food from our culture and share with the class. For the kids who did not know about their culture, they could write about an alternative subject to share with the class.

Currently in my English class, we are making a project with pieces from a writing project we have done. It has a lot to do with style in writing and I enjoy the creativity involved, because we can follow his instructions or change them like I am doing.

I made a presentation in Gifted Seminar about Challenge Based Learning and presented this at a meeting to the teachers at the middle and high school.

The teachers were more hands on this year. They helped us when needed which helped me better understand what we were learning.

I can use my laptop to find information that I need to finish my project in school or at home.

I completed a project on the Biodiversity. The project required me to work with a group to research expert opinions online and with scientists. We then chose an idea to make a persuasive presentation using Keynote for the class. When we shared to the class we got many people to agree with our ideas.

The most memorable experience this year was anatomy labs. We dissected eyes, pigs, and other living things.

I WORKED ON A PROJECT ABOUT THE NOVEL "The Lord of the Flies". We were split into groups, and each group was competing to make the best project. Our projects were given a grade based upon how our project ranked with the rest of the class.

My most memorable learning experience was in Calculus. We did not use the laptops at all and we learned by using our brains instead of relying on the computer.

I love using the laptops for doing school projects and school work.

Making my graduation project on my computer was probably the most memorable experience.

I learned how to think rather than how to memorize and regurgitate worthless information like I used to.

We wrote a book in Mrs. Balsai's English 9 class this year. I completed it in iPhoto and I thought it was a very fun thing to do.

I completed a project using Prezi. I never used this website before and I thought it was cool the different ways you could put information on here for a presentation rather than using Keynote.

I love learning Geometry. We can make presentations to teach each other, and I find that to be a very good characteristic.

In LifeSmarts we are learning about the stock market. As a part of the lesson, we are participating in an online stock market game in which we get to buy/sell stock.

## Salisbury Middle School Student Responses

My favorite project this year was when we created life-size Greek people with groups.

We went on a field trip to the Franklin Institute.

For projects we do presentations on our specific topic (like China foods).

I used my laptop for a school lunch project in gifted and I got to create a website. Also, the project involved doing things with and without (such as books) technology so I got to use different ways of learning information.

My most memorable learning experience this school year was when we did a lesson on ancient Egypt. I liked it because there were a lot of hands-on activities to do.

I liked the iMovie I made for Social Studies class about ancient China and its dynasties.

I completed a project on recycling. The project required me to do work with a group of 4 people. We did it on Keynote. We shared our project in front of Gifted and part of sixth grade.

I created a project on Egypt where we mummified an orange and completed the mummification process finishing with an Egyptian funeral/feast for Social Studies. We also created a casket which we decorated using Egyptian symbols. We used our laptops to find designs and interesting things to place on our casket.

Field trip to Bake Oven Knob.

My most memorable learning experience would have to be Social Studies with Mrs. Yurconic. She makes learning fun, she is always happy, and always has something new and exciting for us to do. Overall I think I will remember class with Mrs. Yurconic for a long time. She has made my 6<sup>th</sup> grade year fun and something I look forward to doing every day.

Getting to use Minecraft to build a Fire Cracker for our ancient Chinese project.

My most memorable project of the school year was the New Year China project. We worked in groups for the project. We shared it with our classmates.

Right now I'm working on a project in Reading on Civil Rights. I have learned a lot of information on women's rights and completed a Keynote with my partner.

The 7<sup>th</sup> grade went to the Renaissance Faire and it was really fun. We were allowed to walk around with no adults, see the shows we wanted to see, and walk around where and whenever we wanted. We also decided who we got to walk around with. It was really fun.

I did a whole poetry booklet for Mrs. Prokesch and I felt really accomplished and proud of myself when I finished. Mrs. Prokesch also was very supportive of all of us.

The most memorable learning experience is probably making mousetrap cars in Tech Ed. It was pretty fun and I learned to build things and plan ahead and use my time wisely. It also taught me to be careful about wasting materials and to have everything you need organized and to not fool around.

I did a project on How I Learn and my group and I made videos using iMovie to show a class a lesson how we would like to learn. We also sent out surveys to teachers about how they would like to teach and, if they were a student, how to learn.

This year I was glad to learn about the laptop computer. There were many more opportunities to get involved with technology!! This year I was a student in Digital Aces which I loved being a part of. This year I also got to do many more projects on the laptop computers and then was able to share them when the people from the other schools visited ours.

The most memorable learning experience this year was All Stars. It was a fun, interactive session each Monday where we could set our own commitments and 'make' our own futures.

The most memorable learning experience this year was doing the debates in language Arts. We were given a case and would have to use literature devices to defend the case. We presented them to the class.

I made my PJAS Keynote on the laptop. I could research information and write down keywords. I liked how easy it was to take notes.

I did a project on my laptop for Social Studies in Mr. Tobias' class. The project was to state various information on a state (that you pick) in Africa. After we had our state, we needed to search information we needed and did a presentation. I and half of the other kids in my class used Keynote to present this project. Everyone did well sharing it to the class.

