

Report on use of technology in the classroom

Independent Study: Educational Technology: ITP, NYU Fall 2004

Summary:

This survey was meant to collect new statistics from groups of educators connected to networks around the United States. Broadly, I was looking for trends in the way technology was currently being used in classrooms, on the ground. There have been many national efforts to “wire” schools, most notably the EPAS program, which continues to be the largest source of funding for public school technology infrastructure projects.

However, as noted in both my min-study and a recent study by MOUSE, the content and substantive gap remains large. Teachers report that their classrooms are for the most part, networked and computers are located there for their own use along with at least a few computers that can be used for groups of students. However, they also report that the integration of any given technology (software, CDs, online activities on websites, etc.) are not well integrated with their curriculum.

Methodology:

The questionnaire was developed within an independent study at NYU Interactive Telecommunications Program in the pursuit of a Masters degree. Questions were formulated with Professor Marianne Petit at NYU, with substantive feedback on questionnaire design by K-12 teachers Vicki Hoener (name of school), Nicholas Goodness (Fannie Lou Hamer High School, Bronx, NY), and Jeffrey Galusha (Educational consultant, NYC). The questionnaire was distributed to a group of 20 teachers known personally to me, to a group of approx 15 teachers known via the Producers Project, the UNICEF MAGIC network (approx 300 members), and educators listed through the Education Arcade (150 members).

Results:

Nineteen respondents provided feedback. This low number did not provide a significant enough sample to be considered a substantive academic study. However, enough correlations existed between this study and the MOUSE study to show that the data was not unmeaningful.

Analysis:

The meaningful findings of this study can be seen in two ways: in relation to the MOUSE findings, since there is a correlation for several findings, and independently.

1. In relation to the MOUSE study
 - a. Both studies found that, broadly, classrooms are connected and at least one computer is located there. Most schools have “labs” or multimedia centers where there is a higher ratio of student to computer when it is in use.
 - b. Teachers are using different types of technology to reinforce or teach critical thinking skills and more open-scenario challenges such as research.
 - c. Teachers report that technology integration and usage is very important to them and technology skills are very important for their students
 - d. Teachers report that technology is not well integrated in their curriculum or instruction
 - e. Teachers use technology (computers, internet, CDs etc.) quite a bit for their own purposes of researching and locating resources, but this is not necessarily reflected in their integration with class activities
2. Independently, this study found
 - a. Teachers are not aware of non-corporate low-cost alternatives in the technology realm
 - b. There is a reported training “gap”. When asked about their own, their colleagues and their students training levels in using technology, respondents said they either were well-trained or not well trained, with virtually no results in the middle of the curve (somewhat trained). This indicates a possible gap between those who are actively engaged in technology use and those who aren’t engaged.
 - c. Teachers report widespread use of handheld mobile gaming and telephony devices with possible use for educational goals
 - d. Teachers and staff are doing a large amount of the planning and “vision” work for their technology use, while the government is simply providing funding

- e. Teachers are learning about innovative uses of technology integration via informal means – word of mouth from fellow teachers.

Conclusion:

There seems to be a gap in the way technology is currently being used in the classroom and the potential for powerful integration. The infrastructure for networked computer usage in public schools is in many cases, in place. However, teachers still report a lack of meaningful integration of technology tools such as the Internet, educational software, and online curriculum with their educational goals and current curriculum. Good usages, or best practices are not broadly known, even if teachers report that they are well informed on technology integration. As is also reported, this may be due to a current emphasis on standardized testing preparation, or simple lack of preparation time. However, regardless of the cause, the content that could be delivered via technology mediums is not apparent to many teachers.

As Nancy Mann, principal of the Fannie Lou Hamer High school in the South Bronx said to me, “now that the pipes are laid, it’s a challenge how to use it all well. Computers are great, but it’s meaningless unless there’s a good use for them.”

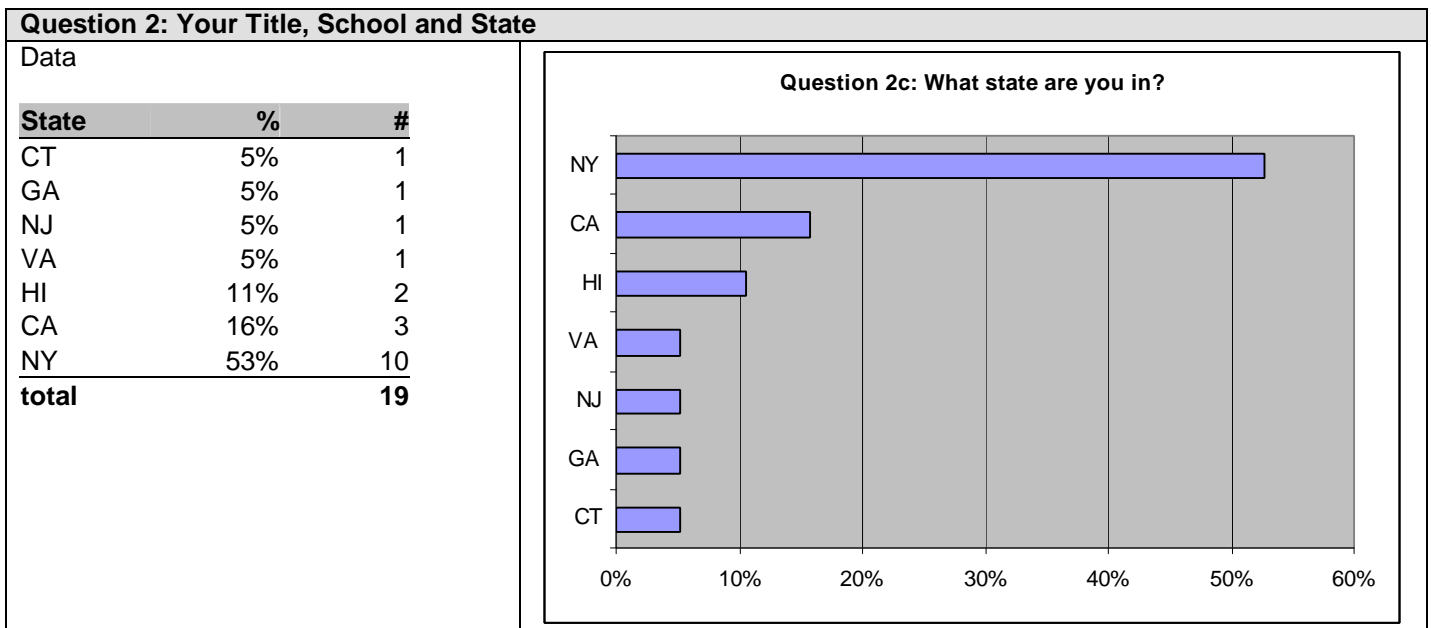
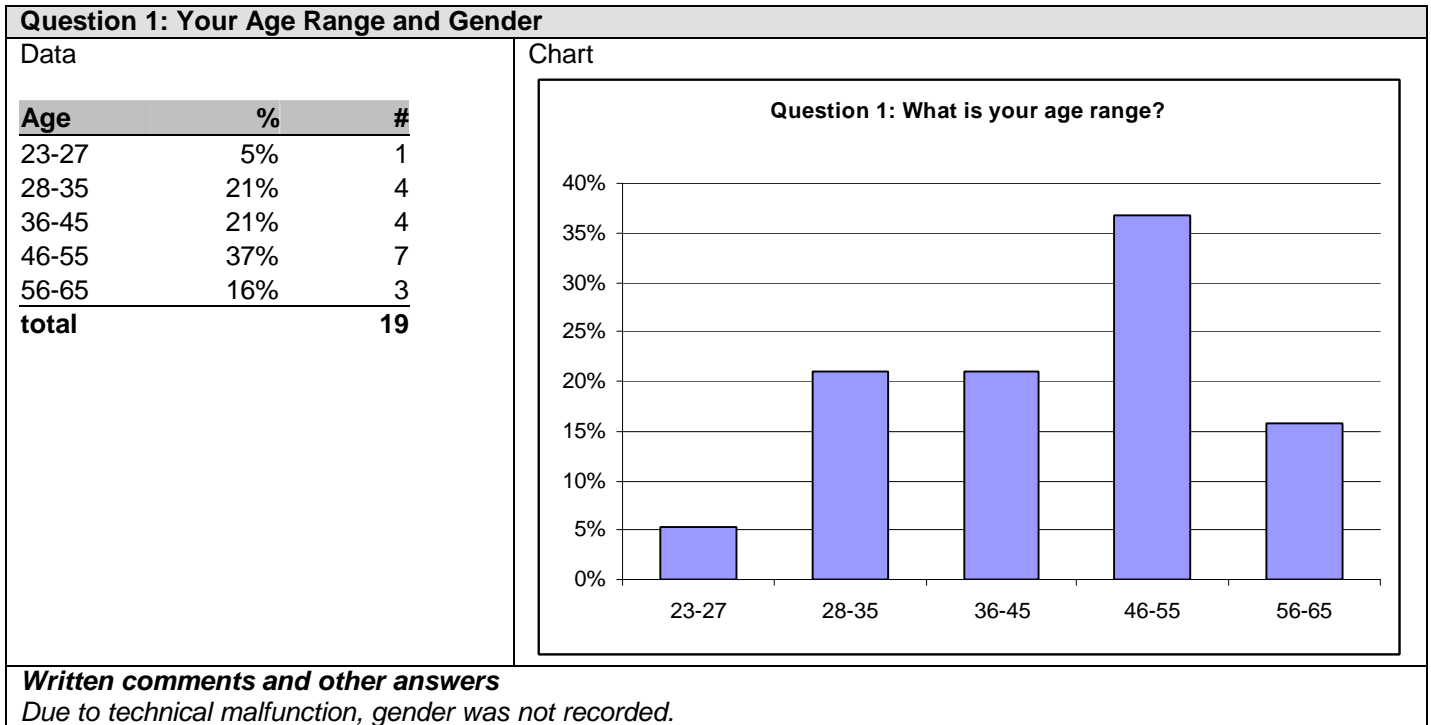
Parting Thoughts:

This study was a meaningful exercise for me in grappling with the large amount of public data that attempts to draw conclusions about technology and education.

Two problems became apparent through this process: one in terminology, the other in reaching good participant populations.

In the design of the questionnaire, the use of the word “technology” was used to refer vaguely to both hardware, software and content that might be delivered or located via those mediums. If I was to redesign this questionnaire, I would make a much clearer differentiation between the medium and the method. For example, when asking questions like “is technology valuable?”, multimedia lessons on a website cannot be correctly compared to basic network connectivity.

Additionally, I would plan the distribution of the questionnaire differently if I did it again, and maybe obtain several volunteer schools from various locations around the country that would turn in results from every teacher. Associating with a larger organization or more authoritative source might be another strategy.



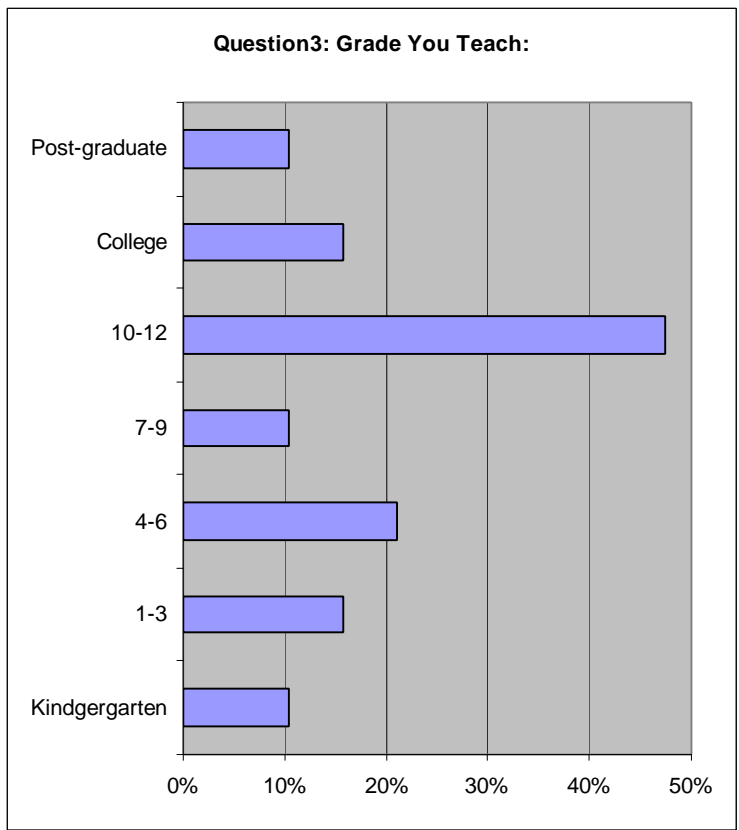
Question 2 Written answers:

<p>Question 2a:</p> <p>Titles</p> <ul style="list-style-type: none"> ///adj. prof ///Adjunct Professor ///Chief Technologist ///Director ///Educator ///Librarian ///LIBRARY ASST ///Mister ///Principal ///Principal ///Professor ///special education teacher ///Special Education Teacher ///teacher ///teacher ///teacher ///teacher ///teacher ///teacher and coordinator of media academy ///Technology Staff Developer 	<p>Question 2b: School names:</p> <ul style="list-style-type: none"> /// Academy for Creative Media, University of Hawaii /// Chancellor Livingston Elementary /// concord H.S. /// Fannie Lou /// Fannie Lou Hamer Freedom High School /// fannie lou hamer freedom high school /// fannie lou hamer freedom high school /// George Mason University /// Hamilton High / LAUSD /// Hollywood High School/New Media Academy /// Iao School /// Independence High School /// Information Technology High School /// Kanoleda Elementary /// MAVAD /// Naugatuck Valley Community College /// nyu
---	---

Question 3: Grade Taught

Data

Grade taught	%	#
Kindergarten	11%	2
1-3	16%	3
4-6	21%	4
7-9	11%	2
10-12	47%	9
College	16%	3
Post-graduate	11%	2
total		19



Written comments and other answers:

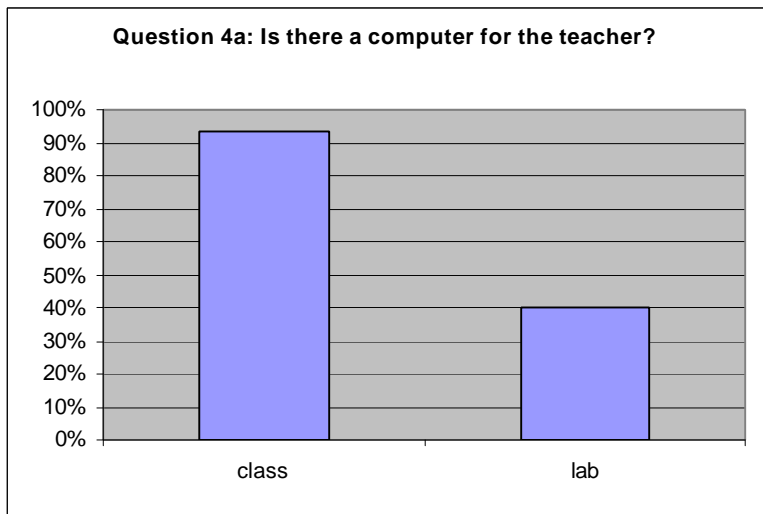
Four respondents also reported that they teach special needs classes.

Question 4: What is the basic tech setup at your school? Please select all that apply. If the question does not apply to your school, leave the boxes unchecked.

Question 4a: Is there a computer for the teacher?

Data

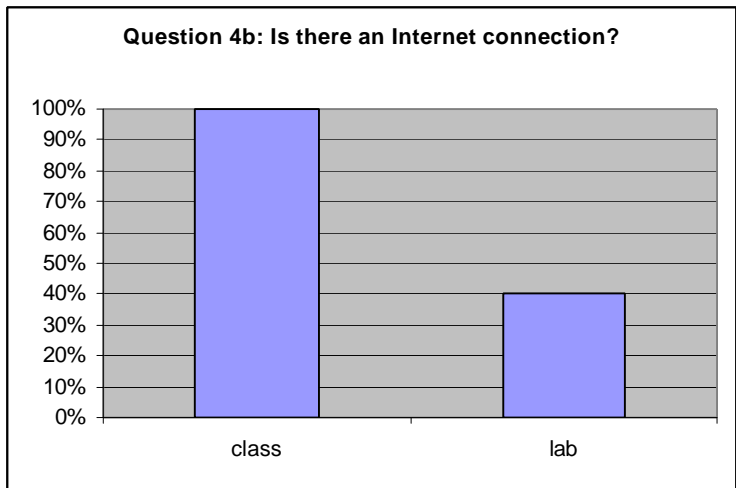
computer	%	#
class	93%	14
lab	40%	6
total		15



Question 4b: Is there an Internet connection?

