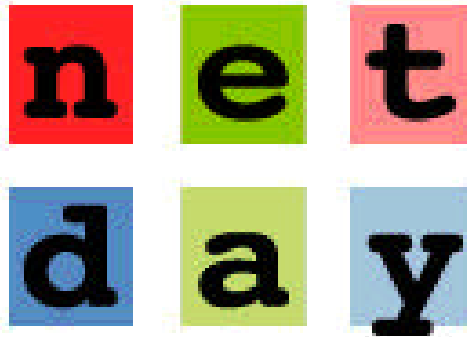


**“The Internet, Technology and Teachers”
Survey Results
May 2001**



www.NetDay.org

NetDay Mission

NetDay is a national nonprofit organization dedicated to connecting every child to a brighter future by helping educators meet educational goals through the effective use of technology.

We achieve this mission through:

- Hands-on activities within our communities initiatives
- Modeling of best practices to build sustainable and scalable efforts
- Dissemination of information and knowledge through web initiatives
- Facilitation of leadership development within our K-12 school

“The Internet, Technology and Teachers”



Our Questions

- **What is the teacher's access to the Internet?**
- **How is the Internet being used as a teaching tool?**
- **What has been the impact of the Internet on education?**
- **What are the obstacles to more extensive Internet usage in education?**
- **What should the focus be today to help educators effectively use technology to impact educational results?**

“The Internet, Technology and Teachers”



About the Survey

- National survey of 600 public and private school teachers
- Stratified geographically based on the proportion of teachers in each state. The data were weighted by gender, region, age and race
- Margin of error for this survey is +/- 4.0 percent
- Bi-partisan poll conducted by Lake Snell Perry & Associates and The Tarrance Group in Jan. - Feb. 2001

“The Internet, Technology and Teachers”



General Observations

- Teachers are using computers & the Internet primarily as research tools.
- Teachers value technology and are comfortable with the Internet and technology - but are not using it within instruction.
- The potential of technology and the Internet to revolutionize education has not been effectively leveraged for education results.

“The Internet, Technology and Teachers”



General Observations

- Time is largest obstacle but real issue may be the lack of sophisticated school leadership on how to best support teachers' efforts.
- Teachers do not feel pressure to use technology and the Internet within instruction.
- Teachers turn to peers for support with technology questions.
- Selected groups seems to be using the Internet more effectively than others.

“The Internet, Technology and Teachers”



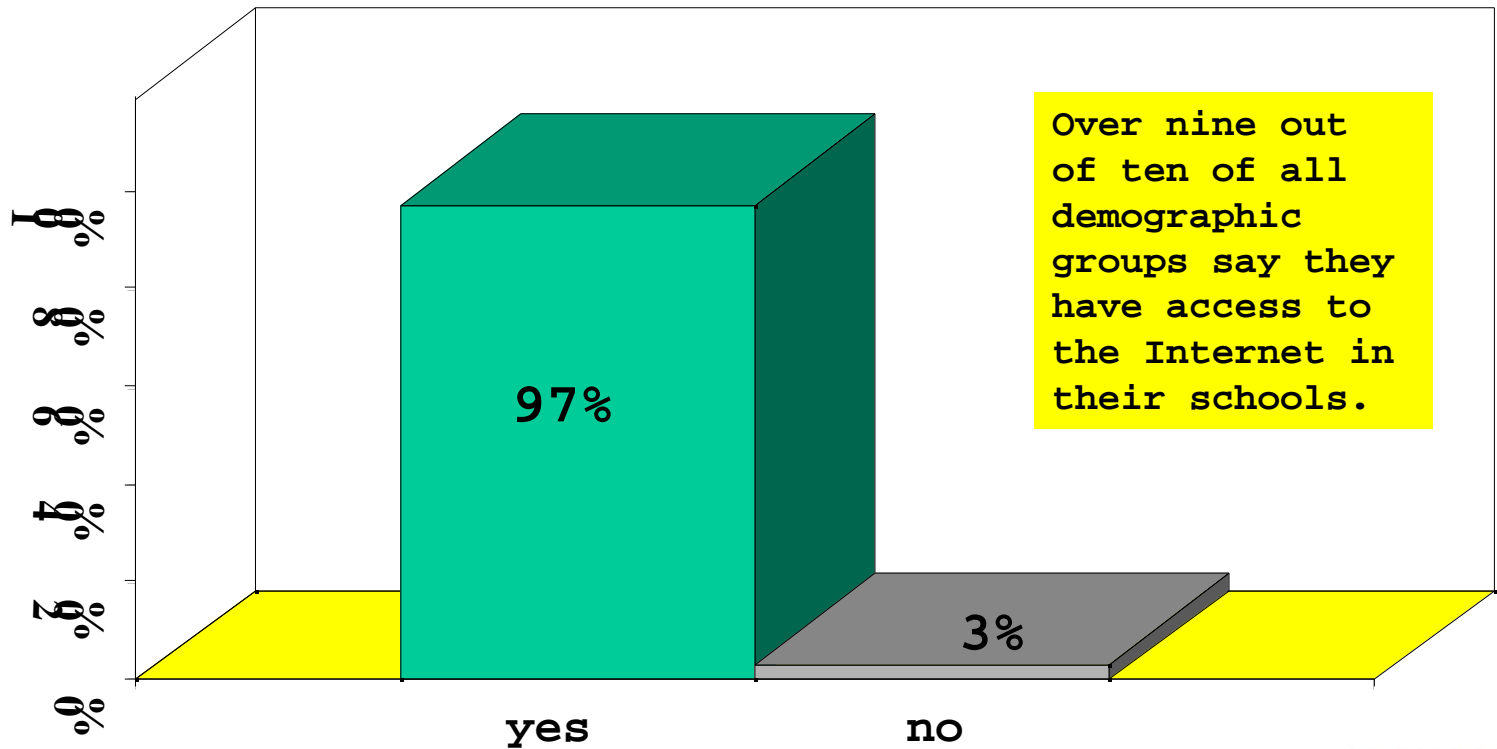
Survey Results

- Context & Background
- Internet as a Teaching Tool
- Impact on Education
- Barriers to Integrated Usage

“The Internet, Technology and Teachers”



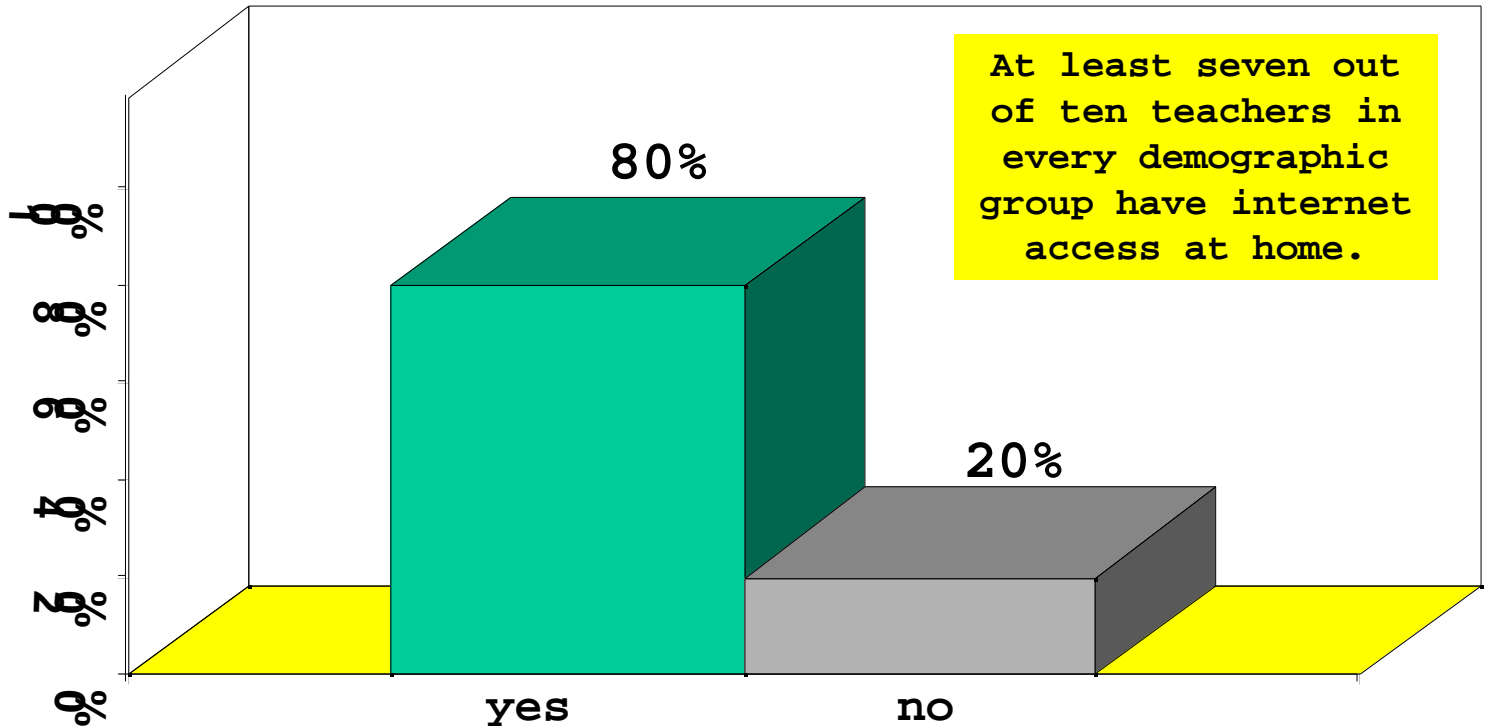
Nearly every teacher surveyed has access to the Internet at their schools.



