Use of Social Networking Tools in Unit 5

Jason Halm, Carri Tullier, Agnello D’Mello, Robert Bartels, Andy Wittman, Daniel Lamboley, Teresa Smith, Ra Nelle Hartless, Misty Lay, Joy Gockenbach, Bethany Bucholtz, Lisa Nichols

February 8th 2012
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Executive Summary

Social networking is here to stay. The various tools are blurring the lines of communications and empowering both the sender and receiver. Gone are the shackles of being at a desk or classroom. Today we can truly communicate one to one or one to many instantly. When Watson made that first call, he could not have imagined that one day communications will be a lot more than just a transmission of voice. SNT is the future and Government today is putting its money across various initiatives that will help make the country ready for the technologies of tomorrow. We as Teachers and Parents need to ensure our children are prepared to venture into this new world. Various initiatives across Unit 5 and the nation have already put the tools in the hands of the kids who are now thirsting for more.

After researching, the committee believes that the following should be utilized when further introducing Social Networking Tools into Unit 5:

- Form a committee to recommend curriculum technology to be implemented in the district
- Draw up a detailed plan to rollout the technology and address the risks as highlighted in this paper
- Define success in measurable terms and strive to provide a consistent standard of education as it pertains to Social Networking Tools across the district
- This team feels success of the technology is strongly correlated with the buy in of the users and their enthusiasm
- Ensure proper representation from the various groups to ensure all concerns are addressed and buy in is assured for the success of the tools
- The tools should be used to enhance the educational experience – furthering skills such as critical thinking, collaboration and networking while teaching content should be the focus
- Gather feedback utilizing effective tools already being used by teachers in pilots should be where we look to first
- Train teachers who already use SNT and have a comfort level with the technology
- Use Teachers’ Institute and Late Start programs to teach teachers how to use SNT – much like the focus on literacy has been over the last two years.
- Use students to assist with training – older children could show younger children how to use tools in the classroom – much like partnering younger students with older students for literacy programs
- Use an iterative approach to Organizational Change Management
- Use a technology expert or administrator (or team) to manage the infrastructure and manage risk
- Use the Train the Trainer approach to bring all faculty and staff up to speed around SNT
Introduction
As the world changes, information is distributed faster and more frequently. Everyday more and more people embrace the use of Social Networking Tools (SNT) – whether it’s text messaging, Facebook or everything in between. These changes offer tools to educators, parents and students to teach, collaborate and learn more quickly – perhaps as fast as real-time. This paper will examine the benefits of integrating additional SNT to Unit 5 classrooms, what it will take to implement accepted tools, educate users on how to further use what we already have in place, as well as new tools implemented.

Whether a Unit 5 school is text messaging parents and students reminders of upcoming events or a group of educators watching a teleconference of a new technique used in the classroom, the use of SNT is being successfully used around the country. SNT’s benefits are threefold: expanded socialization of information, mobility for users’ reception of information and little need for dedicated location for working. However, in order to utilize SNT’s benefits, the need to incorporate tools and educate users on how to use them is an upfront investment necessary for success.

This paper will be divided into reporting on four areas of investigation:

- Defining and suggesting high value Social Networking Tools
- Available Tools
- Implementation and Policy
- Controlling Risks of Using Social Network Tools
- Final Recommendation

The fact of the matter is that nearly everyone involved in Unit 5 utilizes some sort of SNT, and as time passes, more tools are introduced to us. Students’ interest in these tools seems to be an opportunity that educators can take advantage of to better connect or relate to students. In addition, it allows for students to connect with fellow students. By providing the tools and access to use various Social Networking Tools, Unit 5 will prepare students for the changing environment of the workplace and social climate – hopefully “plugging them in” to better opportunity and ability to face challenges seen in the 21st Century.

Defining High Value Social Networking Tools (SNT)
Though SNT are often tied to technology, the technology at the end of the day is still a tool used in the classroom. The National Education Technology Plan 2010 (NETP) calls for revolutionary transformation rather than evolutionary tinkering. It urges our education system at all levels to

- Be clear about the outcomes we seek
- Collaborate to redesign structures and processes for effectiveness, efficiency, and flexibility
- Continually monitor and measure our performance
- Hold ourselves accountable for progress and results every step of the way

Their plan recognizes that technology is at the core of virtually every aspect of our personal lives and careers, and we must leverage it to provide engaging and powerful learning experiences and content, as well as
resources and assessments that measure student achievement in more complete, authentic, and meaningful ways. Technology-based learning and assessment systems are and will continue to be pivotal in reaching students and improving learning strategy, as well as more easily generating data that can be used to continuously improve the education system at all levels. Technology will help us execute collaborative teaching and learning strategies that better prepare and enhance educators' competencies and expertise over the course of their careers. To shorten our learning curve, we should look to other kinds of enterprises, such as business and entertainment which have used technology to improve outcomes while increasing productivity.

Learning: Engage and Empower

The model of learning described in this plan calls for engaging and empowering learning experiences for all learners. The model asks that we focus what and how we teach to match what people need to know, how they learn, where and when they will learn, and who needs to learn. It brings state-of-the art technology into learning to enable, motivate, and inspire all students, regardless of background, languages, or disabilities, to achieve. It leverages the power of technology to provide personalized learning and to enable continuous and lifelong learning.

Many students' lives today are filled with technology that gives them mobile access to changing information and resources 24/7. Information Technology enables them to create multimedia content and share it with the world, and allows them to participate in online social networks where people from all over the world share passions and ideas, collaborate, and learn new things. Outside school, students are free to pursue their passions in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous. By standardizing the use of these tools, students will continue to have access to something they’re already using outside the school, but with consistency, focus and purpose to their learning experience.

A core set of standards-based concepts and competencies should form the basis of what all students should learn. Beyond that, students and educators should have options for engaging in learning: large groups, small groups, and work tailored to the individual goals, needs, interests, and prior experience of each learner. Technology should be leveraged to provide access to more learning resources than are available in classrooms and connections to a wider set of "educators," including teachers, family, mentors, and experts outside the classroom. It also should be used to enable 24/7 and lifelong learning.

