



*'Supporting Learning Communities Worldwide through Technology'*

# SURVEY REPORT

ON THE USE OF INFORMATION TECHNOLOGY IN TEACHING AND  
LEARNING IN IB DIPLOMA PROGRAMME SCHOOLS

*Triple A Learning, Ltd  
Essex, UK  
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## INTRODUCTION

### TRIPLE A LEARNING

[Triple A Learning](#) Ltd is a company that specializes in providing online resources and workshop opportunities for international educators. It provides services to a range of organizations including the International Baccalaureate Organization.

Whereas this survey only includes IB authorized schools, Triple A Learning would like to make it clear that the survey was not commissioned, sanctioned, approved or sponsored in any way by the IB. It was offered as a way of collecting data on the use of Information Technology in a diverse group of schools, and particularly on its use in teaching and learning. This report provides data and analysis which it is intended to inform future planning of IT provision within participating schools.

### SURVEY

This survey was carried out over a 5 week period in April and May 2011 and was open to all DP schools on the company's database. The survey was answered by 335 DP schools worldwide, representing 18.6% of all known authorized DP schools<sup>1</sup>. The percentage reply rate is significant and clearly represents an interest in, and awareness of, the use of Information Technology (IT) in learning and teaching. This is a follow up survey to one conducted in [May 2010](#), and it was gratifying that so many schools answered the survey again. Last year the number of DP schools responding was 375.

The survey itself was developed and administered through the use of [Survey Monkey](#). This web-based program allows for rapid collection and analysis of results.

### USE OF DATA

Triple A Learning assured users anonymity when responding to the survey. Consequently Information can only be presented at a regional level.

### SUMMARY AND FURTHER QUESTIONS

Each section contains a summary of results and related questions. Some sections contain associated information, which allows readers to seek out more background materials if they wish

Significant changes from last year are clearly identified, as well as answers to questions new to this year's survey.

The questions are suggested as possible starting points for a review of IT provision and to inform future development. They are not intended to be pejorative in any way about any existing practices

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<sup>1</sup> Taken from <http://www.ibo.org/facts/schoolstats/progcombinationsbyregion.cfm> accessed 25 May 2011

mentioned by schools, but put forward as a way to focus discussion about existing and future IT provision. A summary of the questions is provided at the end of the report.

### **Related Questions**

- How will you use this report in school?
- How can the results and analyses be used to inform developments in teaching and learning?

## **SECTION 1 – BACKGROUND SCHOOL INFORMATION**

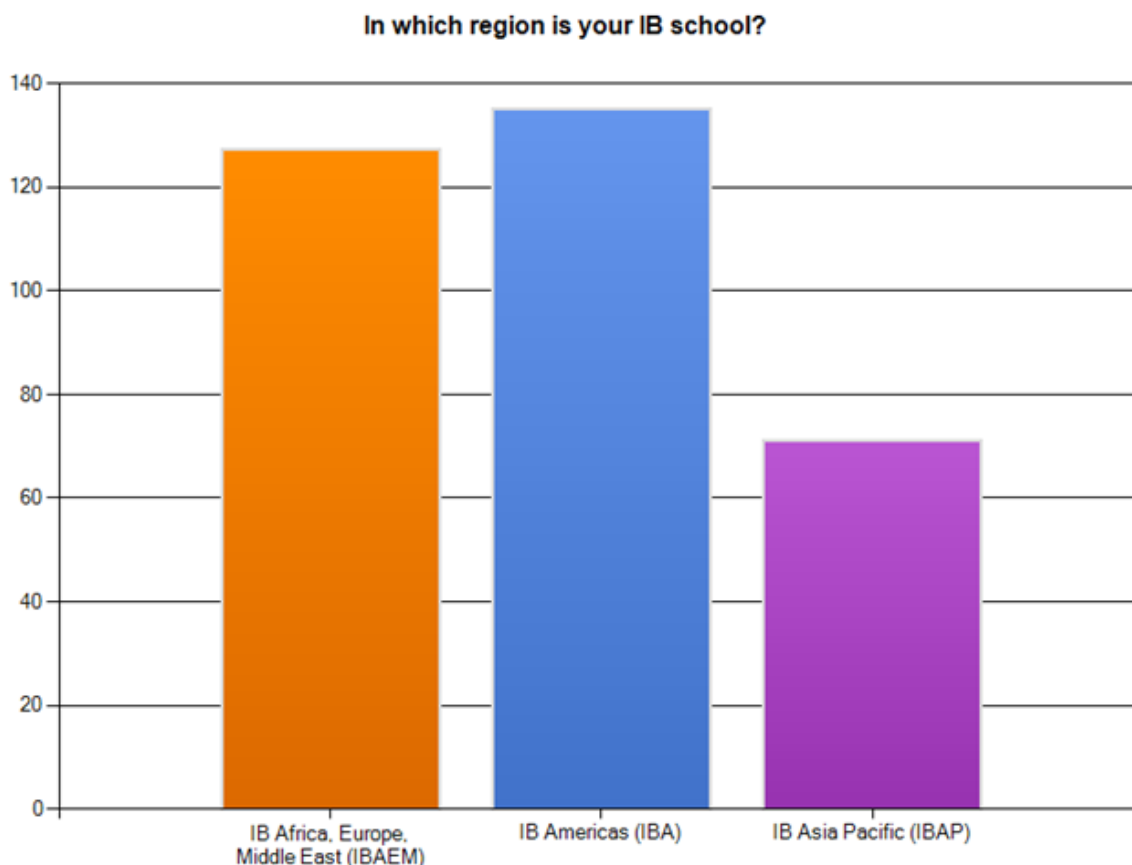
### **PREAMBLE**

This section asked about the school's geographic location, in terms of the IB region, and the approximate number of students. These questions were asked as it is possible using Survey Monkey, to cross tabulate responses to see if significant patterns emerged.

RESPONDENTS WERE ALSO ASKED FOR AN EMAIL ADDRESS WITH WHICH TO FORWARD A COPY OF THIS REPORT. RESPONSES AND ANALYSES

### **QUESTION 1.1**

#### **In which region is your IB school?**



Clearly, the largest response was from IBA with a 40% response rate. This was not unexpected as nearly 50% of all authorized DP schools are in that region<sup>2</sup>. The responses from the other regions follow the DP global distribution pattern, but the percentage response from IB Asia Pacific was up 5% on last year.

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#### QUESTION 1.2

The number of school students attending the schools that responded to the DP survey was just over 325,000. These are clearly not all IB students (although some centres only provided IBDP numbers), but answers relate to IT provision in schools where the IB is offered.

#### SUMMARY OF BACKGROUND SCHOOL INFORMATION

The data gathered from the survey makes it clear that the responses are consistent with the overall distribution of IB schools globally and represent a broad range of schools in terms of student numbers.

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<sup>2</sup> Taken from <http://www.ibo.org/facts/schoolstats/progcombinationsbyregion.cfm> accessed 25 May 2011

## SECTION 2 – MANAGEMENT OF INFORMATION TECHNOLOGY

### PREAMBLE

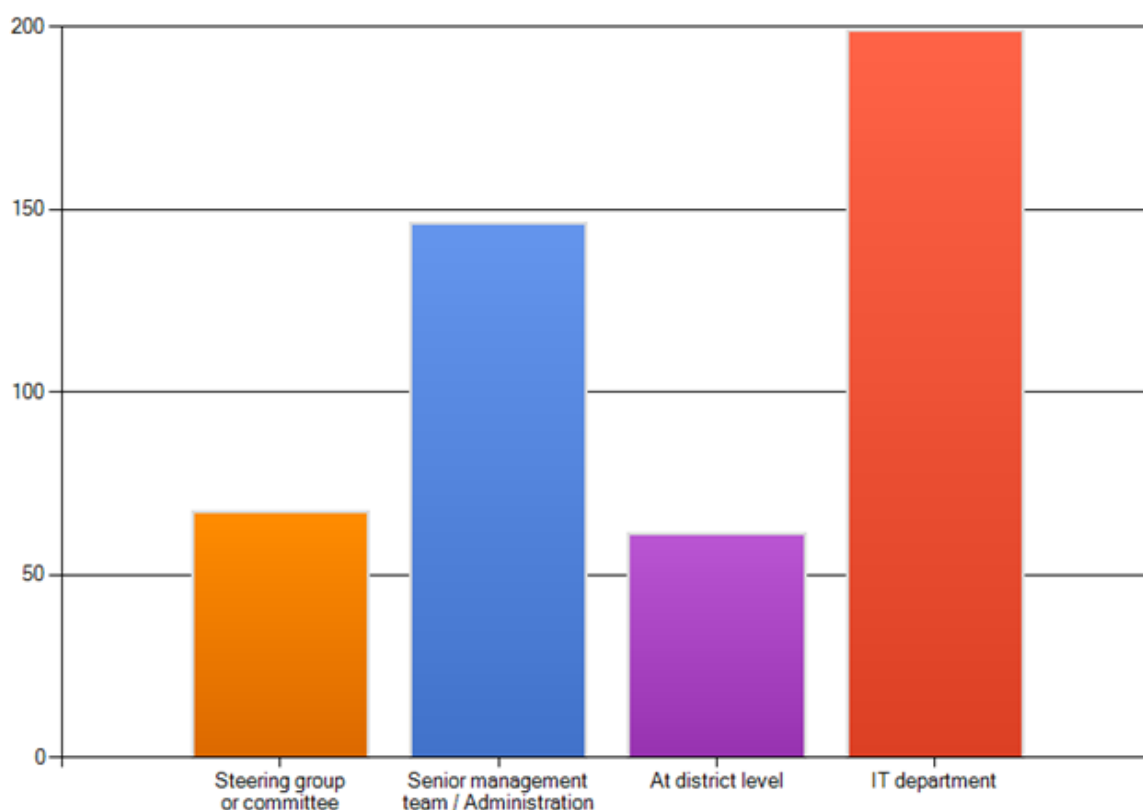
The questions in this section sought to establish which individuals or groups manage and control IT systems and budgets, how the use of the systems is monitored and regulated and what guidance and procedures are provided on the dangers and pitfalls inherent in accessing the web.

It is to be expected that management and operation of IT provision lies with primarily with IT departments, but use of systems involves a range of stakeholders with varying interests and concerns.

### RESPONSES AND ANALYSES

#### QUESTION 2.1

**How is your IT provision managed? Check all boxes that apply**



The results were similar to last year. The majority of schools report that management of IT provision lies with IT departments, but it is evident that the management of IT provision is often shared among various stakeholder groups.

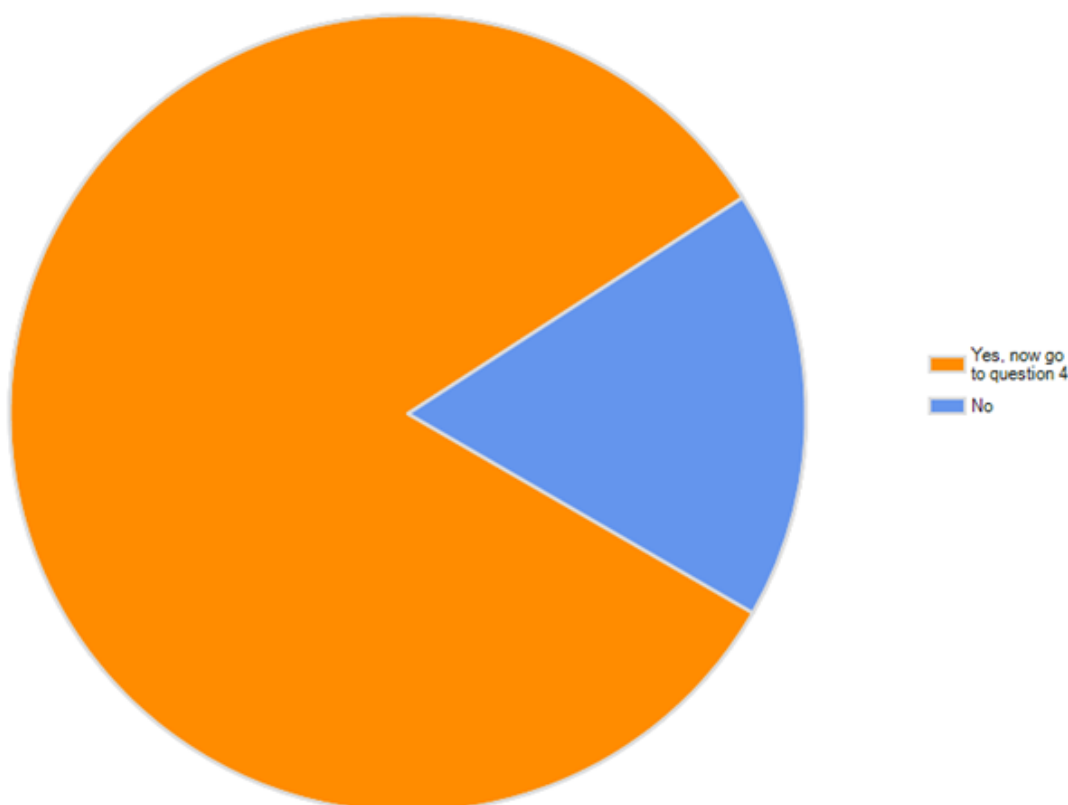
Nearly 50% of schools have IT provision managed by the senior management team and a quarter of schools have management at a district level. Clearly there is collaboration with IT departments, technology committees and teachers.

**Related Question**

- Are departments, teachers and students consulted in the direction and management of IT provision?
- To what extent might this management structure for IT need to change over time as IT becomes more closely and deeply embedded in the curriculum?

QUESTION 2.2

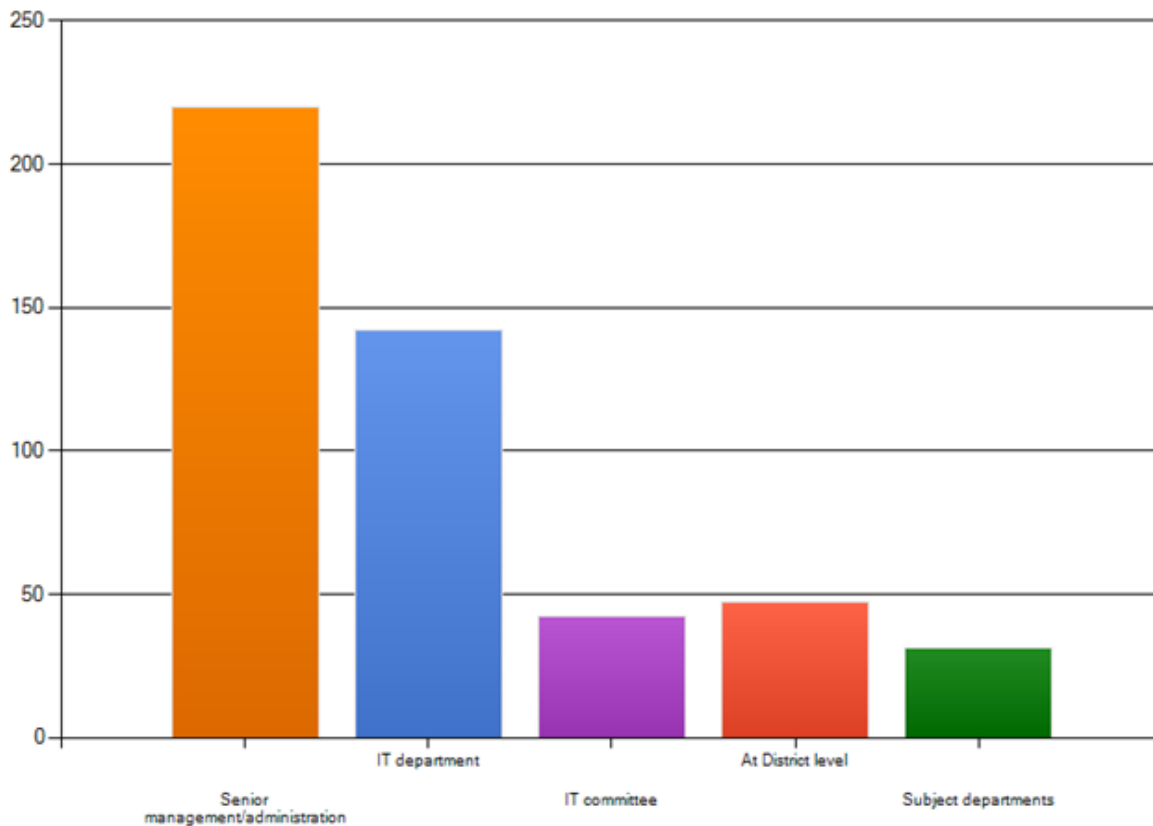
**Do you have a budget specifically allocated for IT?**



There was a noticeable increase in the number of schools with a specific budget for IT, up nearly 6% from last year to 83%. This may reflect a growing appreciation of the importance of funding IT provision in schools, rather than expecting departments to fund IT provision from their existing departmental budget. The change may also reflect the rapidly changing nature of the IT hardware market and the growth in virtual learning and [Mlearning](#) provision.

