

# Falling Across the Digital Divide: A Multiliterate Approach

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## Abstract

This paper will address the pedagogical impact on learning and teaching in an ICT-based environ, when an inquiry-based teaching/learning rubric is fully implemented in a social science course. My work refers directly to Ranganathan's 1931 classic, fifth law of libraries, that the library is a growing organism<sup>i</sup>, and sociologist Eszter Hargittai's 2003 notion that the greatest concern over the digital divide is no longer about access, but about inequity of use and proficiency. Teaching history in my school's computer room, which negates student writing of any sort, appears to differentiate learning between the techno-savvy and the techno-literate; not detrimentally, but substantially. In my role as teacher, amongst these intellectual peers, I attempt to balance learning; if there is such a thing. Even in the short run, the results are clear. All learners have benefited from our technologically enhanced space, though not equally. I aim to discuss the nature of teaching and the intricacies of learning in this ICT-based teaching environ by illuminating my teaching journal for 2007 in comparison to previous classes throughout my 14 year teaching career.

**Keywords:** Technology, learning, internet, inquiry, ICT .

## Inquiry Based Learning

This paper will evaluate the pedagogical shift of an Advanced Placement United States history course. This course, comprised mostly of extremely high achieving<sup>ii</sup> male students in their third year of high school, formally used a traditional lecture/discussion format of student/teacher interaction. The survey course transitioned to a form of *IBL*<sup>iii</sup>, or *inquiry-based learning* as its primary

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<sup>i</sup> Noruzi, Akireza. 2004. Application of Ranganathan's Laws to the Web. [www.webology.ir/2004/v1n2/a8.html](http://www.webology.ir/2004/v1n2/a8.html) Accessed May 15, 2008.

<sup>ii</sup> On the 2007 Preliminary Scholastic Assessment Test, taken by 1, 102,676 junior-level highschool students, 2 out of 19 students achieved scores that were higher than 86% of the junior-level students taking the exam. 17 out of 19 students achieved scores that were higher than 93% of the junior-level students taking the exam. The average selection index (combination of critical reading, math and writing skills scores) of the class was 210.56. The average selection index of the class was higher than 98% of the 1, 102,676 juniors taking the test.

<sup>iii</sup> Huwe, Terence. *Inquiry based Learning and Library Design*. Computers in Libraries. Vol. 27, Number 5, pp. 34-35, May 2007.

learning structure. The course is currently constructed around a student's ability to answer questions of historical significance as opposed to taking notes on lectures.<sup>iv</sup>

Inquisitory approaches have been found to have positive effects on learning outcomes when learners had to learn and reason with scientific principles by discovering them in simulated environments.<sup>v</sup>

Each student has full-time access to the Internet and previously screened and purchased databases for their use. In short, they have a great deal of information at their very fingertips whenever they choose to use it. Increased emphasis has been, and continues to be placed on the student's relationship with information (the computer); his ability to find, assess, reproduce and produce information (answers) in very short periods of time.<sup>vi</sup>

To make the greatest use of this blend of question-answering and technological access, the students used portable storage devices to save every answer to every question from every class, they maintained their server accounts in which critical information outlining the year (syllabus), were housed. Instead of writing, they typed and then saved electronic copies of their notes and essays. As a group, we shared/communicated all information electronically (email and flash-drives). There was a required text that served as the basis for objective, multiple-choice examinations.

The foundations for the pedagogical transition were purposeful and happenstance: a) I believed the students would respond best to a learning methodology that gave them as much intellectual freedom as possible. b) Enhancing net-based research techniques would serve them better in the short and long run in a multitude of learning situations.<sup>vii</sup> c) Students will achieve highly if all of the necessary tools are available all of the time. d) Research is the

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<sup>iv</sup> De Crook, Marcel B.M. and van Merriënboer, Jeroen J.G. *Paradoxical effects of information presentation formats and contextual interference on transfer of a complex cognitive skill*. Computers in Human Behavior. Volume 23, Issue 4, July 2007, pp.1740-1761.

