**Digital Learning Environment Inventory**

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| **Availability of Technology**  \*To be able to use computer-based technology with students, there is a laptop cart available for check-out (20 laptops) and two computer labs which teachers can sign-up for online and take classes to. One computer lab has 34 computers and the other has 26 (which is not big enough for most classes). All these computers are Macs.  \*Several teachers have Smartboards and their own classroom computer labs with more advanced / specialized software, including the digital arts instructor, a business teacher, and two teachers who teach computer systems repair, engineering, and gaming in our Tech Wing building.  \*Several other teachers in our building also have Smartboards.  \*A cohort of English teachers who were recipients of a district technology grant have sets of laptops for their classes.  \*Several social studies teachers and the speech teacher have classroom sets of iPads, and several other teachers have a few iPads for student use.  \*In my own classroom there are four PCs for student use, with basic Microsoft software such as Word and PowerPoint. I also have a laptop, an LCD projector and a document camera.  \*All students in our school district have access to Google Apps for Education (after having documented parent permission), with the most commonly used features being Google Docs and Google Blogger.  \*All students also have a district-provided Naviance account. Naviance is a program for college and career research, finding scholarships, and post-high school planning which also has places for students to keep letters of recommendation, college and scholarship applications, etc. Counselors update Naviance with scholarships available to our school’s students, PSAT/SAT/ACT testing information, and community service opportunities and career fairs in the local area.  \*In addition, our district provides the program Synergy, which is our teacher gradebook program and has portals for students and teachers to see progress in classes as well as transcripts and schedules.  \*Other specific software and internet applications are used by individual teachers or departments but are not provided universally to all students or on all school computers. We do not have generalized videoconferencing capabilities. |

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| **School / Teacher Websites**  \*Our school website is a source for information about school calendars, activities, and resources, and also includes links to technology resources like Google Apps and Synergy, which is our gradebook system with teacher, student, and parent portals.  \*The school website runs on the Edline platform, which enables students to log in to the school’s home page and find links to each of their classes. Each teacher is required to have a basic webpage through Edline for each class on which they can post the syllabus, class assignments, and links to resources. Many teachers post a link from their Edline site to their preferred website (such as Weebly). Many teachers at our school post many or most of their assignments online, in addition to course calendars, grading rubrics, and links to sites such as turnitin.com. |

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| **My Utilization of Technology**  \*I post my syllabi on my Edline page, but find it too challenging to post most or all class materials online as I teach five or six different courses each year.  \*I utilize YouTube videos often.  \*I have done many assignments / projects which incorporated Google Docs, including collaborative writing assignments, presentations, and electronic submission of writing.  \*I have used Skype once when coordinating instruction from the coordinator of the civil rights program Sojourn to the Past.  \*Students often use the internet and specific websites for research/investigation. |

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| **Global E-Learning Sites**  All of the following sites are available at school (not blocked by our firewall).  \*Skype (www.skype.com)  *Service that provides video calls. Free. Could be used for videoconferencing in the classroom.*  \*iEarn (www.iearn.org)  *Organization that facilitates student collaboration online on issue-specific programs.*  \*Connect All Schools (http://connectallschools.org)  *Blogs, video conferencing, and online collaboration between schools in the U.S. and abroad.*  \*Peace Corps Speakers Match (http://wws.peacecorps.gov/wws/speakersmatch)  *Coordination of Peace Corps speakers in schools as well as activities for pre- and post-visit and curricula on cross-cultural communication and understanding.*  \*ePals (http://www.epals.com)  *Matching service for students and schools to communicate online and collaborate on projects.*  \*Global Nomads Group (www.gng.org)  *Virtual town hall meetings through webcast or videoconferencing, videos on global issues, social studies curricula with links to educational standards.*  \*Omprakash (http://www.omprakash.org/about)  *Connecting organizations around the world with volunteers, donors, and classrooms.*  \*Primary Source (www.primarysource.org)  *Teacher resources for social studies and history with a global perspective, as well as online and in-person courses related to global issues.*  \*Edutopia (http://www.edutopia.org)  *Articles, resources, and curriculum, with topics that include digital citizenship, flipped classrooms, and project-based learning.*  \*Outreach World (http://www.outreachworld.org)  *Lessons and units related to global issues, with the ability to search by global region, country, subject, resource type, time period, instructional strategy and/or grade level.*  \*Global Education Conference (http://www.globaleducationconference.com)  *An online, free week-long event for educators and students to build global connections and promote cultural awareness and respect for diversity.*  \*Online Newspapers (http://www.onlinenewspapers.com)  *An index of newspapers from around the world with links to their respective websites.* |