What and How People Need to Learn

Whether the domain is curriculum involving language arts, mathematics, sciences, social studies, history, art, and music, or 21st-century competencies such as critical thinking, complex problem solving, collaboration, and multimedia communication, they should be woven into all content areas. The combination of content and competencies is necessary to become expert learners, which we all must be if we are to adapt to our rapidly changing world over the course of our lives. That involves developing deep understanding within specific content areas while practicing competencies to make the connections among them.

How we need to learn includes using the technology that professionals in various disciplines use and students
will someday use. Professionals routinely use the World Wide Web to access tools such as e-mail, wikis, blogs, and digital content for their communication, research and collaboration demanded in their jobs. They gather data and analyze the data using inquiry and visualization tools. They use graphical and 3D modeling tools for design. For students, using these real-world tools creates learning opportunities that allow them to grapple with real-world problems—opportunities that prepare them to be more productive members of a globally competitive workforce.

Assessment: Measure What Matters

The model of learning requires new, faster and better ways to measure what matters, diagnose strengths and weaknesses in the course of learning while there is still time to improve student performance, and involve multiple stakeholders in the process of designing, conducting, and using assessment. In all these activities, technology-based assessments can provide data to drive decisions on the basis of what is best for each and every student and that, in aggregate, will lead to continuous improvement across our entire education system.

The nation's governors and state education chiefs have started to develop standards and assessments that measure 21st-century competencies and expertise in all content areas. Technology-based assessments that combine cognitive research and theory about how students think with multimedia, interactivity, and connectivity make it possible to directly assess these types of skills. This can be done within the context of relevant societal issues and problems that people care about in everyday life.

When combined with learning systems, technology-based assessments can be used formatively to diagnose and modify the conditions of learning and instructional practices while at the same time determining what students have learned for grading and accountability purposes. Both uses are important, but the former can improve student learning in the moment (Black and Wiliam 1998). Furthermore, systems can be designed to capture students' inputs and collect evidence of their knowledge and problem-solving abilities as they work. Over time, the system "learns" more about students' abilities and can provide increasingly appropriate support.
**Available Tools**

For a more comprehensive list of available Social Networking Tools, please see Appendix A.

**Online Classroom**

A recent 93-page report on online education, conducted by SRI International for the Department of Education, concludes: “On average, students in online learning conditions performed better than those receiving face-to-face instruction.”

The report examined the comparative research on online versus traditional classroom teaching from 1996 to 2008. Over the 12-year span, the report found 99 studies in which there were quantitative comparisons of online and classroom performance for the same courses. The analysis for the Department of Education found that, on average, students doing some or all of the course online would rank in the 59th percentile in tested performance, compared with the average classroom student scoring in the 50th percentile. That is a modest but statistically meaningful difference.

“The study’s major significance lies in demonstrating that online learning today is not just better than nothing — it actually tends to be better than conventional instruction,” said Barbara Means, the study’s lead author and an educational psychologist at SRI International.

This hardly means that we’ll be saying good-bye to classrooms. But the report does suggest that online education could be set to expand sharply over the next few years, as evidence mounts of its value.

Until fairly recently, online education amounted to little more than electronic versions of the old-line correspondence courses. That has really changed with arrival of Web-based video, instant messaging and collaboration tools.

The real promise of online education, experts say, is providing learning experiences that are more tailored to individual students than is possible in classrooms. That enables more “learning by doing,” which many students find more engaging and useful.


**E-learning:**

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process. The term will still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum.

E-learning is essentially the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video...
tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio.


**Social Networking Websites:**

Social networking websites, such as Facebook, MySpace or Twitter, are the most popular online activity worldwide and its popularity continues to increase, particularly among teens and young adults. Today, 80% of teens ages 12-17 participate in some form of social networking website. This is up from 55% in 2006.

Of the teens that use social networking, 93% have an account on Facebook. If schools want to implement a form of social networking in education, using a website where 93% of teens already have an account may be an ideal way to encourage engagement. However, Facebook does have drawbacks such a lack of control by teachers relating to what is posted on the school or class account. In a study by Pew Research Center, 20% of teens said that people their age are mostly unkind to one another on social networking sites. Schools need to take extra precaution to ensure that cyber-bullying does not occur on school or class social networking sites which may mean that a private site should be used to achieve the necessary control.

Ning allows users to create both private and public social networking sites. Facebook and MySpace are public social networking tools; however, private social networking tools may provide necessary, extra control. Ning looks similar to Facebook making it more familiar to students using it. Ning offers 3 plans with varying fees based on features that a customer may need: Mini, Plus and Pro.

**Wikis:**

A wiki is a website whose users can add, modify, or delete content without knowing HTML. Wikis are often created collaboratively, by multiple users (i.e. Wikipedia). A major benefit of a wiki is the ease at which a page can be created and updated.

In *The Wiki Way: Quick Collaboration on the Web*, Ward Cunningham and Bo Leuf described wikis as follows:

- A wiki invites all users to edit any page or to create new pages within the wiki Web site, using only a plain-vanilla Web browser without any extra add-ons.

- Wiki promotes meaningful topic associations between different pages by making page link creation almost intuitively easy and showing whether an intended target page exists or not.

- A wiki is not a carefully crafted site for casual visitors. Instead, it seeks to involve the visitor in an ongoing process of creation and collaboration that constantly changes the Web site landscape.

As with most social networking sites, a wiki can be public allowing any user to add and update pages or it
can be private, requiring a username and password.

Teacher created wikis can be used to provide information about assignments or additional information on a topic that was discussed in class. They can also provide information to parents about what students are learning in class.

Wikis can be used in the classroom to facilitate collaboration. Students can edit pages and create links to their sources.

Collaboration and using wikis will teach critical thinking. There is a vast amount of information on the internet. Students will have to determine which website is an authority and may need to do additional research due to diversity of opinion.