<sup>v</sup> De Jong and Van Jooligen. Scientific discovery learning with computer simulations of conceptual domains. Review of Educational Research. 68 (1998) (2) pp.179-201

<sup>vi</sup> Christopher Dede discussed the sub-optimal use of technology in schools. I sought to maximize the use of every tool in the computer room. While the internet was important, the computer and its software needed to be maximized also. Every step of the class involved trial and error with regard to technology until all of the pieces fit together. It didn't matter if the student used a desktop or laptop as long as they didn't use pen and paper. For software, MS Word and OneNote became the favorites. Wikipedia was preferred to Google though for research papers, all students preferred database sources that would meet submission requirements. Trotter, Andrew. *Getting Up to speed: U.S. schools have come a long way since connecting to the Internet was their chief technology challenge*. Education Week. March 29, 2007. [www.edweek.org/ew/articles/2007/03/29/30policy.h26.html](http://www.edweek.org/ew/articles/2007/03/29/30policy.h26.html)

<sup>vii</sup> Hargittai, Eszter. 2003. "The Digital Divide and What to Do about It." Found in Jones, D. (ed.) New Economy Handbook. Academic Press. San Diego. 2003. Robinson, J.P., K. Barth, and A. Koht. 1997. "Social Impact research- Personal Computers, Mass media, and use of Time." *Social Science Computer Review* 15(1):65-82. Robinson, J.P., S. Levin, and B. Hak. 1998. Computer Time. *American Demographics*:18-23.

most responsive of all tools at the discretion of a survey teacher. e) The Net/ICT represents consistent, equality of access to information and material.

1. The school registrar added two more students to my course than could fit around our Harkness table (pictured below); a piece of furniture representative of a method of student-student communication/learning, championed by, if not invented by the Philips Exeter School.



The registrar proposed moving the class to the building's computer room, effectively placing the class in a virtual library.

### ***Questions and Answers***

The questions, the lifeblood of the course, guided student learning by presenting a research and writing process in which each student generated a novel or unique answer to the particular question using their own research methodology. A good question required that each student generate a unique answer from information he pulled from a variety of sources on the Internet. Unfortunately, due to the nature of learning US history, and possibly history in general, many "standard" questions had answers already posted on the Net. These poor questions, with answers already posted on the net, place students in the difficult position of having to avoid plagiarizing from hundreds of thousands of answers on a specific question. For the course to work, the daily assignments or the questions needed to have a degree of difficulty such that the answers were not readily available.

Examples:

- Poor Question: Was the American Civil War inevitable? (294,000 Google responses in .27 sec.)

Student response: Yes, due to issue of state's rights issues over slavery (new territories to be admitted as free or slave), led to conflict. In the 1820 the Missouri Compromise established that all new territories admitted as states would be done as follows: north of latitude 36°30' (Missouri was the exception) were to be free states, any south were to be slave states. But after the Mexican War, the congress wanted all territories to be free. The southern states knew if this happened that eventually they would be outnumbered and their voice lost. So the Civil War resulted.

- Better Question: Taking into account Congressional Reconstruction, was the American Civil War inevitable? (0 Google responses in .48 sec.)

Student response: Yes, states' rights issues over slavery, whether new territories to be admitted as free or slave, led to conflict. In the 1820 the Missouri Compromise established that all new territories admitted as states would be done as follows: north of latitude 36°30' were to be free states, any south were to be slave states. Several compromises had been tried; if it weren't for the compromise of 1850, disunion might have happened then; instead, it took another 10 years. It's not quite right to say that Congress wanted all territories to be free; Free Soilers (wanted no expansion of slavery), the precursor of the Republican party, wanted this, but they only had the strength of a 3rd party. As the Republican party, they gained strength as the 1850's proceeded, but still were a minority in the 1860's. Plenty of lower South people felt the opposite, that all territories should be slave territories and states, as they felt the Constitutional right of property meant a slave owner should be able to take his slaves wherever he wanted. A compromise position was popular sovereignty, the view that each individual state should decide whether it was slave or free by referendum, etc. The South only supported this to the extent that it made formerly free territory become potential slave territory; but when, as a test case, Kansas ended up being a farce, it became clear that the South was about making a slave state, not about a fair election, and a split between Northern and Southern Democrats resulted, enabling Lincoln's election in 1860. Only if Northern and Southern Democrats had been able to work together might Lincoln's election have been prevented, and disunion been (at least temporarily) averted.

Better questions usually generated better answers, even in the same amount of time. Both answers above were generated in less than 45 minutes from the same question. One student mistook the "better" question for the "poor" question. Because of early difficulty designing and testing "better" questions, the daily class goals evolved from simple "question and answer" sessions to "question/answer/literacy/re-answer sessions in which student assessment of "found on the Net" answers was incorporated into the learning process, further expanding the skills needed for class success" (Luke and Freebody, 1998).<sup>viii</sup> At its core, the course required 'multiliteracies' that entail the processing, interpretation and critical analysis of on-line and on screen sources of information that blend print information with visual, audio and other forms of expression.<sup>ix</sup>

More often than not, *original* student answers proved difficult because of the wealth of answers found on the Net. It was truly beneficial for the class to transition to the point in which each student would present a "found" answer from the Internet, and analyze the variety of answers, and re-answer the question. The class tiered its level of analyses. Tier one answer-assessment revolved around historical accuracy, chronological organization, period-specific

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<sup>viii</sup> Luke, A. & Freebody, P. (1998), *The Social practices of reading*. Found in S. Musprall, Luke. A. and Freebody, P., eds. *Constructing Critical Literacies*. Hampton Press. 1998.

