Student Technology Survey (May 2011)

Rationale

To identify the technology that students have access to outside of the classroom (Home) so that key technology drivers can be identified that can support curriculum development.

The online survey was set up using Google Forms and presented to students via FROG over a 3-week period. 441 students responded to the survey. 36% of respondents were from Y7, with an average of 15% coming from each of the other year groups.

Access to computers at home

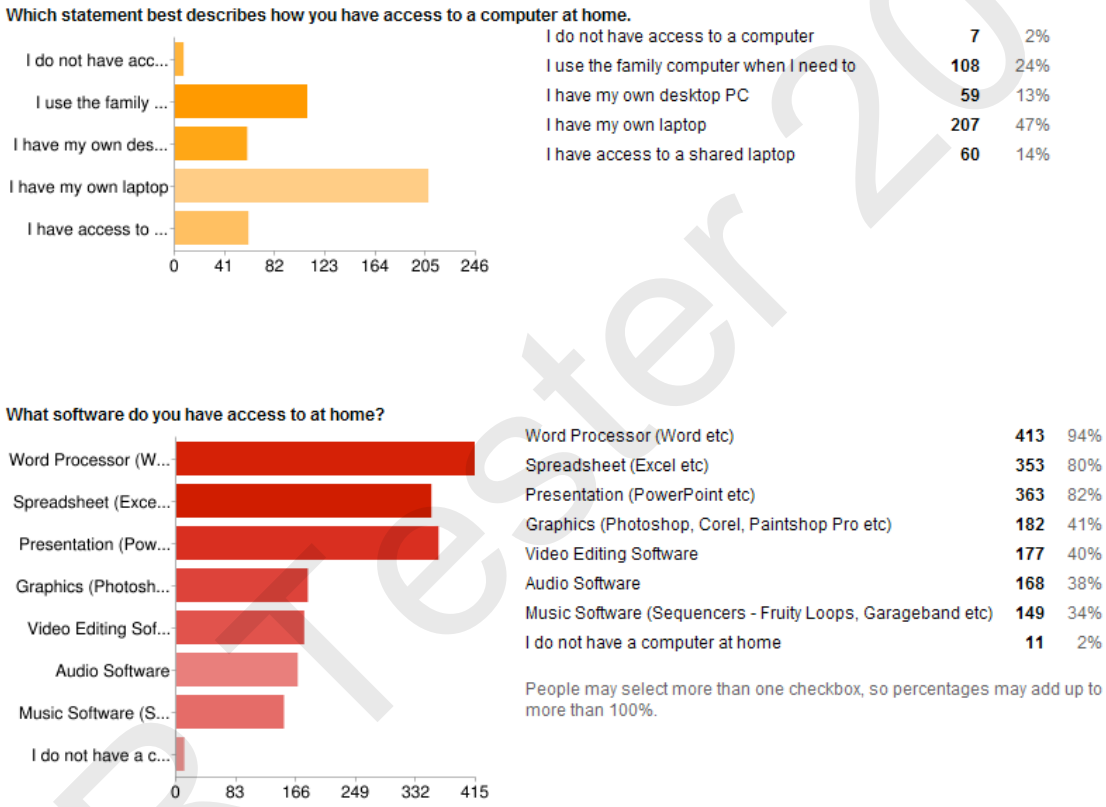


Figure 1: Access to Technology & Software at home

The vast majority of students have access to a computer at home, nearly half of our students have discrete use of their own laptop/netbook, with another 13% having sole access to a desktop. Shared use of a family computer accounts for nearly 25% of how students access technology. Students are generally well served by the software they have installed – although not all students have access to presentation/spreadsheet software. The college will need to reinforce where these can be downloaded free of charge (OpenOffice) for those that do not wish to purchase MS Office. A large proportion of students (40%) also have access to more specialist software, including high end graphics, video and audio software. Students enjoy being creative using rich media products and tools at home.