## QUESTION 2.3

**Who controls how the IT budget is spent? Check all boxes that apply.**



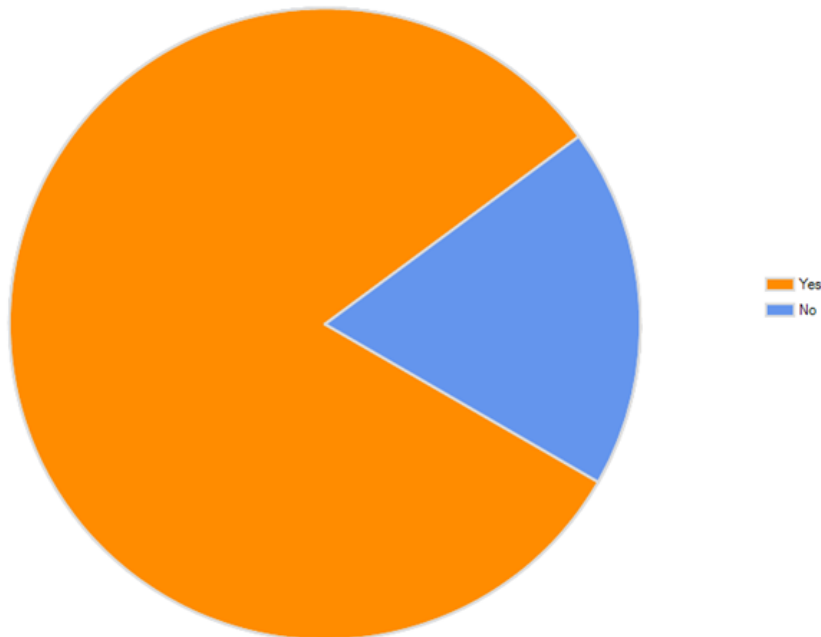
There has been an increase this year in 80% of respondents reporting that control of IT budgets rests at a senior management level rather than delegated to IT departments (up 5% over 2010), but it is evident (and understandable) that financial responsibility is often delegated to IT departments or reviewed jointly. One potential reason for the change in financial responsibility is a greater recognition that the IT budget is a whole school issue and likely to represent an increasing percentage of the total school budget. Far fewer centres skipped this question this year, possibly showing an increased transparency in the process of budgeting for IT.

**Related Question:**

- If the control and financing of IT systems is seen as predominantly as belonging to the IT department and senior management, does this exclude other user groups who may not have the technical and financial knowledge but may have an informed view on the educational effectiveness and future development of the systems employed at a departmental level? If this is the case, could these groups be better involved in the decision-making process?
- To what extent should IT financing decision making be devolved directly to the various stakeholders who are impacted by the decisions made?

QUESTION 2.4

Does your school or district have a Fair and Acceptable Use policy for IT?



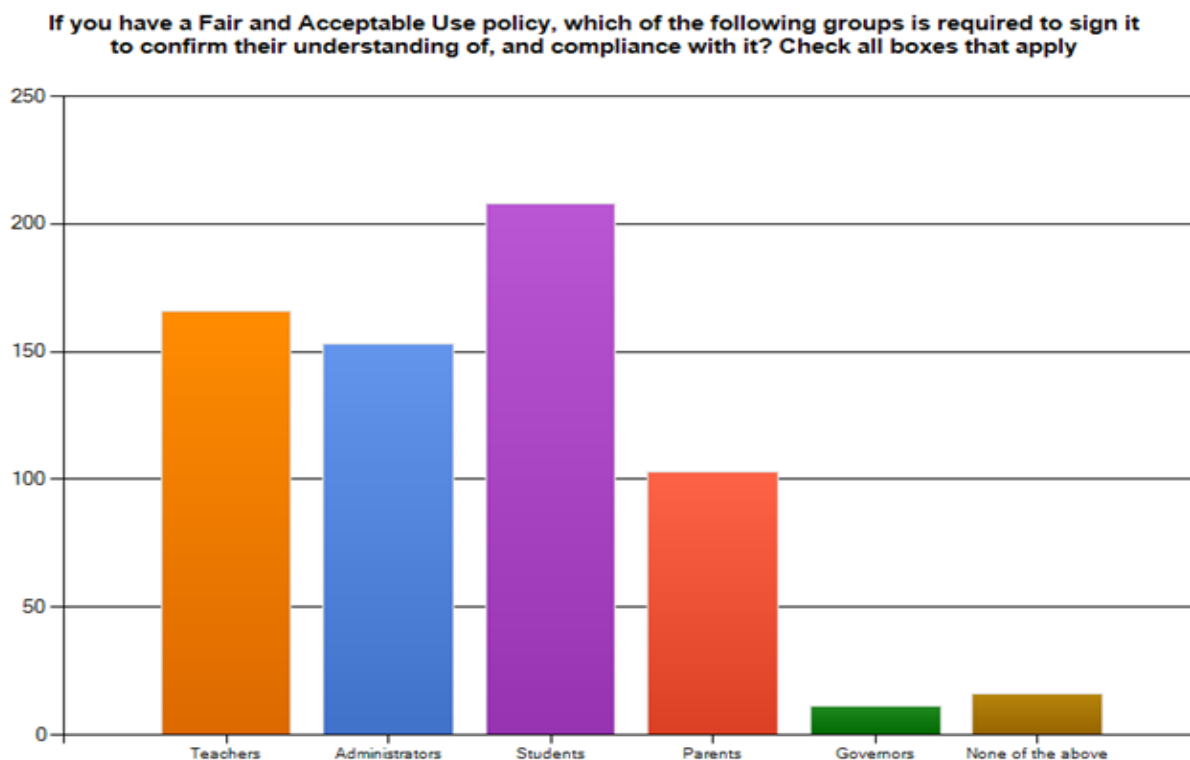
An important issue is how the IT systems are used, or potentially abused by those with access to it. It is surprising that 18.5% of respondents do not have a policy on the use of IT throughout the school. The abuse of IT systems is regularly reported in the media and schools may leave themselves open to legal proceedings if there is a lack of clarity on the use of their IT systems and no guiding policy.

QUESTION 2.5

**If you have a Fair and Acceptable Use policy, which groups are required to sign it to confirm their understanding of, and compliance with it?**

The vast majority of schools have some form of school usage policy. Not unexpectedly, students are the largest group required to sign the usage policy, with nearly 85% of those having a policy requiring students to sign to confirm their understanding of, and compliance with it. The requirement that teachers and administrators sign the policy shows an increase over last year, up approximately 4% for both groups. Schools which offer governors access may need to consider whether a policy should apply to this group.

It is likely that parents have a restricted access to IT systems and this may explain why only 42% of parents are required to sign a Fair and Acceptable use policy. However, there is increasing pressure on schools to allow parents to have some access, even if limited, to school systems so they track the progress of their children and/or know details about assignments, deadlines and important dates.



A recent study<sup>3</sup> conducted by Professor Tanya Bryon in the UK revealed that, ‘82 per cent of parents want schools to keep them better informed of their child’s progress. Technology is constantly evolving; for instance, an app providing regular updates on reports, activities and behaviour can make parents feel valued and involved in their child’s education. With technology an increasingly integral part of day-to-day work and social life, it is logical that parents and schools maximise on these technological opportunities for discussion to ensure that their child’s educative process is not a silent one.

Apparently an average parent sends 600 texts a year in an effort to find out just where little Johnny (or Jane) is, as technology increasingly becomes the method they use to stay in touch. The research also pointed to 312 emails per year and usage of sites such as Facebook. One in five parents said the best chance they had of getting hold of their child was via such technological means.’

#### **Related Question**

- Should all users of school IT systems be required to sign a Fair and Acceptable Use policy, irrespective of their status and access?
- Are stakeholders fully engaged in information systems? Are parents and governing boards, for instance, provided with adequate and appropriate access to school and student data?
- Does your school have a policy concerning access between children and their parents during the school day?

<sup>3</sup> Taken from [TechWatch](#) accessed 25 May 2011

**Associated Information for this question**

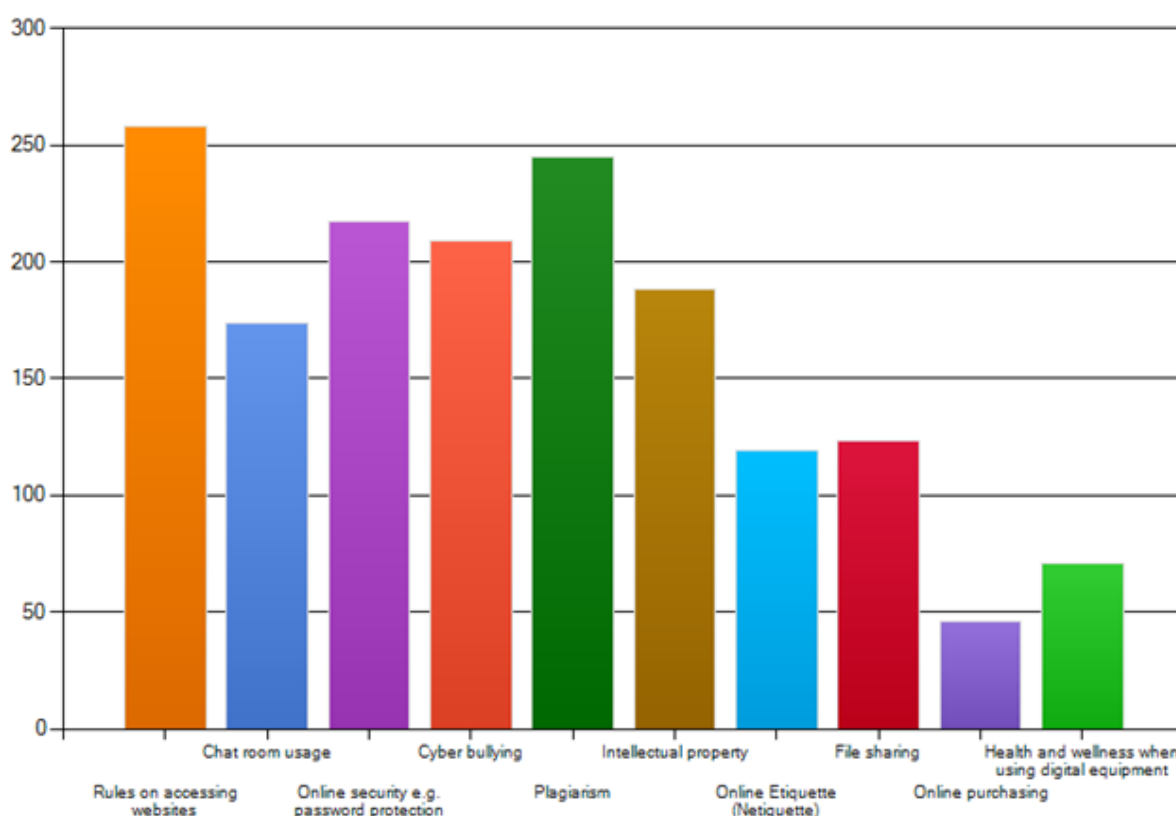
**Weblinks:**

There are many illustrations of, and discussions about, Acceptable Use policies on the web; here are two examples of policies – one for pupils and one for staff:

- Aston Fields Middle School [Acceptable Use Policy 2011 - 2012](#)
- E-Safety at RRCA [Staff \(and Volunteer\) Acceptable Use Policy Agreement](#)
- [Acceptable use policy](#) (Wikipedia)

QUESTION 2.6

**Which of the following is included in procedures or guidance shared with students?  
Check all boxes that apply.**



The vast majority of schools provide guidance for students on accessing websites, plagiarism and internet security, such as protecting passwords. A significant number of schools include advice on chat room use, cyber bullying and intellectual property in their procedures and guidance. It was noticeable, however, that advice on chat room usage was 8% lower than last year, while guidance on cyber bullying increased by 5%. This reduction in advice on chat room usage may reflect a growing acceptance that social media sites, such as facebook and twitter are becoming a way of life for most students – and probably staff too. Bullying has always been a major concern for schools and there is growing evidence that cyber bullying is on the increase, which may explain the increase here.

A minority of schools offer guidance on online etiquette and file sharing. Only 25% reported that issues of health and wellness when using digital equipment is covered. Again, in light of incidents of repetitive strain injuries (RSI), it might be wise for schools to consider advising users on good practice in this area.

### ***Related Questions***

- Should your school address issues of health and wellness when using digital equipment? Would your school be liable for any long-term health issues caused by excessive or poor use of digital equipment?
- As staff and students spend longer at school and outside using digital equipment, issues of health and safety will inevitably grow. Does your school comply with national legislation and industry standards on computer use, especially in relation to students and employees who habitually use display equipment as a significant part of their normal work?

### ***Associated Information for this question***

#### ***Weblinks:***

Statistics and advice on cyber bullying:

- <http://www.cyberbullying.us/>
- <http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html>

One of the oldest and most enduring sites for Internet safety in the US:

- <http://www.safekids.com/tag/digital-citizenship/>

An excellent wiki that considers digital citizenship for teenager issues identified in this section is:

- <http://digiteen.wikispaces.com/>

This is an archive of a project on the flat classroom – new development is found at the following site:

- <http://digiteen.ning.com/>

Guidance and a checklist on safe use of ICT in schools; this guidance relates to the UK environment. Compliance with individual national legislations and regulations is an issue worthy of regular review

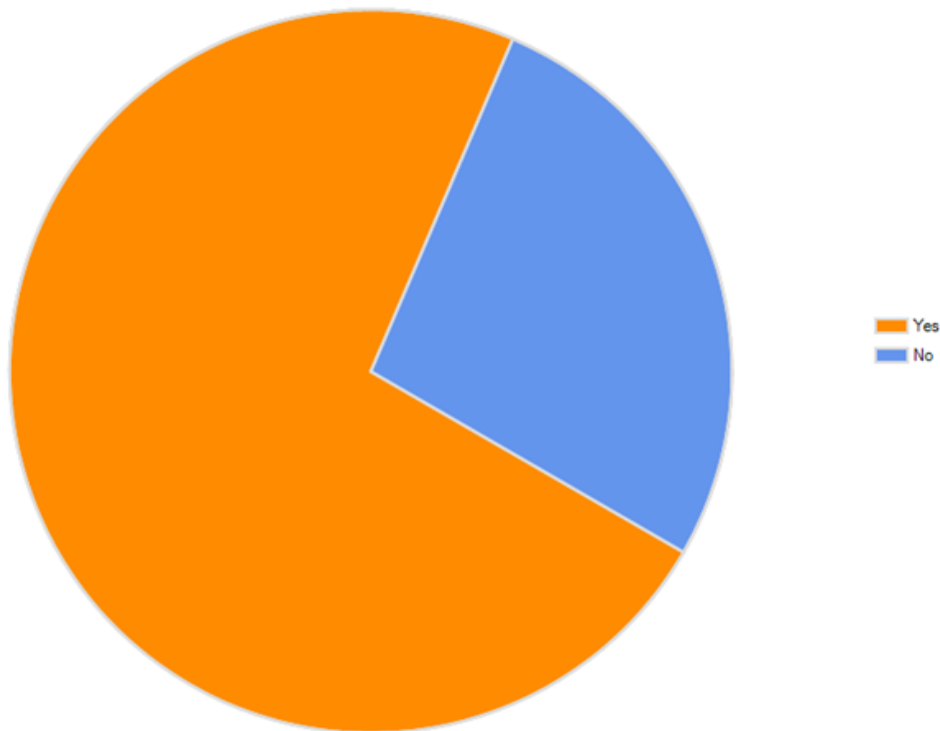
- <http://www.ictknowledgebase.org.uk/healthandsafety>

A comprehensive resource on RSI, its causes, symptoms and prevention:

- [http://www.teach-ict.com/as\\_a2/topics/health\\_and\\_safety/pages/rsi.html?D=d13](http://www.teach-ict.com/as_a2/topics/health_and_safety/pages/rsi.html?D=d13)

QUESTION 2.7

**Do you monitor the use of the school computer systems?**



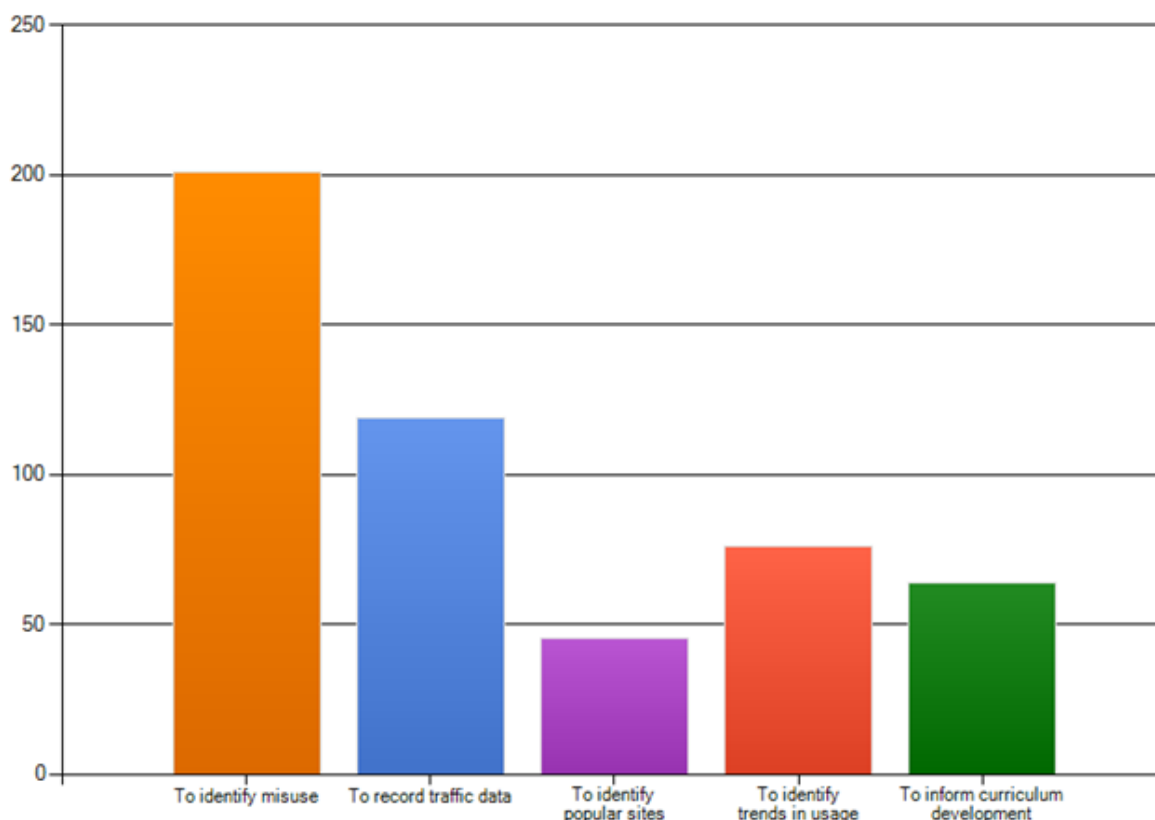
Fewer than three quarters of schools (73%) responding to this survey reported that they monitor the use of school computer systems, slightly down on last year. It remains surprising that so many schools do not monitor usage given potential consequences of misuse.

