25 March 2011

2010 Osaka International School of Kwansei Gakuin

Self-evaluation study

The rapid development of digital technologies has provided both great opportunities and significant challenges. In the field of education this is especially the case because of the need to provide an education that prepares children for a future that is unpredictable. On the one hand, we are aware that developments in technology give us the opportunity to communicate with others, capture images and access and analyze data in a way that was previously beyond the means of a school. On the other, along with budget implications, concern is expressed whether young people develop the use social technologies to the detriment of other skills, or that technology will become a poor substitute for human interaction. It is in this context that the current and future development of technology use in the school both in direct instruction and the wider social context provide the focus for this study.

Following the distribution of a questionnaire covering the topic of technology use to parents, students and faculty, responses were compiled and submitted to the Evaluation Advancement Committee of Kwansei Gakuin on 25 March 2011. With the approval of this report by this committee the content will be made public on the school's website.

This study has provided significant data that will inform our planning process for future development and integration of technology use into the educational programmes of the school. While titled as the 2010 OIS self-evaluation study, it is an integral component of the school's WASC and IB accreditation process, the schedule for which is currently under discussion with the authorizing authorities.

A summary of findings is included.

John Searle
Head of School
Osaka International School of Kwansei Gakuin

1.【Comfort with, and use of, technology】

Explanation of current situation

Over the past fifteen years the role of technology in the lives of our students, parents and teachers has changed beyond recognition. Each day almost all members of our community make use of technological resources to access information and perform daily tasks. We wanted to find out to what degree people feel comfortable with this situation, to what degree they are making use of available tools, and also what technology tools are owned among the community.

Evaluation and analysis

It is clear that there is widespread use of digital technological tools across the organization is. Over 80% of state that they have 2 or more computers in the home and that only 5% of students stated that could not complete homework because of lack of computer access. Remarkably, 47% of students state that they have four or more computers in their homes and 77% of middle and high school students have their own laptop. All three sections of responses showed that people feel comfortable in using different technologies and also owned a wide range of mobile technologies.

Strategy for improvement

There is a basic sense of comfort in using computers and other technologies throughout the community. Teachers are using technology in their teaching but a majority of the faculty, 67%, do not agree that the school`s technology provision is sufficient. With widespread levels of comfort in technology use we should investigate ways to make best use of general skills and look for strategies whereby skills can be shared and developed. Support and training for those who are uncomfortable with computer use needs to be part of a coordinated plan.

2.【Importance of technology in the learning and teaching experience】

Explanation of current situation

Education in schools has traditionally been about individual teachers providing the focus for classroom learning. The image of desks lined up facing the teacher standing at the front of the classroom is a strong one. While the teacher still plays a critical role, the shape of learning is changing with a wider range of teaching methods being employed and with greater emphasis on the students` active engagement as they gain knowledge and skills through inquiry based methods. Technology potentially plays an increasingly important role in this process and we are interested in establishing to what degree different disciplines and different divisions of the school see the use of technology as one key to enhancing the learning experience.

Evaluation and analysis

Development of the understanding of how students learn has created changes to curriculum delivery. The development of international education in a global world has created the need for students to study in a broader context. These two factors have had significant impact on the instructional methodology used in the Primary Years Programme, Middle Years Programme and Diploma Programme of the International Baccalaureate. Developments in technology have happened in parallel with this situation and are seen to provide the potential tools to complement the skills and knowledge required. Many responders view technology's use as critical to the learning experience: 67% of students and parents and 80% of teachers responding with a 4 or 5 to this question. 52% of faculty responded with a 4 or 5 response that they made considerable use of technology in their teaching.

Strategy for improvement

There is strong agreement that technology is now critical to the learning experience. What is appropriate technology provision is less defined. The school will develop by June a medium range plan to be submitted as part of the 2012/13 budget which will attempt to address this point.

3.【Resource provision and priority of technology】

Explanation of current situation

The school has a wired network in place originally installed in 1996. Most of the school is covered by wireless network access, although this struggles to meet demand. There are two computer labs with 25 machines in each, a smaller multi-media lab with 11 computers and 50 mobile computers available for classroom checkout. The library acts as the central access point for these and other AV resources such as digital cameras, audio and video recording devices and so on. Some classrooms have projection capabilities, but not all.

Evaluation and analysis

There is an interesting difference in the response to this question. Teachers whose job it is to deliver the curriculum and make use of available resources overwhelmingly see the school as under-resourced in technology, with 67% siding on the current situation being insufficient. Parents, while not holding the opposite view, are less strident and students are more evenly distributed around the mid-point.

Strategy for improvement

Given the fact that all constituents recognize an important role for technology in the learning and teaching, the school needs to target resources in this area. Comments from teachers support the widespread implementation of projection and electronic whiteboard capabilities into classrooms. Based upon feedback from this study, the school will work to look into ways in which access to technology resources can be improved.

4. 【Communication and access to online resources】

Explanation of current situation

Traditional communication at the school has been through printed information such as school reports, newsletters and general handouts, and through voice communication offered by the telephone. Over the past two years the school has introduced the online learning platform, Moodle, which is in increasing use, and a Gmail based communication system for students and parents. Both of these systems are still in the early stages of development. While Moodle is not a requirement, many teachers use it as a place from which students can retrieve lost homework assignments or access resources that have been established by the teacher. The Gmail system has meant that part of the school's traditional paper communication, the Bulletin, now has become a weekly emailed communication instead of the previous monthly edition.

Recent outbreaks of influenza have led to the closure of school. This is an extreme case but demonstrates the circumstances in which online access to learning resources can be of considerable benefit. It has also been used to communicate to parents when students were delayed returning from trips because of transportation problems.

