

Report on The Eastern Townships School Board Dennis McCullough Initiative- Enhanced Learning Strategy Survey

April 2008

EXECUTIVE SUMMARY

The Eastern Townships School Board implemented the Dennis McCullough Initiative-Enhanced Learning Strategy (ELS), as an innovative pedagogical approach, using technology. The ELS set out to address long-standing pedagogical issues surrounding literacy, numeracy, dropout prevention and providing 21st century learning and teaching skills. The ELS began in 2003, with students in the Third Cycle Elementary (Grades 5/6) and Secondary Five High School (Grade 11), with a three-year deployment strategy, ultimately providing wireless Apple laptop computers to all students from the Second Cycle Elementary (Grades 3, 4) to Secondary Five and Adult Education. All teachers, school and centre based administrative personnel, non-teaching professionals and technical support staff were also provided the same computer technology, with specific upgrades and programs. In all, over 5,600 laptops were deployed in the ELS.

As the laptop computer contracts expire, the Eastern Townships School Board must make decisions about the future of the program. To guide their decision-making, the School Board sought information on the experiences and opinions of program participants: the students, their teachers, their parents, and school/centre administrators. This information was collected by conducting surveys of students, teachers, administrators and parents. The questionnaires, while developed specifically for each group, included a number of common core questions so that comparisons could be made among population groups on key issues. Each questionnaire included at least one general open-ended question where the respondent was invited to type or write their response. This mechanism ensured that all program participants were able to freely and confidentially express any view on the ELS program.

Web-based self-administered questionnaires were provided and managed by a third-party online survey company, David Hull and Associates (Survey Hosting Canada), located in British Columbia. The questionnaires were provided for the student survey, the teacher survey, the school/centre administrator survey and the parent survey. For the parent survey, two information retrieval periods were used, so as to ensure maximum feedback. In all, 4558 people participated in the survey: 3,269 students (1,536 elementary students/ 1,698 high school students/ 35 adult education students), 292 teachers, 26 administrators, and 905 parents. In this report, the adult education students' results were included in the high school student data.

Support for Continuing the Enhanced Learning Strategy

	All Students	Parents	Teachers	Admin
Yes	83%	79%	72%	96%
No	4%	21%	18%	4%
No opinion /Not Returning	14%	N/A	10%	0%

Key findings include:*

Students: A large majority of the students would like to see the Enhanced Learning Strategy continue in the Eastern Townships School Board. Students use their laptops frequently during a school week primarily for completing class assignments, writing and to access the Internet. Similarly, they strongly believe that laptop access to the Internet makes research easier; that the laptop makes schoolwork more interesting and that laptop use helps them to be better organized. A majority of students believes that using the laptop helps them do better in their schoolwork. Students use their laptops more often in class than for homework.

Secondary and Elementary School Students: A majority of elementary students believes that the laptops help them do better in school and that they could not do their work without a laptop, however, the secondary students are not all convinced that schoolwork could not be done without the use of a laptop. Secondary students report higher use for homework as well as for personal reasons including games, email and music.

Secondary students report a laptop repair rate and longer delays in repairs than that the elementary school students.

More elementary school students than high school students prefer the Apple Macintosh platform over a Windows based operating system.

Teachers: The teachers report that the laptop is a tool that helps students do research, that laptops make schoolwork more interesting and that the laptops help the students learn. The majority of teachers believe that the ELS should be continued. Teacher responses are divided between the elementary and high school sectors on the students' usage of the laptops. Important problems for teachers include the fact that not every student brings his or her laptop to class every day, high repair rates and their need for additional training.

Administrators: The administrators feel that they spend a significant amount of time supporting the program, including dealing with repairs and pedagogical support. They believe that the ELS makes schoolwork more interesting for students, helps students make connections between their learning and real life, that laptops help students learn and

helps students conduct research on the internet. This group believes that the ELS should continue.

Parents: The parents support the ELS and support the continuation of the ELS for the future and believe the laptop is a tool that helps their child's education. A majority of parents state that the school provides the instructional support needed to use the laptop.

The wealth of information collected in the surveys and in the subsequent focus group meetings will provide the Eastern Townships School Board with answers to their key questions. It will also suggest avenues for further development of the ELS.

*For further information on the selection of the key findings, please refer to the full report which follows. Complete data for all items from the online survey are posted at www.etsb.qc.ca.

CHAPTER I. INTRODUCTION AND METHODOLOGY

The Eastern Townships School Board (ETSB) covers a territory approximately the size of Belgium, with the head office located approximately 120 kilometres east of Montreal. The ETSB has slightly over 6,000 students in both the Youth and Adult/Vocational Education sectors, in 28 schools and centres.

In 2003, the ETSB began the Enhanced Learning Strategy (ELS), with a three-year deployment plan, providing wireless Apple laptop computers to students in Grades 3-11 and for the two Adult Education centres, as well as to all teachers and school/centre based administrators. The three primary goals of the program were to improve literacy and numeracy rates, as well as decreasing the dropout rate. By October 2005, 5600 wireless Apple laptop computers were deployed across the entire school board. This initiative made the ETSB unique across Canada, by employing a system-wide approach to the integration of technology in education.

In 2007, the ETSB announced, reflecting the commitment made in 2003, that a system-wide survey and consultation would occur to evaluate the impact on learning, as well as to assist the School Board in the elaboration of future paths. The survey results represent a significant opportunity to assess how the program affected the daily educational lives of students, teachers, administrators and parents. The survey results reflect up to five years of usage by students and staff.

The Eastern Townships School Board acknowledges the support and authorization of the Henrico County Public Schools (HCPS) in the design of the survey questionnaire and final report.

Methodological Approach

1. Data Collection

The survey was conducted with the assistance of an online survey company, David Hull and Associates (Survey Hosting Canada), located in British Columbia. The survey was accessed through the ETSB's portal for the students, teachers, administrators and parents. Teachers and administrators were provided with a unique access, which allowed completing the survey only once. Parents and students were provided with a website, that allowed for access from school or home. David Hull and Associates (Survey Hosting Canada) collected data and sent compiled tables to the ETSB. The Eastern Townships School Board conducted the review of the data. The results of the survey were shared with the Council Of Commissioners on April 22, 2008 and recommendations for the future of the ELS will be presented to the Council of Commissioners in May 2008.

Identified groups completed surveys to gather the views and experiences of all ELS program participants. No statistical sampling was used; targeted respondents included all

teachers and school and centre administrators, all students involved in the ELS and their all parents.

The online surveys for all groups were conducted from February 15th to March 4th 2008. Parent surveys were available on paper if requested. The Parent questionnaire was also offered for a second period, from March 28th – April 7th using a different approach, downloaded to the student laptop.

The ETSB worked collaboratively to incorporate pre-survey feedback from stakeholder groups in the formulation of the questionnaires. The final questionnaire format included multiple response questions and open-ended questions, to allow participants the opportunity to share insights.

The Parent questionnaire was translated into French, to accommodate the French-speaking parents within the School Board.

2. Populations and Response Rates

Response rates were calculated using the number of responses as a proportion of the possible total population for each group. No weighting of responses was used. Administrator surveys were emailed to all 28 building principals, centre directors and vice principals. Teacher surveys were emailed to all 370 full time and 117 part time teachers in the youth and adult sectors including teachers who were on leave. Students using laptops were given a link to access the survey and given class time to complete it. The total population numbers are taken from enrolment figures as of April 1, 2008. The parent population of 4000 was estimated based on 4584 students using laptops and the fact that some households have more than one child.

Table
Population and Response Rates

	All Students	Sec. Students	Elem. Students	Parents	Teachers	Admin
Total Population	4584	2636	1973	4,000 (approx)	447	28
Number of Responses	3335	1741	1594	905	292	26
Response Rate %	73%	66%	81 %	23%	65%	93%

Teachers and Administrators

A total of 475 teachers and administrators were invited to participate in the on-line survey. Representatives of the teachers and administrators groups were consulted, in advance, on the content and format of the questionnaire, including ensuring confidentiality for respondents of the on-line survey. Included in the questionnaire was a letter indicating the purpose of the

survey. The login procedure ensured that teachers and administrators completed the questionnaire specifically designed for them. All participants were given a two-week period of time to go the third-party website and complete the survey. The two-week period was not restricted to any time of day or period of the week. This flexibility was an important dimension to offer to participants since the participants could return to the questionnaire on multiple occasions, once again, offering the opportunity for reflection.

Students

With the direct and level-appropriate involvement of teachers and administrators, the student surveys were administered during class time. Students were directed to the Survey Hosting Canada website, specifically the questionnaire for their level and asked to complete the survey. The survey was available, over the same two-week period as for the other participants, once again, allowing for flexibility amongst the schools and centres to decide on the most opportune time.

Parents

There are an estimated 4000 parent households for the students who use laptops in the ETSB. Parents were first informed of the survey through communications from the schools which included instructions on how to access the Survey Hosting Canada website and how to request a paper copy. The online survey yielded 220 responses from parents in English and 37 in French. As well, 19 parents completed the survey on paper, which were mailed to the ETSB offices and compiled along with the surveys completed later on laptops. In order to increase the level of parent participation, the survey was then made available on the students' laptops and students were asked to have their parents complete the survey at home, on the laptop. Completed surveys were either downloaded to the server back at school, or emailed directly to an address set up for this purpose. This second method produced 611 responses, for a total of 905 parent responses.

3. Confidentiality

Every reasonable attempt was made to ensure the confidentiality of the participants. The online data was collected by an independent company, David Hull and Associates (Survey Hosting Canada), who transmitted tables of compiled questionnaires. At no point did anyone from the ETSB see the names of the online respondents.

4. Questions and Selection of Results

The number of questions and their wording varied according to the target group: Secondary students had 31 questions, teachers and elementary students had 27 questions, administrators had 26 questions and parents had 25 questions. Tables showing all questions and the response rate for each are available on the ETSB website www.etsb.qc.ca. This report is based on the responses that were thought to give the best overview of the effectiveness of the ELS in enhancing student learning, how the laptops are being used and related factors that may affect the learning context for students.

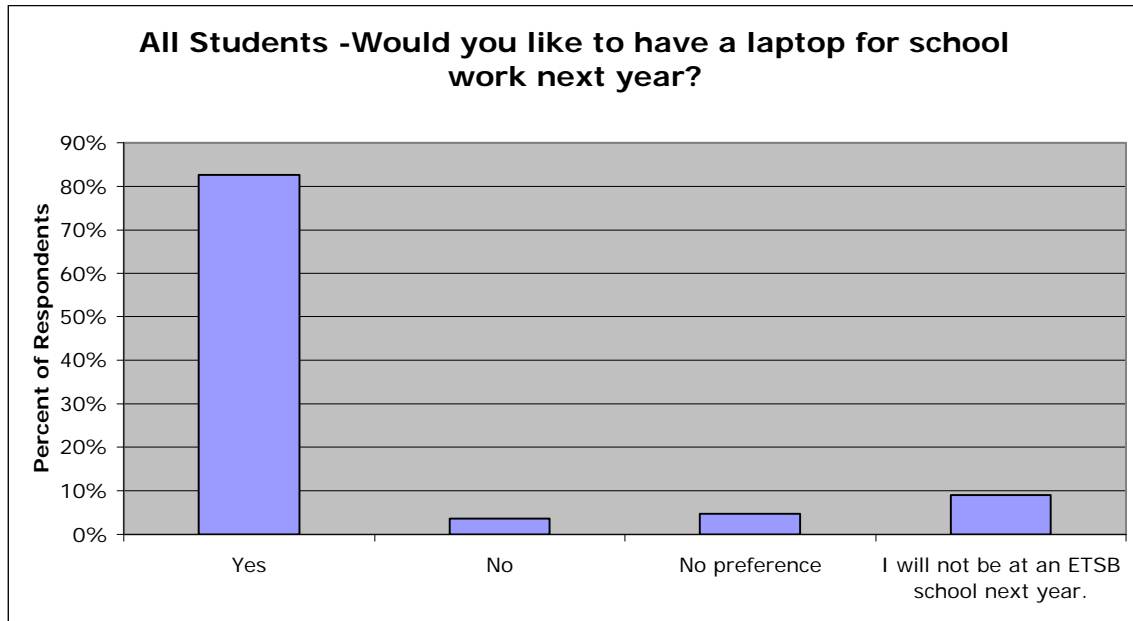
CHAPTER 2: STUDENT RESULTS

In this chapter, key results from the survey are presented starting with the data from all students followed by the separate responses from Elementary and Secondary surveys. Teacher, Administrator and parent results are in subsequent chapters. Complete data for all items from the online survey are posted at www.etsb.qc.ca.

