



## Digital Use Survey: Opinion Leaders

September, 2011

1. Do you have a smartphone (iPhone, Droid, etc.) with apps that you use personally?

	Number of Response(s)	Response Ratio
Yes, it never leaves my side!	11	68.7%
Yes, but I only use it as a phone.	0	0.0%
I'm planning to get one within the next six months.	1	6.2%
I have no plans to get one in the future.	2	12.5%
Other	2	12.5%
No Responses	0	0.0%
<b>Total</b>	16	100%
2 Comment(s)		

2. Do you have a tablet computer (iPad etc.) that you use apps on in your personal life?

	Number of Response(s)	Response Ratio
Yes, I love it!	6	37.5%
Yes, I'm learning how to use it.	0	0.0%
I'm planning to get one within the next six months.	2	12.5%
I have no plans to use one in the future.	3	18.7%
Other	5	31.2%
No Responses	0	0.0%
<b>Total</b>	16	100%
4 Comment(s)		

**3. Will district(s) you work with be using a smartphone or tablet computer with apps as a tool in their classrooms in this school year?**

	Number of Response(s)	Response Ratio
We already are using them in at least some classrooms.	7	43.7%
We are not planning on using them this year.	7	43.7%
No Responses	2	12.5%
<b>Total</b>	16	100%
6 Comment(s)		

**4. Do their students use or have access to smartphones or iPads? (Please Click all that apply.)**

	Number of Response(s)	Response Ratio
Yes! They are using apps and texting all the time.	4	25.0%

Yes! They're showing their teachers how to use them.	3	18.7%
Yes, but teachers are finding them distracting for students in the classroom.	2	12.5%
I wish they did, but no.	3	18.7%
The district is trying to find ways to get some for student use within the next 2	2	12.5%
The district would love for their students to have them but have no funding source	3	18.7%
The district doesn't think they're great tools, and therefore isn't interested.	1	6.2%
Other	4	25.0%
<b>Total</b>	16	100%
8 Comment(s)		

### 5. If the district(s) you work with are planning on digital learning tools, when do you think they will be in use?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Using Now	By Next Year	Within Two Years	Within Five Years
Teacher use smartphones/iPads with apps	4 29%	3 21%	3 21%	0 0%
Student use smartphones/iPads with apps: in the classroom	3 21%	3 21%	2 14%	2 14%
Student use smartphones/iPads with apps: outside the classroom for homework, etc.	2 14%	2 14%	4 29%	4 29%
Use for real-time and/or streamlined online assessment of student learning.	1 7%	2 14%	3 21%	4 29%
All learning materials digitally in the district.	1 7%	0 0%	0 0%	6 43%

6 Comment(s)

### 6. Please tell us how you think classrooms are going to be changed through the use of portable digital technology.

14 Response(s)

## 7. Tell us what you do!

	<b>Number of Response(s)</b>	<b>Response Ratio</b>
I'm a teacher.	4	25.0%
I'm a principal or superintendent.	0	0.0%
I'm a curriculum specialist.	1	6.2%
I'm a School Board member.	0	0.0%
I'm a university faculty member.	4	25.0%
Other	7	43.7%
No Responses	0	0.0%
<b>Total</b>	16	100%
3 Comment(s)		

## 8. Please let us know where to send your "I Wonder Circle" PDF!

First Name	15
Last Name	15
Email Address	15



## Digital Use Survey: Opinion Leaders

### DETAILS

#### 1. Do you have a smartphone (iPhone, Droid, etc.) with apps that you use personally? - Other responses

##### Answer

yes, but i only use it for data  
Yes, I use it as I need it.

#### 1. Do you have a smartphone (iPhone, Droid, etc.) with apps that you use personally? - Comments

##### Answer

yes, but i only use it for data.  
I can put my phone away during my teaching day and not miss it; however, during travels, time away from my actual in-class time, I keep it closer to me than not.

#### 2. Do you have a tablet computer (iPad etc.) that you use apps on in your personal life? - Other responses

##### Answer

I have one through work  
I use my son's and love it  
Will probably own one within the year.  
no, but considering it.  
No

#### 2. Do you have a tablet computer (iPad etc.) that you use apps on in your personal life? - Comments

##### Answer

I have an iPad through work that I will use personally sometimes.  
It is just too expensive, and with the limited functionality I can't justify getting a tablet instead of a full feature laptop.  
no, but considering it.  
May invest in a newer, smarter phone though.

### **3. Will district(s) you work with be using a smartphone or tablet computer with apps as a tool in their classrooms in this school**

#### **Answer**

We work with multiple districts. I can name 3 at least who use the I-Pad in the classroom.

This varies from school-to-school, but many are moving this direction

Some are already using them, and we are looking at developing apps to use with them. (We're a informal learning institution.)

Some districts use them, some will use them in the near future, but I would say most are just not that far--especially at the elementary and middle school level.

Not that i know of.

I purchased mine to use in my classroom.

### **4. Do their students use or have access to smartphones or iPads? (Please Click all that apply.) - Other responses**

#### **Answer**

Mixed reviews from the districts here

Mixture

No

They're just getting started using them.