Data

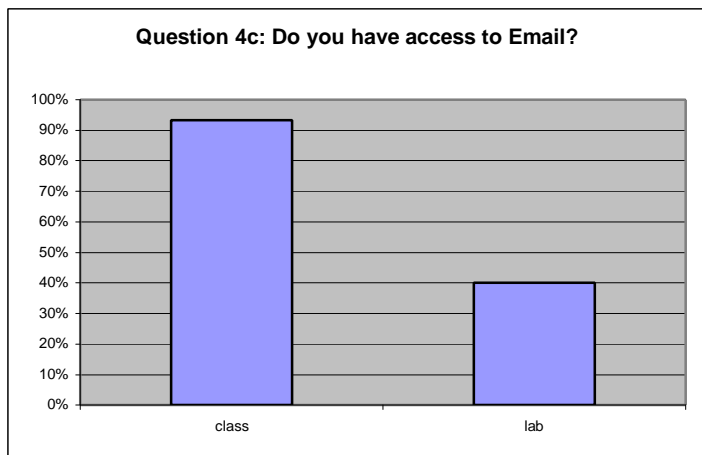
connection	%	#
class	100%	15
lab	40%	6
total		15

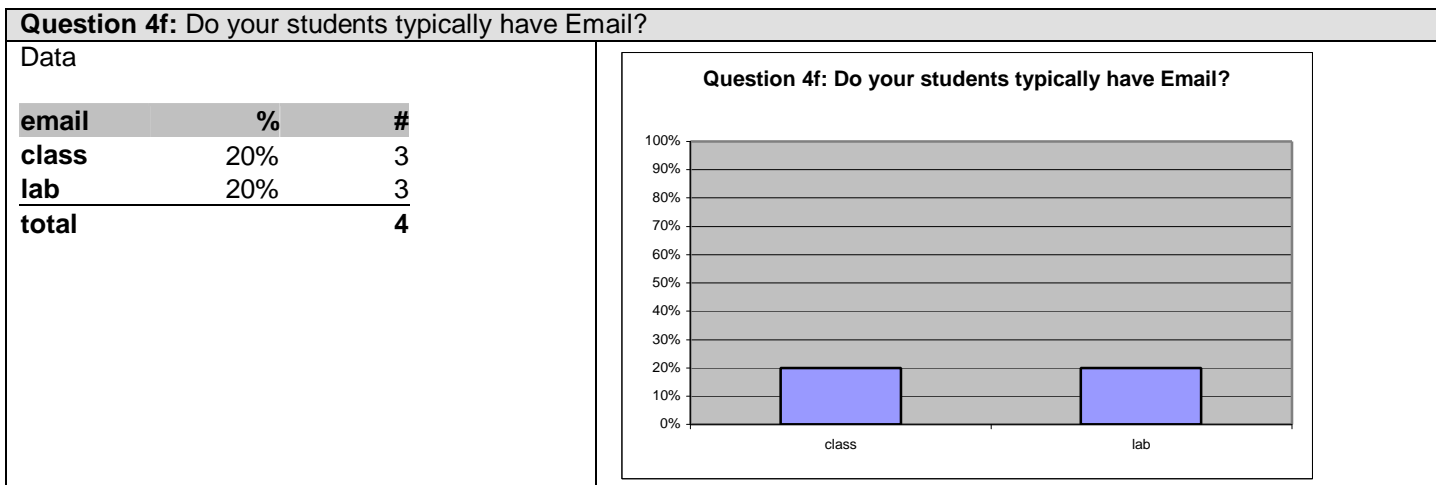
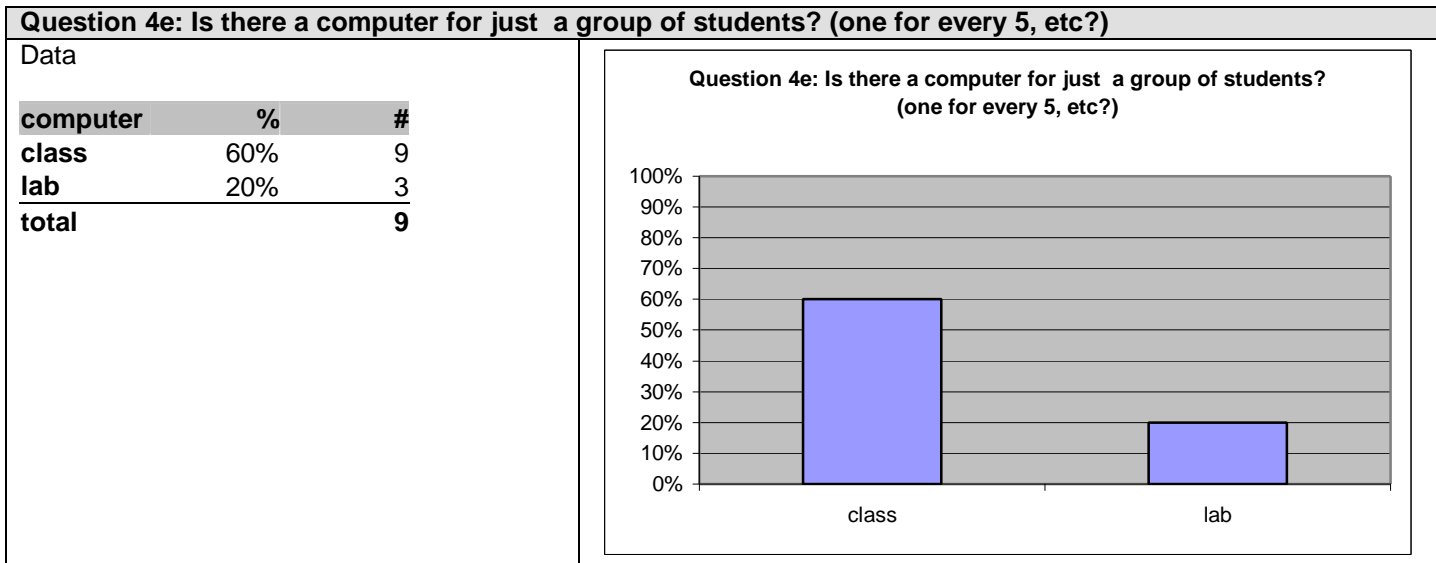
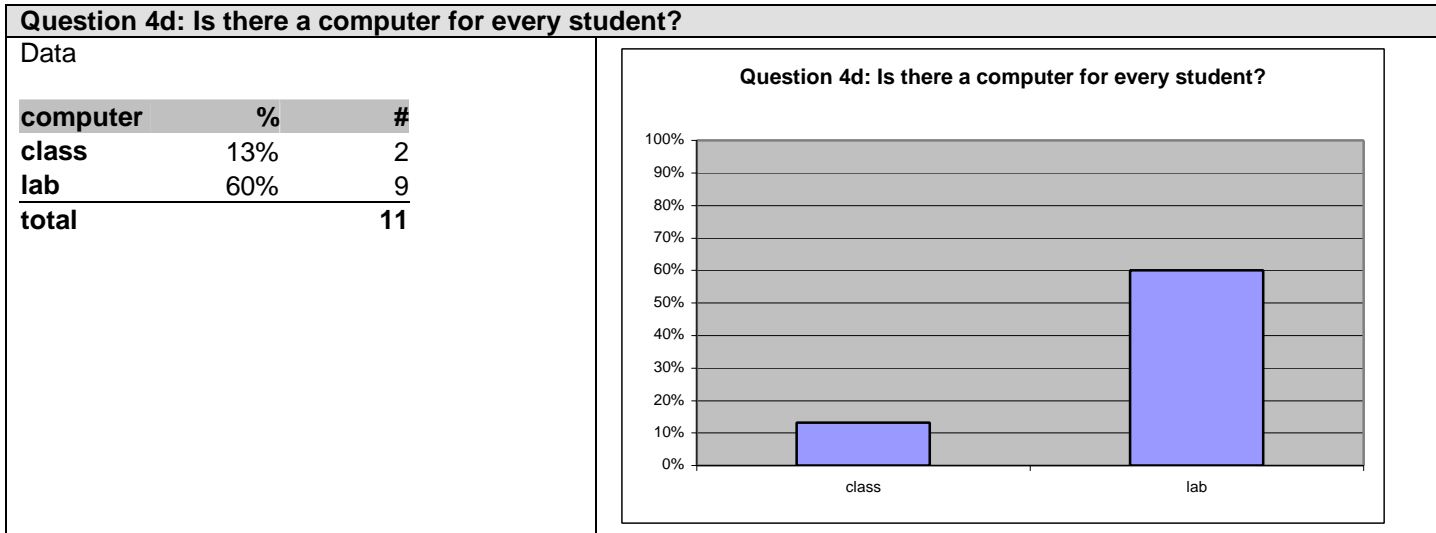


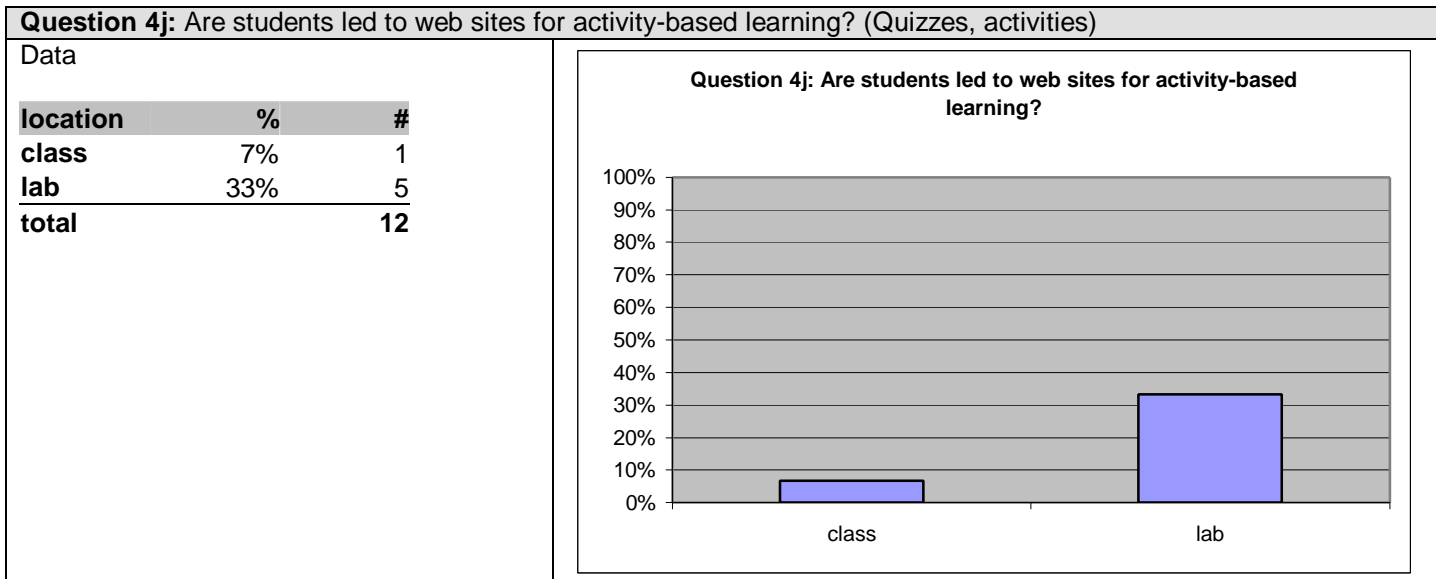
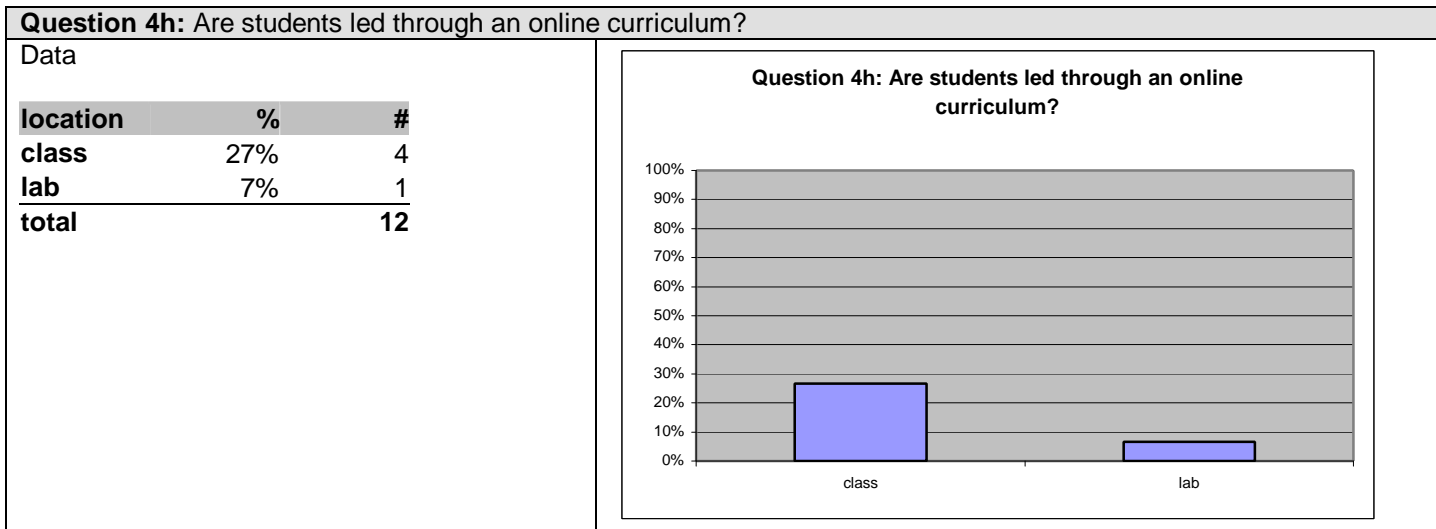
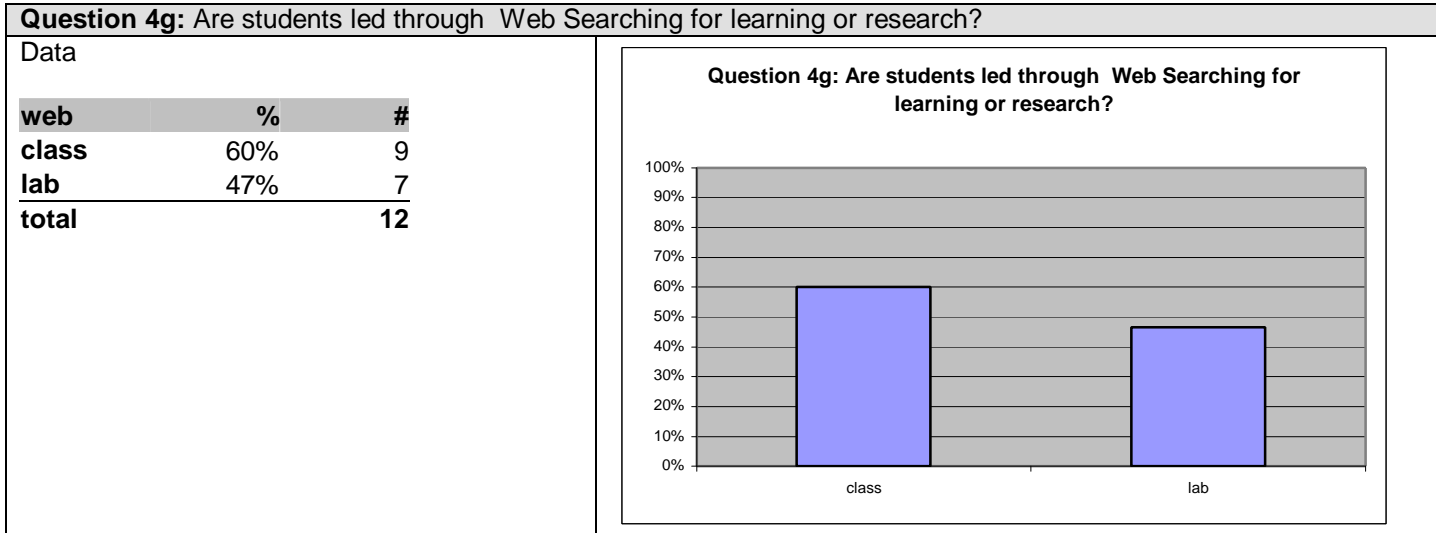
Question 4c: Do you have access to Email?

Data

email	%	#
class	93%	14
lab	40%	6
total		15







Question 4k: If web sites are used for learning please specify which ones you use:

Written comments and other answers

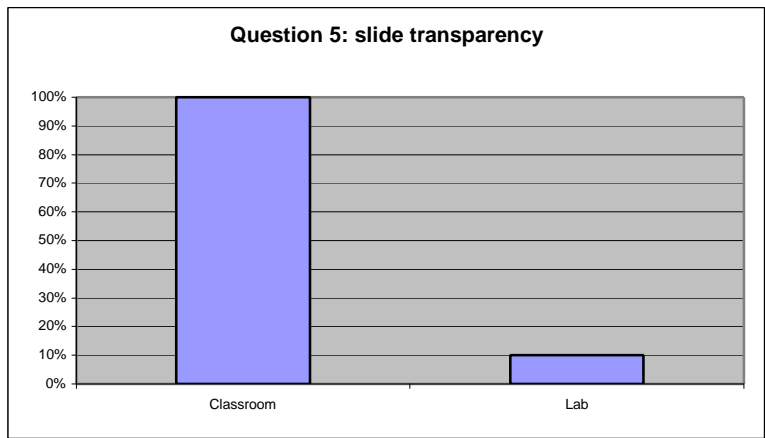
- ✍ blackboard.ithsnyc.org
- ✍ http://www.archiva.net
- ✍ http://www.nv3.comnet.edu/mmedia/fa-daweb/digitalarts/CourseResources/MMH101EM%20-%20Th/default.htm
- ✍ variety of web sites, including World Book Online,
- ✍ Wikipedia,
- ✍ World Surfari,
- ✍ Merriam Webster's Atlas,
- ✍ World Atlas.com,
- ✍ The Old Farmer's Almanac,
- ✍ World Almanac for Kids,
- ✍ A Million Lives.com, & more
- ✍ www.smgww.org
- ✍ www.unitedstreaming.com

Question 5: Which other technologies are in your school? Please select if any of the below technologies are in classrooms or a main lab and select whether you personally use it.