1. All Students: Profile of Results

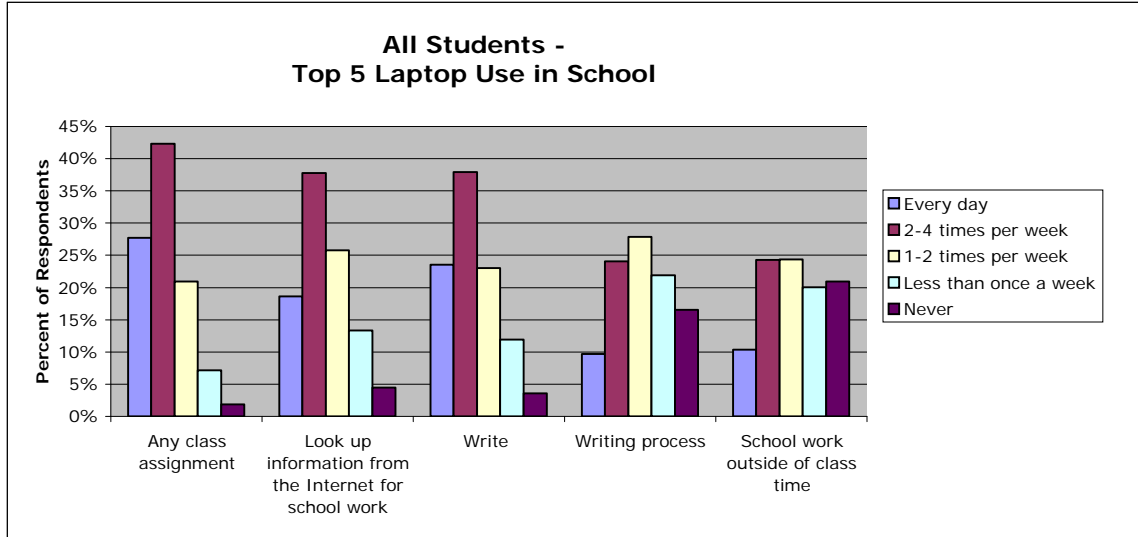
1. Overall response

A majority of students reported that they would like to use a laptop for school next year (83%).

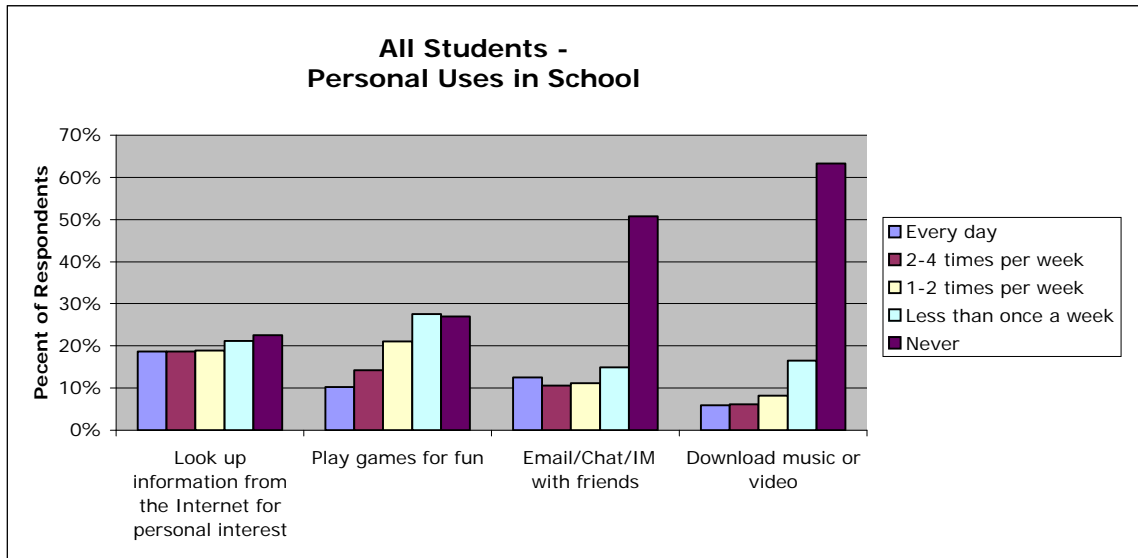


2. Student Laptop Use at School

Students frequently use their laptops at school for learning activities. Students were asked how often they used laptops both at school and at home through questions about the extent (every day, 2-4 times per week, 1-2 times per week, and never) to which they completed 20 specific activities. At school, the five most common activities completed using the laptops at least once per week were “any class assignment” (91%), “write using Word, Appleworks etc” (84%), “look up information of the Internet for school work” (83%), “writing process” (61%), and “school work outside of class” (59%).



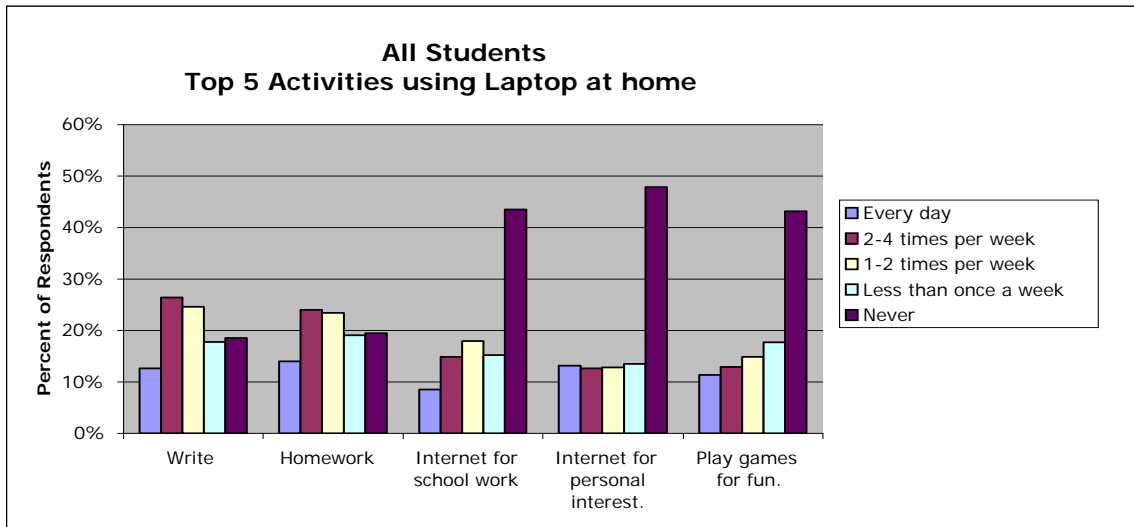
Students are also using their laptops for personal reasons, but report less frequent use than for class related reasons. Most students (57%) look up information for personal interest, 45% play games at least once per week, while 34% “email/chat/instant message with friends” and 20% report downloading music or video at least once per week at school.



3. Student Laptop use at Home

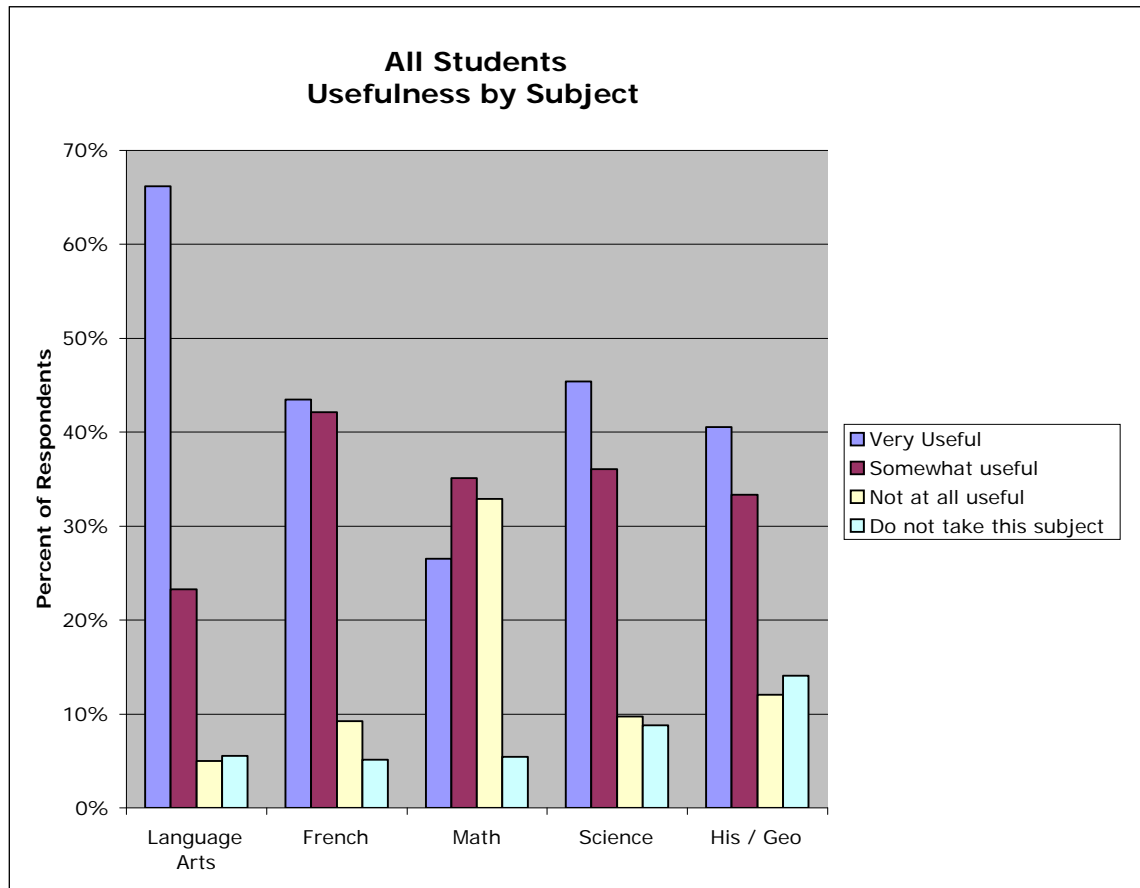
Overall, 70% of students indicated that they brought their laptop home at least once a week. Of those who did take it home, 42% used their laptop for more than half of their homework.