Evaluation and analysis

There is widespread support for the use of email as a primary method of communication in addition to face-to-face conversations. Many students, teachers and parents see it as important that online access to course materials is important in order to get assignments that have been missed through illness and to be able to be able to communicate about work. Yet at this time, only around 50% of parents have activated their accounts. Therefore this disparity needs to be examined

Strategy for improvement

Greater efforts needs to take place to close the disparity between the perceived need for access to school work on line, communication about this work and the lack of take up in the activation of school accounts. Continued efforts will be made with the parents to put communicate through the Gmail accounts and to make the communications important and relevant so that parents have the motivation to use this account. Unfortunately, the recent Tohoku earthquake and the resulting need to tell parents about the return of students to school may act as a spur for this. In addition, every effort will be made to talk about this at meetings and through other publications. Training for teachers concerning Moodle will continue. A minimum standard has been set in that all teachers will need to be able to communicate with their students through Moodle should the school close again because of infectious disease or natural disaster.

5. 【One-to-one】

Explanation of current situation

Given the discussions over the potential of technology to supporting learning in the school and the stated importance among all community members concerning access resource provision there has been considerable thought given to how this can all be best achieved. Over the past few years teachers contributing to the school's educational technology team (ETT) have given considerable thought to the possibility of OIS implementing a one-to-one program in which each student has access to a laptop. This model has gained a good degree of support in many international schools around the world. The questionnaire asked students, teachers and parents about what devices they owned and whether they would support a one-to-one program in the school.

Evaluation and analysis

Teachers and students have similar levels of support for the implementation of a one-to-one program, which is higher than that of parents. There are many good reasons to support 1:1 purely from an educational standpoint: the type of assignments can change; simulations are easier to utilize; data can be analyzed in more depth; connections can be made to other communities. Limitations of the data are important to bear in mind. Student responses were from middle and high schools, while the majority of the parent responses came from the elementary school. The parents while cautiously in favor of such a program (67% to 29%) showed more concern about the issue of over exposure to technology at the expense of other forms of communication. Ownership data suggests that many of our students already own a laptop (77%). Perhaps the barrier to a one-to-one programme is not that high.

Strategy for improvement

While support for a 1:1 program is strong among students and faculty there remains some important considerations to make this work. Firstly, the school needs to be very clear about the benefits and be able to support this with evidence. Parents' concerns about supervision over exposure need to be discussed and addressed. The schools' wireless internet connection is reported to be inadequate to support widespread use of the internet at the same time. In addition with 77% ownership rate among students in the middle and high school what type of 1:1 program needs to be established.

It is suggested that a trial is started from September. For this to happen the following needs to take place: 1. Parents are included in the process through meetings; 2. A decision is made on the grade; 3. A decision is made on the device; 4. The school makes an investment in the infrastructure of wireless provision; 5. The school looks to store more of its assignments off site for easier access; 6. Discussions among the faculty take place in order to share expertise; 7. The results of the trial are carefully monitored.

6. 【Student welfare】

Explanation of current situation

Along with the potential benefits of technology use in education and the wider society, there are concerns. A specific example of this is that of "cyber-bullying" through social network sites. This may be a move online of a problem that we have always had to deal with, but it is an area that needs careful consideration. In addition some parents and students cited in their comments a more general worry about using technology too much at the expense of human interaction and the opportunities to access inappropriate material.

Evaluation and analysis

Students were asked specifically whether or not they had experienced bullying online in respect to OIS' definition of bullying. The results showed that there is an issue here that needs careful consideration with almost a fifth of students saying that they had experienced some form of online bullying. This is an unacceptably high number and would not be tolerated by the school were it to be traditional bullying taking place within school hours at school. There is no evidence at this time to suggest how this figure would change were the school develop opportunities for greater access. However the general area of welfare needs consideration if the school wants to make the case for increased access to the internet.

Technology does not only mean access to the internet however but also the use of tools to analyze and gather and this must also be considered when assessing the pros and cons.

Strategy for improvement

Personal welfare of students is, of course, a very high priority and the establishment of a specialist counseling department at the founding of the school demonstrates how seriously it is taken. Irrespective of the schools' decisions regarding technology over the medium term acting as the focal point by which students can be educated to use the internet appropriately and parents can be helped to establish norms as they would in any other disciplinary situation seems to be necessary at this time. To help this situation a monthly article has been included into the Educator to address this and other tech issues; meetings with parents will be set up before the summer holiday to help establish standards of acceptable behavior for their children's computer use. Allow the counseling department to play a role. The need for awareness training for students, parents and teachers of the issues involved is apparent and this will provide one key focus area for the school as we consider the wider adoption of technology into the day-to-day of the school.

Questionnaire implementation

The questionnaires were submitted online to students, parents and faculty between 25 February and 9 March 2011.

Response rates for the questionnaires were as follows:

Students

Grade	Enrolled	Response	Percentage
K-5 *	107	0	0
6, 7, 8	69	69	100%
9, 10	44	44	100%
11, 12	42	40	95%
MS/HS totals	155	153	99%

Notes: Elementary students were not included in this phase of the evaluation process, but will be part of the wider WASC/IB study. MS/HS students completed the questionnaire during class time.

Parents

	Families	Response	Percentage
K-12	200	48	25%

Notes: Lower than expected response rate. This was the first time for parents to be approached to fill in an online questionnaire of this nature. Multiple requests were made through *The Educator*, email and word of mouth. The offer of paper-based questionnaire was also made available. Anecdotally it appears that there are a number of possible reasons foro the low response including: language, only a portion of parents have English as their first language; technical issues related to the newly implanted email system.