Question 5a: Which other technologies are in your school? Overhead slide / transparency projector

Data

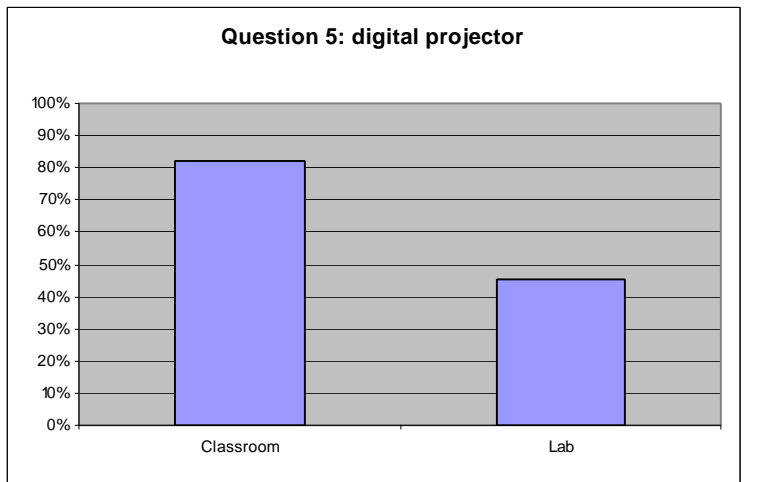
location	%	#
Classroom	100%	10
Lab	10%	1
total		10

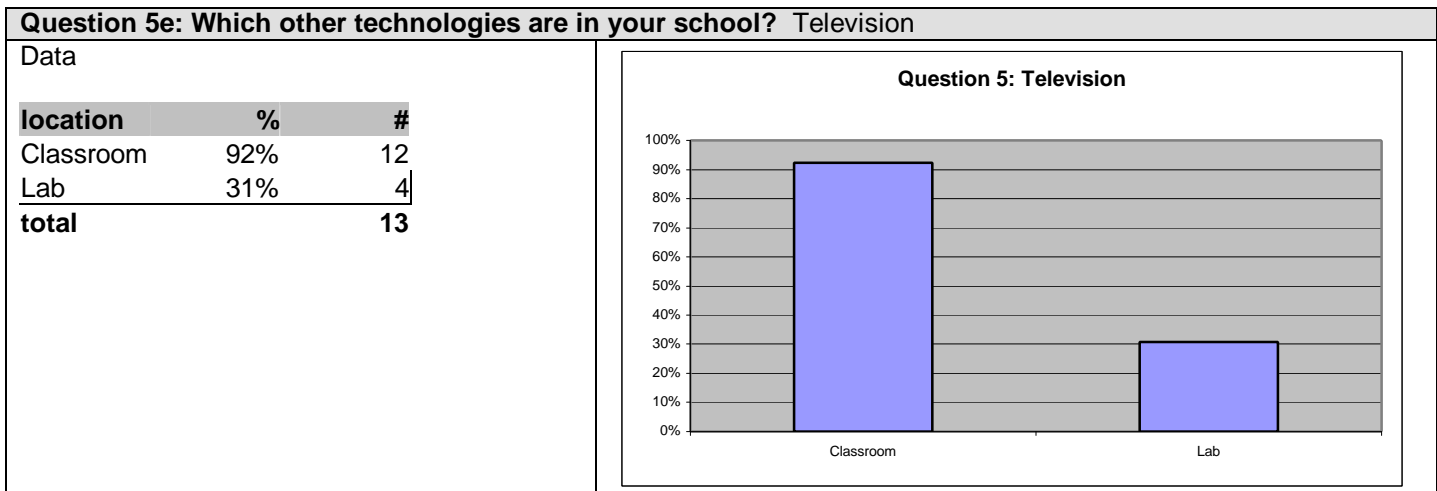
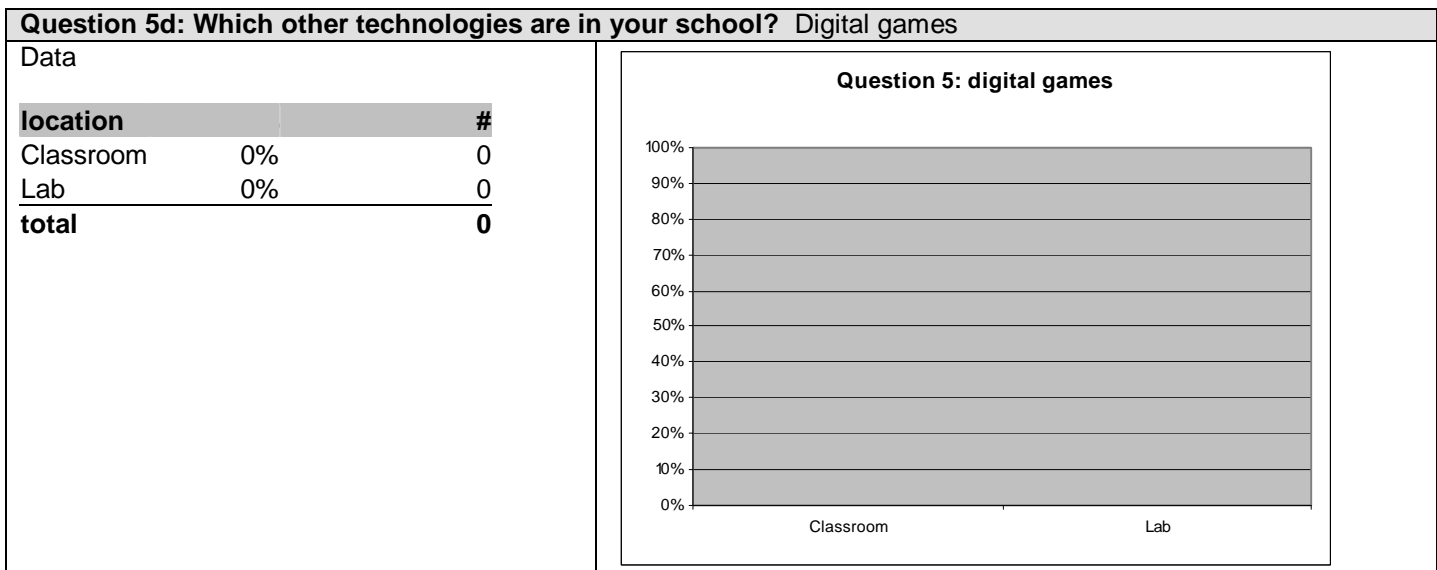
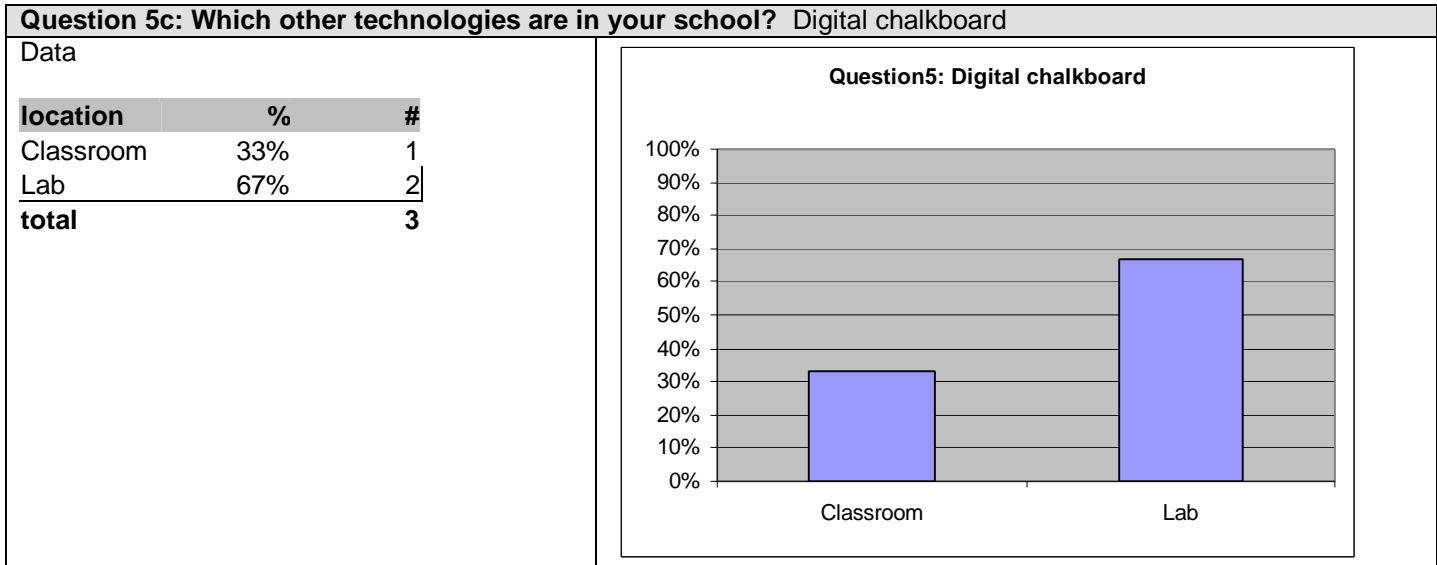


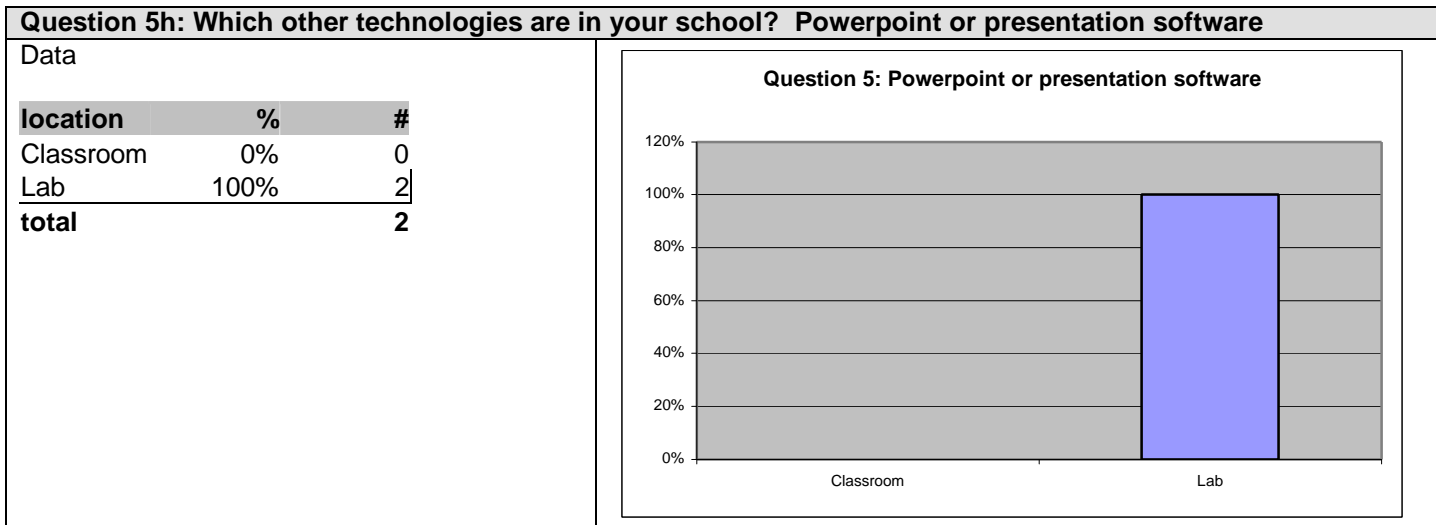
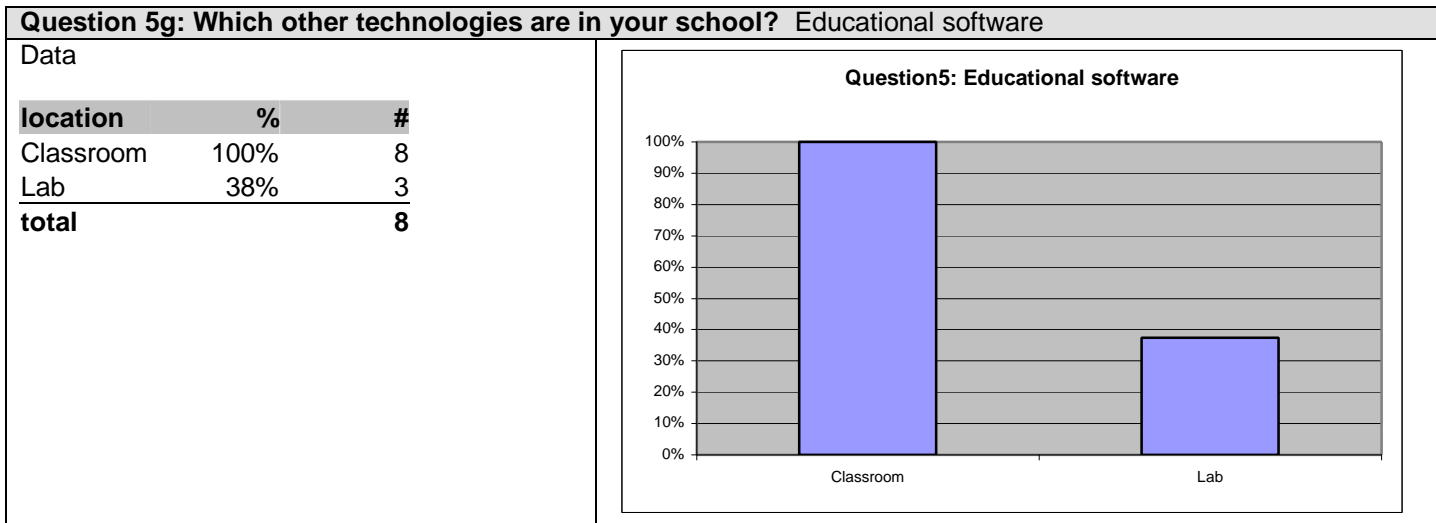
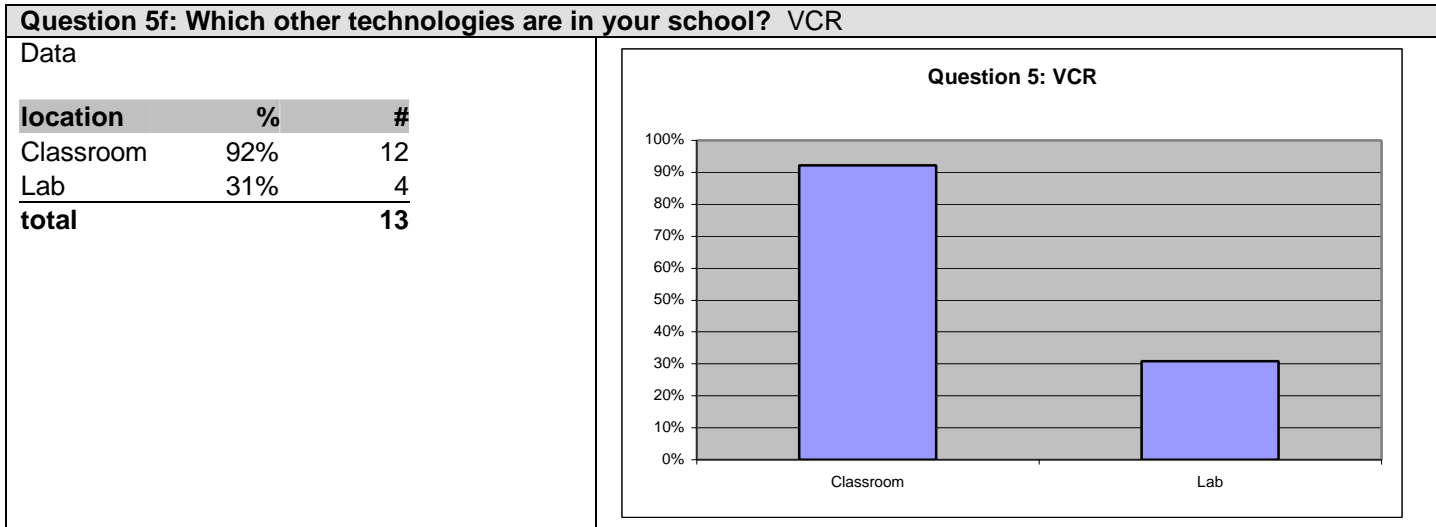
Question 5b: Which other technologies are in your school? A Overhead digital projector (of a computer screen)

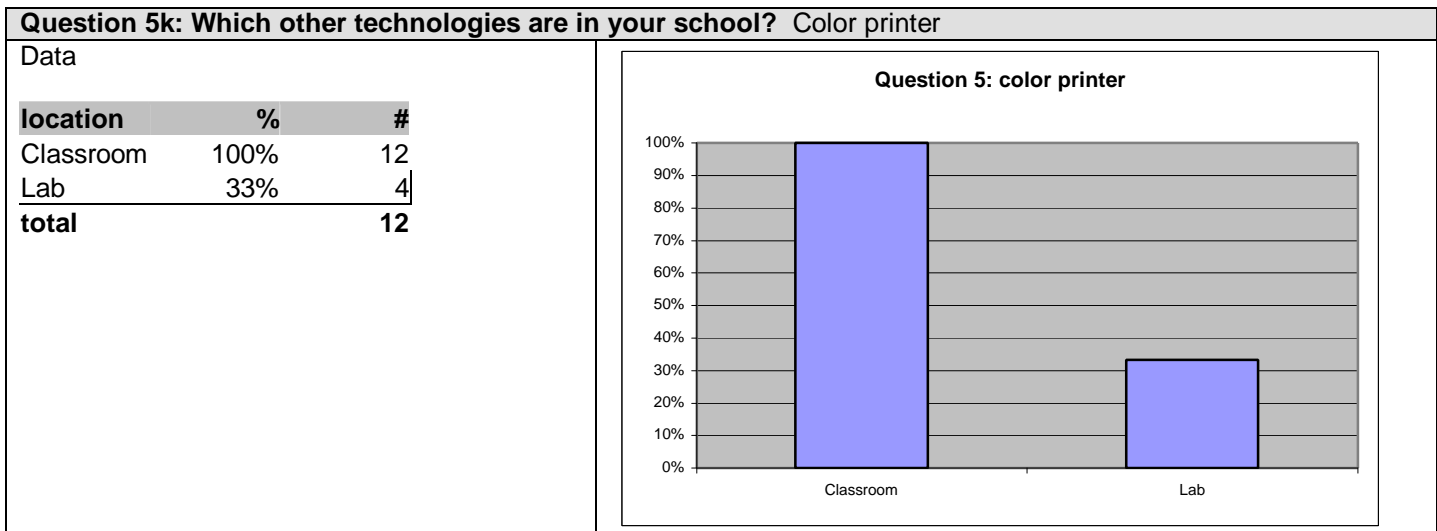
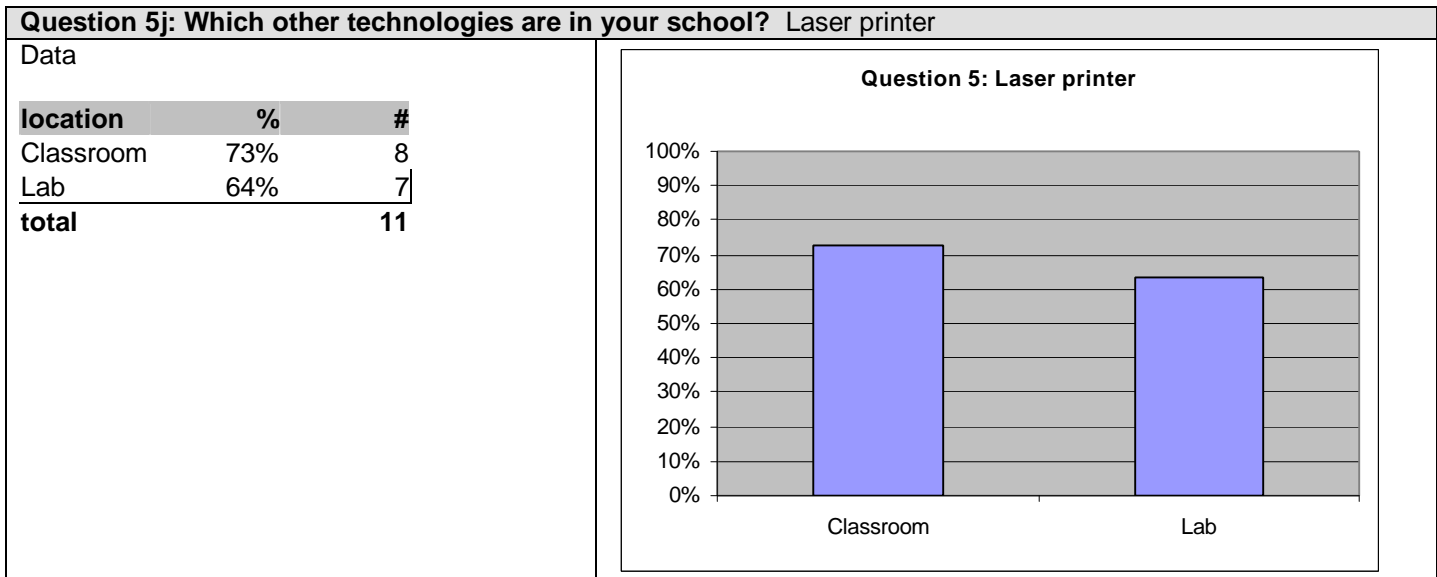
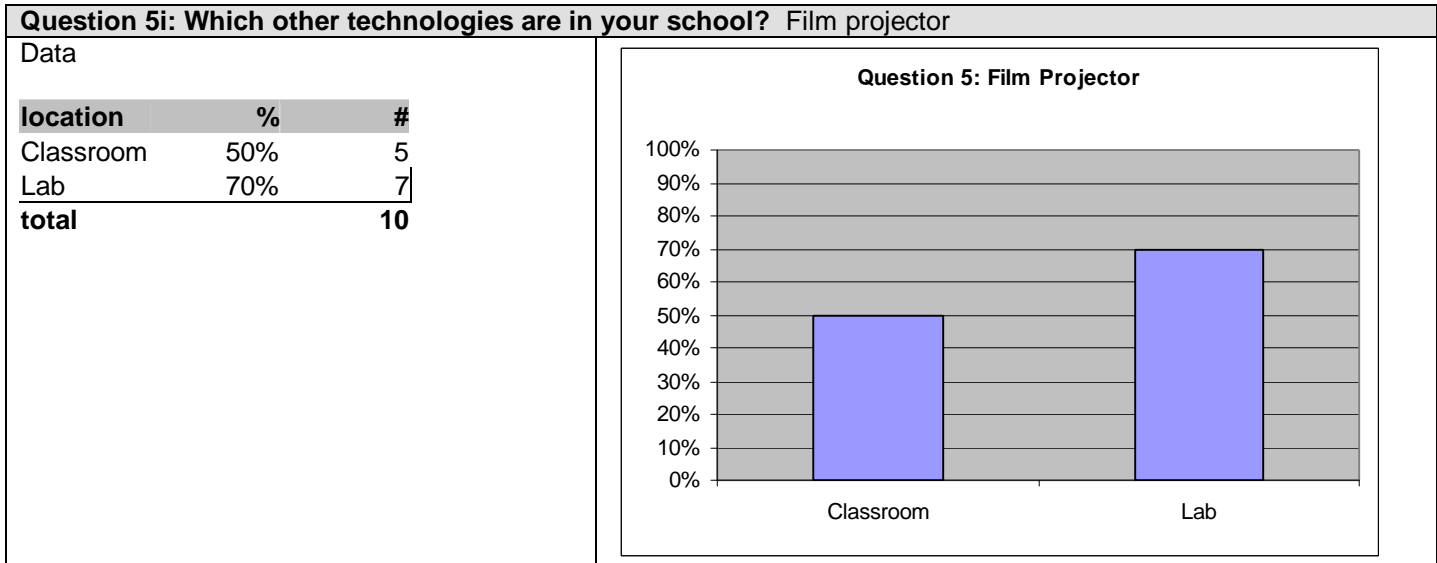
Data

