Mobile Learning Interviews

A qualitative study of mobile learning implementation in 6th through 12th grade classrooms

Software & Information Industry Association
Education Division

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The Software & Information Industry Association (SIIA) is the principal trade association for the software and digital content industry. SIIA provides global services in government relations, business development, corporate education, and intellectual property protection to more than 850 leading software and information companies.

SIIA's Education Division serves and represents more than 180 member companies that provide software, digital content, and other technologies that address educational needs. The Division shapes and supports the industry by providing leadership, advocacy, business development opportunities, and critical market information. SIIA's Education Division provides a neutral business forum for its members to understand business models, technological advancements, market trends, and best practices. With the leadership of the Division Board and collaborative efforts with educators and other stakeholders, the Division undertakes initiatives to enhance educational technology and the success of SIIA members.

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ABOUT A PASS EDUCATIONAL Group LLC

A Pass Educational Group LLC, founded in 2009, partners with educational publishers and other organizations to develop high quality, customized, work-for-hire content. Their more then seven hundred associates include writers, editors, subject matter experts, instructional designers, and artists. They work across all grade levels from kindergarten to corporate and all subject areas, with particular expertise in Common Core and Next Generation standards. When A Pass partners with a client the client's specifications become A Pass's specifications and the client's objectives become A Pass's objectives. For more information please contact Betsy Jagosz, 248-742-5124 or betsy.jagosz@apasseducation.com.

Thank you

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We also appreciate the work of the SIIA staff: Karen Billings, Lindsay Harman, and Jonathan Magin.

Please contact the SIIA Education Division if you have suggestions for or comments about this document. Email: education@siia.net

Methodology

A series of eight 30-minute phone interviews were conducted with American educators who teach grades 6-12. One email interview was conducted. The subjects were recruited through school administrators and selected contacts from the edWeb mobile learning community. The interview subjects were selected because they self-identified as implementing mobile learning in the classroom. SIIA and A Pass Educational Group LLC did not exclude subjects based on varying definitions of mobile learning and let the subjects self-define it.

A full sample script can be found at the end of this report. Not all questions were used on all subjects; however, the general theme was followed for each participant in order to keep the narratives consistent. Two participants elected to participate anonymously.

Each interview was recorded and written up. The full write-up for each subject is published after the summary section; recordings are archived for the use of the research team. These individual narratives show specific ways that teachers are implementing mobile learning in their classrooms.

All of the data found in this project is qualitative and is not indicative or predictive of how mobile learning is being implemented in general. These stories, however, show some of the successes and difficulties that individual teachers are having with mobile technology in the classroom.

Introduction

The Software & Information Industry Association's Education Division partnered with A Pass to conduct a series of interviews to understand how teachers are using mobile technology in the classroom. These interviews provide a glimpse into the way classrooms are using mobile technology and a chance to better understand this growing market.

Mobile devices are increasingly found in the K-12 school system. In SIIA's 2013 Vision K-20 survey, new questions were asked about the prevalence of BYOD (Bring Your Own Device) in classrooms around the country. The findings showed a surprisingly high level of implementation; a majority of educators in all grade categories reported that they anticipated personal mobile devices would be in the classroom within 5 years.

Grade Level	Allow Mobile Devices in the Classroom NOW	% That Allow with Restrictions	% That Allow Without Restrictions/ Don't Know
Elementary	**20%**	**79%**	**21%**
Secondary	**48%**	**88%**	**12%**
K-12 District	**46%**	**80%**	**20%**
Postsecondary – 2 year	**83%**	**50%**	**50%**
Postsecondary – 4 year	**95%**	**40%**	**60%**

While many districts with mobile devices provide specific types of apparatuses to their students, others follow the structure of BYOD.

The mobile market is growing. In general, educational technology companies are introducing more content in mobile platforms. The speed of implementation makes publishers, parents, teachers, and other members of the industry hungry for information. This report will show a slice of the impact of mobile learning from the point of view of nine educators using it in their classrooms.

