

EXEC SUMMARY
ETEC 687
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On November 7, 2007 I offered a workshop/training to teachers at Kalaheo High School called “The Interactive Classroom; Using the Beyond Question Learning Set”. The purpose of the workshop was to help facilitate the integration of technology in curriculum across all content areas. The group at the workshop represented a core of teachers who make up the ninth and tenth grade houses or the SLCs (small learning communities). They work in tandem to integrate their lessons through a variety of learning approaches but primarily they focus on project based learning. The group that attended was comprised of English, Social Studies, Science and Math teachers. In addition, several of the high school counselors and one curriculum coordinator participated in the workshop. There were a total of 11 workshop attendees and there were two training sessions that took place. Each session occurred during the common prep time of teachers. Teachers who attended the workshop were asked to complete a written survey following the workshop. Below is a summary of the data generated from the teacher surveys.

Summary of data

Of the seven questions that were on the survey five of the questions asked had possible responses of either A. Strongly Agree B. Agree C. Neutral D. Disagree or E. Strongly Disagree. On the first question most (85%) who responded to the survey **strongly agreed** that they found the SRS (Student Response System) workshop helpful. The remaining 15% **agreed** that the workshop was helpful. On the second question 85% **strongly agreed** that they planned on using the SRS in their classroom with the remaining 15% selecting **agree**. When asked if they felt

confident that they could use the SRS on their own 29% **strongly agreed**, 57% **agreed** and 14% responded **neutral**. Their was complete agreement when they were asked if they believed that students would like using the SRS with 100% responding with **strongly agree**. When asked if they felt there was adequate technical support available to them to use the SRS in their classroom 85% **strongly agreed** and 15% **agreed**.

Two additional questions were asked to determine how often and for what purpose teachers might see themselves using the SRS. When asked how often they planned on using the SRS 72% answered **monthly**, 14 % **weekly** and 14% responded **once a semester**. When asked for what purpose would they use the SRS the possible responses included: to administer quizzes, administer exams, administer both quizzes and exams, initiate discussion, review for tests, or all of the above. Of the responses chosen, 42% chose to use it to **initiate discussion**, 29% plan on using it to **review for tests** and 29% selected **all of the above**.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I found the SRS workshop helpful	6	1			
I plan on using the SRS in my classroom	6	1			
I feel confident that I can use the SRS on my own	2	4	1		
I believe my students will like using the SRS	7				
I feel I have adequate technical support to use the SRS in my classroom	6	1			

Question	Administer quizzes	Administer exams	Administer both quizzes and exams	Initiate discussion	Review for tests	All of the above
I plan on using the SRS to				3	2	2

Question	Weekly	Monthly	Once a semester	Once a year	Never
How often do you plan on using the SRS?	1	5	1		

Successes and Failures

In the Learning Contract that was drafted prior to this workshop I indicated that I would provide the teachers with a survey following the workshop which I did do however, I waited approximately three days before distributing them in their school mailboxes. I asked them to complete the hard copy surveys and return them to my mailbox within a three day period. Of the 11 surveys that I handed out I only received seven back. This, of course, limited my feedback. If I were to do this again I would have them complete the survey at the conclusion of the workshop as is often the protocol at professional workshops.

Overall, the workshop was successful and went according to plan. I prepared complete and informative handouts for teachers, provided a visual presentation with step by step instructions, offered a variety of activities to engage in while using the Beyond Question Learning Set, offered suggestions on “best practices” for using the tool and provided time for questions and answers. A few additional people asked to attend including two counselors and one curriculum coordinator when they had heard of the workshop for the house teachers. They had expressed an interest in using it when presenting lectures on graduation requirements. It was no problem to include them in the workshop.

I do believe that the interactive nature of the workshop gave the teachers a chance to sit in the students chair and grasp what it might be like to use it from their perspective. They were clearly animated and engaged when it was time to use their remotes. I felt that this was precisely what I wanted them to experience.