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| **Sites and Tools Used By Colleagues**  As we have over 90 teachers at our school, there is a great deal of variety in the tools used by colleagues. Teachers of different classes and in different subject areas use a variety of web sites particular to their content area. In general, the most commonly used tools are Google Docs and Google Blogger, as all students have access to these programs. Many teachers have students submit all work via Google Docs (where documents and presentations can be electronically shared with teachers), many teachers have students work collaboratively on Google Docs during and outside of class, and many students are required to post on a Google Blogger blog as part of their course requirements. A few teachers use Edmodo for class communication and activities. Many of the science teachers record videos or podcasts of particular lessons and post them to YouTube or their Edmodo sites for students to access. Most social studies and English teachers require that students submit essays through turnitin.com to prevent plagiarism. |

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| **System for Evaluating Student Technology Literacy**  There is no system in place for evaluating student technology literacy in our school. |

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| **Student Input**  \*I asked all of my students (about 160) to complete a technology survey. Of those students, about 45% say they like using technology in classes, about 45% say that they sort of like it, and about 10% say they do not like using technology in school.  \*Hardware used by students at school: laptops and desktop computers, Smartboards, iPad, iPod Touch and cell phones.  \*Software used by students at school: Bridge Designer, Game Maker, Read180, Word, Excel, Power Point, Keynote, Photo Shop, Corel Painter, Page Maker, and iMovie.  \*Internet-based applications used by students at school: Google Drive (Google Docs, Google Blogger, Google Presentation), Weebly, Prezi, Edmodo.  \*Students like that technology makes learning faster, easier, and more interesting/fun, and that it helps them to learn new information. Many students also like that it saves paper and prevents them from losing papers.  \*Students do not like that they often get distracted when using technology, are frustrated with the sometimes slow internet at school and having different usernames and passwords for different programs, and several students get discouraged with technology-based assignments because they do not have the requisite skills to complete them successfully.  \*Students had very few ideas for additional ways that they would like to see technology used in schools, but several mentioned that they would like to be able to take notes on an iPad or laptop in all of their classes, use their phones more in class, and that they would like e-books and audio books available for check out from the library. Many also said they wish there were more computers available at the school and in teachers’ classrooms. Many said they like the balance that currently exists between technology-based activities and more traditional methods.  \*83% of my students have internet at home to be able to complete assignments, while 17% do not. The percentage of students without internet is significantly higher among my students of color. |

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| **Tools We Need**  I think the internet based tools we have like Google Apps, Naviance, and Synergy provide our students with extremely valuable tools (although we could do a better job communicating information to students and parents about how to access them). I see our biggest areas of weakness being the actual hardware available and the disparities in internet access. While some teachers at our school have their own personal computer labs or laptop carts, most of us are forced to use the two computer labs available for general use. These are often scheduled months in advance, which can make it extremely hard to add a technology component to a lesson or to adjust technology-based lessons based on student need. We also have many low-income students, particularly low-income students of color, who do not have internet access at home and have difficultly completing assignments for many of their classes. Students who also have low technology skills also struggle with completing work outside of class. If we had more computers available at school and could assure that all students have internet access, our efforts to use technology would be much more effective. |

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| **Technology Lesson Plan**  Part of a curriculum unit that I’ve been trying out with my ELD 4 class this year involves the study of persuasion and persuasive writing, and begins with a study of advertisements and advertising methods. After students studied appeals in advertisements and learned about hard sells and soft sells, I added in a project in which they had to create a product, logo, slogan, print ad, and TV or internet ad. In light of this TGC course, I modified this unit to have students also look at advertisements from other countries on the internet and observe similarities and differences. As we were working on the project the end of last week and this week, I was thinking about how I could incorporate technology in light of this assignment. I had originally not required a technology component because I wanted them to focus more on the language than the design, but the students’ own natural gravitation toward technology and the things I was learning in this course made me decide to change course and explicitly include technology. Students created their print ad on the computer, some using a presentation on Google Docs and others using Prezi (which actually allowed them to save time and focus more on their language use, having better discussions about design and text), and they recorded their TV/internet ad on their cell phones. This allowed them to do several takes and then use the best one. I have shied away from using cell phone videos in class because I wasn’t sure how to project them for students, but I realized that a really easy way to do this is just to put the cell phone under the document camera on zoom, and with the lights out the video looks rather good. The audio cord that I switch from my LCD projector speakers to my laptop can be plugged into the cell phone to have higher-quality audio.  The process of completing this assignment made me realize that I tend to shy away from using technology because of logistical concerns, when usually I can figure out a solution quite easily, or students can think of a solution. I also realized that sometimes when I tell students they do not have to use technology because I want to make things simpler for them, for most students that is not actually helpful because they are accustomed to and *want* to use technology. In terms of final product, this advertising unit turned out better than I had originally imagined and students were much more engaged than they would have been otherwise. I know that I need to take more risks and try more technology in my lessons. Another important factor in this experience was the class with which I modified the use of technology. This ELD class consists of 12 students who worked in groups of three. I have four computers in my classroom, so each group was able to use a computer. Had I chosen to do something similar on the spur of the moment in another class, it probably would have been impossible because most likely our two computer labs would already have been scheduled. This is my main obstacle in being flexible and adapting/changing lessons – knowing that the odds of being able to get my hands on the necessary computers are quite small. |