“The Internet, Technology and Teachers”



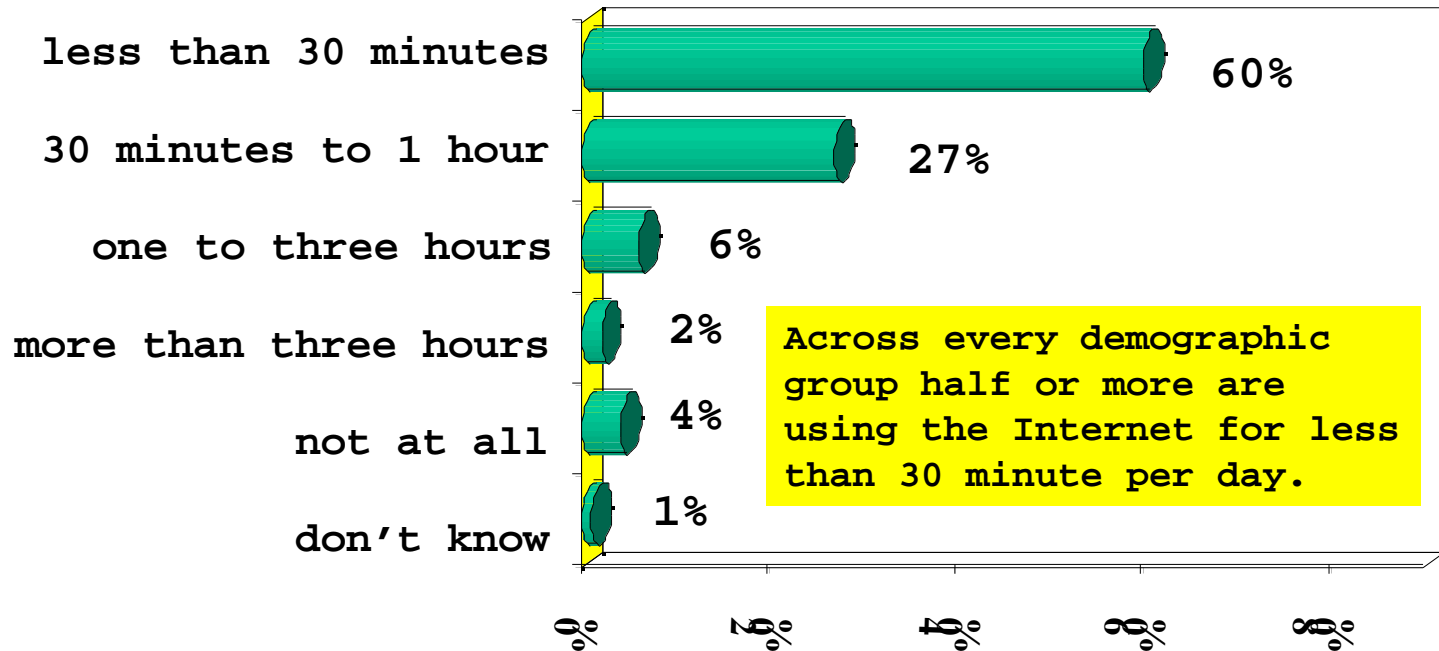
Eight out of ten teachers have access to the Internet at home.



“The Internet, Technology and Teachers”



Majority of teachers with Internet access in schools or classrooms, use it for less than 30 minutes per day.

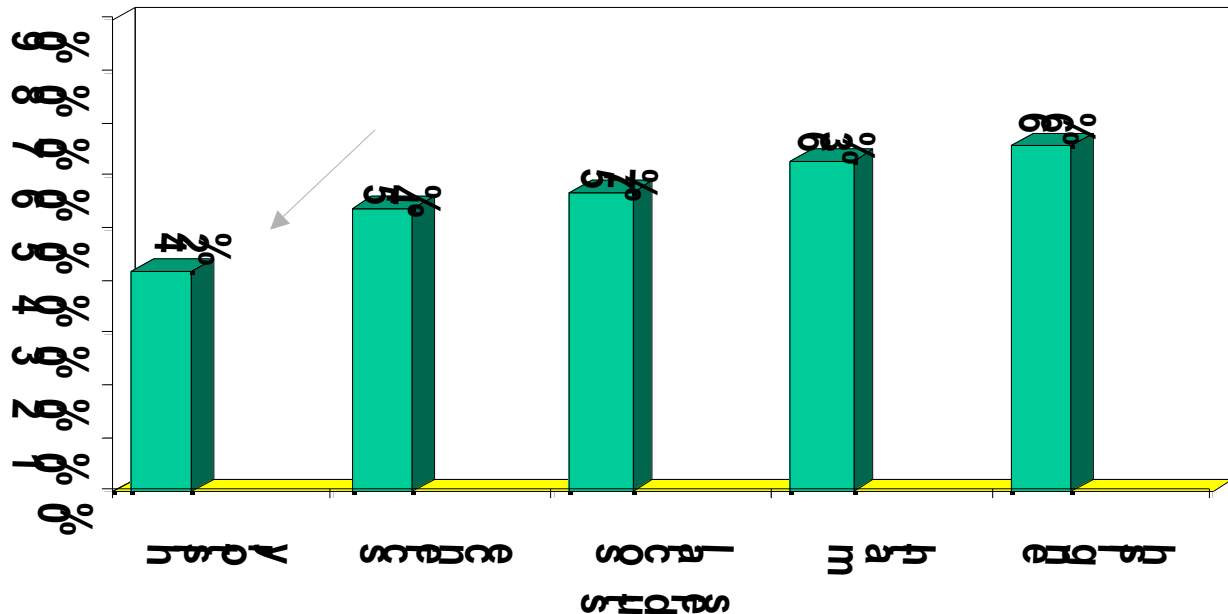


“The Internet, Technology and Teachers”



History teachers spend more time on the Internet, while English teachers spend the less time.

Percentage of Teachers Who Use the Internet 30 Minutes or Less Per Day



“The Internet, Technology and Teachers”



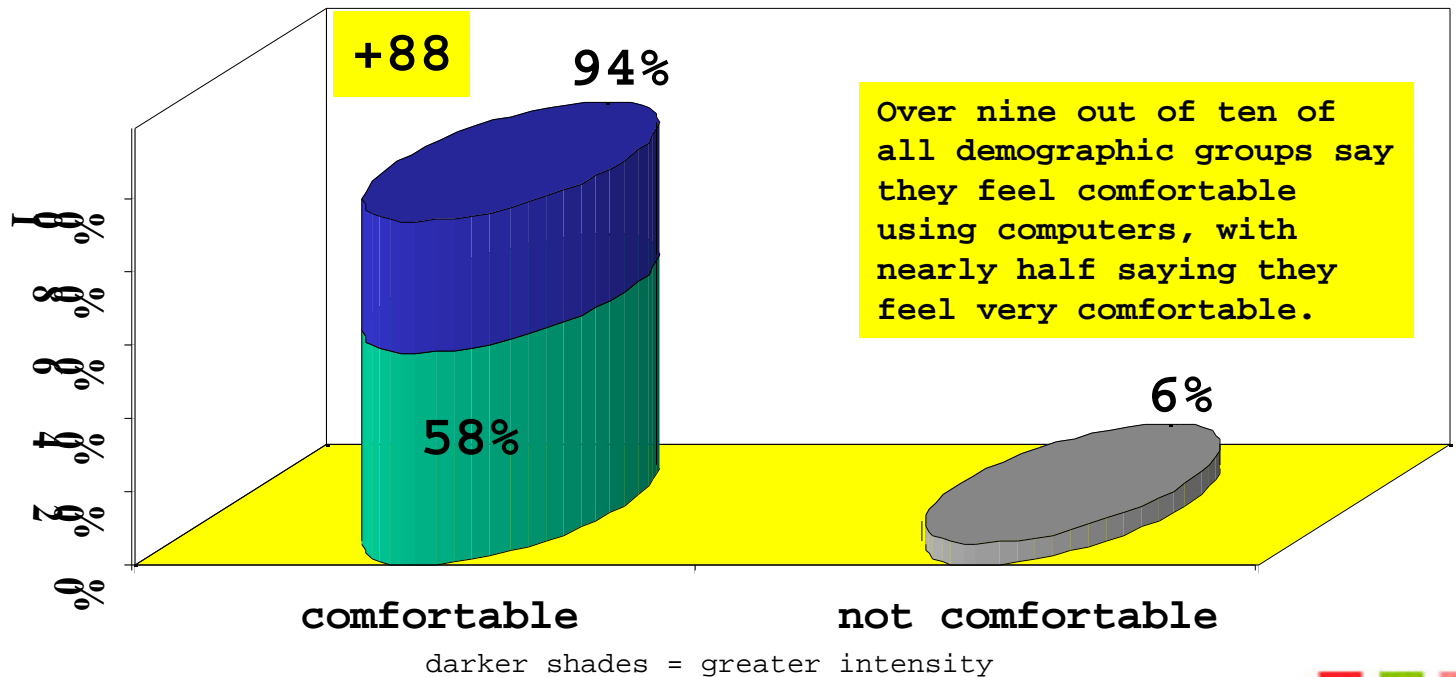
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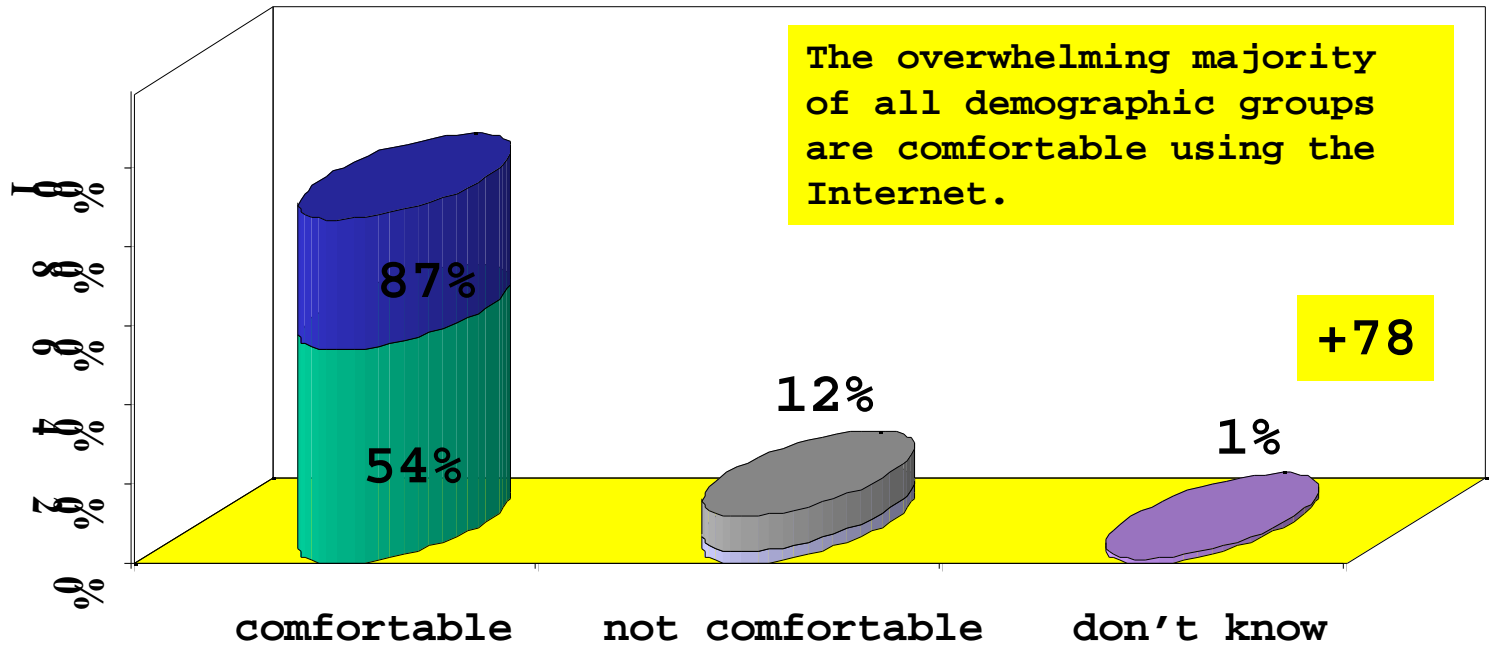
Nearly all teachers say they feel comfortable using computers.