Collaboration sites:

Social networking sites can provide students with the opportunity to collaborate. Sites, such as Google Docs, allow multiple students to create and edit documents online in real-time in. Sites such as Sliderocket allow students to create and edit presentations online as well as publish those presentations for others to view and comment.

Currently, when students are put in groups and asked to complete a group project, they typically split up the work. Each student is only responsible for their own part. Integrating a collaboration site into a group project can allow students to really work collaboratively by reviewing the work of others and adding to it.

Students can publish information to the internet using these sites and become a part of a collaborated effort along with other students and teachers. They can participate in meaningful discussions regarding not only their own work but the work of others.

Blogging:

Blogging offers many of the same benefits and drawbacks that were discussed in the social networking section. Similar to social networking websites, private blog websites are available to ensure that the general public does not have access to the information posted by students. One benefit of using blogs is that they provide a great channel for students to share their work with a broader audience, so limiting who can read a blog will limit its benefits.

Although blogging may seem like a tool that is directed toward high level grades, elementary students can also reap the benefits of blogging. Introducing blogging early can help increase participation in later years as it becomes a common experience in education. Younger students can utilize the tool for book reports or creative writing which will make repetitive assignments more exciting.

Similar to social networking, younger students may benefit from having their blogs restricted to only the teacher and parents or to just a certain group of students who are working on the same project. Public blogs may be better suited for older students because they get a broader audience. Security can be increased by
utilizing nicknames and restricting personal details from being posted about the students.

Twitter is probably the most recognized blogging websites. However, Twitter has restrictions on the number of characters in a tweet and may not provide enough control for teachers.

WordPress is a free blogging tool where users choose templates for their blogs. WordPress Multi-User (WordPress MU) was created to allow multiple blogs with one administrator. WordPress MU makes it possible for those with a website to host their own blogging community, as well as control and moderate all the blogs.


Policy and Implementation

Policy

There are several private social networking tools specifically for education. These sites allow the teacher to limit who can access the website by providing user names and passwords to students and parents. This would reduce the risk of inappropriate comments and ease concerns which parents may have of the general public has access to information posted by or about students.

A one-size-fits-all approach may not be appropriate for all levels of education. A private, controlled website may be better suited for elementary students; however middle school and high school students may benefit from interacting with a larger audience.

Aside from determining whether social networking should be used in class, the school district should adopt a policy on social networking usage such as whether teachers can be friends with their students on their personal Facebook accounts.

What options do teachers have to incorporate the use of social networking into the curriculum? What content and competencies are best paired with the emerging technology around Social Networking Tools? The following are thoughts, suggestions of how to use SNT which have proven successful in other school districts and what potential results would be.

No tool alone can guarantee success. That success is based on how they are accepted and used. However, the following section provides potential benefit of using SNT.

Engagement: Students are interested in social networking so utilizing this technology in the classroom could ensure that they remain interested in what they are learning. Other school districts have found that using social networking and incorporating more technology into the classroom has had a positive impact including reducing dropout rates.

Discussion: Social networking provides an opportunity for thoughtful discussion. Teens already utilize social networking for discussion. Based on teens that use social networking, 88% use it to send instant
messages or to chat with a friend, 87% post comments on something a friend posted, 86% post a status update and 80% post a photo or video. Why not bring that into the classroom to provide a channel to encourage discussion amongst students?

Teacher created blogs can provide students with information about homework assignments or provide additional information on a topic discussed in class. They could also provide parents with details on what students are learning in the classroom. Parents or students may be able to ask questions that would be of interest to other readers.

Collaboration: Although social networking sites provide a level of collaboration, other tools are available that are better suited which will be discussed later.

Critical Thinking: Social networking can increase critical thinking because no longer will a student’s work be seen by only the teacher and his parents. Instead, comments will be available for other students to view and feedback will be encouraged. Students will have to consider how a reader will interpret and react to their post. Work is no longer just “practice” as students are creating it for a real audience.

Teachers may encourage students to respond to a blog as a homework assignment. Students will increase their critical thinking skills by posting comments online for others to see and by responding to posts. Students will feel more ownership over their writing and be willing to put in extra time to developing their ideas since a large audience will read it.

Developing Ideas/Discussion: Blogging has been compared to journal writing which can allow a student to really develop their interests and explore their ideas. Blogging eliminates one-way communication. Students can engage in discussion and develop ideas by posting comments. Students can build on each other’s comments to further help develop ideas.

Building Connections: Blogging provides students with an opportunity to write on topics that are of interest to them. Blogging can help students connect with others that share their interests.

Work outside of class: Students are able to post comments or collaborate outside of the classroom. They are no longer confined to school hours to collaborate and discuss topics. Students learn how to participate actively and independently. They become more proactive in their learning.

Beyond the Classroom: Blogging and social networking tools can be used to share ideas with students in other schools, including schools outside of the United States. Students can collaborate with each other even if they are not sitting in the same classroom. The learning community can become much wider allowing students to learn from each other’s experience and knowledge.

http://www.britannica.com/blogs/2008/10/moving-toward-web-2-0-in-k-12-education/)
**Implementation**

In order for students and educators to effectively use available Social Networking Tools in the classroom, successful implementation of integrated policy, training and technology is necessary. Due to how quickly technology and its cost changes, this committee did not focus on necessary infrastructure. Instead, we focused on leveraging policy and technology currently in and/or available to the school – as well as successful means of managing organizational change in the workplace.

**Implementation – Iterative Approach:**

Successfully implemented programs and organizational change is often brought on using an iterative approach. Iterative Organizational Change Management is a phased approach to introducing significant change to an organization. The use of pilots and reporting on those pilots is one example of early phases of Iterative Organizational Change Management. Unit 5 is currently piloting the use of Netbooks and other technology enabling Social Networking to students, faculty and staff. In order to best use the iterative approach in Unit 5, exposure of SNT should be controlled and take place over time. Feedback should be requested – perhaps even required; however, the use of those tools would not be required in the classroom. This might take as long as a year. The second phase would be training. Multiple approaches can be taken and are outlined below (see Training – Training the Trainers & Training – Roaming Technology Educator). The third and final phase of an iterative approach to organizational change would be Integration. Integration means that the technology would be used more than in the classroom. Parents, faculty and staff would use it as a part of their daily interactions with the School District. Learning to use the SNT is becoming a necessity instead of an optional activity in which students may participate. One downside to using this approach is that it takes time – often it takes more time than the organization has.