Broadband Provision & Technology in the home

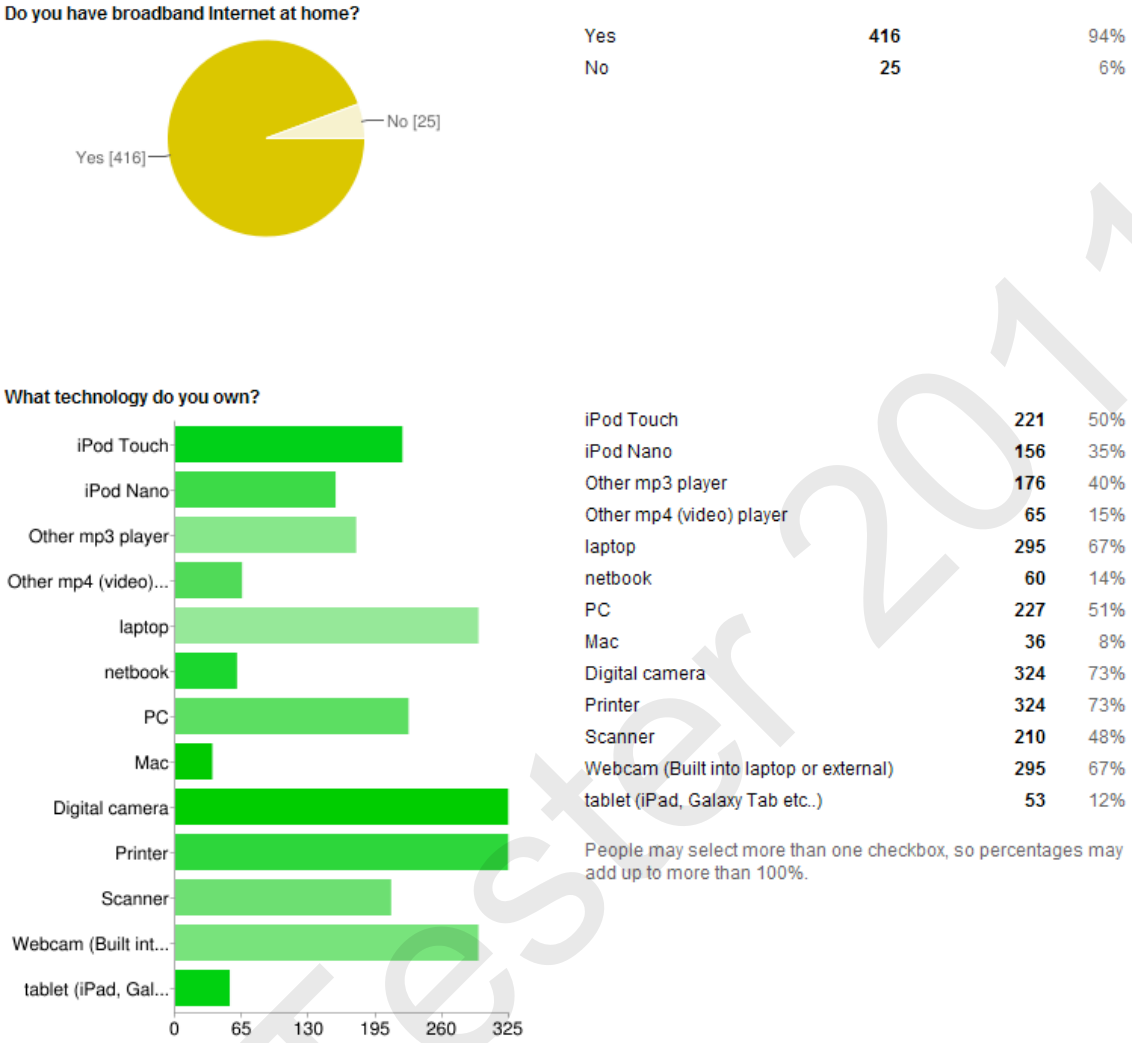
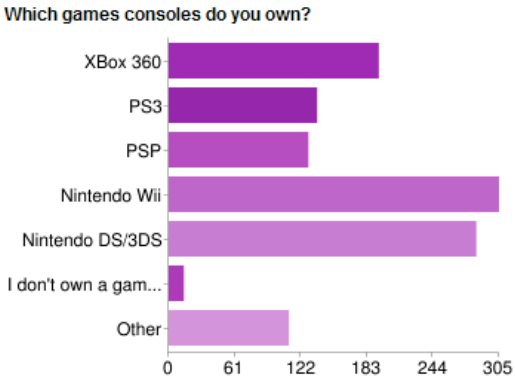


