TL2014
December 2012 Survey Results
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	# Participants	Comments
Parents	64	SHS (45); SMS (31) *Some participants have children in multiple schools.*
Students	782	HS (456); MS (326)
Teachers	68	SHS (42); SMS (26);

Theme:
- There was a high level of participation from all groups.
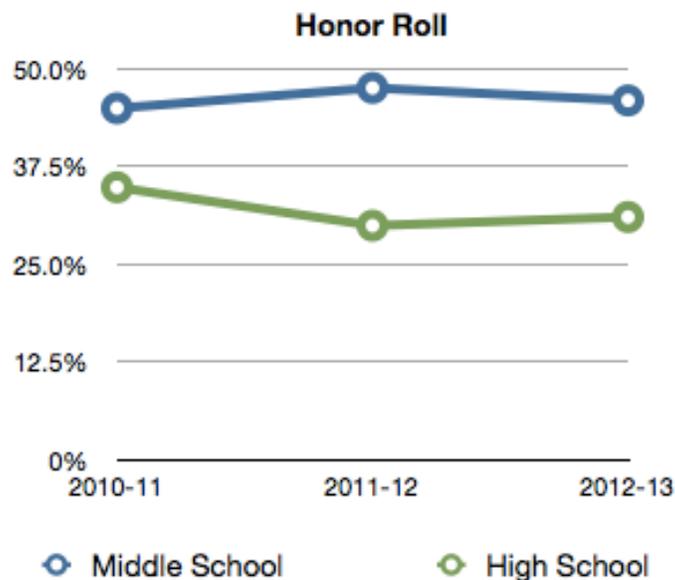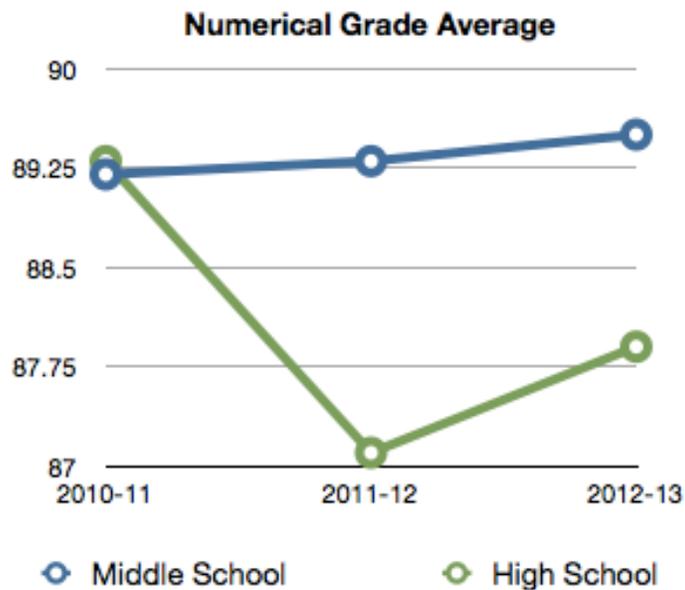- Participation levels are similar to those on the May 2012 survey administration.

I. Course Grades for 2012-13 Compared to 2011-12

High School	Middle School
Higher • Parents - 24% • Students - 32% • Teachers - 14%	*Higher* • Parents - 42% • Students - 46% • Teachers - 20%
Lower • Parents - 29% • Students - 27% • Teachers - 22%	*Lower* • Parents - 16% • Students - 12% • Teachers - 20%

Themes:
- Over the past three surveys (December 2011, May 2012 and December 2012), the percentage of respondents in all groups (parents, students and teachers) choosing "higher" has increased, significantly in some groups (i.e. HS and MS Parents).
- Over the past three surveys (December 2011, May 2012 and December 2012), the percentage of respondents in all groups (parents, students and teachers) choosing "lower" has decreased, significantly in some groups (i.e. HS and MS parents, HS teachers, HS students).
- Looking at the group with the largest sample size, students:
  - 55% of MS students with "higher" grades (n=151) indicated access to a laptop computer was a contributing factor in improving grades.
  - 22% of HS students with "higher grades" (n=148) indicated access to a laptop computer was a contributing factor in improving grades.
  - 39% of MS students with "lower" grades (n=39) indicated access to a laptop computer was a contributing factor in lowering grades.

- 20% of HS students with "lower" grades (n=122) 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.
- Perception of "lower" grades is more common at High School than at Middle School.
- The course grade perceptions for this survey (December 2012) are improved from previous surveys. General perceptions about grades have improved. 38% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward improved grades. 21% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward lower grades.