**Implementation – Big Bang Approach:**

The Big Bang approach to implementing change is a technique used when change must occur quickly and maximum personnel need be exposed quickly to that change for immediate use (whether it is policy or technology or both). The adoption is wide, far sweeping and often presented as mandatory policy. This approach leaves no confusion as to what direction the organization is taking. However, often times, users only scratch the surface of using the tool or policy. This is due to multiple reasons. Some users may not agree with the policy or understand how to use the tool. Others may not care to comply with the new direction used in the organization. If this is the approach that is taken, training, awareness and organizational change activities must be optimal. This approach used with introducing new technology runs the risk of misuse of that technology – which could result in the systems being compromised with malware or viruses. That’s not to mention potential frustration by the users and no utilization of the tools or policies.

**Training – Training the Trainers:**

When introducing a new policy or tool to an organization, gathering a select group of people in the organization and training them thoroughly allows for two things. Feedback may be gathered by the participants and improvements may be made prior to training the organization. In addition, the trainers are peers to those they are training. The organization may respect them more than experts brought from outside the organization. The combination of those two things allow for tools or policy that is more easily accepted and used efficiently. If Unit 5 were to select some personnel that are already using these technologies and
policies around SNT, training them further would take them to the level of being able to train and champion using SNT. Once downside to this approach is that time would be taken away from the job these teachers were hired to do – which is teach students. Due to their already full workload, they may not have the capacity to attend training and train their peers.

Training – Roaming Technology Educator or Administrator:

This approach is used more when costs must be considered. An organization could train or hire a few technology-savvy people to roam the schools to teach and expose students and/or faculty and staff – much in the way that current music and art teachers operate. In addition these people could act as System Administrators ensuring the systems are safely maintained. A few potential downsides exist to this approach. The first is the same as above. These people might not have the capacity to teach students, faculty and staff – as well as maintaining the security of the systems.

Controlling Risk of Using Social Networking Tools

For educational institutions, the need for Social Networking risk management is especially high because teachers, students, and administrators are connecting with one another online. Whether administrators are posting information about a recent school event, or teachers are bouncing ideas off one another, or students are posting photos of their weekend events, all of the information being shared is available for anyone to see and comment about. Dealing with the risks of social networking sites must fall on the development of educational strategies designed to equip young people with the skills and tools to manage their own personal information, and to respect the privacy of others, including their teachers (Henderson et al, 2010).

To ensure the delivery of accurate and effective Social Network instruction, Unit 5 needs to develop a broad-based plan utilizing the expertise of library/digital media specialists, educational technology specialists, counselors, teachers, school resource officers … and even older students. Educational professionals do not want to deliver fear-based messages about these technologies, and safe school personnel know that the scare tactics approach to risk prevention is entirely ineffective (Villano, 2008).

Risk management consists of identifying the risks or exposures to harm and of developing dynamic, continuous improvement methods to mitigate risk (Dreyer et al, 2009).

Identified risks include:

- Privacy concerns, information security, and the dangers of giving out too much personal information both by the students themselves and by other people (Hisiu-Ting et al, 2010; Henderson et al, 2010)
- Sexting
- Copyrights (both personal and foreign) and intellectual property right infringement (Henderson et al, 2010)
- Data theft and data alteration
- Social network addiction, loss of social connectedness (de Zwart et al, 2010)
• Predators and/or individuals who claim to be someone they are not
• Proxy servers, so-called "safe" sites that act as proxies, enabling students to dupe district filters into thinking they are visiting one site when they are in fact visiting something very different--and usually forbidden (Villano, 2008)
• Trolling activity such as name calling, or the playing of online pranks (Dreyer et al, 2009)
• Cyber-bullying, electronic aggression, defamatory comments
• Self-harm, gangs, hate group interactivity (Willard, 2010)
• Viruses, worms, Trojans, spyware, dishonest adware, phishing scams (Waters, 2011)
• Inappropriate relationships, credibility issues, incorporations that could breach personal and professional boundaries (Hansen et al, 2010).
• Technical problems
• Lack of buy-in, enthusiastic adoption, time management (Quillen, 2011).
• Plagiarism
• Internet security
• Merging of the personal home, the private family world, with something that is required for a class activity
• Language barriers
• Spam and phishing attacks (Hsiu-Ting et al, 2010)

**Risk Mitigation Activities:**

• Adopting policies for staff, students, and volunteers
• Monitoring the social web to know what people are saying and who they are ‘friending’
• Providing education on legal issues, copyright, anti-trust
• Providing education on social media principles
• Updating insurance policies to provide coverage for social media work (Dreyer et al, 2009)
• Enabling firewalls and antivirus software (Waters, 2011)
• Addressing education and empowerment as the keys to seeking online safety (Quillen, 2011)
• Ensuring students have an effective way to report online concerns or crisis situations (Willard, 2010)
• Visiting regularly the use of filtering and blocking
• Policing legislation/laws such as Children’s Online Privacy Protection Act (COPPA) which seeks to protect children’s privacy and bars most children under 13 from participating in many websites, Children’s Internet Protection Act (CIPA) which requires schools to provide Internet filtering to prevent access by students to offensive content over the Internet, and the Family Educational Rights and Privacy Act (FERPA) which protects the privacy of student information (Davis et al, 2010)
• Addressing the fact that within the social culture data mining remains ‘owned’ by the intellectual property owners who are in the business of enticing the revelation of saleable information to market/research firms (Henderson, 2010; Waters, 2011; Dreyer et al, 2009)
• Ensuring that students are knowledgeable on the standards of responsible behavior and are equipped
with protection techniques against risks (Villano, 2008)
• Researching local hosting or restricted/private cloud hosting of social media tools to bring together social media functionality in a protected and trusted institutional, Unit 5, space
• Addressing Unit 5’s technical skills, financial restrictions, access to resources (McCrea, 2009)