Figure 2: Broadband Provision & other technology

It will come as no surprise that the level of broadband penetration is high, with 94% having broadband at home. The college needs to recognise that this is slightly above the national average and that we need to ensure that we maximise this advantage by providing technology enhanced learning opportunities outside of the classroom for students. Apple devices are prevalent, with half of our students having an iTouch – the development of podcast style learning and revision materials should be seen as a key development in light of the high proportion of students who have access to this type of technology. Students are well resourced at home, many having printers but only 48% having access to a scanner. Nearly 75% of students have access to digital cameras whilst 67% have access to webcams – should we be looking at delivering WebEx type revision sessions for students in 2012, utilising their home broadband and technology?

Games Consoles



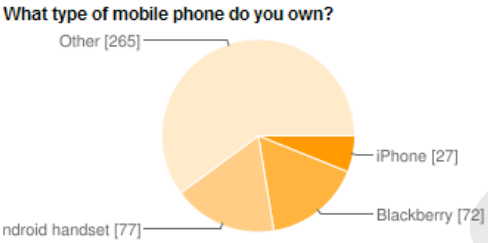
XBox 360	**194**	44%
PS3	**137**	31%
PSP	**129**	29%
Nintendo Wii	**305**	69%
Nintendo DS/3DS	**284**	64%
I don't own a games console	**14**	3%
Other	**111**	25%

People may select more than one checkbox, so percentages may add up to more than 100%.

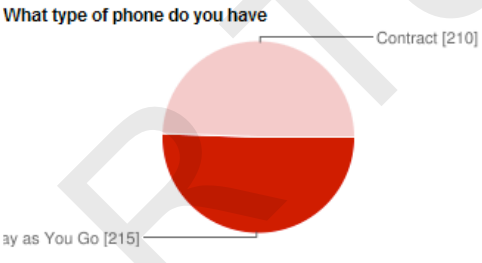
Figure 3: Games Console Ownership

Games consoled ownership is not as high as expected, with the more family oriented devices, such as the Wii being more popular. It is difficult to quantify how these could be used to secure further learning opportunities.

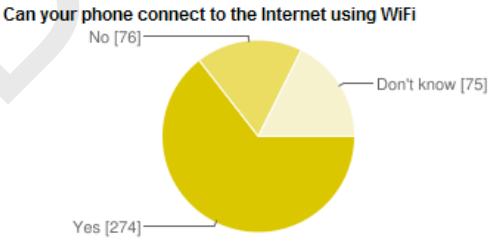
Mobile Phones



iPhone	**27**	6%
Blackberry	**72**	16%
Android handset	**77**	17%
Other	**265**	60%



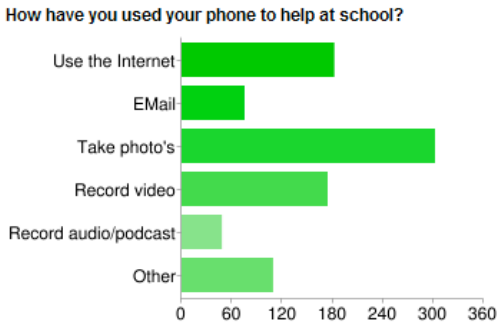
Pay as You Go	**215**	49%
Contract	**210**	48%



Yes	**274**	62%
No	**76**	17%
Don't know	**75**	17%

Figure 4: Types of Mobile handset owned

As expected the majority of students own a mobile phone (96%), with just under half of the students having their phones on contracts. 62% of students can access the Internet via Wi-Fi from their devices, a key driver for the use of the Meru wireless in school. Smartphones account for 39% of mobile phone ownership. Many students have used their phone to help with schoolwork:



