Methodology

Data collection was conducted in two phases. In phase one, Pew Internet conducted two online and one in-person focus group with middle and high school teachers, as well as two in-person focus groups with students in grades 9-12. Focus group findings were instrumental in shaping the development of a 30-minute online survey, which was administered in phase two of the research to a national sample of middle and high school Advanced Placement and National Writing Project Summer Institute teachers, drawn from sample files provided by the College Board and the National Writing Project, respectively.

Phase One — Focus Groups

Focus group discussions were designed to elicit from teachers and students their perceptions of the different ways digital technologies such as the internet, search engines, social media, and cell phones are impacting and shaping students' research and writing habits and skills. Teachers were also asked to speak in depth about their experiences teaching research and writing to middle and high school students today, any challenges they encounter, how they incorporate digital technologies into their classrooms and assignments, as well as how these technologies play a role in their professionalization.

In-person focus groups were led by two Pew Internet researchers, and were held on-site at a College Board school in the northeastern United States, immediately following school hours.   Each discussion was approximately 1.5 hours in duration, and students and teachers were provided with Barnes & Noble gift cards as a token of appreciation for their participation ($25 for students, $50 for teachers). Focus group discussions were recorded and transcribed.

Two online focus groups were also held with teachers. The first utilized an existing online research community of 150 Advanced Placement teachers. A series of discussion questions or "exercises" designed by Pew Internet were administered to this group by panel administrators using an online, asynchronous platform. Panel administrators then provided Pew Internet with transcripts of responses to the exercises.

The second online teacher focus group was administered by Pew Internet staff using an online focus group platform. Participants in this group consisted of 30 National Writing Project teachers recruited by NWP site administrators. The asynchronous 3-day focus group was moderated by Pew Internet staff, and all participants were able to see and respond to one another's comments as well as questions and comments from the moderators. Transcripts of the focus group were downloaded following completion of the discussion.

All focus group sessions were analyzed to identify key themes, and discussion guides were revised and adjusted between groups to better probe emergent themes. All focus group discussion guides are available at the end of this section.

Phase One: Focus Groups

	Location	Date(s)	Participants
Teacher focus groups			
Group #1	Online, asynchronous discussion	November 8-17, 2011	150 AP teachers participating in the AP's Insight Community Panel
Group #2	Conducted at a College Board school in the Northeast United States	December 13, 2011	8 Grade 9-12 Teachers covering a variety of class levels and subject matter expertise
Group #3	Online, asynchronous discussion	February 26-28, 2012	30 NWP teachers recruited by NWP site administrators
Student focus groups			
Group #1	Conducted at a College Board school in the Northeast United States	December 13, 2011	9 students in grades 9-10
Group #2		December 14, 2011	10 students in grades 11-12

Phase Two – Online Survey

Following completion of focus group discussions, Pew Internet designed and fielded a 30-minute online survey with a national sample of middle and high school teachers. The sample is not a probability sample of all teachers because it was not practical to assemble a sampling frame of this population. Instead, two large lists of teachers were assembled: one included 42,879 AP teachers who had agreed to allow the College Board to contact them (about one-third of all AP teachers), while the other was a list of 5,869 teachers who participated in the National Writing Project's Summer Institute during 2007-2011. A stratified random sample of 16,721 AP teachers was drawn from the AP teacher list, based on subject taught, state, and grade level, while all members of the NWP list were included in the sample.

Email invitations containing a link to the survey and unique username and password were sent to members of the sample; teachers could not opt-in to the sample. The response rate was 12% for the AP teachers and 14% for the NWP teachers. Given the nature of the sampling frames used for the study, no margin of error has been computed.

The online survey was conducted from March 7–April 23, 2012, and was completed at least in part by 2,462 teachers (2,067 teachers completed the entire survey; partial completes were kept, and all percentages reported are based on those answering each question).

Online Survey Sample Breakout	
Invited to participate	22,590
Known undelivered emails	2,501
Delivered email invitations (at most)	20,089
Unique visitors to the survey	2,564
Responders	2,462
Completed surveys	2,067

The teachers who participated in the survey

The survey results presented here are *not* based on a representative sample of U.S. middle and high school teachers, yet every effort was made to administer the survey to as broad a sample of educators as possible from the samples available. Overall, the 2,462 Advanced Placement and NWP Summer Institute teachers who participated in the survey comprise a fairly wide range of subject areas, experience levels, geographic regions, school type and socioeconomic level, and community type (full sample characteristics below).

The final sample includes teachers from all 50 states, Puerto Rico and the U.S. Virgin Islands. All teachers who participated in the survey teach in physical schools/classrooms, as opposed to teaching online or virtual classes. English/Language Arts teachers make up a significant portion of the sample (36%), reflecting the intentional design of the sample. Only 9% of the final sample is middle school teachers, with the other 91% reporting that they currently teach grades 9-12. While half of the teachers participating in the survey report teaching in a small city or suburb, there is fairly wide distribution across school size and students' socioeconomic status. There is also a wide distribution in terms of teachers' ages and experience levels.

Who took the survey? *% of survey respondents who fall into each category*

Teacher's age	
20-34	21
35-44	29
45-54	29
55+	23
Teacher's gender	
Male	29
Female	71
Years teaching	
5 or fewer	8
6 to 10	23
11 to 15	23
16 to 20	18
21 or more	28

Source: The Pew Research Center's Internet & American Life Project Online Survey of Teachers, March 7 to April 23, 2012, n=2,462 middle and high school teachers.

Who took the survey? *% of survey respondents who fall into each category*

Subjects taught	
Arts/Music	5%
Foreign language	7
History/Social Studies	17
English/Language Arts/Reading/Composition	36
Math	12
Science	13
Other	9
Performance levels taught	
AP/IB courses	34
ESL	2
Honors/Gifted/Accelerated	22
Mixed level courses	30
Remedial	6
Special education	2
Other	3
Grade levels taught	
6-8	9
9-10	36
11-12	56
Type of community in which you teach	
Large metropolitan area or big city	23
Small city or suburb	50
Small town	13
Rural area	14
SES of students	
Mostly upper or upper middle class	17
Mostly middle income	32
Mostly lower middle income	24
Mostly low income	20
Mostly living below the poverty line	6
School size	
Fewer than 300 students	7
300 to under 1000	31
1000 to under 2000	40
2000 or more	23

Source: The Pew Research Center's Internet & American Life Project Online Survey of Teachers, March 7 to April 23, 2012, n=2,462 middle and high school teachers.