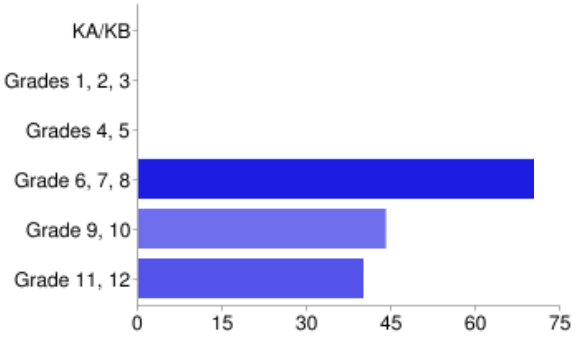
Faculty

	Full-time faculty	Response	Percentage
K-12	36	34	94%

153 Student responses

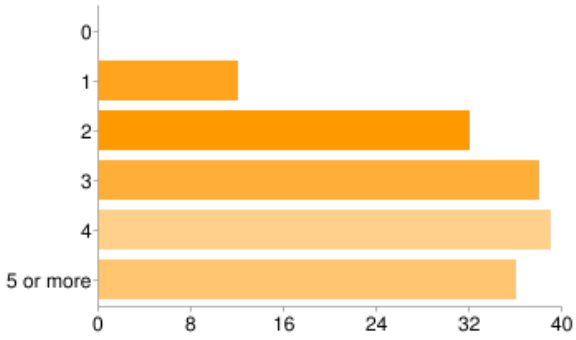
Summary

1. Please indicate the division of the school that you are in.



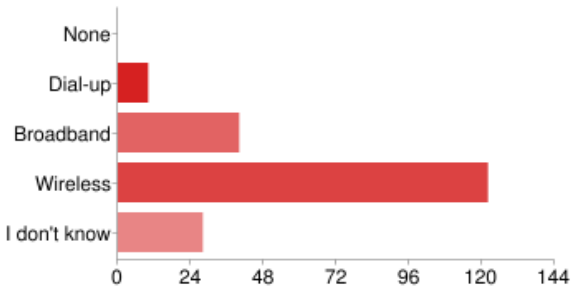
KA/KB	**0**	0%
Grades 1, 2, 3	**0**	0%
Grades 4, 5	**0**	0%
Grade 6, 7, 8	69	45%
Grade 9, 10	**44**	29%
Grade 11, 12	**40**	26%

2a. How many computers do you have in your family?



0	**0**	0%
1	**12**	8%
2	**32**	20%
3	**38**	24%
4	**39**	24%
5 or more	**36**	23%

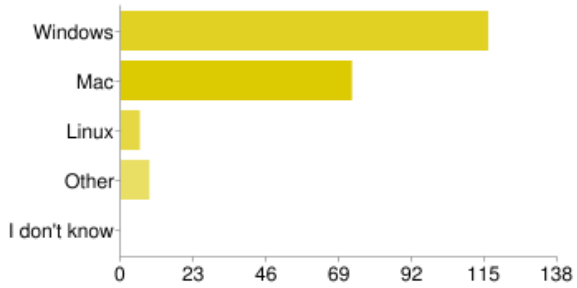
b. What kind of internet access do you have? (check all that apply)



None	**0**	0%
Dial-up	**10**	6%
Broadband	**40**	26%
Wireless	**122**	79%
I don't know	**28**	18%

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

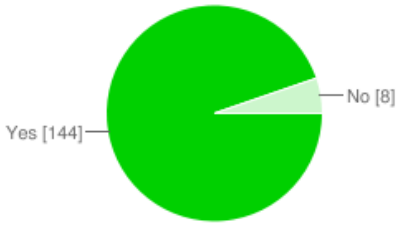
c. Which systems do you use?



Windows	**116**	75%
Mac	**73**	47%
Linux	**6**	4%
Other	**9**	6%
I don't know	**0**	0%

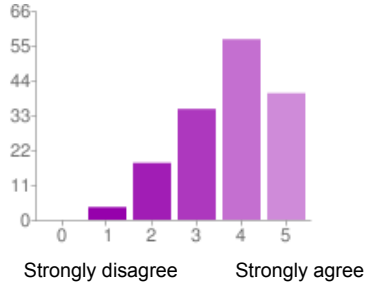
People may select more than one checkbox, so percentages may add up to more than 100%.

3a. I have access to the internet and computer to be able to complete all of my homework.



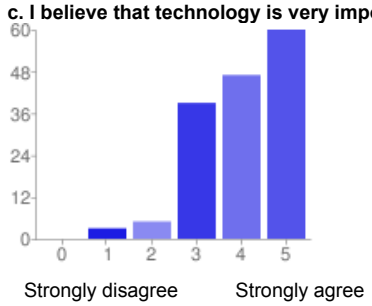
Yes	**144**	90%
No	**8**	5%

b. I am comfortable learning and working with different technologies



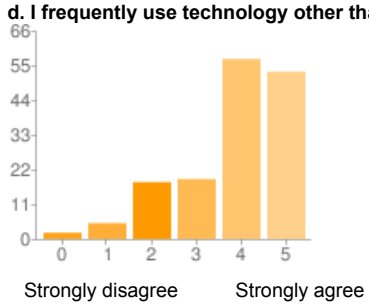
0 -	Strongly disagree	**0**	0%
1		**4**	3%
2		**18**	11%
3		**35**	22%
4		**57**	36%
5 -	Strongly agree	**40**	25%

c. I believe that technology is very important in the learning experience at school



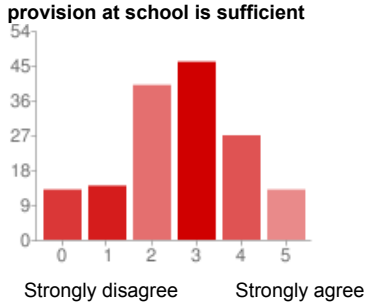
0 -	Strongly disagree	**0**	0%
1		**3**	2%
2		**5**	3%
3		**39**	24%
4		**47**	29%
5 -	Strongly agree	**60**	38%

d. I frequently use technology other than word processing for homework



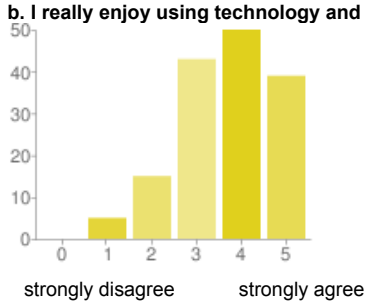
0 -	Strongly disagree	**2**	1%
1		**5**	3%
2		**18**	11%
3		**19**	12%
4		**57**	36%
5 -	Strongly agree	**53**	33%