QUESTION 2.8

**Why do you monitor computer use?**

The reasons for monitoring vary significantly. The main purpose is to identify misuse (93% of all schools) such as accessing inappropriate websites, with over half of schools who monitor usage doing so to record traffic data. It is clear that schools are seeking protection from computer misuse and to gain data on capacity, but fewer schools this year reported that they were using monitoring to inform the curriculum (down 2% to 30%), which may be considered a lost opportunity to offer positive support to departments.

**Why do you monitor computer use? Check all boxes that apply**



A number of schools reported that monitoring of computer usage was a government requirement in China.

**Related Questions**

- Should details of computer usage be routinely shared with staff as a way of identifying popular sites used by teachers and students
- How can we use data on computer usage to inform curriculum development?
- How can student interaction with sites and systems outside the school’s own IT system be monitored?

**SUMMARY OF MANAGEMENT OF INFORMATION TECHNOLOGY SECTION**

The management of IT is a complex and rapidly changing area. It is clear from the survey results that schools are broadly implementing policies to manage this process. Increasingly, over time, a wider range of stakeholders are likely to become involved in different ways with the provision of IT and this may mean the development and enhancement of these policies. Perhaps one issue for consideration is the frequency with which all these policies and systems are reviewed. As stakeholders become more closely involved and IT becomes more deeply embedded in the curriculum, will this require more regular updating and monitoring of policies and procedures? As

opposed to seeing monitoring of IT usage as simply a preventative tool, can it be used more proactively to enhance IT provision and guide teaching and learning policies?

As more learning takes place online and within Virtual Learning Environments, will it be necessary for a greater degree of formality in the monitoring and tracking systems used by schools? With the growth in e-portfolios and associated systems, students will increasingly be able to evidence their own learning and schools will need to consider the impact of these trends on their management approach to information technology.

**Associated Information for this question**

**Weblinks:**

*'Information and communications technology (ICT) provides schools with major opportunities for improving learning, teaching and administration. To benefit from these opportunities, a school must apply ICT resources in a way that supports its educational goals':*

<http://www.deewr.gov.au/Schooling/DigitalEducationRevolution/DigitalStrategyforTeachers/Documents/ICTStratPlanGuide.pdf>

This is a digital strategy for teachers prepared by the Department of Education, Employment and Workplace Relations (DEEWR) as part of the Australian Government's Digital Education Revolution program, with the assistance of all state and territory governments.

## SECTION 3 – INFORMATION TECHNOLOGY FACILITIES AND HARDWARE

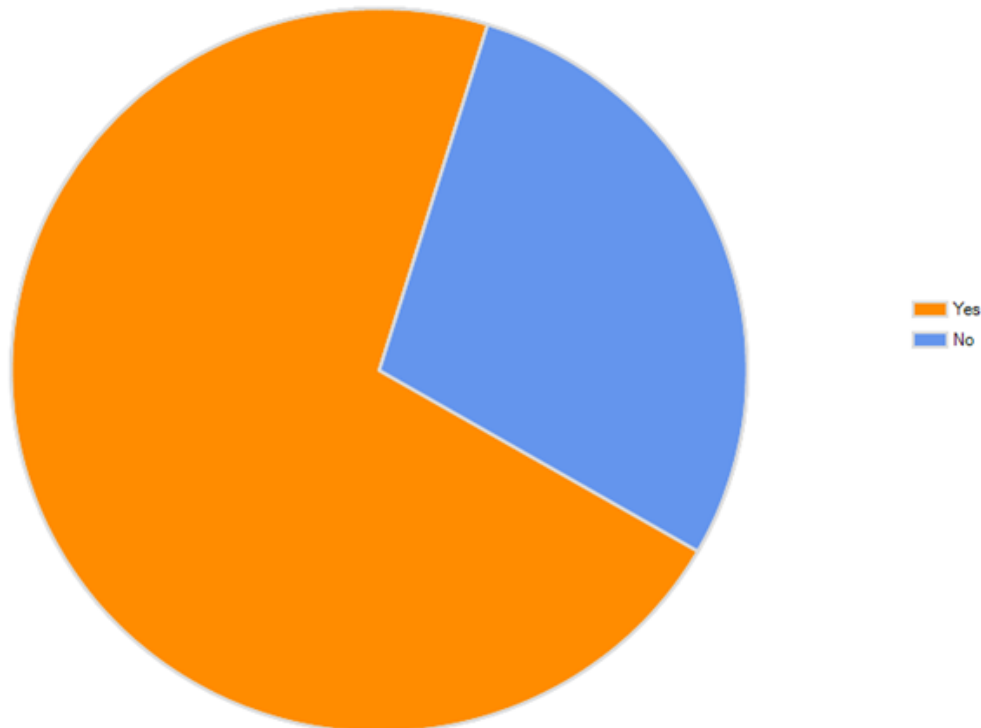
### PREAMBLE

This section related to the facilities for Information Technology and the hardware to which schools have access. It sought to establish the extent of centralized computer provision within schools and to measure the increase in laptop use.

### RESPONSES AND ANALYSES

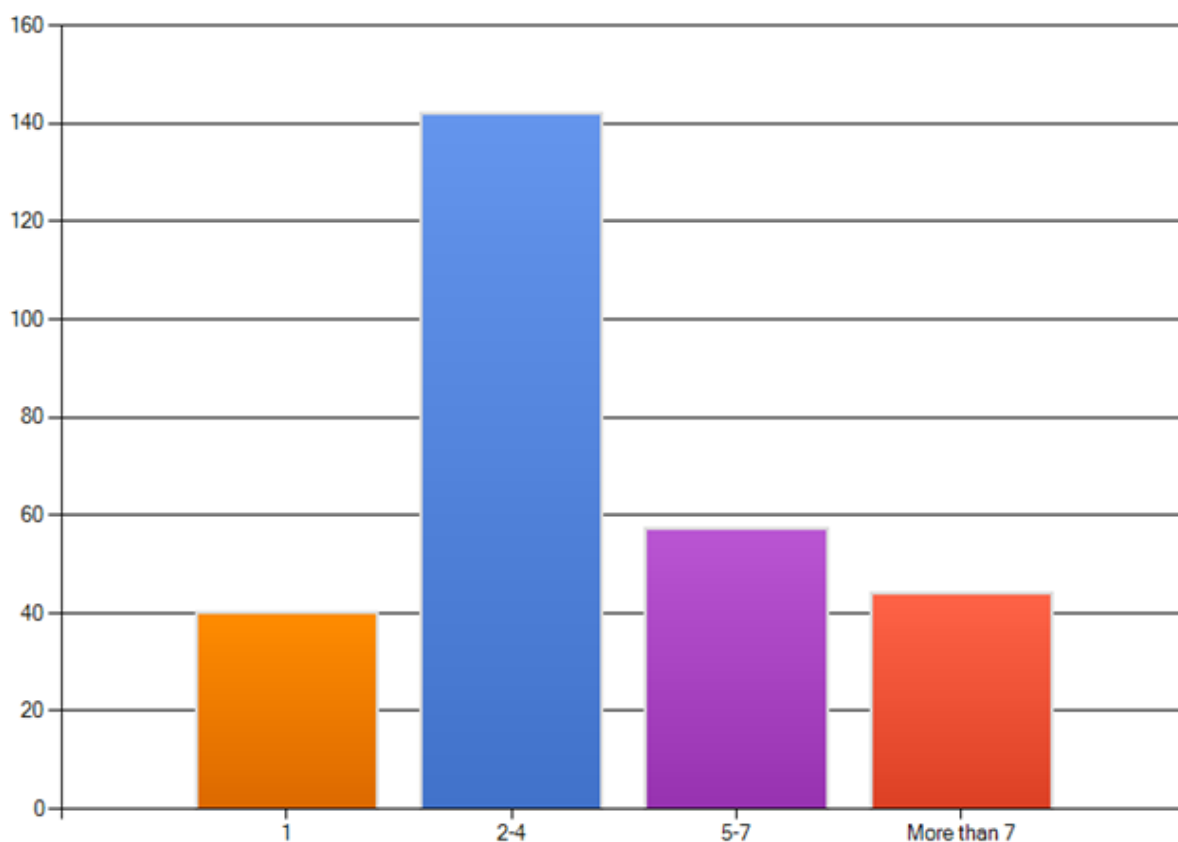
#### QUESTION 3.1

**Does every department have access to at least one computer, available for student use, within every teaching room?**



Nearly three quarter of all schools in the survey have a computer in every teaching room, a result that mirrors last year.

## QUESTION 3.2

**How many dedicated computer rooms do you have for multi-departmental use?**

Virtually all schools that responded have at least one dedicated computer room with 50% having between 2- 4 rooms. From the responses to this question and to question 3.1, we can see that computers are centralized and diffused throughout schools. The number of schools reporting that they had between 5 and 7 computer rooms rose 3% from last year to 20%.

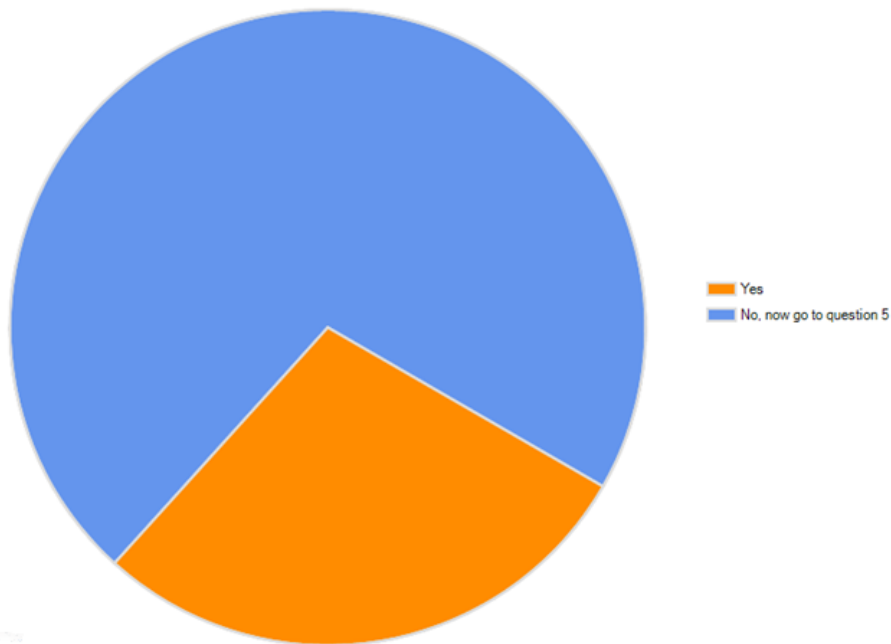
## QUESTION 3.3

**Do you consider your school a "laptop school"?**

The question intentionally did not define the term 'laptop school', but just over a quarter of schools believe that they are. Interestingly, by cross-tabulating responses, we can see that over one third (35%) of respondents in the IB Asia Pacific region consider themselves laptop schools; the proportion in IB Africa, Europe and Middle East is one school in five (21%) and in the IB Americas region it is less than one school in ten (9%).

The number of schools describing themselves as 'laptop schools' has increased slightly over last year to 28%, up 1% from 2010.

Do you consider your school a "laptop school"?



Clearly, schools are not always using the term 'laptop school' to mean all students have their own personal laptop. This year we asked schools to explain what they understood by the term 'laptop school'. The responses show considerable variation in the use of the term:

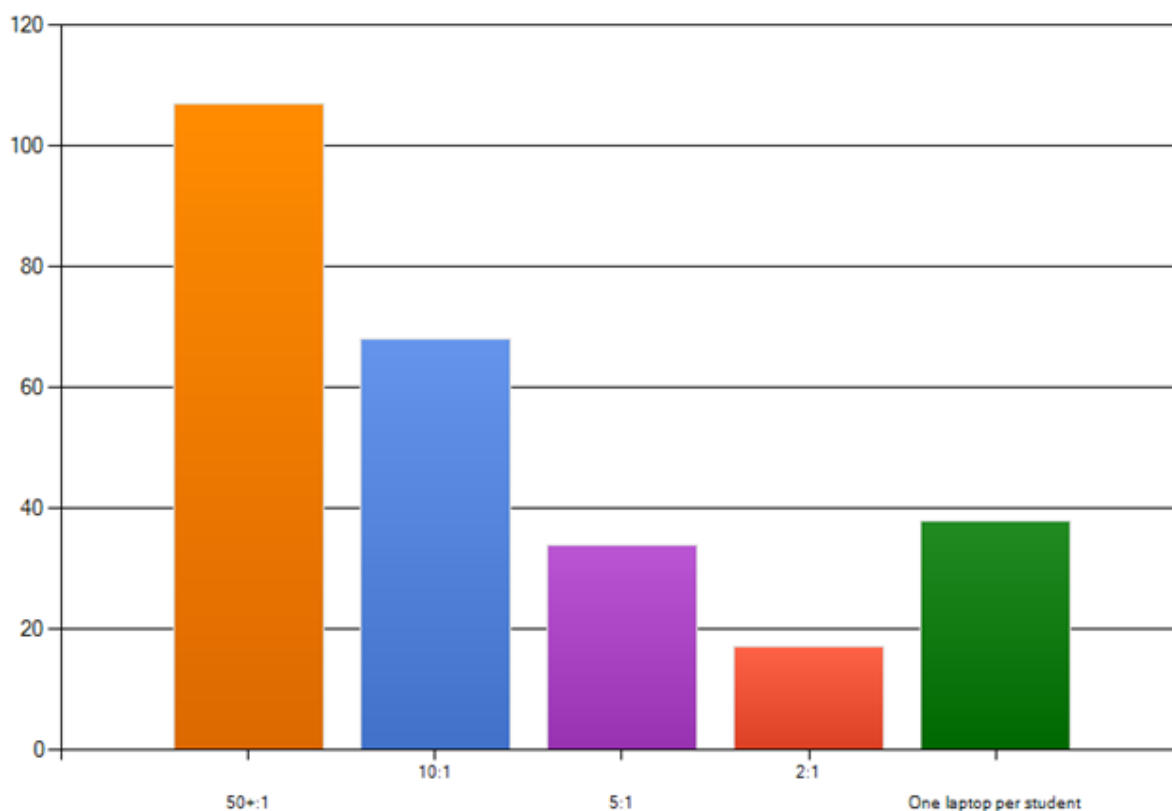
- A school where all students have a laptop computer for daily use in the classroom.
- We provide high speed wifi in all school area, students are expected bring their laptop for any assignment.
- Each of our students has his/her own mini notebook computer.
- All teachers in the school receive a laptop in order to use at school and home. We are a wireless school and teachers use their laptops to connect to e-boards and access sites to enhance and enrich learning in the classroom. Students are allowed to bring their laptops from home for academic purposes as well. Laptops and kindles are made available in the library media center.
- Students can use their own laptops if they want.
- We have several computer labs. We have several laptop carts for teacher checkout, for student use. We have 1 desktop computer in every room for teacher use.

What seems to be important in defining laptop school is that students and teachers have access to a laptop when it is required, even if there is not a one-to-one ratio. This can be achieved by students owning their own laptop, the school provided a laptop for all students or a store of laptops is available for checkout when required.

All the responses to this question are is shown at the end of this report in appendix 3.

QUESTION 3.4

Within the school, what is your approximate ratio of students per school laptop? Choose the answer which is the closest approximation.



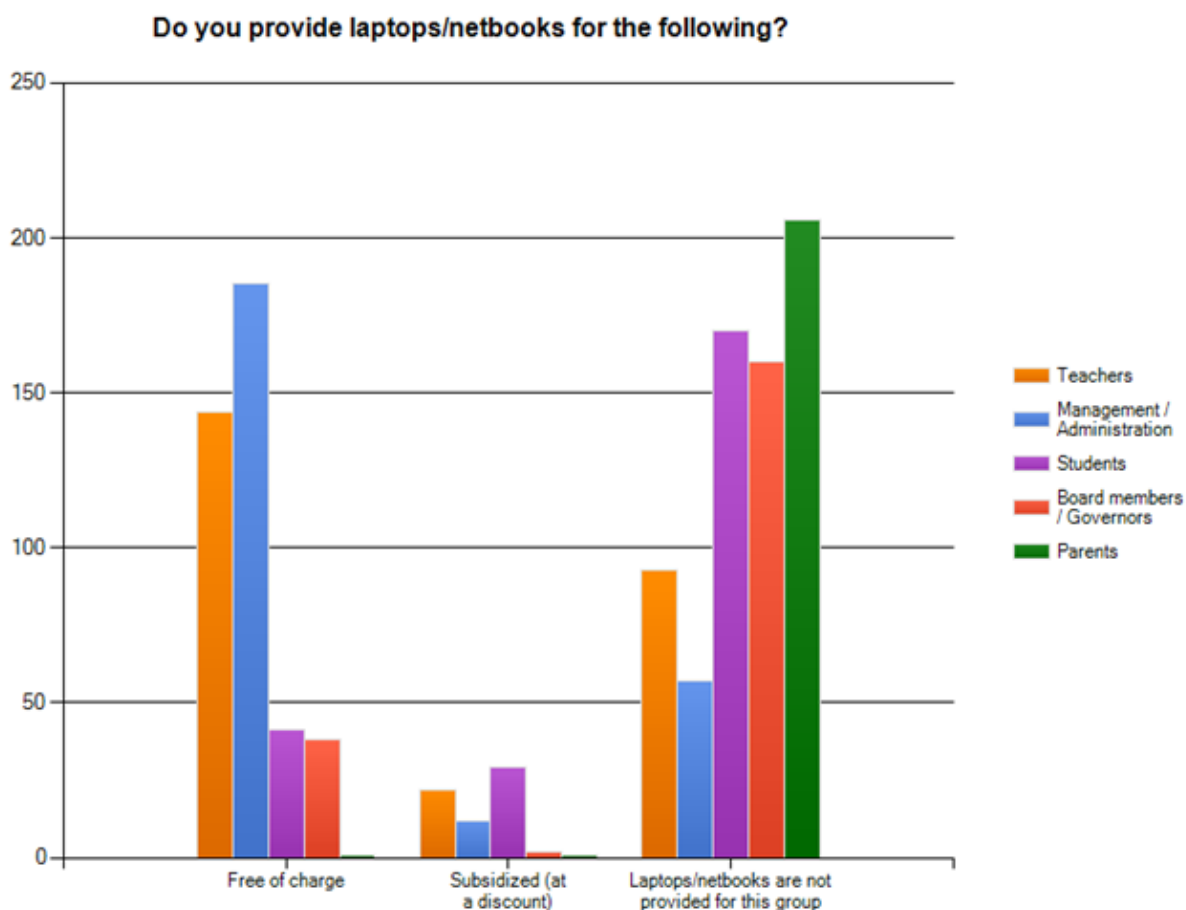
Just over 14% of schools said they had one laptop per student (a 1% increase over 2010) and a further 6.4 % said they had one laptop for every two students. Schools reporting that they had a ratio of 5 laptops or fewer to every student, made up a third of the sample; a figure significantly higher than last year, where it was closer to a quarter.