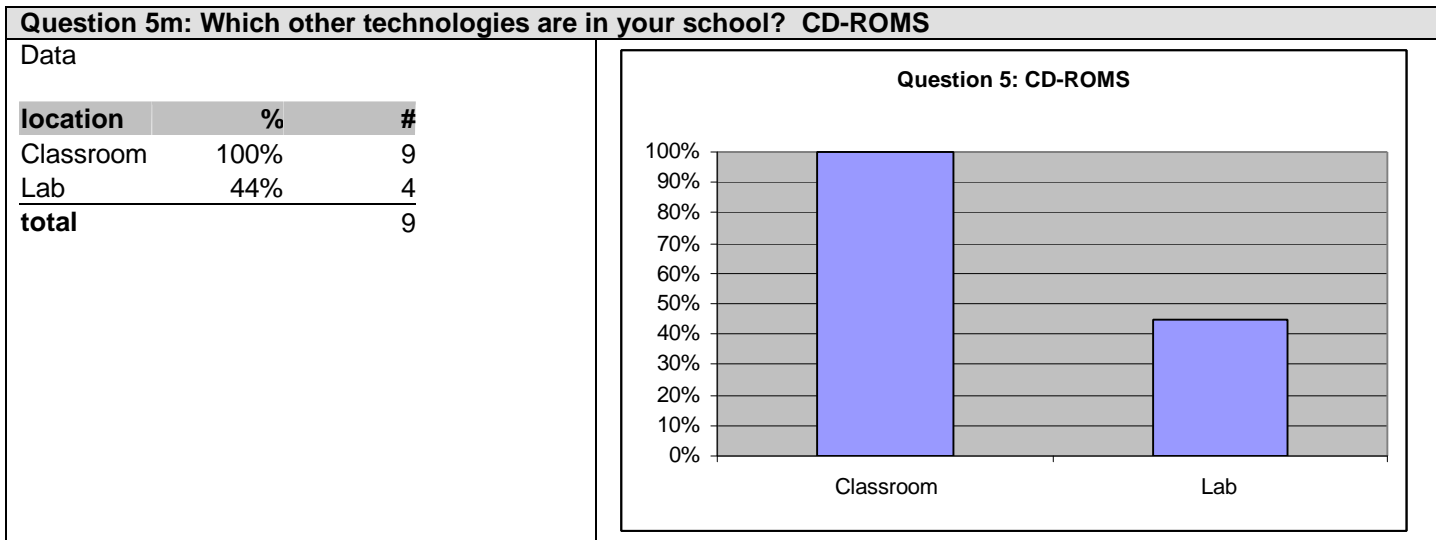
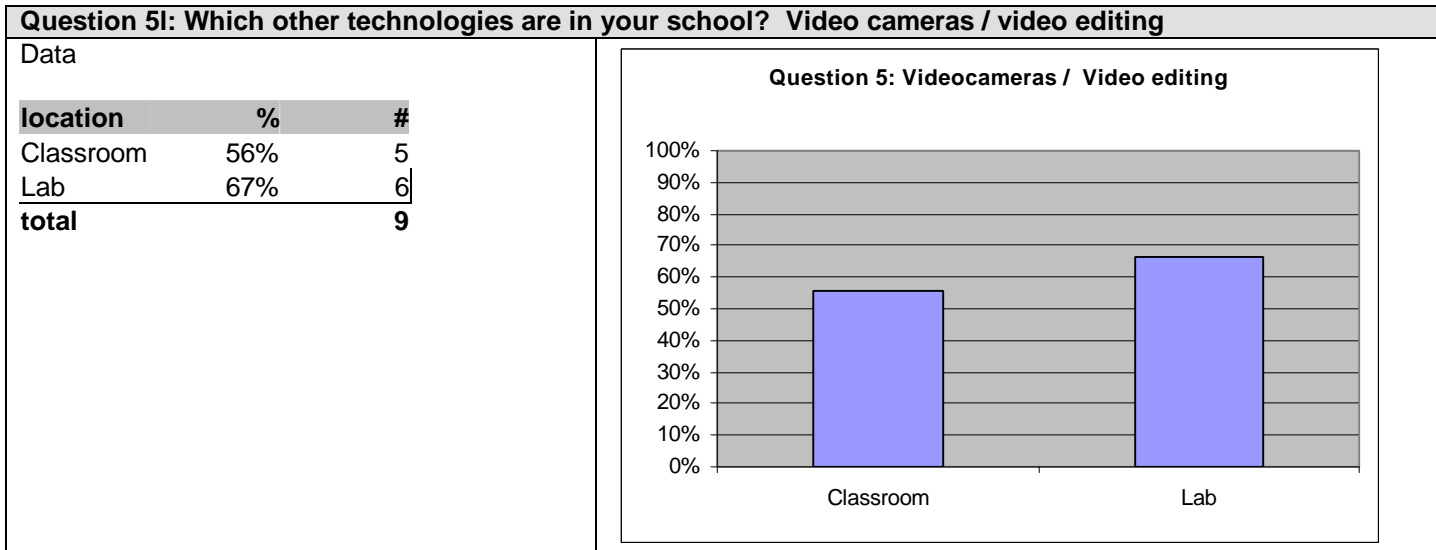
location	%	#
Classroom	82%	9
Lab	45%	5
total		11











Question 5n: Which other technologies are in your school? CD or DVD burner

Data
NO DATA

Question 5 other: Other technology or comments you have about any of the above

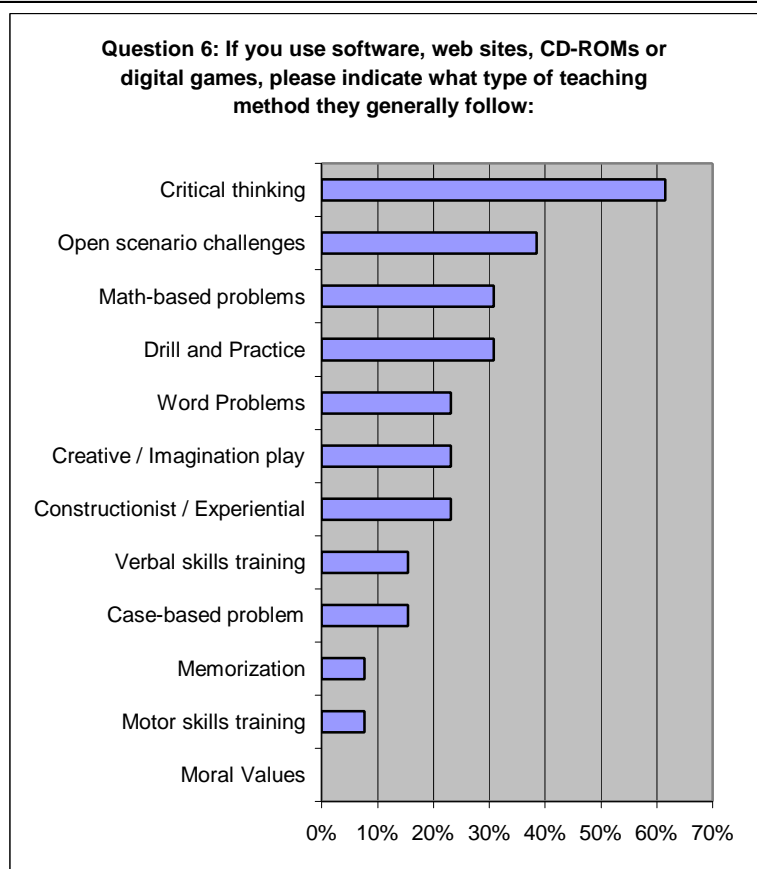
Written comments and other answers

- ~~///~~ Getting Digital Whiteboard
- ~~///~~ Use commercial blogging system: TypePad
- ~~///~~ we have 2 smart boards

Question 6: If you use software, web sites, CD-ROMs or digital games, please indicate what type of teaching method they generally follow: (Select all that apply)

Data

type	%	#
Moral Values	0%	0
Motor skills training	8%	1
Memorization	8%	1
Case-based problem	15%	2
Verbal skills training	15%	2
Constructionist / Experiential	23%	3
Creative / Imagination play	23%	3
Word Problems	23%	3
Drill and Practice	31%	4
Math-based problems	31%	4
Open scenario challenges	38%	5
Critical thinking	62%	8
total		13



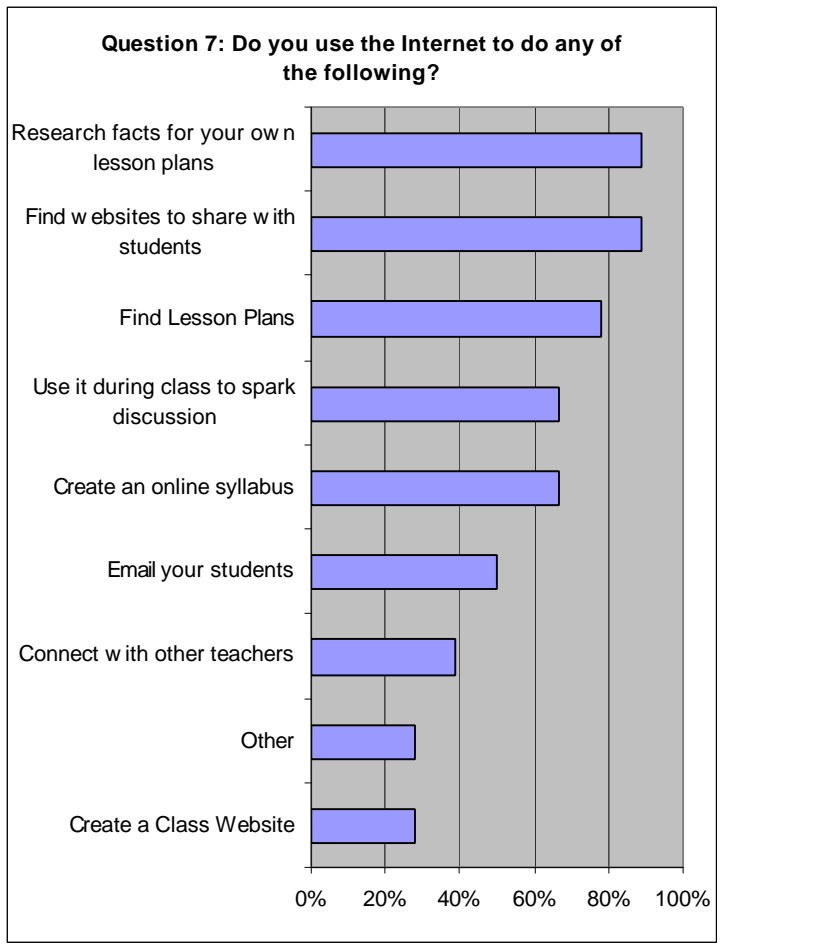
Written comments and other answers

- ~~Other, encyclopedia~~
- ~~Other, writing~~

Question 7: Do you use the Internet to do any of the following? (Select all that apply)

Data

purpose	%	#
Create a Class Website	28%	5
Other	28%	5
Connect with other teachers	39%	7
Email your students	50%	9
Create an online syllabus	67%	12
Use it during class to spark discussion	67%	12
Find Lesson Plans	78%	14
Find websites to share with students	89%	16
Research facts for your own lesson plans	89%	16
total		18



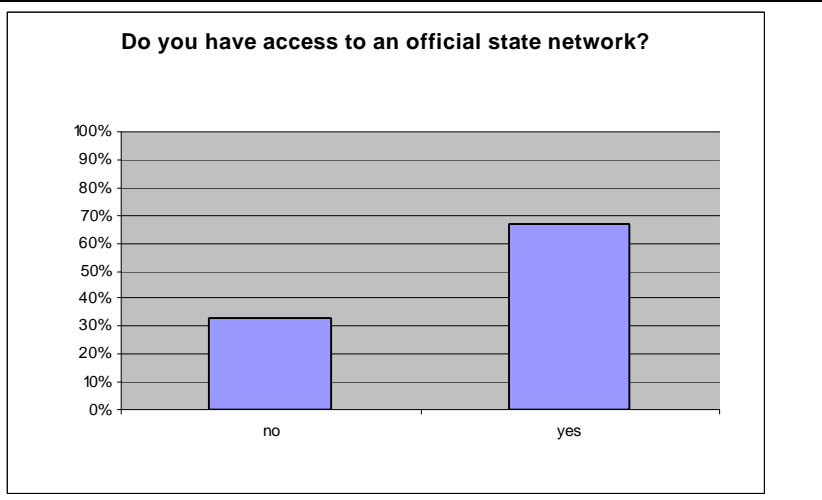
Written comments and other answers

- ~~///~~ blogging
- ~~///~~ build online courses
- ~~///~~ research with students during class ex. javelinas (story character)- we looked on line to see what a javelina was (collared pecary) and where the animal originated
- ~~///~~ education news sites
- ~~///~~ The library site is used to look up books in the collection and to connect to subscription-based databanks and web sites.

Question 8: Do you have access to an official State education network?