Interpreting the results

There are several important ways the teachers who participated in the survey are unique, which should be considered when interpreting the results reported here. First, 95% of the teachers who took the survey teach in public schools, thus the findings reported here reflect that environment almost exclusively. Moreover, and perhaps more importantly, the majority of teachers in this sample (56%) teach AP, honors and accelerated courses, thus the population of middle and high school students they work with skew heavily toward the highest achievers. These accelerated classes may have resources and support at their disposal—particularly in terms of specialized training and access to digital tools— that are not available in all classrooms.

In addition, it is critical to keep in mind that almost a third of the sample (NWP teachers) has received extensive training in how to effectively teach writing in today's digital environment. The National Writing Project's mission is to provide professional development, resources and support to teachers to improve the teaching of writing in today's schools.   The NWP teachers included here are what the organization terms "teacher-consultants" who have attended the Summer Institute and provide local leadership to other teachers. Research has shown significant gains in the writing performance of students who are taught by these teachers.[11]

Thus, the population of teachers participating in this research might best be considered "leading edge teachers" who are actively involved with the College Board and/or the National Writing Project and are therefore beneficiaries of resources and training not common to all teachers. It is likely that teachers in this study are developing some of the more innovative pedagogical approaches to teaching research and writing in today's digital environment, and are incorporating classroom technology in ways that are not typical of the entire population of middle and high school teachers in the U.S.

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[11] More specific information on this population of teachers, the training they receive, and the outcomes of their students are available at the National Writing Project website at www.nwp.org.

Survey questions

Welcome to a national survey of teachers being conducted by Pew Internet, the College Board, and the National Writing Project! The goal of the study is to understand how digital technologies are impacting the research and writing practices of today's middle and high school students, as well as different ways educators are using digital tools in their teaching.

Below is some important information about taking the survey...

- This survey is completely confidential. Results are reported in the aggregate, and responses are never attributed to any individual.

- Most questions ask you to select the single response that best reflects your answer. Other questions are labeled

- SELECT ALL THAT APPLY, and for these you can select more than one response.

- Grid questions list multiple items down the left side of the screen and response choices across the top. Please provide an answer for each item in the grid.

- Some questions are followed by textboxes in which you can type your answer.

- Please move through the survey using the "back" and "next" buttons just below the question box. Do not use your browser's back button.

- Your responses are saved as you move through the survey, but they are not final until you click the "submit" button at the end of the survey. Once you submit your survey, you will not be able to log back in.

- If you need to, you can suspend your session by clicking the "logout" link below the question box. Your answers will be saved, and you can log back in later to finish the survey.

Q1   Which grade level(s) do you currently teach? **(check all that apply)**
*response required
PLEASE NOTE THIS SURVEY IS ONLY INTENDED FOR THOSE CURRENTLY TEACHING IN GRADES
6-12.

	CURRENT	
%	2	Sixth
	3	Seventh
	4	Eighth
	15	Ninth
	21	Tenth
	27	Eleventh
	29	Twelfth
	1	None of these

*NOTE: Percentages may add to more than 100% due to multiple response

If Q1="None of these," send to last page of survey

Q2   Which of the following subjects do you currently teach? **(check all that apply)**
*response required

	CURRENT	
%	5	Arts and/or Music
	7	Foreign Language(s)
	17	History and/or Social Studies
	36	English/Language Arts/Reading/Composition
	12	Math
	13	Science
	*	Generalist/All elementary subjects
	9	Other (SPECIFY)

*NOTE: Percentages may add to more than 100% due to multiple response

Q3   Are you currently teaching… **(check all that apply)**
*response required

	CURRENT	
%	34	AP/IB courses
	2	ESL courses
	22	Honors, gifted or accelerated courses
	30	Mixed level courses
	6	Remedial courses
	2	Special education courses
	3	Other (SPECIFY)

*NOTE: Percentages may add to more than 100% due to multiple response

SECTION II – TECH USE AND ATTITUDES

The questions in this section are about <u>your own</u> use of digital technologies, including the internet and email, online activities such as social media use or social networking, tech devices such as tablet computers, smartphones and any apps you might download or use on mobile gadgets.

WEBA   Now thinking about how you use the internet in general….Do you ever use the internet to do any of the following things?

	YES	NO
a. Use an online search engine to help you find information on the Web	100	*

Q10   Which search engine do you use MOST OFTEN? **(SELECT ONE)**

Based on search engine users

	CURRENT	
%	90	Google
	4	Yahoo search
	3	Bing
	*	Ask
	*	AOL
	*	MyWebSearch
	*	Dogpile
	*	WebCrawler
	1	Other (PLEASE SPECIFY)

Q11   In general, how much of the information you find using search engines do you think is accurate or trustworthy? Would you say…

Based on search engine users

	CURRENT	
%	5	All or almost all
	55	Most
	40	Some
	1	Very little
	0	None at all

Q12   How CONFIDENT do you feel about your own searching abilities when using a search engine to find information online?

Based on search engine users

	CURRENT	
%	73	Very confident
	26	Somewhat confident
	1	Not too confident
	*	Not at all confident

SECTION III –TECHNOLOGY IN TEACHING

This section includes questions about different ways you and your students might use digital technologies (such as the internet and email, social media or social networking sites, tech devices such as tablet computers, smartphones and apps, etc.) as part of the learning process.

Q13   Please tell us if you or your students ever use any of the following digital tools, either in the classroom or in completing school assignments. When thinking about your answer, please include digital tools supplied by you or the school, as well as any items students might own themselves.

		YES, I DO THIS	YES, MY STUDENTS DO THIS	YES, BOTH I AND MY STUDENTS DO THIS	NO
a.	A computer lab or computer workstation (a space devoted to student computer use) available at your school	7	15	73	4
b.	A computer/laptop cart available at your school	9	19	43	29
c.	A projector that is connected to a laptop or desktop computer or other digital device	42	2	53	3
d.	An interactive whiteboard	16	5	31	48
e.	A digital camera other than a cell phone	21	10	35	33
f.	A digital video recorder other than a cell phone	15	13	27	45
g.	A tablet computer	14	18	11	57
h.	An e-book reader	12	20	13	55
i.	A cell phone and/or smartphone	12	16	44	27

Q15 Do you agree or disagree with each of the following statements about today's middle and high school students?