4a. Please answer the following questions about technology use at school. I think that technology provision at school is sufficient



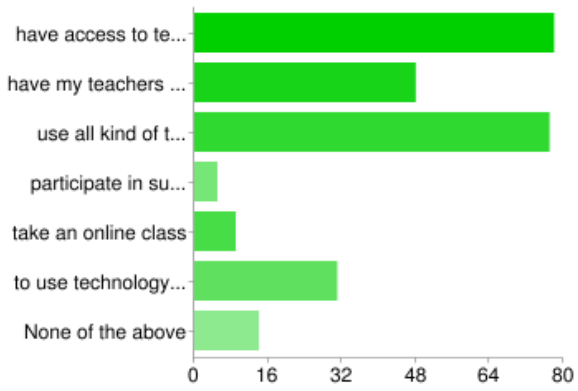
0 -	Strongly disagree	**13**	8%
1		**14**	9%
2		**40**	25%
3		**46**	29%
4		**27**	17%
5 -	Strongly agree	**13**	8%

b. I really enjoy using technology and it helps me to study



0 -	strongly disagree	**0**	0%
1		**5**	3%
2		**15**	9%
3		**43**	27%
4		**50**	31%
5 -	strongly agree	**39**	24%

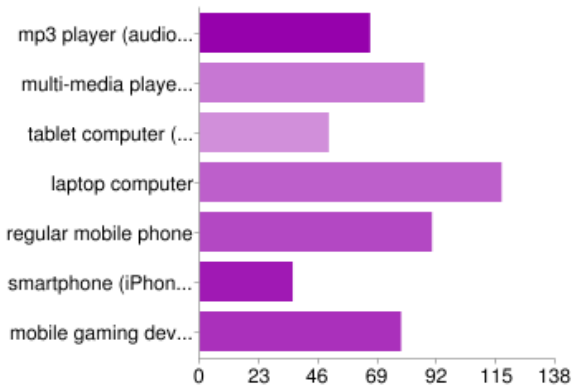
5. I think the best way for me to learn the technology skills for the 21st century is to...



have access to technology at home so I can use it by myself or w
have my teachers use the latest technologies for instruction and h
use all kind of technologies as part of daily life and learn from frien
participate in summer camps
take an online class
to use technology as part of the school curriculum like make blog
None of the above

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

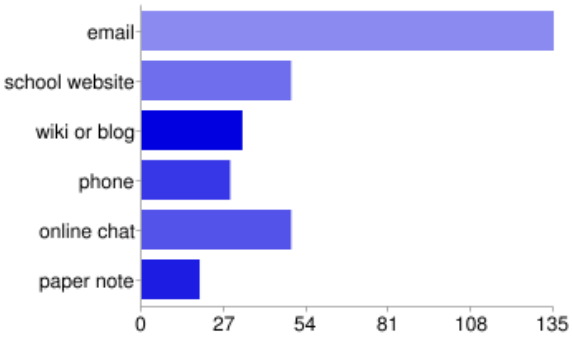
6a. OIS is considering how we can most effectively use mobile devices like laptops, smart cell phones, mp3 players within education



mp3 player (audio only)	**66**	44%
multi-media player (iPod Touch, etc)	**87**	58%
tablet computer (Windows, iPad, Android, etc)	**50**	33
laptop computer	**117**	77
regular mobile phone	**90**	60
smartphone (iPhone, Android based phone, etc)	**36**	24
mobile gaming device (Nintendo DS, Sony PSP, etc)	**78**	52

People may select more than one checkbox, so percentages ma

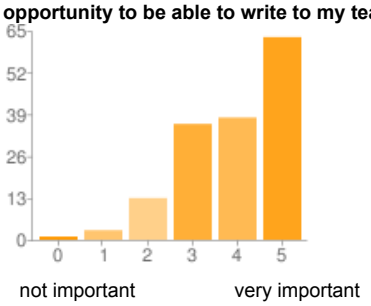
7. In addition to face-to-face conversations, I would like to use the following technologies to communicate with my teachers and the school's administration



email	**135**	88%
school website	**49**	32%
wiki or blog	**33**	21%
phone	**29**	19%
online chat	**49**	32%
paper note	**19**	12%

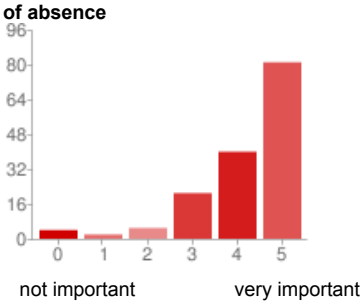
People may select more than one checkbox, so percentages may add up to more than 100%.