Data

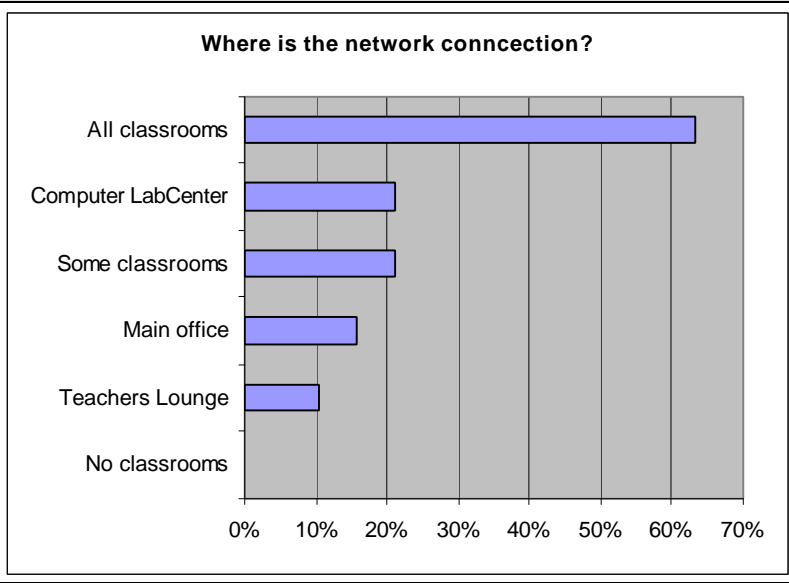
answer	%	#
no	33%	6
yes	67%	12
total		18



Question 8a: If you have an internet connection at your school, please indicate where it is connected. You may select more than one by holding down the CTRL button while clicking

Data

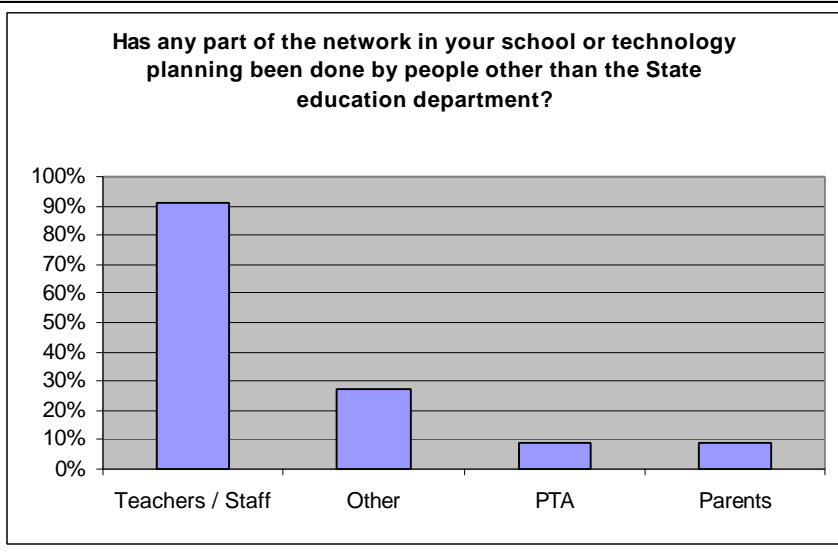
location	%	#
No classrooms	0%	0
Teachers Lounge	11%	2
Main office	16%	3
Some classrooms	21%	4
Computer LabCenter	21%	4
All classrooms	63%	12
total		19



Question 9: Has any part of the network in your school or technology planning been done by people other than the State education department? (Select all that apply)

Data

source	%	#
Teachers / Staff	91%	10
Other	27%	3
PTA	9%	1
Parents	9%	1
total		11



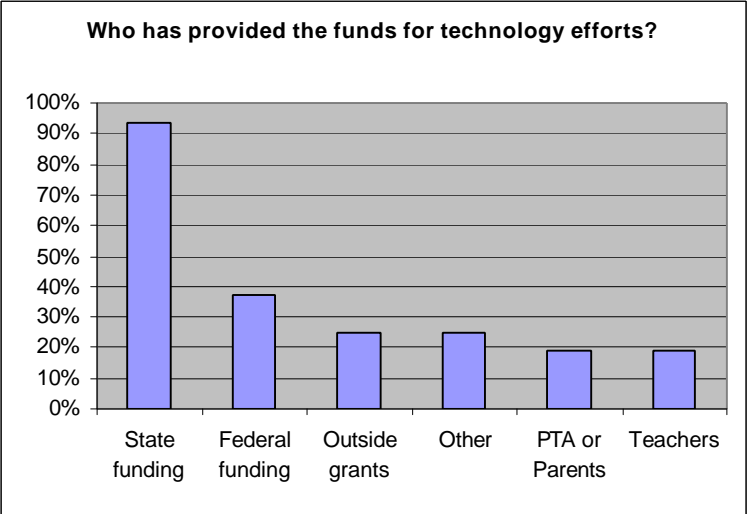
Written comments and other answers

- ~~///~~ As in Question 8: in New York City, it's the official New York City government network.
- ~~///~~ District Level / Board
- ~~///~~ don't know
- ~~///~~ Private grants
- ~~///~~ STUDENT'S FAMILY MEMBERS
- ~~///~~ we have a technology department

Question 10: Who has provided or is providing the funding for technology efforts? (Select all that apply)

Data

answer	%	#
State funding	94%	15
Federal funding	38%	6
Outside grants	25%	4
Other	25%	4
PTA or Parents	19%	3
Teachers	19%	3
total		16



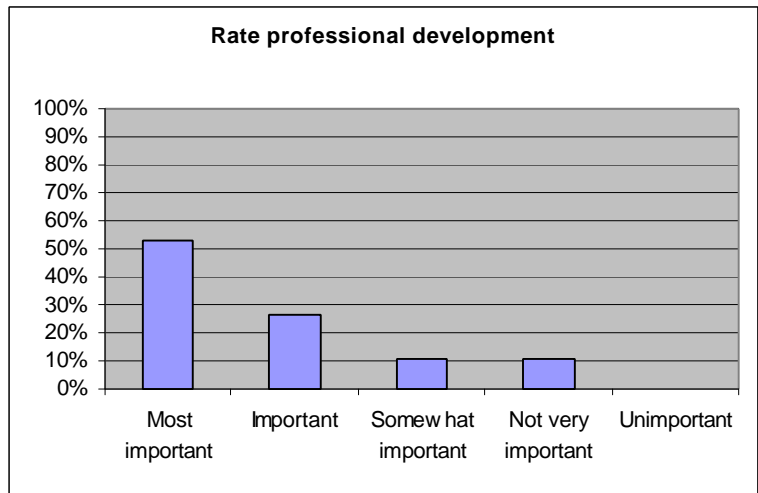
Written comments and other answers

- ~~///~~ as far as I know
- ~~///~~ City
- ~~///~~ Gloria Wise Boys Club
- ~~///~~ It's a private school that is privately funded.

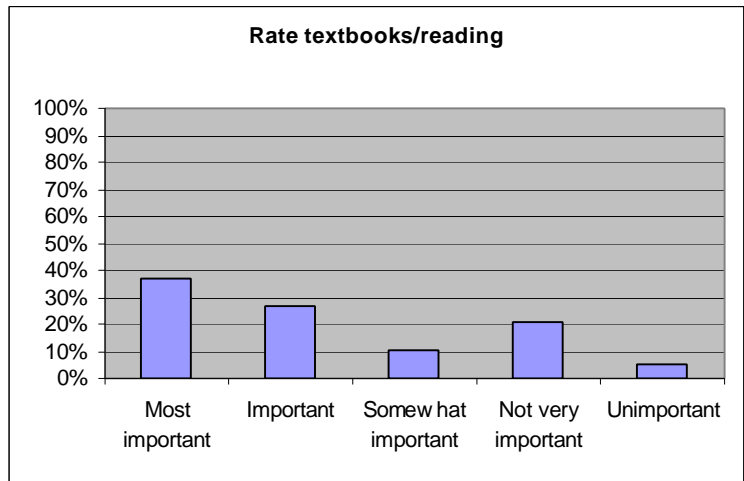
Question 10a: How would you rate the following priorities at your school if you were in control of funding?

Data

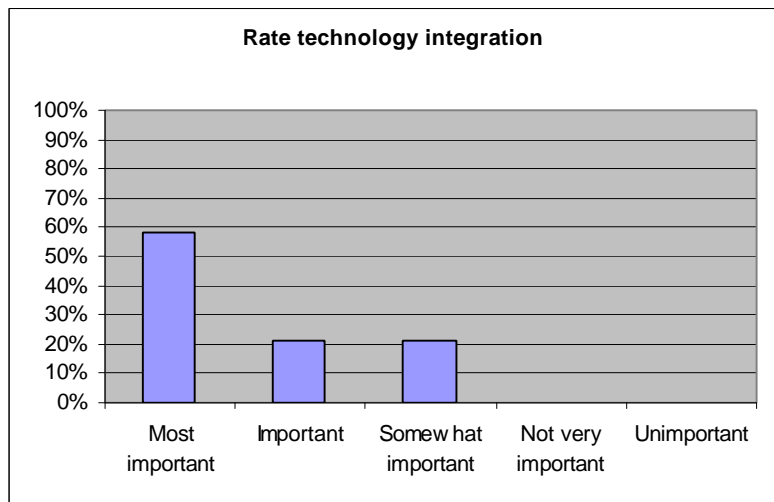
answer	%	#
Most important	53%	10
Important	26%	5
Somewhat important	11%	2
Not very important	11%	2
Unimportant	0%	0
total		19



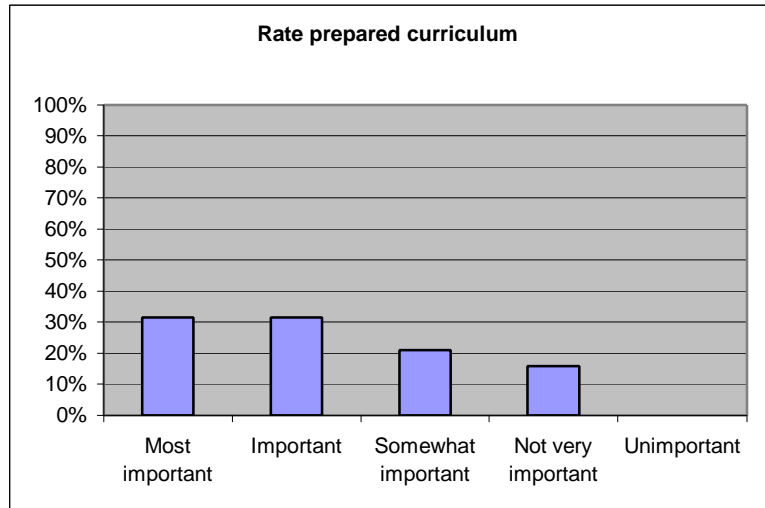
answer	%	#
Most important	37%	7
Important	26%	5
Somewhat important	11%	2
Not very important	21%	4
Unimportant	5%	1
total		19



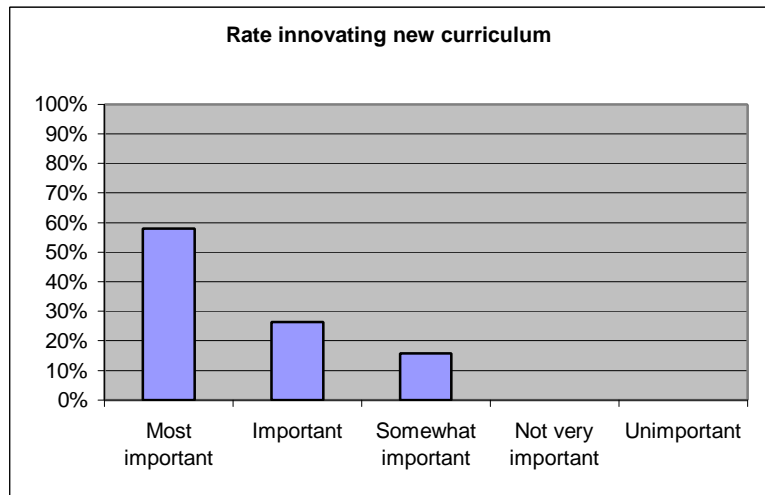
answer	%	#
Most important	58%	11
Important	21%	4
Somewhat important	21%	4
Not very important	0%	0
Unimportant	0%	0
total		19



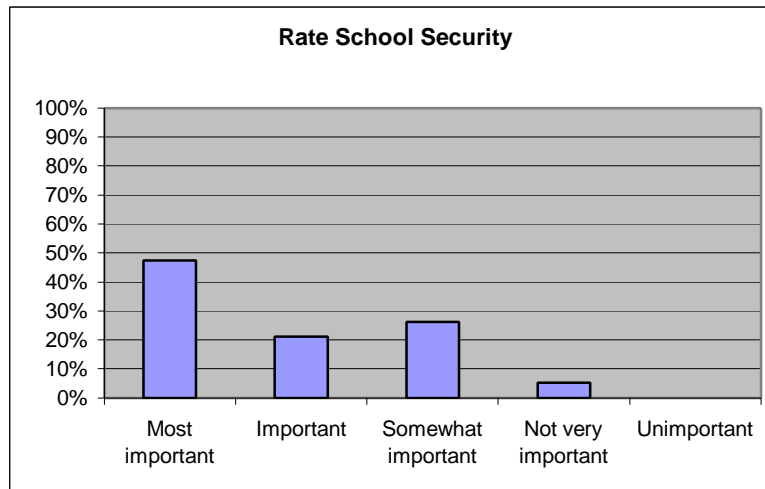
answer	%	#
Most important	32%	6
Important	32%	6
Somewhat important	21%	4
Not very important	16%	3
Unimportant	0%	0
total		19



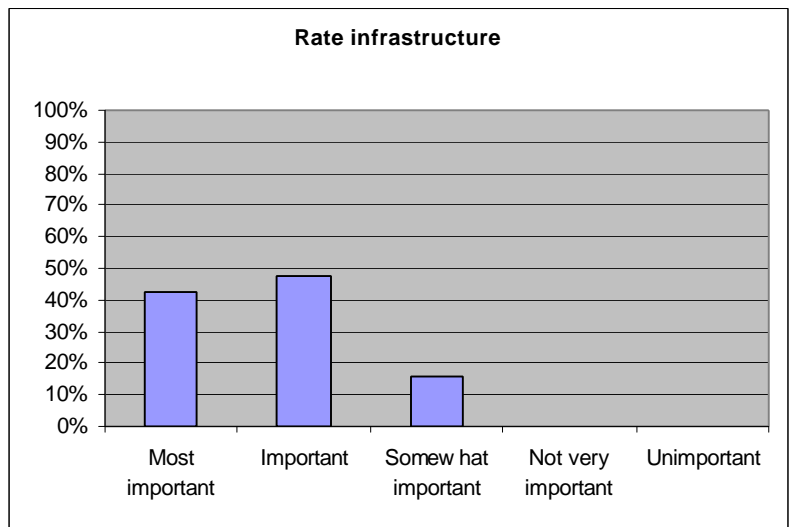
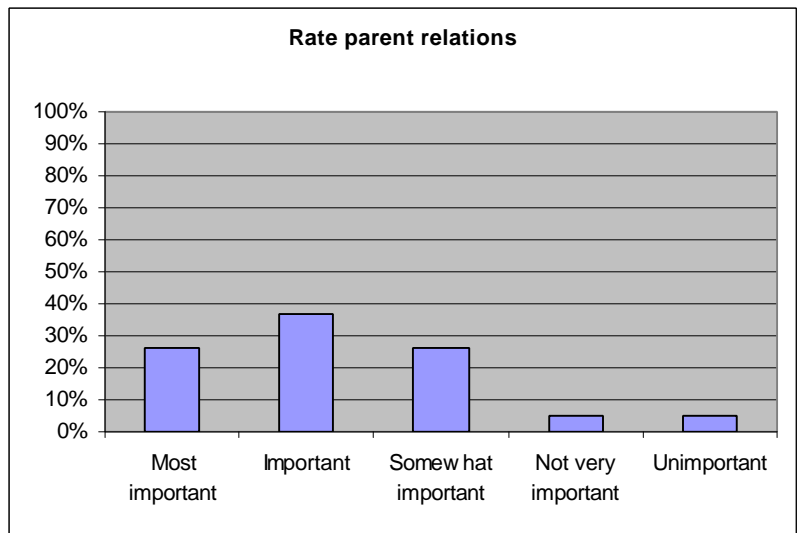
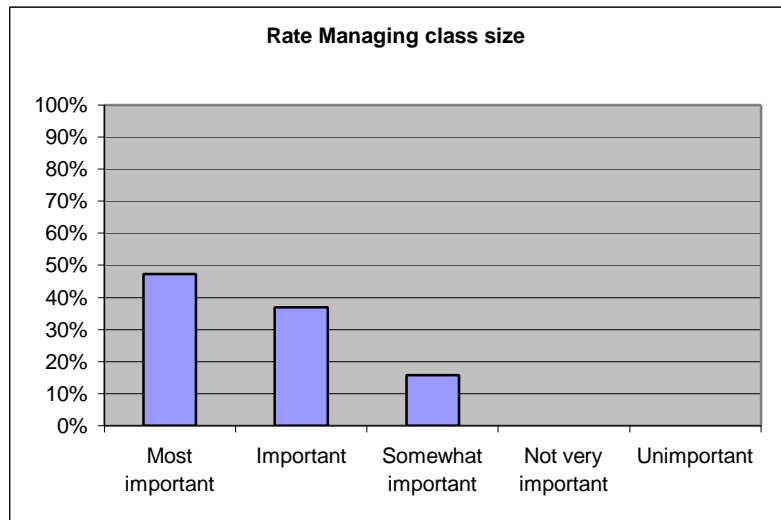
answer	%	#
Most important	58%	11
Important	26%	5
Somewhat important	16%	3
Not very important	0%	0
Unimportant	0%	0
total		19

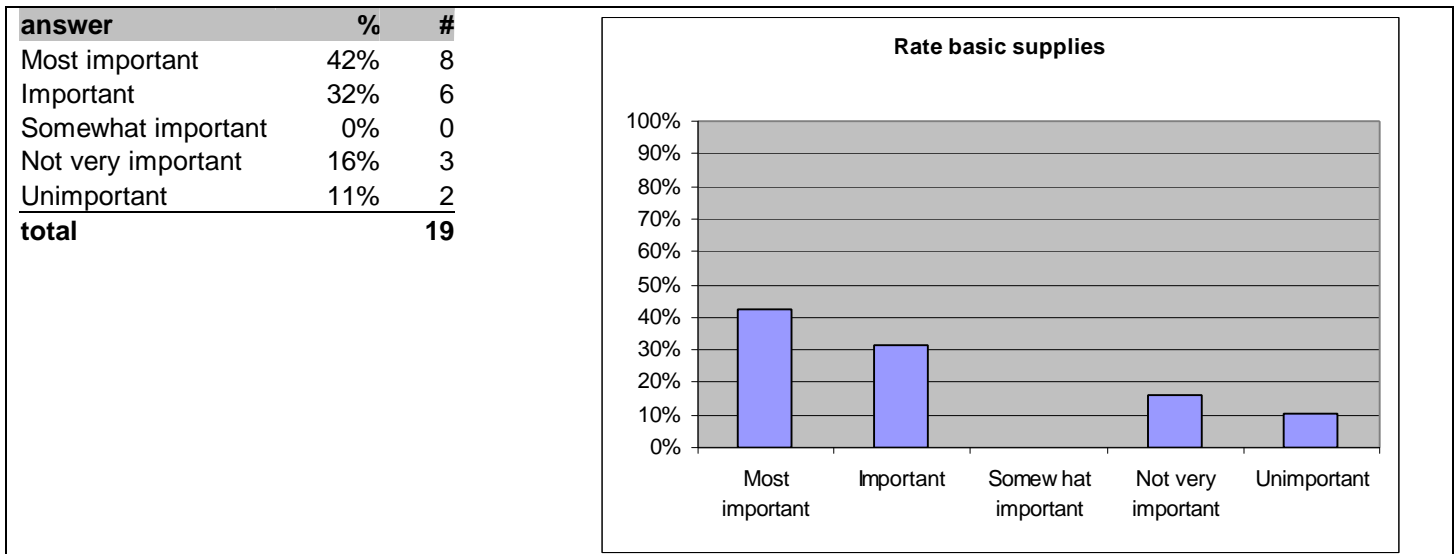


answer	%	#
Most important	47%	9
Important	21%	4
Somewhat important	26%	5
Not very important	5%	1
Unimportant	0%	0
total		19



answer	%	#
Most important	47%	9
Important	37%	7
Somewhat important	16%	3
Not very important	0%	0
Unimportant	0%	0
total		19