**Recommendation**

After researching, the committee believes that the following should be utilized when further introducing Social Networking Tools into Unit 5:

• The tools should be used to enhance the educational experience – furthering skills such as critical thinking, collaboration and networking while teaching content should be the focus
• Gather feedback utilizing effective tools already being used by teachers in pilots should be where we look to first
• Educate teachers what SNT they’re already using that doesn’t involve Information Technology prior to demonstrating the value of coupling those tools with technology
• Train teachers who already use SNT and have a comfort level with the technology
• Form a committee to recommend curriculum technology to be implemented in the district
• Use Teachers’ Institute and Late Start programs to teach teachers how to use SNT – much like the focus on literacy has been over the last two years.
• Use students to assist with training – older children could show younger children how use tools in the classroom – much like partnering younger students with older students for literacy programs
• Use an iterative approach to Organizational Change Management
• Use a technology expert or administrator (or team) to manage the infrastructure and manage risk
• Use the Train the Trainer approach to bring all faculty and staff up to speed around SNT
Appendix A: Online Tools

Educational Video Channels

YouTube – is a vast online video library where users can upload, view, share, and comment on content. Videos here run the gamut, from commercial to educational to music videos to homemade clips. Questionable content is readily found.

TeacherTube – is a YouTube-like video sharing site for teachers to share ideas and for students to access educationally related videos. There is a wide variety of materials ranging from professional development materials for other teachers (e.g. discussing what are literature circles, using wikis, etc.) to more student geared materials (a rapping math teacher, resources for common middle and high school related topics).

Online Classroom Tools:

Collaborize Classroom – A free service that host websites for teachers. The fundamental purpose is to provide a discussion forum for teachers and students. Teachers can post assignments, notes, and media for students. Students can reply to the teacher and to each other. To help teachers keep track of student use of their sites, it provides teachers participation and activity reports about each registered user of their sites.

Schoology – A free web-based classroom management system that works as a social networking classroom platform, where teachers and students can easily create, share and manage academic materials.

Edmodo – regarded as a social networking site for teachers and students. It provides a free and secure social learning space for a class to connect and collaborate. Teachers and students can post messages, discuss topics, assign and grade class work, and share digital content such as links, pictures, videos, documents and presentations. The website is actually very similar to the layout and functionality of Facebook, which immediately makes it familiar to most students. It is also accessible online and from any mobile device via free smart phone.

Edu 2.0 – An online educational tool intended to help boost teacher’s ability to provide students with valuable information. The entire system is hosted online and requires no installations or downloads. Educators can track and display information through its analytics and build a customized learning portal with a personalized banner, content and color scheme. Other tools allow educators to hold private and public classes, compile lessons, build student portfolios and tap into more than 15,000 community submitted resources.

Schooltraq – An online academic planner that enables students to track and organize classes, assignments and due dates on a single dashboard. Currently is in beta as of August 2011.

Engrade – An online gradebook that allows teachers to manage their classes online as well as post grades,
assignments, attendance, and upcoming homework online for students and parents to see.

Knowitall – An educational web portal, a collection of fun, interactive websites for K-12 students, teachers and parents. It contains interactive sites, simulations, image collections, virtual field trips and streaming video that support and provide quality inquiry-based experiences for students on the Internet.

E-learning tools:

Edmodo – Regarded as a social networking site for teachers and students. It provides a free and secure social learning space for a class to connect and collaborate. Teachers and students can post messages, discuss topics, assign and grade class work, and share digital content such as links, pictures, videos, documents and presentations. The website is actually very similar to the layout and functionality of Facebook, which immediately makes it familiar to most students. It is also accessible online and from any mobile device via free smart phone.

Elgg – A social networking site that mimics some features of Facebook. It allows schools or district to create an online community.

Woopid – Provides thousands of video tutorials for all computer questions.

CosmoLearning – Free educational website for students and teachers.

Eduslide – Allows anyone to create educational content and deliver it online, free of charge. The system offers different ways of presenting information, using testing modules, wikis, chat, blogs, slideshows, and more. Included in the courses within eduslide are over 70,000 software tutorials of which 20,000 are free. There are also hundreds of free lessons which you can use and modify as you want.

Vocab Videos – Combines memorable vocabulary videos with cutting edge learning tools to create a fun and effective learning solution, includes a range of digital review and practice material

Mingoville – helps children learn English as a second language with online-based courses featuring fun English learning games, grammar, songs, and more.

Wiziq – Web conferencing, share files (docs, video, audio, youtube) whiteboard, text chat, recorded, share later on facebook, twitter, etc.

Edu 2.0 – learning management system. Similar to Edmodo but does not have as many applications. Teachers can put all their resources, assignments, due dates, discussion questions, tests, etc. onto Edu 2.0 before the class even starts and run the course totally remotely or rarely meeting students face-to-face.

LessonWriter – Users can create, organize, and manage an unlimited number of classes. Management tools include class-by-class and lesson-by-lesson reports on lessons written, instructional objectives taught, and
standards addressed.

Teach Parents Tech – Series of public service videos. Helps parents learn technology tips and tricks.

The Polyglot Project – Helps students get fluent in whatever language they are trying to learn. There is a library of foreign language content, starting with classic literature from all over the world. Students can work on Italian by reading Dante's Inferno, or Spanish by reading Don Quijote, or choose any other language and learn it from the best writers that language has to offer.

Cramberry – Helps students study with online flash cards. Make cards on the site, or choose from catalog of free public flash cards. When students study, it analyzes progress and recommends areas to focus more on.

Yugma – Web conferencing service with Skype integration. Yugma also has whiteboard capabilities.

Podcast: PodBean – A dedicated podcasting service. They host your podcast and then have a site that promotes the podcasts internally.

RSS Feed – A family of web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video—in a standardized format.