Use was lower than at school with the top uses once a week or more being “write using Word, Appleworks etc” (64%), “complete homework” (61%), “look up information of the Internet for school work” (42%), “look up information of the Internet for personal interest” (39%) and playing games for fun also at 39%. Just under a third (31%) of students “email/chat/instant message with friends” and 21% report downloading music or video at least once per week at home.

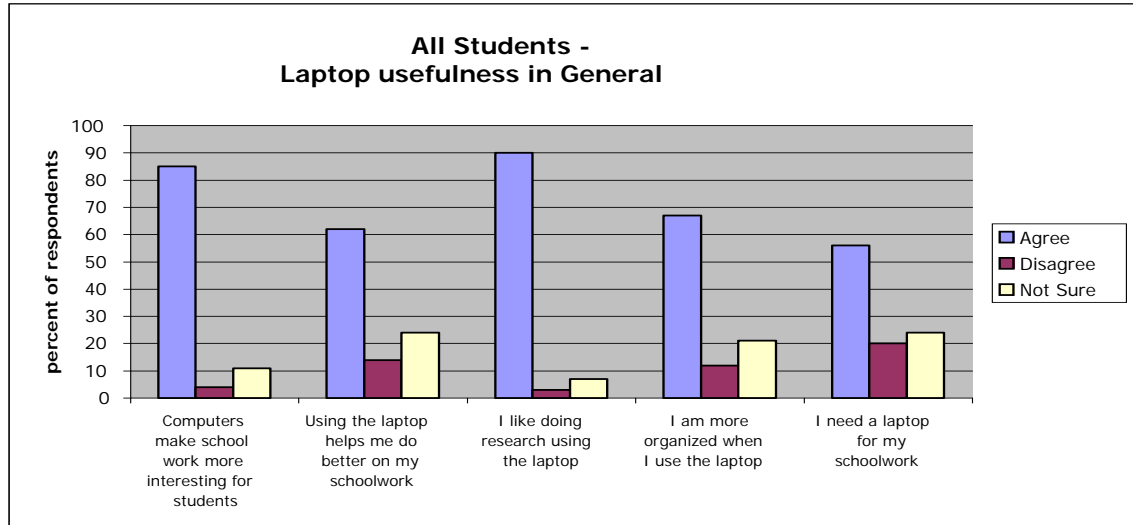


4. Usefulness

The vast majority of students indicated that the laptops are most useful in Language Arts, French, Math, Science and History / Geography. Students were asked to rate the usefulness of the laptop in 10 different subjects.



Concerning general academic activities, students like doing research on their laptops and report that computers make schoolwork more interesting and that they are more organized when using the laptop.



5. Student Problems

Repairs. Since the start of the 2007-2008 school year 44% of students turned their laptops in for repair. Of these repairs, 45% received their laptop back within 3 days.

Printing and file sharing. Half (50%) of the students report having never used Collaba, the internal email and document exchange portal for electronic communication. Although 68% of students reported that they prefer working on the laptops over using paper (10%), printing remains a important use. Most students (83%) report that teachers often or always provide paper handouts instead of using the laptop. Half (50%) of the students indicated that they printed at school at least once per week and 32% report that they often or always have problems printing at school.

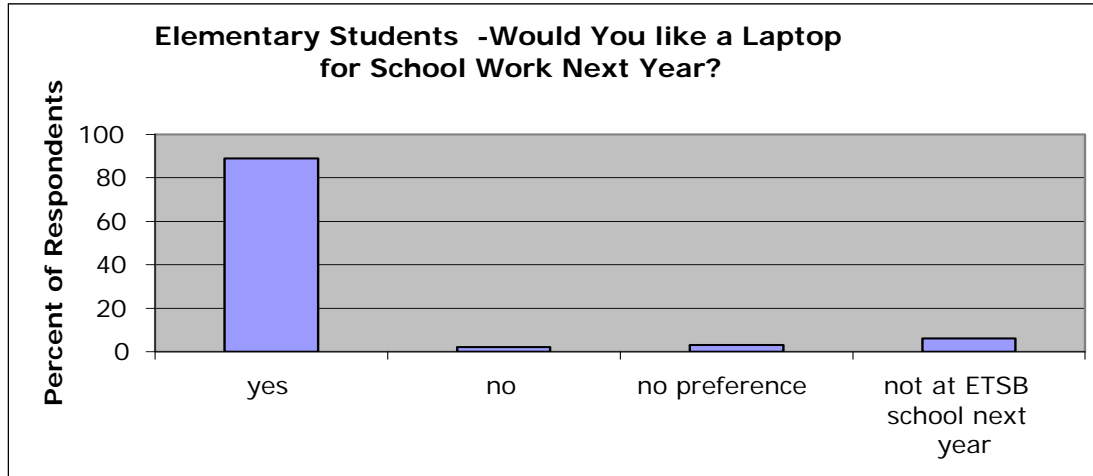
6. Preferences

The Apple platform is more popular (48%) than Windows (27%) among students, while 25% have no preference.

1. Elementary School: Profile of Results

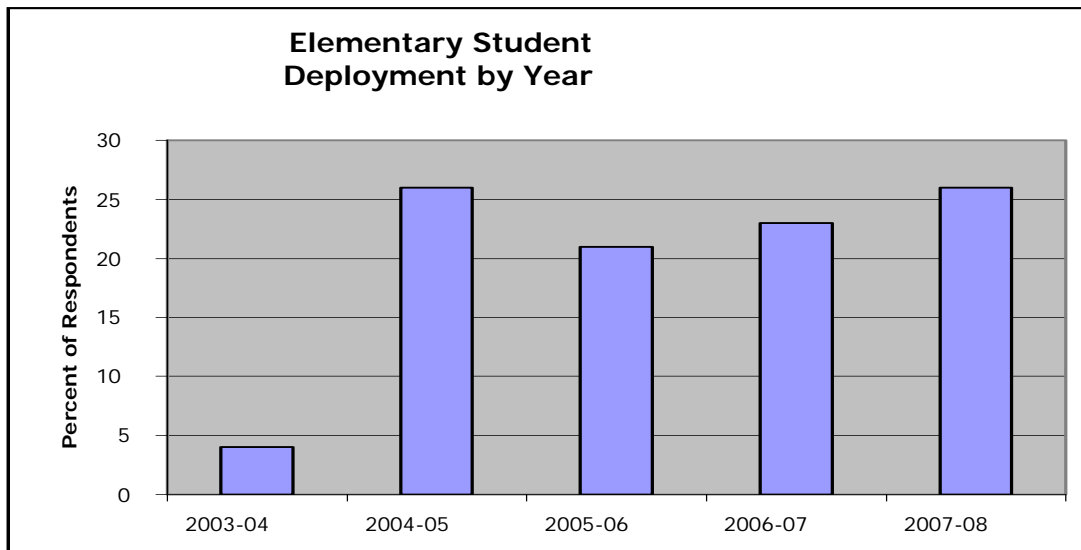
1. Overall response

A majority of elementary students reported that they would like to use a laptop for school next year (89%).



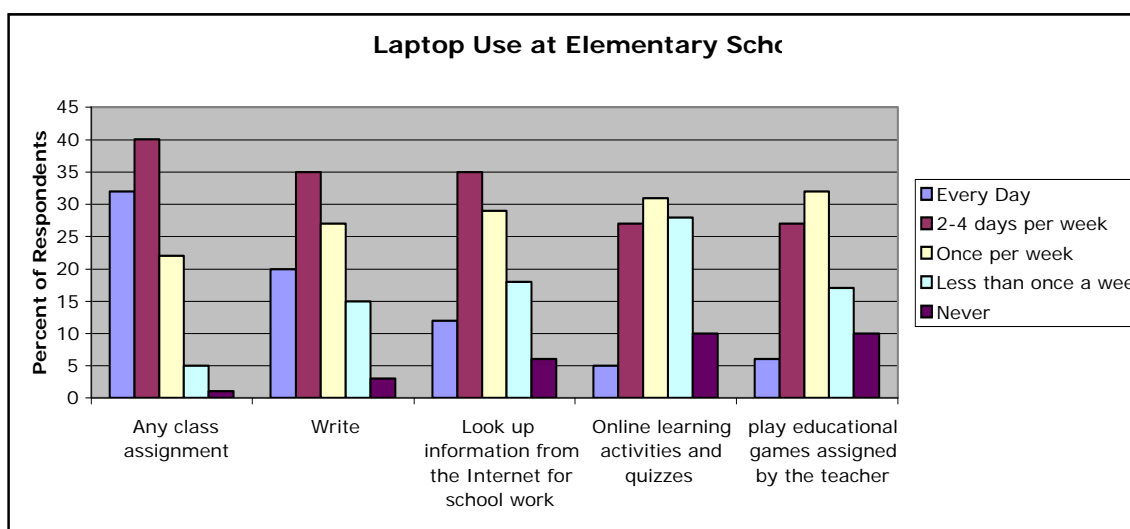
2. Years of use

Students usually first received a laptop in Cycle 2 Year 1 (Grade 3), therefore most students in Grade 6 received their laptop in 2004-05 and have been using it for four years, while for Grade 3 students, 2007-08 is the first year of use.



3. Elementary Student Laptop Use

Students frequently use their laptops at school for learning activities. Students were asked how often they used laptops both at school and at home through questions about the extent (every day, 2-4 times per week, 1-2 times per week, and never) to which they completed 20 specific activities. At school, the five most common activities completed using the laptops at least twice per week were “any class work” (94%), “write using Word, Appleworks etc” (82%), “look up information of the Internet for school work” (76%), “play educational games assigned by the teacher” (65%), and “use online learning activities and quizzes” (63%). Just over 40 percent of students play games at least once per week, while 12% “email/chat/instant message with friends” and 8% report downloading music or video at least once per week at school.



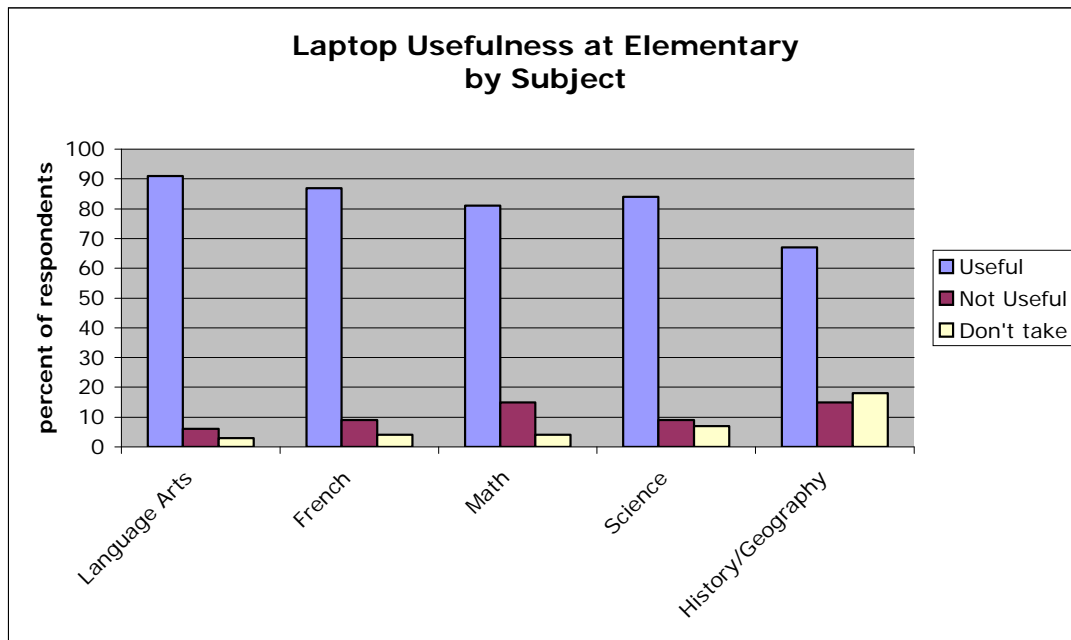
Use in school was higher than at home for all activities except instant messaging and downloading music. In elementary schools, 54% of students indicated that they brought their laptop home at least once a week. Of those who did take it home, 29% used their laptop for more than half of their homework.

