

SCHOOLS AND THE INTERNET

LIST OF EXHIBITS

Tables

Chapter 3: Internet Connectivity and Alternative Hardware

- Table 3-1 Elementary and secondary student-to-Internet computer ratios, by district type
- Table 3-2 Districts reporting lack of networking infrastructure as a barrier to Internet access, by type of district
- Table 3-3 Percentage of districts reporting “no barriers” to Internet access, by district type
- Table 3-4 Percentage of districts “extremely” interested in wireless networks, by district type
- Table 3-5 Percentage of districts “very” or “extremely” interested in handheld devices, by district type
- Table 3-6 Percentage of districts “very” or “extremely” interested in thin client computing, by district type
- Table 3-7 Percentage of districts “extremely” or “very” interested” in textwriters, by district type
- Table 3-8 Percentage of districts reporting a laptop initiative, by district type

Chapter 4: Tech Support and Student Training

- Table 4-1 Percentage of districts that find outsourcing technical support “extremely” appealing, by district type
- Table 4-2 Percentage of districts where students are providing tech support, by district type
- Table 4-3 District Size and Student Tech Support

Chapter 5: Teacher Preparation and Professional Development

- Table 5-1 Percentage of districts that rate new teachers as “above average” or “expert” in their ability to integrate the Internet into instruction, by district type
- Table 5-2 Selected characteristics of districts where teachers use Internet-based professional development

SCHOOLS AND THE INTERNET
List of Exhibits

Chapter 6: On Line Safety, Security, Privacy and Parents

Table 6-1	Percentage of districts that employ various Internet safety measures, by district type
Table 6-2	Percentage of districts that desire homework assignments on school websites, by district type
Table 6-3	Percentage of districts that desire teacher information to be posted on their school websites, by district type
Table 6-4	Percentage of districts where parents email teachers weekly or more often, by district type
Table 6-5	Percentage of districts that consider equity issues to be extremely important, by district type
Table 6-6	Percentage of districts and steps taken to address equity issues, by district type

Chapter 7: Funding Sources

Table 7-1	Percentage of districts “very” or “extremely” interested in supported or underwritten Internet funding models, by district type
Table 7-2	Percentage of districts “very” or “extremely” interested advertising or subscription payment models, by district type

Chapter 8: Technology Decision Makers

Table 8-1	Percentage of those with final approval regarding technology and the Internet, by job title and district type
Table 8-2	Percentage of districts where the technology committee has strong influence on Internet / technology decisions, by district type
Table 8-3	Percentage of districts where the principal has strong influence on Internet /technology decisions, by district type
Table 8-4	Percentage of districts where the computer teacher or librarian has strong influence on Internet/technology decisions, by district type
Table 8-5	Districts reporting parents “very” or “extremely” influential in getting started with the Internet
Table 8-6	Districts reporting parents “very” or “extremely” influential in the allocation of tech funds
Table 8-7	Districts reporting parents “very” or “extremely” influential in selecting content applications

SCHOOLS AND THE INTERNET
List of Exhibits

- Table 8-8 Districts reporting parents “very” or “extremely” influential in technology planning
- Table 8-9 Percentage of districts where parents and boards will be increasingly influential in technology purchasing, by district type

Chapter 9: Purchasing Internet Content and Services

- Table 9-1 Percentage of districts that purchase Internet content and services, by district type
- Table 9-2 Percentage of districts purchases of Internet content and services, by district type
- Table 9-3 Percentage of districts reporting use of Internet-based Learning Management Systems, by district type
- Table 9-4 Sources of information for Internet/technology decisions, as reported by district technology directors

Chapter 10: The Future of Educational Technology

- Table 10-1 Percentage of districts “very” or “extremely” interested in identifying/acquiring online standards-based resources, by district type
- Table 10-2 Percentage of districts “very” or “extremely” interested in online assessment and test preparation, by district type
- Table 10-3 Percentage of districts “very” or “extremely” interested in standards-based report cards, by district type
- Table 10-4 Percentage of districts “very” or “extremely” interested in Web-based student media portfolios,. by district type
- Table 10-5 Percentage of districts “very” or “extremely” interested in course infrastructure, by district type
- Table 10-6 Percentage of districts “very” or “extremely” interested in online tutoring services, by district type
- Table 10-7 Percentage of districts “very” or “extremely” interested in Application Service Providers, by district type
- Table 10-8 Percentage of districts “very” or “extremely” interested in anti-plagiarism software, by district type
- Table 10-9 Percentage of districts “very” or “extremely” interested in parent-teacher Web cam conferencing, by district type
- Table 10-10 Percentage of districts that believe students will receive a third or more of their instruction online in 3 years, by district type

Copyright © 2003 Grunwald Associates

Reproduction without prior written permission, in any media now in existence or hereafter developed, in whole or in any part, is prohibited.