“The Internet, Technology and Teachers”



Nearly nine out of ten teachers say they feel comfortable using the Internet - including over half who say they feel very comfortable.

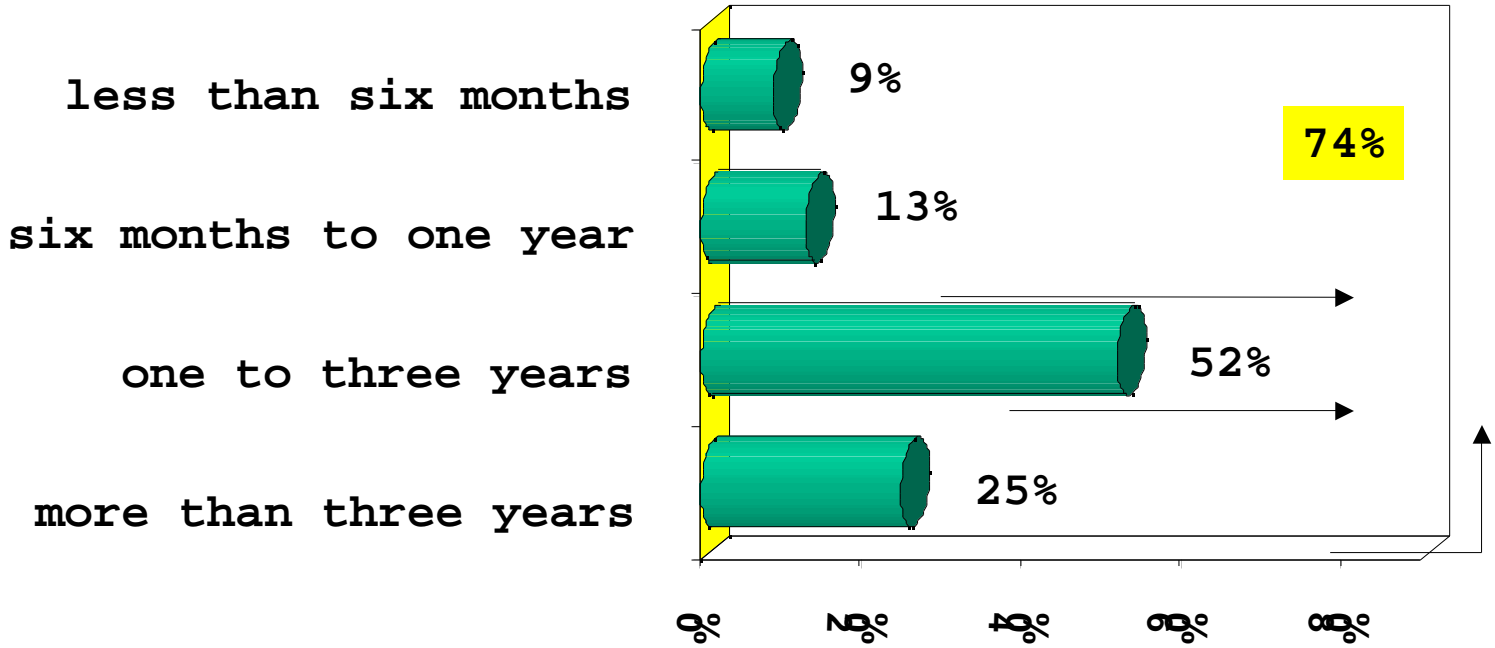


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“The Internet, Technology and Teachers”



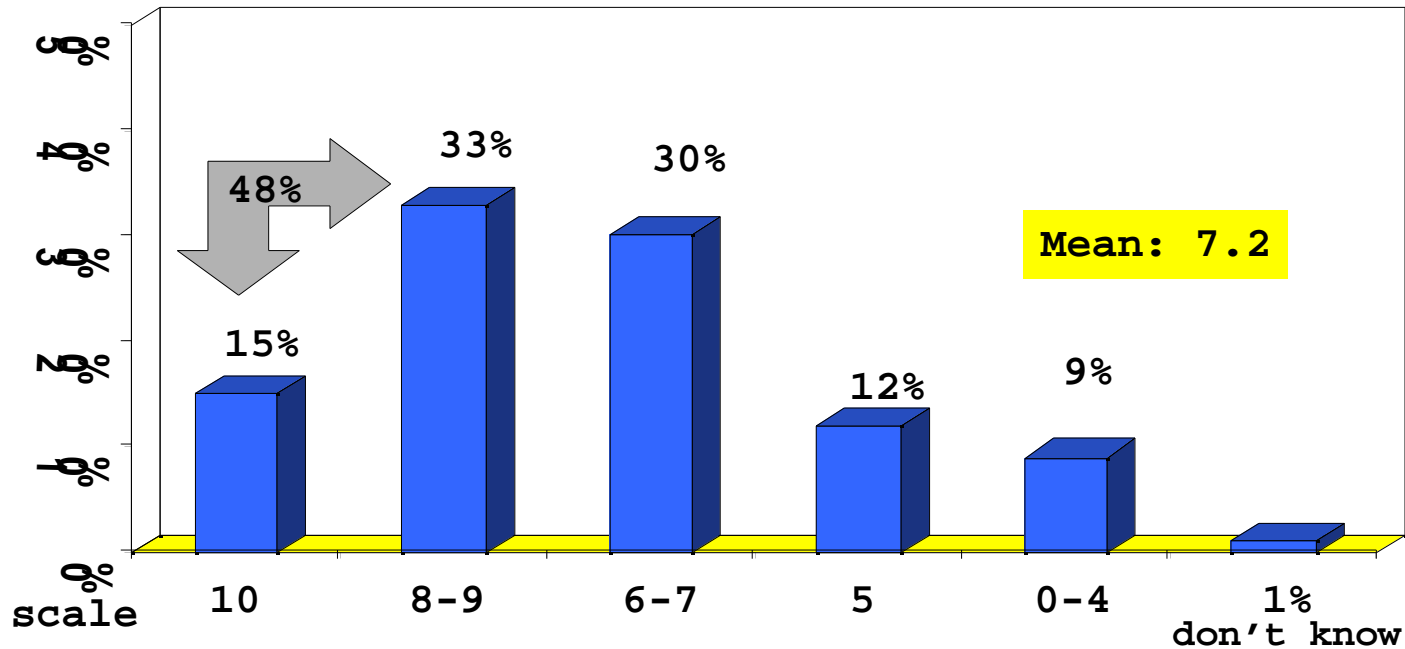
The majority of teachers who use computers or the Internet in their classrooms, have been doing so for less than three years.



“The Internet, Technology and Teachers”



The majority of teachers believe the Internet has become important to teaching over the last two years - 48% believe it is very important.



