

TL2014
October 2011 Survey Results
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	# Participants	Comments
Parents	8	SHS (5); SMS (7); HST (1); WSE (1) <i>Some participants have children in multiple schools.</i>
Students	297	HS (255); MS (42)
Teachers	75	SHS (35); SMS (30); HST (6); WSE (4)

WHAT HAVE WE LEARNED?

- Regular input from students, parents and teachers is important and valuable in guiding our efforts to improve teaching and learning.

- **PARENTS** are positive about the increased access their children now have to technology.
Facilitates communication between students and teachers; students more excited to learn utilizing this technology; saves paper when students can submit assignments electronically; students learning various applications they may not have been familiar with previously.

I enjoy that my daughter has been spending much spare time writing her fictional stories using her laptop, instead of paper and pencil. She is having fun while developing technology skills.

- **PARENTS** are generally concerned about off-task behavior.
There is too much Skyping in school, as well as email access. The kids are able to have far more access to social media than they should.

Not sure if access to social networking is adequately restricted. Many students using their laptops to Skype and instant message which could lead to problems.

- **STUDENTS** are positive about the increased access to technology and the ability to work anywhere.
Being able to communicate with students and teachers through Skype and how easy it is to access my email and grades.

You can do your classwork right on the computer much easier. Also, it's easier to stay organized. We don't have to fight for laptop use anymore.

It's great being able to work on something, close my laptop and open it back up at home and work on it without having to stress about saving to key-drives, etc. I can also spend more time with my family because instead of working up in my room on assignments, I can be with them downstairs and work on my assignments as well.

- **STUDENTS** are concerned about the distraction caused by access to programs like Skype, Photo Booth and games. Students also shared concerns about blocked internet sites and the lack of Microsoft Office.

Skype. It is extremely beneficial, but students need to learn how to use it appropriately.

At home, we can be easily distracted by other factors when we are doing homework such as going on Facebook and chatting.

A laptop with better battery life. My computer is always dead by the end of the day.

The school blocking sites. Whenever you need a video for a project, you're not able to get onto YouTube because it is blocked.

The greatest challenge I see is Pages. We have Microsoft Word on my other computer at home. I don't know how to use Pages that well.

- **TEACHERS** are positive about the benefits of increased access.

The class can use the computers whenever needed. I no longer have to schedule a cart. Lesson planning is not dependent on access.

The 1:1 computer ratio has been wonderful for allowing students to take more responsibility for a variety of aspects of their learning.

Integration of technology is easier with improved access. Student interest is high so they are coming prepared with them which can make class time more effective.

It is really amazing to be a part of this. It opens up a whole new dimension to learning and new responsibilities for everyone.

- **TEACHERS** are concerned about students who become distracted by the technology.

Students still see the computer as a means to socialize, not as a means for academic learning. They choose to use study hall time to Skype, game and email friends instead of using their time on the computer to complete any assignments they might need to do. Many of them come to school without chargers, or need to charge (or plug in) their computers before they can participate in any classroom activity.

The students are far better at multi-tasking than I prefer. The use of Skype is distracting as well as email usage. I understand there are benefits to both, but I have found students quickly changing their screens as I approach. It is difficult keeping my eyes on 30 computers at once. Even if I "work" the room, it is next to impossible to see every screen at once. I do have the students keep their laptops closed until needed, but the distraction still occurs.

Just like kids learned how and when to get out notebooks and what to do with them, we need to teach students the same expectations for laptops.

QUESTIONS WE NEED TO ANSWER

What can we do differently to increase survey participation rates, particularly among parents?

How are teachers and administrators setting and enforcing expectations during the school day? How are parents setting and enforcing expectations at home? Technology is disruptive, compelling everyone to think and act differently about teaching and learning - in school and at home!

Are teachers and administrators reinforcing the need for laptops to come to school fully charged? There are mixed responses from students pertaining to battery life. The Technology Department is addressing one issue that will increase battery life somewhat. Students will also need to understand that depending on how frequently they are using the laptop computer, it will likely not make it through an entire day without needing a charge. Every classroom has at least one means (power strip or cart) for students to charge laptop computers when needed.

In what ways are teachers and administrators having conversations about deepening levels of technology integration? Putting a laptop computer in the hands of every student will not magically transform teaching and learning. Significant change takes time and focus. To assist this transformation, the District has adopted the [SAMR continuum](#) of technology integration developed by Dr. Ruben Puentedura. All teachers have been introduced to the continuum. Many of the learning instances described throughout the October survey fall at the “substitution” level - note taking, researching, online quizzes, etc. This is a terrific start, but more is needed. As principals continue to engage the teaching staff in conversations about deep technology integration, expect to see more transformative examples of teaching and learning over time and in future surveys.