



Leadership for Web 2.0 in Education: Promise & Reality



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Survey conducted by

METIRI
Group



About CoSN

CoSN Mission

Serving K-12 technology leaders who through their strategic use of technology, improve teaching and learning.

CoSN Core Value

The primary challenge we face in using technology effectively is human, not technical.

For that reason, CoSN focuses on **Leadership** and **Policy**.

Audio or Technical Difficulties

There are three easy ways to report a technical issue:

- 1. Q&A button on the Classroom Interface*
- 2. Phone: 866.267.8747x120*
- 3. Email: mcneilld@cosn.org*

Agenda

Greeting

Keith Krueger, CEO, Consortium for School Networking
Connie Yowell, Director of Educational Grantmaking, The
John D. and Catherine T. MacArthur Foundation

Web 2.0 in Schools: Policy & Leadership Initiative Overview

James Bosco, Principal Investigator, Consortium for
School Networking

Survey Results

Cheryl Lemke, President and CEO, Metiri Group

Web 2.0 in Schools

Educational Community

Questions & Answers

Connie Yowell

Director of Educational Grantmaking
The John D. and Catherine T. MacArthur Foundation

Web 2.0 in Schools: Leadership & Policy Initiative

**James Bosco, Principal Investigator,
Web 2.0 in Schools: Policy & Leadership**

Goal

Help district level administrators successfully deal with the policy and leadership challenges , as well as the opportunities presented by Web 2.0 and the emergence of “participatory culture”.

Leadership for Web 2.0 in Education: Promise & Reality

**Cheryl Lemke, President & CEO,
Metiri Group**

Purpose of the Study

To investigate the beliefs, perspectives and experiences of district level administrators (superintendents, district curriculum directors and technology directors) pertaining to the implication of Web 2.0 for teaching and learning in our schools.

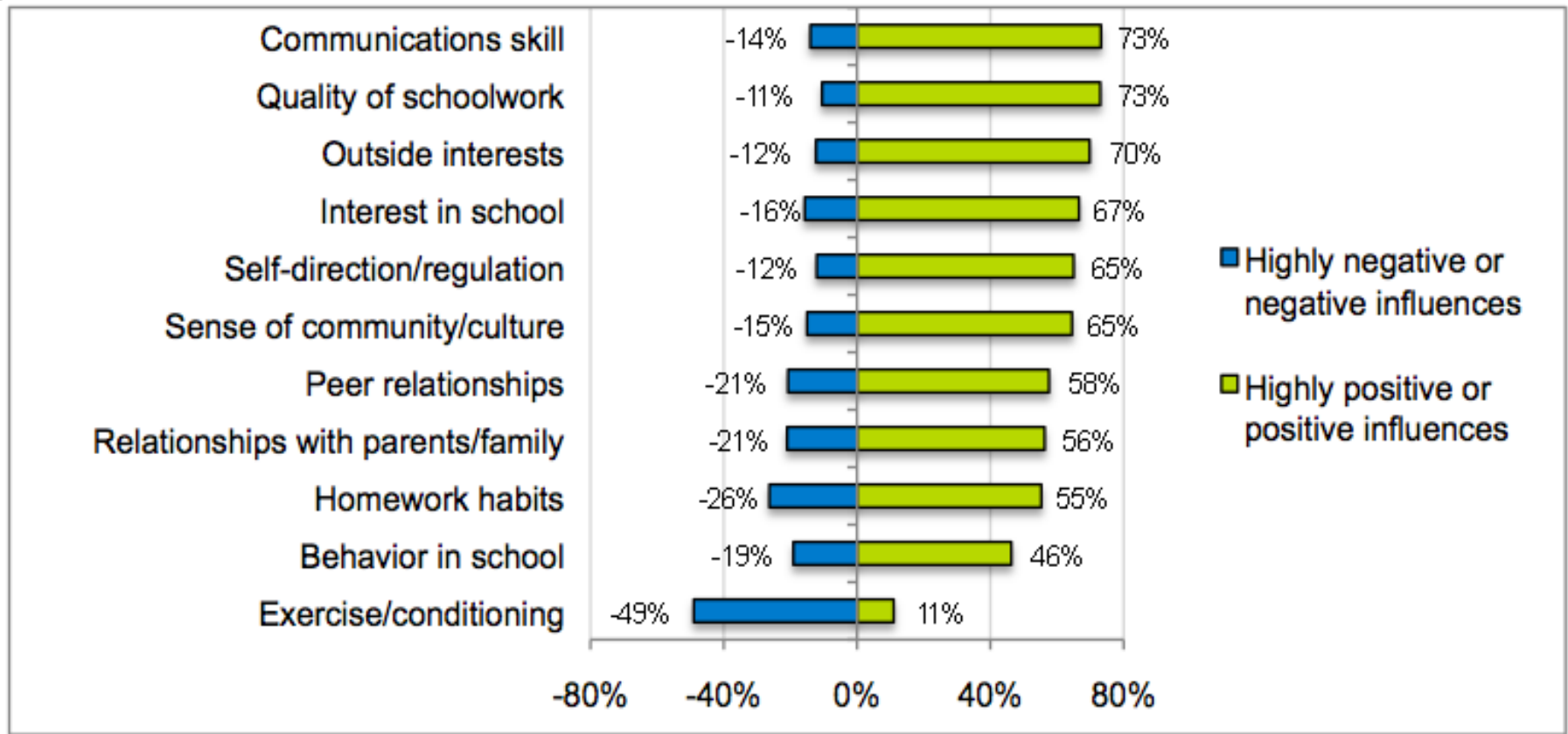
Web 2.0 Definition: Online application that uses the World Wide Web (www) as a platform and allows for participatory involvement, collaboration, and interactions among users. Web 2.0 is also characterized by the creation and sharing of intellectual and social resources by end users.