My most memorable learning experience this school year would be when I had to speak in front of the class during Reading. I learned that it is not as scary as it looks.

The most memorable learning experience this year for me was doing PJAS. I made a presentation and a speech with my laptop and presented it in front of judges for a competition. I used Keynote and I made the slides into transparencies, and I made my speech and got my information on my laptop.

The most memorable learning experience I have had this school year would be having a project on debate. We had to dress up and defend a discussion that was actually real. After we were done defending our side of the case, the jury would vote and we would see who would win. Then, our teacher would tell us who actually won in the real case.

I completed a project on Nuclear Fission Reactions. The project required me to find facts about the reactions and explanations. I had to then present to the class and go in greater detail than just reading off the board.

Playing the guitar in Mrs. Mosley's class.

I took an 'at-home test' for German, where we had to record ourselves saying certain words on a Keynote slideshow that my teacher made for us. If we pronounced it right, it will be right.

Going to LCTI.

I participated in a state-wide Science fair. My laptop was an essential tool, as it allowed me to play videos and create/practice the presentations necessary for my project. I ended up receiving a first place.

Teachers gave us a lot of options on how to twist in our own personality in the things that we do. For example, when we wrote about poems...we were allowed to write about whatever we wanted.

I created a game show to demonstrate my learning to my peers. I taught them how a lot of children in the world are overweight, obese, and not healthy. In the end, I started thinking about a way to try to cure childhood obesity.

My most memorable learning experience this school year was when my group participated in the World Languages fair. We brought in German foods and shared information about Germany to the seventh graders as a persuasion to select the German course.

I completed a CBL project to increase the quality of school lunches. I made a Falcon Apps slideshow of my research, and had several shared documents that I worked on with my group members throughout the project. We were able to work together outside of school because of these documents, so we got more done. Lastly, we presented the project to the class and shared a video with them as well from YouTube about a school that had a great new lunch program.

## Salisbury High School Teacher Responses

My students were able to use video content to activate and build prior knowledge before beginning a unit. Using the video content, the students were able to engage in higher level conversation and higher level questioning prior to beginning the unit. The level of student engagement and active participation helped to create a productive and interesting conversation which then carried over and into the unit. The ability to quickly and effectively engage the students in a simple prior knowledge building activity resulted in improved student performance throughout the unit.

My students practiced the art of editorializing, and their true passions came out during this assignment. Students who are usually quiet expressed themselves with great conviction in their written pieces.

A student who came from another school received a failing grade for the first, second and third marking periods. He began attending lab day and I have been working tutoring him, and now he has the potential to pass the course if he can maintain an 80% this marking period.

Spanish II students had to do a Floor Plan Project for their house vocabulary unit. Many of them chose to try [www.floorplanner.com](http://www.floorplanner.com). Some of the attributes that they were able to include were amazing, i.e. 3D fish tanks, floor designs, etc.

This year there were a lot of Chemistry labs that required data collections and completing data tables and graphs. Students were shown how Numbers could be used to make data tables and graphs to show trends and derive conclusions.

The “awe” moment the students had during the disclosure presentation when they realized they could conceive more design through using Keynote for stop motion animation.

My students created a resume in class and several have recently used their resume to apply for a job and have said their resume was the reason they got the job. When starting the resume, the students didn't see the current value of creating a resume.

Students' ability to find information quickly as well as reference what they can find. The ease of presentations is also a valuable skill that many students have learned.

Our students went outside to collect plant and insect samples and/or pictures of them. They created a presentation of their samples, identified them and provided other information on their findings on Keynote which they shared with the class.

My honors students are beginning a project on Trig Art this marking period. It will allow them the opportunity to apply their learning in a creative manner. We will then share them with one another and perhaps post them to share to more individuals.

Students developed iMovies after research on cities in the German speaking world. They presented where they went and what they did (in German) after working themselves into the images. They were reporting on the best activities for teens to do in their respective cities and then voting on who developed the most appealing description.

The making of a Joycian Rhizome: students took themes and quotes (or relevant quotes from other sources) from Joyce's PORTRAIT OF THE ARTIST and randomly posted them to a white board. They were then encouraged to draw lines on the white board from post to post with explanations of how these posts were connected.

My students worked in groups to plan the development of a pristine valley. They learned a lot about the impact of people on the environment. They presented their development plans to the class.

We Skyped a university professor this year about the current thematic unit. This was my first Skype so there was a learning curve for me, but the experience and knowledge learned was exciting. I would definitely consider using this technology in future lessons.

My students (working in groups) selected a piece of nonfiction text to read and analyze. Their task was to create a brochure "advertising" their knowledge of the author, the summary of the text, specific literary terms and their usages within the text, specific vocabulary words and their usages within the text, and their ability to create a brief autobiography of themselves using only adjectives. Each brochure was presented and discussed (via the SmartBoard).

My students completed a project in Ceramics class where they utilized a subscription database to gather knowledge about a subject in the news. The Opposing Viewpoints database then became the jumping off point for their abstracted art project. The finished art was displayed in the upper and lower hallways at the high school for several weeks.