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a. Compared with previous generations, today's students have fundamentally different cognitive skills because of the digital technologies they have grown up with	40	48	9	2
b. Today's digital technologies are creating an easily "distracted" generation with short attention spans	43	44	11	2
c. Today's students are really no different than previous generations, they just have different tools through which to express themselves	11	36	40	12
d. Today's students are more media savvy than previous generations	53	33	12	2
e. Today's students are more literate than previous generations	2	18	61	19
f. Today's students are very skilled at multi-tasking	9	38	39	14
g. Today's students are too "plugged in" to digital technologies and need more time away from them	38	48	12	2

Q16 Please tell us if you ever have your students to do any of the following…

	YES	NO
a. Submit assignments online	76	24
b. Access or download assignments from an online site	79	21
c. Edit or revise their own work using a collaborative web-based tool such as GoogleDocs	36	64
d. Edit others' work or give others feedback using a collaborative web-based tool such as GoogleDocs	29	71
e. Develop, share or post their work on a website, wiki or blog	40	60
f. Participate in online discussions	39	61
g. Do research or search for information online	95	5
h. Post their own work online where people other than their classmates or teachers can see it	22	78

Q17   Do your students ever use their <u>cell phones</u> for the following school-related activities, or not?

		YES	NO	STUDENTS CANNOT HAVE CELL PHONES IN CLASS[12]
a.	Looking up information IN CLASS	42	9	49
b.	Texting IN CLASS with you or other students as part of an assignment or lesson	11	38	51
c.	Taking pictures or recording video for a school assignment	38	17	45
d.	Using an online cell phone platform such as Celly	2	49	49
e.	Uploading school-related content to the internet	18	34	48

Q18   Do you agree or disagree with each of the following statements about the overall impact of today's digital technologies on middle and high school students?

		STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a.	Today's digital technologies encourage greater collaboration among students	23	56	18	2
b.	Today's digital technologies allow students to share their work with a wider and more varied audience	52	44	3	*
c.	Today's digital technologies encourage student creativity and personal expression	26	53	20	3
d.	Today's digital technologies do more to distract students from schoolwork than to help them academically	17	47	31	5
e.	The internet encourages learning by connecting students to resources about topics of interest to them	31	59	9	1
f.	The multimedia content available online today immerses students more fully in topics they study	24	52	22	2
g.	The availability of digital content has broadened my students' worldviews and perspectives	23	49	24	5

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[12] Note that percentages vary for this response category across items because not all teachers responded to each item in this question. Therefore, the base on which the percentages are based changed from item to item, as did the number of teachers selecting this response option.

Q19   How important do you feel each of the following skills is for your students to be successful in life?

		ESSENTIAL	IMPORTANT BUT NOT ESSENTIAL	ONLY SOMEWHAT IMPORTANT	NOT IMPORTANT
a.	Writing effectively	91	8	*	0
b.	Finding information quickly	56	40	4	*
c.	Judging the quality of information	91	9	*	0
d.	Communicating their ideas in creative, engaging or interesting ways	59	38	3	*
e.	Presenting themselves effectively in online social networking sites	31	41	23	5
f.	Working with audio, video or graphic content	23	54	22	2
g.	Behaving responsibly online	85	14	2	0
h.	Understanding privacy issues surrounding digital and online content	78	20	2	*

SECTION IV – THE IMPACT OF DIGITAL TECHNOLOGY ON RESEARCH

The questions in this section ask about the impact of today's digital technologies (such as the internet and email, social media and social networking sites, tech devices such as tablet computers, smartphones and apps, etc.) on how students are taught and learn to <u>engage in research</u>.

Q20   First, overall, would you say the impact of the internet on students' research habits has been mostly positive or mostly negative?

	CURRENT	
%	77	Mostly positive
	23	Mostly negative

Q21   Overall, what would you say is the most POSITIVE aspect of students today being able to conduct research online?

TEXT BOX

Q22   Overall, what would you say is the most NEGATIVE aspect of students today being able to conduct research online?

TEXT BOX

Q23   Thinking about the research habits of your students…

How likely, if at all, are your students to use each of the following sources in a typical research assignment?

		VERY LIKELY	SOMEWHATLIKELY	NOT TOO LIKELY	NOT AT ALL LIKELY
a.	Google or other general online search engines	94	5	1	*
b.	Online databases such as EBSCO, JSTOR or Grolier	17	29	36	18
c.	A research librarian at your school or local public library	16	37	34	14
d.	Their peers	42	46	10	2
e.	Textbooks (either print or electronic)	18	48	28	5
f.	Printed books (other than textbooks)	12	38	41	9
g.	Wikipedia or other online encyclopedias	75	19	4	2
h.	YouTube or other social media sites	52	33	13	3
i.	News sites of major news organizations such as the New York Times or CNN	25	49	23	3
j.	SparkNotes, CliffNotes, or other study guides	41	34	19	6
k.	Student-oriented search engines such as Sweet Search	10	34	39	17

Q24   Overall, how would you rate your students on each of the following?

		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
a.	Understanding how online search results are generated	5	18	29	26	21
b.	Ability to use appropriate and effective search terms and queries	6	20	36	29	9
c.	Ability to assess the quality and accuracy of information they find online	3	11	26	37	24
d.	Ability to recognize bias in online content	1	7	20	38	33
e.	Patience and determination in looking for information that is hard to find	1	6	15	35	43
f.	Ability to use multiple sources to effectively support an argument	3	12	26	39	20

Q25   Do you ever….

		YES	NO
a.	Give your students research assignments in which they are NOT permitted to use online search engines	29	71
b.	Develop research questions or assignments that require students to use a variety of sources, both online and offline	83	17
c.	Spend class time discussing with students how to assess the reliability of information they find online	80	20
d.	Spend class time discussing with students how search engines work and how search results are generated/ranked	35	65
e.	Spend class time helping students improve their search terms and queries	57	43
f.	Spend class time discussing with students how to generally conduct research using the internet	71	29
g.	Direct students to specific online resources which you feel are most appropriate for their assignments	90	10

Q26   Do you agree or disagree with each of the following statements?

		STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a.	The amount of information available online today is overwhelming for most students	35	48	15	2
b.	Search engines have conditioned students to expect to be able to find information quickly and easily	76	23	1	*
c.	The internet enables students to find and use resources that would otherwise not be available to them	76	23	1	*
d.	The internet makes students more self-sufficient researchers who are less reliant on adult help	18	47	28	7
e.	Today's digital technologies discourage students from finding and using a wide range of sources for their research	25	46	23	6
f.	Today's digital technologies make it harder for students to find and use credible sources	13	47	33	7

SECTION V – TEACHING WRITING

The questions in this section ask about the impact of today's digital technologies (such as the internet and email, social media and social networking sites, tech devices such as tablet computers, smartphones and apps, etc.) on how students are taught and learn to <u>write</u>.