Numerical Grade Average

Honor Roll

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

High School	• Parents
	  • Access to a laptop computer (35%)
	  • Worked harder this quarter (29%)
	  • Supportive teachers (29%)
	• Students
	  • Worked harder this quarter (36%)
	  • Enjoyed classes (35%)
	  • Access to a laptop computer (34%)
	• Teachers
	  • New school (22%)
	  • New schedule (21%)

Middle School	• Parents
	  • Support at home (52%)
	  • Worked harder this quarter (48%)
	  • Enjoyed classes (48%)
	• Students
	  • Enjoyed classes (58%)
	  • Worked harder this quarter (52%)
	• Teachers
	  • Students did not work as hard as last year's students (27%)
	  • Access to a laptop computer (27%)

Themes:
- 41% of HS students stated "grades stayed the same." 62% of HS teachers stated "grades stayed the same." 50% MS teachers stated "grades stayed the same."
- Compared to the May 2012 survey, there is a shift in locus of control for students at the HS with increases in "worked harder this quarter" and "enjoyed classes."
- Question: How do students interpret "worked harder"?

III. Communication of Expectations
- MS students who say parents/guardians NEVER reinforce laptop expectations - 35%
- MS parents who say they NEVER reinforce laptop expectations - 6%
- MS students who say parents/guardians reinforce laptop expectations DAILY - 28%
- MS parents who say they reinforce laptop expectations DAILY - 58%

- HS students who say parents/guardians NEVER reinforce laptop expectations - 62%
- HS parents who say they NEVER reinforce laptop expectations - 16%
- HS students who say parents/guardians reinforce laptop expectations DAILY - 13%
- HS parents who say they reinforce laptop expectations DAILY - 27%

Themes:
- *There seems to be a disconnect between student perceptions and parent perceptions of how and when laptop expectations are communicated at home.*

IV. <u>BENEFITS</u> of having access to a laptop computer

High School	• <u>Parents</u> • Location - Students are able to learn anywhere (64%) • Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (60%) • Content - Students have access to different kinds of up-to-date media (58%) • <u>Students</u> • Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (65%) • Time - I am able to learn any time of day (55%) • <u>Teachers</u> • Location - Students are able to learn anywhere (62%) • Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (57%) • Content - students have access to different kinds of up-to-date media (57%)
Middle School	• <u>Parents</u> • Location - Students are able to learn anywhere (74%) • Content - students have access to different kinds of up-to-date media (65%) • Sharing - students have the ability to share their work and ideas with others inside and outside the classroom (61%) • <u>Students</u> • Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (66%) • Time - I am able to learn any time of day (61%) • <u>Teachers</u> • Content - students have access to different kinds of up-to-date media (65%) • Location - Students are able to learn anywhere (58%)

Themes:
- *<u>Sharing</u>* and *<u>Access to content</u>* are perceived fairly consistently as benefits of having a personal laptop computer.
- *<u>Sharing</u>* and *<u>Access to content</u>* 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 is an important 21st century skill reflected in the first goal of TL2014.
- Other benefits that rated high include
    - <u>Time</u> - ability to learn any time of day
    - <u>Location</u> - ability to learn anywhere
    - <u>Individualization</u> - ability to learn at ones own level and in ones own way
    - <u>Engagement</u> - motivated by learning on the computer
    - <u>Pacing</u> - ability to learn at ones own rate
    - <u>Choice</u> - ability to choose how learning is demonstrated.
- <u>Location</u> is rated high among parents. This has increased over the May 2012 survey.

V. __CHALLENGES of having access to a laptop computer__

High School	• <u>Parents</u>
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (44%)
	  • Inter-personal skills - the laptop computer reduces students' time to interact face-to-face in class (42%)
	• <u>Students</u>
	  • Network - I frequently experienced delays in accessing the Internet/network (54%)
	  • Restrictions - there are too many restriction on Internet sites useful for learning (55%)
	• <u>Teachers</u>
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (73%)
	  • Time learning new technology - the time needed to learn new technology gets in the way of learning course content (36%)

Middle School	• <u>Parents</u>
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (48%)
	  • Inter-personal skills - the laptop computer reduces students' time to interact face-to-face in class (29%)
	• <u>Students</u>
	  • Network - I frequently experienced delays in accessing the Internet/network (56%)
	  • Restrictions- there are too many restriction on Internet sites useful for learning (36%)
	• <u>Teachers</u>
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (54%)
	  • Time learning new technology - the time needed to learn new technology gets in the way of learning course content (31%)
	  • Network - I frequently experienced delays in accessing the Internet/network (31%)

Themes:
- *Distraction* is a common theme among adults in the survey (parents and teachers), although it has decreased in % since earlier surveys.
- *Network* speed and *Restrictions* (content filtering) is a common theme among student users.
- There has been a significant decrease for MS teachers in *Time learning new technology* - from 60%-31%.
- *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 in the machines.