QUESTION 3.5

**Do you provide laptops for the following?**

Laptop provision in schools is not always left to the individual. 54% of those schools who responded supply laptops free to teachers, and 70% to management. However, only 15% offer laptops for free to their students. Only one school provides free laptops to parents. These numbers represent a decline from last year's results, which may be reflect the relative fall in laptop prices and the range of new netbook and similar devices on the market.

Discount schemes for the purchase of laptops, such as when schools can buy in bulk and pass on discounted rates to its community, do not appear to be particularly popular; showing a downward trend over last year. Fewer than 10% of schools offer discounts for teachers, with just over 10% offering reductions to students and 5% to management.



Schools may consider whether providing subsidized laptops to parents through mass purchase schemes may enhance performance of students who are more supported at home and have access to equipment that might otherwise not have been purchased.

**QUESTION 3.6**

**Do you have interactive whiteboards in the majority of classrooms?**

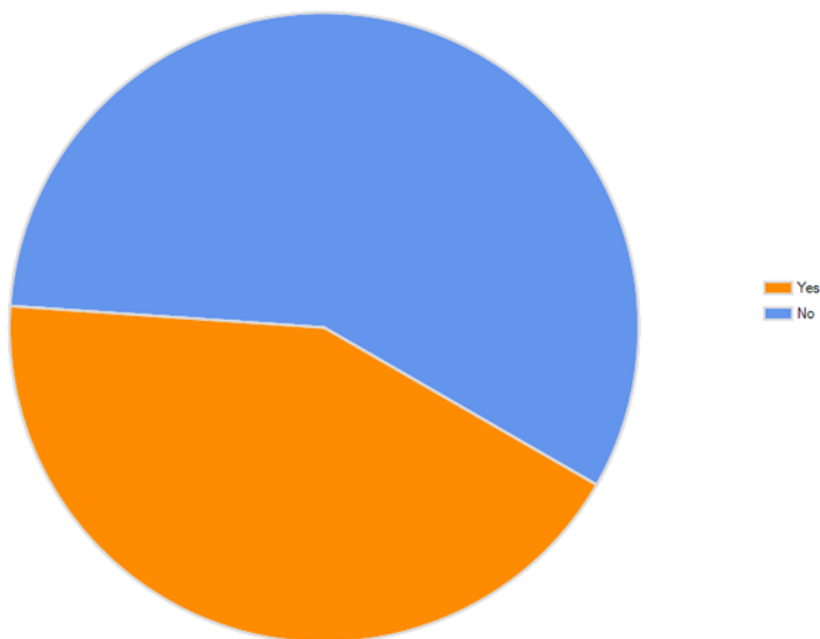
Only 40% of schools have IWBs in the majority of classrooms. The Asia Pacific region, with only 25%, had the least IWBs .

By cross referencing with the later question on training, we can see that

- Nearly 92% of schools that reported they had IWBs in the majority of classrooms had trained their staff in the last three years to use them
- 57% of schools that do not have IWBs in the majority of classrooms had nevertheless trained staff in their use.<sup>4</sup>

<sup>4</sup> See question 5.3

Do you have interactive whiteboards in the majority of classrooms?



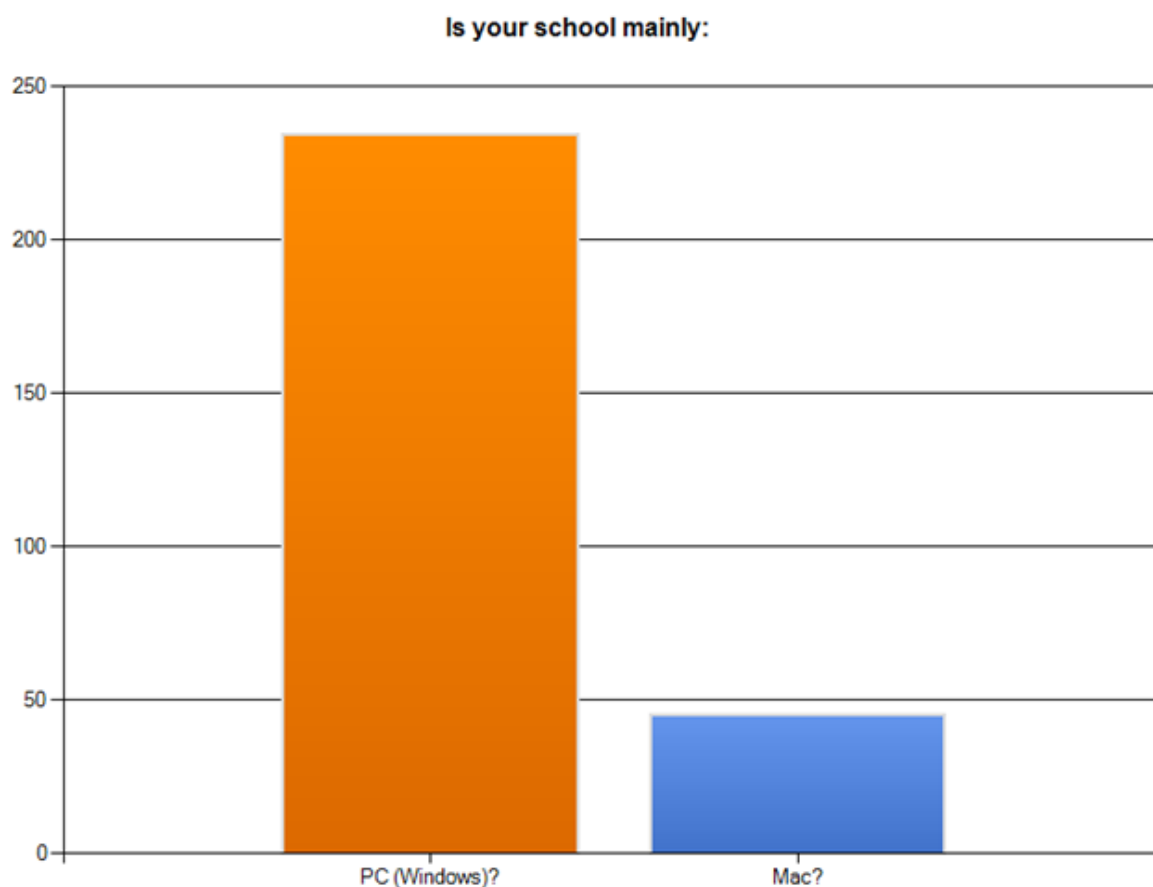
QUESTION 3.7

**How satisfied are you with the following**

Answer Options	Excellent	Good	Satisfactory	Poor	Response Count
Download speed	68	129	63	25	285
The reliability of your internet connection	81	119	68	17	285
<b><i>answered question</i></b>					<b>289</b>

The results given here were similar to last year's responses. There appears to be a strong correlation between satisfaction with download speeds and the reliability of the connection with only 9% rating their download speed as poor and 6% registering dissatisfaction with the reliability of the internet connection.

## QUESTION 3.8

**Is your school mainly: PC (windows) or Mac?**

Unsurprisingly, 84% of schools who responded to the survey were PC schools and only 16% were Mac. However, this represents a 5% increase in the use of Macs, which may reflect staff and pupil familiarity with iPhone and iPad devices, and the Mac's suitability for computer graphics and better reliability.

**Associated Information for this question**

For schools seeking ways of reducing budgets on IT, Linux might be an option. This open-source, free software comes bundled with Open Office suite and, depending on needs, a host of other add-ons including educational software. One popular Linux distribution is called Ubuntu Education Edition; an official version of Ubuntu Linux designed for use in classrooms and schools which can be found at <http://edubuntu.org/> and could be worth further exploration.

For most schools, software costs are a significant element of their budgets and they may want to consider more open-source software solutions. Some useful resources for this may be:

- [Open-source software packages](#)
- [Open office](#)
- [Moodle](#)
- [Mahara](#)

See the next section for further information on software and open-source solutions.

### ***Related Questions***

- The decreasing costs of mobile technologies and the integration of computer systems, is likely to lead to education provision becoming more flexible and personalized. Is your school considering moving provision to mobile technologies, such as laptops and/or netbooks?
- Would free or discounted purchase schemes for students, teachers, parents and other stakeholders support access to IT systems and improve student performance and engagement in the curriculum?

## **SUMMARY OF INFORMATION TECHNOLOGY FACILITIES AND HARDWARE SECTION**

Significant variations in relation to hardware acquisitions and policies are evident from the survey. While there are a number of schools who consider themselves ‘laptop schools’, they still represent a minority of schools. The same is true of interactive whiteboards with only a third of schools having them in the majority of their classrooms. Much of this is likely to be related to the total cost of hardware provision. This is generally the largest proportional cost within a school’s technology budget. With most schools expressing satisfaction with their download speeds and internet connectivity, is it perhaps time for more emphasis on the function of hardware and whether an examination of functional requirements could help reduce the budgetary impact of hardware. For example, does the greater availability of online curriculum resources mean that mobile devices or smaller netbooks could increasingly be used as an alternative to more conventional higher-specification machines?

Australia seems to be pushing forward with policies promoting access to digital equipment in schools. The following article reports on the development of laptop schools in New South Wales:

- <http://www.futuregov.asia/articles/2011/feb/28/digital-education-revolution-nsw/>

With hardware provision changing rapidly, the survey shows that this is another area which will require regular analysis and review.

## SECTION 4 – SOFTWARE AND SYSTEMS

### PREAMBLE

This section relates to software systems available in schools and examines the extent to which VLEs and MLEs operate within schools, and the software systems incorporated. Questions were asked about training provided to support the effective application of systems and software. In addition questions examined whether that Web 2.0 tools were used in the school and/or departments and if students were actively encouraged to use social networking and mobile technologies as part of the learning and teaching experience.

The following are definitions of terms used in the survey

A **Managed Learning Environment (MLE)** is a software system covering a range of information systems and processes of a school and is used primarily by administrators and teachers.

A **Virtual Learning Environment (VLE) / Learning Management System (LMS)** is a software system designed to support teaching and learning and is used by students and teachers. A VLE could be part of an MLE.

An **e-portfolio** is a collection of evidence of learning. Such evidence of achievement may include text, files, images, multimedia, blog entries, and hyperlinks.

**Open source** refers to software products where the source code is freely available and offered by development communities online. They come with no warranty but are usually very well tested by development groups. An example of an open source product is the Linux operating system.

### QUESTIONS AND ANALYSES

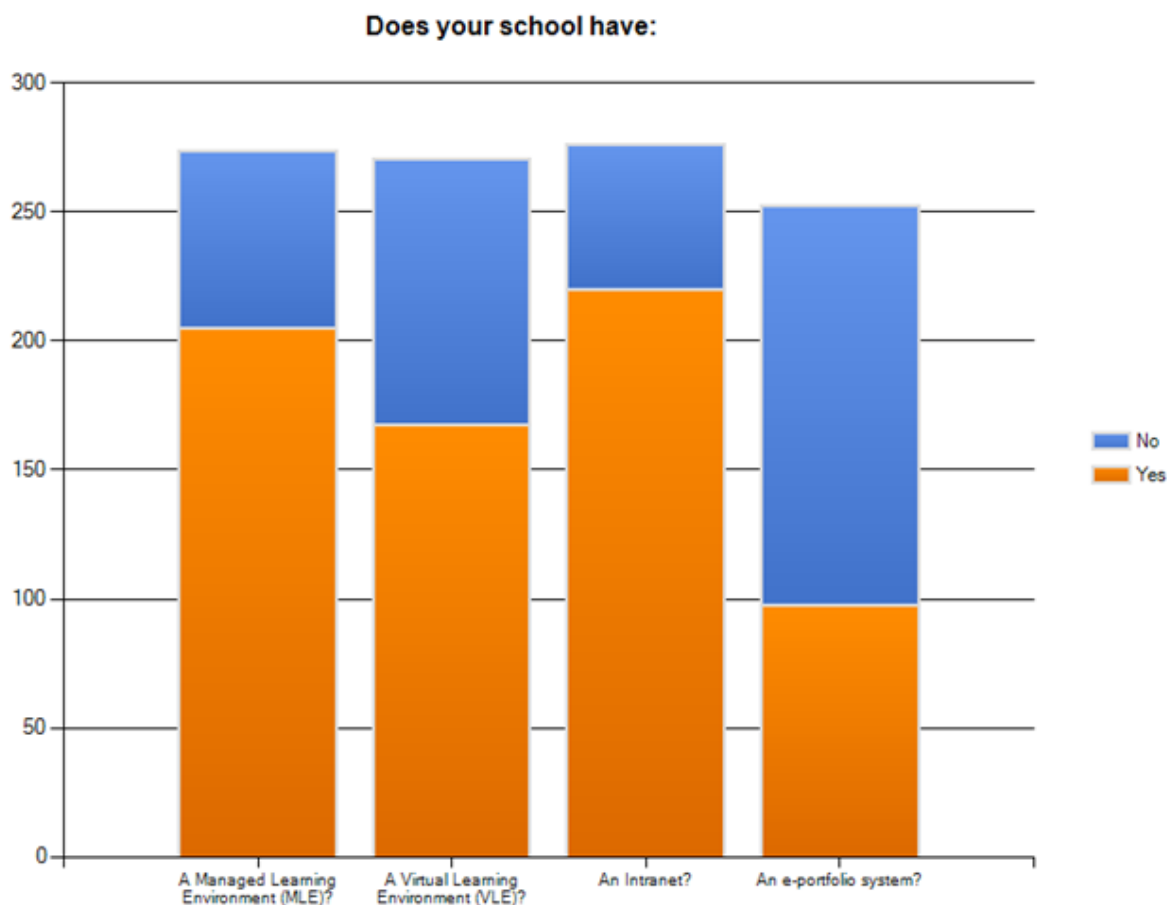
#### QUESTION 4.1

**Does your school have:**

##### Answer Options

- A Managed Learning Environment (MLE)?
- A Virtual Learning Environment (VLE)?
- An Intranet?
- An e-portfolio system?

75% of schools responding to the question have an MLE, 62% a VLE, 80% an intranet and 39% an e-portfolio system. The responses for MLE and VLE are similar to the 2010 survey, but schools saying they have an e-portfolio system, has risen 6% over last year to 39%.



**Associated Information for this question**

One increasingly popular open source, and flexible, e-portfolio system is [Mahara](#), which has been designed to be integrated with VLE platforms, such as Moodle. There is a demo version of Mahara available where you can experiment to see its capabilities:

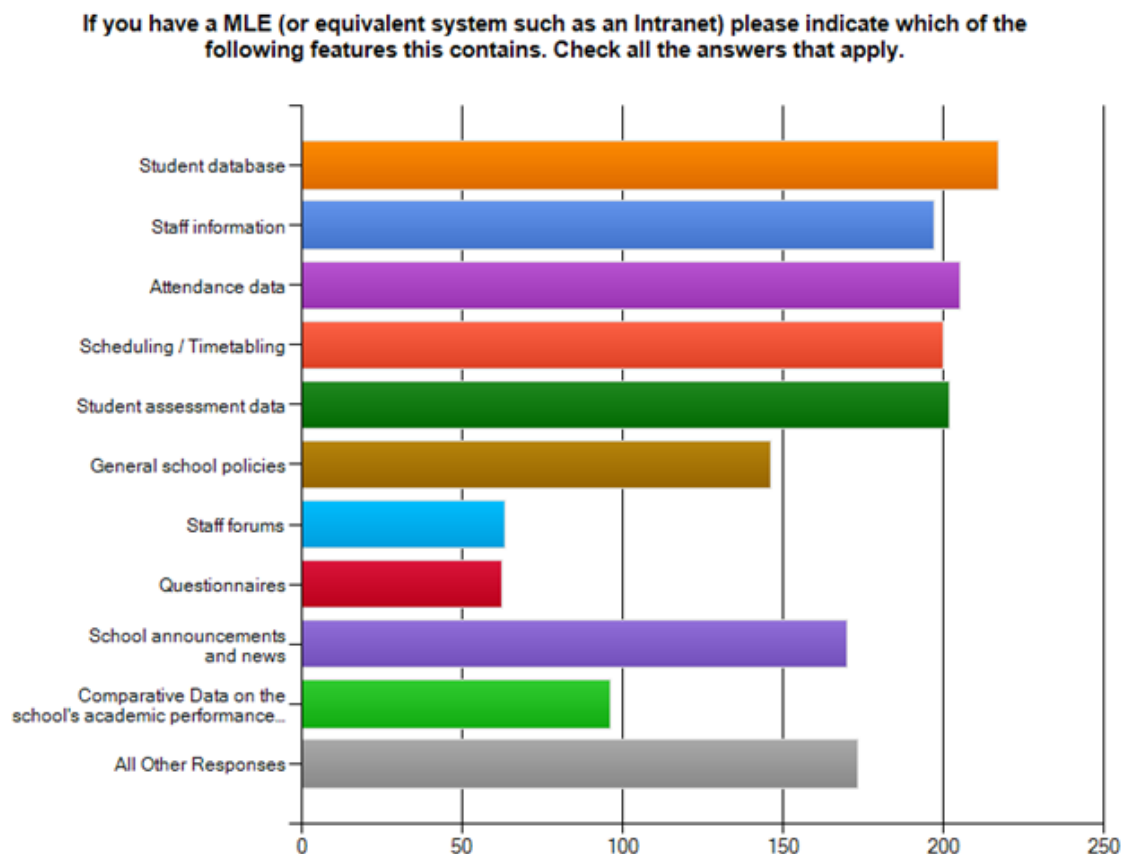
- [Mahara demo site](#)

For more information on e-portfolios, you may find the following links helpful:

- [E-portfolios for starters](#)
- [E-portfolios – an overview](#)
- [JISC – e-portfolios - infoKit](#)
- [Effective practice with e-portfolios](#)
- [What about e-portfolios? \(YouTube\)](#)
- [E-portfolios at Solent University](#) (created by University animation students)

QUESTION 4.2

**If you have a MLE (or equivalent system such as an Intranet) please indicate which of the following features this contains.**



The most popular features included in an MLE were:

- a student data base (91%)
- attendance data (86%)
- timetables/scheduling (84%)
- staff information (83%)
- student assessment data. (85%)

All of these features were included in the MLEs of more than 83% of schools responding. Other popular features were school news features and school policies.