Students were also asked how often they used laptops at home. The use was lower with the top three uses being “write using Word, Appleworks etc” (51%), “complete homework” (48%) and “look up information of the Internet for school work” (27%). Just under a third (31%) of students play games at least once per week, while 13% “email/chat/instant message with friends” and 11% report downloading music or video at least once per week at home.

4. Usefulness

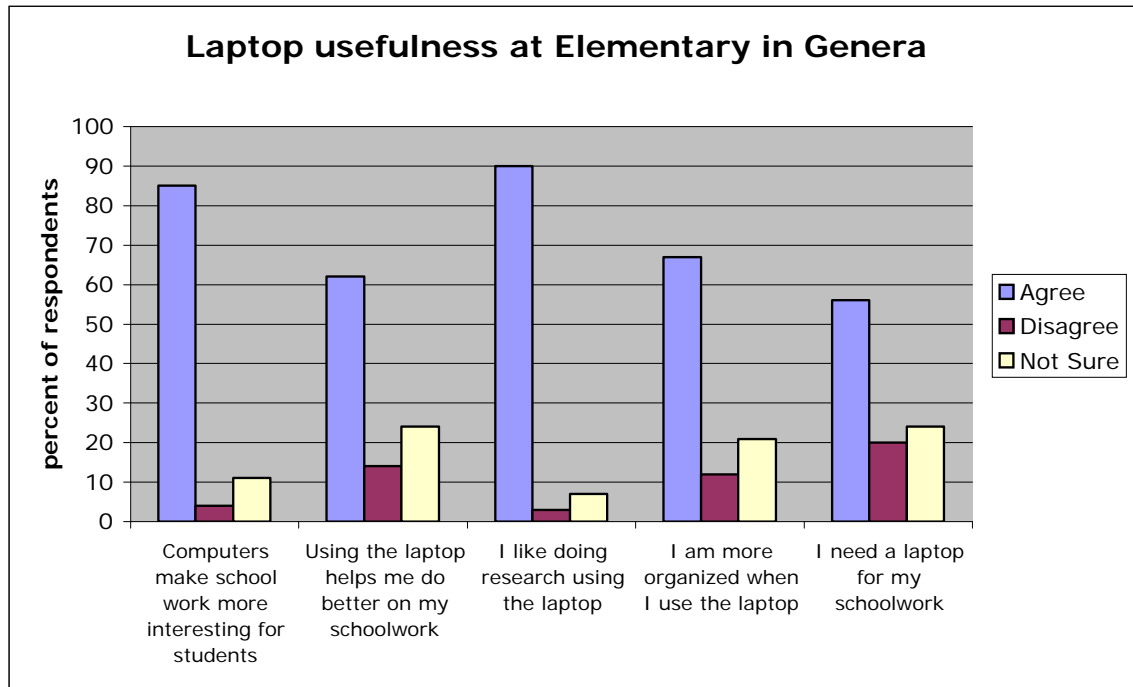
Students provided information on the usefulness of the laptops when used for general academic activities such as research and in specific subjects such as Language Arts.

The laptops are most useful in Language Arts, French, Math, Science and History / Geography. Students were asked to rate the usefulness of the laptop in 10 different subjects as Useful, Not Useful and Do not take this subject. The vast majority of students indicated that the laptops were useful in the five core subjects, Language Arts, French, Math, Science and History/Geography.



Concerning general academic activities, students like doing research on their laptops and report that computers make schoolwork more interesting and that they are more organized when using the laptop.

In response to statements about general academic activities Elementary students could choose among Disagree, Agree, and Not Sure. Of elementary school students, 90% agreed that they liked doing research using the laptop, and 85% agreed that computers make schoolwork more interesting. Two thirds (67%) agreed that they are more organized when using the laptop and while 62% agreed that the laptop helps them do better on their schoolwork, only 57% agreed that they need the laptop for schoolwork.



5. Problems

Repairs. One third (34%) of elementary school students turned their laptops in for repair since the start of the 2007-2008 school year. Of these, 61% received the fixed laptop back within three days. The most common problems were with printing (32%) and chargers (23%).

Printing and file sharing. Over two thirds (69%) of elementary students report having never used Collaba, the internal email and document exchange portal for electronic communication. Although 90% of students reported that they prefer working on the laptops over using paper, printing remains a important use. Three quarters of the students report that teachers often or always provide paper handouts instead of using the laptop. The majority (52%) of elementary school students indicated that they printed at school at least once per week and 32% report that they often or always have problems printing at school.

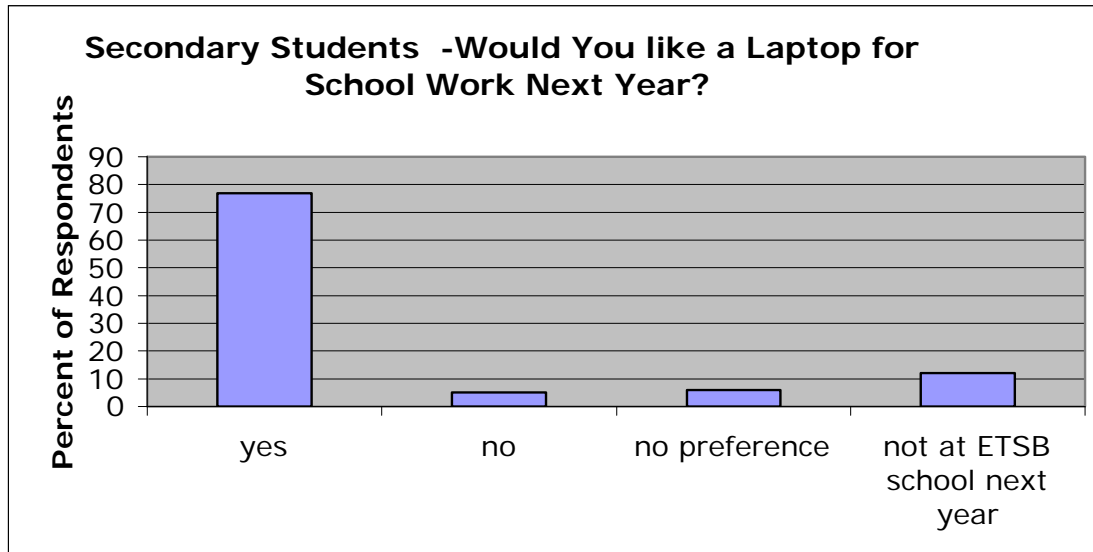
6. Preferences

The Apple platform is more popular (59%) than Windows (17%) among elementary students.

2. Secondary School: Profile of Results

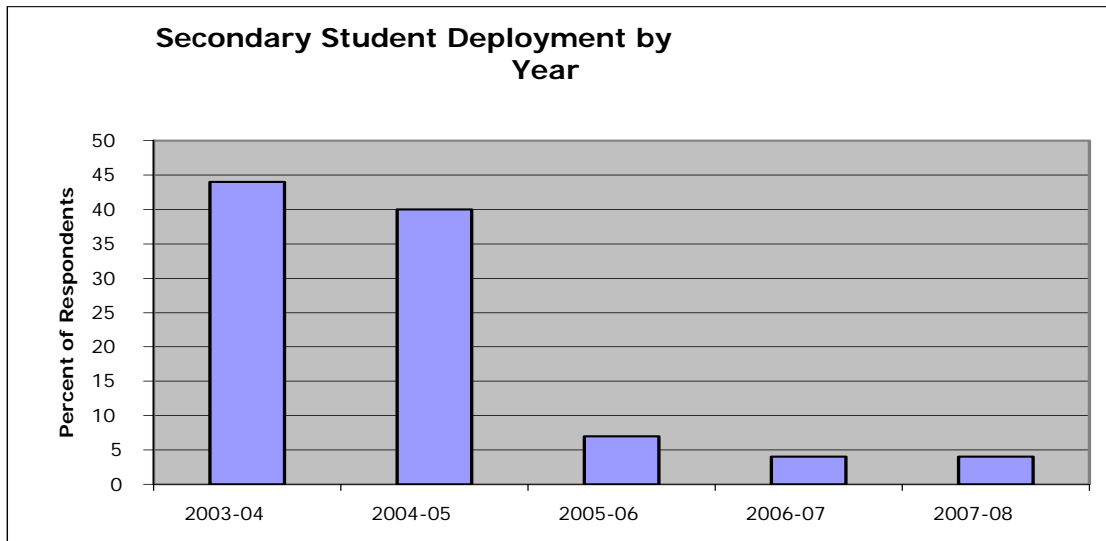
1. Overall response

A majority (77%) of secondary students reported that they would like to use a laptop for school next year.



2. Years of Use

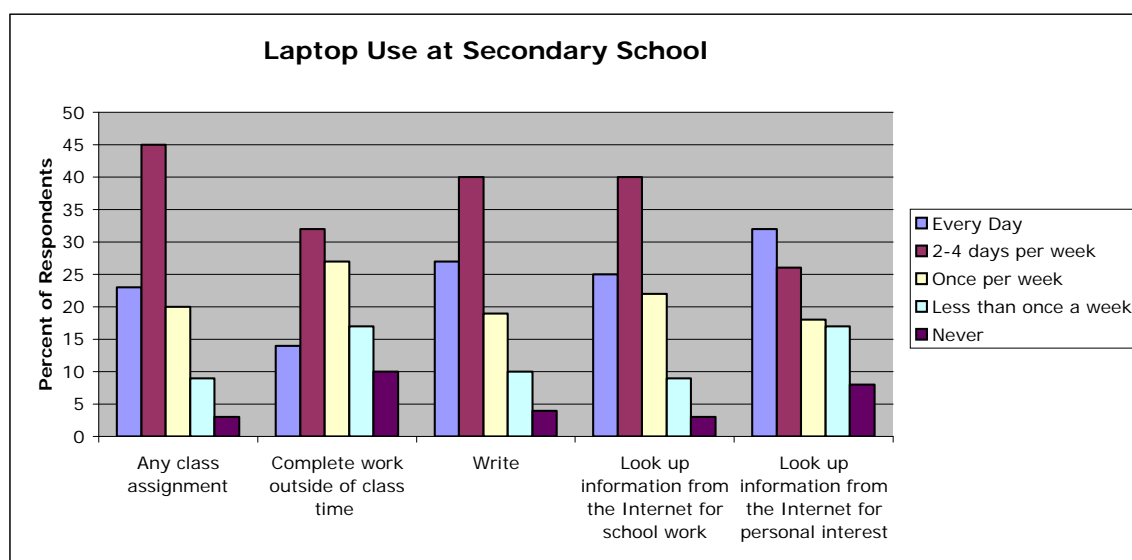
Most (84%) secondary students have been using a laptop for four or five years with 44% first getting one in 2003-04 and 40% first getting one in 2004-05.