<http://grunwald.com>

SCHOOLS AND THE INTERNET

LIST OF EXHIBITS

Figures

Chapter 2: Characteristics of School Districts

- Figure 2-1 Strong Interest in New Technology Concepts By District Size
- Figure 2-2 District Optimism about Students Future Online Learning, By Region
- Figure 2-3 Percentage of Districts That Have a Student Laptop Program, by Locale
- Figure 2-4 New Teacher Skills at Using Net in Classroom; Existence of Formal Technology Training Programs for Students, by SES
- Figure 2-5 Interest in Internet Business Models, By Local of Optimism About E-Learning
- Figure 2-6 Influence on Technology Decision-Making by Level of Parental Influence
- Figure 2-7 Level of Interest in New/Alternative Hardware Systems, Early Adopters vs. Late Adopters

Chapter 3: Internet Connectivity and Alternative Hardware

- Figure 3-1 Student School vs. Home Connections, By Home Connection Type
- Figure 3-2 Barriers to Internet Access and Use by All Teachers and Students
- Figure 3-3 Barriers to Internet Access and Use by All Teachers and Student, By District Size
- Figure 3-4 Percentage of Districts “Very” or “Extremely” Interested in Alternative Hardware Technologies
- Figure 3-5 Percentage of Districts “Very” or “Extremely” Interested in Wireless Networks, by District Size
- Figure 3-6 Percentage of Districts with Different Laptop Models

SCHOOLS AND THE INTERNET
List of Exhibits

Chapter 4: Tech Support and Student Training

- Figure 4-1 Appeal of Outsourced Tech Support
- Figure 4-2 Are Students Providing Tech Support in Your District
- Figure 4-3 Percentage of Districts Reporting Student Tech Support Services
- Figure 4-4 District Size and Student Tech Support
- Figure 4-5 Districts Providing Formal Technology Training
- Figure 4-6 Percentage of Districts That Provide Formal Tech Training, By Region

Chapter 5: Teacher Preparation and Professional Development

- Figure 5-1 Teachers' Uses of Internet, According to District Technology Directors
- Figure 5-2 Percentage of Districts Where Teachers Use Internet Professional Development, By District Size
- Figure 5-3 Important Attributes of Internet Professional Development

Chapter 6: On Line Safety, Security, Privacy and Parents

- Figure 6-1 Level of Concern with Online Safety
- Figure 6-2 District Steps to Address Online Safety and Security
- Figure 6-3 Districts with Websites to Access School Information
- Figure 6-4 Districts Reporting Percentage of Schools that Provide Website for Parents
- Figure 6-5 Desired Website Content as Reported by District Technology Leaders
- Figure 6-6 School Website Desires of District Leaders and Parents Compared
- Figure 6-7 Estimates of Parent-Teacher Email Exchange
- Figure 6-8 Concern with Equity, By District Size
- Figure 6-9 District Action to Address Tech Equity in the Community

SCHOOLS AND THE INTERNET
List of Exhibits

Chapter 7: Funding Sources

- Figure 7-1 Top Outside Funding Sources For Internet in Schools, As Reported by District Technology Directors
- Figure 7-2 Top Three Uses of E-Rate Funds as Reported by District Technology Directors
- Figure 7-3 Percentage of Districts “Very or “Extremely” Interested in Different Funding Sources/Payment Models for the Internet
- Figure 7-4 Expected Primary Source of Technology Funding in Next Three Years, As Reported by District Technology Directors
- Figure 7-5 Expected Primary Source of Technology Funding in Next Three Years, By District Size
- Figure 7-6 Expected Primary Source of Technology Funding in Next Three Years, By Region
- Figure 7-7 Expected Primary Source of Technology Funding in Next Three Years, By District SES

Chapter 8: Technology Decision Makers

- Figure 8-1 Who Has Final Approval for Internet and Technology Decisions
- Figure 8-2 Final Approval for Internet and Technology Decisions, By District Size
- Figure 8-3 Who Influences Internet/Technology Decisions
- Figure 8-4 Early Adopter Districts and Building Level Influencer on Technology Decisions
- Figure 8-5 Percentage of Districts Rating Parents “Very” or “Extremely” Influential In
- Figure 8-6 Will Parents/School Boards Be More Influential In Future Tech Purchases

Chapter 9: Purchasing Internet Content and Services

- Figure 9-1 District Purchases of Internet Content and Services
- Figure 9-2 Top Subjects for Instructional Use of the Internet
- Figure 9-3 Percentage of Districts Reporting Use of Internet Based Learning Management Systems
- Figure 9-4 Major Information Sources for Internet Content and Services
- Figure 9-5 What Do You Look for in an Internet Content Vendor

SCHOOLS AND THE INTERNET
List of Exhibits

Chapter 10: The Future of Educational Technology

- Figure 10-1 New Web Based Technologies of Strongest Interest to Districts
- Figure 10-2 Web Based Technologies of Less Interest to Districts
- Figure 10-3 Interest in the Five-Highest Rated Emerging Internet Technologies, by District Size
- Figure 10-4 Percentage of Students Projected to Receive One-Third or More of Instruction Online In the Next Three Years