8a. Please rate your agreement to the following items. It is important for me to have an opportunity to be able to write to my teachers from outside of school about school work



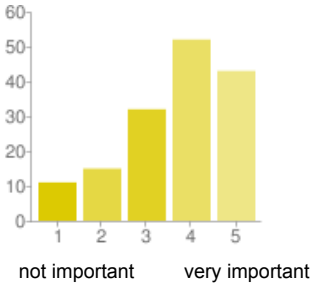
0 -not important	**1**	1%
1	**3**	2%
2	**13**	8%
3	**36**	23%
4	**38**	24%
5 -very important	**63**	39%

b .It is important to me to have electronic access to assignments that were missed because of absence



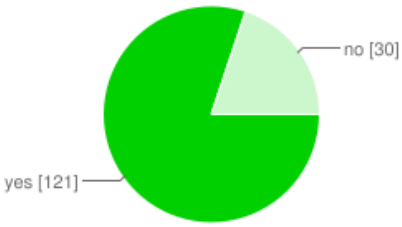
0 -not important	**4**	3%
1	**2**	1%
2	**5**	3%
3	**21**	13%
4	**40**	25%
5 -very important	**81**	51%

c.It is important to be able to access work electronically if the school closes for an extended period



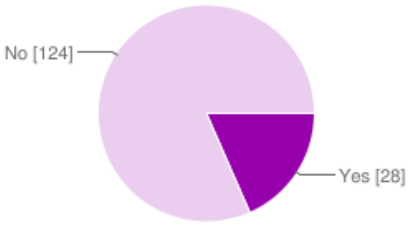
1 -not important	**11**	7%
2	**15**	9%
3	**32**	20%
4	**52**	33%
5 -very important	**43**	27%

9a. Many schools around the world have introduced a 1:1 laptop program. This means that each student has their own laptop with them throughout the day and take it home with them after school. OIS would like to be at the leading edge of technology provision. We do not have a 1:1 laptop program but are considering it . Do you think it is a good idea for OIS to have a 1:1 laptop program?



yes	**121**	76%
no	**30**	19%

10. At OIS we define bullying as actions that are: deliberately hurtful; repeated over a period of time; and difficult for the victim to defend him or herself from. Have you ever been treated like this on-line?

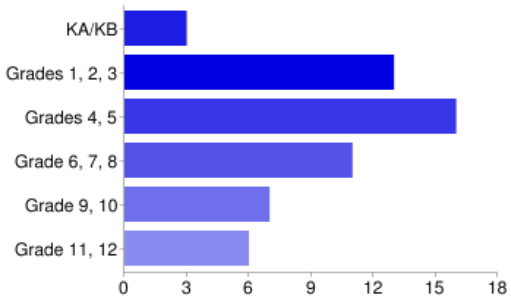


Yes	**28**	18%
No	**124**	78%

48 Parent responses

Summary

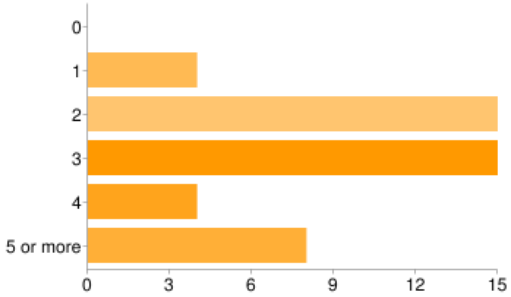
1. Please indicate the division of the school that your child or children are enrolled in.



KA/KB	**3**	6%
Grades 1, 2, 3	**13**	27%
Grades 4, 5	**16**	33%
Grade 6, 7, 8	**11**	23%
Grade 9, 10	**7**	15%
Grade 11, 12	**6**	13%

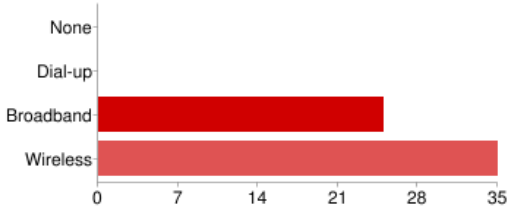
People may select more than one checkbox, so percentages may add up to more than 100%.

2a. How many computers do you have in your family?



0	**0**	0%
1	**4**	8%
2	**15**	31%
3	**15**	31%
4	**4**	8%
5 or more	**8**	17%

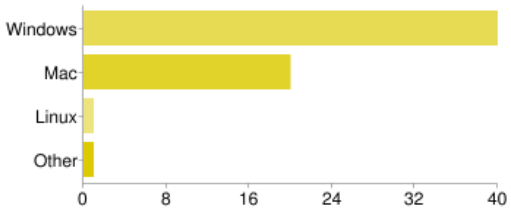
b. What kind of internet access do you have? (check all that apply)



None	**0**	0%
Dial-up	**0**	0%
Broadband	**25**	54%
Wireless	**35**	76%

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

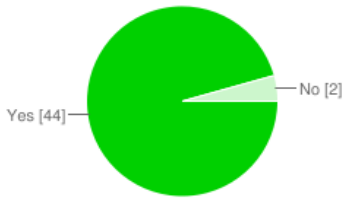
c. Which systems do you use?



Windows	**40**	87%
Mac	**20**	43%
Linux	**1**	2%
Other	**1**	2%

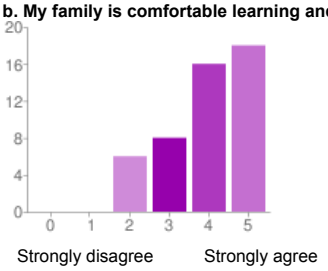
People may select more than one checkbox, so percentages may add up to more than 100%.

3a. Please answer the following questions about your family's technology use. My son/daughter has access to the internet and computer to be able to complete all his/her homework.



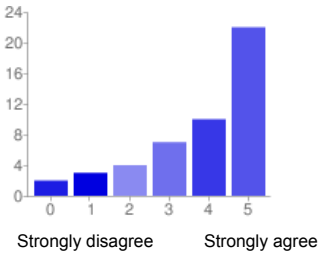
Yes	**44**	92%
No	**2**	4%

b. My family is comfortable learning and working with different technologies.