VI. Memorable Learning Experiences

High School	• 25% 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. • Students recognized their experiences with particular courses and teachers as memorable (i.e. Brinson, Barna, Kennedy, K. Wetherhold) • Students' references to science labs and graduation projects were very high. • Students and teachers referenced projects utilizing technology tools - iMovie, Keynote, computers in general • Teachers referenced memorable teaching experiences where students "got it" and were successful at demonstrating understanding through real-world projects and assignments.
Middle School	• 9% 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. • Students recognized their experiences with particular teachers as memorable (i.e. Quigg, Yurconic, DeOliveira) • Students recognized special activities and field trips as memorable (Bake Oven Knob field trip, Renaissance Faire field trip) • Students and teachers referenced hands-on projects and activities utilizing technology tools - iMovie, Falcon Apps, Manga High, • Teachers referenced memorable teaching experiences where students achieved success.

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.
- Teaching and learning continues to change in the classroom. Between survey data and examples of teaching and learning posted on TL2014.org, the District has a representative set of data to show the impact of this program.

VII. <u>**Repair Data**</u>

	Total Non-warranty Repairs Through 11/30/12	#1 Non-Warranty Repair/ Occurrences	#2 Non-Warranty Repair/ Occurrences
High School	15	Cracked LCD - 5	Cracked Top Case - 4
Middle School	26	Cracked LCD - 10	Cracked Top Case - 7

Themes:
- Non-warranty repairs continue to be minimal at both MS and HS.
- Non-warranty repairs for 2012-13 are on pace with those during the same time period for 2011-12.
- The top two categories of non-warranty repairs continue to be cracked screens and cracked top cases.

VIII. <u>**Other - Quotes from students, teachers and parents**</u>

- My most memorable teaching experience this year was working on brainstorming with my students around an article on creativity. Students worked in a Falcon Apps document with a chat window on the side. Students shared ideas and did an enormous amount of work as a group in a very short time!
- Students use technology in different ways to share their learning. My students have practiced for presentations by recording themselves and then self-evaluating.
- One teacher shared: Students have admitted that when asked to use computers in class, they are less focused and do not pay attention because they are communicating with others, gaming, etc. I spoke with numerous upperclassmen who have nothing to gain or lose and have in effect confessed that the majority of students lack the discipline to use computers properly and they impede academic performance. Many of these same people indicted themselves by stating this claim, "I would have done much better had I not had the computer to distract me." This is a major distraction and hinderance to performance.
- I have only one class that absolutely needs the computers. The other classes would function fine without them. I have a rule that the students may not use the computers in these classes unless it is part of an activity that we are doing.
- The most memorable moments would have to come from watching the transformation of some of the student ideas as they transcend into physical projects and just seeing the ideas finally click.
- Listening to the pride the students took in creating flipped videos for an elementary school, posting them on YouTube using ed.ted.com which allows the kids to create a lesson from their video.
- Students in my honors class created a class wiki to showcase their analysis skills of short stories. They had to critique the story's literary elements and create hyperlinks to supplemental research they used to help them understand the story better. The wiki format allowed them to read each others analyses and helped them see that all short stories contain the elements they were looking for in their own stories.
- AP class discussions. While discussing, students research online, write to each other through Google Docs, etc. The class is small and students are always engaged.

- Group project involving the entire class. Students learned how to manage themselves as a member of a large group and a bit about how to manage a whole class. Students also learned about communication, collaboration, technology skills, and how to bring all of the aspects of a project together to make it work.
- Learned to communicate more face to face vs. technology.
- Studies for tests with others via Skype.
- Both sons have taken great pride in projects they have created on their laptops and have shown the projects to us. Further, our senior is using the laptop for college searches, to complete college applications and to track the application process. While we have home PCs that can be used for any task, they spend more time working on their laptops.
- She shares a lot about biology. She has a cell project to complete on the laptop that she asked me to view. She also spends time creating iMovies with her cousins. I believe that it is great for her to have this experience using the laptop with such success.
- One parent shared: I know negative comments will be ignored, so although there is very little point in commenting, I still believe that the blind leap into "laptops for learning" is causing far more damage than it is helping. The teachers are having trouble grasping the importance of posting their grades on time, and the students are treating the whole thing as a joke. Problems with Skype, gaming during class, and cheating is RAMPANT among the student body, all made possible through this program.
- In general, I think that Salisbury's ability to provide these laptop opportunities is fantastic. This is the way of this generation and the ability to use technology is essential. The importance of self-correcting writing, homework, etc. is still critical and the students should not lose the ability to integrate both styles of learning in their education.
- I feel the computer is very distracting to my 9th grader, however my 12th grader can handle it fine. I am about to set limits on my 9th grader's computer time. His grades are dropping, he is not doing his homework. I don't blame the computer. He is not motivated, and it is hard for me to know when he is doing homework with the computer and when he is playing games. So I am going to have him keep the laptop in the kitchen and only use it for school until his grades improve.
- Honestly, the laptops are not being utilized correctly. If anyone listened to the students they would know that the kids use them to play in class and to play at home.. The teachers do not utilize them at all. The only time the laptop is useful is for typing reports and doing research. Beyond that, I have seen no REAL solid use of the technology that proves the expense is worthwhile. If someone were to walk into a class on any given day and ask a student with their laptop open what the current topic is, they would get mixed results. But if you ask them what the current social status of a kid in another room is, everyone will know the answer...it is a problem and the laptops have created it. They are more a distraction than a tool.
- I love the laptop program, however all too often my kids come home and tell me how they spent an entire period playing a game. I think classroom management is to blame here and needs to be addressed.
- I am grateful my daughter has this opportunity in this district.
- I love the children have laptops. At times my daughter Skypes her friends and they help each other with homework. That's wonderful!
- The computers are definitely helpful, but they do not replace the face to face contact and interaction that is necessary for learning. They also do not replace necessary parental controls on what can be accessed or time spent on computers.
- We think it is great that Salisbury provides laptops. Continue to provide cutting edge tools to assist in preparing our children for the future. Don't forget great teachers also.
- Love the technology use in class. It is preparing our children for real world experiences.
- We like the opportunity provided by the laptop for our son to become more comfortable with technology (and typing!). It would be great, however, if there were opportunities for him to be an