Devices

Going into this project, the SIIA and A Pass defined mobile learning products as mobile phones or tablets. In practice, this definition was a bit more rigid than the teacher's definitions. When screening for participants, the only requirement was that the educator self-identified as using mobile technology in the classroom. It was often found that participants considered any laptop or device that could move between classrooms mobile. Laptops and netbooks were generally considered mobile devices by the teachers we interviewed. Those devices are easy to access in the classroom and allow teachers to use content from a variety of mediums.

> *Mobile devices are changing the focus of learning. By having students on the computer all of the time, it is easier for students to take **responsibility** for their own learning.*

Devices named:

- Mac Book
- iPad
- iPod
- Android phone
- iPhone
- laptop
- tablet
- PC (not laptop)

Multiple device operability was a major concern for those who either had a limited number of devices supplied by the school/district or relied on BYOD for the classroom. Many simply used a mobile version of a website to provide information.

> *I can't assign homework on a mobile device; some of my students don't even have the internet at home.*

Several interview subjects indicated that they used students' personal devices or that their school had a BYOD policy. Of the schools that relied on student-supplied devices, many teachers struggled with using technology while not alienating the students without personal devices. Some strategies educators used in these instances included group work or creating alternative assignments. Generally, educators were hesitant to assign homework that required the use of a device when BYOD was the main source of technology in the classroom.

Multiple private school educators were interviewed. Some of their schools required that all parents provide laptops or iPads for students when they enrolled. These schools generally had a high implementation rate and were using software and digital content in the classroom on a daily or near-

daily basis. Homework was often required to be submitted via the devices, and teachers embraced that potential.

Content

The content used in classrooms was highly variable and often course-specific. However, most educators with whom we spoke frequently relied on free apps, and tended to rely on prescribed content as well. They attributed this behavior to familiarity with the devices and difficulty in obtaining funds.

> *As long as content is accessible to students, that is the ultimate goal*

When asked about the content they used, many teachers referred to software programs like Microsoft Word and Microsoft Office Suite. Many teachers also mentioned Google docs as an app they used frequently. These basic programs show how new some of the teachers are to using technology in the classroom. Some teachers sought to use innovative content and/or apps. These innovative educators encouraged the use of a wide array of applications or supplemented their course materials with Open Educational Resources they found on their own, which promoted exploration into new and different methods of teaching. These innovative teachers also challenged their students to find their own useful applications and content and bring them to class.

Several teachers stressed the difference between consumption and production when it came to using mobile devices. Within the realm of production, a few described reliance on video production capabilities. They explained that they took advantage of the cameras and audio apps on mobile devices.

Polling apps were also generally quite popular and gave teachers a way to get responses from kids without peer pressure. Teachers explained that many students love the novelty of using technology in the classroom. Students still get excited to use software in class.

Teachers allowed students at the highest grade levels the most independence to use technology. In several instances, high schoolers, especially those in advanced classes, were given autonomy to select apps to use. More often than not, these applications would be free, but especially in private schools, funding was found and more flexible for in-class use. Teachers who used this method said that it improved student engagement and increased student readiness for class.

Many teachers were interested in a better way to vet the content of applications. Since many of the apps used were free, teachers did not necessarily have to go through an approval process to start using them in class. Teachers generally implemented an application before they give it a test run.

Purchasing/ Spending

As indicated in the Device section, there are varying amounts spent on hardware, and each teacher had a different experience. Some schools are providing a 1:1 experience, while others are supplementing the curriculum, in any way they can with a multitude of BYOD. These vastly different teacher experiences show the different ways that individuals are dealing with implementation.

The lack of funding for mobile programs, especially amongst the public school teachers we interviewed causes them to rely mostly on free content. Overall, more teachers said that they turned towards free content rather than paid, mostly for its ease of use. In virtually every case, paid content either required approval from the school tech department or administrators.

> *I pay for the all devices and content. I'm hoping that next year we'll have a small amount to spend from the district.*

On the opposite side of the spectrum from private schools, one special education teacher provided her class with mobile devices and content funded entirely out of her own pocket. She is not the only teacher with a lack of institutional support; others indicated that they rely on BYOD and entirely free content because of their lack of funding.