<sup>ix</sup> The New London Group. *A pedagogy of multi-literacies: Designing social futures*. Harvard Education Review, vol. 66, no. 1, pp.60-92.

nomenclature and persuasiveness. Tier two answer-assessment revolved around answering other questions such as: 1) Is there demographic support for the answer? 2) Is there constitutional/legal support for the author's conclusions? 3) Would the contemporary culture have supported this answer or is their primary source support for the answer? Most days in the first and second trimester were spent on tier one evaluations. Most days in trimester three were spent on tier two assessments. Tier two assessments often required multiple class periods to complete.<sup>x</sup>



Quickly and efficiently finding answers and information with which to evaluate the answers was easy. Our new library, the desktop computer with internet access, open 24 hours daily, fundamentally reshaped expectation of content in student work. Continual access to information is one thing. Continual access to critical content, of the nature that will make secondary writing appear to be university level writing, is not an unreasonable goal. With scholarly content becoming more accessible daily and ultimately accessible to the Sony Reader and the Amazon Kindle, not to mention laptops and other personal storage devices, determining the usefulness of so much content, scholarly or otherwise, has proved to be a far more essential task and skill than anticipated. The free search engines, Google, Yahoo, and most importantly, Wikipedia, perform as expected. The search engines' ability to link to other sources of information makes them indispensable to my students.

By asking better questions and requiring that students write better answers, search engines make up time normally lost in a student searching poor secondary texts, un-indexed primary sources and subject-specific encyclopedias that were written for specialists. Access to the entire internet or other computer-based, searchable database applications, the "New Library", requires that students develop and improve their literacy daily, or be overwhelmed by the sheer volume of content. Students must learn in a manner consistent with internet-friendly modalities. The e-textbook designated for the course proved to

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<sup>x</sup> Manchester and Ralph. Multi-Layered 'exclusion': New Media production and Literacies in a Social Excluded Community Setting. P.4. Digital Generations Conference paper. 2004. Cope, B. and Kalantzis, M. (eds). Multiliteracies. Literacy Learning and The Design of Social Futures. Routledge. 2000.

be useless, but that should change in the future as schools districts pressure publishing companies to embrace cheaper forms of information transmission.

### **A Normal Day**

One teacher and 19 students enter computer room and log on. *Somehow the students log on to the server, get online, and open an email account before me.*

I give out the first question of the day. *Somehow my students have begun working on the question, put on their headphones, opened up an online game, and are talking to the kid to the left or right. They usually ignore one of their neighbors.*

They comb the net, subscription databases and services for answers to the question, while questioning me about things they don't understand in the answers they found. Finally, they cut and paste an answer. *While they are doing this, I am instructing them on how to cut and paste efficiently and effectively: which names and dates to look for, are key terms well used, how sophisticated is the response given the relative complexity of the question? I teach while they answer in their own way. Everyone develops their own answers even though their answers are reconstructions. Because the net offers multiple answers to a single question, rarely does a kid give just one answer.*

All 19 email me all of their answer(s) (usually 19-57 answers to a given question). *I quickly evaluate the answers on email until I get a suspected poor answer. I flash that answer on the big screen and we, teacher and students, dissect that answer line by line.*

I ask the class who thinks they found a better answer than the one just discussed. *By discussing reconstructed as opposed to self-constructed answers, students are more willing to own the work of others. I think this is critical for student confidence. This step evolved into comparisons of self-constructed answers later in the year when each student could perform better and their confidence in the learning system was significantly high.* Usually a number of students will have landed upon the same answer because they use similar search tools or are simply more prepared. I flash the new answer up and a student takes over the class and tells why "this" answer is better than "that" answer. *This works best when the student that takes over the class is not one of the students that found the answer.*

We test the "better" answer by evaluating the response in nitpicking detail, using tools that only would work with computers in the room that were net-linked or in effect "libraries." *For example, we answered the question, "What factors must be present for a Holocaust to occur?" The answers routinely focused around the notions of charismatically powerful if not misguided leadership, hyper-nationalism, international isolation, multi-ethnic societies and a legacy of ethnic-based prejudice which historically had been articulated through violence. When pushed by the question, "What percentage, and how many people need to support these factors for a holocaust to occur?" a new flurry of activity developed. Demography will push any historian's theories to its limits.*

This takes about 30 minutes of a 45 minute class. We take the last 15 minutes to answer the original question again, contextualizing all subtext and demography encountered along the way.