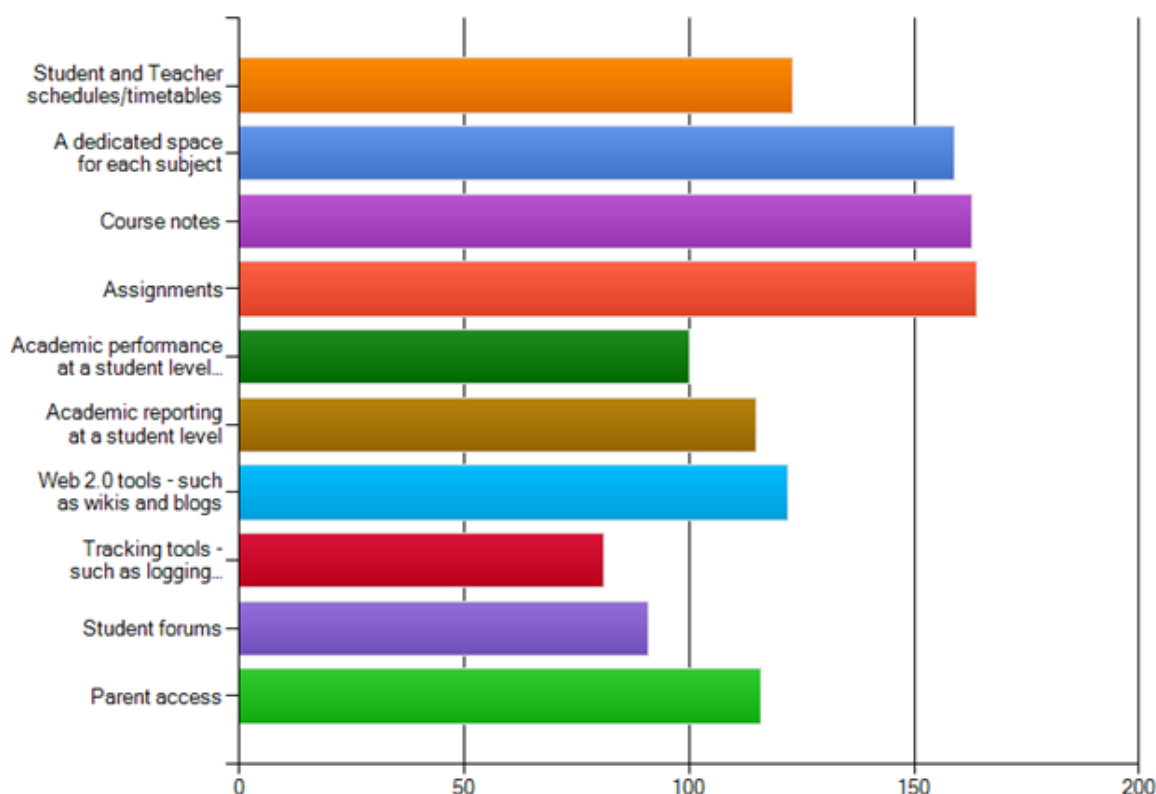
A minority of schools including notices about staff vacancies, comparative data, surveys and staff forums. Only 23% of schools had their budgets on their MLEs, which was slightly surprising. Some schools reported that the information was public and was included on district web pages.

**Related Question**

- Should your school collect more data on user satisfaction with IT systems and academic programmes, and/or use technology, to elicit opinions on school wide issues through surveys and questionnaires?

**QUESTION 4.3**

**If you have a VLE (or equivalent system such as an Intranet) please indicate which of the following features this contains. Check all the answers that apply.**



VLEs were predominantly used for assignments (82%), course notes (82%), department sites (80%) and timetable information (62%).

There were some significant changes in the results this year - schools using VLEs for:

- course notes increased from 7% over results in 2010
- academic reporting rose from 52% last year to 57.5% this year
- student forums increased 9% over last year

The most noticeable changes were in the use of web 2.0 tools and tracking tools. Only 47.5% of schools included web 2.0 tools such as wikis and blogs on their VLEs last year. This figure has risen to 61% this year. The use of tracking tools rose 12% since the 2010 survey.

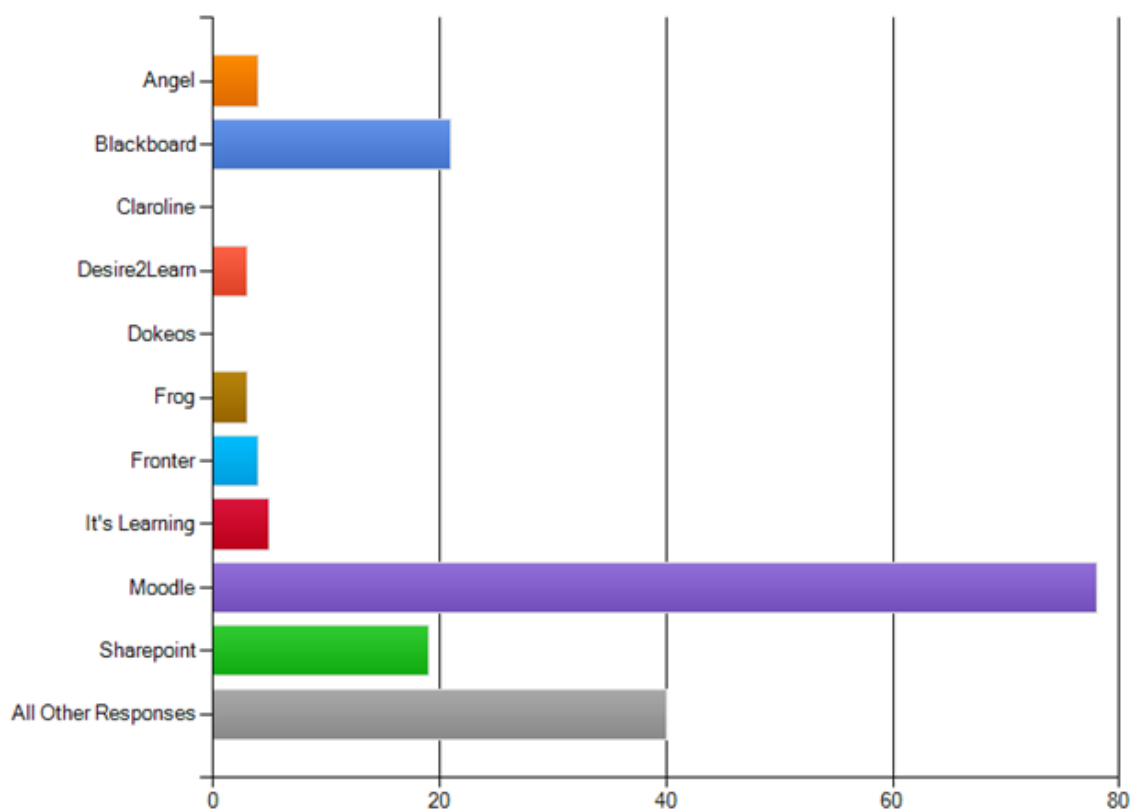
Parental access to their VLEs has increase slightly, presumably to access academic information about their children’s performance.

**Related question**

- Are web 2.0 tools being used by individual departments and integrated into lesson planning and schemes of work?
- As VLE and MLE systems are developed further and integrated with other systems, will the training requirements for teachers change?

QUESTION 4.4

**If you have a VLE, which platform do you use?**



By far the most popular VLE platform was Moodle, with 7% more schools possessing a VLE using it than in 2010. The use of customized packages fell 14% over last year. Of the other VLE platforms, only Blackboard and Sharepoint exceeded 10%.

**Associated Information for this question**

Moodle is an open source course management system or VLE. More information about Moodle can be found at: <http://moodle.org/>.

The latest version of Moodle (Moodle 2.0) was release in November 24<sup>th</sup>, 2010 and further releases have been made up to [Moodle 2.0.3](#). This is more powerful, flexible and user-friendly than the

existing version. For further information on Virtual Learning Environments and their implementation, you may find the following links helpful:

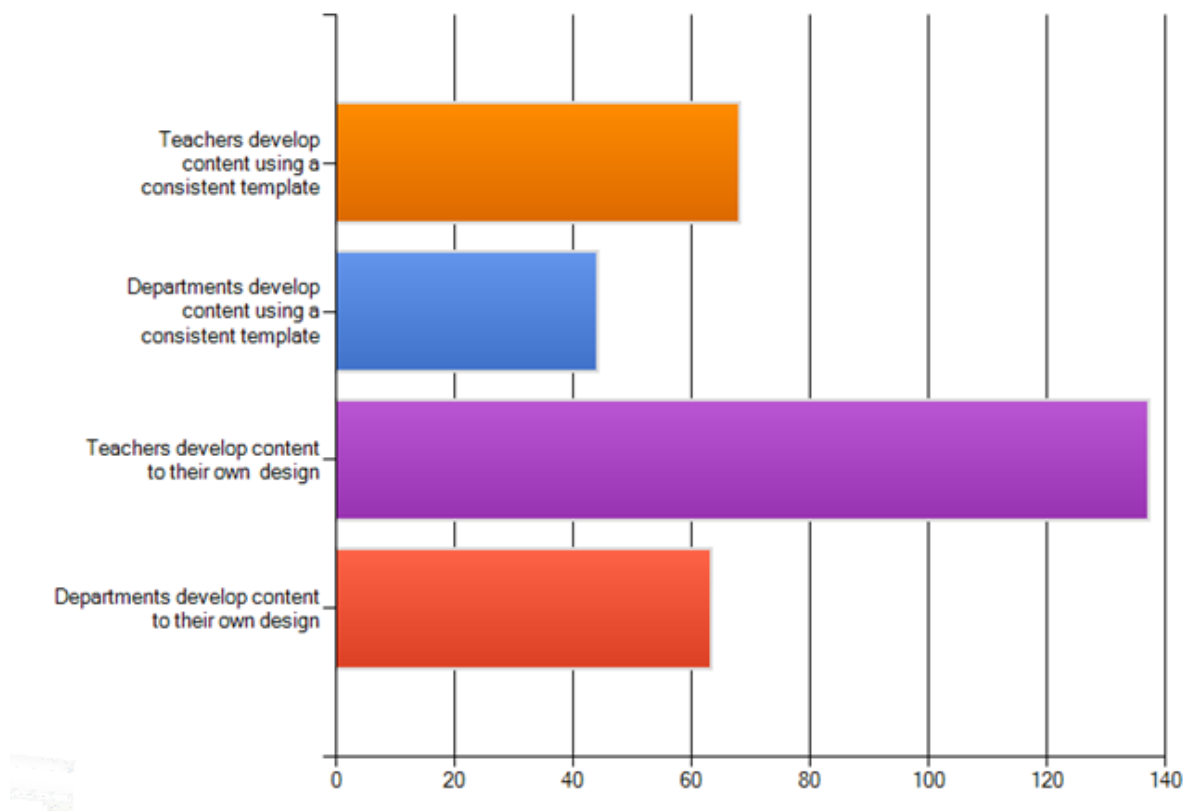
- [Getting started with your learning platform](#)
- [Virtual Learning Environments](#) (Wikipedia – *has a useful list of different systems*)
- [Moodle in education](#)

#### **Related Questions**

- Moodle appears to be the course management system (CMS) of choice for a large number of schools. If you do not have a VLE at present (or use a proprietary version), should this free, open-source platform be investigated?
- Are there plans in place to develop personalised learning platforms for your students allowing them greater ownership of, and flexibility in, their learning experience?
- If you have an existing VLE, have you investigated and/or planned integration with compatible systems, such as e-portfolios (for example, Mahara), wikis and other collaborative options such as Google Apps and Facebook?  
<http://mahara.org/>  
[www.wikispaces.com/](http://www.wikispaces.com/)  
<http://www.google.com/apps/intl/en/business/index.html>
- With the development of a repository integrated into Moodle 2.0, to what extent should you be investigating and implementing a learning repository for teachers and students to use?
- To what extent should you be considering building learning and content partnerships with other schools using compatible Virtual Learning Environments?

## QUESTION 4.5

**If you have a VLE (or equivalent system such as an Intranet) please indicate how teaching content is added.**



This question was **new to the 2011 survey** and was intended to establish whether there was a consistent approach to uploading materials to a VLE. A recent presentation at the 2011 Moodle Moot identified that the creation of content is perhaps the most problematic aspect of establishing a VLE in many educational establishments. What tends to happen is that enthusiastic and IT confident departments add content of a suitable nature, whereas other department may either resist uploading content at all or upload unsuitable materials such as old and poorly presented pdfs, PowerPoints and word documents. Videos of presentations at the 2011 UK Moodle Moot in the University of London can be found through [this link](#).

The 'Best Practice in [course design video](#)' is extremely useful to provide guidance on course design.

72% of schools reported that teachers develop content using their own design, with only 36% of schools developing templates for uploading content.

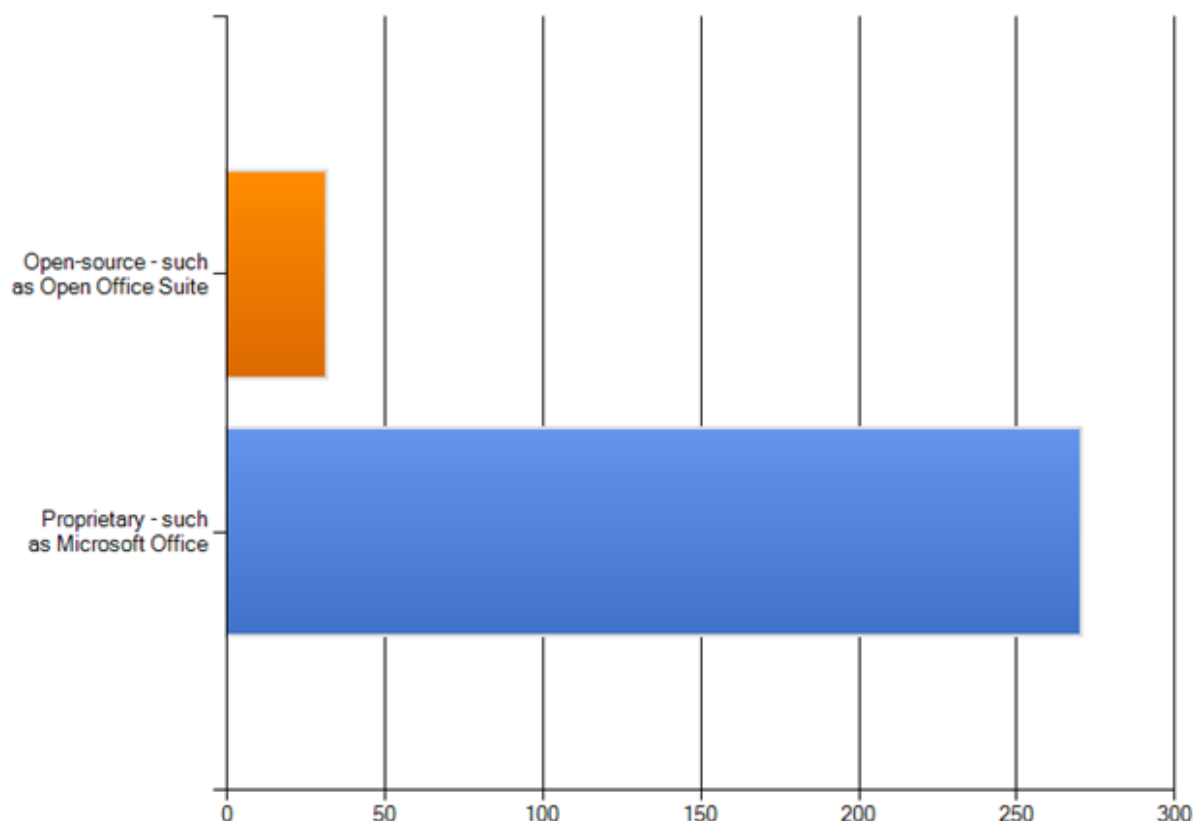
#### **Related Questions**

- What is the effect on students of VLE content that is very different in 'look and feel' between teachers and departments?
- Are there clear aims and objectives driving the creation of content?
- How effective is VLE content in supporting learning and teaching objectives?
- Is VLE content different to physical materials used in the classroom?

- Do less-confident teachers require more support and guidance when designing and uploading content and is training available?

QUESTION 4.6

**Which types of software does your school use for word processing and for creating spreadsheets, databases and presentations?**



There has been a slight increase in the use of open-source software, up 2% from 2010. However, Only 11% of schools who answered this question used open source applications such as Open Office Suite. The vast majority – 98% used Microsoft Office. However, several respondents reported that they were increasingly using Google Docs and Mac schools were using iLife and iWorks.