Other classroom teachers were unaware of the total budget for applications and based most of their teaching on readily-available free content for the sake of convenience. The bulk of spending on materials comes from a district or school mandate with more autonomy at the classroom level for low-cost and free sources. Large software packages are bought with the whole school in mind as opposed to individual classroom requests. Some outliers operated differently, but on the whole big purchases were used in multiple classes. Smaller, cheaper, and more specific subject-focused content was purchased by the teacher out of pocket, by parents, or downloaded by the class.

Conclusions

The teachers' overall enthusiasm to embrace mobile technology in the classroom is encouraging for companies interested in breaking into this market. Interviewees were highly supportive of mobile learning and wanted to involve it more in their day to day activities. While all of the teachers we interviewed were pre-screened to have used mobile technology in the classroom, none indicated that it was more trouble than it was worth or that they wished to decrease its use. It seemed that once teachers introduced to mobile technology they looked for ways to use it more.

Many teachers praised mobile technology as an effective way to keep students engaged in the classroom, saying that it allowed students to be more creative and take more responsibility for their own learning.

Someone spent time and money to create this, we want our students to understand this and be ethical.

Digital literacy was mentioned by several teachers during the interviews. Teaching students best net practices is as key a part of the curriculum as the course specific subject matter. Not all schools have a prescribed outlook on digital literacy, but many interviewees mentioned that it is important to them to include in their classes. Purchasing was one way teachers brought up the ethical concerns; each student was made aware of the price and how to download each application. Many schools are interested in stressing ethical purchasing practices and downloads when mobile platforms are used since students can circumvent the system. Some schools emphasized the digital literacy by allowing students themselves to download previously purchased apps or purchase the applications through pre-loaded gift cards.

None of the interviewees experienced a backlash from parents on the use of devices in the classroom. Some interviewees took specific care to involve parents and let them know about what the devices were used for in class. The most common form of parental involvement was a letter at the beginning of the school year outlining the way devices would be used in the classroom and asking for parents' permission. There were also examples of monthly or bi-monthly newsletters. Schools that had a school-wide policy often sent more frequent parental communications; one even had a blog that detailed what was happening in the classroom.

Parents expect digital content and literacy in schools. This is the direction of our world and our society.

The vast array of mobile devices and high use of BYOD to supply devices in the classroom means that effective content should be accessible on multiple platforms. Teachers are still using a multitude of devices; as BYOD becomes more common, the number of devices used in the classroom will increase.

Educational companies should also recognize an opportunity for professional development when it comes to adapting mobile technology. For instance, one teacher started using mobile technology in the classroom because of mentorship from an innovative teacher at his school.

The diversity of implementation methods and overall enthusiasm found in these interview subjects should provide SIIA members with a better idea of how mobile technology is being used in the classroom. Teachers are still looking for the elusive truly interactive textbook and a better way to vet the thousands of options available to them. Mobile provides an agile and adaptive way for individual teachers to implement their curriculum. Each of the following stories reveals a unique classroom experience that teachers were excited to share.

Appendix

Full Script Outline used for interviews:

Introduction

Hello is _____ there?

Hi _____ this is Andrew Pass from A Pass Educational Group, LLC/Lindsay Harman from SIIA. Thank you very much for agreeing to participate in our interview. Is this a good time to talk?

(Since the time was scheduled the answer will probably be yes.)

Just to tell you a brief description of what we are trying to accomplish, A Pass Educational Group, LLC and SIIA are working together to try and develop an understanding of the types of mobile devices that are being used in school classrooms to promote learning and the types of content that are being used with these devices.

Questions

First Set:

So, to begin can you tell me a little bit about the mobile devices your students are using for learning in the classroom? (If informants as questions as to what we mean by mobile devices say: **We are actually very interested in how you think about the definition of mobile devices.**)/ What do you consider a mobile device in your classroom?

(If the informant does not provide the answers to the following questions on his/her own, ask the questions/ Drill down as appropriate:)

- **What devices are used in the classroom?** -
- **Who provides these devices?**
- **How often are these devices used in the classroom?**
- **What is the ratio of devices to the students in your class?**

Second Set:

Tell me about the content you are using on these devices to promote learning?