Use the Internet	182	43%
EMail	75	18%
Take photo's	302	71%
Record video	174	41%
Record audio/podcast	48	11%
Other	109	26%

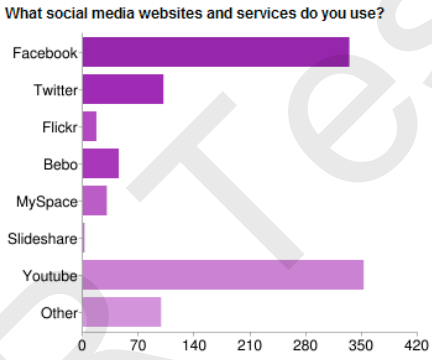
People may select more than one checkbox, so percentages may add up to more than 100%.

Figure 5: How students have used their phones to support learning

Students tend to use them to undertake research using the Internet in addition to creative tools – taking photo's in subjects to support work – with a few creating their own audio notes/podcasts to aid note taking and revision.

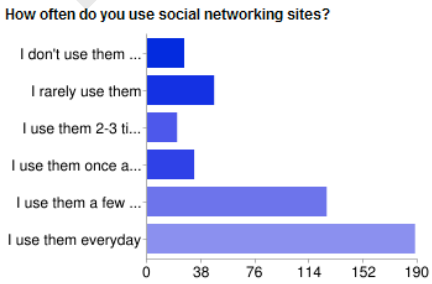
Social Media

As expected the use of Social Media by students is prolific, with Facebook dominating the social scene:



Facebook	334	76%
Twitter	101	23%
Flickr	17	4%
Bebo	45	10%
MySpace	30	7%
Slideshare	2	0%
Youtube	352	80%
Other	98	22%

People may select more than one checkbox, so percentages may add up to more than 100%.



I don't use them at all	26	6%
I rarely use them	47	11%
I use them 2-3 times a month	21	5%
I use them once a week	33	7%
I use them a few times a week	126	29%
I use them everyday	188	43%

Figure 6: Student Use of Social Media

A number of students in Y7/8 use Facebook - the college will need to address this with further Digital Parenting sessions at the start of the new academic year. What is also surprising is the number of students who have their own YouTube channel and regularly create and share video content over the web. Social media is well embedded into the lives of many students with nearly half of the students saying they use them everyday, 29% stating they use them a few times a week. It is clear that any social media put in place by the school will not compete with Facebook and we should not be trying to. However, the official Facebook presence for the college is a useful way of getting key messages out to students as well as showcasing their achievements. Only 37% of students have visited the official Costello Facebook page – the page seems to be more popular with parents. E-Safety education at the college is effective, 88% of students know how to report online abuse/bullying (CEOP etc..). 58% of students feel safe online all the time, with only 4% not feeling safe. Interestingly students feel that the college should manage the college Facebook presence rather than devolving some responsibilities back to nominated students.