**Associated Information**

There is a wide range of high-quality open-source software available that might be helpful in schools. Some possible examples include:

- [Open-office](#) (full office suite – an alternative to Microsoft Office)
- [The GIMP](#) – The GNU image manipulation programme – image editing
- [Exe learning](#) – an open-source content authoring package
- [Hot Potatoes](#) – authoring web-based games and simulations – free for educational use

For a wider choice of open-source educational applications, you may find SchoolForge useful:

- [Schoolforge.net](#)
- If you are interested in incorporating voice and web conferencing capabilities into your VLE, then you may like to look at the following sites: [The Gong project](#)
- [WizIQ](#)

A significant growth area in terms of usage in schools is using the 'Cloud' – many teachers and students are routinely using applications such as Google docs. The following article considers the use of cloud computing in schools and includes an embedded YouTube video, which is linked separately below:

- [Are Educators Ready for Cloud Computing in Schools?](#)
- [Cloud Computing for education](#)

### ***Related Questions***

- Are subject teams sufficiently aware of developments in education software systems? Does your school have any ongoing communication process for this?
- Is staff expertise adequately employed in the school? For instance are teachers, using systems such as Wikis and Moodle encouraged to share their knowledge with the rest of the staff?
- Are departments aware of developments in 'cloud computing'?

## SUMMARY OF SOFTWARE AND SYSTEMS SECTION

The use of Managed/Virtual Learning Environments has been a growing trend in schools in recent years and the survey reveals the extent to which this trend has reached a critical mass with 75% of schools having a managed learning environment of some sort. The use of open-source tools is a significant proportion of this with over half of respondents using Moodle. The use of open-source software for more general purposes has perhaps not reached the same critical mass, though 11% of schools were using open-source office applications. The use of VLE's and their integration with management information systems and other tools like e-portfolios is likely to become much more widespread in the coming years.

## SECTION 5 – TRAINING

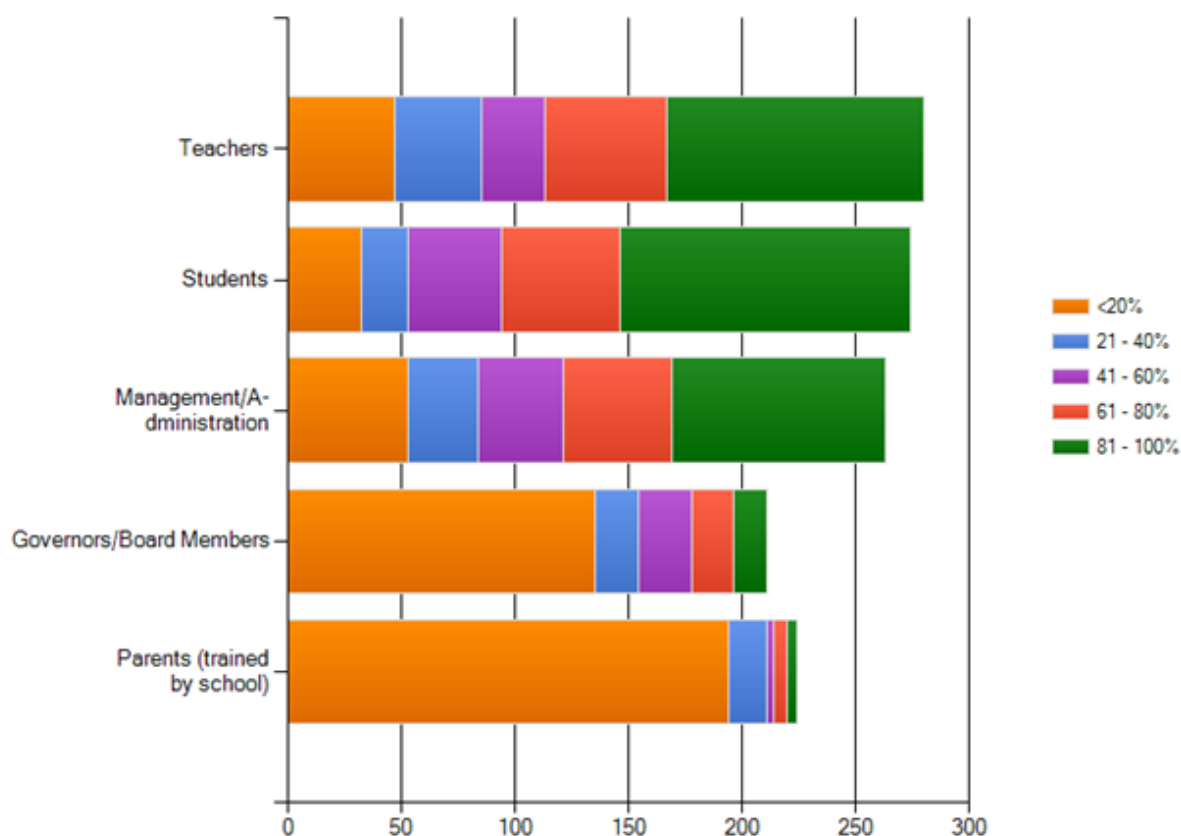
### PREAMBLE

This section relates to the extent of training in the use of Information Technology

### RESPONSES AND ANALYSES

#### QUESTION 5.1

**Estimate the percentage of those in the following groups who have received IT training over the last three years.**



IT training was provided extensively to three groups – students, teachers and management, but proportion trained had fallen over last year. 40% of schools said that they had trained more than 80% of staff during the last three years (down 5% over last year), 47% had trained more than 80% of students, and 35% had trained more than 80% of management (down 4%).

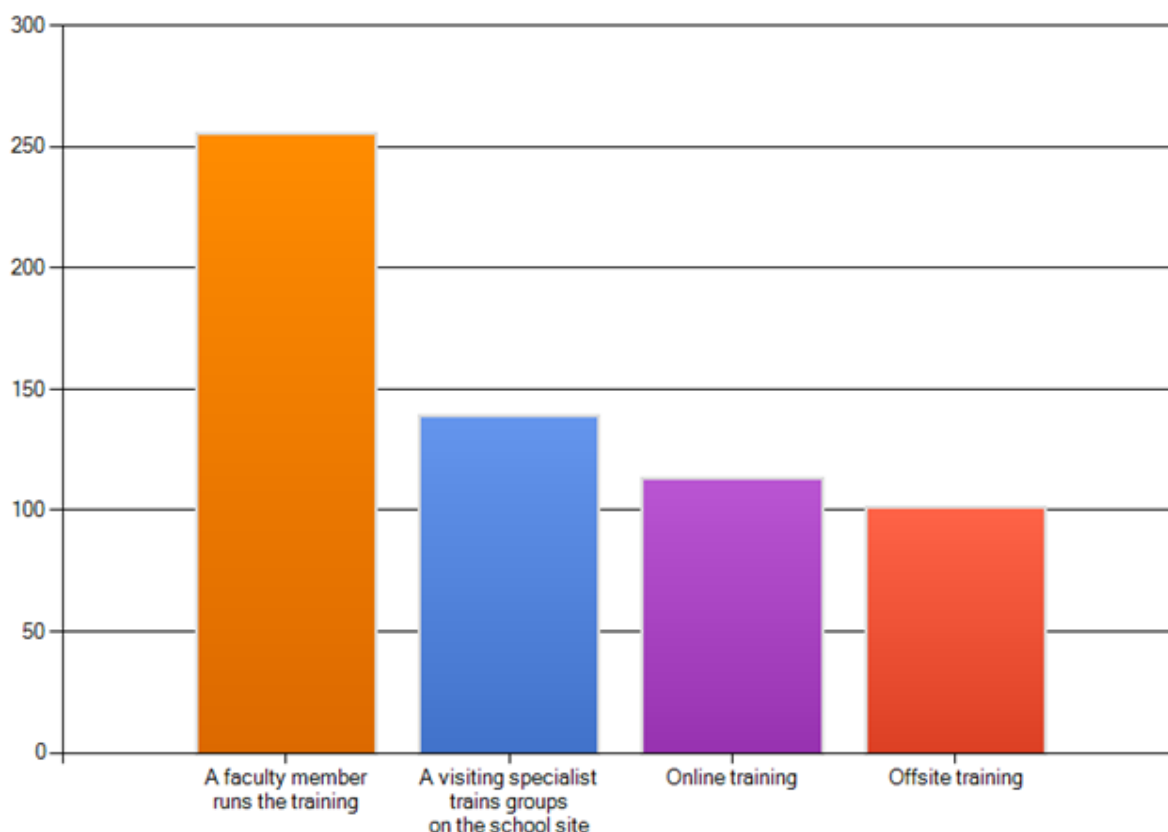
Governors and parents rarely received any school training, with only 30 schools offering any training at all to parents.

**Related Questions**

- Would parents benefit from understanding the software systems used by their children in school and would children benefit from parents having this knowledge?
- Would parents be willing to pay for their training in the use of school software systems?

**QUESTION 5.2**

**How is IT training provided? Check all the boxes that apply.**



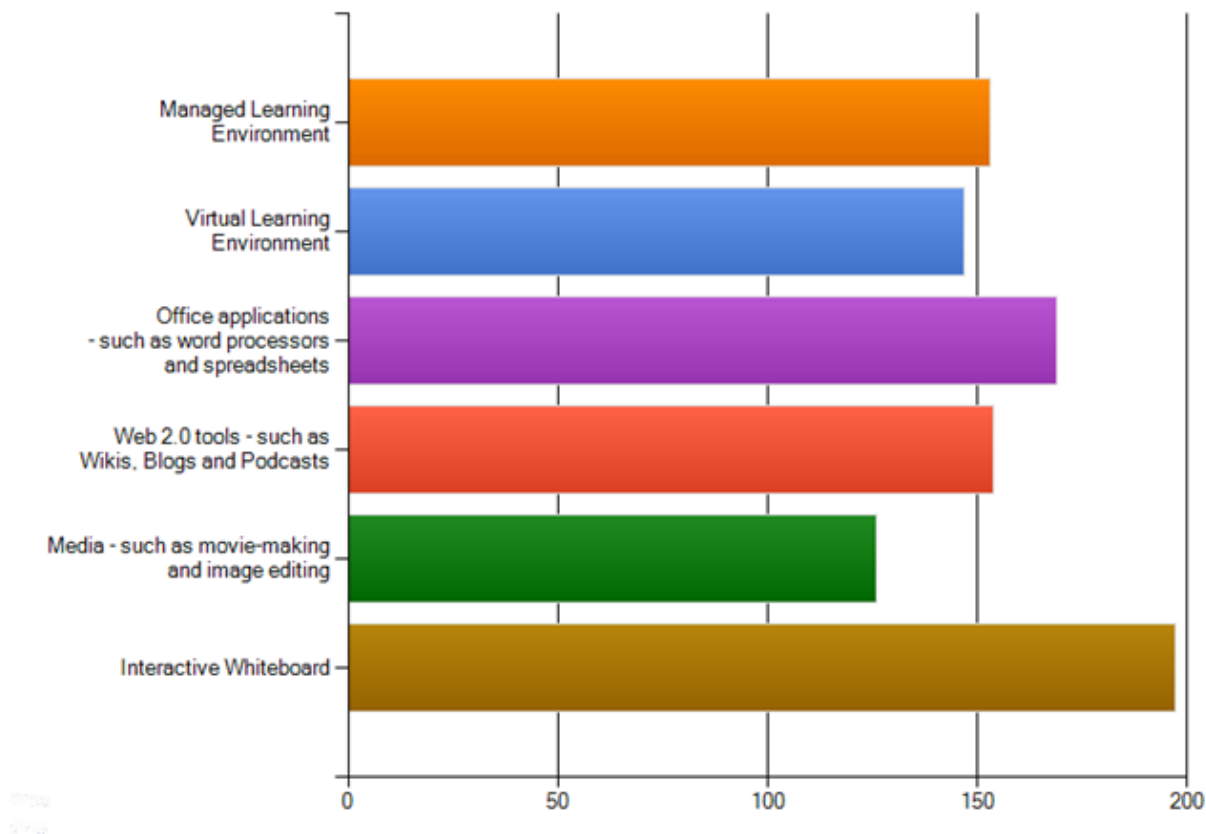
92% of schools who responded employed faculty members to conduct training. Over 50% had also used external specialists who had trained staff on the premises. 40% of schools had employed some form of online training and another 36% had sent staff on courses offsite.

**Related Questions**

- Would online training provide a more cost-effective, and flexible, training opportunity for staff and students?
- What training requirements do you have that are not currently met?
- Does the school certificate staff training, which could be added to staff e-portfolios or CVs?
- Are staff required to produce a summary report on their training experience and to feedback what they learned to others through cascade sessions?
- Is the training experience rated? Do participants fill out surveys and questionnaires about satisfaction with the training experience?

QUESTION 5.3

**Which of the following IT systems and applications have staff been trained to use during the past 3 years? Check all boxes that apply**



Training in the use of MLEs (56%) and VLEs (54%) has fallen slightly from last year, perhaps reflecting greater familiarity with the systems available. It is clear from the results that training staff to use IT applications has a high priority with large numbers of schools having trained staff to use MLEs, Office applications and interactive whiteboards over the last three years. The fact that nearly 72% of schools reported that they had run interactive whiteboard training is a significant indicator that IWB use in education is continues to grow. Training in the use of web2.0 tools has increased 7% since 2010 to 56%, which reflects the growing inclusion of web 2.0 tools on VLEs.

46% of schools reported that staff had been trained to use media systems, such as movie maker and image editing media, which appears significant.

Surprisingly only 63% of schools which reported that they are laptop schools, say they have trained more than 60% of their teachers in IT skills over the last three years.

A few schools reported that they had trained staff in the use of plagiarism tools, such as ‘Turnitin’ and to support increasing use of Google Apps by teachers and students. Also included was training to support the use of student information systems.

### **Associated Information**

Given the rapid developments taking place in the use of managed learning environments, e-portfolios and other tools, a publication that might be helpful in identifying staff training needs and/or carrying out an IT skills audit is the BECTA publication:

- [21<sup>st</sup> century teacher](#)

(BECTA no longer exists, but this is an archived version)

### **Related Questions**

- If your school has invested heavily in the installation of IWBs, have software applications for use with these boards been examined and/or purchased, or are teachers expected to develop their own materials? If it is the latter, have staff received adequate training in software development for IWBs?
- Do departments share materials produced, or purchased, for IWBs?
- Is training for IT sufficient, planned and managed? Does training result in measurable improvements in learning and teaching? For instance, is training in the use of interactive whiteboards translated into the development of lesson plans and improved student outcomes?

## SUMMARY OF TRAINING SECTION

It is encouraging to see from the survey the extent to which schools are offering training to their staff on the use and implementation of IT. In a rapidly changing environment like the web, training needs will be constantly changing and evolving and this is sure to be an area that continues to draw significant attention from schools. With the growth taking place in online learning opportunities, this is sure to be an area for consideration for those managing IT and CPD budgets.

If there are training needs that you feel are not currently being met, then Triple A Learning would be happy to work with you to try and meet these needs. Contact us on [info@triplelearning.com](mailto:info@triplelearning.com) to discuss these requirements.

## SECTION 6 – INFORMATION TECHNOLOGY IN THE CURRICULUM

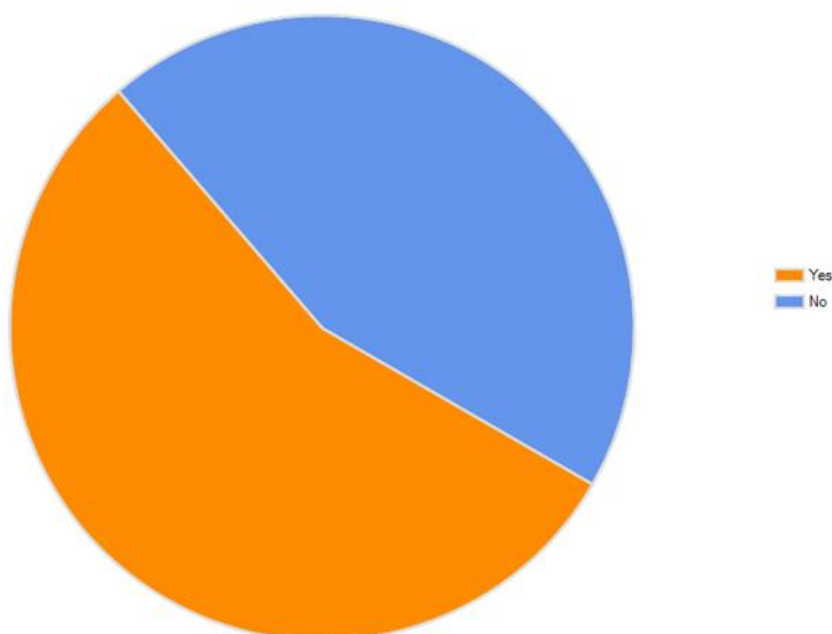
### PREAMBLE

The questions in this section considered the role of Information Technology in the curriculum.

### RESPONSES AND ANALYSES

#### QUESTION 6.1

**Do you use your computer systems to promote or support links with other schools, colleges, communities or employers?**



One significant educational development is the opportunity for collaboration between schools and between a school and other external groups using computer systems and web 2.0 tools. 55% of schools reported that they had such links, which disappointingly is lower than 2010.

The new version of Moodle (Moodle 2.0) has the ability to act as a [Community hub](#) and facilitate collaborative work across different schools, districts, countries and communities.