(If the informant does not provide the answers to the following questions on his/her own, ask the questions :)

- **What kind of content are students using with these devices?**

- **Is content being used in any subject area differently than in other subject areas?**
- **Would you describe the process of how you select content to use for learning purposes?**
- **How much is content is freely available compared to how much content must be purchased?**
- **What kind of preparation is needed to use the types of content that is used with mobile devices? For Teachers/students/parents/ other?**
- **How do you think about giving homework assignments that require the use of technology?**

Third Set

Tell me about how content is purchased to use with mobile devices. What is the process that you use to obtain content?

(If the informant does not provide the answers to the following questions on his/her own, ask the questions/ Drill down as needed:)

- **Do you know how much money does your school pay to get this type of content? If so, how much?**
- **Do you need to get approval from others in the school to use specific content with your students? If so, who?**
- **Who ultimately decides what content is purchased with school money?**
- **How much would you personally pay to purchase this type of content to promote learning in the classroom?**
- **What are the acquisition and licensing issues that you encounter?**

Fourth Set:

(If the informant does not provide the answers to the following questions on his/her own, ask the questions :)

What's driving the purchase of new digital content?

- **What are your goals for using this new digital content?**
- **What kind of content are you looking for now?**

Conclusion:

Do you have any questions for me?

Thank you very much for participating in our study. We will share a copy of the report with you when it is completed.

Bye

Summaries

The following are the summarized transcripts from the interviews conducted by Lindsay Harman and Andrew Pass over the summer of 2013. All of the participants in the study are anonymous. One participant had hearing problems and elected to fill out the questionnaire via email; her complete response is included.

Summary Interview 1:

Background:

She is the Library Media Specialist at XXX High School. She oversees a staff of two and runs the library's services. She also teaches classes, creates lessons and curriculum, and manages the library's budget, as well as helping faculty and staff with technology and research.

Devices:

XXX is a 1:1 environment, meaning that all students, faculty, and staff have Mac Books. Each student carries their Mac Book from class to class, to study halls, and to their homes at night. These devices are issued at the beginning of the school year and returned at its conclusion, when they are re-imaged and re-issued the following year. Students may use other independent devices; however, Kindles, Nooks, and smartphones are not sponsored by the school. In this context, Mac Books are considered "mobile." The public provides these devices, which are used daily in virtually every class.

Content:

She has spent the last few years building up XXX High School's online resources. She subscribes the school to several databases that she has personally vetted. She also reviews professional publications with respect to how and what other school districts are using for online content. The subject not only provides databases, but also teaches faculty how to embed this technology into lessons and curricula.

In XXX, the technological aspect of academia is extremely well supported. The school uses many different applications, including the entire Mac Suite of programs and free Web 2.0 tools, as well as some online textbooks in mathematics. The focus is on the practical use of technology, rather than its use for its own sake. XXX is a Google school, utilizing work and document sharing, student record databases, and a host of other Google tools.

Purchasing:

Approximately 60-70% of databases for the school are purchased. Some are free from the state because she is a licensed teacher- librarian, and the remainder is whatever free Web 2.0 tools that are available and useful. She feels that the school library should be the center of the school research and content should come though the library. The resources at the high school come out of the library budget for use of the whole school, not just individual departments

The yearly budget is $43,000, of which approximately 60% is dedicated to online resources, which focus mainly on non-fiction and research and are curriculum-driven. (Incidentally, the remaining 40% of the budget is on print resources, the majority of which are fiction).

The purchase of new digital content has been driven by: a) Common Core, b) the in-school lessons, and c) the teachers and subjects that use the library the most. Teachers, especially in science and English, have been seeking to use increasing amounts of online and streaming video.

There have not been many acquisition or licensing issues thus far. Purchases are made through major companies directly and are available to faculty, staff, and students at all times on campus. Off-campus, students must verify usage with log-ins and passwords. Copyright usage is taught as part of the curriculum in various disciplines. There is a filtering system that blocks certain sites that may not be academically appropriate.

Conclusions/Concerns/Other:

There is a fair amount of preparation time involved for use of technology in the classroom. Most importantly, the ability in assessing a resource versus merely looking at a resource for information is a skill that must be developed for quality research, as are the abilities to create specific search terms and pull information from different resources. This evaluative skill develops and carries over into multiple disciplines.

Summary Interview 2:

Background:

He teaches at a private high school in New York.