active creator, not just a passive user, of technology. Being able to create programs or otherwise understand how the technology works would be really useful--it would raise awareness of how technology shapes "reality" and establishes norms that are just taken for granted. On another note, our son seemed to use the laptops more frequently and creatively last year in 7th grade; less so this year.

- One parent shared: Kids use laptops way to much at home for social networking rather than school work. They don't get off when told. They don't use it for homework. Ready to send them back to school and not have them bring them home. Too much of hassle to have.
- My teachers showed me this really cool learning game that is fun and also teaches me things about the amendments of the Constitution.
- My most memorable learning experience would be the Chinese New Year project because everyone gets a different topic and we get to learn about them when they present them to the class.
- Getting to go on Falcon Apps and work with my other classmates.
- Manga High was memorable.
- My most memorable learning experience this year was probably meeting the World War II veterans and learning about the war through their experiences and their point of view instead of learning from the textbook.
- The laptop helps me learn because it makes work more exciting and not boring.
- Skype on the laptops really helps with communicating with my classmates for projects and homework.
- Computers help with my school work and increase my learning options.
- Learning by experience through video production. Learning about something because I was interested in it, rather than because I was out for a grade.
- I am currently enrolled in AP US and in this class Ms. Brinson sets up creative activities to discuss historical periods. One day we chose a historical figure and then responded to various questions based on that figures ideology. Not only was this experience educational, but it was fun. It improved my social skills when debating topics and taught me how to compromise. This is my most memorable experience from this school year thus far.
- When the Civil War Reenactors came in for our American Culture Class to teach us more about the Civil War and how they dressed and what kind of tools the doctors used to heal an injured soldier.
- My most memorable learning experience was in Life Smarts. Learning about how to write a resume and prepare for an interview.
- My most memorable experience involving my laptop was creating an iMovie presentation on the psychology of my own mind and the connections I have to the culture around me. All about me. The project tied in innovation, creativity, communication skills, technology skills, learning skills associated with science and history.
- My most memorable experience was using iMovie to create a media project for my media class, as its my favorite class and Im constantly learning how to utilize my laptop differently
- In Honors Chemistry II we had a lab on gas laws and because of the number of times the group had to fix our work, we now know the topic really well.
- I used my laptop to research a form of cancer and prepare a presentation on it.
- I have used my laptop a lot in webpage design and learned a lot of new things.
- Media Messages! I love the projects we do.
- I feel like I learn a lot when we do experiments in chemistry class.
- I don't have one. Learning is learning.
- The laptops are an amazing tool, if we use them correctly. I can basically provide my own commentary to a teacher's lecture when they say something that inspires me or interests me. Plug it in Google and within seconds that brief anecdote they mentioned becomes a whole story itself. It is the student's prerogative to use it for learning relevant purposes, but also for purposes

not necessarily pertinent to the task at hand. Self management is something we learn by experience. It can't be taught any other way.

- I think the laptops help with learning. Yes, they can be used for other things when at home but it makes life easier. I would not be able to do half the things in school without this laptop. I make flashcards to study online. Me and my friends share notes if one of us is absent. I am able to take notes quicker without missing anything. And it helps that we can print our notes out in school because some people don't have that ability at home. These laptops are one of the reasons that I have had such great success with my grades.