#### **Related Questions**

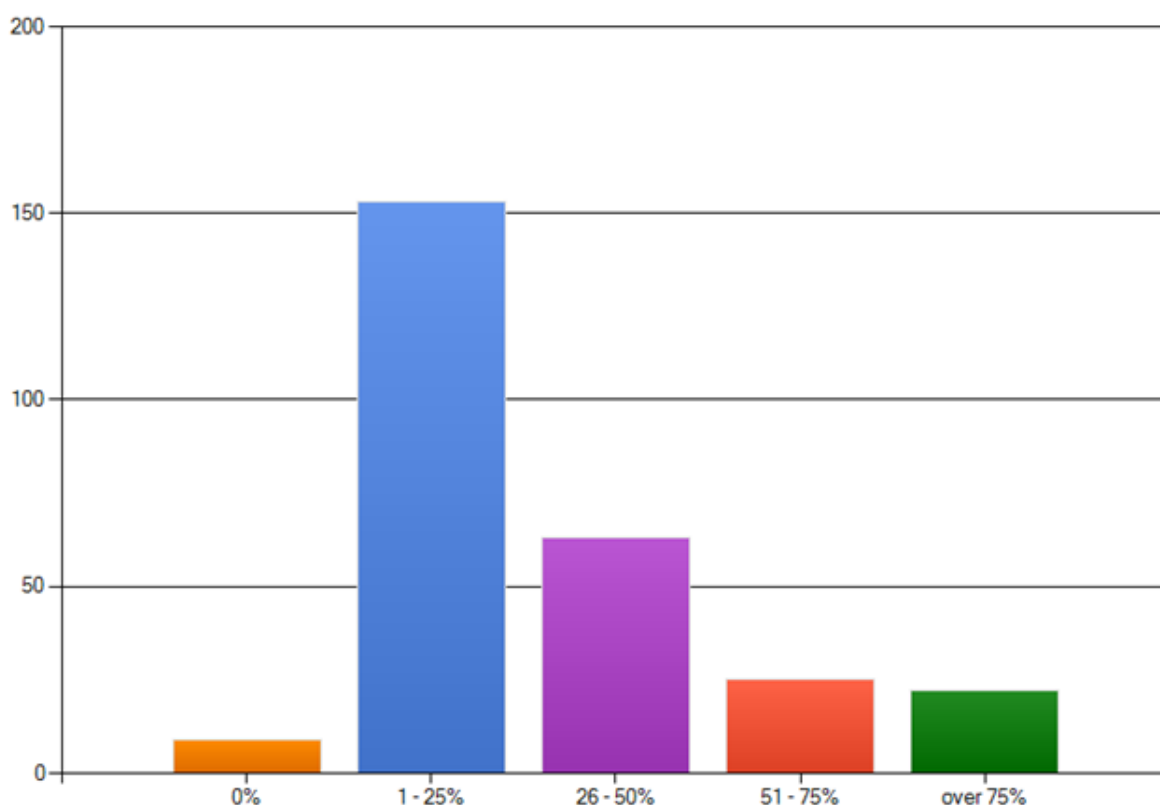
- Is your school examining the availability of collaboration with other schools on the development and extension of the curriculum, and potential funding to support this through regional and national grants?
- Are your IB students being encouraged to develop their international perspectives, by working with other individuals and groups outside of the school, and also in other countries?

***Associated Information for this question***

The [Global Gateway](#) provides a free service for all schools worldwide to find partner schools to develop curriculum projects. The website contains details on [funding possibilities](#), by region and by country, and includes links to specific funding projects such as the [Comenius project](#) for EU schools.

**QUESTION 6.2**

**Approximately what percentage of departments use Web 2.0 tools (such as Wikis, Blogs and Podcasts) to support student learning?**



The use of Web 2.0 tools has increased significantly since 2010. Although 60% of schools answered that they are still used in a relatively small number of departments rather than being a school-wide experience, 8% of respondents indicated that Web 2.0 tools were used by more than three quarters of departments which was up by 5% over 2010. 23% of schools reporting that Web 2.0 tools were used by 26 to 50% of departments, an increase of 13%.

7% of schools do not employ Web 2.0 tools at all. The region that uses web 2.0 tools the least in departments was IBEAM, with IBAP using Web 2.0 tools the most.

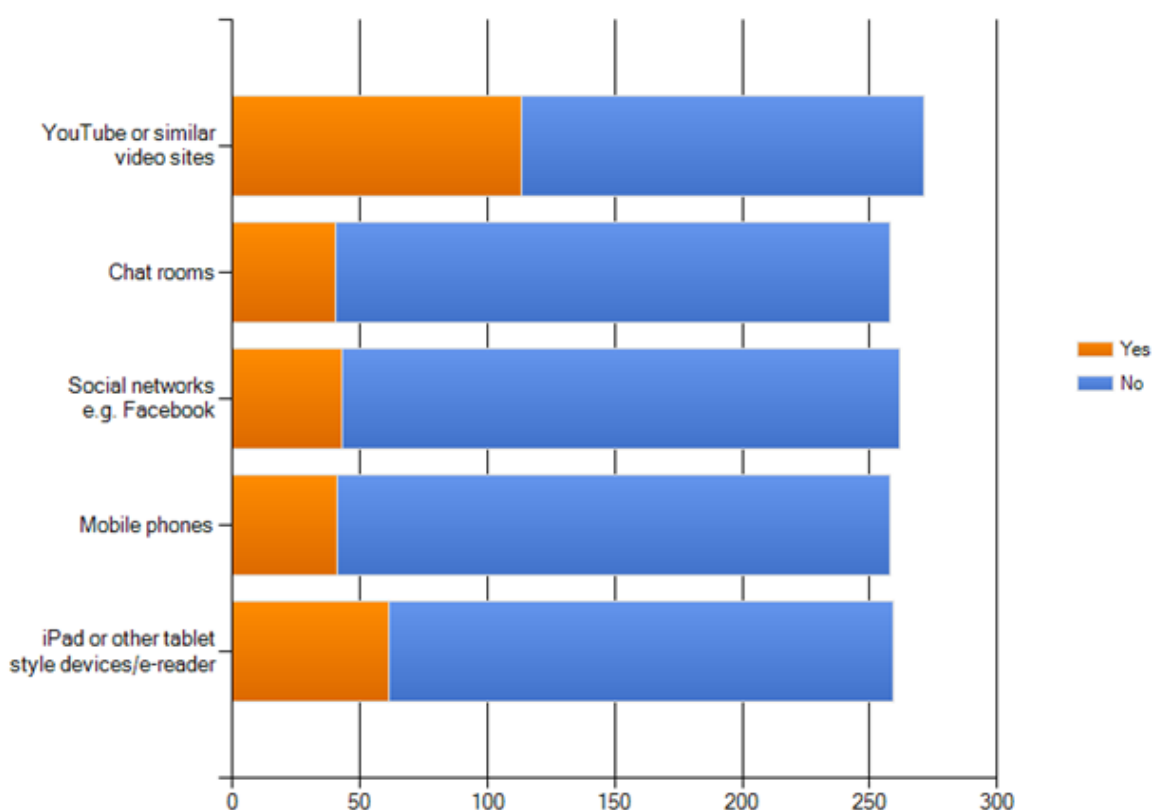
Virtually every school that has a computer in every teaching room employs Web 2.0 tools in the majority of departments. Surprisingly only 60% of those schools that claim to be laptop schools employ Web 2.0 tools in over 75% of the departments.

A correlation that would be expected is between those schools having interactive whiteboards and stating they are laptop schools in the majority of classrooms, and the use of Web 2.0 tools. However,

this is not the case from the results. Indeed, an anomaly in the results is that the percentage of school using web 2.0 tools in over 50% of departments is lower in schools reporting themselves as laptop schools than in those which did not.

QUESTION 6.3

**Do you have a policy which encourages the use of the following in teaching and learning?**



Student access to social networking, video-sharing websites and mobile technologies is growing rapidly and teachers are increasingly using sites like YouTube to support teaching strategies. 34% of schools state that they actively encourage the use of YouTube, but few schools encourage the use of social networking sites or mobile phones.

The use of mobile phones in teaching and learning has increased 7% over last year, and **the question on iPad style devices (e-readers) was new this year**. Already, it is clear that e-readers are being employed in the education process with 23% of schools reporting on their use.

Given that it is becoming increasingly difficult to restrict the use of mobile devices within school, it may be that schools are more open to integrating these in the education process, especially as these devices are becoming more powerful and flexible.

**Associated Information for this question**

[The Guardian](#) site has some superb educational resources – to view the specific ideas, you will have to set up a free account. [The teacher network](#) is free and has subject resources across the curriculum.

Search for teaching ideas for mobile devices:

<http://teachers.guardian.co.uk/resources.aspx?q=mobile%20devices&INTCMP=ILCEDUTXT3944>

An excellent PowerPoint from Doug Belshaw on ‘How to teach using mobile devices’ (you will need to be signed in to download as it does not show in the viewer):

<http://teachers.guardian.co.uk/ViewLesson.aspx?id=4694&from=resources.aspx%3fq%3dmobile+devices&method=edit&l=&s=&a=&most=0>

**\*\*\*A superb education blog including teaching ideas for web 2.0:**

<http://edte.ch/blog/interesting-ways>

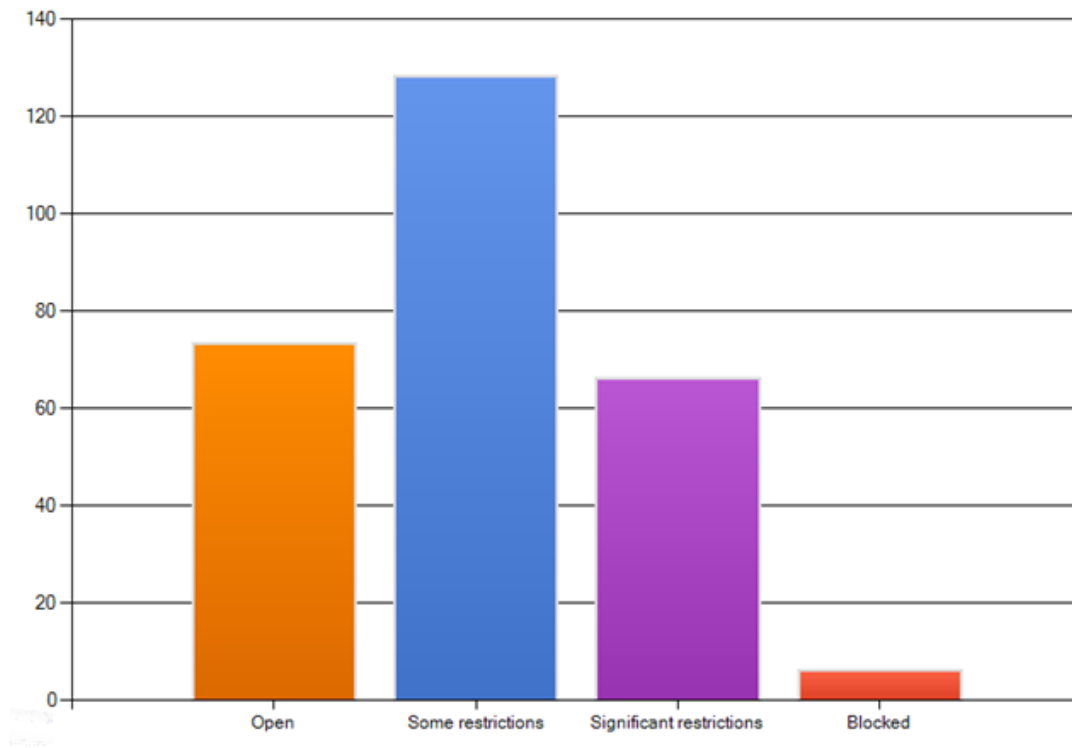
***Related Questions***

- Can social networking systems and websites and mobile technologies be integrated in a responsible and controlled manner into the learning and teaching process to facilitate greater student engagement and interest?
- Mobile phones are becoming ever more powerful and integrated systems. Should their use in lessons be actively encouraged and built into lessons and schemes of work?
- Some schools restrict or even ban the use of websites such as YouTube, and Wikipedia. Should access to such sites be encouraged, but supported by training and guidance on responsible, critical and selective use?
- Does your school use RSS feeds to provide up-to-date information to staff and students? Do you have e-bulletin boards with feeds through to news sites?
- Is there a policy to identify and integrate new technologies in the classroom?

QUESTION 6.4

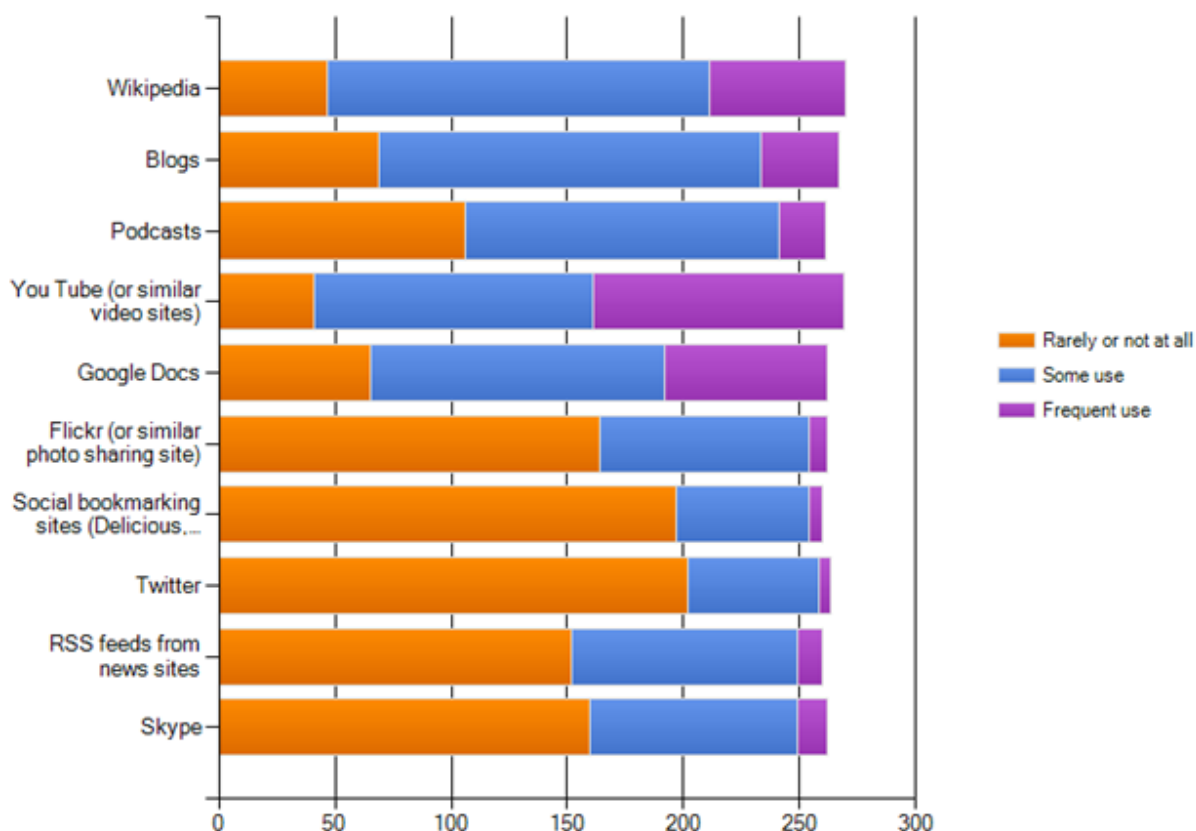
**How would you describe student access from school to sites that could support learning - such as Google, YouTube and Wikipedia?**

Only a quarter of schools allow open access to websites such as Google, YouTube and Wikipedia that could support learning. Nearly half of schools have some restrictions and 2% reported that access was blocked. Blocking could be the result of school policies or national/regional censorship.



QUESTION 6.5

**To what extent are the following Web 2.0 tools used by teachers to support student learning?**



YouTube, Wikipedia and Google Docs are the Web 2.0 tools most frequently used in schools. Moodle 2.0 offers direct integration of these repositories and tools with Moodle. Is it worth considering upgrading to Moodle 2.0 (if you are a Moodle user) to take advantage of this integration?

There has been a significant increase in the use of YouTube and Google Docs since last year. 40% of schools reported that YouTube is used frequently by teachers to support student learning, compared to only 26% in 2010. Over 26% of schools are making regular use of Google Docs compared to 20% last year.

Over 50% of schools made some use of Wikipedia, blogs, YouTube and podcasts.

Image sharing sites such as Flickr, and social bookmarking sites such as Diigo and Twitter, were rarely used, or not at all.

A little over a third of schools made some use of RSS feeds to capture external content. This has increases lightly over 2010.



Around three quarters of all schools made some or frequent use of Wikipedia and YouTube to support student learning. Over half of the schools responding also used Google Docs, blogs and podcasts.



The majority of schools do not use or rarely use RSS feeds to capture content and two thirds of schools do not take regular advantage of free telephony services, as provided by Skype for example.

#### QUESTION 6.6

Are there any IT developments in your school or district, not covered by specific questions in this survey, that you believe would be of interest to other schools?

***The responses to this new question are shown in the appendix to this report.***

#### ***Related questions***

- How can we use RSS feeds to provide up-to-date information to staff and students?
- How will voice over internet protocols (VOIPs such as Skype or Windows Messenger) support our students in their learning?
- What procedures and systems do we need to promote safe and effective collaboration between students and external 'resources'?
- How can we use social networking tools to develop students' collaboration skills?

## SUMMARY OF THE INFORMATION TECHNOLOGY IN THE CURRICULUM SECTION

It would seem from the survey that, while there is a high level of awareness of Web 2.0 tools, their use has not yet become completely embedded. This may, to a significant extent, be a transition period while schools rightly consider their value and their pedagogical appropriateness for learning and teaching. This view is perhaps reinforced by the differences the survey reveals in the access schools offer to the different tools. The survey though does raise many questions about the control of access to these sites. To what extent should we be controlling this access? Does this need to be looked at along with the results from section 2 in relation to the use of fair and acceptable use policies? A key issue with this may be the difficulty with assessing the value of these tools for learning. Is it time for schools to try to embed the use of the technologies into schemes of work and start to collect data on their value as learning tools?

## CONCLUDING REMARKS

The survey has painted an interesting picture of the current state of IT in IB MYP schools and we hope this has been valuable to you in the further development of your IT strategy. The growing number of schools putting in place course management systems (e.g. Virtual Learning Environments) and content management systems for students (e.g. e-portfolios) reveals a changing relationship between the various different stakeholder groups in terms of information flows and the management of that information. The management of this process of change and ensuring that all stakeholders have the requisite skills will no doubt be a focus of future strategic implementation of IT.