Devices:

The school has a 1:1 program where all students must provide their own MacBook air or pro. He uses an iPad in class and encourages students to use smart phones and tablets in addition to their parent-funded PCs.

Content:

He mostly uses devices to access websites and materials online. The amount of apps or software used is limited, although he mentioned Haiku and First Class. All students take notes and primary documents are posted online. Students are becoming more comfortable gaining access to course materials and content through computers and iPads.

Purchasing:

He has never been given an upper limit on purchasing, and said that the available resources seemed almost endless. The procedure for getting new content goes through the tech department and the head of his department to approve it and load it onto computers. There have been little to no issues with this method and he has never been turned down for a requested purchase. He indicated that there were "endless resources."

Conclusion/Concerns/Other:

He is especially interested in interactive textbooks. The ones he's found so far have missed significant items and are not truly interactive. He is looking to add more content through digital devices but needs more information on vetting and how to better interact with content.

He is very happy about the use of laptops in school, but has noticed that some of the more "old school" teachers are having trouble. Wi-Fi and tech support are keys to implementing this type of curriculum. There is always a lack of speed and Wi-Fi connectivity. If mobile devices are not easily accessible and effective it will be more difficult to convince teachers to use them in the classroom.

Having students using laptops gives them more responsibility for their own learning and empowers them. They also "check up on him" and fact check during lectures.

Summary Interview 3

Background:

He is a teacher at XXX in New York City, a private school with a “visionary” approach to mobile learning in the classroom. The school encourages and enables teachers to effectively implement tablets in the classroom. All students are required to provide a MacBook Air for their use while attending XXX. Some classes are also supplied with iPads; teachers use them as well.

Devices:

He teaches all seniors in high school for advanced science classes in AP physics and atmospheric science. In his AP physics class, he has a 1:1 ratio of iPads; in his Atmospheric class, the ratio is closer to 1:2. One of the most frequent uses of the iPads in class is for lab projects and these mobile devices are used every day. He stated that “The iPad has been transformative,” and that it helps to create a project-based atmosphere in his classes. It also allows his students to dive directly into the day’s lessons and minimize start up and preparatory time at the beginning of classes.

Content:

He uses the iPads as a textbook, notepad, and lab tool. Class apps provided through the bulk purchase agreements include Vernier Video Physics, Vernier Graphical Analysis, and Explain Everything. He is also testing out various sensors to gather environmental information, as opposed to having students manually enter it on lab-based projects.

One way he implements mobile learning is to allow students to explore and use their own data. He instructs students to purchase apps that will provide them with data for labs and to explore and determine the best options with minimal instructor intervention. Some examples of student-purchased apps include Angry Birds and diving apps that can help illustrate projectiles. He encourages them to “explore everything” and utilize any and all content to better grasp concepts.

Purchasing:

Approximately two-thirds of the applications used in class are free and one-third are paid. The purchasing process is very easy and is generally done in one of two ways, bulk purchasing or through gift cards. Students are each given a $25 iTunesU gift card to purchase apps for class.

Bulk purchasing is handled through a streamlined approval process; the interviewee indicated that no app requests of his have ever been denied and that the software budget has decreased since the switch to mobile learning. He has spent approximately $2,000 in the past year on bulk purchase apps. Once the purchases are made, students are given the code to upload the app to the iPad. This process is also used to promote digital literacy and discourage piracy or other license violations. Students are taught the

importance of paying for and licensing digital content as an ethics lesson along with their class curriculum.

Conclusion/Concerns/Other:

His use of mobile learning in the classroom has been highly successful and his enthusiasm for the technology was apparent during the interview. He has encountered little to no resistance from students, teachers, administrators, or parents while implementing technology in the classroom. He encourages parents to monitor student activity and gives them documents early in the school year that explain how the technology will be used – only one parent called him with questions. The school also sends out a monthly newsletter and periodic blog posts to keep parents informed about technology in the classroom.

Summary Interview 4

Background:

She is a teacher at XXX High School in Oklahoma City, OK. XXX has approximately 1,000 students.