“The Internet, Technology and Teachers”

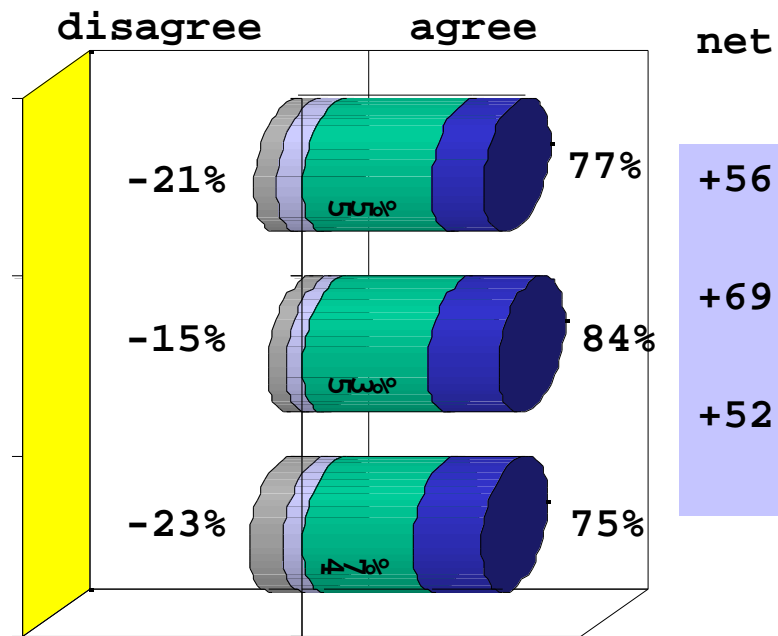


Teachers agree the Internet gives them an advantage and that computers and access to the Internet improve the quality of education.

Teachers without Internet access in the classroom are at a disadvantage

Computers and access to the Internet improve the quality of education

The Internet is an important tool and help me find new resources to meet new standards

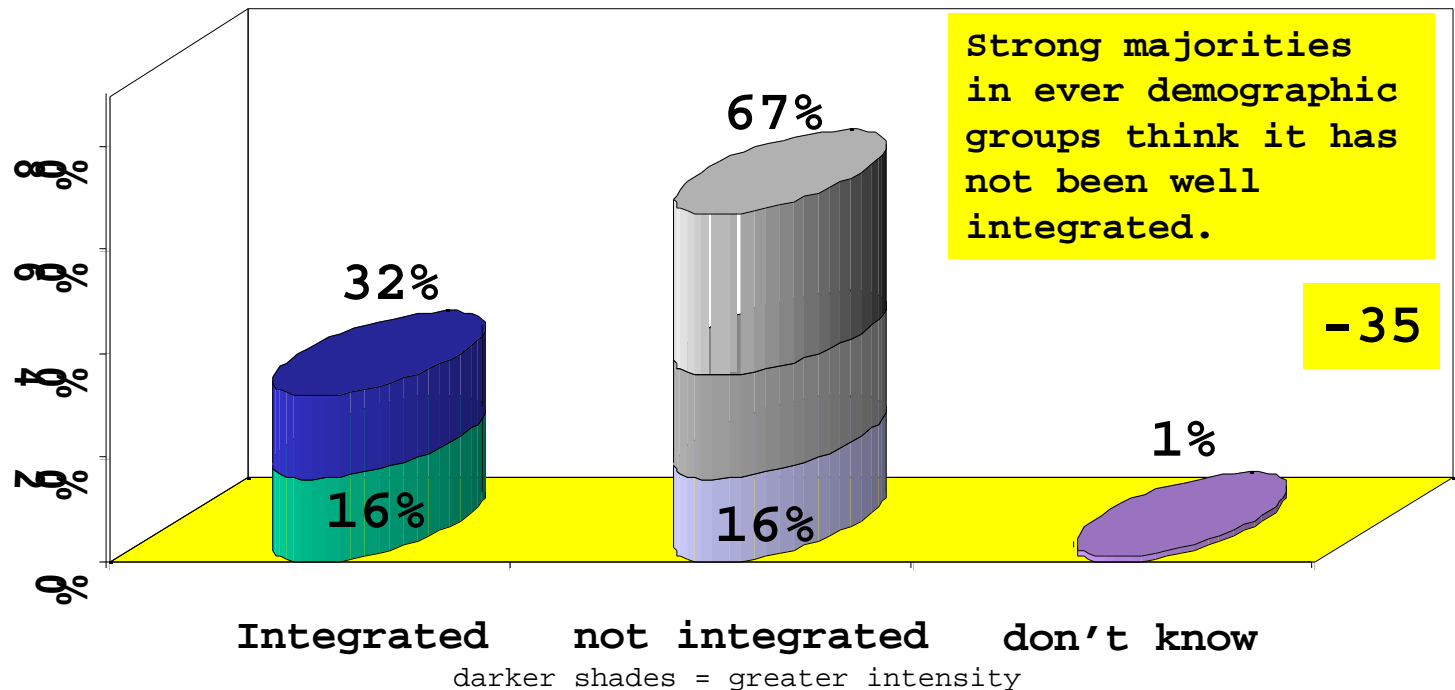


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“The Internet, Technology and Teachers”



Despite comfort levels, two thirds believe the Internet is not well integrated into their classroom.



“The Internet, Technology and Teachers”

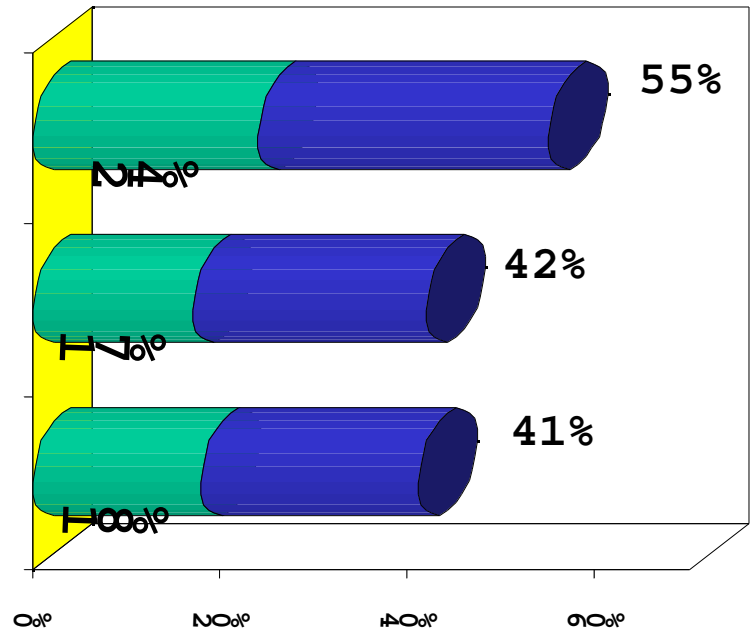


Teachers most often use the Internet as a research tool, for communication with other teachers, and to help students with their projects.

As a research or information gathering tool for lessons

For communication with other teachers

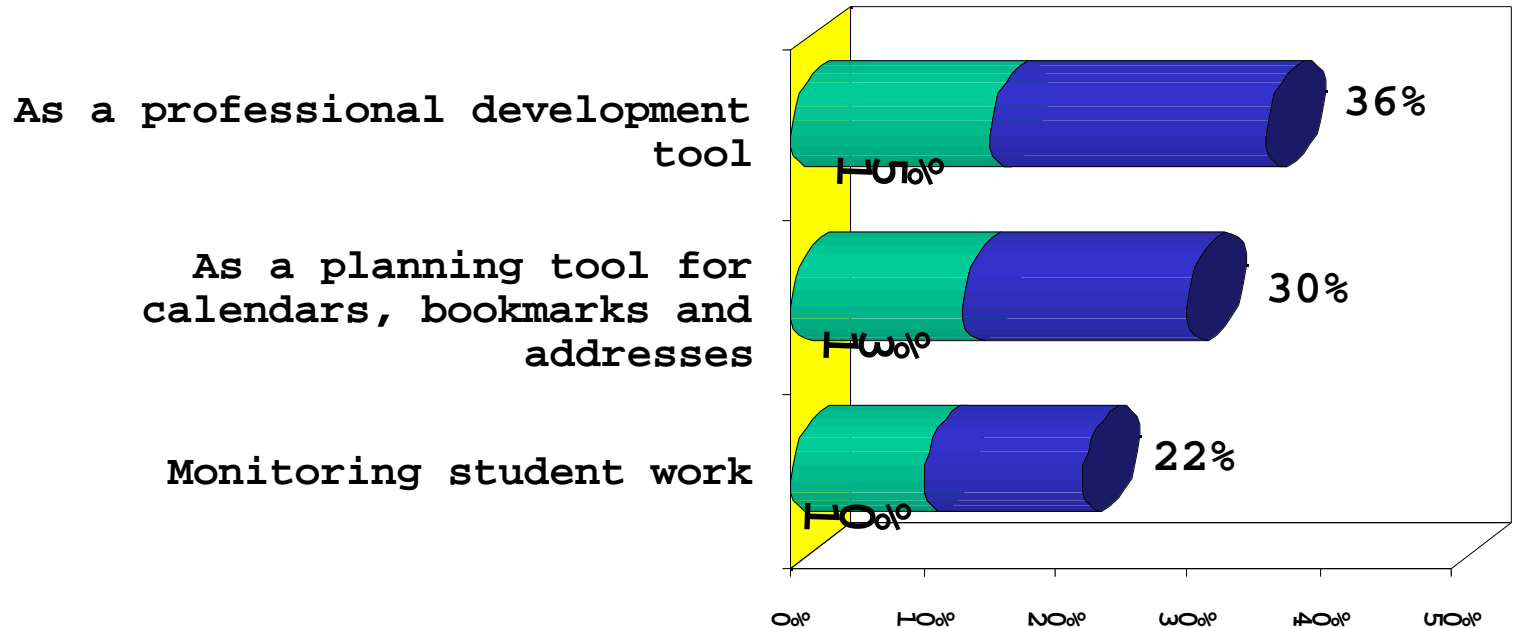
To help students with their projects or to answer their questions