The most telling conclusion of spending a year in this learning rubric was the clarity and expanse of the gulf between teacher and student skill with regard to proficient use of electronic media. There is, and remains an information-technology learning curve that the "Google" generation is embracing while most of their teachers are lagging behind or ignoring altogether. The shift in teacher ages in the United States indicates that while teachers are behind for now, they should be more comfortable in the very near future with new and consistently improving information technologies. Comfort with the gains technology will bring to the classroom should lessen the angst over pedagogical change teachers will likely experience in the coming years. For this course in particular, homework died; a radical change. To everyone's benefit, emphasizing *found* answers over *original* answer displaced the problems of plagiarizing homework. Communicating by email to students that are present in the room seemed counterintuitive, but never losing a communication or an assignment did wonders for maximizing time usage. Students practiced effective, self-directed learning daily; a positive that would be difficult to overlook.

The classroom is about learning, not teaching. When teachers become comfortable with the variety of hardware, software and information sharing technologies their students are comfortable with, the benefits of incorporating those tools into learning strategies will be endless.<sup>xi</sup> Making best usage of technology, a book, a pamphlet, email or a logarithm, simply makes good learning sense.

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<sup>xi</sup> Abrams, Steven. *Information behaviour of the researcher of the future. A ciber briefing paper*. January 11, 2008, pp.18-20.

**Appendix A: Student(s) answers to daily question (45 minute session)**

Jan. 28, 2008 Question: How do you rebuild a post-war economy?

## 1. Student A:

The policy objectives in a typical post-war economy would be to restore and maintain peace, improve security, prevent the renewal of war, facilitate rapid socio-economic recovery, and start to build the institutional framework favorable to development and sustained poverty reduction. Socio-economic recovery and poverty reduction are important elements of building peace while improving peace and security reinforce economic growth.

Reintegration also requires that the vulnerable households settling in new communities be socially acceptable in these communities and be free and able to participate in community activities. It is therefore important that humanitarian assistance does not further isolate them with benefits that are not available to the rest of the community. Such isolation could hinder the building of community solidarity. In this context, the involvement of civil society groups in the community in the planning and provision of social services such as schooling, health care and water supplies that tend to bring people together would be important for social capital formation.

Reintegration is essentially a new area in post-conflict assistance. Support for reintegration activities has however been between the cracks in the mandates to international relief and development agencies. Development agencies have the resources, albeit in the forms of concessional loans, but the slow operational procedures of these agencies preclude the rapid response needed for effective resettlement and reintegration processes. The development agencies also do not have the flexibility to mount the field presence required to work on post-emergency reintegration operations. On the other hand, relief agencies that depend on periodic contributions from donor agencies often do not have the immediate access to financial resources to append large reintegration activities to the relief operations once the emergency is deemed to be over. The growing involvement of international NGOs in reintegration activities complex emergencies is an important development but NGOs also depend on bilateral donors and the European Union for financing. Meanwhile, reintegration activities should be progressively integrated into the government's development program, with an explicit strategy for community development programs to strengthen social capital. With a return of peace, even a fragile and incomplete one, the establishment of a recognized government, and the engagement of relief agencies and development agencies in humanitarian and reconstruction activities respectively, a post-war economy usually experiences a strong rebound. The foreign exchange finances imports that help to revive domestic industrial production and commerce. The infusion of foreign exchange funds into the local economy stimulates imports, transportation,



banking and general commerce. Rural productive activities, particularly subsistence agriculture is often a major source of growth, as the rural population, feeling more secure, re-engage in agriculture for subsistence, with any surplus offered for sale.

The rebound is led by economic sectors that require minimal new investment to restart. This would include agricultural activities, small-scale commerce and transport, housing rehabilitation, and banking. State owned industrial enterprises are slow to reopen, as the government would not have the resources to make even the minimal rehabilitation investments. This often delays the revival of exports such as coffee, tea and cotton, where the state owns the processing facilities. However industrial activities related to entertainment goods – beer, soft drinks, cigarettes, often are revived quickly due to the high demand for these goods, in part due to the influx of relief agencies and NGOs but also due to the rise in demand by the local population.