Finding 1

The nation's district administrators are overwhelming positive about the impact of Web 2.0 on students' lives and their education.

Promise: Students' Lives

Percentage of respondents indicating type of Web 2.0 influence on students:



*n= 1827 Superintendents and Curriculum Directors NOTE: The 3rd option: "No Impact" is not shown here.

Finding 2

Keeping students interested and engaged in school is the top priority for Web 2.0 in America schools.

Promise: Teaching & Learning

Ranked Priorities for Web 2.0

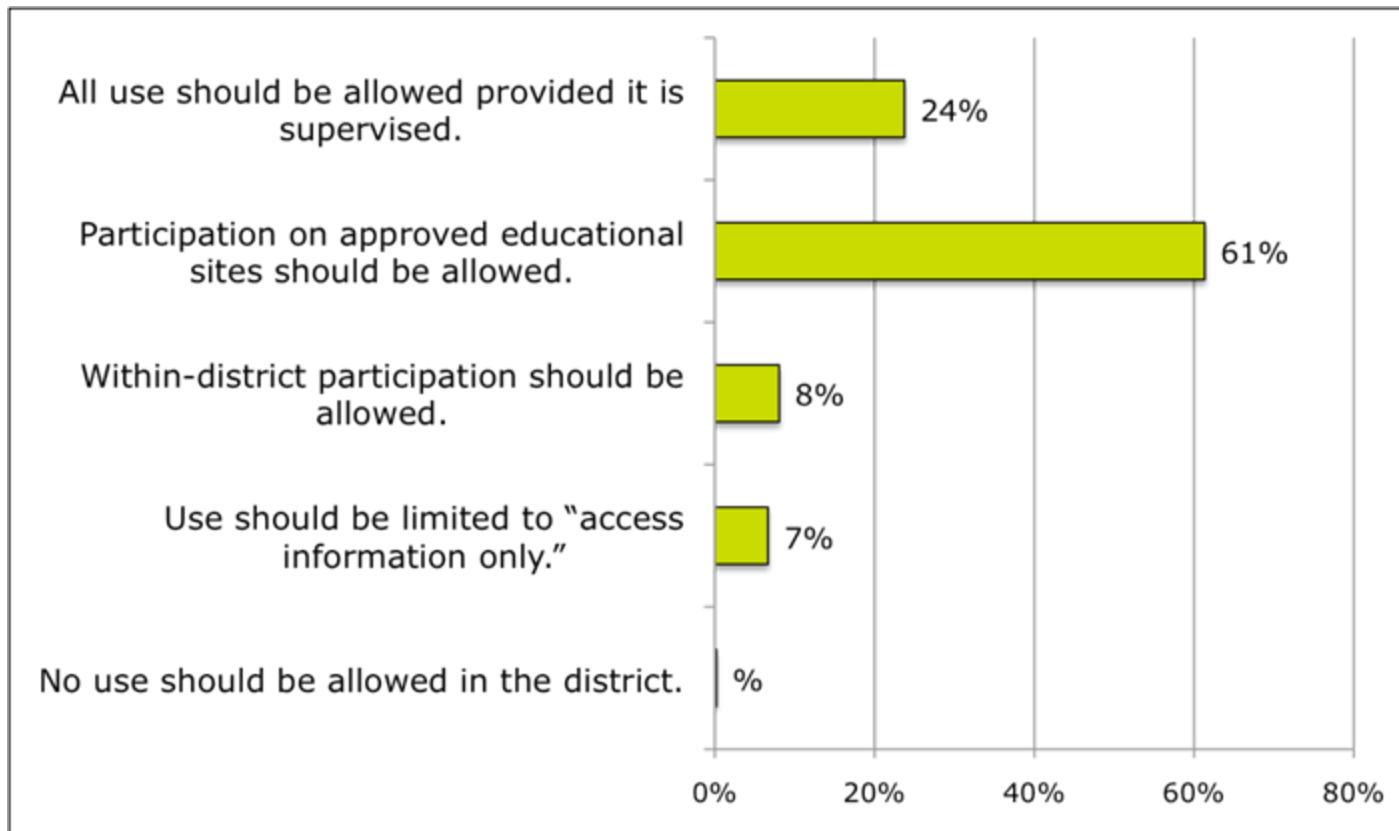
1. Keep students interested and engaged in school
2. Meet the needs of different kinds of learners
3. Develop critical thinking skills
4. Develop students capabilities not possible through traditional methods
5. Provide alternative learning environments for students
6. Extend learning beyond the school day
7. Prepare students to be lifelong learners

Finding 3

The majority of district administrators believe that student use of Web 2.0 should be limited to participation on approved educational websites.

Reality: Access

District administrators with specific positions on access to Web 2.0 in schools.