“The Internet, Technology and Teachers”



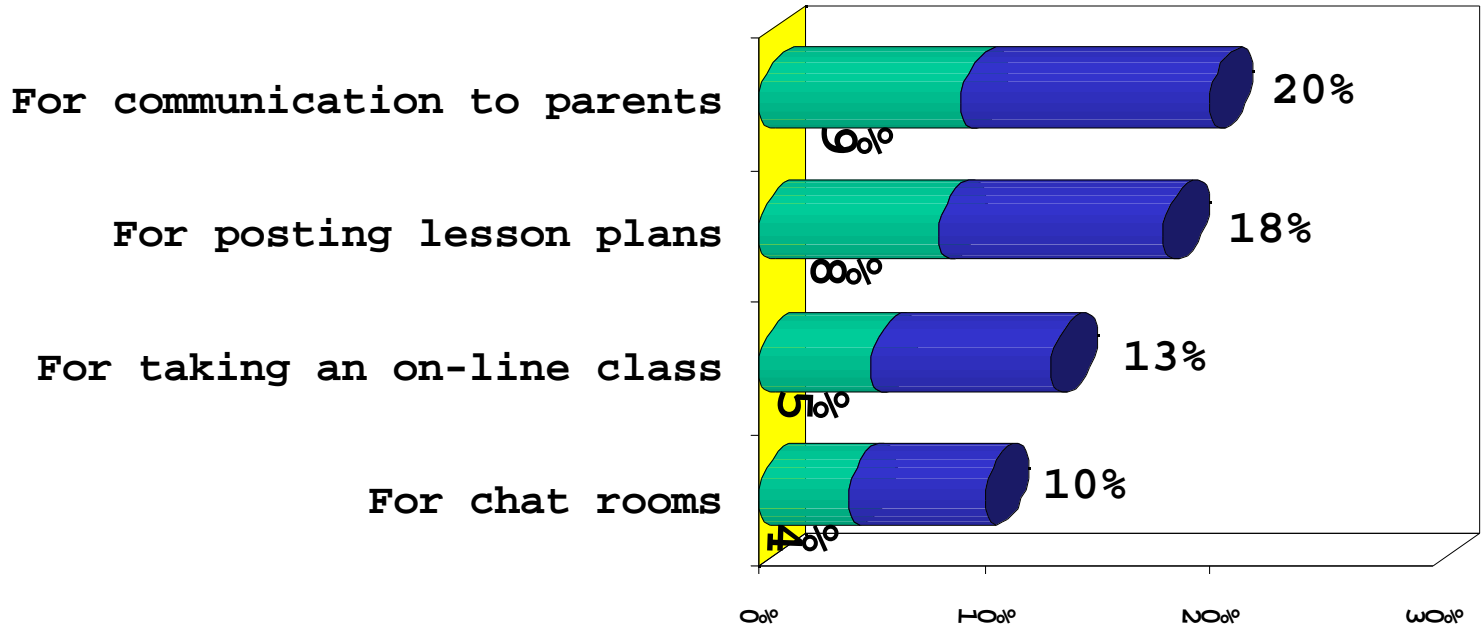
Secondary uses include professional development, for planning and monitoring student work.



“The Internet, Technology and Teachers”



Teachers are least likely to use the Internet for chat rooms, on-line classes, and posting lessons plans.



“The Internet, Technology and Teachers”



Survey Results

- Context & Background
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“The Internet, Technology and Teachers”

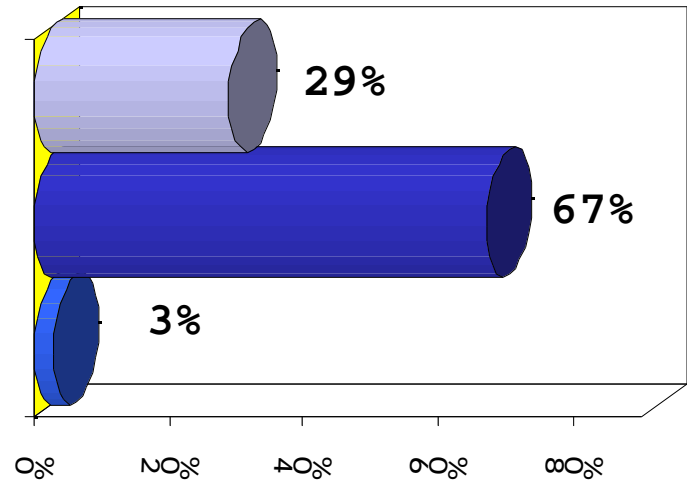


Two thirds of teachers see the Internet as a good resource, but not a fundamental change to the way they teach.

The internet is a revolutionary new tool and has changed the way I teach.

The internet is a good resource and moderately helpful, but hasn't changed the way I teach.

The internet is a distraction to teaching and takes away from what I am trying to accomplish.

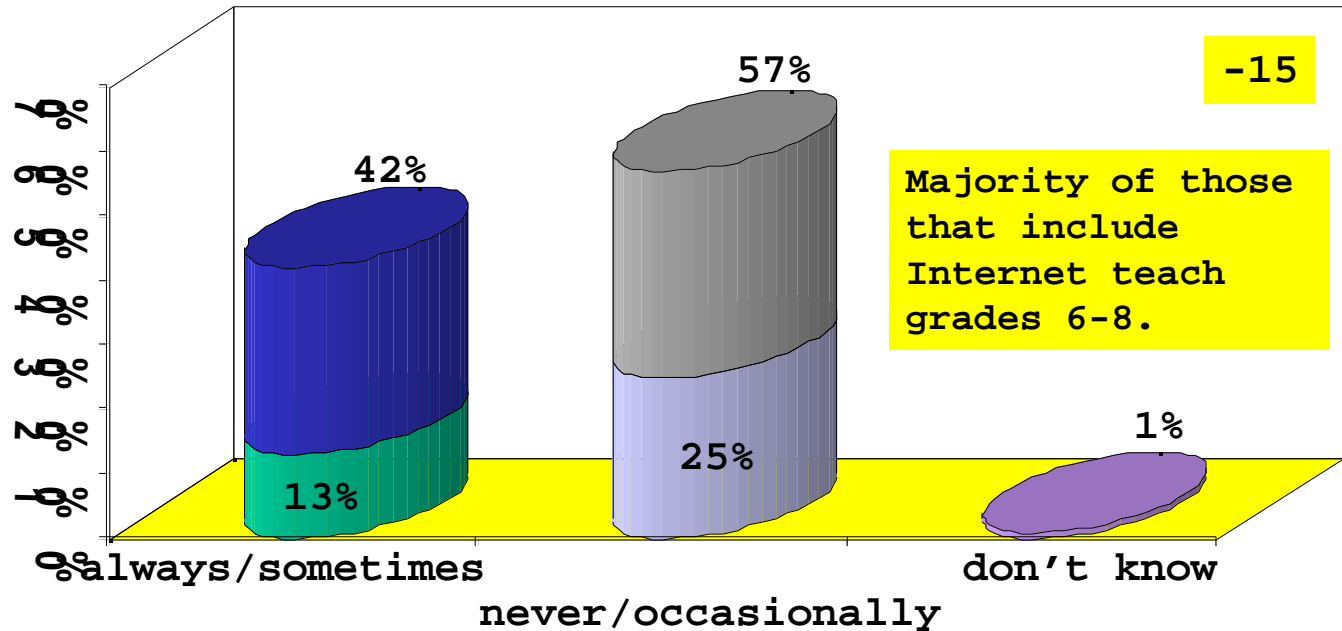


Teachers most likely to say the internet has fundamentally changed the way they teach tend to always use the internet in class projects (72%), view the internet as primarily and educational tool (46%), live in large cities (44%), and use the internet at school 30 min. to 1 hour (42%).

“The Internet, Technology and Teachers”



A majority of teachers are less likely to include the Internet when they build new lessons or engage in classroom projects.