### **4. Do their students use or have access to smartphones or iPads? (Please Click all that apply.) - Comments**

#### **Answer**

Mostly occurs in schools that provide their own technology, not from District funding; and where students have their own smartphones to use.

Cell phones and similar electronics are not allowed in the classroom. Perhaps if they were school owned and checked out as a set by teachers... but even then, we are not really up on new technology, our laptops are 4+ years old!

We serve 49 districts in the Kansas City area.

Again, it depends upon district/school, but this is the general direction many are moving.

Some schools are just starting to use iPads - too early to evaluate, but we're looking forward to seeing how it goes!

I am sure that funding plays a huge role in this.

No - please keep the editorial comments out of your survey.

I actually am the one who helped ease the "No cell phones in the classroom" policy; ease up on student access to WiFi if needed so my students could access Internet without computers--shrotage of those in school!

### **5. If the district(s) you work with are planning on digital learning tools, when do you think they will be in use? - Comments**

#### **Answer**

We have smart boards and a subscription to an educational streaming service, but beyond that, we don't do technology.

Too much variance for me to answer.

Varies by district. Several are partly there or will be in a year or two. Others are 5 years down the road.

Again, just starting to use them here.

Don't use them, so i don't know.

We can spend money on athletics--the last trip by our football team would have bought 10 iPads/tablets etc. enough for one classroom.

## **6. Please tell us how you think classrooms are going to be changed through the use of portable digital technology. - Responses**

### **Answer**

This will only happen in this District where teacher are self-motivated to do this, or in the schools that are obtaining their own technology without District funding.

There will be fewer books and writing on paper. Students I expect will be doing their assignments on portable Ipads and turning them in on line rather than handing in papers to be graded.

Teachers will have digital records of what has and has not been completed by the student and will be making comments and corrections on the document itself.

Education will gradually become universal since it will be possible to communicate more readily with students and classrooms in other cities and countries.

I think that technology such as iPads and tablets could make lessons more learner centered and adaptive. This would make learning more personalized and hopefully lead to better outcomes for the students. It would also make it much easier on the teacher to differentiate because each student would essentially have their own specific lesson and practice.

I worry, however, that teachers will begin to use the technology as a "crutch" instead of a tool. That it will be tempting to allow the tablet to do all the teaching while they simply circulate and make sure students are on task. This was an issue with a virtual math curriculum I was a part of designing and implementing.

I can see a shift to almost all factual science learning being done through these new technological devices.

Cost is always going to be a factor. In today's economic situation, it is going to be interesting!

Classrooms will become obsolete; learning spaces will supersede them. These spaces will provide for group and individual learning with seamless access for BYOT (bring your own technology) prepared students and learners who need access to the tools.

Like good science education the use of technology can create a highly engaged learning environment adding the ability to quickly and easily collect and share data, search for information, communicate quickly, and provide a tool that enables students and teachers to do things they currently do more quickly and easily (from one tool) and do many other things they couldn't do before.

One possible effect is the 'flipped classroom.' Dissemination of material is done online, at home, outside of the classroom.

Teacher time with class is used for cooperative learning, formative assessment, and other interactive work.

As a presenter I recently heard said, "Students today live and play on a digital playground, as educators we are going to have to learn to join them there." Soon, even elementary students will own smartphones and/or ipad type of devices. Public education must learn how to harness the instructional potential of these devices to enhance student learning. We will only be able to engage our students in the classroom when we do this. Interactive electronic collaboration will enable students to move beyond the physical boundaries of their schools to pursue academic knowledge.

The possibilities are endless. We don't need rows of chairs and tables, we can run class like a laboratory and bring in machines and tools and let students look up resources on their smart phones and call people who actually use what it is they are researching. Schools are made to prepare students for the real world. If someone is interested in fiber optic cable, call the manufacture or installation people and learn how it works. Set up and conduct an experiment, see what others have already done. Teacher must become a facilitator of knowledge, not a know it all.

Once teachers get over the need to control the use of the technology, they'll be able to reap the benefits. At this point, teachers, principals, and districts just want to abolish the use of these devices so they can keep their classrooms under control. It's going to take some work to inform educators regarding the potential of these devices when the power is harnessed for good, not evil :)

Schools who do have funds to travel are able to bring images to the classroom and find the resources needed to make their learning experiences more meaningful.

Classrooms will have access to more primary source materials that are timely and relevant. Projects will incorporate more real world examples better preparing the students for college and career readiness.

Enhanced differentiation of materials, content, education for students; more real-world applications of knowledge; less "seat" time requirements since students can access their learning environment without being present.

#### **7. Tell us what you do! - Other responses**

##### **Answer**

instructional coach

Informal Educaiton working with a school

Executive Director of Science Education organization

STEM Initiative Director

Informal Educator

STEM Consultant for County office

granted funded professional development provider

#### **7. Tell us what you do! - Comments**

##### **Answer**

I prepare technology and engineering teachers.

I also am a National Board Certified Teacher, consultant for Mickelson Exxon Mobil Teacher Academy, and vice president for A state science council.

I also work on math, science and other curriculum building and district wide; I also teach concurrent enrollment courses.