My students created their own projects for the Gilded Age through World War I this year. They had to plan, design, write their expectations, create a rubric by which the project would be graded and then execute the project. Their work consisted of anything from creating simulations to reenacting the negotiations of the Treaty of Versailles to iMovies to Keynotes with student created videos embedded to using new tools they discovered like Murally. Because this was student driven/created and assessed according to their standards they raised the standards and performed accordingly. Had I created the project it would likely have been less engaging for the kids and perhaps the standards to which they rose would not have been as high. It was a joy to see their work and how proud they were of it.

The stock market game. The kids were able to check stocks and trade all day long. They became more involved in the stock market.

My students did very well in a regional Science competition and I look forward to seeing how they will do in the state competition.

My students have generally improved academically as the year has gone on. This has happened as they have become more engaged in the learning process.

Students had to read scholarly articles and make connections from articles to text and to personal understanding of transcendentalism through naturalism and defining the American character.

I have been impressed with the number of students who watch videos assigned for homework in preparation for the next day's lesson.

## Salisbury Middle School Teacher Responses

Having the students use various internet sites, such as Edmodo, Falcon Apps to access and complete tasks for class.

Groups worked together in an Egyptian mummification simulation with a focus on what effects did power and religion have on the lives of ancient Egyptians. Using a chosen website, they researched the ancient method of preparing the body for the afterlife. Upon completion of the guide, they embarked on a simulation involving all the stages of preparation. During the steps of the activities, they would take pictures or recordings of what they were doing using cameras or Photo Booth on the laptops. After each step they compiled their pictures and notes in a digital journal using Keynote or iMovie presentation which was shared on a class wiki page for all to see.

Any of the research projects because they allow students choice, diversification & creativity.

Working with students who make connections with content to real world experiences.

I am doing a multicultural unit beginning with Ruby Bridges and A Time for Justice in which kids use websites and information from books to view and decide on a civil rights issue to research and report on. Kids' sense of fair play and outrage engendered some great class discussions.

There were many interesting technology integrated projects done this year. CBL projects were done with gifted students. Several Social Studies and Science projects were aided through technology (presentations made as a culminating project). Several Language Arts related projects were completed in grade 6 and 7. Many staff used technology (Falcon Apps and the SmartBoard) as part of their normal routine during everyday lessons. Falcon Apps was used to a great extent in grade 7 Science and grade 8 Social Studies. Grade 7 Language Arts students completed iMovie assignments and special email and Skype assignments. World Language students completed a technology driven showcase of their language (games made on the computer) and on-line applications were used by Math teachers (Manga High). Our 7<sup>th</sup> grade Social Studies classes used Edmodo as a tool for differentiated instruction. All students use Study Island for benchmark testing and drill and practice in Math and Brain Pop was used often by grade 6 Social Studies and Science students. Music classes used Garage Band as part of their understanding of instruments and musical notation.

Students created a multi-step project using Falcon Apps for easy bib and note taking and Pages.

My students used iMovie and Keynote to make commercials up for the field trip to the Renaissance Faire.

Students collaborated on Falcon Apps to complete a presentation.

My students used their laptops to help create presentations about their experiences with learning a new language so that the 7<sup>th</sup> graders could make an informed choice on which language to choose for next year.

When students took the time to email at night...even on a Friday night to get help on their homework and show that they truly do care and want to do well.

My students were involved with an ePal email program allowing them to communicate with kids in Italy, Greece, and New Zealand this year.

Students utilized computers to complete labs on alcohol, nutrition, and drugs at their own pace. We look forward to having students develop fitness plans next year.

During the "Child Labor" unit each student researched an important topic and shared it on Keynote with a voice over.

Students made sketches and signs to go with a figurative language song. Students across four classes were asked to interpret a term and plan how they wanted to communicate it. Then we shot it using iMovie and set it to the music.

The World Languages Fair. The students surpassed my expectations. Most with their use of laptops and accompanying software!

## **Salisbury High School Parent Responses**

When they extracted DNA in Biology.

Using her laptop in LifeSmarts to learn about the stock market, playing the stock market game.

My child made and edited a movie in his multi-media class with other students that was both entertaining and professional, which impressed us that he developed all these skills from this class with the assistance of his computer.

My daughter shared with me how certain organs work in the human body in anatomy class.

Life skills class making a resume.

I love that both my children can show me what they are working on. And I can see how well they are doing.

My children have talked about great discussions they have had in History/Social Studies classes about historical events and debates over issues.

My children show me when they have completed a project or show me their grades on the computer.

## **Salisbury Middle School Parent Responses**

Creating an iMovie and 'teaching' his teacher how to do an assignment.

She has told me several stories about all of her 6<sup>th</sup> grade teachers & their projects. All of the stories are wonderful. It is a great team of teachers.

My child entered the History Day competition and built a website for the entry. It was done in conjunction with a group of other students.

Poetry assignment, my child worked endlessly on this project to make it unique and it was worth 200 points. It was beautiful. I was so proud of her.