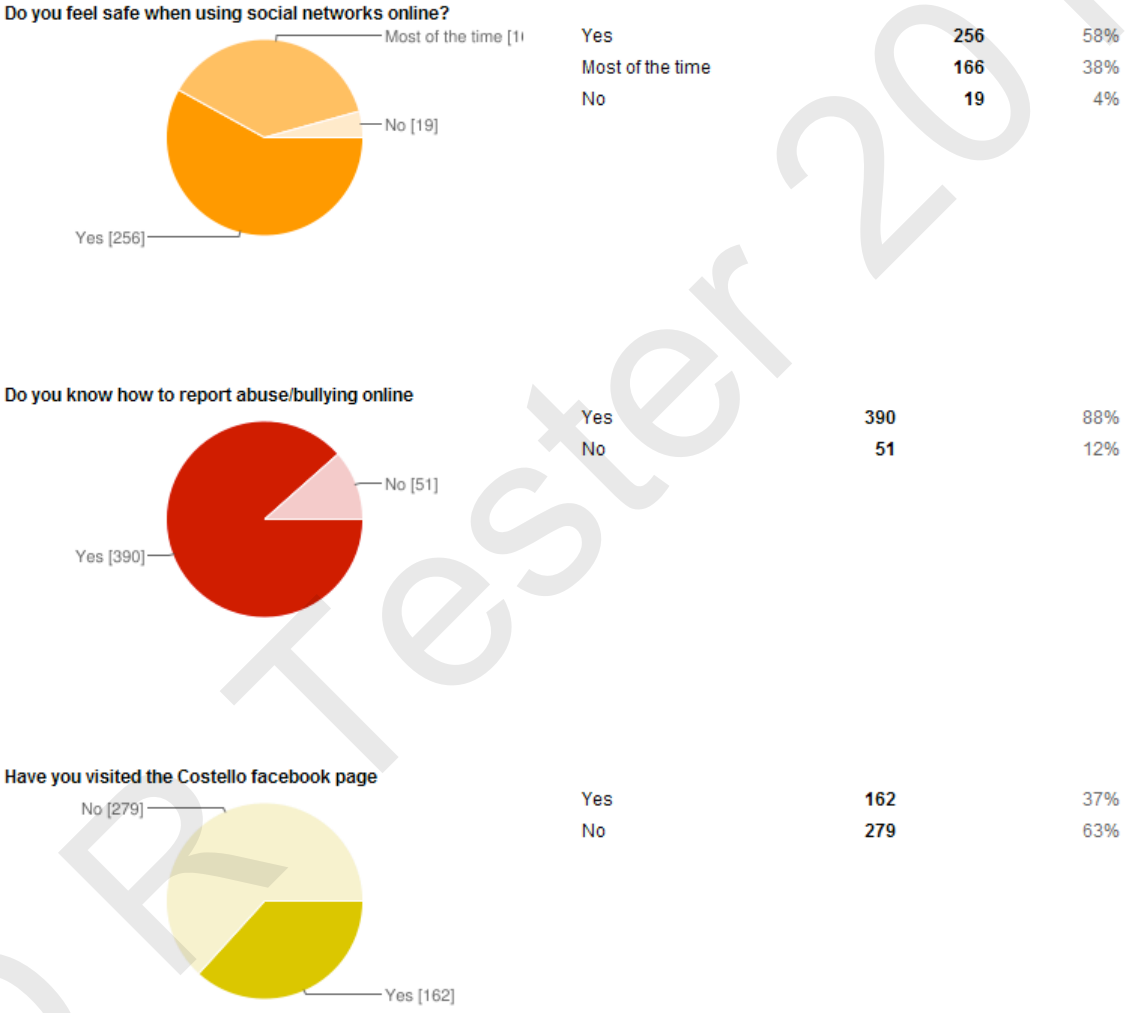
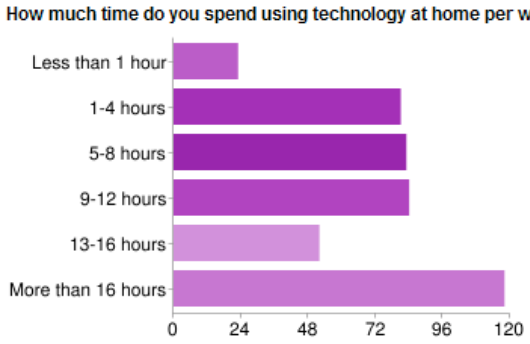


Figure 7: Students perception of E-Safety

How much time is spent with Technology?

Students do seem to be immersing themselves in their technology – with just over a quarter spending more than 16 hours per week using technology (this is outside of homework time). Students tend to spend time watching videos on YouTube, using MSN/Social network interactions and surfing the web. These are all traits of living in the information age. How can schools shape a proportion of this 16 hours into more effective and structured use?