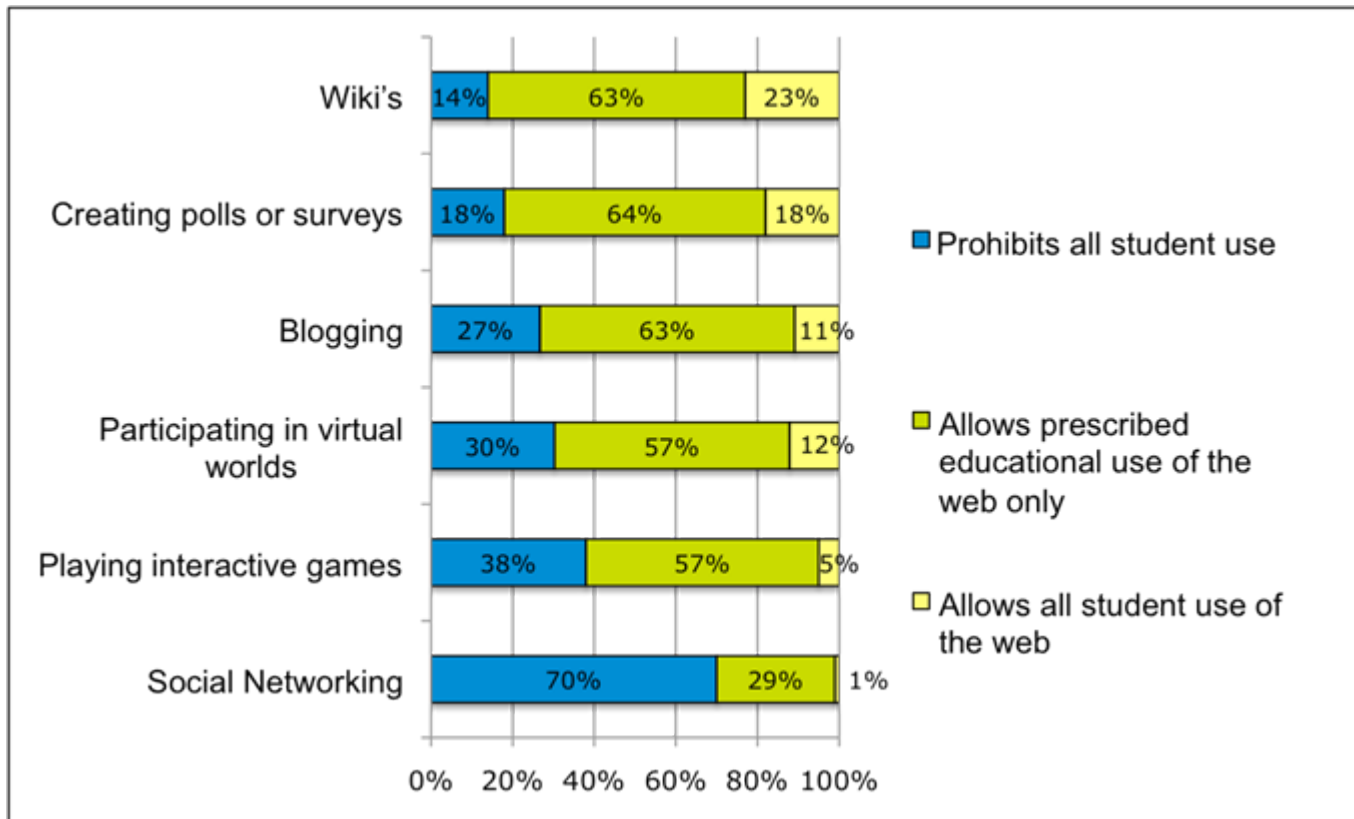
n=3228 Superintendents, Curriculum Directors, and Technology Directors.

Finding 4

The majority of school districts ban social networking and chat rooms while allowing prescribed educational use for most of the other Web 2.0 tools.

Reality: Policies

Percentage of technology directors reporting on Web 2.0 use allowed in their districts:



n= 907 Technology Directors.