Social Networking tools:

Facebook – Facebook is a social networking service and website. Users must register before using the site, after which they may create a personal profile, add other users as friends, and exchange messages, including automatic notifications when they update their profile. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics.

MySpace – MySpace allows users to post on bulletin onto a "bulletin board" for everyone on a Myspace user's friends list to see. MySpace TV is a service similar to the YouTube video sharing website. Myspace News displays news from RSS feeds that users submit. Myspace allows users to customize their user profile pages by entering HTML into such areas as "About Me", "I'd Like to Meet", and "Interests". Videos and flash-based content can also be included. MySpace has been losing popularity since 2008.

Ning – Ning allows users to create custom social networks. Ning offers customers the ability to create a customized community website which can include photos, videos, forums and blogs. Ning offers 3 plans to its customers: Mini, Plus and Pro. The plans are offered with varying feature offerings and range in price so that customers can choose a plan that best fits the goal for their community.

Google+ – similar to MySpace and Facebook. Google+ integrates social networking services such as Google Profiles and Google Buzz, and introduces new services identified as Circles, Hangouts and Sparks. “Circles” allows users to organize contacts into groups. The privacy settings allow users to hide the users in their circles. “Hangouts” are places used to facilitate group video chat (with a maximum of 10 people participating in a single Hangout at any point in time). However, anyone on the web could potentially join
the “Hangout” if they happen to possess the unique URL of the Hangout.

Quora – Quora aggregates questions and answers to topics and allows users to collaborate on them by editing questions and suggesting edits to other users' answers.

**Educational Social Networking tools:**

FatClass.com – Academic networking platform for teachers and students to communicate, share files, blog and more. Closed for now – will reopen soon

Collaborize Classroom – Collaborize Classroom is a free service that host websites for teachers. The fundamental purpose is to provide a discussion forum for teachers and students. Teachers can post assignments, notes, and media for students. Students can reply to the teacher and to each other. To help teachers keep track of student use of their sites, it provides teachers participation and activity reports about each registered user of their sites.

Global Classroom – A social network of students, teachers and adult learners who want access to education and top educators across the globe. Providing free online classrooms for Teachers in order to integrate the internet into today's classrooms.

SchoolRack – Free service for K-12 teachers and faculty to establish a classroom website or blog for sharing information online with students and parents. Password protection is available.

Elluminate – An online teaching and learning platform, providing advanced synchronous tools enabling K-20 teachers and students connect and collaborate in real-time.

LL4Schools - Learning Landscape for Schools - an e-safe Social Network (based on Elgg) for schools including blogs, wikis, social bookmarks, file storage, access controls, etc.

Blackboard collaborate – An online teaching and learning platform, providing advanced synchronous tools enabling K-20 teachers and students connect and collaborate in real-time. The site allows for integrated video and links to other sites and instant messaging. The site is not free.

**Collaboration tools:**

Google Docs – The site allows multiple users share and edit documents on line in real time.

Google Wave (Apache Wave) – The site allows multiple users share and edit documents on line in real time.

Rounds – Rounds users create their own personal slide show to inform other users about themselves. Users connect through messaging and video chats (referred to as rounds). They initiate rounds either by inviting a specific person or by joining a specified room based on activity, game or topic. Once users join a specified round they are systematically matched with another user interested in the same type of round. While chatting, users can share in various activities, including watching videos on YouTube, co-browsing on Facebook, and playing games such as chess, backgammon, checkers, and truth or dare.
Sliderocket – Sliderocket is an online presentation site that allows users to create, manage and share presentations. The basic version is free.

TeamLab – This site is marketed towards businesses. It provides for project management, collaboration and document management.

Convore – Convore is a real-time chat web application.

Prezi – Prezi is a tool used to create presentations which allows a user to zoom in and out within their presentation.

Writeboard – Writeboard is a free, collaborative, non-real time text editor, which allows for the creation of password-protected web-based text documents.

**Blogging tools:**

WordPress – WordPress is a free and open source blogging tool. Users can choose templates for their blogs. WordPress Multi-User (WordPress MU) was created to allow multiple blogs to exist within one installation that can be administered by a centralized maintainer. WordPress MU makes it possible for those with a website to host their own blogging community, as well as control and moderate all the blogs from a single dashboard.

Blogger (BlogSpot) – Blogger is a blog-publishing service that allows private or multi-user blogs.

SquareSpace – SquareSpace has several templates for websites and blogs but it is not a free site.

Posterous – Posting can be done by logging in to the website or by emailing photos, MP3s, documents and videos. However, the emailing option may have issues where someone can post unwanted content to another’s blog. This site may not have the appropriate security.

Tumblr – Tumblr allows users to post text, images, videos, links, quotes and audio to their tumblelog which is a short-form blog. Users can follow other users, and 'reblog' their posts, or choose to make their tumblelog private. The service emphasizes ease of use.

Twitter – Twitter is a popular online social networking service and microblogging service that enables its users to send and read text-based posts of up to 140 characters, known as "tweets". Tweets are publicly visible by default; however, senders can restrict message delivery to just their followers.

Typepad – Typepad is marketed to non-technical users and includes additional features like multiple author support, photo albums and mobile blogging.

Present.ly – Present.ly is a microblogging service that has several security and privacy policies in place. The site is similar to Twitter but is intended for organizations, companies or other groups.
Works Cited

http://www.edweek.org/dd/articles/2010/06/16/03networking.h03.html?qs=Educators+are+integrating+Facebook,+Ning,+and+other+sites+into+K-12+life+despite+concerns+about+privacy+and+behavior


http://www.edweek.org/dd/articles/2011/10/19/01conversion.h05.html


1. What is your Role?

<table>
<thead>
<tr>
<th>Role</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>88.8%</td>
<td>278</td>
</tr>
<tr>
<td>Counselor</td>
<td>2.6%</td>
<td>8</td>
</tr>
<tr>
<td>IMC Specialist</td>
<td>4.5%</td>
<td>14</td>
</tr>
<tr>
<td>Administrator</td>
<td>4.2%</td>
<td>13</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