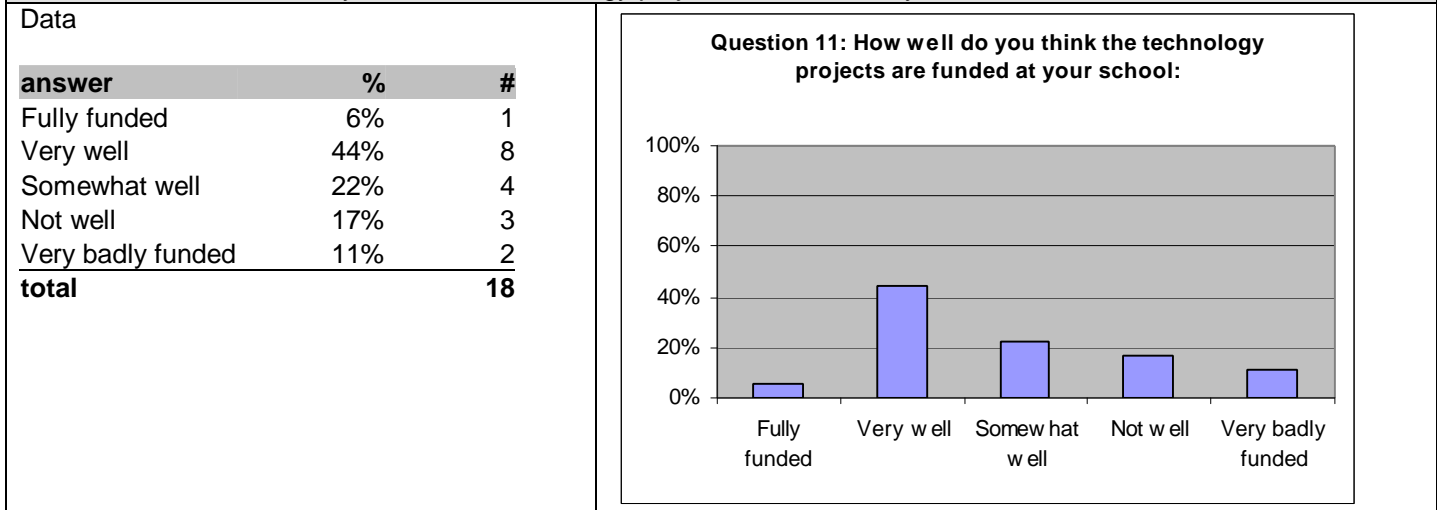




Written comments and other answers

- ✍* Administrative support Reduction in amount of paperwork which has reduced the amount of time available for planning of lessons
- ✍* gifted, bright teachers, the most important resource!
- ✍* K-12 education is light years behind other sectors in our society. We must first get teachers trained, trained and trained again to become comfortable with tech in the classroom as an everyday tool. Simulations and Games!
- ✍* providing for creative instruction that motivates students to learn on their own

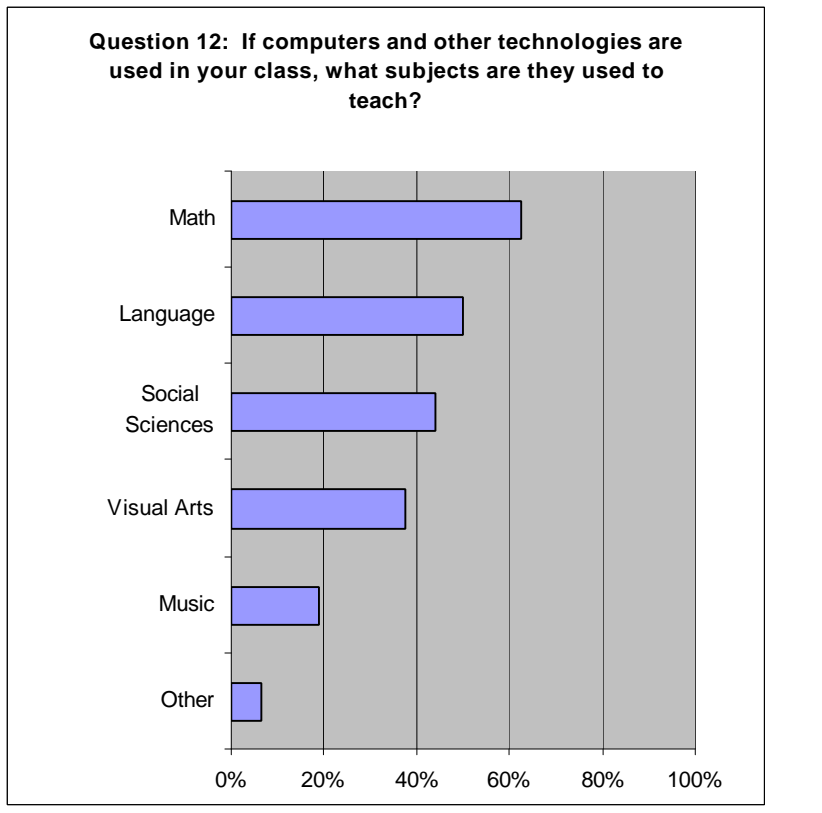
Question 11: How well do you think the technology projects are funded at your school?



Question 12: If computers and other technologies are used in your class, what subjects are they used to teach?

Data

answer	%	#
Other	6%	1
Music	19%	3
Visual Arts	38%	6
Social Sciences	44%	7
Language	50%	8
Math	63%	10
total		16



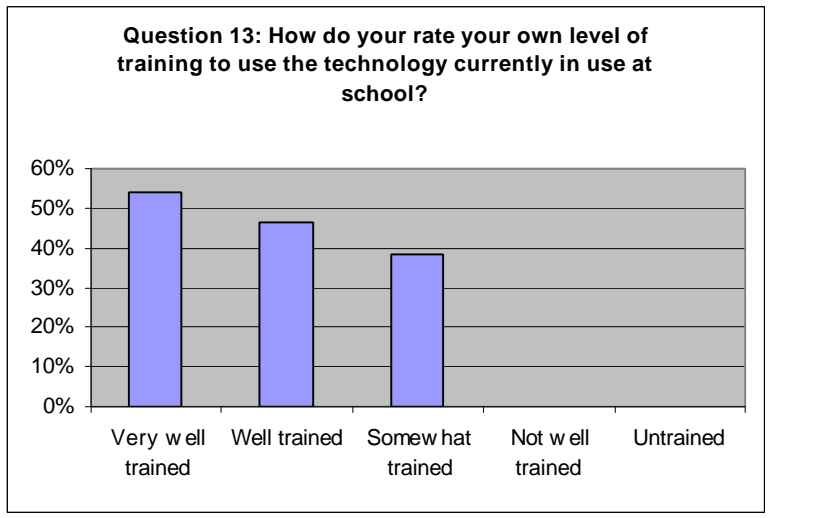
Written comments and other answers

- ~~///~~ Career Ed.
- ~~///~~ history
- ~~///~~ Library and research skills

Question 13: How do you rate your own level of training to use the technology currently in use at school?

Data

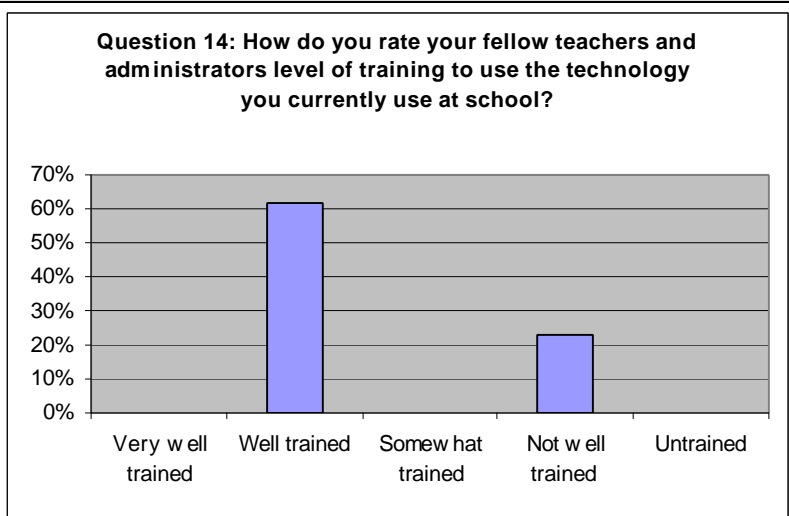
answer	%	#
Very well trained	54%	7
Well trained	46%	6
Somewhat trained	38%	5
Not well trained	0%	0
Untrained	0%	0
total		13



Question 14: How do you rate your fellow teachers and administrators level of training to use the technology you currently use at school?

Data

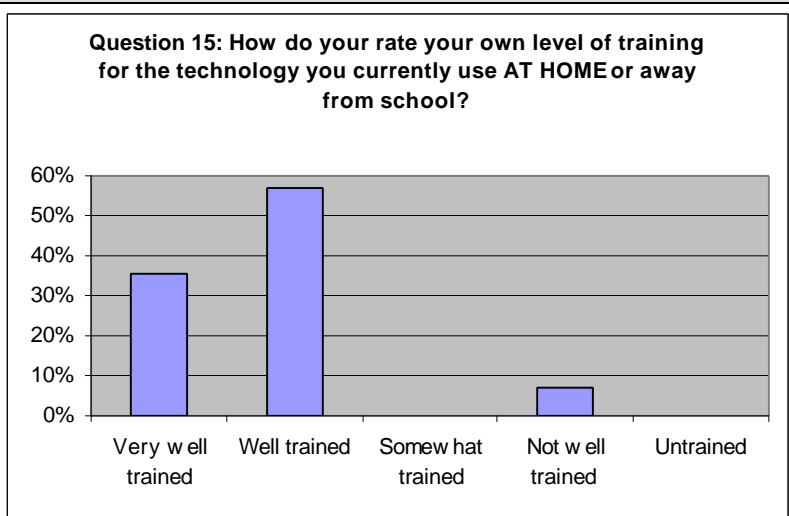
answer	%	#
Very well trained	0%	0
Well trained	62%	8
Somewhat trained	0%	0
Not well trained	23%	3
Untrained	0%	0
total		8

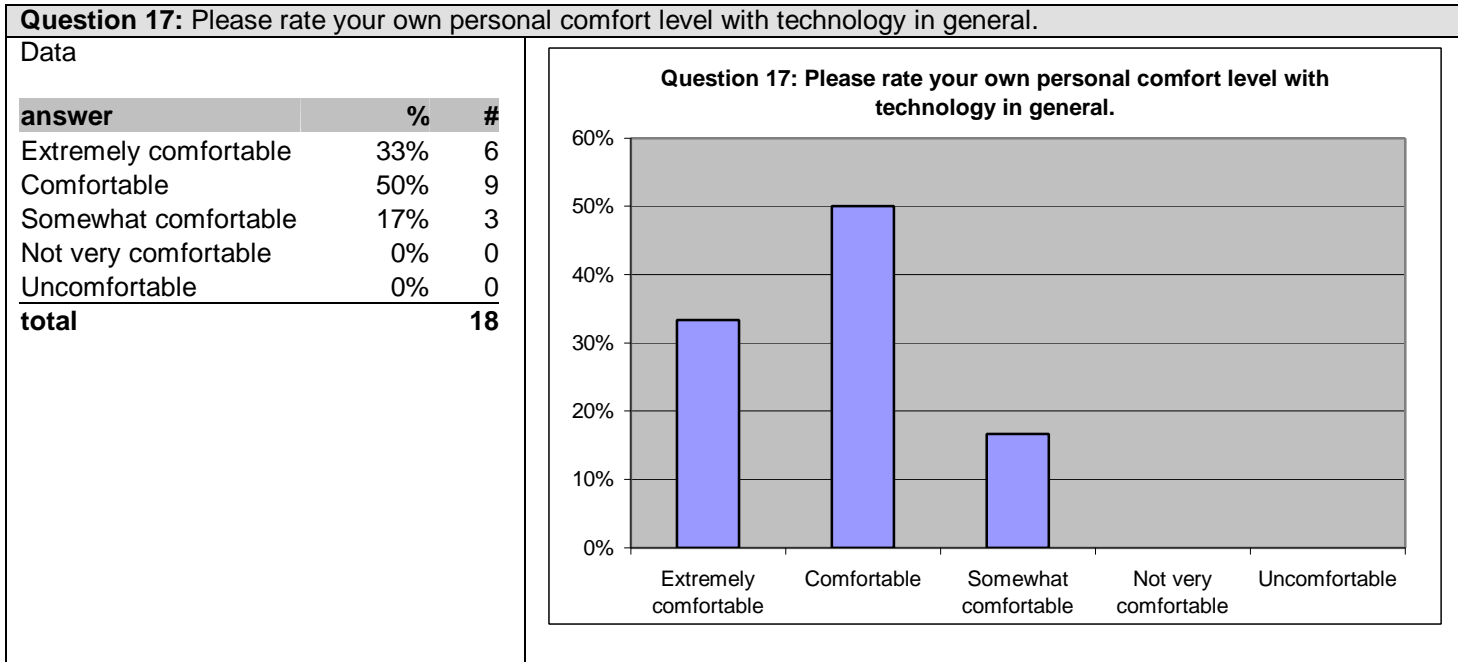
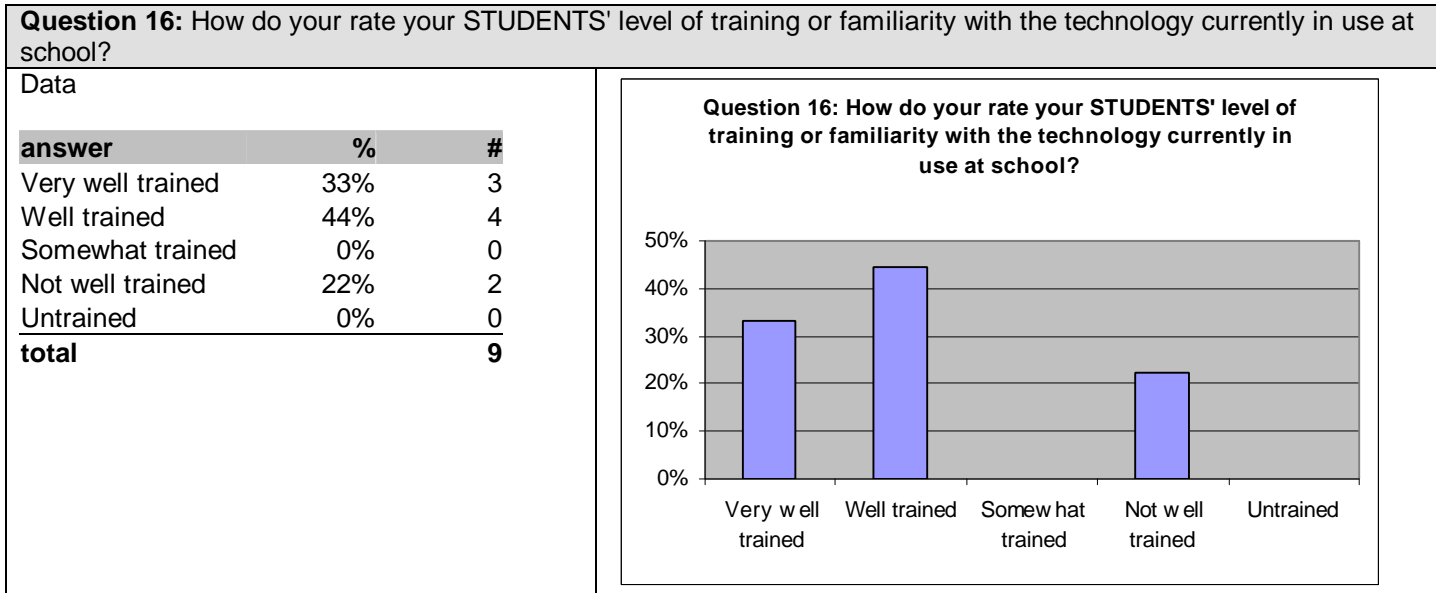