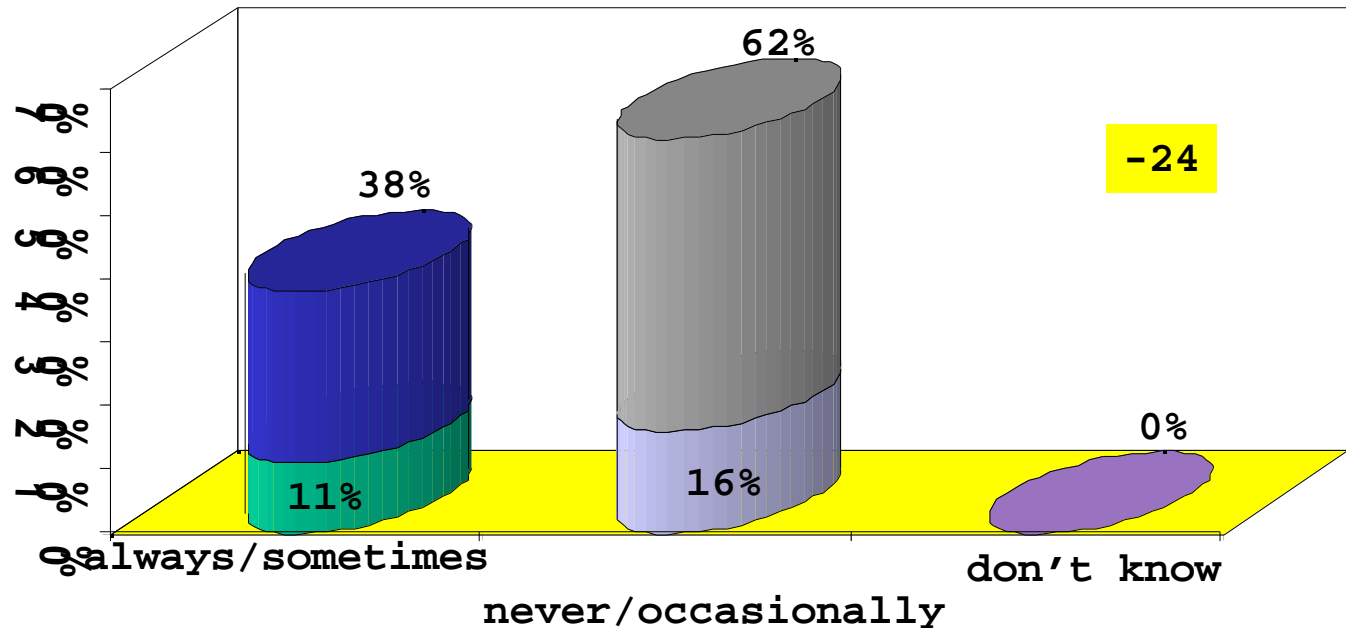


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“The Internet, Technology and Teachers”



Teachers are even less likely to update lesson plans with materials found on the Internet.

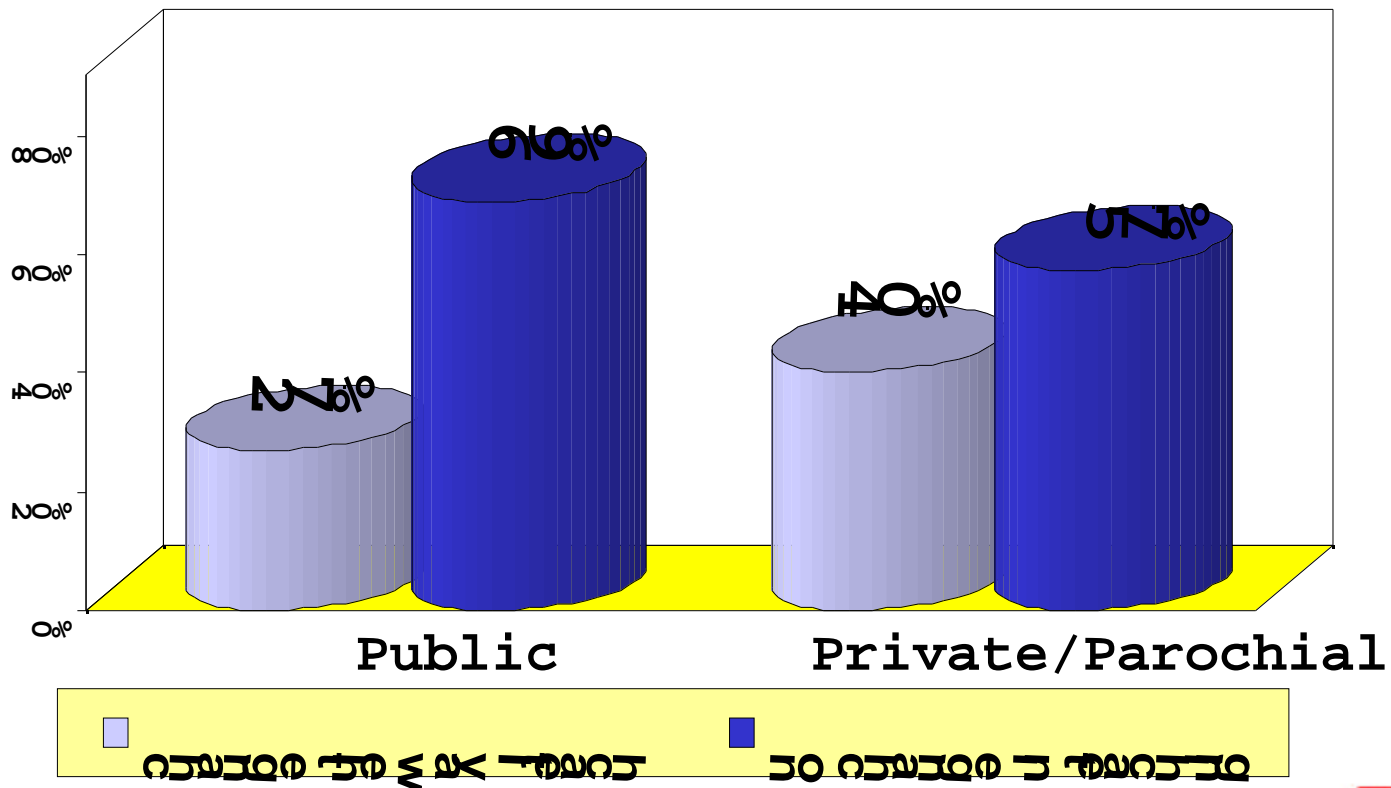


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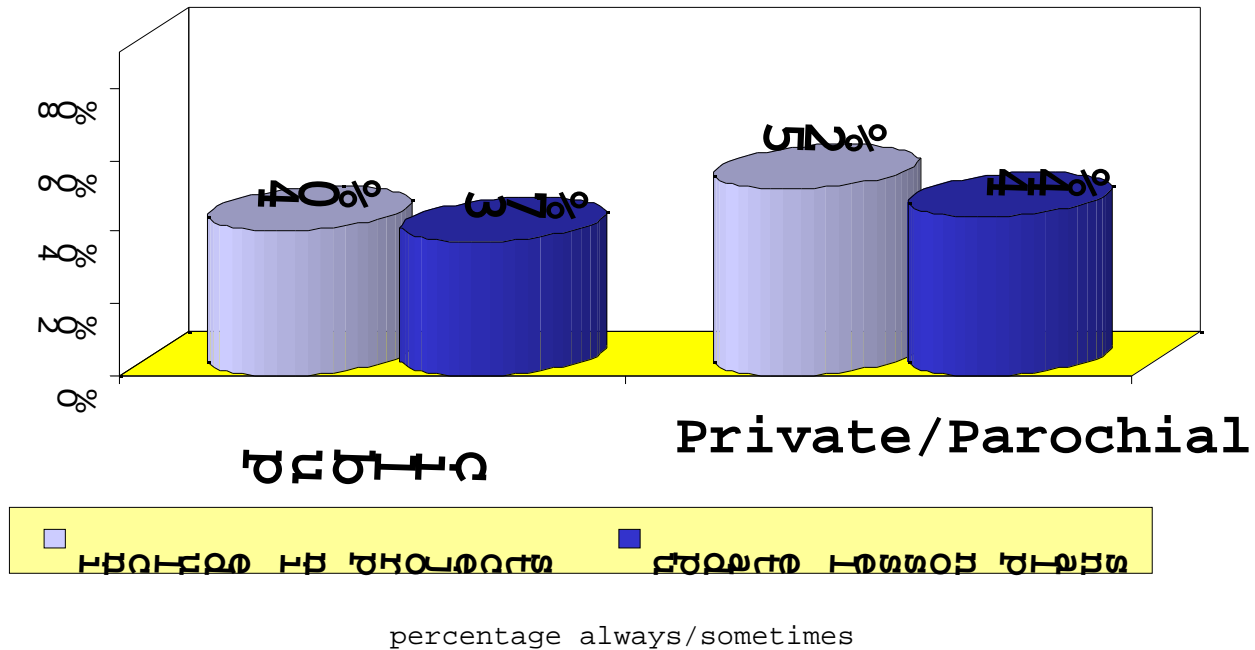
Private and parochial school teachers have been impacted more by the Internet than their public school counterparts.



“The Internet, Technology and Teachers”



Private and parochial school teachers are more likely to include the Internet in class projects and update lesson plans with information from the Internet, than teachers in public schools.