<http://www.worldbank.org/afr/wps/wp73.pdf>

Student B: The winning side has the advantage of having a large number of men who have jobs, and the people at home also have jobs producing things. The winning economy rarely has much to rebuild. They mostly just need to get the soldiers jobs once they get back home.

The losing side has to reestablish trade with foreign markets. Their ports were more than likely blockaded during the war, so this process can be difficult. Once a market for trade has been made, the remaining manpower in the nation has to be reorganized for the actual production of a product. The defeated nation must also secure investment capital to rebuild their communication and manufacturing infrastructures. Then they need to put *me* in charge. He will then increase the size of the military to distribute more jobs and gain world domination. Oh yeah.

Student C: Losing the war:

- the cooperation of manufacturers, suppliers, distributors, and banks in closely knit groups
- International Trade and Industry
- Investment by more powerful (wealthy) nation
- cozy relations with government bureaucrats, and the guarantee of lifetime employment in big corporations and highly unionized blue-collar factories.
- Develop exports

Winning the war:

- State involved in the economy
- Alternating policies of "interventionist" and "free market" ideas enable a society in which both industrial and technological advances could be made but also worker security and privileges established and protected.
- Too much depends on the individual circumstances to create a more specific plan of action that would work in any case

### **Appendix B: A Journal excerpt**

January 22, 2008 Question: Given what you know about congressional reconstruction, was the American Civil War from 1861-1865 inevitable?

A historian would never ask such a question, but I am having trouble outthinking the internet. We have been answering questions related to causation for the most of the year and this one is about inevitability. My first question, "Was the Civil War inevitable?" was unoriginal and lacked creativity (nearly 500,000 hits on Google the boys said). If I gave them this assignment as a take-home assignment, they would choose between their own ideas and answers written by someone else, forcing them to cut and paste (plagiarize?). I'd rather them cut, paste and evaluate answers instead of spend time deciding whether they are plagiarizing material. From now on, we'll consider anything written on net-based research a *recreation* when it comes to class-work and homework.

Most students sent more than one answer (electronically). I didn't ask for more than one. They just did it on their own. I had all the boys e-mail me their answers during class and they did so within about 10 minutes of the assignment beginning. We critiqued the answers in a discussion format. Although we were able to determine the varying qualities of the answers, we were not able to determine which answers were right or wrong, or simply accurate. They didn't know enough to independently evaluate the answers. Tomorrow, I have to decide how I'm going to proceed. Will I send one answer to 19 students, or all 19 answers to all 19 students? I could never do this on paper. That would be 361 sheets of paper for one assignment. Why use paper when I can send it over e-mail and have immediately read by all students?

I should have the students determine which of the 19 answers are worth considering. There isn't a reason to cover the Civil War in just one day, regardless of how fast a student can answer my questions. We are learning the significance of and inevitability of outcome; if there is such a thing. I really think something, not necessarily special, but beneficial is occurring here. I think they are learning on their own.



You have a **basic account**.

To remove the limits of a basic account and get unlimited questions, [upgrade now!](#)

survey title:

**Cooperative Learning Processes** [Edit Title](#)

**design survey**

**collect responses**

**analyze results**

**View Summary**

**Browse Responses**

**Filter Responses**

**Crosstab Responses**

**Download Responses**

**Share Responses**

current report: **Default Report** [Add Report](#)

## Response Summary

**Total Started Survey: 8**

**Total Completed Survey: 8 (100%)**

Page: Cooperative Learning Processes

1. Prior to this class, how comfortable were you with these essential history skills:

[Create Chart](#)

[Download](#)

	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
writing about history?	25.0% (2)	75.0% (6)	0.0% (0)	0.0% (0)	1.75	8
memorizing historical facts?	37.5% (3)	50.0% (4)	12.5% (1)	0.0% (0)	1.75	8
discerning important material from the text book?	12.5% (1)	50.0% (4)	37.5% (3)	0.0% (0)	2.25	8
performing online searches?	25.0% (2)	50.0% (4)	25.0% (2)	0.0% (0)	2.00	8
verbally articulating and defending a historical argument?	0.0% (0)	75.0% (6)	25.0% (2)	0.0% (0)	2.25	8