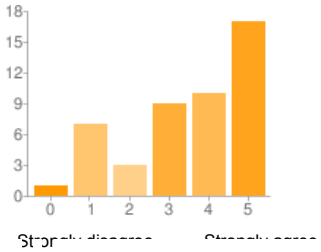
0 -	Strongly disagree	**0**	0%
1		**0**	0%
2		**6**	13%
3		**8**	17%
4		**16**	33%
5 -	Strongly agree	**18**	38%

c. I believe that technology is critical to the learning experience of students.



0 -	Strongly disagree	**2**	4%
1		**3**	6%
2		**4**	8%
3		**7**	15%
4		**10**	21%
5 -	Strongly agree	**22**	46%

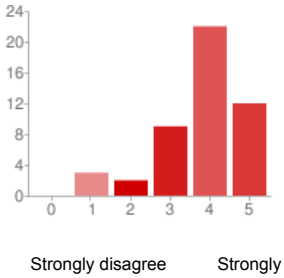
d. My son/daughter frequently uses technology other than word processing for homework.



0 -	Strongly disagree	**1**	2%
1		**7**	15%
2		**3**	6%
3		**9**	19%
4		**10**	21%
5 -	Strongly agree	**17**	35%

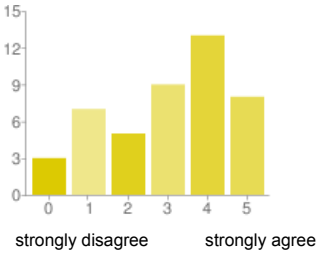
...

4a. I think that technology access at school is sufficient.



0 -	Strongly disagree	**0**	0%
1		**3**	6%
2		**2**	4%
3		**9**	19%
4		**22**	46%
5 -	Strongly agree	**12**	25%

b. I rank technology access at school as the highest priority at this time.

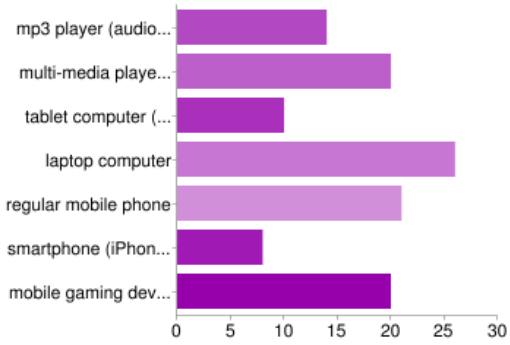


0 -	strongly disagree	**3**	6%
1		**7**	15%
2		**5**	10%
3		**9**	19%
4		**13**	27%
5 -	strongly agree	**8**	

5a. I think that education at OIS is provinding my son/daughter with adequate technology skills to be succesful in the future?

0 -	not at all	**0**	0%
1		**2**	4%
2		**2**	4%
3		**17**	35%
4		**14**	29%
5 -	completely satisfied	**10**	21%

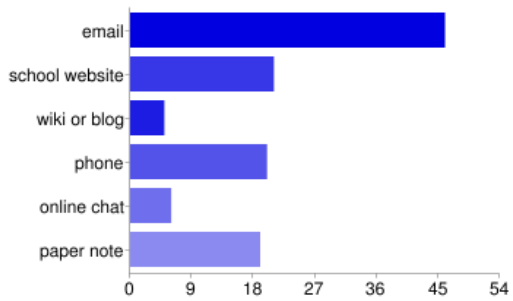
6a. OIS is considering how we can most effectively use mobile devices like laptops, smart cell phones, mp3 players within education. Which of the following does your child own.



mp3 player (audio only)	**14**	35%
multi-media player (iPod Touch, etc)	**20**	50%
tablet computer (Windows, iPad, Android, etc)	**10**	25%
laptop computer	**26**	65%
regular mobile phone	**21**	53%
smartphone (iPhone, Android based phone, etc)	**8**	20%
mobile gaming device (Nintendo DS, Sony PSP, etc)	**20**	50%

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

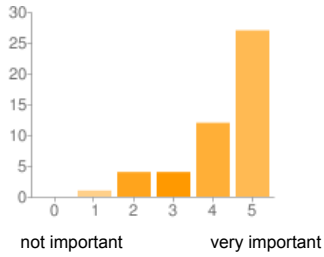
7. In addition to face-to-face conversations, I would like to use the following technologies to communicate with my son/daughter's teachers and the school's administration



email	**46**	96%
school website	**21**	44%
wiki or blog	**5**	10%
phone	**20**	42%
online chat	**6**	13%
paper note	**19**	40%

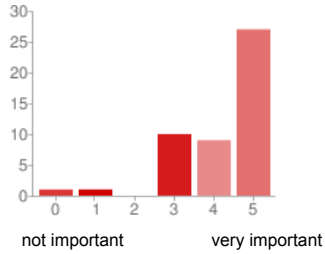
People may select more than one checkbox, so percentages may add up to more than 100%.

8a. Please rate your agreement to the following items. It is important to have an opportunity to correspond with school via email in addition to the telephone.



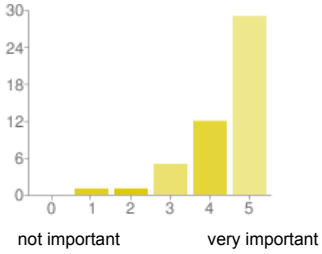
0 -	not important	**0**	0%
1		**1**	2%
2		**4**	8%
3		**4**	8%
4		**12**	25%
5 -	very important	**27**	56%

b. It is important to have electronic access to assignments that were missed because of absence.



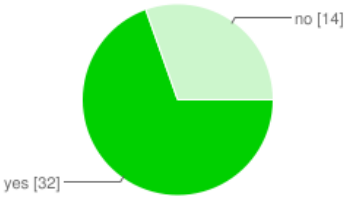
0 -	not important	**1**	2%
1		**1**	2%
2		**0**	0%
3		**10**	21%
4		**9**	19%
5 -	very important	**27**	56%

c. It is important to be able to access work electronically if the school closes for an extended period.