Q27　In general, how important do you feel the incorporation of <u>writing assignments</u> into formal learning is today?

	CURRENT	
%	92	Essential
	7	Important, but not essential
	*	Only somewhat important
	*	Not important

Q28　Thinking about the 2011-2012 academic year, please tell us about how often, if at all, you have your students do each of the following.

		EVERYDAY OR ALMOST EVERDAY	AT LEAST ONCE A WEEK	AT LEAST ONCE A MONTH	JUST A FEW TIMES A YEAR	NOT AT ALL
a.	Engage in creative writing such as poetry, plays, fiction or short stories	5	12	18	31	33
b.	Write a short essay, short response, or opinion piece	13	45	25	10	7
c.	Write a research paper	1	1	11	64	23
d.	Create a multimedia or mixed media piece incorporating video/audio/images	1	3	17	56	22
e.	Write out mathematical problems, proofs or explanations of mathematical concepts	13	9	5	5	68
f.	Write in a journal	20	21	12	11	37
g.	Write up a lab	1	10	11	6	72
h.	Write music or lyrics	1	1	4	22	72
i.	Write computer programs	1	1	1	3	95
j.	Design computer games	*	*	1	2	97

SECTION VI – TEACHING PRACTICE AND SCHOOL CONTEXT

The questions in this section ask about the impact of today's digital technologies (such as the internet and email, social media and social networking sites, tech devices such as tablet computers, smartphones and apps, etc.) on the way teachers engage in their profession.

Q39   Is each of the following a MAJOR challenge, MINOR challenge, or NOT a challenge at all for you, personally, in incorporating more digital technologies and digital learning into your classroom pedagogy?

		MAJOR CHALLENGE	MINOR CHALLENGE	NOT A CHALLENGE AT ALL
a.	General resistance by colleagues and administrators	14	38	49
b.	Time constraints	61	33	6
c.	Pressure to teach to assessments	43	38	19
d.	Lack of resources and/or access to digital technologies among your students	40	41	19
e.	Your own lack of comfort, knowledge or training with digital technologies	9	43	48
f.	Lack of technical support (such as repair, troubleshooting, set-up) to use digital technologies consistently	30	47	24

Q47   Do you agree or disagree with each of the following statements?

		STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a.	Courses or content that focus on digital literacy must be incorporated into every school's curriculum	47	44	8	1

Q49   Does your school currently have any of the following in place? If so, how much of an impact, if any, does it have on your teaching?

		YES, HAS A MAJOR IMPACT ON MY TEACHING	YES, HAS A MINOR IMPACT ON MY TEACHING	YES, HAS NO REAL IMPACT ON MY TEACHING	NO, SCHOOL DOES NOT CURRENTLY HAVE THIS
a.	Rules governing the use of cell phones by students on school grounds	21	43	34	3
b.	Filters blocking access to certain websites or online content	32	46	19	3
c.	An AUP or acceptable use policy governing how school computers and networks may and may not be used	16	33	49	3

SECTION VIII -- DEMOGRAPHICS

SEX   We have just a few last questions for statistical purposes only. First, are you male or female?

%	CURRENT	
	29	Male
	71	Female

AGE   What is your age? PLEASE SELECT FROM THE DROP-DOWN MENU BELOW

%	CURRENT	
	*	Younger than 22
	*	22-24
	7	25-29
	13	30-34
	13	35-39
	16	40-44
	14	45-49
	15	50-54
	13	55-59
	8	60-64
	2	65 or older

YRS   For how many years have you been teaching? PLEASE SELECT FROM THE DROP-DOWN
       MENU BELOW

	CURRENT	
%	*	This is my first year
	8	2 to 5
	23	6 to 10
	23	11 to 15
	18	16 to 20
	28	21 or more years

STATE In what state do you currently teach? (DROP-DOWN ALL 50 STATES AND US
       TERRITORIES)

Q50   Did you participate in a National Writing Project Invitational Summer Institute any time
       between 2007 and 2011?
       *response required

	CURRENT	
%	28	Yes
	72	No

SITE   At what National Writing Project site did you attend the Invitational Summer Institute?
       If you attended at more than one site, please choose the most recent. (DROP-DOWN
       LIST OF SITES)

       Based on NWP SI teachers

CT   Would you describe the community in which you teach as…

	CURRENT	
%	23	A large metropolitan area or big city
	50	A small city or suburb
	13	A small town
	14	A rural area
	*	Distance or online courses

SES Would you describe the students you teach as…

	CURRENT	
%	17	Mostly upper or upper middle income
	32	Mostly middle income
	24	Mostly lower middle income
	20	Mostly low income
	6	Mostly living below the poverty line

TYPE Do you currently teach…

	CURRENT	
%	95	At a public school
	1	At a private school
	1	At a parochial school
	2	At a charter school
	*	Distance or online classes
	1	Other (PLEASE SPECIFY)

SIZE How many students in total are currently enrolled in the school at which you teach?

	CURRENT	
%	1	Fewer than 100
	6	100 to under 300
	10	300 to under 500
	21	500 to under 1000
	22	1000 to under 1500
	18	1500 to under 2000
	23	2000 or more

EDUC What is the LAST grade or class you completed in school?

	CURRENT	
%	*	High school graduate
	10	College graduate (B.A., B.S., or other 4-year degree)
	90	Post-graduate training (toward a Master's or Ph.D., Law or Medical degree)

PAR Are you the parent or guardian of any children under age 18 now living in your household?

	CURRENT	
%	44	Yes
	56	No

HISP   Are you, yourself, of Hispanic or Latino origin or descent, such as Mexican, Puerto Rican, Cuban, or some other Latin American background?

	CURRENT	
%	5	Yes
	91	No
	4	Refused

RACE   What is your race…

NOTE: If you are Hispanic, please tell us if you consider yourself WHITE Hispanic or BLACK Hispanic

	CURRENT	
%	86	White
	2	Black or African-American
	2	Asian or Pacific Islander
	1	Mixed race
	1	Native American/American Indian
	2	Other (PLEASE SPECIFY)
	5	Refused

INC   Last year, that is 2011, what was your total household income from all sources, before taxes?

	CURRENT	
%	0	Less than $10,000
	*	$10,000 to under $20,000
	1	$20,000 to under $30,000
	4	$30,000 to under $40,000
	7	$40,000 to under $50,000
	24	$50,000 to under $75,000
	23	$75,000 to under $100,000
	24	$100,000 to under $150,000
	9	$150,000 or more
	9	Refused

That completes the survey!
Thank you again for participating in this study being conducted jointly by the Pew Internet & American Life Project, the College Board, and the National Writing Project.