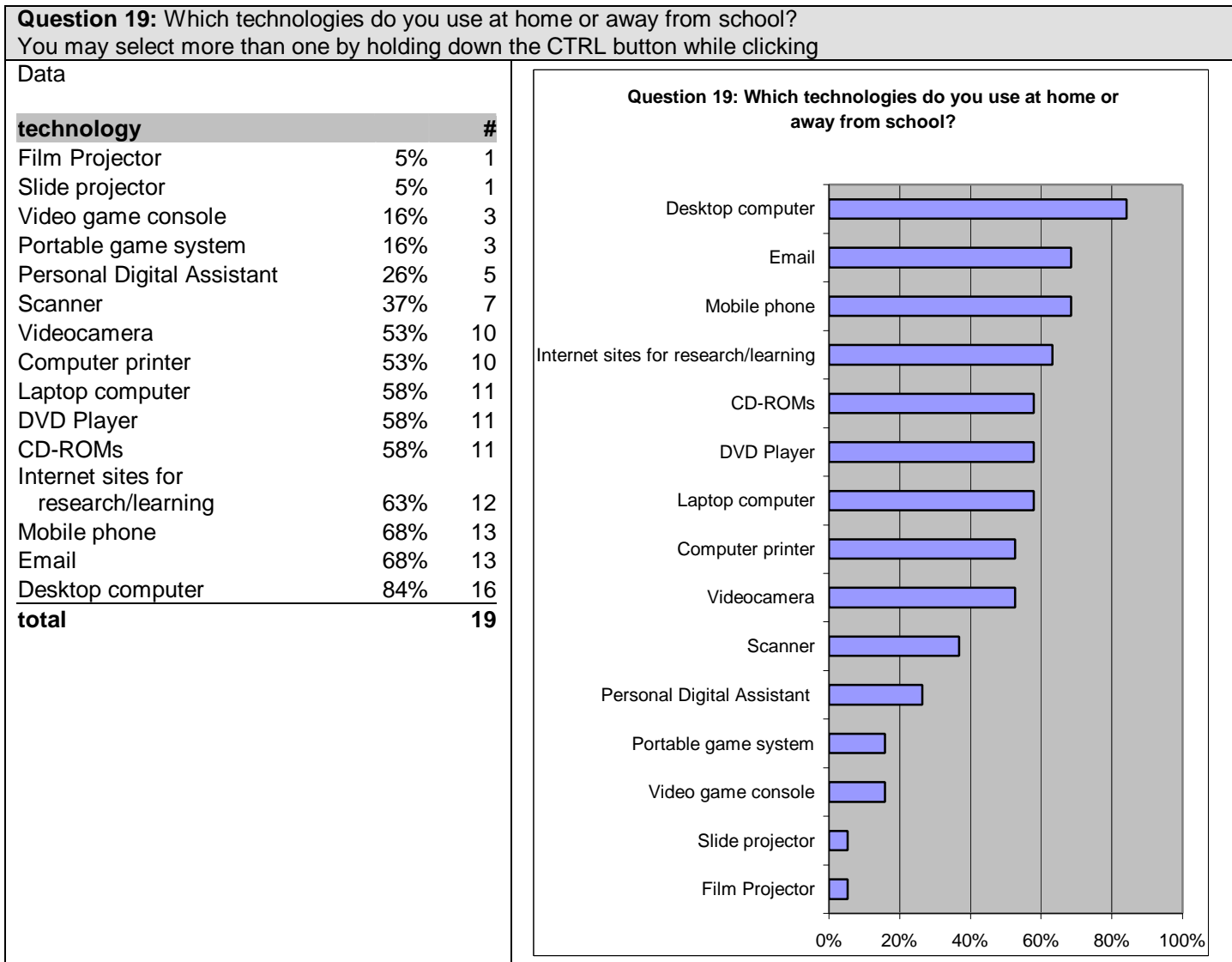
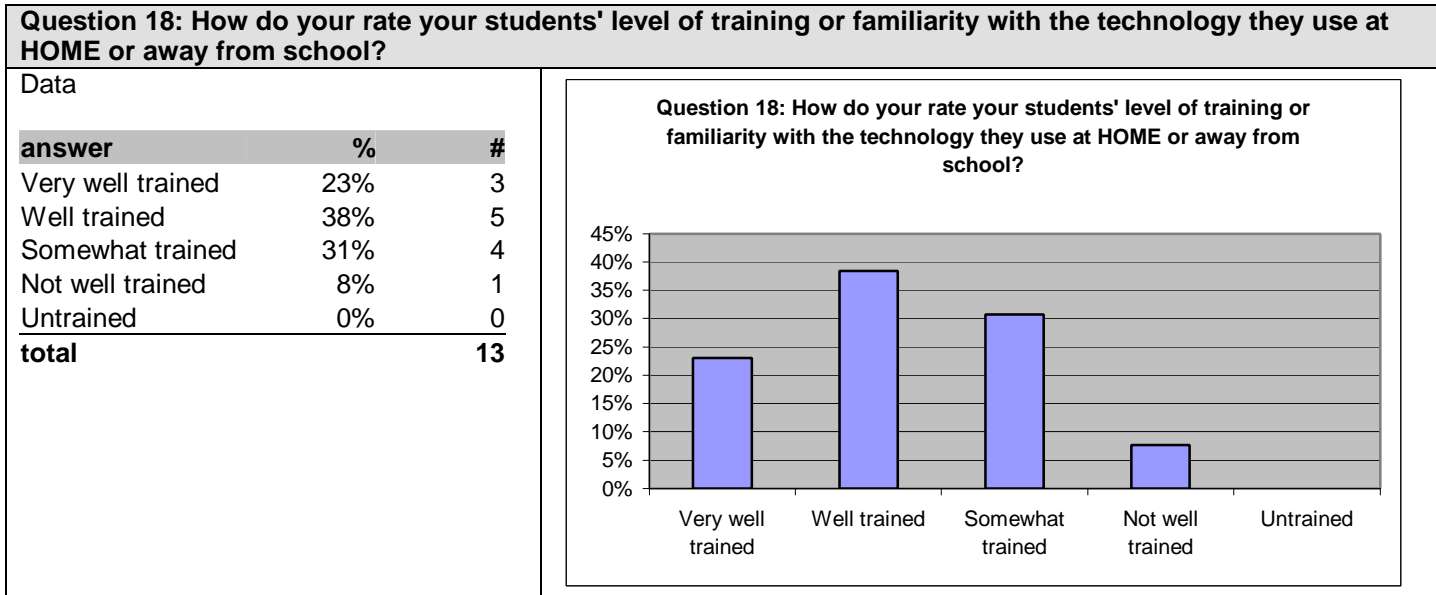
Question 15: How do you rate your own level of training for the technology you currently use AT HOME or away from school?

Data

answer	%	#
Very well trained	36%	5
Well trained	57%	8
Somewhat trained	0%	0
Not well trained	7%	1
Untrained	0%	0
total		14

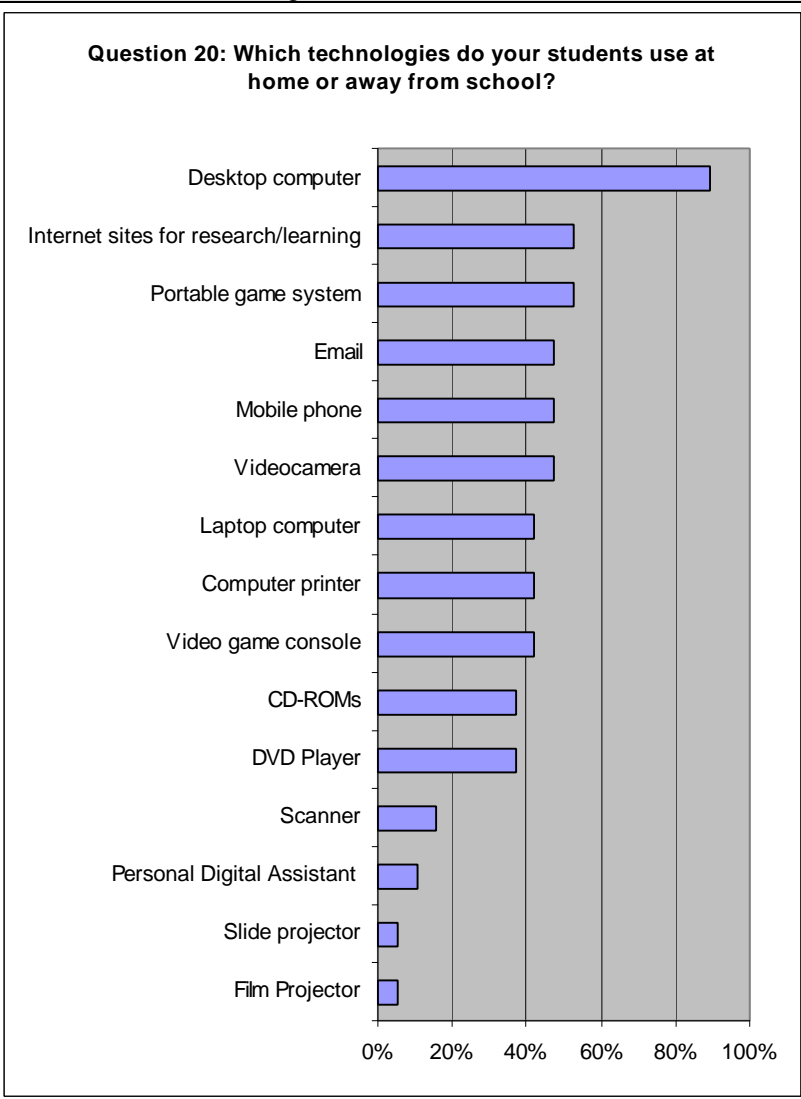






Question 20: Which technologies do your students use at home or away from school?
 You may select more than one by holding down the CTRL button while clicking

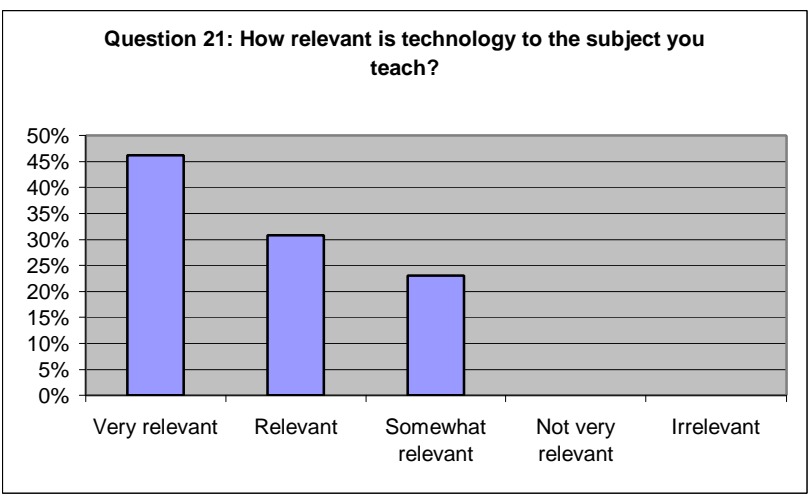
technology	%	#
Film Projector	5%	1
Slide projector	5%	1
Personal Digital Assistant	11%	2
Scanner	16%	3
DVD Player	37%	7
CD-ROMs	37%	7
Video game console	42%	8
Computer printer	42%	8
Laptop computer	42%	8
Videocamera	47%	9
Mobile phone	47%	9
Email	47%	9
Portable game system	53%	10
Internet sites for research/learning	53%	10
Desktop computer	89%	17
total		19



Written comments and other answers
 digital still and motion cameras

Question 21: How relevant is technology to the subject you teach?

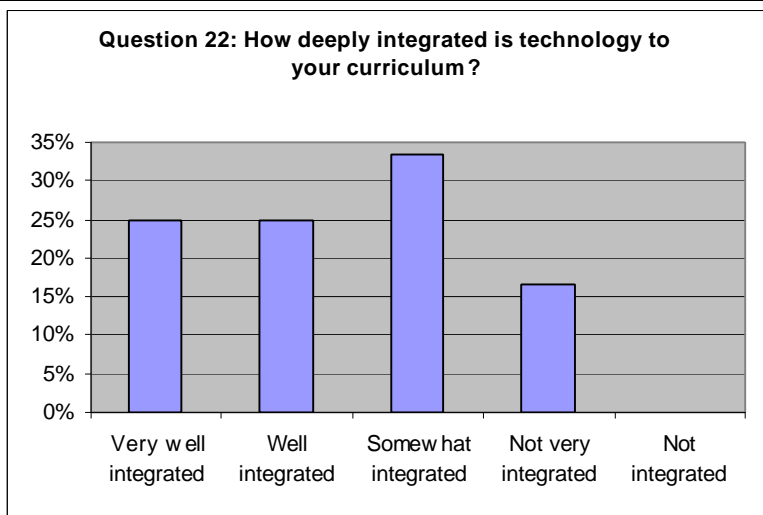
answer	%	#
Very relevant	46%	6
Relevant	31%	4
Somewhat relevant	23%	3
Not very relevant	0%	0
Irrelevant	0%	0
total		13



Question 22: How deeply integrated is technology to your curriculum?

Data

answer	%	#
Very well integrated	25%	3
Well integrated	25%	3
Somewhat integrated	33%	4
Not very integrated	17%	2
Not integrated	0%	0
total		12



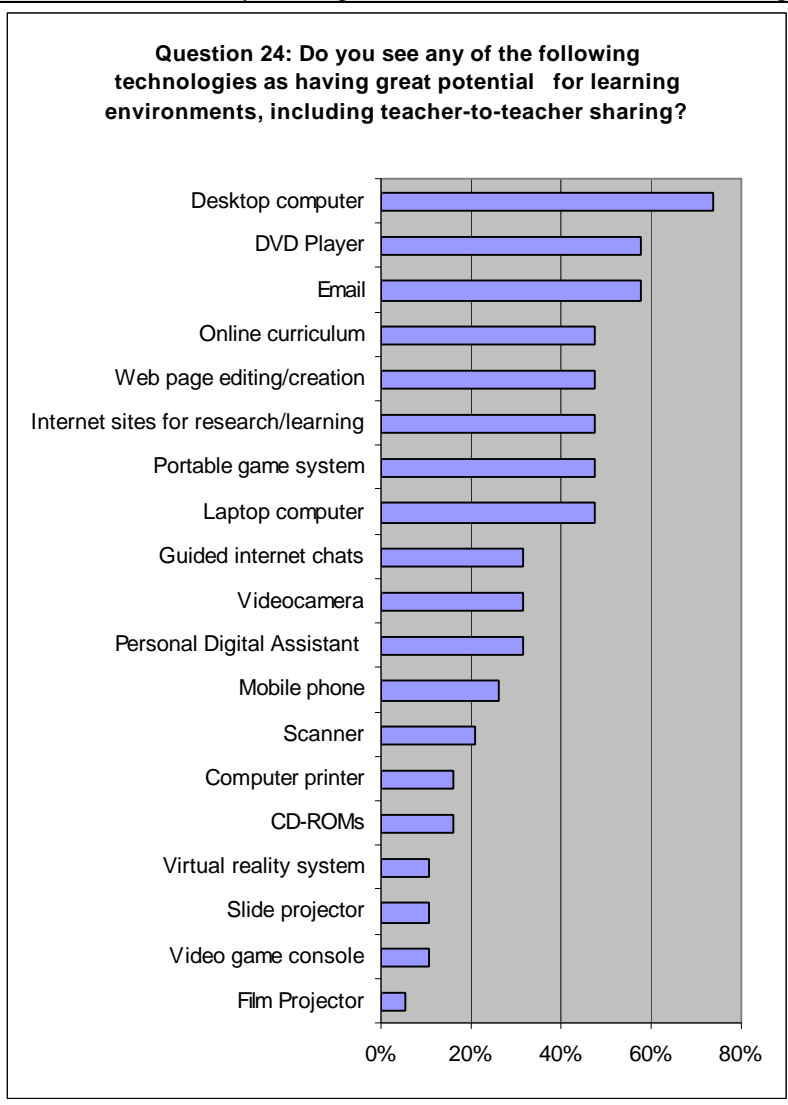
Question 23: Please comment on why technology is or is not integrated in school curriculum.

- ~~///~~ Funding is number challenge. Second challenge is resistance of teachers. It is beyond my imagination that teachers do see the value of technology for instruction.
- ~~///~~ I teach digital arts/multimedia courses
- ~~///~~ I think some teachers are burnt out. Every time we learn a new system, it becomes obsolete, and then there's a whole new system to learn. It can be frustrating. Especially after we purchase a whole lot of CD-ROMs or other things, and then find they don't work on the new, upgraded systems.
- ~~///~~ Information Technology High School is committed to fully integrating technology across the curriculum. We use the "Cyber English" model. All students learn HTML and pico to create their own pages. All teachers also create and are expected to maintain their own web pages to post homework assignments, etc. Teachers and students use the Blackboard interface to communicate and some classes use it to conduct classwork. All teachers have email addresses and students are expected to have them as well. Administration communicates using Blackboard and email, and via the school web site.
- ~~///~~ it is sometimes used as an electronic ditto sheet and totally valueless. some teachers are not very innovative and not willing to put in the time needed to move to the next level
- ~~///~~ Lack of funding
- ~~///~~ Limited number of computers per student in the classroom. One of two computer labs underutilized due to no lab teacher.
- ~~///~~ Many other teachers do not see the relevance of internet research or media output. They are not comfortable with it themselves.
- ~~///~~ takes a great deal of training to do gracefully, if not done gracefully, distracts from teaching
- ~~///~~ Takes time from research
- ~~///~~ THE LIBRARY WILL SOON BE ON A COMPUTER THAT WILL BE AVAILABLE TO STUDENTS
- ~~///~~ to enhance what is in print

Question 24: Do you see any of the following technologies as having great potential for learning environments, including teacher-to-teacher sharing? You may select more than one by holding down the CTRL button while clicking

Data

technology	%	#
Film Projector	5%	1
Video game console	11%	2
Slide projector	11%	2
Virtual reality system	11%	2
CD-ROMs	16%	3
Computer printer	16%	3
Scanner	21%	4
Mobile phone	26%	5
Personal Digital Assistant	32%	6
Videocamera	32%	6
Guided internet chats	32%	6
Laptop computer	47%	9
Portable game system	47%	9
Internet sites for research/learning	47%	9
Web page editing/creation	47%	9
Online curriculum	47%	9
Email	58%	11
DVD Player	58%	11
Desktop computer	74%	14
total		19

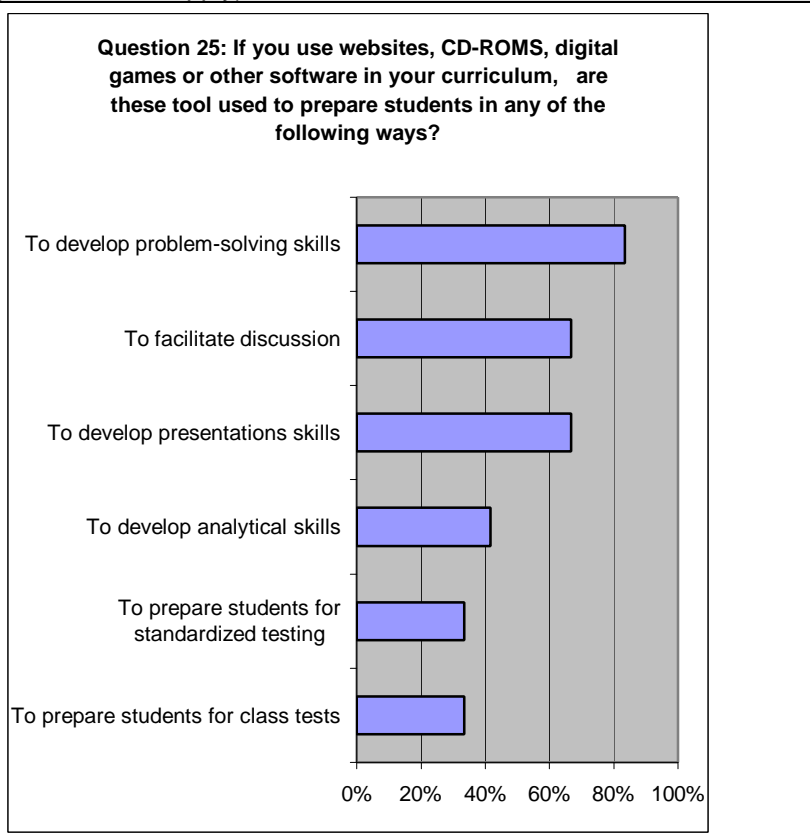


Written comments and other answers
~~blogs~~
~~blogs~~

Question 25: If you use websites, CD-ROMS, digital games or other software in your curriculum, are these tool used to prepare students in any of the following ways? (Select all that apply)

Data

answer	%	#
To prepare students for class tests	33%	4
To prepare students for standardized testing	33%	4
To develop analytical skills	42%	5
To develop presentations skills	67%	8
To facilitate discussion	67%	8
To develop problem-solving skills	83%	10
total		12



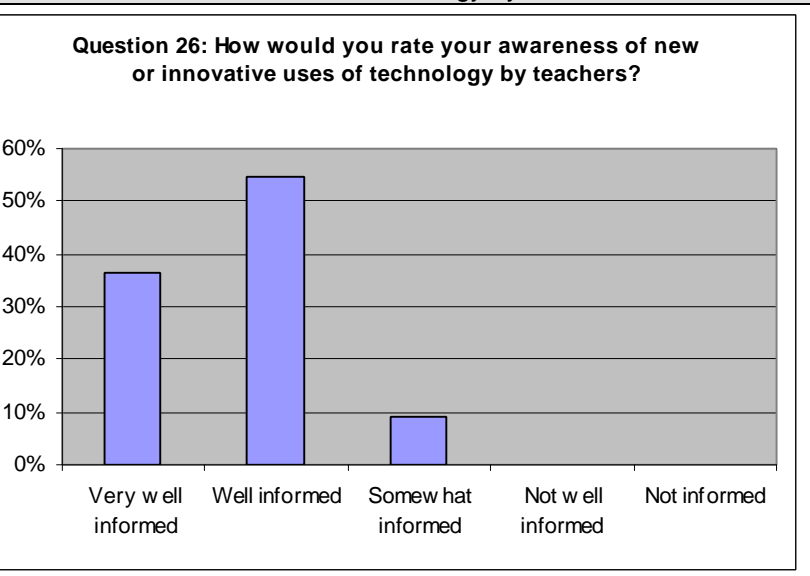
Written comments and other answers

- ~~///~~ as an integrated part of their own creation
- ~~///~~ For research projects and to find library resources
- ~~///~~ The above are relevant to the category: websites
- ~~///~~ to enhance knowledge and spark interest
- ~~///~~ writing

Question 26: How would you rate your awareness of new or innovative uses of technology by teachers?