“The Internet, Technology and Teachers”



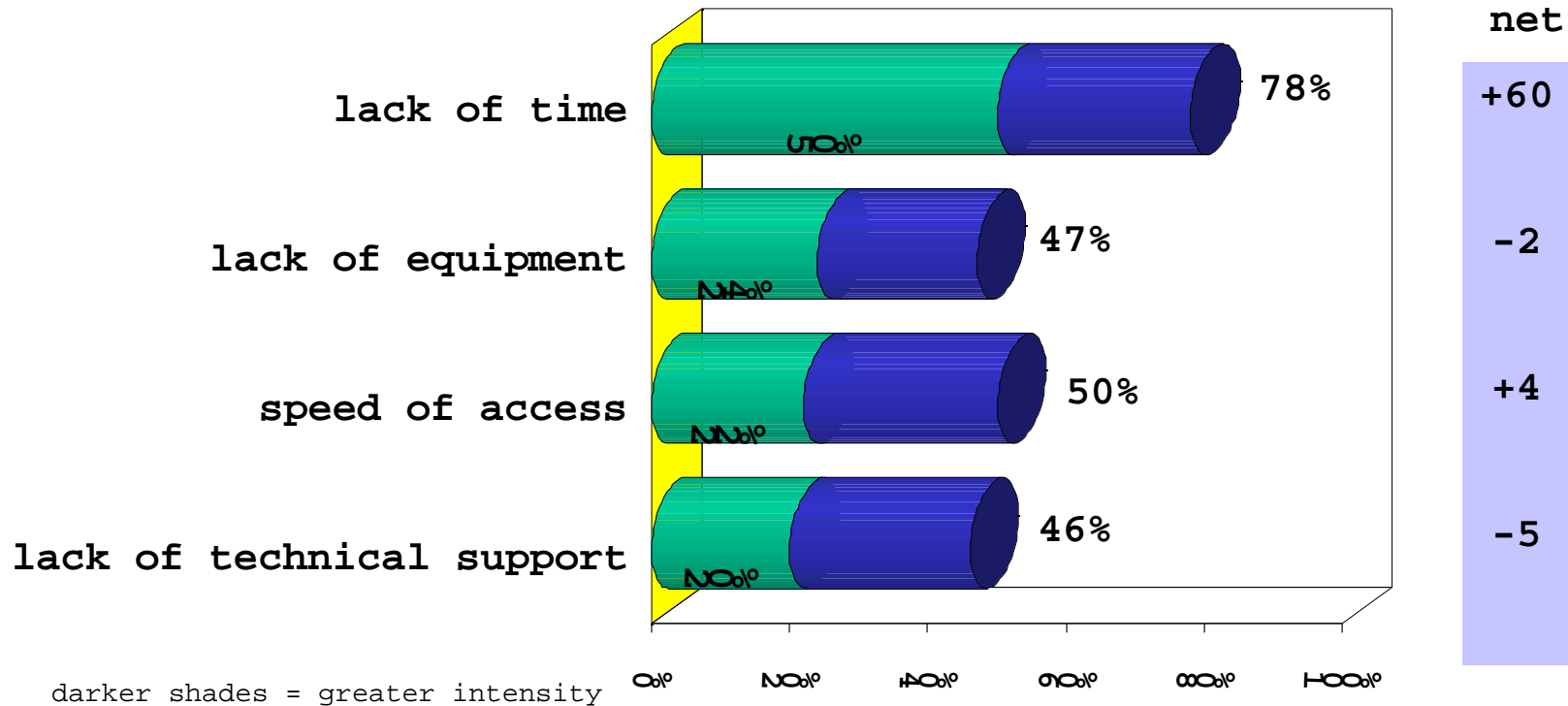
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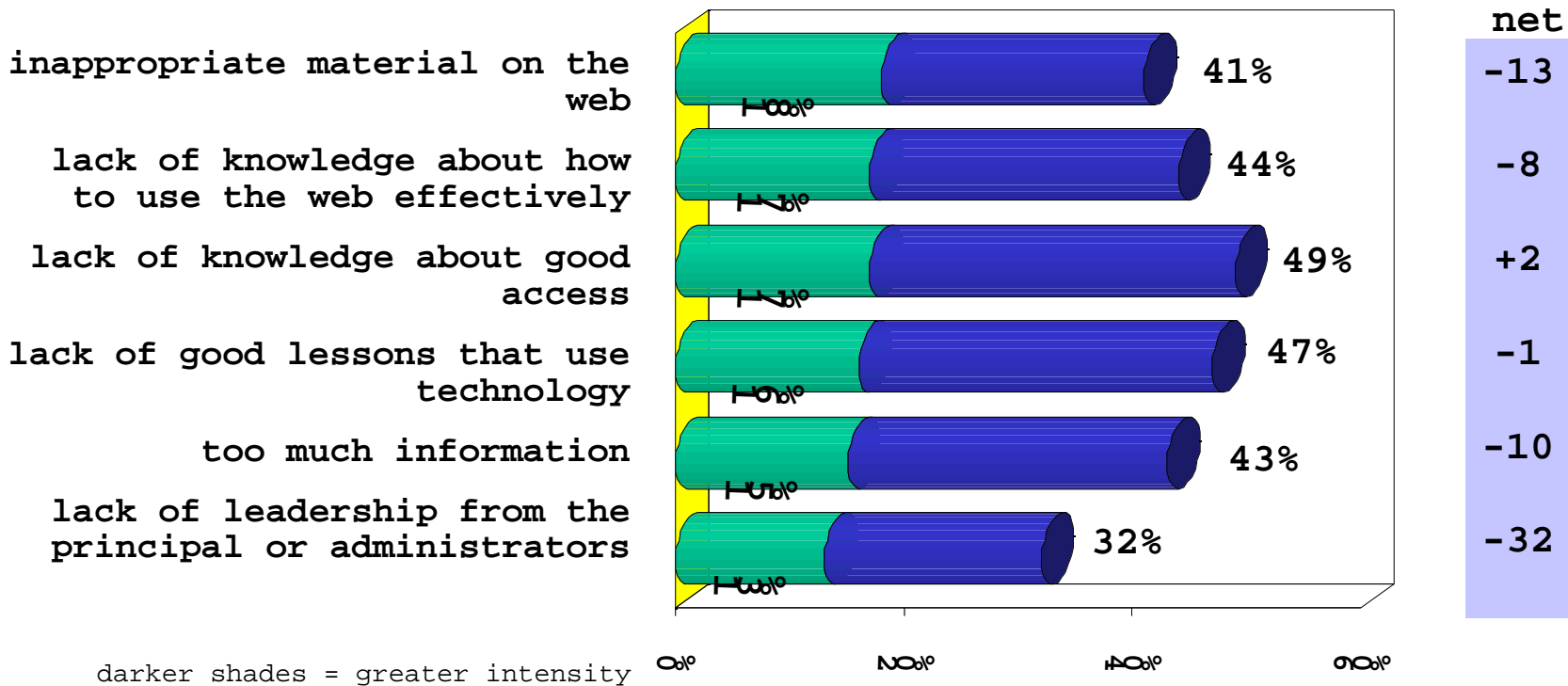
Time is biggest obstacle to using the Internet. Lack of equipment, technical support and speed of access are secondary.



“The Internet, Technology and Teachers”



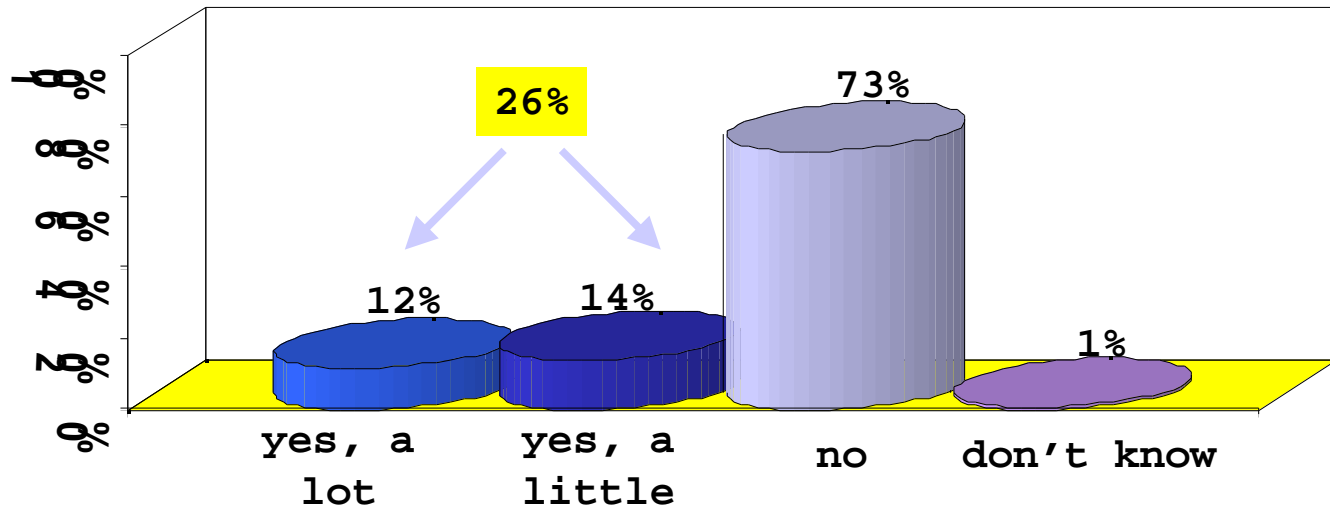
In a third tier, teachers place inappropriate materials, lack of knowledge about using the web effectively, good access and technology



“The Internet, Technology and Teachers”