*answered question* 8

*skipped question* 0

**2. After this class, how comfortable are you with these essential history skills:**

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	<b>Very Comfortable</b>	<b>Comfortable</b>	<b>Somewhat Comfortable</b>	<b>Not Comfortable at All</b>	<b>Rating Average</b>	<b>Response Count</b>
writing about history?	<b>37.5% (3)</b>	<b>37.5% (3)</b>	12.5% (1)	12.5% (1)	2.00	8
memorizing historical facts?	<b>50.0% (4)</b>	25.0% (2)	25.0% (2)	0.0% (0)	1.75	8
discerning important material from the text book?	12.5% (1)	<b>62.5% (5)</b>	12.5% (1)	12.5% (1)	2.25	8
performing online searches?	<b>50.0% (4)</b>	<b>50.0% (4)</b>	0.0% (0)	0.0% (0)	1.50	8
verbally articulating and defending a historical argument?	37.5% (3)	<b>62.5% (5)</b>	0.0% (0)	0.0% (0)	1.63	8
					<i>answered question</i>	<b>8</b>
					<i>skipped question</i>	<b>0</b>

**3. Please indicate your comfort level with Inquiry Based Learning:**

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	<b>Very Comfortable</b>	<b>Comfortable</b>	<b>Somewhat Comfortable</b>	<b>Not Comfortable at All</b>	<b>Rating Average</b>	<b>Response Count</b>
How comfortable are you with the pace of instruction?	25.0% (2)	<b>37.5% (3)</b>	<b>37.5% (3)</b>	0.0% (0)	2.13	8

How comfortable are you with questions leading the learning process?	12.5% (1)	25.0% (2)	<b>62.5% (5)</b>	0.0% (0)	2.50	8
How comfortable are you with lectures leading the learning process?	0.0% (0)	<b>62.5% (5)</b>	25.0% (2)	12.5% (1)	2.50	8
How comfortable are you with your preparation for the multiple choice section of the tests?	0.0% (0)	0.0% (0)	37.5% (3)	<b>62.5% (5)</b>	3.63	8
How comfortable are you with your preparation for the essay section of the tests?	<b>37.5% (3)</b>	<b>37.5% (3)</b>	12.5% (1)	12.5% (1)	2.00	8
					<i>answered question</i>	8
					<i>skipped question</i>	0

4. Please indicate your comfort with Non-Collaborative learning tools:						<a href="#">Create Chart</a>	<a href="#">Download</a>
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count	
How comfortable are you with the use of the textbook as a means of learning about the historical process?	<b>37.5% (3)</b>	25.0% (2)	<b>37.5% (3)</b>	0.0% (0)	2.00	8	
How comfortable are you with the use of the lecture as a means of learning about the historical process?	<b>50.0% (4)</b>	<b>50.0% (4)</b>	0.0% (0)	0.0% (0)	1.50	8	
How comfortable are you with the							

use of the handouts as a means of learning about the historical process?	12.5% (1)	<b>62.5% (5)</b>	25.0% (2)	0.0% (0)	2.13	8
					<i>answered question</i>	8
					<i>skipped question</i>	0

5. Please indicate your comfort with Collaborative learning tools:					<a href="#">Create Chart</a>	<a href="#">Download</a>
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
How comfortable are you with the use of the Google Docs as a means of learning about the historical process?	25.0% (2)	<b>50.0% (4)</b>	25.0% (2)	0.0% (0)	2.00	8
How comfortable are you with the use of the Google Docs as a means of writing about the historical process?	25.0% (2)	<b>37.5% (3)</b>	<b>37.5% (3)</b>	0.0% (0)	2.13	8
How comfortable are you with the use of the Google Docs as a means of teaching about the historical process?	<b>25.0% (2)</b>	<b>25.0% (2)</b>	<b>25.0% (2)</b>	<b>25.0% (2)</b>	2.50	8
How comfortable are you learning from the writings of your classmates in the Google Docs?	12.5% (1)	25.0% (2)	<b>50.0% (4)</b>	12.5% (1)	2.63	8
Did reading and critiquing your classmates' writings help you learn about the historical process?	<b>25.0% (2)</b>	<b>25.0% (2)</b>	<b>25.0% (2)</b>	<b>25.0% (2)</b>	2.50	8

If you do not verbally contribute in class often, how comfortable were with your work in Google Docs serving as a version of your class participation?	37.5% (3)	37.5% (3)	25.0% (2)	0.0% (0)	1.88	8
					<i>answered question</i>	8
					<i>skipped question</i>	0

6. Please indicate your comfort with Video Conferencing (eg. Skype)						<a href="#">Create Chart</a>	<a href="#">Download</a>
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count	
How comfortable would you be using video conferencing software (eg. Skype) if you needed to attend class, but were physically unable to?	37.5% (3)	37.5% (3)	12.5% (1)	12.5% (1)	2.00	8	
How comfortable would you be interacting with a student through video conferencing software (eg. Skype) when he was unable to physically attend class?	37.5% (3)	37.5% (3)	25.0% (2)	0.0% (0)	1.88	8	
					<i>answered question</i>	8	
					<i>skipped question</i>	0	