3. Secondary Student Laptop Use

Students frequently use their laptops at school for learning activities. Students were asked how often they used laptops both at school and at home through questions about the extent (every day, 2-4 times per week, 1-2 times per week, and never) to which they completed 20 specific activities.

At school, the five most common classroom activities completed using the laptops at least once per week were “any class assignment” (88%), “look up information of the Internet for school work” (87%), “write using Word, Appleworks etc” (86%), “look up information of the Internet for personal interest” (76%), and “complete school work outside of class time” (73%). Almost half (49%) of secondary students play games at least once per week, while 55% “email/chat/instant message with friends” and 31% report downloading music or video at least once per week at school.

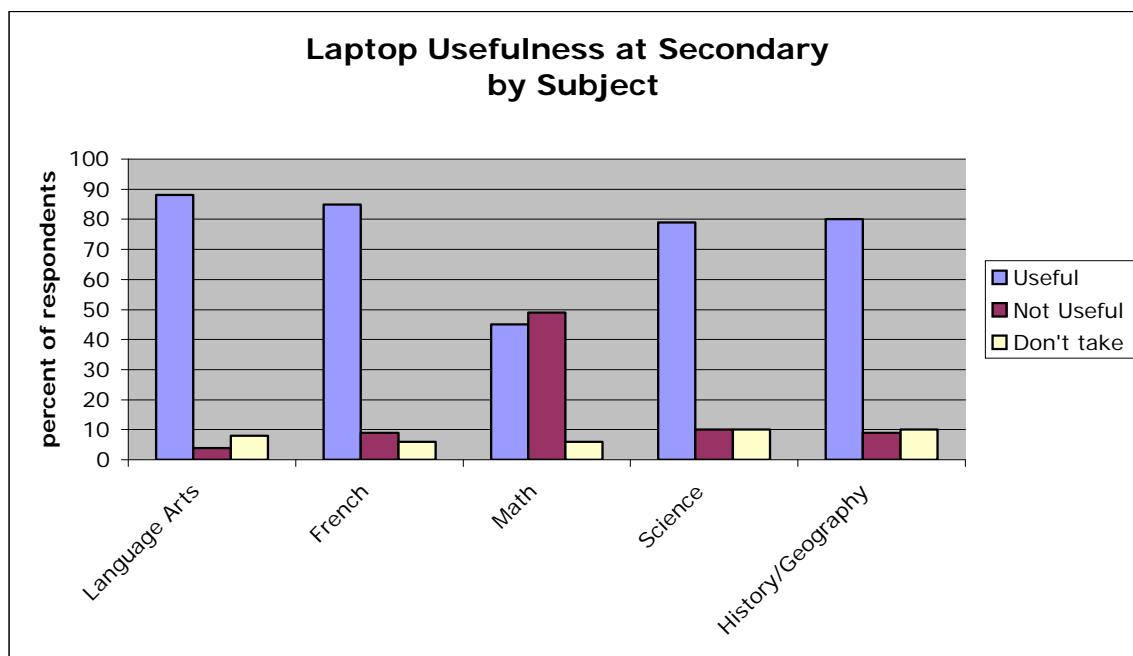


Use at home was lower than use at school for all activities except homework, instant messaging and downloading music. In secondary school most students (68%) report taking their laptops home every day, however of these, only 20% report doing homework every day. Of those who did take it home, 51% used their laptop for more than half of their homework. As well, 26% of students report using the laptop for one hour a day or more school work while at home as compared to 38% who report using it one hour or more per day at school. The top uses at home are “write using Word, Appleworks etc” (76%), “complete homework” (73%), “writing process, plan, compose, draft, revise” (60%), “look up information of the Internet for school work” (53%) and “look up information of the Internet for personal interest” (53%). Just under half (49%) of secondary students “email/chat/instant message with friends”, while 31% play games and 29% report downloading music at least once per week at home.

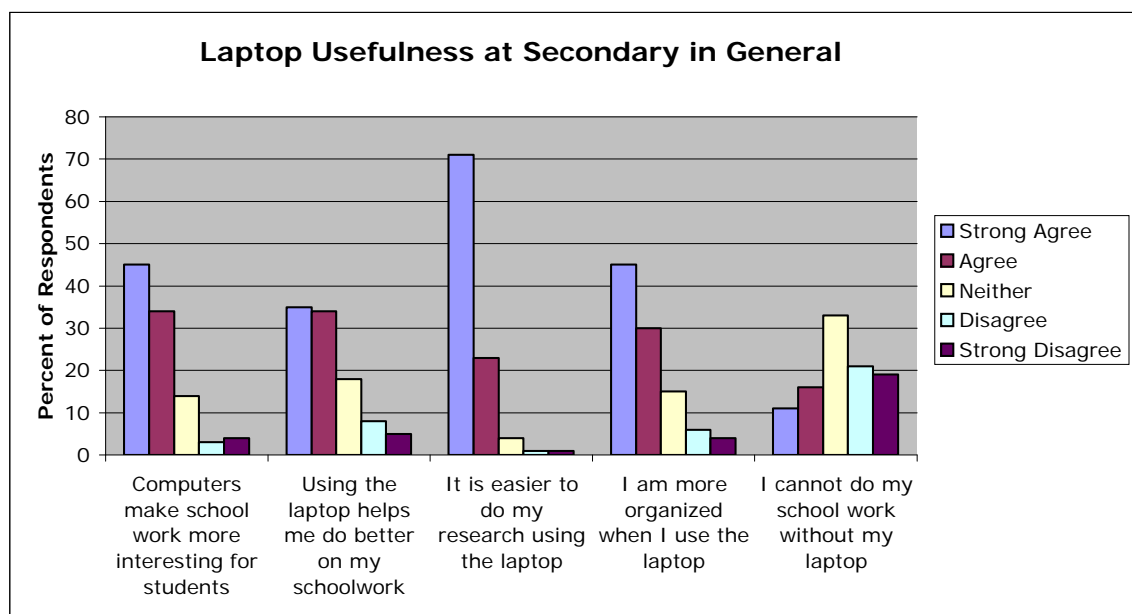
4. Usefulness

Secondary students indicated the usefulness of the laptops when used for general academic activities such as research and in specific subjects such as Language Arts.

The laptops are most useful in Language Arts, French, Science and History / Geography. Secondary students were asked to rate the usefulness of the laptop in 10 different subjects as Very Useful, Somewhat Useful, Not Useful and Do not take this subject. Similar to the elementary students, the vast majority of secondary students indicated that the laptops were very useful or somewhat useful in four of the core subjects, English, French, Science and History/Geography. A difference between secondary and elementary is that only 45% of secondary students reported that the laptop was useful or very useful in Math.



Secondary students report it is easier to conduct research on their laptops, that computers make schoolwork more interesting and that they are more organized when using their laptop. Of secondary school students, 94% agreed or strongly agreed that it is easier to do doing research using the laptop, and 79% agreed or strongly agreed that computers make schoolwork more interesting. Three quarters (75%) agreed or strongly agreed that they are more organized when using the laptop. Although 69% agreed or strongly agreed that the laptop helps them do better on their schoolwork, only 27% reported that they could not do their schoolwork without their laptops.



5. Problems

Repairs. Of secondary school students, 53% turned their laptops in for repair since the start of the 2007-2008 school year. Of these, only 37% received the fixed laptop back within three days. The most common problems were the screen (26%) and battery (24%).

Printing and file sharing. One third (33%) of secondary students report having never used Collaba, the internal email and document exchange portal for electronic communication. Although 65% of students reported that they prefer working on the laptops over using paper, printing remains a important use. Most secondary students (87%) report that teachers often or always provide paper handouts instead of using the laptop. Less than half (45%) of secondary school students indicated that they printed at school at least once per week and 32% report that they often or always have problems printing at school.

6. Preferences

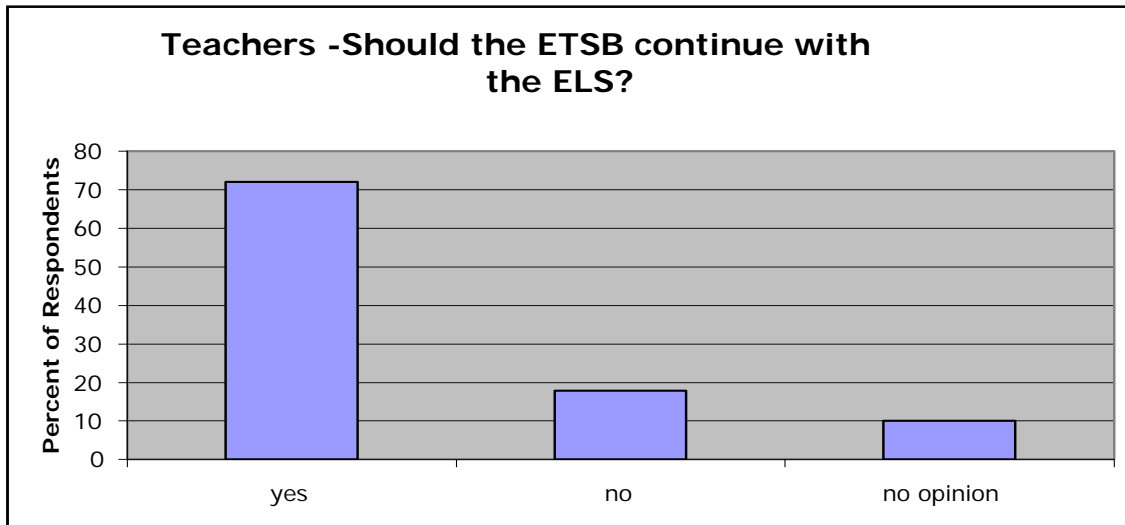
The Apple platform is slightly more popular (38%) than Windows (36%) among secondary students, with 26% having no preference.