Reality: Filtering

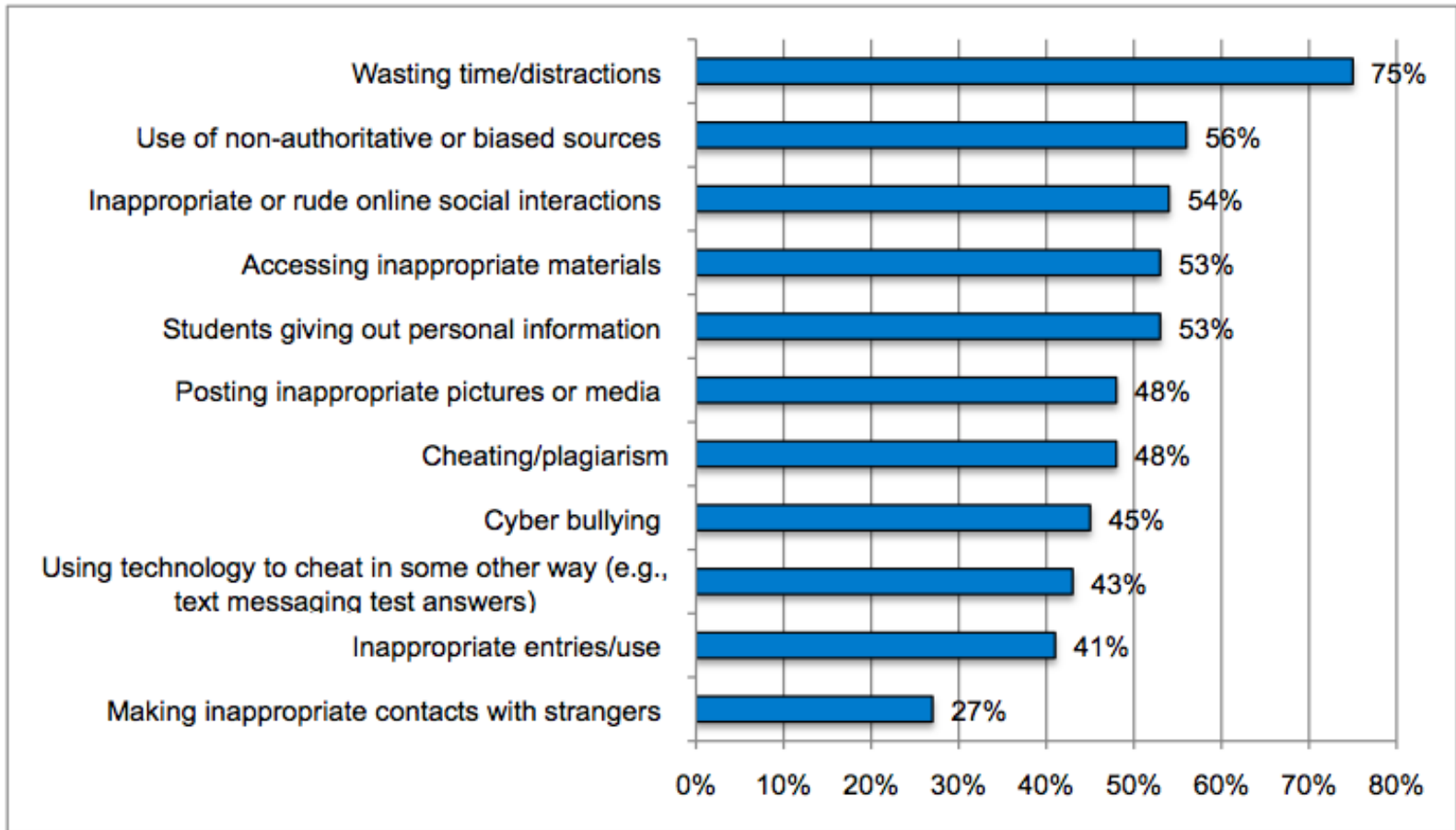
Nearly every school district in the U.S. has an Internet filtering system. 55% are more restrictive than the Children's Internet Protection Act (CIPA) requires.

Effectiveness of Filtering

- **8%** say virtually 100% effectively
- **67%** say filtering is very effective, but things slip through
- **13%** say the best we can find, but students find ways around it
- **12%** filtering system is too strict it often impedes instruction

Reality: Challenges

The percentage of district administrators classified these problems as moderate to severe.



n=2213 (District Administrators including Superintendents and Technology Directors).

Finding 5

While curriculum directors currently report low levels of general use of Web 2.0, they describe significant opportunities to improve curricula and teaching materials.

Promise: Teaching & Learning

Over **75%** of superintendents and curriculum directors agree Web 2.0 holds potential value for teaching and learning.

More positive about the potential of Web 2.0 for **high schools and middle schools** rather than elementary schools.

56% reported that Web 2.0 applications have not yet been integrated within the curriculum.



Finding 6

Curriculum directors reported that Web 2.0 will be used most effectively in social studies, writing, science, and reading at all grade levels.

Reality: Teaching

Level and type of Web 2.0 use in content areas (includes only top 3 uses)

Subject Area	Application Index (Average %)	Top 3 Applications Identified by administrators.						
		Sharing visual media	Online Collaborative projects	Blogging	Creating polls and surveys	Sharing music and sound	Site building	Playing interactive games
Language Arts	24.9	✓	✓	✓				
Social Science	19.2	✓	✓		✓			
Science	16.2	✓	✓		✓			
Other Subjects*		✓	✓		✓			
The Arts	12.0	✓				✓	✓	
Mathematics	10.4	✓			✓			✓
Foreign Language	7.3	✓	✓			✓		