7. Please indicate your comfort level with Audio Conferencing (video disabled)						<a href="#">Create Chart</a>	<a href="#">Download</a>
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count	

How comfortable would you be using audio conferencing software if you needed to attend class, but were physically unable to?	12.5% (1)	<b>62.5% (5)</b>	25.0% (2)	0.0% (0)	2.13	8
How comfortable would you be interacting with a student through audio conferencing software if he were unable to physically attend class?	12.5% (1)	<b>75.0% (6)</b>	12.5% (1)	0.0% (0)	2.00	8
					<i>answered question</i>	8
					<i>skipped question</i>	0

8. Please indicate your Media Literacy comfort as a result of taking this inquiry based, paperless course: [Create Chart](#) [Download](#)

	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
How comfortable are you searching for primary sources on the internet?	25.0% (2)	<b>50.0% (4)</b>	25.0% (2)	0.0% (0)	2.00	8
How comfortable are you searching for secondary sources on the internet?	25.0% (2)	<b>62.5% (5)</b>	12.5% (1)	0.0% (0)	1.88	8
How comfortable are you finding evidence-supported, historical arguments on the internet?	0.0% (0)	<b>75.0% (6)</b>	25.0% (2)	0.0% (0)	2.25	8
How comfortable are you critique of evidence-supported, historical arguments for the learning process?	12.5% (1)	<b>75.0% (6)</b>	12.5% (1)	0.0% (0)	2.00	8



How comfortable are you finding evidence-supported historical arguments or information, critiquing that argument/information, and or discussing the argument/information in the context of a 45 minute class?

25.0% (2)

25.0% (2)

**50.0% (4)**

0.0% (0)

2.25

8

***answered question***

**8**

***skipped question***

**0**

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## Response Summary

Total Started Survey: 8

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1. Prior to this class, how comfortable were you with these essential history skills:

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	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
writing about history?	37.5% (3)	50.0% (4)	12.5% (1)	0.0% (0)	1.75	8
memorizing historical facts?	16.7% (1)	66.7% (4)	16.7% (1)	0.0% (0)	2.00	6
discerning important material from the text book?	16.7% (1)	50.0% (3)	16.7% (1)	16.7% (1)	2.33	6
performing online searches?	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	1.50	6
verbally articulating and defending a historical argument?	14.3% (1)	28.6% (2)	42.9% (3)	14.3% (1)	2.57	7

*answered question* 8

*skipped question* 0

**2. After this class, how comfortable are you with these essential history skills:**

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	<b>Very Comfortable</b>	<b>Comfortable</b>	<b>Somewhat Comfortable</b>	<b>Not Comfortable at All</b>	<b>Rating Average</b>	<b>Response Count</b>
writing about history?	<b>50.0% (3)</b>	<b>50.0% (3)</b>	0.0% (0)	0.0% (0)	1.50	6
memorizing historical facts?	16.7% (1)	<b>50.0% (3)</b>	33.3% (2)	0.0% (0)	2.17	6
discerning important material from the text book?	16.7% (1)	33.3% (2)	<b>50.0% (3)</b>	0.0% (0)	2.33	6
performing online searches?	<b>66.7% (4)</b>	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
verbally articulating and defending a historical argument?	14.3% (1)	<b>57.1% (4)</b>	14.3% (1)	14.3% (1)	2.29	7
					<i>answered question</i>	7
					<i>skipped question</i>	1

**3. Please indicate your comfort level with Inquiry Based Learning:**

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	<b>Very Comfortable</b>	<b>Comfortable</b>	<b>Somewhat Comfortable</b>	<b>Not Comfortable at All</b>	<b>Rating Average</b>	<b>Response Count</b>
How comfortable are you with the pace of instruction?	0.0% (0)	<b>66.7% (4)</b>	0.0% (0)	33.3% (2)	2.67	6

How comfortable are you with questions leading the learning process?	0.0% (0)	33.3% (2)	<b>50.0% (3)</b>	16.7% (1)	2.83	6
How comfortable are you with lectures leading the learning process?	16.7% (1)	<b>33.3% (2)</b>	16.7% (1)	<b>33.3% (2)</b>	2.67	6
How comfortable are you with your preparation for the multiple choice section of the tests?	14.3% (1)	0.0% (0)	<b>42.9% (3)</b>	<b>42.9% (3)</b>	3.14	7
How comfortable are you with your preparation for the essay section of the tests?	28.6% (2)	<b>42.9% (3)</b>	28.6% (2)	0.0% (0)	2.00	7
					<i>answered question</i>	<b>8</b>
					<i>skipped question</i>	<b>0</b>