Devices:

The use of mobile devices at her school is limited because of the school's low ability to get on wireless and threats of theft. Students are allowed to use to cell phones and smartphones during class and lunch. The school district has a 5:1 or 6:1 ratio of students to devices where and when they are available. Fewer than 5% of students do not have a cell phone. She and other teachers have encouraged students to use their phones because the district does not supply mobile devices.

Content:

Content is restricted to cell and smart phone devices, and has included Poll Everywhere audience response systems and Edmodo. Students can use cell phones to take notes, add messages, take pictures, and maintain calendars. The Edmodo app version allows students to review Wikipedia notes and other content to promote learning.

While Edmodo does have similar aspects to social media, it takes training to show students how to embrace it for learning. The XXX District has made a transition to use Edmodo and she has encouraged other teachers get on board. Because of its similarities to Facebook, the district hopes that Edmodo students will have greater fluency, encouraging success in building communities of learning.

Typically, specific, curricula-based learning objectives have driven the content acquisition. The interviewee needs her content to be both teacher- and student-facing. She seeks mostly free-of-charge, teacher-created Common Core content.

In terms of preparation for content, she feels that teachers have to accept they do not need to master the technological aspects, but rather focus on content—what teachers want the students to learn or do.

Purchasing:

The school does not have a budget for content. There have not been many acquisition or licensing issues thus far. Discovery Education comes out of Library Media Services' budget; every teacher has a laptop and access to this platform.

Conclusion/Concerns/Other:

n/a

Summary Interview 5

Background:

He is a teacher in a public suburban middle and high school in Upstate New York. He teaches technology at the schools, focusing on web design and video production.

Devices:

The kids mostly have their own smartphones supplemented by a few classroom iPads. Smartphones are used as an internet supplement in classes with limited computer access. There is a digital divide; some students do not have their own smartphones, which causes some issues, such as teachers not being allowed to assign homework that requires mobile devices. In the classroom, smartphones are either passed or supplemented with computers or in some cases iPads.

Content:

They rely heavily on Google docs for education to help create class projects. In addition, various polling apps are used. Students are also encouraged to use the camera for video production and to create class projects. They also use the camera function in class to help with his video production and web design courses; this function is built into the phones and does not require additional purchase. Additionally, he uses some free apps that poll students in the classroom. He has personally developed most of the curriculum that he uses.

Purchasing:

Approximately 75% of the curriculum is purchased and vetted; he supplements that material with OER content. However, none of the content for mobile devices comes from the school and is either free to download or purchased out of pocket by teachers or students.

Conclusion/Concerns/Other:

He cannot require the use of mobile devices for homework since many students do not have internet and/or smartphone access. One of the biggest struggles is the lack of funding from the schools. He is passionate about implementing technology in the classroom and that all content, no matter its source, is relevant. The use of Google docs has eliminated a lot of paper. He believes the learning can be deeper and more meaningful with the use of technology in the classroom. There are also stringent use policies in middle school that can make implementing mobile learning more difficult. It is important that the content is accessible and that students understand where it comes from and how to apply it appropriately.

Summary Interview 6

Background:

He is a second year teacher; mentoring teacher taught him some strategies for using smartphones in the classroom. This program is new to both him and his school; he will be implementing it in the 2013-2014 school years.

Devices:

All devices are provided by the students; approximately three-quarters of students have their own device. The school generally encourages group work so that students without devices can still participate. There are also 3 computers in each classroom, which students can use to complete some of the assignments.

Content:

Most of the apps he uses in the classroom are free to download and are not regulated by the school in any meaningful way. Since some students do not have internet access outside of school and he still wants to include technology in assignments, he allows for time during class to complete projects or work around other access issues. Most of his selection of content comes from trial and error and online research.

Some examples:

- Algebra Champ
- Poll Everywhere
- Remind 101
- Math pro
- Kahn Academy

Purchasing:

There is no school budget for purchasing content for mobile devices. The school has purchased BrainPop and he has purchased some resources out of pocket for use in the classroom.

Conclusion/Concerns/Other:

There is not a big school-wide or district-wide push to use the devices. There is also a lack of guidance on how to implement mobile learning. Most of what he has learned came through a mentor teaching relationship. In fact, he asked for guidance and ideas from the interviewerHe is impressed by the vast wealth of information available, but needs help to whittle it down to what works best.