CHAPTER 3: TEACHERS AND ADMINISTRATORS

Teachers: Profile of Results

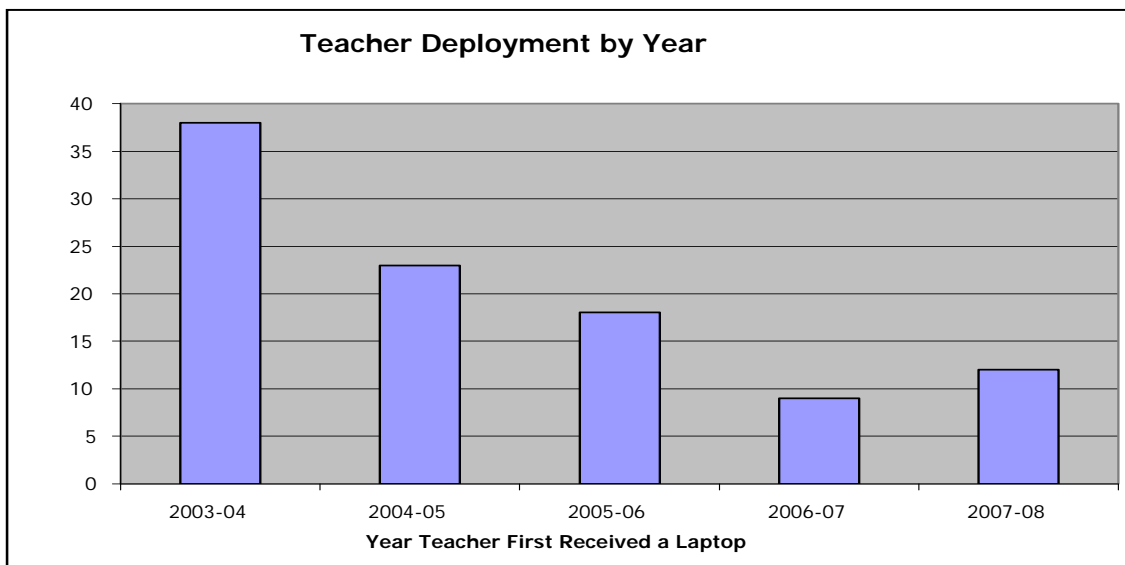
1. Overall Response

A majority of teachers (72%) want the ETSB to continue the Enhanced Learning Strategy. Almost two thirds (63%) reported teaching at an elementary school, 34% were at Secondary school and 2% taught at an adult education centre.



2. Years of Use

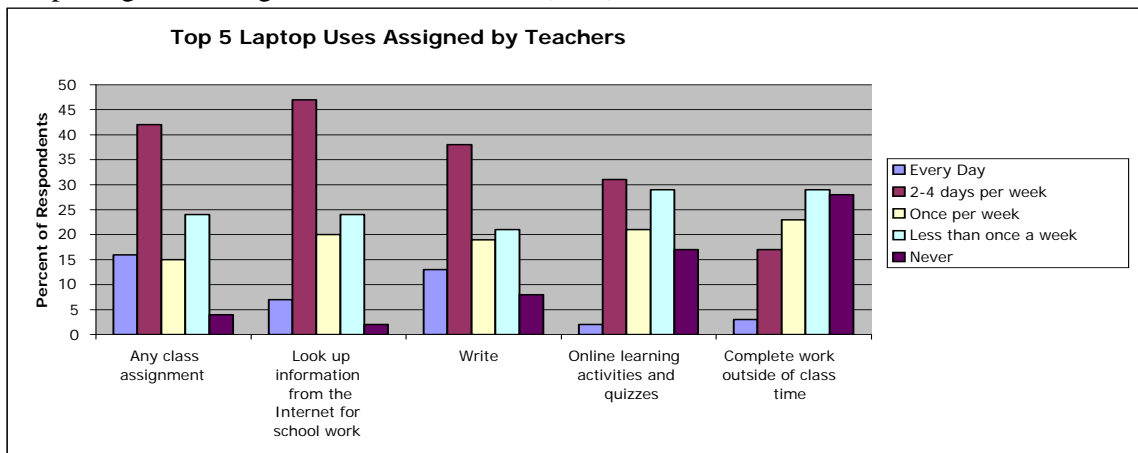
Most (84%) teachers have been using a laptop for four or five years with 38% first getting one in 2003-04 and 23% first getting one in 2004-05.



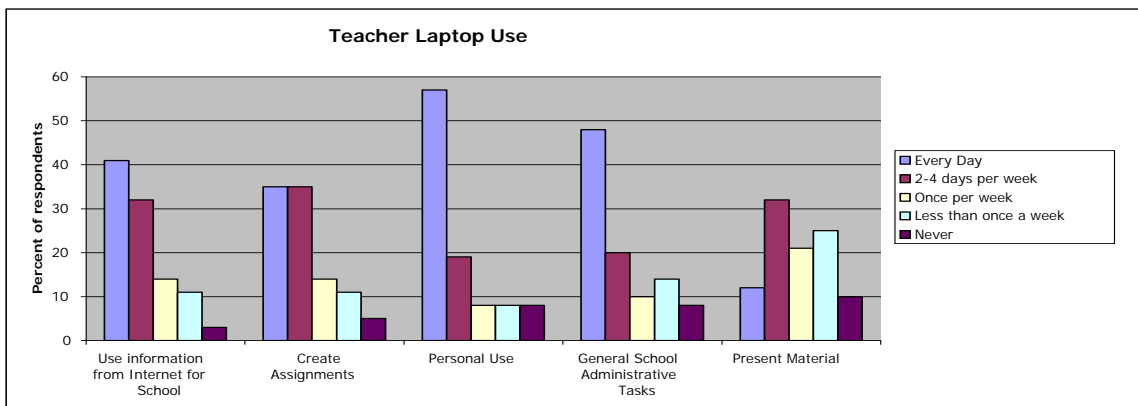
3. Laptop Use by Teachers and Assigned by Teachers

Teachers frequently assign students work on the laptop. In response to the question: “How often do you ask your students to use the laptop to do ... any class assignment?” Almost three quarters (73%) of teacher reported assigned laptop use at least once per week with 16% assigning it every day, 73% assigning use at least once a week and only 4% never assigning work on the laptop. Teachers were also asked how often their students used laptops in class for learning purposes *whether specifically assigned or not*. Teachers reported that students are using their laptops more frequently than assigned with 22% reporting daily student use, 85% reporting students using it at least once a week and only 2% reporting that students never use laptops in their classes for learning purposes, whether specifically assigned or not.

Looking up information from the Internet is assigned once a week or more often by 74% of teachers, followed by writing (70%), using online activities and quizzes (54%) and completing class assignments as homework (43%).



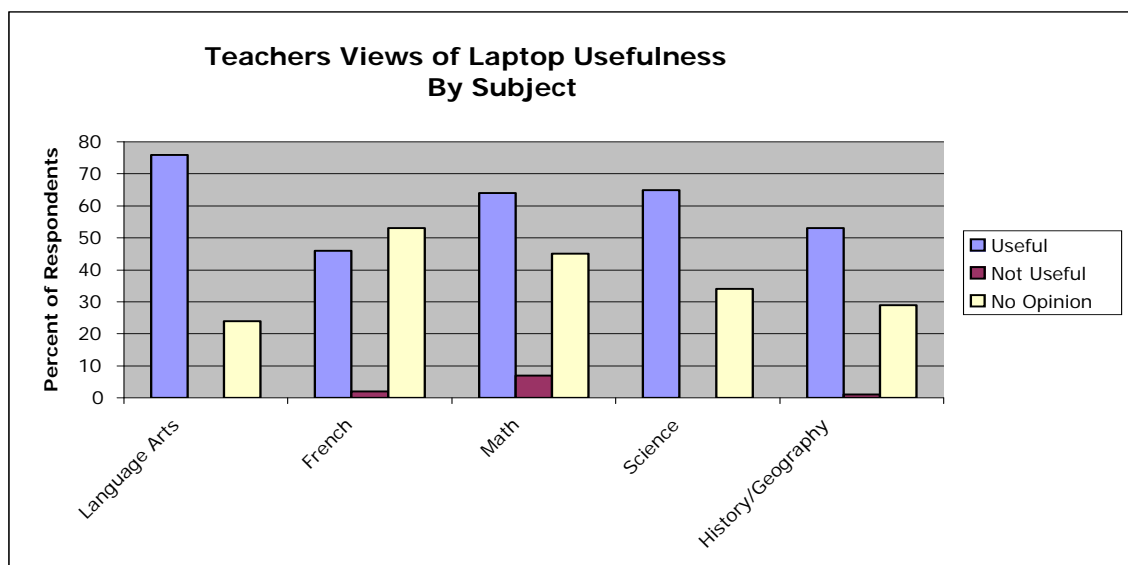
Teachers frequently use their laptops for research and preparation, administrative tasks and personal reasons. At least once a week teachers are using their laptops to search the Internet for schoolwork (87%), create assignments (84%), personal reasons (84%), administrative tasks (78%) and to present material (65%).



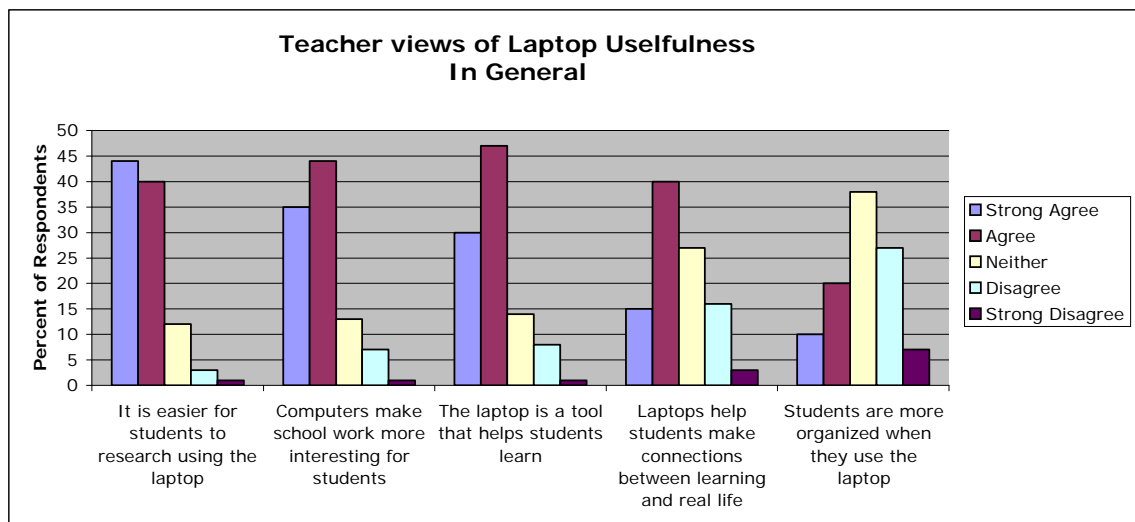
4. Usefulness

Teachers indicated their opinion on the usefulness of the laptops when used for general academic activities such as research and in specific subjects such as Language Arts.

Teachers view the laptops as most useful in Language Arts, Science, Math and French. Teachers were asked to rate the usefulness of the laptop in 10 different subjects as Very Useful, Somewhat Useful, Not Useful and No Opinion. Similar to the students, the majority of teachers indicated that the laptops were very useful or somewhat useful in four of the core subjects, English, Math, Science and History/Geography. It is important to note that for the five core subjects between 24 and 53% of teachers indicated no opinion. Given the portion of “no opinion” the percent who rated the laptop as “Not Useful” may be more instructive. No teacher rated the laptops as not useful in Language Arts and Science(0%). Only a few rated it not useful in History/Geography (1%), French (2%) and Math (7%).



Teachers report that it is easier for their students to conduct research on their laptops, that computers make schoolwork more interesting and that the laptop is a tool that helps students learn. Most teachers (84%) agreed or strongly agreed that it is easier for students to do research using the laptop, and 81% agreed or strongly agreed that computers make schoolwork more interesting. A majority (55%) reported that laptops help students make connections between learning and real life, but just under half (48%) felt that students without a laptop are at a disadvantage.



5. Problems

Repairs

Since the start of the school year, 32% of teachers have given their laptop in for a repair and 14% were without their laptop for more than 3 days. Student laptop repairs also affect teachers: just under half (49%) the teachers report that more than 90% of students bring a working laptop to class. As well, 48% of teacher report that having some students without laptops increases demands on teachers and administrators.