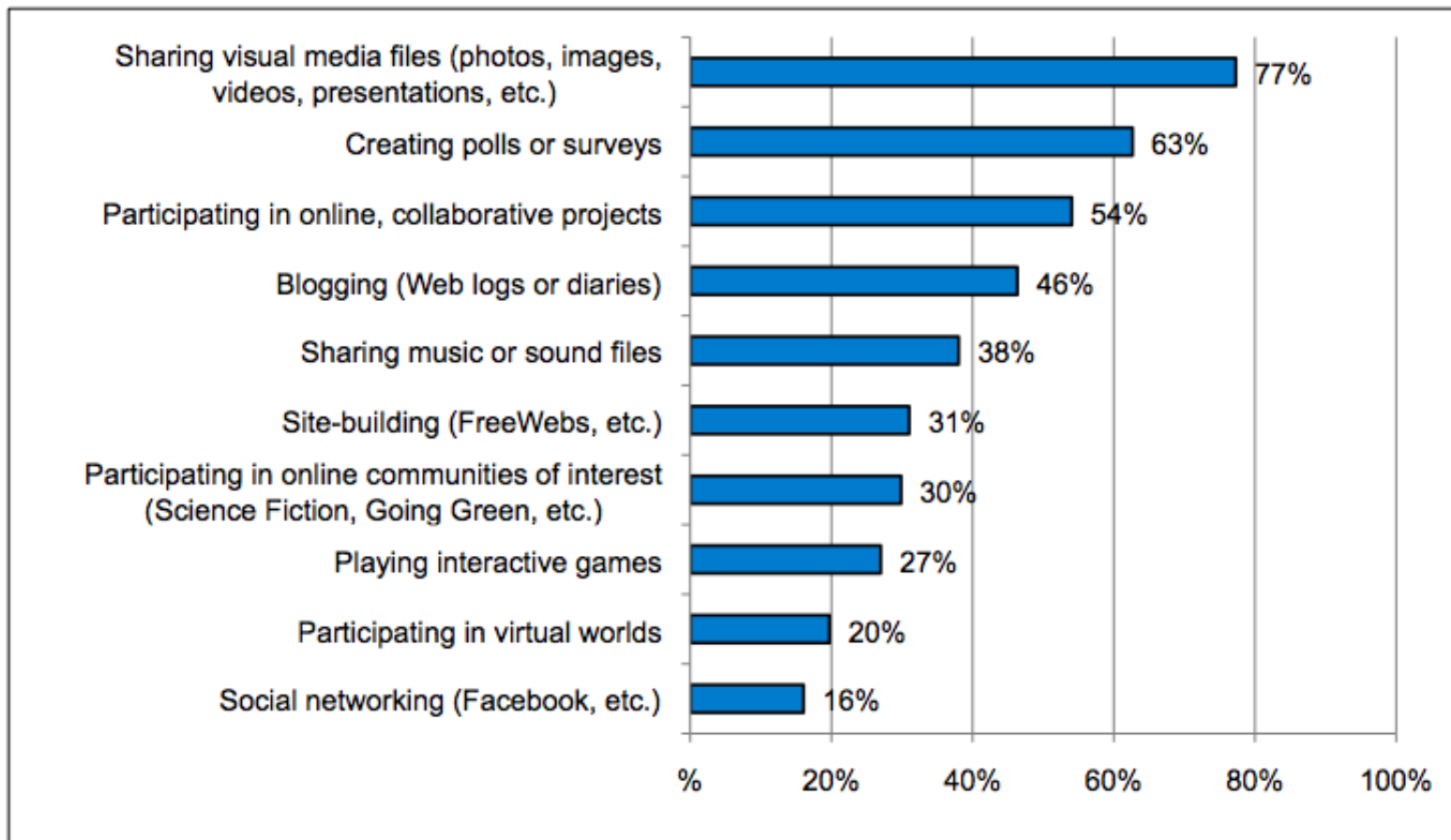
*This category was a catch-all for subjects such as vocational/technical education, business, etc.

Finding 7

The use of these tools in American classrooms remains the province of individual pioneering classrooms.

Reality: Teaching

Web 2.0 applications used in teaching materials, adopted by the district, or specifically included in the district's formal curriculum.