Data

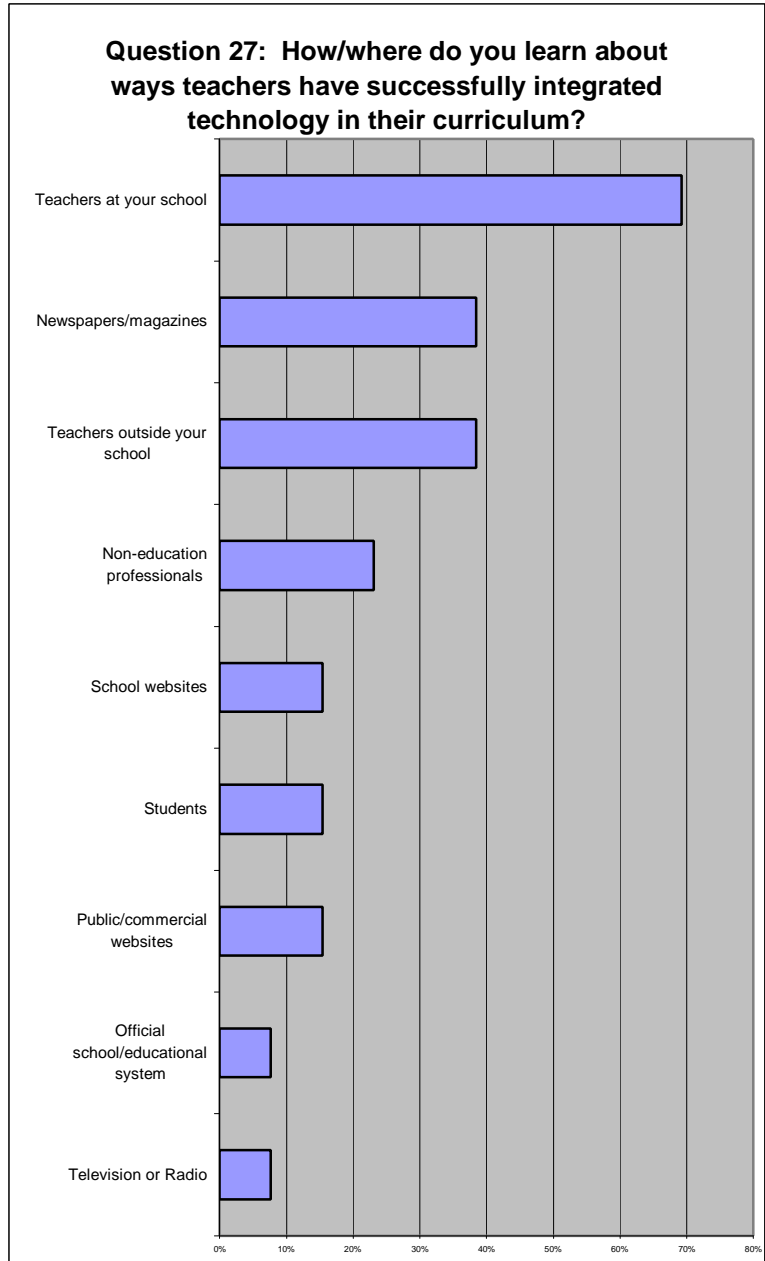
answer	%	#
Very well informed	36%	4
Well informed	55%	6
Somewhat informed	9%	1
Not well informed	0%	0
Not informed	0%	0
total		11



Question 27: How/where do you learn about ways teachers have successfully integrated technology in their curriculum?

Data

answer	%	#
Television or Radio	8%	1
Official school/ educational system	8%	1
Public/commercial websites	15%	2
Students	15%	2
School websites	15%	2
Non-education professionals	23%	3
Teachers outside your school	38%	5
Newspapers/magazines	38%	5
Teachers at your school	69%	9
total		13



Written comments and other answers

- ~~///~~ blogs
- ~~///~~ business world connections
- ~~///~~ From web surfing
- ~~///~~ seminars/conferences
- ~~///~~ state conferences

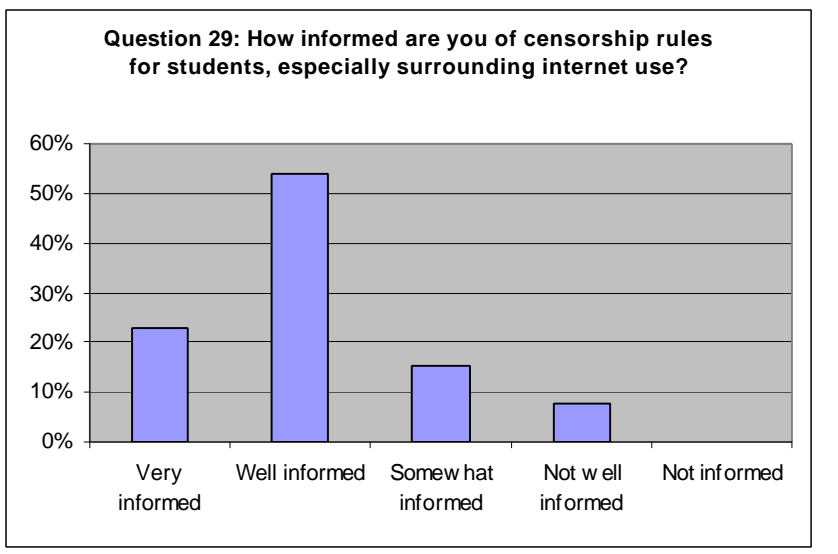
Question 28: Please describe any concerns or thoughts you have about using technology into your classroom.

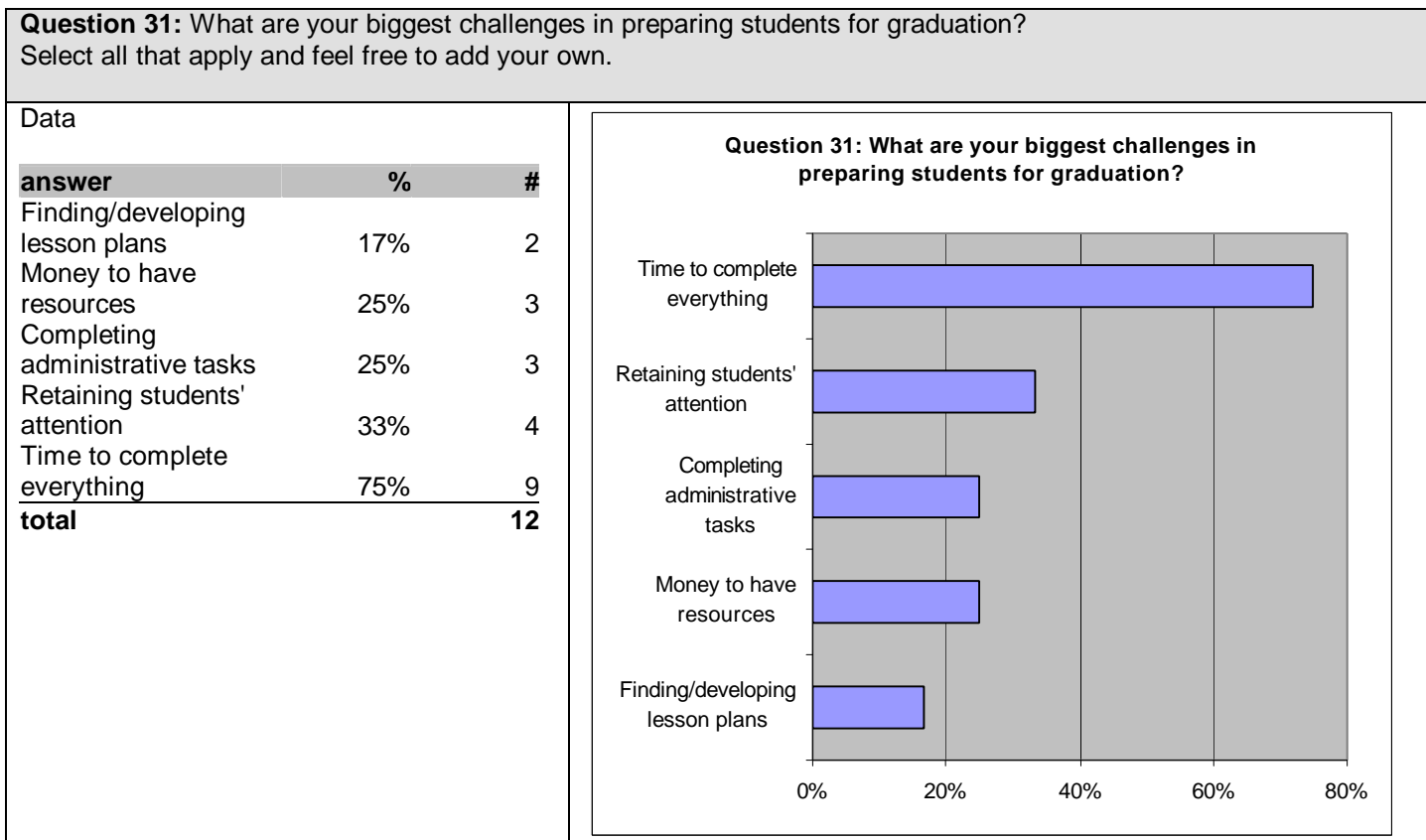
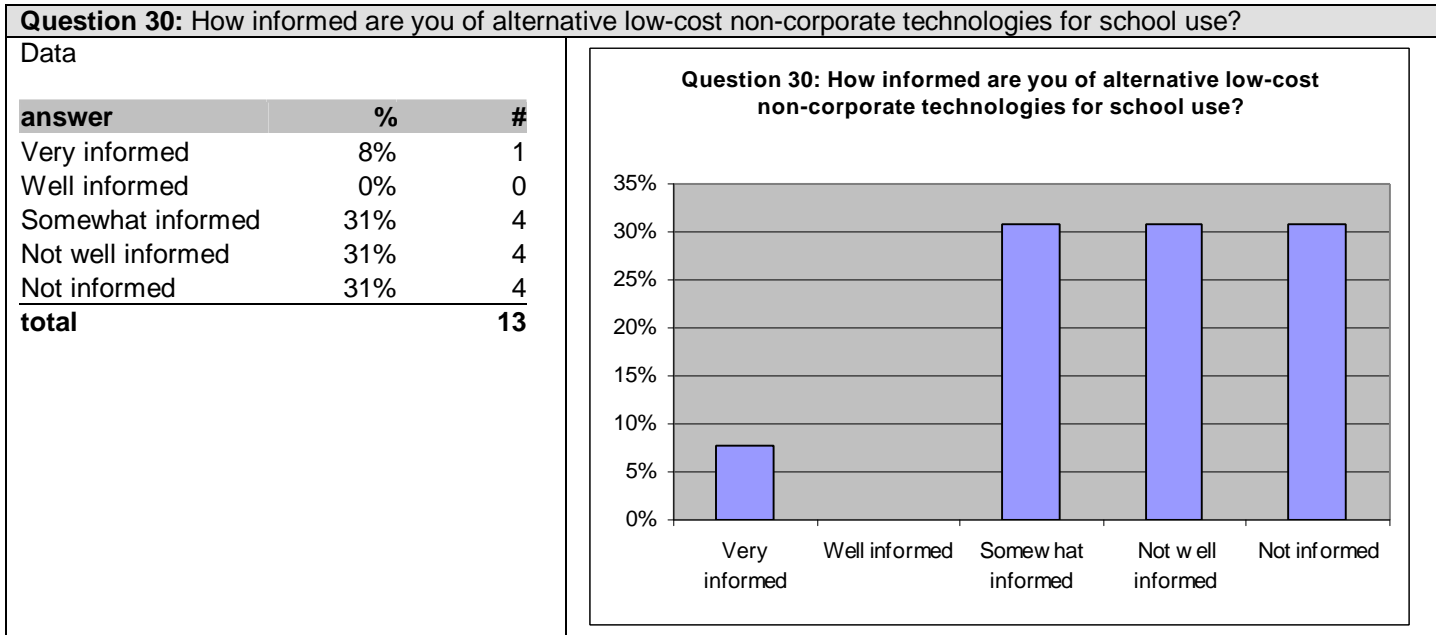
- ✍ When districts decide to purchase software and hardware, they need also to budget for maintenance and upgrades. This has been an on-going weakness in the overall program of technology literacy and integration.
- ✍ i applied for a grant to have a digital chalkboard in my class, however i was not chosen because of the amount of students it would impact
- ✍ Sometimes the computer crashes, there is a power outage, or the computer is so slow. On those days, I prefer books! On other days, the computer runs smoothly, the sites are considered "cool" by the kids, and I feel that they really learn something from the websites/presentations.
- ✍ TEACHERS ARE NOT PREPARED TO USE 5 YR OLD TECH, LET ALONE NEW
- ✍ Technology is primarily a tool, not a curriculum. It can be a curriculum (such as teaching Networking technologies, computer repair or programming), but most schools need to use it to enhance the work that teachers already do: communicating, informing, discovering information, making meaning, collaborating on projects, expanding intellectual horizons.
- ✍ Technology must be integrated across every single core course. Intro computers should not even be a course in high school. By the time students are in high school somewhere in K-8 they should have this training so we can move beyond the basics. It is like getting a student that cannot read when they cannot navigate basic software packages.
- ✍ Typically well received and necessary. Content needs constant revision. Using tech to teach about tech.
- ✍ Where I teach, and the students that I teach, there are more important needs. The students need basic skills in second grade more than many computer skills.

Question 29: How informed are you of censorship rules for students, especially surrounding internet use?

Data

answer	%	#
Very informed	23%	3
Well informed	54%	7
Somewhat informed	15%	2
Not well informed	8%	1
Not informed	0%	0
total		13





Written comments and other answers

- ✍ FINDING TIME BETWEEN STANDARDIZED TESTING
- ✍ Keeping all students motivated and engaged is a big problem. Far too many still drop out. They often cannot see that their future is directly dependent upon their work ethic and attitude.
- ✍ Lack of preparation in lower grades. Imagine trying to teach Algebra when students cannot do basic fractions or multiplication tables. Or imagine teaching chemistry/physics when students have failed Algebra I two/three times are just placed in a higher level science. Imagine students who have never saved to a floppy, CD or DVD?

Question 32: How can technology solutions serve those challenges? Do you have any examples?

Written comments and other answers

- ☞ National Core Competency Tests online with instant feedback like the GRE. ; this is a low tech solution, but in urban areas we are dealing with less than 60 percent grad rate. difficult to worry about tech...although I am on a mission to incorporate....; Students cannot enter high school without passing. Stay in K-8 until you can read at the 5th grade level and pass Algebra I...just the basics....
- ☞ Since we have the technology, the rate of task completion is improved. Technology can help with the money issue is that the web can be used to interface with sources of financing and/or grant sources.
- ☞ Technology helps to motivate students to learn.
- ☞ The company or person who can make an assessment system (not simply a gradebook) will make a fortune. Technology makes a good access system but has far to go in the evaluation arena.
- ☞ When students can apply their skills in a meaningful internship they will often SEE their future in a different light. Suddenly, continuing their education has direct consequences to their career path.

Question 33: Have you seen any examples or scenarios where technology is being used creatively in learning environments? Please describe.

Written comments and other answers

- ☞ I like blogs and RSS can do. Various technologies also make using images much easier.
- ☞ I viewed examples of students creating multimedia projects. apple's i life awards showcase teachers and students using digital media effectively and creatively
- ☞ ISSEarthKAM program to involve middle school students in photo taking from the International Space Station.
- ☞ Many. Some as stated above. Too many to mention. Go to www.ithsnyc.org and <http://teachers.ithsnyc.org/tnellen>
- ☞ One example: I asked students to prepare a five minute powerpoint presentation on any one of six specific environmental or socio-economic issues for an Economics class. They culled their information from the internet, citing their resources properly. T
- ☞ One teacher told me that he has gone paperless. Instead, he uses blogs (where the students use pseudonyms so their identity is protected) to send and receive work. These blogs store all the kids' work and are like virtual notebooks.
- ☞ simulation/game play
- ☞ The students love making documentaries and the low cost of digital video cameras and editing tools makes it a great interactive tool and it also gets teachers to work together across disciplines. However, my passion is finding funding for GAMES to TEACH! Chemistry and Physics offer endless format for games...
- ☞ use of smartboard

Question 34: Please feel free to add any comments or questions you may have.

Please enter your name and contact info below if you are open to being interviewed in person.

Written comments and other answers

- ☞ Barbara Gordon, Coordinator Hollywood High School New Media Academy bgordon@hnma.net
www.hollywoodnewmediaacademy.com
- ☞ Camilla Saly csaly@nycboe.net Please remind me, if you contact me, that I received your survey from Wendy Dubit of the Producer's Project and Vergant. Good luck on your project.
- ☞ I am a librarian. I think that librarians, as a group, are very aware that technology is changing the way kids receive and learn information. Librarians often use their budgets to subscribe to some websites and databases, like World Book Online, to make these resources available to the students and faculty. But I still like reading physical books! And I know that the kids enjoy them, too.
- ☞ please feel free to call or e-mail if I can elaborate Dina A. Kraemer Director, Business & Interactive Technology LAUSD dinakraemer@aol.com 310-890-0549
- ☞ vicki hoener 845-876-4475