Printing and File Sharing

Less than half (45%) of teachers report sharing files at least once a week while 98% sometimes or always provide paper copies of assignments. Printing was not included in a specific question to teachers but it was frequently mentioned when teachers could specified problems.

Off task behaviour

Almost one third (31%) of teachers state that in class, students spend more time playing with their laptops than using them for learning purposes. A quarter of the teachers (24%) report that they spend more time on discipline when students are using laptops.

Training

Most teachers (63%) agree or strongly agree that they need more support in instructional use of laptops and 44% have attended four or more professional development sessions in the past two years. Interest in PD is high with 71% wanting to learn more about how teachers and students can use the laptop for pedagogical purposes, as well 30% of teachers want to learn more about using the laptop for administrative purposes.

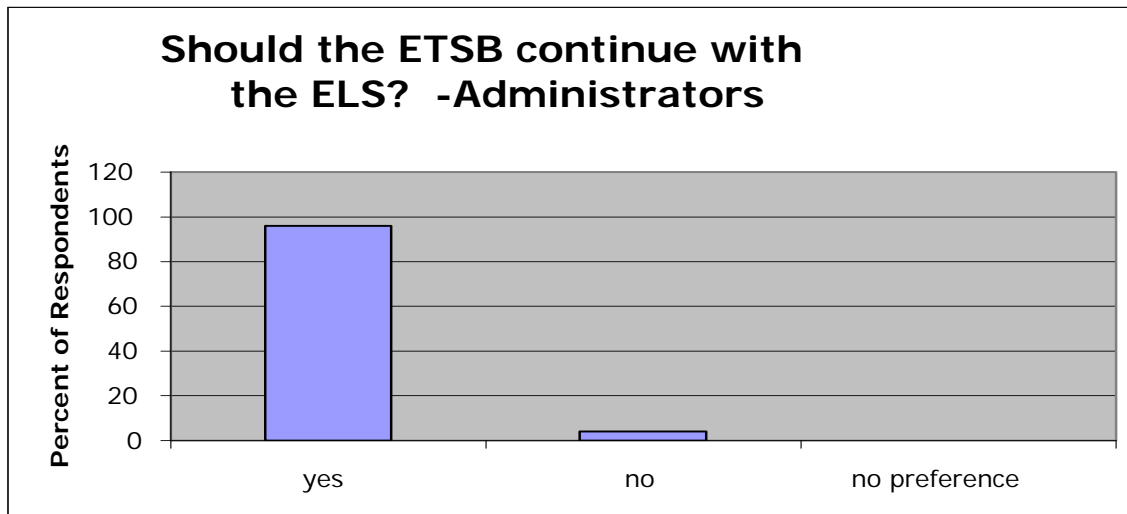
6. Preferences

Most teachers (57%) prefer the Apple platform over the Windows operating system (14%) while 29% have no preference.

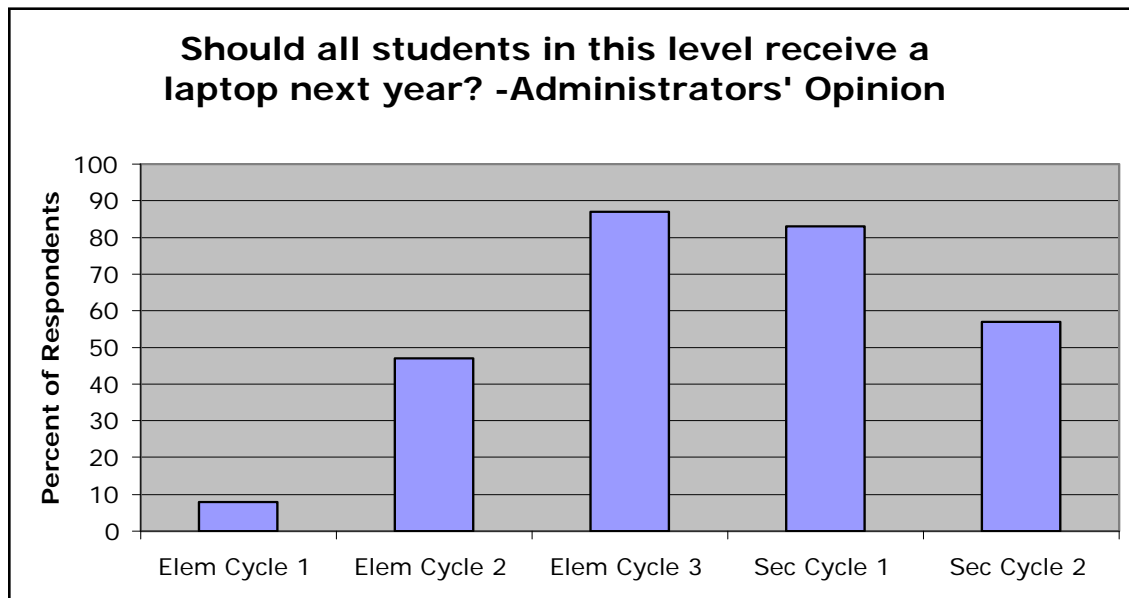
Administrators: Profile of Results

1. Overall Response

A strong majority of Administrators (94%) want the ETSB to continue the Enhanced Learning Strategy. Most of the administrators (58%) who responded were from the elementary sector, 35% were from secondary and 8% from an adult education centre. These proportions correspond roughly to the number of administrators active in each sector.



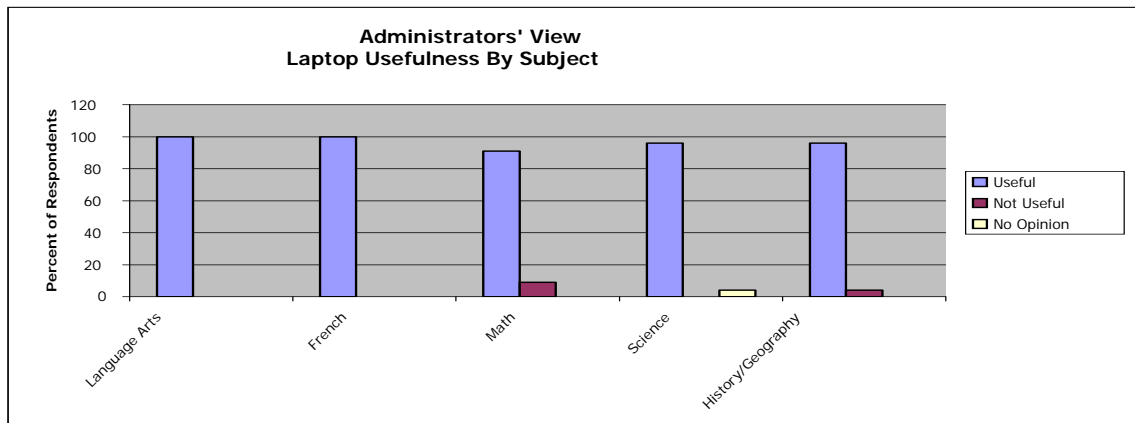
Administrators were asked which levels should receive a laptop next year. The following table represents the percentage of respondents who indicated that ALL students in that level should receive a laptop.



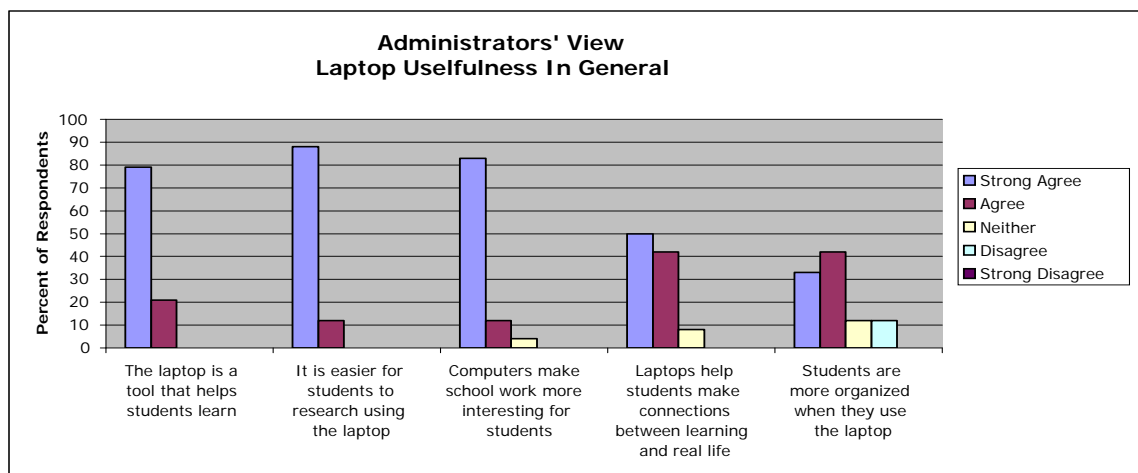
2. Administrators' views of Laptop Usefulness

Administrators indicated their opinion on the usefulness of the laptops when used for general academic activities such as research and in specific subjects such as Language Arts.

Administrators view the laptops as most useful for students with learning difficulties and in Language Arts, French, Science, Math and History/Geography. Administrators were asked to rate the usefulness of the laptop in 10 different subjects as Very Useful, Somewhat Useful, Not Useful and No Opinion. Similar to the teachers and students, the majority of administrators indicated that the laptops were very useful or somewhat useful in the core subjects, English, French, Math, Science and History/Geography. Almost all administrators (96%) indicated that laptops are very useful for students with learning difficulties.



Administrators report that it is easier for their students to conduct research on their laptops, and that the laptop is a tool that helps students learn. All administrators (100%) agreed or strongly agreed that the laptop is a tool that helps students learn and that it is easier for students to do research using the laptop. Most agreed or strongly agreed that computers make schoolwork more interesting (95%) and that laptops help students make connections between learning and real life (92%). A strong majority (80%) agree or strongly agree that students without a laptop are at a disadvantage.



3 Administration of the ELS.

Two thirds (69%) of administrators reported that they spend more than 10% of their time on all aspects of the ELS in their schools and centres.

Administrators were asked to indicate which aspect of the ELS took the most time. The most common requirement was pedagogical support (31%) followed by laptop repairs /damage /loss /theft (23%), disciplining students(19%), teacher support (12%) and laptop inventory (8%). As well, 62% of administrators report they sometimes or frequently monitor students' use of the laptop in class either by Remote Desktop or classroom visits.

4. Problems

Repairs

Since the start of the school year, 12% of administrators have given their laptop in for a repair and none were without a laptop for more than 2 days. Administrators were asked to report on the student laptop repairs: just over half (54%) the administrators report that more than 90% of students bring a working laptop to class. As well, 73% of administrators agree or strongly agree that having some students without laptops increases demands on teachers and administrators. Managing the repair /damage /loss /theft process is the main use of ELS time for 23% of administrators.

Off task behaviour

Almost one fifth (19%) of administrators report that disciplining students is the most time consuming aspect of the ELS. Only 8% of administrators agree or strongly agree that students spend more class time playing with their laptops than using them for learning purposes. The same portion (8%) report that teachers spend more time on discipline when students are using laptops.

Training

Most administrators (87%) agree or strongly agree that teachers need more support in instructional use of laptops. Interest in PD is high with 87% wanting to learn more about how teachers and students can use the laptop for pedagogical purposes, and 67% want to learn more about using the laptop for administrative purposes.