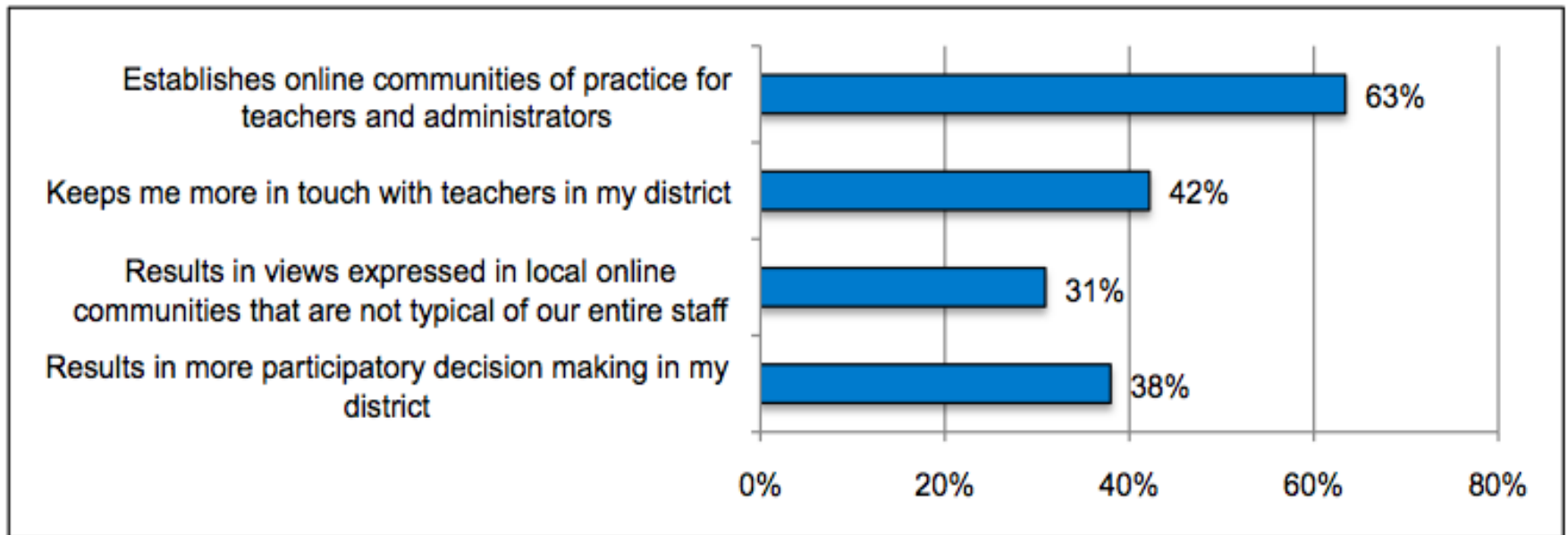
n=715 (Curriculum Directors).

Finding 8

Web 2.0 is outpacing the capacity of K-12 education to innovate.

Reality: District Administrators

Percentage of district administrators who strongly agree or agree with the following statements related to the impact of Web 2.0 on their work as administrators.



n=2439 (Superintendents, Technology Directors, and Curriculum Directors).

Reality: District Leadership

Majority of district administrators accepted **high responsibility** for:

- modeling appropriate Web 2.0 use and social interactions
- teaching Web 2.0 safety
- preparing students to be effective and ethical Web 2.0 users
- educating parents about Web 2.0.