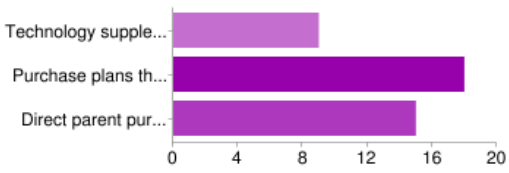
0 -	not important	**0**	0%
1		**1**	2%
2		**1**	2%
3		**5**	10%
4		**12**	25%
5 -	very important	**29**	60%

9. Many schools around the world have introduced a 1:1 laptop program. This means that each student has their own laptop with them throughout the day and take it home with them after school. OIS would like to be at the leading edge of technology provision. We do not have a 1:1 laptop program but we are considering it. In principal do you think it is a good idea for OIS to pursue a 1:1 laptop program?



yes	**32**	67%
no	**14**	29%

b. If we were to implement such a program how do you think provision should be made for funding? (If you answered "no" to the previous question, please go to the next question.)



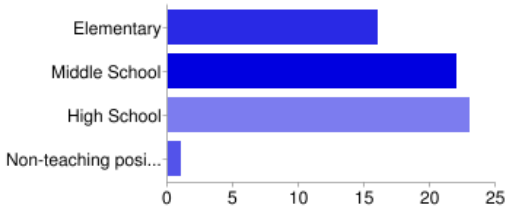
Technology supplement to fees	**9**	2
Purchase plans through school approved vendors (lease or rental options)	**18**	5
Direct parent purchase of preferred device	**15**	4

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

34 Faculty responses

Summary

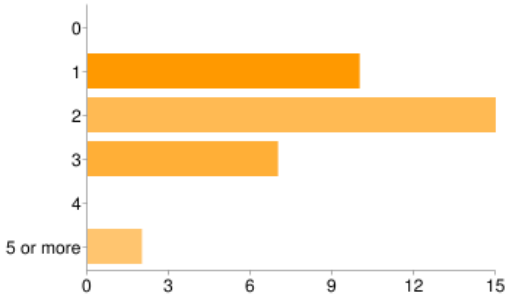
1. Please indicate the division of the school that your teach in.



Elementary	**16**	47%
Middle School	**22**	65%
High School	**23**	68%
Non-teaching position	**1**	3%

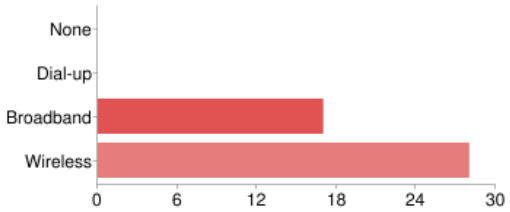
People may select more than one checkbox, so percentages may add up to more than 100%.

2a. How many computers do you have at home?



0	**0**	0%
1	**10**	29%
2	**15**	44%
3	**7**	21%
4	**0**	0%
5 or more	**2**	6%

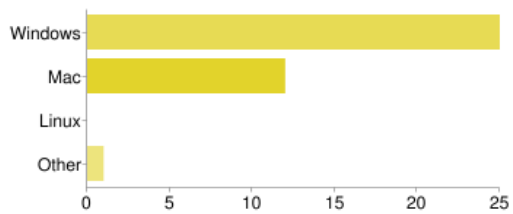
b. What kind of internet access do you have at home? (check all that apply)



None	**0**	0%
Dial-up	**0**	0%
Broadband	**17**	50%
Wireless	**28**	82%

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

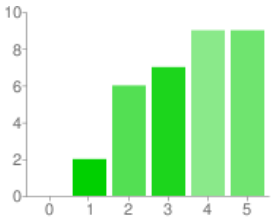
c. Which systems do you use at home?



Windows	**25**	74%
Mac	**12**	35%
Linux	**0**	0%
Other	**1**	3%

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

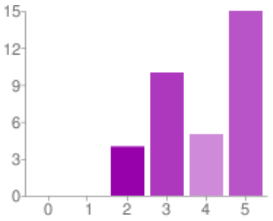
3a. Please answer the following questions about your technology use



Very little useWide and comprehensive use

0 -	Very little use	**0**	0%
1		**2**	6%
2		**6**	18%
3		**7**	21%
4		**9**	26%
5 -	Wide and comprehensive use	**9**	26%

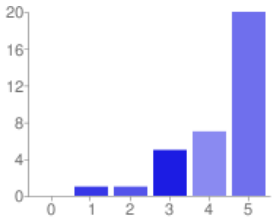
b.I am comfortable learning and working with different technologies



Strongly disagree Strongly agree

0 -	Strongly disagree	**0**	0%
1		**0**	0%
2		**4**	12%
3		**10**	29%
4		**5**	15%
5 -	Strongly agree	**15**	44%

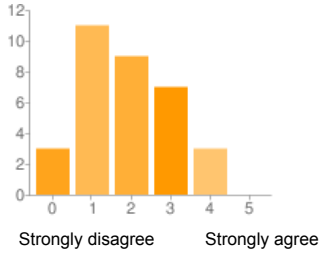
c. I believe that technology is critical to the learning experience of students



Strongly disagree Strongly agree

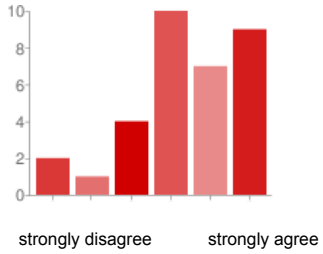
0 -	Strongly disagree	**0**	0%
1		**1**	3%
2		**1**	3%
3		**5**	15%
4		**7**	21%
5 -	Strongly agree	**20**	59%

4a. I think that technology provision at school is sufficient.