**4. Please indicate your comfort with Non-Collaborative learning tools:**

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	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
How comfortable are you with the use of the textbook as a means of learning about the historical process?	0.0% (0)	<b>83.3% (5)</b>	16.7% (1)	0.0% (0)	2.17	6
How comfortable are you with the use of the lecture as a means of learning about the historical process?	33.3% (2)	<b>50.0% (3)</b>	16.7% (1)	0.0% (0)	1.83	6
How comfortable are you with the						

use of the handouts as a means of learning about the historical process?	<b>50.0% (3)</b>	16.7% (1)	16.7% (1)	16.7% (1)	2.00	6
					<i>answered question</i>	6
					<i>skipped question</i>	2

5. Please indicate your comfort with Collaborative learning tools:					<a href="#">Create Chart</a>	<a href="#">Download</a>
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
How comfortable are you with the use of the Google Docs as a means of learning about the historical process?	14.3% (1)	<b>42.9% (3)</b>	<b>42.9% (3)</b>	0.0% (0)	2.29	7
How comfortable are you with the use of the Google Docs as a means of writing about the historical process?	<b>57.1% (4)</b>	14.3% (1)	28.6% (2)	0.0% (0)	1.71	7
How comfortable are you with the use of the Google Docs as a means of teaching about the historical process?	<b>28.6% (2)</b>	14.3% (1)	<b>28.6% (2)</b>	<b>28.6% (2)</b>	2.57	7
How comfortable are you learning from the writings of your classmates in the Google Docs?	0.0% (0)	<b>42.9% (3)</b>	14.3% (1)	<b>42.9% (3)</b>	3.00	7
Did reading and critiquing your classmates' writings help you learn about the historical process?	0.0% (0)	<b>57.1% (4)</b>	0.0% (0)	42.9% (3)	2.86	7

If you do not verbally contribute in class often, how comfortable were with your work in Google Docs serving as a version of your class participation?	40.0% (2)	<b>60.0% (3)</b>	0.0% (0)	0.0% (0)	1.60	5	
						<i>answered question</i>	7
						<i>skipped question</i>	1

	6. Please indicate your comfort with Video Conferencing (eg. Skype)				<a href="#">Create Chart</a>	<a href="#">Download</a>
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
How comfortable would you be using video conferencing software (eg. Skype) if you needed to attend class, but were physically unable to?	16.7% (1)	33.3% (2)	0.0% (0)	<b>50.0% (3)</b>	2.83	6
How comfortable would you be interacting with a student through video conferencing software (eg. Skype) when he was unable to physically attend class?	0.0% (0)	<b>33.3% (2)</b>	<b>33.3% (2)</b>	<b>33.3% (2)</b>	3.00	6
					<i>answered question</i>	6
					<i>skipped question</i>	2

	7. Please indicate your comfort level with Audio Conferencing (video disabled)				<a href="#">Create Chart</a>	<a href="#">Download</a>
	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count

How comfortable would you be using audio conferencing software if you needed to attend class, but were physically unable to?	33.3% (2)	0.0% (0)	33.3% (2)	33.3% (2)	2.67	6
How comfortable would you be interacting with a student through audio conferencing software if he were unable to physically attend class?	33.3% (2)	0.0% (0)	16.7% (1)	50.0% (3)	2.83	6
					<i>answered question</i>	6
					<i>skipped question</i>	2

8. Please indicate your Media Literacy comfort as a result of taking this inquiry based, paperless course:

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	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable at All	Rating Average	Response Count
How comfortable are you searching for primary sources on the internet?	50.0% (3)	33.3% (2)	16.7% (1)	0.0% (0)	1.67	6
How comfortable are you searching for secondary sources on the internet?	66.7% (4)	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
How comfortable are you finding evidence-supported, historical arguments on the internet?	66.7% (4)	16.7% (1)	16.7% (1)	0.0% (0)	1.50	6
How comfortable are you critique of evidence-supported, historical arguments for the learning process?	33.3% (2)	50.0% (3)	16.7% (1)	0.0% (0)	1.83	6

How comfortable are you finding evidence-supported historical arguments or information, critiquing that argument/information, and or discussing the argument/information in the context of a 45 minute class?

33.3% (2)

**50.0% (3)**

16.7% (1)

0.0% (0)

1.83

6

*answered question*

6

*skipped question*

2

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