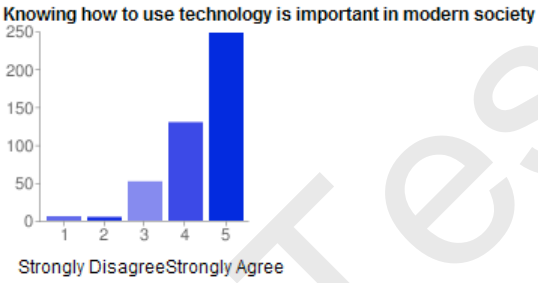


Less than 1 hour	23	5%
1-4 hours	81	18%
5-8 hours	83	19%
9-12 hours	84	19%
13-16 hours	52	12%
More than 16 hours	118	27%

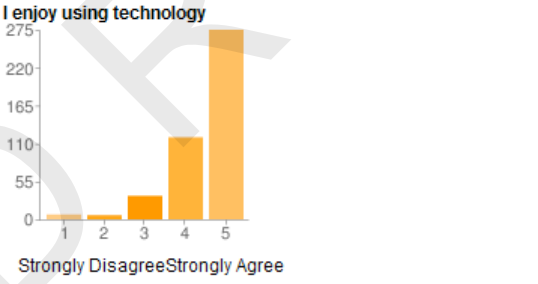
Figure 8: Student time spent with Technology

Student perception on the role of technology in modern society

Students see technology as a very important part of modern day living and the vast majority really like using and engaging with it.



1 - Strongly Disagree	6	1%
2	5	1%
3	52	12%
4	130	29%
5 - Strongly Agree	248	56%



1 - Strongly Disagree	7	2%
2	6	1%
3	34	8%
4	119	27%
5 - Strongly Agree	275	62%

Figure 9: Student perceptions of technology

63% of students agreed that technology supports them in being more effective learners. 78% of students stated that they pick up new technology quickly and do not feel the need for formal instruction on how to use new tools. This is an important point for teachers to recognise. Teachers must focus on the learning outcomes, rather than the means used to derive them. Where appropriate the use of technology should be encouraged, even when staff are unsure

of the methodology used by students to create things – teachers should be focused on the final products produced and how these reflect the learning outcomes rather than the process undertaken.

Summary of main findings

- Only 2% of students do no have access to a computer of any kind at home
- 60% of students have their own device (Sole use), including laptops and desktops
- 47% have their own (sole use) laptop, 14% have access to a shared laptop
- 94% have access to Word processing software (E.g. Word)
- 80% have access to spreadsheeting software (E.g. Excel)
- 41% have access to high end graphics software (E.g. Photoshop)
- 40% have access to specialist creative software (Video Editing, Music)
- 94% have broadband at home
- Apple iOS devices – 50% of students have an iTouch, 35% have a Nano
- 40% of students have another type of mp3 player and 15% have another type of mp4 player
- 73% of students have access to a printer and digital camera at home
- 67% have access to a webcam
- 97% own at least one games console
- 76% of students use Facebook - worryingly a number of these are below 13 years of age
- 58% feel safe online all the time, 38% most of the time, 4% do not feel safe online
- 88% of students know how to report cyber bullying (CEOP etc…)
- Students are heavily engaged in social networking with 43% using FB everyday, 29% using it a few times a week.
- 96% of students have mobiles, 39% are smartphones (Android, iOS, Blackberry) and 48% are on contract. 70% of students can connect to the Internet with their phone. 71% take photo's, 41% record video, 11% create podcasts, 43% use the Internet
- Immersing themselves with technology is important to our students – 27% spend 16+ hrs a week using technology with 31% spending 9-16hrs.
- Students overwhelmingly agree with the view that technology plays an important part in modern society
- 89% of students really enjoy using technology
- 63% of students agree that technology helps them be a more effective learner
- 78% of students pick new technology up quickly and independently – not needing much formal training
- 62% of students believe that we have excellent technology based facilities at the college

Food for thought . . .

- How can we develop more learning opportunities outside of class using technology?
- How can you use all the 'tech creatively' to tap into new learning opportunities?
- Does your curriculum make use of all the technology students have access to?
- Do we use technology efficiently across all departments to communicate and engage with all students
- Are we tapping in to revision in the most effective way with so many students having mp3 players (podcasts)
- Are you surprised by the results seen, what will it shape in your classroom?
- How can we harness the collaborative power of technology to develop our learners?