SUBMIT SURVEY BUTTON

[After submission, redirect to Pew Internet homepage]

Focus group discussion guides

Online Focus Group with Advanced Placement Teacher Panel

Project Description:

The Pew Internet & American Life Project, the College Board, and the National Writing Project are partnering on a research study exploring how technology is used in classrooms today, as well as how new technologies impact teachers' professional development and interactions with students and parents. The results will be made available to the public in a report issued next year. Your responses may be quoted anonymously in the report, but your identity will never be shared with anyone other than the researchers conducting the study. We understand that some questions may not apply to all teachers. If you cannot answer a particular question, please feel free to indicate that and move to the next discussion item. We truly appreciate your participation.

Activity #1 (Technology and Research Practice)

Discussion One: Based on your observations, how do today's high school students (both AP and non-AP) define "research" and what it means to conduct effective research? What are the key ways technology (such as the internet, search engines, online resources, wikis, digital devices such as cell phones and tablet computers, etc.) has impacted the research skills of your students, either positively or negatively?

Discussion Two: Given today's technologies, what do you think are the most critical research skills students should learn? At what stage in their educational careers should students begin learning these skills?

Discussion Three: How do you approach teaching these critical research skills [link to Discussion Two] to your high school students? How extensively, if at all, do you incorporate technology (either in the classroom or home assignments) to help students develop the research skills they need? How do you develop these teaching practices?

Discussion Four: What have been the biggest challenges or obstacles you have faced in teaching effective research skills to your high school students? How do you see technology changing and shaping the way research skills are taught? How receptive are students to learning effective research skills?

Activity #2 (Technology and Writing Instruction)

Discussion One: Based on your observations, how do students today define "writing"?

POLL: Which of the following activities do <u>students</u> think of as writing?

> Formal writing (essays, papers, etc)
> Creative writing
> Blogging
> Texting
> Other (please describe)

POLL: Which of the following activities do <u>you</u> think of as writing?

> Formal writing (essays, papers, etc)
> Creative writing
> Blogging
> Texting
> Other (please describe)

POLL: Do today's students do enough writing, both inside and outside of the classroom?

Discussion Two: What are the key ways technology (such as social networks, blogs, wikis, other forms of social media, and digital devices such as cell phones and tablet computers) has impacted student writing? Overall, do new technologies help students write better or do they impact student writing in mostly negative ways?

Discussion Three: How do you approach teaching students how to write? How extensively, if at all, do you incorporate technology (either in the classroom or home assignments) to help students learn writing skills? How do you develop these teaching practices?

Discussion Four: What have been the biggest obstacles/challenges you have faced in teaching writing to today's students? How do you see technology changing and shaping the way writing skills are taught? How receptive are students to learning writing skills?

Activity #3 (Technology and Professional Practice)

Discussion One: How has technology (such as the internet, social networks, blogs, digital devices such as cell phones/tablet computers/laptops, etc.) impacted teacher professionalization and training? How has technology shaped the way teachers communicate and/or collaborate with one another?

Discussion Two: How has technology shaped the way teachers manage their classrooms and discipline their students? How has technology shaped the way teachers communicate with students? Does technology strengthen or weaken communication between teachers and students?

Discussion Three: Overall, does technology make it easier or harder for you to carry out your professional roles and responsibilities? What are some examples of how it makes your professional role easier/harder?

Discussion Four: To what extent does your school encourage or discourage the use of new technologies in the classroom? Has your school taken any steps to provide *access* to new technologies to teachers and/or students? Does your school provide any specific *training* or *support* to help teachers use new technologies effectively?

Activity #4 (Personal Perceptions of Technology/Incorporating Technology into Teaching)

Discussion One:

POLL: Do you consider yourself an early adopter of new technologies (such as social media, smartphones, tablet computers, e-readers, apps, etc.)?

   Yes
   No

POLL: In general, how comfortable are you learning how to use new technologies?

   Extremely comfortable
   Very comfortable
   Somewhat comfortable
   Not comfortable

POLL: Have your students ever taught you new ways to use certain technologies or about the impact a new technology can have?

   Yes (Please give an example)
   No

Discussion Two: To what extent do you, personally, feel new technologies should be incorporated into the school environment and classroom learning? Do you *enjoy* incorporating new technologies into your teaching or do you find it burdensome? Do you ever involve your students in developing new ways to incorporate technology into the classroom?

Discussion Three: Are you ever concerned that your students are "overexposed" to technology today or have too much "screen time" in their lives? What are some of the specific ways you see students being personally impacted by today's technologies? Are the impacts you see mostly harmful or mostly beneficial for students?

Discussion Four: In your experience, to what extent do new technologies create disparities across classes, schools or districts? To what extent do new technologies create disparities among your students? What impact do those disparities have?   How do you and/or your school try to address those disparities?

Online Focus Group with NWP Summer Institute Teachers

Thank you for participating in this national study of teachers being conducted by the Pew Research Center's Internet & American Life Project, the College Board, and the National Writing Project. You may log in to the discussion as many times as you wish until **6:00 AM EST on Sunday, January 29**, when the discussion will close. If you leave the discussion and then log back in, you will be taken to the last section you completed. Once you have completed all sections, you can move back and forth throughout the discussion to see others' posts and respond to them. **We encourage interaction!**

There are four sections in this discussion, and some questions require responses in order to move forward (marked mandatory). The first section includes some basic questions so we can learn a little more about you. The second section includes questions about the impact of digital technologies on your students' writing and research habits. The third section asks about your own teaching practices. Finally, the last section includes questions about using multimedia assignments. **Please complete all four sections.**

If you have any questions or concerns, or have trouble logging in to the discussion, please contact Pew Internet's Director of Research, Kristen Purcell, at **kpurcell@pewinternet.org**.

SECTION I

1. Which of the following is the HIGHEST grade level you currently teach? (Select one)

       6
       7
       8
       9
       10
       11
       12

2. What subjects/classes do you currently teach? Please list them below.

3. Are you male or female?

     Male
     Female

4. What is your age? Please choose a category below.

5. For how many years have you been teaching? Select answer below.

6. In what state do you currently teach? Please tell us below.

7. Would you describe the community in which you teach as… (Select one)

        A large metropolitan area or big city

        A small city or suburb

        A small town

        A rural area

8. Would you describe the students you teach as… (Select one)

        Mostly upper or upper middle income

        Mostly middle income

        Mostly lower middle income

        Mostly low income

        Mostly living below the poverty line

9. Thinking about all of the classes you are currently teaching, what is the **longest writing assignment** (approximate number of pages) you have given students this year?   Please briefly describe the assignment.