This survey has been published under a [Creative Commons licence](#), but we would ask that any use of it is attributed appropriately.

Triple A Learning plan to carry out this survey annually to help schools track the changes taking place in IT provision in schools around the world over time and see the trends in the implementation of online learning technologies.

Triple A Learning is a provider of IB-approved online workshops for MYP teachers and are able to offer e-learning consultancy and advice. Please do have a look at our website to see the services we can offer, or email us on [info@triplelearning.com](mailto:info@triplelearning.com) with any queries you might have.

<http://www.triplelearning.com>

## APPENDIX

### RELATED QUESTIONS TO CONSIDER TO SUPPORT A REVIEW OF IT PROVISION

The following is a summary of all the related questions in this report. The questions are suggested as possible starting points for a review of IT provision and to inform future development. They are not intended to be pejorative in any way about any existing practices mentioned by schools, but put forward as a way to focus discussion about existing and future IT provision.

- How will you use this report in school?
- How can the results and analyses be used to inform developments in teaching and learning?

### MANAGEMENT OF INFORMATION TECHNOLOGY

- Are departments, teachers and students consulted in the direction and management of IT provision?
- To what extent might this management structure for IT need to change over time as IT becomes more closely and deeply embedded in the curriculum?
- It seems that schools consider the control and financing of IT systems to belong predominantly to the IT department and senior management. Could this view exclude other user groups who may not have the technical and financial knowledge but may have an informed opinion on the educational effectiveness and future development of systems employed at a subject level?
- To what extent should IT financing decision making be devolved directly to the various stakeholders who are impacted by the decisions made?
- If this is the case, could these groups be better involved in the decision-making process?
- Should all users of school IT systems be required to sign a Fair and Acceptable Use policy, irrespective of their status and access?
- Are stakeholders fully engaged in information systems? Are parents and governing boards, for instance, provided with adequate and appropriate access to school and student data?
- Does your school comply with national legislation and industry standards on computer use, especially in relation to students and employees who habitually use display equipment as a significant part of their normal work?
- Should your school address issues of health and wellness when using digital equipment?
- Would your school be liable for any long-term health issues caused by excessive or poor use of digital equipment?

- Should details of computer usage be routinely shared with staff as a way of identifying popular sites used by teachers and students
- How can the school use data on computer usage to inform curriculum development?
- How can student interaction with sites and systems outside the school's own IT system be monitored?
- As stakeholders become more closely involved and IT becomes more deeply embedded in the curriculum, will this require more regular updating and monitoring of policies and procedures?
- As opposed to seeing monitoring of IT usage as simply a preventative tool, how could it be used more proactively to enhance IT provision and improve student learning?

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#### INFORMATION TECHNOLOGY AND HARDWARE

- The decreasing costs of mobile technologies and the integration of computer systems, is likely to lead to education provision becoming more flexible and personalized. Is your school considering moving provision to mobile technologies, such as laptops and/or netbooks?
- Would free or discounted purchase schemes for students, teachers, parents and other stakeholders support access to IT systems and improve student performance and engagement in the curriculum?

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#### SOFTWARE AND SYSTEMS

- Should your school collect more data on user satisfaction with IT systems and academic programmes, and/or use technology to elicit opinions on school wide issues through surveys and questionnaires?
- Is the use of web 2.0 tools a consideration when planning instruction? Is the planned use documented?
- Are Web 2.0 tools on the VLEs being used to support students' subject-related skills development?
- As VLE and MLE systems are developed further and integrated with other systems, will the training requirements for teachers change?
- Moodle appears to be the course management system (CMS) of choice for a large number of schools. If you do not have a VLE at present (or use a proprietary version), should this free, open-source platform be investigated?

- Are there plans in place to develop personalized learning platforms for your students allowing them greater ownership of, and flexibility in, their learning experience?
- If you have an existing VLE, have you investigated and/or planned integration with compatible systems, such as e-portfolios (such as [Mahara](#)), wikis (such as [Wikispaces](#)) and other collaborative options (such as [Google Apps](#))?
- With the development of a repository integrated into Moodle 2.0, to what extent should you be investigating and implementing a learning repository for teachers and students to use?
- To what extent should you be considering building learning and content partnerships with other schools using compatible Virtual Learning Environments?
- What is the effect on students of VLE content that is very different in 'look and feel' between teachers and departments?
- Are there clear aims and objectives driving the creation of content?
- How effective is VLE content in supporting learning and teaching objectives?
- Is VLE content different to physical materials used in the classroom?
- Do less-confident teachers require more support and guidance when designing and uploading content and is training available?
- Are subject teams sufficiently aware of developments in web-based and other applications?
- Does your school have any ongoing communication process to inform teachers of such developments?
- Are departments aware of developments in 'cloud computing'?

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## TRAINING

- Would parents benefit from understanding the software systems used by their children in school and would children benefit from parents having this knowledge?
- Would parents be willing to pay for their training in the use of school software systems?
- Would online training provide a more cost-effective, and flexible, training opportunity for staff and students?
- What training requirements do you have that are not currently met?
- Does the school certificate or provide graduate credit for IT training, which could form part of teachers' licensing requirements or added to their e-portfolios, résumés or CVs?

- Are trainees required to produce a summary report on their training experience and to feedback what they learned to others through cascade sessions?
- Is the training experience rated? Do participants complete surveys and questionnaires about satisfaction with the training experience and does this feedback go back to the provider?
- If your school has invested heavily in the installation of IWBs, have software applications for use with these boards been examined and/or purchased, or are teachers expected to develop their own materials? If it is the latter, have staff received adequate training in software development for IWBs?
- Do subject teams share materials produced, or purchased, for IWBs?
- Is teacher training in Information Technology
  - sufficient, planned, targeted and managed?
  - reflected in the increasing use of IT in teaching?
  - leading to improvements in teaching?
  - resulting in measurable improvements in learning, such as better student engagement and understanding?
- What are the IT needs of the 21st century teacher, student, parent, administrator and Board member?

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#### INFORMATION TECHNOLOGY IN THE CURRICULUM

- Is your school examining the availability of collaboration with other schools on the development and extension of the curriculum, and potential funding to support this through regional, national and international grants?
- Are your IB students being encouraged to develop their international perspectives, by working with other individuals and groups outside of the school, and also in other countries?
- Can social networking systems and websites and mobile technologies be integrated in a responsible and controlled manner into the learning and teaching process to facilitate greater student engagement and interest?
- Mobile phones are becoming ever more powerful and integrated systems. Should their use in lessons be actively encouraged and built into lessons and schemes of work?
- Some schools restrict or even ban the use of websites such as YouTube, and Wikipedia. Should access to such sites be encouraged, but supported by training and guidance on responsible, critical and selective use?
- Does your school have e-bulletin boards with RSS feeds through to news sites?

- How can your school use RSS feeds to provide up-to-date information to staff and students?
- Is there a policy to identify and integrate new technologies in the classroom?
- How will voice over internet protocols (VOIPs such as Skype or Windows Messenger) support students in their learning?
- What procedures and systems does your school need to promote safe and effective collaboration between students and external 'resources'?
- How can your school use social networking tools to develop students' collaboration skills?

The survey raises many questions about the control of access to the various Web 2.0 tools. The more immediate ones could be

- To what extent should we be controlling this access?
- Does this control need to be re-evaluated along with the results from section 2 in relation to the implementation of fair and acceptable use policies?

## RESPONSES TO OPEN ENDED QUESTIONS

### RESPONSES TO THE QUESTION: HOW DO YOU DEFINE 'LAPTOP SCHOOL'?

- One to one at Gr6-12 two to one Gr 3-5 laptops available K-2 labs also for K-5
- Every student has a laptop
- All students with laptop
- When all students have laptops and use them every day in multiple classes.
- One laptop for each child
- Students have their own laptops in classroom as well as teachers, or school provides laptops in every resource room nearly per person
- Students can bring their own laptop at school. They are allowed to use computer in classrooms and libraries. Wi-fi can be assessed in every classroom and library.
- Students should have access to computers and Internet whenever it is required by them.  
NOTE: We do not have laptops for every student individually, but we do have fixed computers available in all places like, Library and Computer Lab. and students have the access as and when required by them.
- A school where all students have a laptop computer for daily use in the classroom.
- Every student has one.

- Students in Years 7 - 9 all have a laptop. They will continue to be rolled out in future years so that all students (7 - 12) have a laptop
- we provide high speed wi-fi in all school area, students are expected bring their laptop for any assignment
- Each of our students has his/her own mininote computer.
- We have 130 district-maintained laptops, as well as the policy to allow students to bring their own
- Every teacher uses laptops in their classes; many students have their individual laptops. Students are provided with laptops for presentations, various projects, etc.
- A laptop per student
- All teachers in the school receive a laptop in order to use at school and home. We are a wireless school and teachers use their laptops to connect to e-boards and access sites to enhance and enrich learning in the classroom. Students are allowed to bring their laptops from home for academic purposes as well. Laptops and kindles are made available in the library media center.
- Every teacher has a laptop and every student has access to a laptop at some point
- Grade 9-12 students all have laptops
- Students can use their own laptops if they want.
- Every student has access to a laptop whether it's their own or the school's
- All middle school students use a lap top in class (year 7-10 students). All tablet machines
- Our gr. 9 -12 student and all staff in the junior, middle and senior, laptop carts available for middle and junior school
- Each student has a computer and class instruction is predominantly delivered via technology
- All year 10s have laptops and this will roll through until all senior school do
- All students and teachers have laptops.
- We are a one-to-one laptop school
- All of our students in Grades 7 - 12 are required to have their own laptop (7th and 8th are provided with one by the school)
- We current have "computers on wheels" carts for each department and are moving to one-to-one in 2 years.
- Majority of student access to computers is laptops

- Laptops available for student use in the classroom
- Students from grade 6 onwards are allowed to use laptops in the school premises. The school campus is totally wifi to have complete and easy access to the internet and online resources for the students and the teachers.
- Students actually carrying laptops/netbooks/other PODs from class to class where they are used by teachers and students daily.
- Movable set of 30 laptops or more
- All the students have one
- Every student and teacher has a laptop.
- Wireless access, laptops are given to some students
- Our school is a wireless school and we have over 1,000 laptops housed in carts with recharge wiring.
- Students are allowed to bring their laptops to school. Please note that the school provides only desktop computers to students through the two computer rooms.
- We have laptops in the media center and a cart that travels
- Every student from grades three to 12 has an Apple laptop.
- All students have been issued with a notebook pc All staff have laptops
- Students have access to laptops via central utility based laptop trolleys or in dedicated classroom or faculty facilities.
- Every student in 8, 9 10 and 11 grade have laptop during classes
- We are a one-to-one campus. All of our students are issued laptops. In addition, each classroom has two more computers for use.
- We have laptops available in several areas of the school for student use at all times, and our school has wireless access in almost all areas.
- Most of the students have a laptop which they use for homework and sometimes in class. However there are no laptops from the school for the students to use.
- We have WiFi in the whole school. Every teacher has his own school laptop.
- Every student is given a lab top when they start their studies at our school. Every teacher is given a laptop when they start to work at the school. All maintenance work is done by the school. Laptop is used in the classrooms as a learning and working tool.
- Where more than 75% of students have access to a laptop in a classroom or lab setting

- Each student has their own laptop, to assist with their learning. We have an extensive Intranet to support this.
- laptops available for a large proportion of students to work on in lessons
- Every student and every teacher has a laptop computer for their use.
- Students have personal laptops, Wi-Fi all around the school, laptops can be borrowed for working in the library
- Every person working here has a laptop. All students have their own laptop
- All teachers and every student in Middle and Upper School have laptops that they take home. We're in a roll-out process to be completed in 1 more year.
- Access to Wifi Available laptops in school Use of students own laptops Use of smart phones Use of Ipads
- The students are required to purchase a laptop or netbook when they begin high school. In each class they will have projects that the students work on in class with their own computers.
- Students and teachers in Middle and High school have laptops.
- Every student is required to lease or buy a laptop computer from Year 7 - Year 12
- All teachers and most secondary age students are provided with school laptops. Others have access on an as needs basis
- 1:1 laptop usage from August 2011 for a number of grades, increasing until the entire school in 1:1
- Students use laptops full time in classes
- All students in the last two years must have a laptop; the whole school is wired
- Every student from grade 6 up has his own laptop at school.
- Laptops are an integral and compulsory part of IB Diploma
- In the fall all students will require a laptop. Currently 70% have one
- Almost all students have their own laptop (progressive roll out). All staff have one
- Every student has their own laptop hence only one computer room.
- students have school provided laptops
- A laptop school is one in which IT is used on a large scale by teachers and students, in which lessons are conducted and assignments are handed in using laptop or computer.

- We deliver online teaching to students who have their own laptops
- Students bring their own laptops in the secondary school
- All students and teachers have access to a laptop device.
- We have several computer labs. We have several laptop carts for teacher checkout, for student use. We have 1 desktop computer in every room for teacher use.
- All of our teachers have laptops and all of them use in school life especially at their lessons.
- Schools where students and teachers are assigned individual laptops for use at school and home.
- Laptop school is an antiquated term. You should be talking 1:1 as devices are not necessarily laptops.
- All students have access to or have a laptop of their own
- Each pupil has to purchase a laptop on entry to the Senior School
- wireless guest access is provided for anyone
- Starting next year all freshman will have laptops so in four years all students will have laptops. All teachers currently have laptops
- Laptops are provided for student use.
- We have developed a project we call Netbook project in which all students aged 12,13,14 come to school with their own laptops to work in class
- There are multiple trolleys of laptops available for student use. We are working towards having a one-to-one laptop programme
- Every student in years 9-13 has a laptop
- Each student from year 6 upwards has a laptop provided by the school and it is used as required in classrooms and for homework
- All students from Years 5 - 12 have their own Apple laptop computer.
- Every student in the Middle school has a school issued laptop and all staff have a laptop. Primary classes have sets of laptops to share between classes.

ARE THERE ANY IT DEVELOPMENTS IN YOUR SCHOOL OR DISTRICT, NOT COVERED BY SPECIFIC QUESTIONS IN THIS SURVEY, THAT YOU BELIEVE WOULD BE OF INTEREST TO OTHER SCHOOLS?

**Summary of Teacher contributions:**

- Curriculum mapping software discussion about developing a system that would help with MYP and PYP unit planners.
- Smartphones for music and lyrics analysis - Lesson plan on smartphone - Video recording and feedback of student activities
- We have had success under the guidance of our Instructional Technology Coordinator in using a number of free online tools, including [Edmodo](#), and the exploration continues (also see [blog description](#) of a teacher's use of Edmodo). We have also developed plans for the coming school year for instruction involving digital literacy and more specifically, a new digital citizenry curriculum developed at Harvard University.
- We are exploring usage of Atlas Rubicon.
- Mobile phone project to explore the use of smartphones across the curriculum by students and teachers.
- An ITGS wiki is being created We will soon purchase [ManageBac](#) to support students CAS and EE learning
- This current school year, we were piloting a program called BYOT - Bring Your Own Technology. This allowed students to bring in their own mobile devices and use them in the classroom. It is leading to a change in thinking about the teaching/learning and the policies in place at the school and the district.
- Portal systems in MLE, quickview, ipad - testing scheme
- After the last IB workshop I attended I am introducing "Google apps" into my school
- We are about to trial iPads for all staff and students in the IB Programme, thereafter opening up IT to the parents more than ever before.
- Video Conferencing Suites
- Video Conferencing Suites Poll Everywhere
- We are moving slowly towards having all our assessment handled and recorded with Moodle.
- We switched operating systems to [Power School](#) last year so there was site training for all staff but it was limited. Other than that there has been no significant training or tech availability due to the extreme budget issues.

- The school is using various IT products and software for the teaching and training of the staff and the students. The school has also installed and maintained its own data center and dedicated server room to manage and store data of the students and the staff members.
- Do you use students to actively promote ICT and train teachers and students in your school? Do students have an opportunity to participate in helpdesk duties / staff PD / ICT direction?
- Distance teaching via video conferencing and [eBeam](#).
- We answered that we are not a laptop school, but we are moving to a 1:1 laptop program, with our Years 7 - 9 students receiving laptops in the 2011-12 school year, and then rolling out to all years in the next two years.
- We will be providing a thin client web book for all students in September 2011 so that they can use the same programs at home that they use in school without a personal purchase. We are currently developing a program that will give full access to our curriculum to all. We have also developed a program to aid students in reflecting on their performance against the pupil profile.
- We are planning to investigate the use of tablet devices to support literacy (especially ESL/EAL students) and numeracy development in early year's education.
- Local schools in the region host an IT show to showcase student skills in using technology and to provide a forum for vendors to showcase new products which could be of significant use
- ICT integration in all subjects.
- Curriculum mapping is central to our curriculum development using [Rubicon atlas](#).
- We are using [Mimio](#) in several IB classrooms. We have no IT training for our teaching or admin staff. We have support for maintenance from the board.
- iPads are used profitably by all Year 12 IB students in the school
- The school is in China and the Internet is restricted so we cannot access twitter, facebook etc, so cannot incorporate in lessons
- Huge budget cuts will change our IT update cycle. We will not have new IT due to budget cuts.
- We're expanding our use of iPads. And we're trying to remove the blocking and barriers, and trying to implement an SIS and a VLE. We'll get there, but we're behind. I'm looking forward to seeing the results of the survey!
- We are implementing a 1:1 program where students will provide their own device as long as it meets minimum specifications. This changes teaching and learning.
- We are trying to organize a session on simple troubleshooting to deal with laptop errors.

- We are currently piloting an iPad flexible learning classroom.
- We are looking at a new District-wide MLE as well as looking at the Managebac Electronic Software System for our own school.
- We are on the process of developing online regular courses for our students to support their learning or to allow them to access their learning on an independent way. To be enforced as from 2012
- Teachers may take a school sponsored course called "Differentiated Filtering" allowing them to access and utilize YouTube and other currently blocked sites.
- There is a push to have teachers on a 1:1 programme that allows mobility of the classroom. Also a change in the level of digital whiteboards with a 4 year goal of all classrooms. Plus the campus is becoming wifi'd



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