6. Preferences

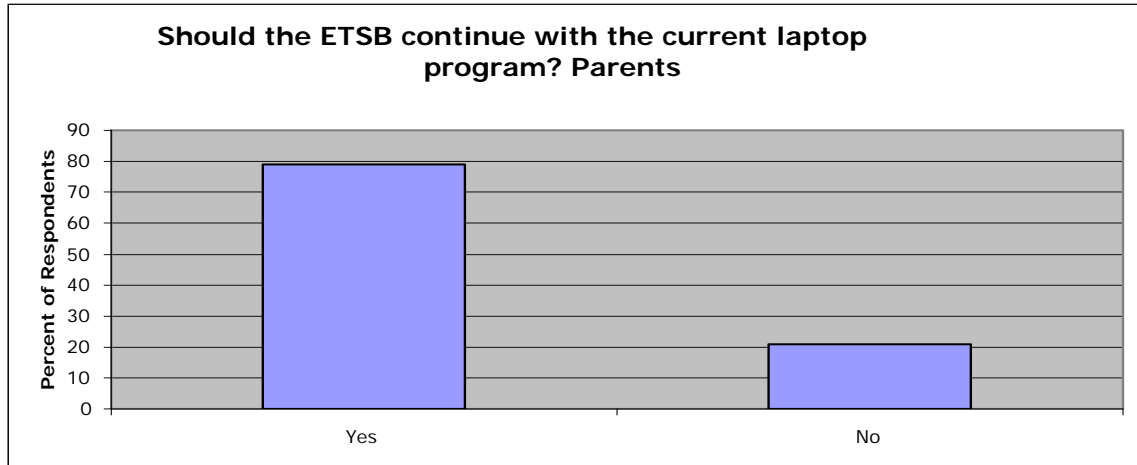
Half the administrators (50%) prefer the Apple platform over the Windows operating system (8%) while 42% have no preference.

CHAPTER 4: PARENTS

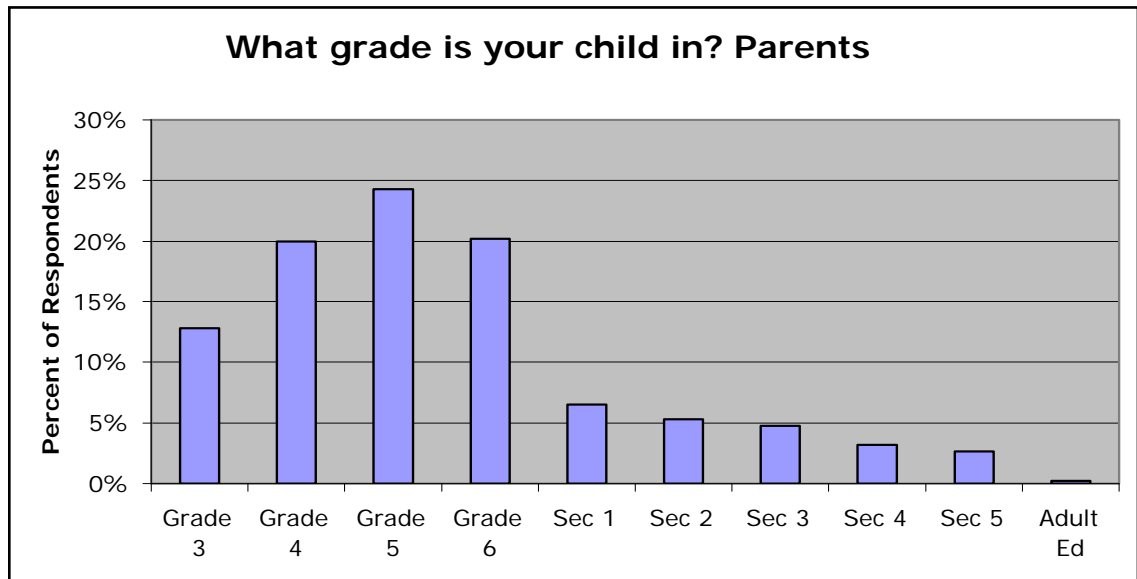
Parents: Profile of Results

1. Overall Response

A majority of parents (79%) want the ETSB to continue the Enhanced Learning Strategy.



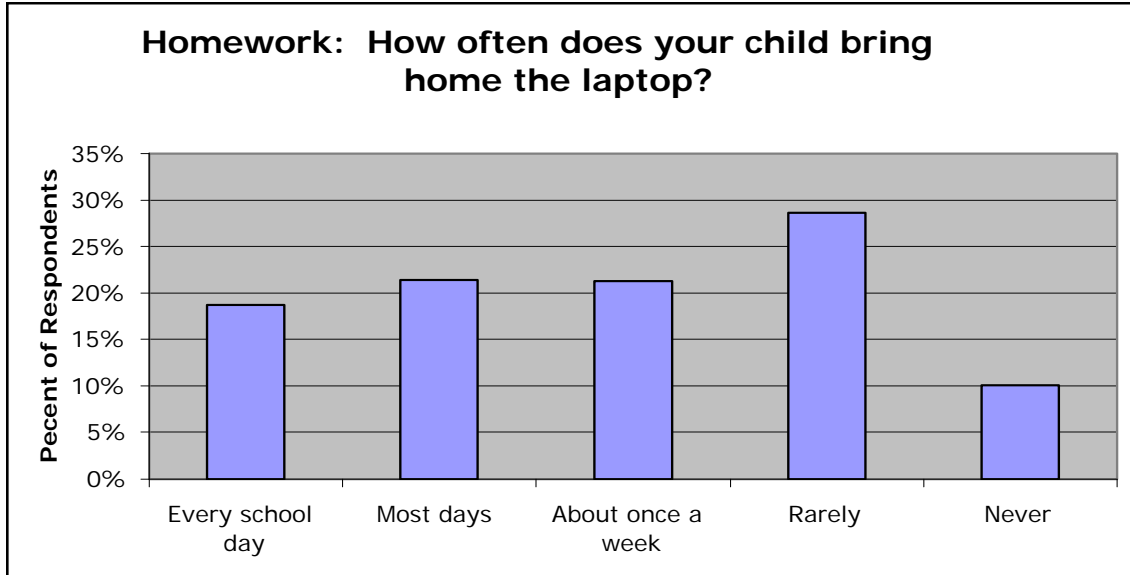
Over three quarters (77%) of parent respondents have a child at an elementary school, 23% were from secondary school and only 2 responses were from an adult education centre.



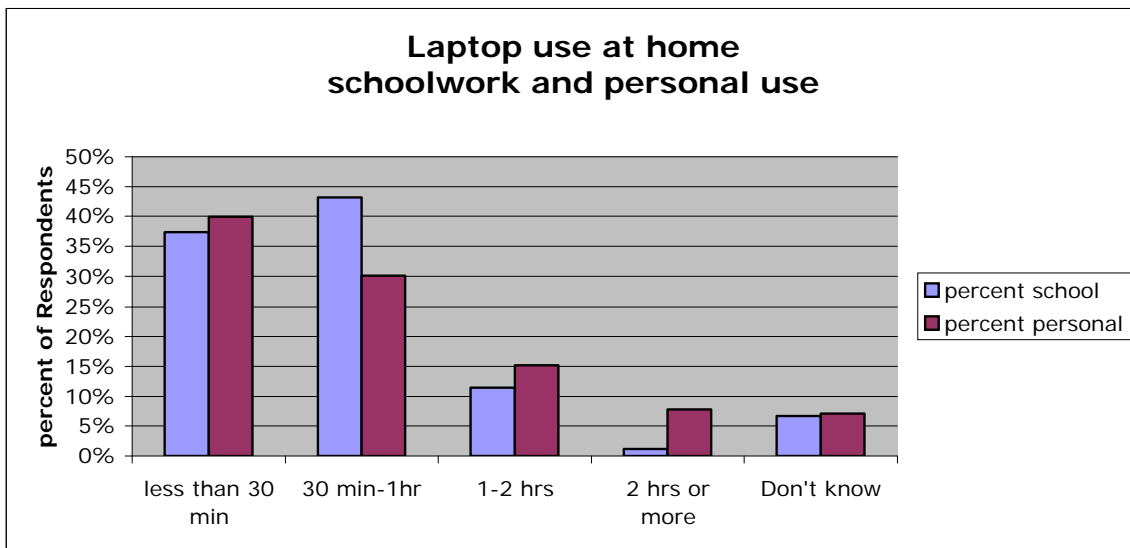
2. Use at home

Of households completing the survey, 91% have another computer at home, and 86% have access to the Internet at home.

Less than half the parents (40%) reported that their child brings home the laptop most days or every school day. Only 10% reported their child never brings home the laptop.

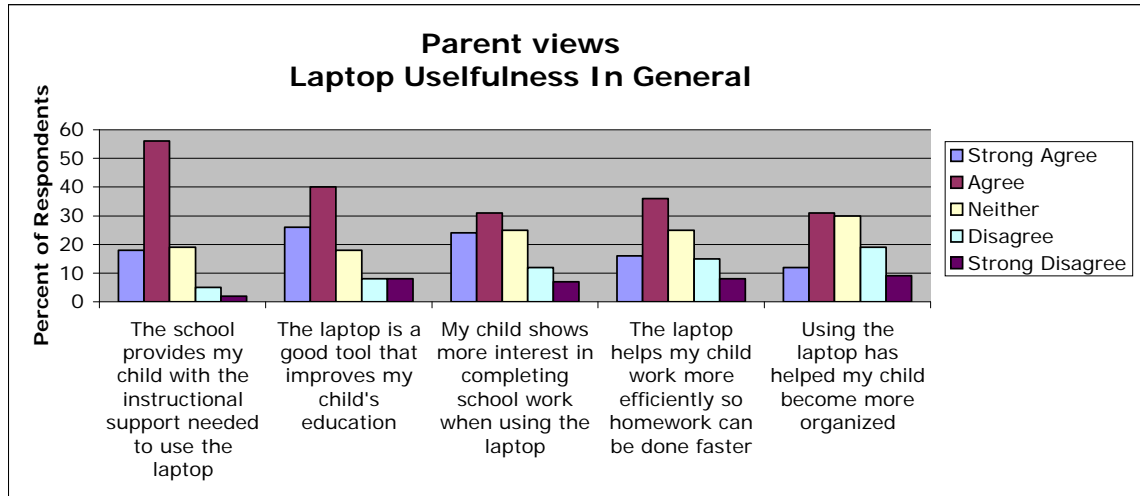


Of those who do bring home their laptop 12% use it for homework for more than one hour per day and 23% use it for more than one hour per day for personal reasons.



3. Usefulness of the Laptop at Home

Most parents strongly agree or agree that the school provides their child with the instructional support needed to use the laptop (74%) and that the laptop is a good tool that improves their child's education (66%). A slim majority of parents also indicated that their children are more interested in school-work (55%) and efficient when using their laptops (52%). Only 43% agree or strongly agree that their child is more organized.



4. Problems

Repairs

Since the start of the school year 29% of parents reported that their child's laptop had been in for a repair and 48% of repairs took more than 2 days. Most parents (77%) were somewhat or very satisfied with the quality of the repairs.

Other

Just over one quarter (28%) of parents agree or strongly agree that their child spends too much time playing on the laptop at home and 19% indicated that their child is too young to be responsible for the laptop.

5. Preference

Most parents (57%) indicated no preference for the operating system, 19% prefer the Apple platform compared to 24% for Windows.