2. Please select Gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>84.1%</td>
<td>276</td>
</tr>
<tr>
<td>Male</td>
<td>15.9%</td>
<td>52</td>
</tr>
</tbody>
</table>

answered question 313
skipped question 15

answered question 328
skipped question 0
3. Which category below includes your age?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 or younger</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>18-20</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>21-29</td>
<td>14.1%</td>
<td>46</td>
</tr>
<tr>
<td>30-39</td>
<td>32.4%</td>
<td>106</td>
</tr>
<tr>
<td>40-49</td>
<td>26.6%</td>
<td>87</td>
</tr>
<tr>
<td>50-59</td>
<td>25.4%</td>
<td>83</td>
</tr>
<tr>
<td>60 or older</td>
<td>1.5%</td>
<td>5</td>
</tr>
</tbody>
</table>

answered question 327
skipped question 1

4. How many years have you been in the education field?

<table>
<thead>
<tr>
<th>Years</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2</td>
<td>4.7%</td>
<td>15</td>
</tr>
</tbody>
</table>

answered question 322
skipped question 6
4. How many years have you been in the education field?

<table>
<thead>
<tr>
<th>Years</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-10 yrs</td>
<td>23.9%</td>
<td>77</td>
</tr>
<tr>
<td>11-20 yrs</td>
<td>38.2%</td>
<td>123</td>
</tr>
<tr>
<td>21-30 yrs</td>
<td>22.0%</td>
<td>71</td>
</tr>
<tr>
<td>30 plus</td>
<td>11.2%</td>
<td>36</td>
</tr>
</tbody>
</table>

answered question 322
skipped question 6

5. What grade level(s) do you work with?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>54.4%</td>
<td>178</td>
</tr>
<tr>
<td>Junior High</td>
<td>24.8%</td>
<td>81</td>
</tr>
<tr>
<td>High School</td>
<td>26.6%</td>
<td>87</td>
</tr>
</tbody>
</table>

answered question 327
skipped question 1
6. Are you a member of any social network?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76.1%</td>
<td>249</td>
</tr>
<tr>
<td>No</td>
<td>23.9%</td>
<td>78</td>
</tr>
</tbody>
</table>

answered question 327
skipped question 1

7. Which Social networking Site are you a member of? (check all that apply)

<table>
<thead>
<tr>
<th>Site</th>
<th>Personal</th>
<th>Professional</th>
<th>Aware of/not a member</th>
<th>Never heard of</th>
<th>Use to connect with family members</th>
<th>Use to connect with friends</th>
<th>Use to connect with peers and colleagues</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face book</td>
<td>88.2% (231)</td>
<td>10.7% (28)</td>
<td>9.5% (25)</td>
<td>0.0% (0)</td>
<td>58.0% (152)</td>
<td>57.6% (151)</td>
<td>41.2% (108)</td>
<td>26</td>
</tr>
<tr>
<td>MySpace</td>
<td>5.7% (10)</td>
<td>0.0% (0)</td>
<td>92.6% (162)</td>
<td>1.7% (3)</td>
<td>1.1% (2)</td>
<td>1.1% (2)</td>
<td>0.0% (0)</td>
<td>17</td>
</tr>
<tr>
<td>Twitter</td>
<td>23.7% (46)</td>
<td>16.0% (31)</td>
<td>65.5% (127)</td>
<td>0.5% (1)</td>
<td>3.6% (7)</td>
<td>4.6% (9)</td>
<td>8.8% (17)</td>
<td>19</td>
</tr>
</tbody>
</table>

answered question 27
skipped question 58
7. Which Social networking Site are you a member of? (check all that apply)

<table>
<thead>
<tr>
<th>Site</th>
<th>Percentage</th>
<th>Count</th>
<th>LinkedIn</th>
<th>Classroom 2.0</th>
<th>Ning</th>
<th>Ning in Education</th>
<th>Edweb.net</th>
<th>Learn Central</th>
<th>Tappedin</th>
<th>TeachAde</th>
<th>WeAre Teachers</th>
<th>We the teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pinterest</td>
<td>59.1%</td>
<td>139</td>
<td>16.2% (38)</td>
<td>31.5% (74)</td>
<td>8.5% (20)</td>
<td>7.7% (18)</td>
<td>11.9% (28)</td>
<td>11.5% (27)</td>
<td>23.0% (54)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Linkedin</td>
<td>6.5%</td>
<td>12</td>
<td>14.7% (27)</td>
<td>52.2% (96)</td>
<td>28.3% (52)</td>
<td>0.5% (1)</td>
<td>2.7% (5)</td>
<td>8.7% (16)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Classroom 2.0</td>
<td>0.6%</td>
<td>1</td>
<td>3.3% (6)</td>
<td>18.9% (34)</td>
<td>77.8% (140)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Ning</td>
<td>1.1%</td>
<td>2</td>
<td>2.2% (4)</td>
<td>13.1% (24)</td>
<td>83.6% (153)</td>
<td>0.0% (0)</td>
<td>0.5% (1)</td>
<td>2.2% (4)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Ning in Education</td>
<td>0.5%</td>
<td>1</td>
<td>1.6% (3)</td>
<td>13.5% (25)</td>
<td>84.9% (157)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.5% (1)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Edweb.net</td>
<td>0.0%</td>
<td>0</td>
<td>0.5% (1)</td>
<td>20.9% (38)</td>
<td>78.6% (143)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Learn Central</td>
<td>0.0%</td>
<td>0</td>
<td>0.0% (0)</td>
<td>15.0% (27)</td>
<td>85.0% (153)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Tappedin</td>
<td>0.0%</td>
<td>0</td>
<td>0.0% (0)</td>
<td>13.7% (25)</td>
<td>86.3% (158)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>TeachAde</td>
<td>0.5%</td>
<td>1</td>
<td>0.5% (1)</td>
<td>9.2% (17)</td>
<td>90.2% (166)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.5% (1)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>WeAre Teachers</td>
<td>0.0%</td>
<td>0</td>
<td>1.6% (3)</td>
<td>8.7% (16)</td>
<td>89.6% (164)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>We the teachers</td>
<td>0.0%</td>
<td>0</td>
<td>0.0% (0)</td>
<td>8.7% (16)</td>
<td>91.3% (167)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>18.0% (34)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
</tbody>
</table>
8. How often do you visit the above sites?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>65.8%</td>
<td>206</td>
</tr>
<tr>
<td>Monthly</td>
<td>2.6%</td>
<td>8</td>
</tr>
<tr>
<td>Periodically</td>
<td>7.0%</td>
<td>22</td>
</tr>
<tr>
<td>Seldom / Never</td>
<td>24.6%</td>
<td>77</td>
</tr>
</tbody>
</table>