10. Thinking about all of the classes you are currently teaching, which of the following best describes the **longest text** your students have had to read this year?

        A long novel

        A short novel

        A chapter from a textbook

        A short story or play

        An essay or short article

        Other _____

SECTION II – How Technology Impacts Student Writing and Research

1. In your experience, in what ways do the internet and other digital technologies, such as social media, Wikis, tools like GoogleDocs, cell phones and texting, and smartboards, impact your students' writing abilities? Please give examples.

2. Some feel that today's digital technologies (such as social media, Wikis, tools like GoogleDocs, cell phones and texting, and smartboards) provide students more opportunities to write, create their own content and express themselves than was the case in previous generations, thereby encouraging the development of skills such as creativity and the thoughtful articulation of ideas. Based on your experience, do you agree or disagree with this view? Please explain.

3. Some feel that today's digital technologies (such as social media, Wikis, tools like GoogleDocs, cell phones and texting, and smartboards) are undermining students' ability to focus and generally shortening their attention spans. Based on your experience, do you agree or disagree with this view? Please explain.

4. Compared with previous generations, do you feel your current students are more or less skilled at each of the following? Or do you think there is no real difference between present and past generations of students?

- Concentrating on, reading deeply, and thinking critically about long or challenging texts?
- Thoroughly researching an idea or assignment?
- Critically evaluating the information they gather?
- Formulating persuasive and/or well-informed viewpoints and arguments?
- Producing clear and cohesive written material?
- Expressing themselves creatively?

5. Overall, what do you see as the **purpose** or **value** of teaching students how to read and critically examine long or challenging texts? Is this a critical skill for today's students to learn? Why or why not? How do you see it serving them in the future, if at all?

6. Overall, what do you see as the **purpose** or **value** of teaching students how to write long and/or formal texts? Is this a critical skill for today's students to learn? Why or why not? How do you see it serving them in the future, if at all?

Section III – Teaching Writing and Research

1. What has been the **most effective** assignment/classroom lesson/teaching approach you have used to develop your students' writing skills? What specifically made it effective? Did it incorporate or address the use of digital technologies (such as social media, Wikis, tools like GoogleDocs, cell phones and texting, and smartboards), either in class or by students at home?

2. How often, if ever, do you encounter issues with or have to take into account students' **access to digital technologies** when developing your lessons and assignments? Do most of your students have high-speed internet access at home? Do they generally have access to the digital devices they need (laptops, computers, etc.) to complete their assignments?

3. What does it mean to **search for information** in today's digital environment? To what extent do your students have the skills for using a variety of search tools? How do they evaluate the **credibility** of sources? How do you teach them these skills, if at all?

4. How well do your students understand the concepts of **fair use** and **plagiarism**? Do you, personally, spend class time talking about fair use and/or plagiarism? Do you take any active steps to monitor your students' work for plagiarism (for example, online resources such as turnitin.com)?

5. Please complete the following statement… "The **biggest challenge** in teaching my students to write effectively is…..(FILL IN THE BLANK)"

6. Thinking ahead ten years — to the year 2022 — how do you think writing will be taught in middle schools and high schools? What will be different? What will be the same? Will there be radical pedagogical changes over that time, or will writing be taught largely as it is today?

SECTION IV – Multimedia and Mixed Media

1. Have you given your students any assignments this year that required them to present information in a **mixed media** or **multimedia** format?

> **Yes**
> **No**

IF NO:
2. Please tell us below the main reasons you do **NOT** give your students mixed media or multimedia assignments.

IF YES:
2. Can you give an **example** of a recent mixed media or multimedia assignment you havegiven your students? Did you feel it was successful? Why or why not?

3. Why did you choose to incorporate multimedia or mixed media assignments into your teaching? What do you see as the **major benefits** of this type of assignment? What are the **major drawbacks**? How do students respond to this type of assignment?

ASK ALL – RANDOMIZE TEACHERS TO RECEIVE ONE OF THREE VIDEOS
4a/4b/4c. This is a short video clip with an example of one type of multimedia assignment created by students. Please watch the video and then answer the questions below.

What does this piece of student work say to you about research and writing using digital technologies?
What advice would you give this student about where to go next with this piece?
How would you support the student?
What are the implications of this piece for your own teaching? Specifically…Do you feel producing
      something like this would be a valuable experience for your students and a good use of time and
      resources (both yours and theirs)? Why or why not?
Do you have any concerns about or face any particular obstacles in assigning this type of work? If so, what are they?

Thank you! That completes all of the specific questions we have. Your insights and experiences will be used to develop a national survey of teachers, to be conducted this spring. If there are any important elements of teaching student writing and research in today's technological environment that you feel we have not addressed, please tell us below.

In-Person Focus Group with College Board Teachers

HAVE TEACHERS FILL OUT QUESTIONNAIRE WHILE THEY ASSEMBLE AT TABLE (at end of guide)

I.   **INTRODUCTIONS (5 min)**

- Who we are and what the study is about (note that we are building on prior teacher focus groups)
- Confidentiality
- We are taping the discussion, only researchers will have access to the tape
- May quote in report but no names will be used
- Ground rules
  - No wrong answers, interested in all experiences/opinions
  - don't speak over others so we can hear everyone on tape
  - okay to disagree
  - speak loudly so we can hear everyone on tape
  - please turn all cell phones and electronic devices off
- Incentives will be handed out at the end, pizza will be available

II.   TECHNOLOGY'S IMPACT ON RESEARCH SKILLS (25 min)

Let's jump right in…

Pull out the green and red cards – Very positive, mostly positive, mostly negative, very negative

When I ask a question, please hold up the card that best represents your opinion, facing out so everyone can see it….