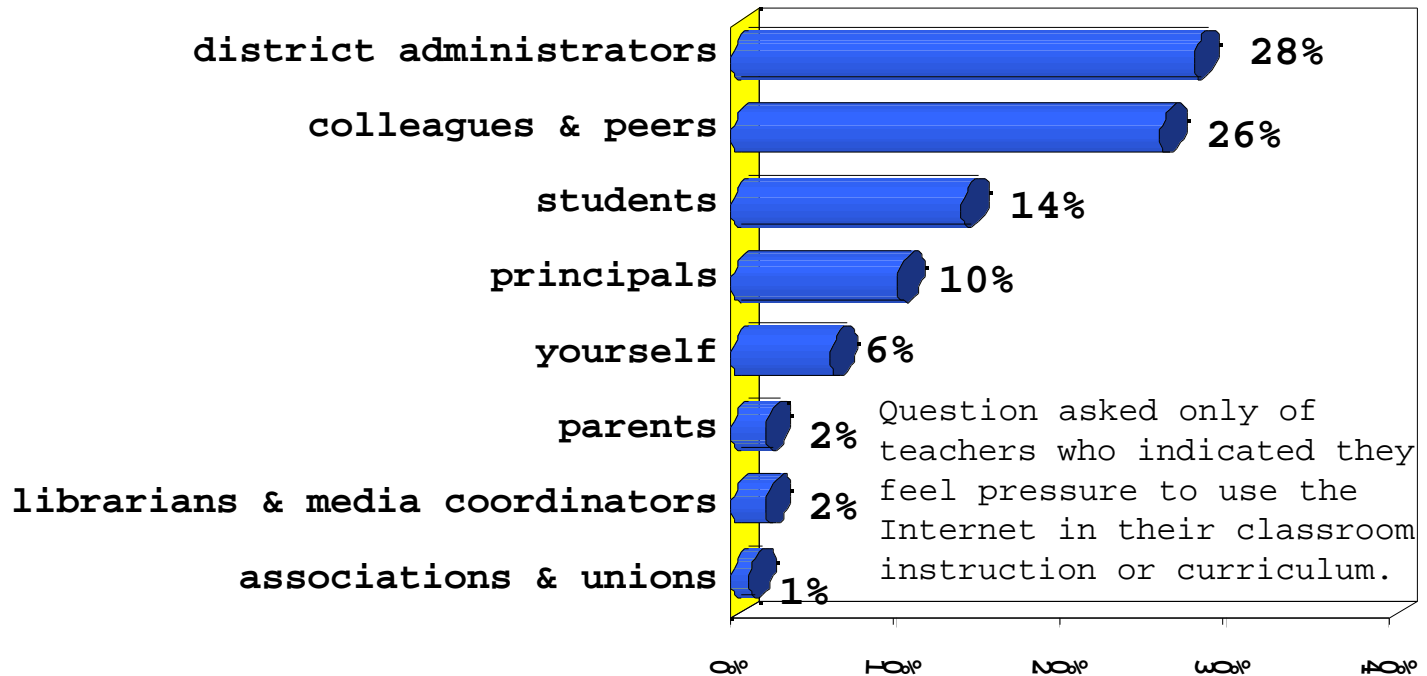
The vast majority of teachers do not feel pressure to use the Internet in their classroom instruction or curriculum.



“The Internet, Technology and Teachers”



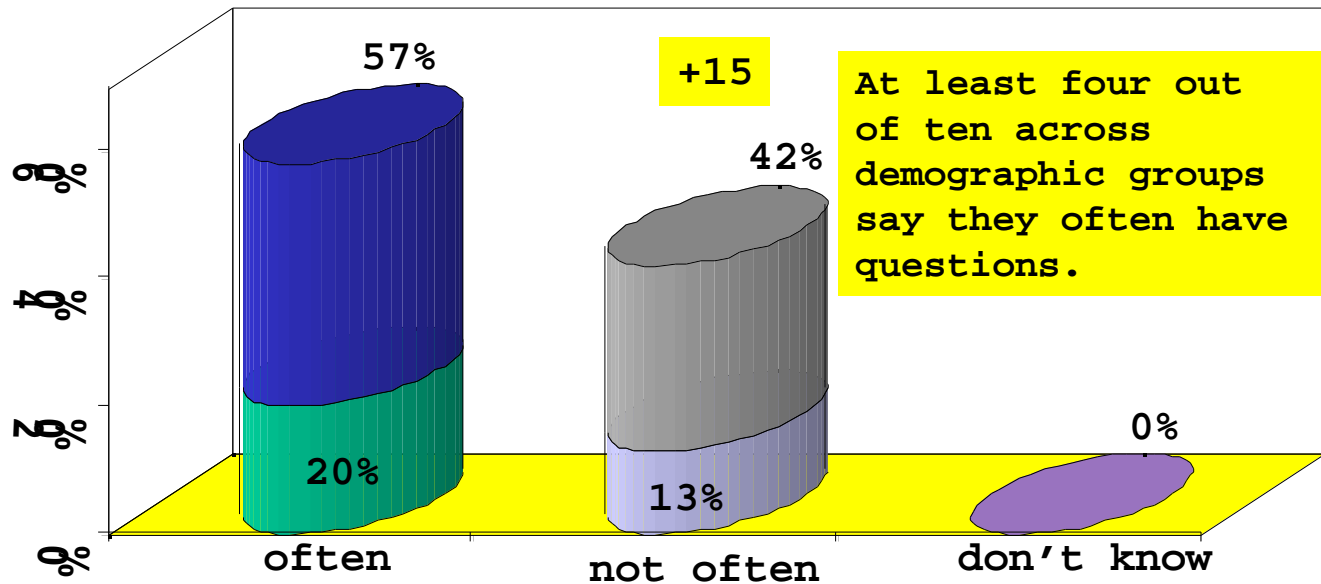
Those who feel pressure say it comes primarily from district administrators and peers.



“The Internet, Technology and Teachers”



The majority of teachers often have questions when using the Internet.

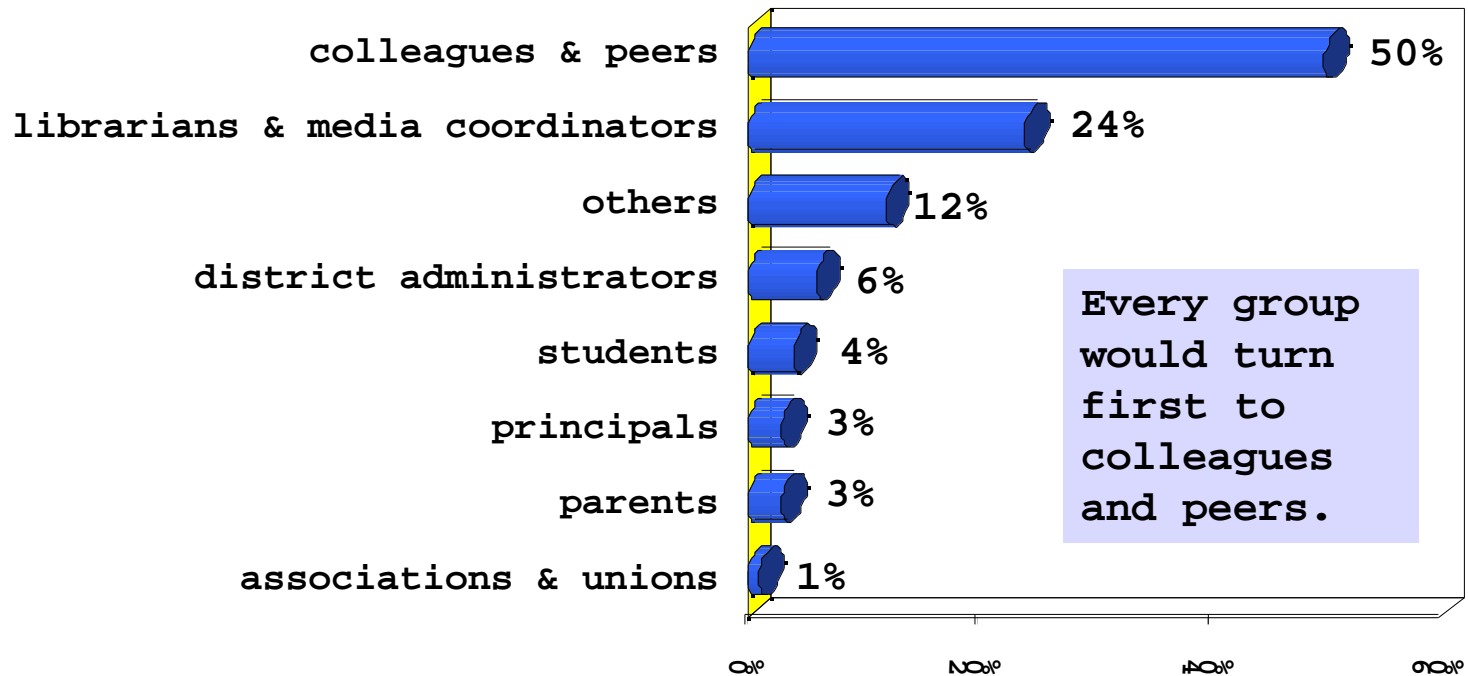


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“The Internet, Technology and Teachers”



Teachers turn to colleagues first, followed by librarians when they have questions about the Internet.



“The Internet, Technology and Teachers”



Some Conclusions

- Teachers value technology within education and are comfortable using it
- Teachers are primarily using the Internet as a research tool
- Time and leadership challenges need to be addressed
- The potential of the Internet has not been realized as a way to:
 - *Improve educator productivity*
 - *Personalize learning*
 - *Impact student achievement*

“The Internet, Technology and Teachers”



Proposed Solutions

- Teachers need focused professional development on how to use technology within instruction to impact educational results
- Teachers need time to learn, time to explore and time to plan for technology integration – and administrative support for that process

“The Internet, Technology and Teachers”



Proposed Solutions

- School leaders need to understand how to leverage technology resources for academic achievement and accountability
- The education community needs to share information and knowledge on how to effectively utilize technology to gain educational results

“The Internet, Technology and Teachers”



NetDay's Approach

- Helping to build model schools where school leaders and teachers effectively integrate technology into instruction and assess educational impact (*NetDay Digital Divide Initiatives*)
- Sharing “lessons learned” and “real stories” via www.NetDayCompass.org and the *NetDay Leadership Campaign*

“The Internet, Technology and Teachers”



NetDay's Approach

- National effort to develop, nurture and promote leadership models for education technology (*NetDay Leadership Campaign*)
- Collaboration with other stakeholders to develop private-public partnerships that impact the effective use of technology within education
- Facilitate a new knowledge base for all education stakeholders

“The Internet, Technology and Teachers”