answered question 313
skipped question 15

9. Do you see value in using the below mentioned sites for the following purposes?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share information and resources with Educators</td>
<td>78.4%</td>
<td>200</td>
</tr>
<tr>
<td>Create professional learning communities</td>
<td>58.4%</td>
<td>149</td>
</tr>
<tr>
<td>Connect with Peers and colleagues</td>
<td>78.4%</td>
<td>200</td>
</tr>
</tbody>
</table>

answered question 255
skipped question 73
9. Do you see value in using the below mentioned sites for the following purposes?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve school wide communications</td>
<td>39.2%</td>
<td>100</td>
</tr>
<tr>
<td>Create groups to collaborate in projects</td>
<td>43.9%</td>
<td>112</td>
</tr>
<tr>
<td>Learns about social networking and web 2.0</td>
<td>20.8%</td>
<td>53</td>
</tr>
<tr>
<td>Receive professional development support</td>
<td>41.2%</td>
<td>105</td>
</tr>
<tr>
<td>Get support from peers</td>
<td>54.1%</td>
<td>138</td>
</tr>
<tr>
<td>Connect with Parents</td>
<td>36.1%</td>
<td>92</td>
</tr>
<tr>
<td>Connect with students</td>
<td>28.2%</td>
<td>72</td>
</tr>
<tr>
<td>Connect with local community</td>
<td>43.5%</td>
<td>111</td>
</tr>
<tr>
<td>Find jobs and career opportunities</td>
<td>24.7%</td>
<td>63</td>
</tr>
<tr>
<td>Find information on products and services</td>
<td>43.5%</td>
<td>111</td>
</tr>
</tbody>
</table>

answered question 255
skipped question 73
10. Do you feel these technologies would help you in the classroom?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59.2%</td>
<td>181</td>
</tr>
<tr>
<td>No</td>
<td>40.8%</td>
<td>125</td>
</tr>
</tbody>
</table>

answered question 306
skipped question 22

11. How likely are you to join a social networking site in the next 12 months?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely likely</td>
<td>14.3%</td>
<td>45</td>
</tr>
<tr>
<td>Likely</td>
<td>10.2%</td>
<td>32</td>
</tr>
<tr>
<td>Possibly</td>
<td>28.7%</td>
<td>90</td>
</tr>
<tr>
<td>Not likely</td>
<td>36.3%</td>
<td>114</td>
</tr>
<tr>
<td>No chance</td>
<td>10.5%</td>
<td>33</td>
</tr>
</tbody>
</table>

If so, which one?

answered question 314
skipped question 14
12. Are you concerned about personal Privacy while using Social sites?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83.9%</td>
<td>271</td>
</tr>
<tr>
<td>No</td>
<td>16.1%</td>
<td>52</td>
</tr>
</tbody>
</table>

answered question 323
skipped question 5

13. Are you concerned about Liability while using Social sites?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>71.2%</td>
<td>230</td>
</tr>
<tr>
<td>No</td>
<td>28.8%</td>
<td>93</td>
</tr>
</tbody>
</table>

answered question 323
skipped question 5
14. Do you agree with the statement: Social Networking is a Distraction in the classroom?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56.4%</td>
<td>176</td>
</tr>
<tr>
<td>No</td>
<td>45.2%</td>
<td>141</td>
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</table>

answered question 312
skipped question 16

15. Do you feel social media sites will take away from face to face time?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
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<tbody>
<tr>
<td>Yes</td>
<td>72.8%</td>
<td>235</td>
</tr>
<tr>
<td>No</td>
<td>27.2%</td>
<td>88</td>
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</table>

answered question 323
skipped question 5
16. How likely are you to join a Social networking site targeted at education in the next twelve months?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Extremely likely</td>
<td>14.5%</td>
<td>47</td>
</tr>
<tr>
<td>Likely</td>
<td>15.1%</td>
<td>49</td>
</tr>
<tr>
<td>Possibly</td>
<td>38.5%</td>
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<tr>
<td>Not likely</td>
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<td>87</td>
</tr>
<tr>
<td>No chance</td>
<td>5.2%</td>
<td>17</td>
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</tbody>
</table>

answered question: 325
skipped question: 3

17. Do you feel you will need guidance or special training to be able to effectively use social networking sites?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>50.8%</td>
<td>164</td>
</tr>
<tr>
<td>No</td>
<td>49.2%</td>
<td>159</td>
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</table>

answered question: 323
skipped question: 5
18. Do you think Social networking will allow you to better use your time to connect with the students/parents outside of the classroom?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>Yes</td>
<td>41.8%</td>
<td>135</td>
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<tr>
<td>No</td>
<td>58.2%</td>
<td>188</td>
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</tbody>
</table>

- Answered question: 323
- Skipped question: 5

19. Do you feel the District's policy on access to sites may be restrictive?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55.3%</td>
<td>177</td>
</tr>
<tr>
<td>No</td>
<td>45.3%</td>
<td>145</td>
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</tbody>
</table>

- Answered question: 320
- Skipped question: 8
20. Do you feel that students prefer to use technology to complete their tasks / assignments?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87.9%</td>
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<tr>
<td>No</td>
<td>12.4%</td>
<td>39</td>
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- answered question 315
- skipped question 13

21. Please indicate any concerns you may have about joining a social networking site?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Show replies</td>
<td>113</td>
</tr>
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- answered question 113
- skipped question 215