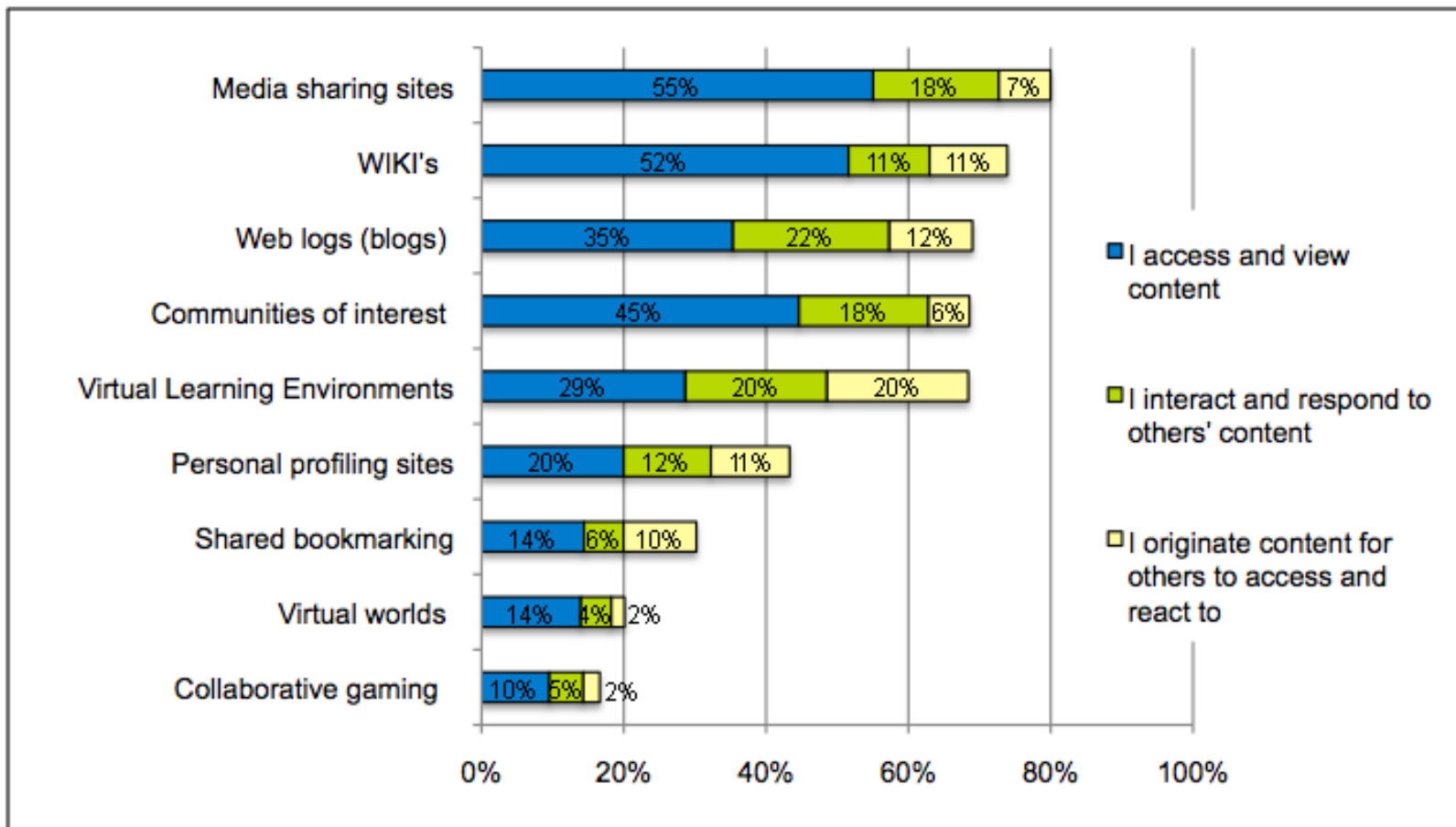
However, district administrators took only **moderate responsibility** for restructuring schools to leverage Web 2.0.

Finding 9

District administrators, the persons responsible for decision making on Web 2.0 in schools, are more passive than active users in the Web 2.0 space.

Reality: Not experienced users

Percentage of Superintendents indicating the highest level of use he/she makes of specific Web 2.0 applications



n=777 Superintendents.

Reality: Barriers to Use

School districts are more focused on dealing with the **problems** of Web 2.0 than on **challenges** to leverage Web 2.0 for learning.

Many district administrators said that educators in their districts were not sufficiently familiar with Web 2.0 to understand it fully, much less ready to redesign schooling.

In Summary

- District administrators see the **educational significance** of Web 2.0 of
- They see the promise of Web 2.0 to **energize learning and equip students** with the skills they will need in life.
- Yet, the reality is that schools are **struggling** with the how to **make effective use of Web 2.0** as a vital element of the learning environment.

Educational Community Perspective

Chip Kimball
Superintendent
Lake Washington School District

Questions?

General Public

Please use the Q&A “chat” function in the bottom of your screen.

Future Events

Capitol Hill Briefing with Common Sense Media and MacArthur Foundation

Public Forums on Web 2.0: Leadership & Policy

- Chicago, IL
- Seattle, WA



Contacts

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