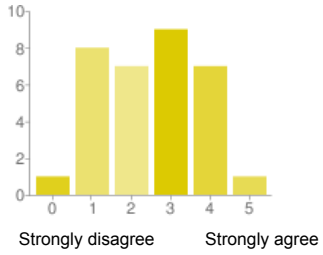
0 -	Strongly disagree	**3**	9%
1		**11**	32%
2		**9**	26%
3		**7**	21%
4		**3**	9%
5 -	Strongly agree	**0**	0%

b.I rank technology provision at school as the highest priority at this time



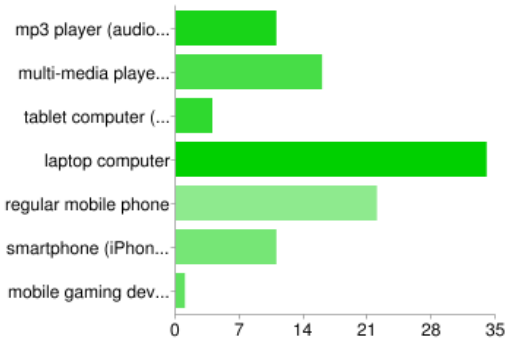
0 -	strongly disagree	**2**	6%
1		**1**	3%
2		**4**	12%
3		**10**	29%
4		**7**	21%
5 -	strongly agree	**9**	26%

5a. I believe we are offering our students appropriate exposure to technology in the educational experience at OIS.



0 -	Strongly disagree	**1**	3%
1		**8**	24%
2		**7**	21%
3		**9**	26%
4		**7**	21%
5 -	Strongly agree	**1**	3%

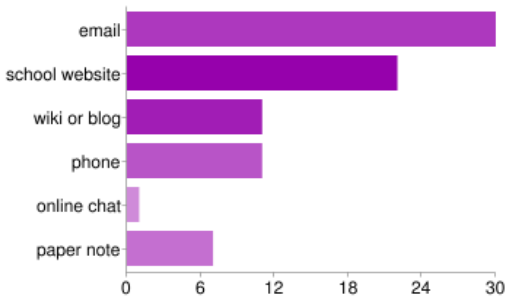
6a. We want to consider how we can most effectively use mobile devices like laptops, smart cell phones, mp3 players within education. We have asked families and students to indicate which devices they own. We are interested to compare this information with that of teachers. Which of the following do you personally own and use?



mp3 player (audio only)	**11**	32%
multi-media player (iPod Touch, etc)	**16**	47%
tablet computer (Windows, iPad, Android, etc)	**4**	12%
laptop computer	**34**	100%
regular mobile phone	**22**	65%
smartphone (iPhone, Android based phone, etc)	**11**	32%
mobile gaming device (Nintendo DS, Sony PSP, etc)	**1**	3%

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

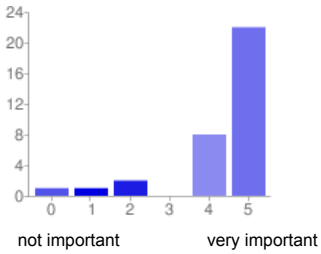
7. In addition to face-to-face conversations, which of the following do you think we should use as primary means of communication between home and school?



email	**30**	88%
school website	**22**	65%
wiki or blog	**11**	32%
phone	**11**	32%
online chat	**1**	3%
paper note	**7**	21%

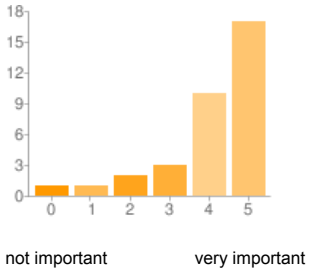
People may select more than one checkbox, so percentages may add up to more than 100%.

8a. Please rate your agreement to the following items: It is important to have an opportunity to correspond with school via email in addition to the telephone.



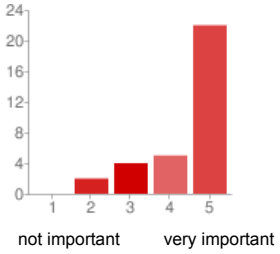
0 -	not important	**1**	3%
1		**1**	3%
2		**2**	6%
3		**0**	0%
4		**8**	24%
5 -	very important	**22**	65%

b. It is important for students to have electronic access to assignments that were missed because of absence.



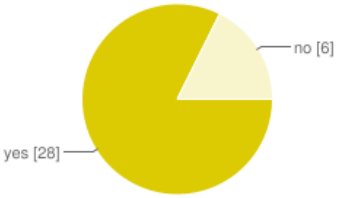
0 -	not important	**1**	3%
1		**1**	3%
2		**2**	6%
3		**3**	9%
4		**10**	29%
5 -	very important	**17**	50%

c. It is important to be able to provide access to work electronically if the school closes for an extended period.



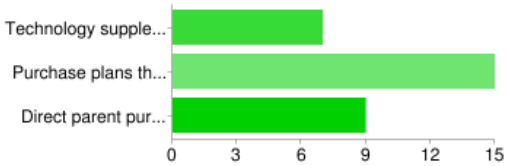
1 -	not important	**0**	0%
2		**2**	6%
3		**4**	12%
4		**5**	15%
5 -	very important	**22**	65%

9. Many schools around the world have introduced a 1:1 laptop program. This means that each student has their own laptop with them throughout the day and take it home with them after school. The ET committee at OIS has proposed that we adopt this type of program for our school. The input of teachers is crucial to the succcess of any such initiative. a. In principal do you think it is a good idea for OIS to pursue a 1:1 laptop program



yes	**28**	82%
no	**6**	18%

b. If we were to implement such a program how do you think provision should be made for funding? (If you answered "no" to the previous question, please go to the next question.)



Technology supplement to fees	**7**	2
Purchase plans through school approved vendors (lease or rental options)	**15**	5
Direct parent purchase of preferred device	**9**	35

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