- **QUESTION #1: Overall, the impact of the internet on your student's RESEARCH HABITS is…? HOLD UP YOUR CARDS**

   Go around the room and probe answers. Themes to discuss…
   - Availability of more/better sources
   - Creates laziness, student too reliance on internet/search to produce answers
   - Students want instant answers, give up when they can't find them in five minutes
   - Can't judge the quality of different online sources
   - Too quick to believe everything on the internet
   - Can do research faster
   - Does it make research more interesting for students? Can dive deeper into topics?
   - Does it make research more fun?
   - Students' overall reading comprehension and tolerance for reading long documents
   - Have trouble synthesizing info into their own arguments? Too much information?
   - Students cut and paste info and submit it as their own (HOLD FOR LATER)
   - Students' overall online search skills – good or bad?
   - Students' ability to formulate good research questions
   - Students' ability to bring new facts and insights to their teachers and classmates
   - Students' overall passion for exploring a research question in depth
   - Students' ability to contribute their own knowledge and experiences to a subject
   - Students' attention spans
   - Students' ability to accept ambiguity when there is no clear answer
   - Students' overall critical thinking skills
   - Students' ability to see multiple sides of a topic

III.   TECHNOLOGY'S IMPACT ON WRITING SKILLS (25 min total)

- **QUESTION #2: Overall, the impact of the internet and other digital technologies like cell phones and texting on your student's writing skills is…? HOLD UP YOUR CARDS (15 min)**

  Go around the room and probe answers. Themes to discuss…
    - Grammar/Spelling
    - Overall structure/organization/flow of written work
    - Willingness to edit their own work
    - Ability to edit their own work
    - Cohesion of thoughts and ideas in writing assignments
    - Students' ability to find their own voice in their writing
    - Students' ability to develop and understand different writing styles
    - Students' ability to support an argument with facts
    - Students' ability to formulate their own opinions
    - Collaboration with others
    - Creative writing
    - Formal writing
    - ability to discuss a topic at length
    - originality in their thinking and writing
    - awareness of audience
    - word choice

- **How much of an issue is plagiarism? (10 min)**

    - Do students fully understand what plagiarism is and when they are doing it?
    - Do students view plagiarism as an ethical issue?
    - Do you spend class time on this issue?

IV. Constructing assignments/Teaching research and writing (35 min total)

- **Construction of assignments (10 min)**

    Given everything we've just talked about, how does this impact how YOU construct research and writing assignments and effective research and writing skills?

    - First, is it getting harder to create research and writing assignments for students?
    - How much do you find yourself changing/adjusting your…
        - teaching methods
        - assignments
        - expectations in response to students' research and writing habits and behaviors?
    - Enforce rules about sourcing? Require non-internet sources?
    - Spend class time teaching about how to evaluate online sources and find alternative material/primary sources? How do you do this?
    - Assuming most research gets done online, are you okay with that? In general, do you embrace that trend or push against it?
    - Do you regularly vet student papers for plagiarism? How so?
    - Do you allow students to submit things in multi-media formats or via collaborative tools?
    - How do digital divide concerns shape your assignments?

- **What's the MOST SUCCESFUL *research/writing* assignment or lesson you've used? (10 min)**
  - o What specifically have you found <u>DOES NOT WORK</u>?
  - o How <u>receptive are your students</u> to learning approaches to research that go beyond search engines and online sources?
  - o What's the <u>biggest obstacle</u> you face in teaching effective research and writing skills? (Access issues, student impatience, lack of time)

- **What skills do your students come to you with and what do you have to teach them? (10 min)**
  - o What skills do you think they should come to your class having already mastered? How/when should that learning begin?
  - o What skills do you think you should be teaching at this level?
  - o Should these digital literacy skills be incorporated into existing curricula or be a separate curriculum?
  - o Do teachers have time to incorporate these lessons into their teaching?

- **Do your students ever teach you new ways to use certain technologies or the impact a new technology can have? Do you ever involve your students in developing new ways to incorporate technology into the classroom? (5 min)**

V. OTHER IMPACTS OF TECHNOLOGY ON TEACHERS/STUDENTS (15 min)

QUESTION: Overall, technology has a (positive/negative) impact on your ability to do your job well?

Go around the room and probe answers. Themes to discuss…

- o Professionalization and training?
- o Communicate and/or collaborate with one another? Use online teaching forums to give/seek advice about things like lesson plans, classroom discipline?
- o Communicate with students? Does technology strengthen or weaken communication between teachers and students?
- o Communicate with parents/families?
- o Disparities across students?
- o Support from school in providing *access* to new technologies to teachers and/or students? Training?
- o Does your school provide any specific *training* or *support* to help teachers use new technologies effectively?
- o Do things like cell phones, texting, IM, etc distract your students' attention from what's happening in class? Rules?
- o Cheating and plagiarism [already covered]

VI. CLOSING THOUGHTS (10 min)

Before we end, are there things we didn't talk about that you want to bring up?

One last question….Given the pace of development in digital technologies, where do you see the classroom/school environment 10 or 20 years from now? How will it be different/similar to today's classrooms? How will students have changed?

[INCENTIVES AND PIZZA]

Pew Internet/College Board/National Writing Project Focus Group
December 13-14, 2011

1. Which grade level(s) do you currently teach? **(circle all that apply)**

6   7   8   9   10   11   12

2. What subjects/classes do you currently teach? Please list them below.

_____
_____
_____
_____
_____
_____
_____
_____

3.   Are you….**(circle one)**   **Male**   **Female**

4.   What is your age? _____

5.   How many years have you been teaching? _____

6.   How many years have you been teaching *at this school*? _____

(TURN OVER)

7.   What is the single biggest POSITIVE impact digital technologies (the internet, cell phones, etc.)

        have on students today?

_____

_____

_____

_____

8.   What is the single biggest NEGATIVE impact digital technologies (the internet, cell phones, etc.)

        have on students today?

_____

_____

_____

In-Person Focus Group with College Board Students

STUDENTS FILL OUT QUESTIONNAIRE WHILE THEY ASSEMBLE AT TABLE (at end of guide)

I.   INTRODUCTIONS (5 min)

- Who we are/what study is about

- Confidentiality

- We are taping the discussion, only researchers will have access to the tape

- May quote in report but no names will be used

- Ground rules

   o No wrong answers, interested in all experiences/opinions

   o be considerate

   o don't speak over others so we can hear everyone on tape

   o okay to disagree

   o speak loudly so we can hear everyone on tape

   o don't need to raise your hand

   o please turn all cell phones and electronic devices off

- Incentives will be handed out at the end, pizza will be available

II.   TECHNOLOGY AND RESEARCH (50 min total)

A.   What is research? (10 min)

Let's start by talking about doing research for school projects. First, when I use the phrase "do research," what's the first thing that comes to mind? This is question #1 in the survey you filled out. Let's go around the room. **[WRITE KEY WORDS ON BOARD]**

- Do you do a lot of research for school assignments?

- Do you ENJOY doing research? Is it fun, challenging, hard? [Probe why/why not]

- What research project you've done recently did you really like? Why?

B.   Online Research (20 min)

Let's look at the first three items in the large grid, **Q5**…

- **When was last time you did research on the internet?**

   o What does that entail, describe that process for me. Mostly search engines? How do you start?