Summary Interview 7

Background:

She is a middle school teacher who teaches at-risk and special education students in 7th and 8th grade.

Devices:

There are 5 laptops, 8 iPods, and 3 iPads available for the at risk and special education students that she teaches. Many of these are her personal devices; only two of the laptops are provided by the school. The devices are used in the classroom every day. The classes are small enough that the ratio of devices to students is often 1:1 or 1:2.

Content:

She uses a lot of websites and OER to provide content for her classrooms. She is an active edWeb user and uses content from there to help develop lessons. Some resources that she mentioned include:

- World G
- Google Earth
- CIA World Factbook
- Haiku Deck
- Weebly (creating their own websites)
- Boom Math
- Algebra Touch
- SumDog Math

Purchasing:

The entire mobile learning project is entirely funded out of her own pocket; the school does not contribute to funding at all. She loads subscriptions to apps.. She will rarely use paid content because it is her own money. The administration is aware of her project, but mainly stays out of it.

Conclusion/Concerns/Other:

Because she works with special education and at-risk students, her needs are very specific. She is planning to create more flipped lessons (such as videos at home & work in the classroom). Since the money comes from her own pocket she has encountered few problems from the administration.

She is highly active in encouraging parents to be involved. She created Moodle sites and held sessions explaining the plan. Many students have their own devices; she encourages students to use them at

home and in the classroom (with the additional option of using her devices). She also has weekly phone calls with parents to keep them informed.

Digital literacy is a big component of her classes and she works to show students how to be good digital citizens.

Summary Interview 9

So, to begin can you tell me a little bit about the mobile devices your students are using for learning in the classroom? We are actually very interested in how you think about the definition of mobile devices.

What devices are used in the classroom? -

Answer: We use MacBook laptops in our school and in our Virtual School.

Who provides these devices?

The School

How often are these devices used in the classroom?

I teach in a Virtual School. Our devices ARE our medium of education.

What is the ratio of devices to the students in your class?

Each student gets a laptop.

Second Set:

Tell me about the content you are using on these devices to promote learning?

What kind of content are students using with these devices?

We are currently using Odyssey ware software for our education program in SVVCS.

We can add other material as needed if we choose.

We are also starting the process of using/evaluating the Acellus software program for our students, many of whom are "at risk" students.

Is content being used in any subject area differently than in other subject areas?

No

Would you describe the process of how you select content to use for learning purposes?

We select our content by its suitability for our students.

How much is content is freely available compared to how much content must be purchased?

The Odysseyware software is purchased as is the Acellus software.

What kind of preparation is needed to use the types of content that is used with mobile devices? for Teachers/students/parents/ other?

We have several days' training/orientation/evaluation at our school office at the beginning of the school year. We train students in the use of the software and help them get acquainted with the laptop if necessary and let students and parents know the requirements and expectations for our school.

How do you think about giving homework assignments that require the use of technology?

All of our work requires the use of our laptops. All of our work is thus “homework”. Lessons, exercises, quizzes and tests are all embedded in the software.

Third Set

Tell me about how content is purchased to use with mobile devices. What is the process that you use to obtain content?

Do you know how much money does your school pay to get this type of content? If so, how much?

No, I do not know.

Do you need to get approval from others in the school to use specific content with your students? If so, who?

No. I do not.

Who ultimately decides what content is purchased with school money?

Our administrator, after discussing with the teachers and after trying out the content with students to evaluate its practicality.

How much would you personally pay to purchase this type of content to promote learning in the classroom?

I don’t pay anything.

What are the acquisition and licensing issues that you encounter?

None.

Fourth Set:

What’s driving the purchase of new digital content?

The purchase of new digital content is driven by its ease of use, its application to the common core subjects, its adherence to what our individual students require, its price, and its visual presentation in the lessons. Is it interesting? Is it presented in a lively interesting way? Does the software monitor students’ work to make sure learning is taking place? Does the software evaluate students’ work appropriately? Does the software make it easy for teachers to monitor students’ work?

- **What are your goals for using this new digital content?**

Goal is to have software that facilitates learning for my students.

- **What kind of content are you looking for now?**

Nothing at the moment.