- o What **search engines** do you use most often?
  - o Where/How did you **learn** to use those?
  - o How do you **decide which search results to look at**?
  - o How much **time** does it take to go through search results?
- o Are there **other specific sites** online you go to when you have to do research for school?
  - o What do you like about those sites?
  - o Where/How did you learn about them?
  - o Do you ever use library websites?
- o When you're doing research online, is that usually at home, at school, or someplace else? Are you usually alone or working with someone?

- **When was the last time you did research on something NOT using the internet?**

- **When was the last time you did research physically IN A LIBRARY?**
  - o Was that using library computers?
  - o Working with a librarian?
  - o Searching stacks or printed material?

C. **Deep dive into research process (20 min)**

- **When you have to start researching something, what is usually your FIRST STEP? What is the <u>very first thing</u> you do?**

- **Let's talk about <u>Q6</u> in the survey….**
  Take out the <u>red and green cards</u>, and when I read each item, hold up the answer you wrote down….[very easy/easy/difficult/very difficult]

  - o Find trustworthy information on the internet for your school assignments

  - o Figure out how trustworthy different online sources are

    PROBE: How do you figure it out?
    - ▪ How did you learn how to do this? Did someone teach you?

- Overall, if you had to say, is most info you find online accurate or not?
  - Use a search engine to find good information on the internet
  - Figure out the original source of online information
  - Sort through online search results to find the best material

    PROBE: How much time does this take?
  - Sort through online content in general to find good material
  - Pull together all of the different online information you find into a cohesive project or paper
- **Overall, what's the <u>BEST</u> part about being able to do research online?**
- **What's the <u>WORST</u> part?**
- **Do you think technology <u>makes your research skills better or worse</u>?**
- **What would it be like to do research without the internet?**

III.   **TECHNOLOGY AND WRITING (30 min total)**

A.   **What is writing? (10 min)**

Let's switch gears and talk a little bit about writing.
- First, look at Q4 in the survey you filled out. When you hear the term "writing" what's the first word that comes to mind? **[WRITE KEY WORDS ON BOARD]**
- Altogether, how much writing do you do, in and out of school? What kinds of writing?
- Do you ENJOY writing? Is it fun, challenging, hard? [Probe why/why not]

B.   **Deep dive into writing process (10 min)**

Let's talk about the actual process of writing, when you are working on school writing assignments…
- Tell me about your writing process, when you have an assignment to do. How do you approach that?
- When writing for school assignments, do you usually write by hand or using a computer or other digital device? What device do you like to write on? Why?
- Now, pull out the yellow and blue index cards. I'm going to list some different things you might use to write and I want you to tell me if they make you a **better (more skillful)** writer -- [BLUE YES] or [YELLOW NO]

- o Spell check
- o Grammar check
- o Digital thesaurus (built into your word processing program)
- o Cut and paste
  - **PROBE PLAGIARISM HERE**
- o Texting with your friends
  - **PROBE POS/NEG IMPACT OF INFORMAL WRITING HERE**
- o Using social network sites
- o What if I listed those same things, and asked you if they made the writing process **FASTER**, yes or no? Do they make writing easier?

C.   **Perceptions of formal writing** (10 min -- may skip for time)

I've given each of you a set of 5 skills on the purple index cards. Without talking to each other, I want you to quickly sort those by how important you think each will be to your success 20 years from now. Most important on top, least important on the bottom.

- Formal writing
- Synthesizing large amounts of information
- Creative thinking and expression
- Finding information quickly
- Multi-media skills

What did you have on top? Bottom? Where is formal writing and why?

IV.   **Technology and broader impacts** (20 min total)

Let's talk about the broad impacts using technology might have on students like yourselves.

- In your opinion, what is the **most positive thing** about being a student in today's technological world, the best impact thing digital technology does for students today?
- What is the **most negative thing**, the worst thing digital technology does for students?
- I want you to use the blue and yellow cards again to tell me if you agree or disagree with each of the following assertions people make….

  Overall, digital technologies like the internet and cell phones lead students to…
  - o Have short attention spans

- o Explore their worlds more fully

- o Expect to find information easily and quickly

- o Be more creative

- o Work together and collaborate with others more

- o Spend too much time in front of screens

- o Cheat more often and take more shortcuts

VI.   CLOSING (5 min total)

Thanks so much for participating and sharing your opinions today. Does anyone have any final thoughts they want to share?

We may do more focus groups like this with students your age….

- • Are there things we didn't ask you about or cover today when it comes to technology and research and writing that you think we should?

[PIZZA AND INCENTIVES]

Pew Internet/College Board/National Writing Project Focus Group
December 13-14, 2011

1. What is your grade level? (circle one) **9 10 11 12**

2. When you hear the term "research," what is the FIRST WORD that comes to mind?_____

3. If you had to define "doing research" in a SINGLE sentence, what would you say?

_____

_____

_____

4. When you hear the term "writing," what is the FIRST WORD that comes to mind? _____

5. When was the LAST time (most recent time) you…

(PUT A CHECK IN THE COLUMN THAT BEST REPRESENTS YOUR ANSWER)

	Today	Within the past week	Within the past month	More than a month ago	Never
Used the internet to do research for school?					
Did research for school some other way, NOT using the internet?					
Read material for school on a desktop or laptop computer?					
Read material for school on a handheld device like an iPad, e-reader, or cell phone?					
Read material for school in print (hard copy)?					
Used digital technology (email, the internet, cell phones, text messages, etc.) to collaborate with other students on a school assignment?					
Used digital technology to communicate with friends SOCIALLY while in school?					
Used digital technology to kill time or entertain yourself while in school?					

Q6.   On a scale of 1 to 10, how easy or difficult is it to….

Find trustworthy information on the internet for your school assignments

1   2   3   4   5   6   7   8   9   10

(very easy)   (very difficult)

Figure out how trustworthy different online sources are

1   2   3   4   5   6   7   8   9   10

(very easy)   (very difficult)

Use a search engine to find good information on the internet

1   2   3   4   5   6   7   8   9   10

(very easy)   (very difficult)

Figure out the original source of online information

1   2   3   4   5   6   7   8   9   10

(very easy)   (very difficult)

Sort through online search results to find the best material

1   2   3   4   5   6   7   8   9   10

(very easy)   (very difficult)

Sort through online content in general to find good material

1   2   3   4   5   6   7   8   9   10

(very easy)   (very difficult)

Pull together all of the different online information you find into a cohesive project or paper

1   2   3   4   5   6   7   8   9   10

(very easy)   (very difficult)