



ISACS 2009 Annual Conference
November 5-6, 2009
Columbus, Ohio

**I:I Laptop Environment:
Handbook Development Using a Tablet
PC Handbook as a Guide**

Terrie Hale Scheckelhoff, Ph.D., Associate Head of
School, Columbus School for Girls

Christine Murakami, M.Ed., Upper School Technology
Integration Specialist, Columbus School for Girls



Session Overview of Laptop Program and Handbook Development

- I. Role of the Handbook
- II. Program Development Recommendations
- III. Research
- IV. Business and Legal Information
- V. Integration of Student and Faculty Voices
in Handbook



I. Role of the Handbook

- Anchors the program
- Facilitates methodical planning
- Helps identify gaps and overlaps
- Supports communication with internal and external groups
- Brings clarity to the intricacies of the program
- Incorporates students and faculty voices
- Provides a vehicle for sharing supporting research



II. Program Development Recommendations

- Align laptop program with school mission
- Ensure infrastructure supports the program
- Identify task force including administrators, students, faculty, parents, community members with IT experience
 - Define what you want and need
 - Visit laptop schools and attend conferences
 - Select Hardware and software— standardization important
 - Determine feasibility and financial options
- Develop a timeline with tasks
 - One year to review, analyze, develop plan



II. Program Development Recommendations (continued)

- Give faculty computers first and provide training
- Create “pilot” group and program (if time allows)
- Develop student, faculty, and parent surveys
- Create student and faculty training
 - Develop orientation program (include parents)
 - Design student technology class
 - Develop a workable schedule
 - Provide ongoing training (include requirements)
 - Investigate online resources (e.g., Atomic Learning and PD (Professional Development) 360)



II. Program Development Recommendations (continued)

- Determine maintenance and repair strategies
 - Help Desk
- Develop communication plan
 - Communication with incoming groups (e.g., middle school students, faculty, and parents)
- Plan for computer hardware and software upgrades
- Determine lease or purchase contract
- Conduct internal and external audits



III. Research

- **Why a I-to-I Program?**

- **A I-to-I computing program:**

- Provides flexibility, customization, and personalization, which enhance student motivation, morale, performance, efficiency, and effectiveness
- Aligns with today's mobile society where anytime, anywhere learning is a reality through wireless global access points
- Supports collaborative learning



III. Research (continued)

- **Why a I-to-I Program?**

- **A I-to-I computing program:**

- Standardizes and improves efficiency and cost-effectiveness across campus, from training and use, to maintenance
- Enables students to work wherever best meets their needs
- Provides more portability since battery life is now longer
- Facilitates the use of e-books and textbooks
- Engages learners



III. Research (continued)

- **Title:** Study: Laptop Use Tied to Higher Student Scores: About 14,550 Henrico County High Schoolers are Utilizing Computers
 - “Teachers report using the laptops more frequently and cite morale benefits. They say they are using the computers more to analyze data, communicate and present new material.”
- **Author:** Crutchfield, Lisa
- **Source:** Richmond Times-Dispatch (VA); 07/06/2008



III. Research (continued)

- **Title:** Research Findings Support Laptop Programs
 - “The completed project was presented in a report entitled "Powerful Tools for Schooling," and showed that full-time access to laptops:
 - Helped students apply problem-solving and critical thinking skills
 - Enhanced learning in core academic subjects and increased students' passion for learning
 - Led to higher quality work, particularly in writing
 - Helped teachers spend more one-on-one time with students
 - Extended the school day (for example, seventh-grade students using laptops spent ten times as much out-of-school computer time on schoolwork as seventh-grade students who did not use laptops but had desktop computers at home).”
- **Author:** Dyrli, Odvard Egil
- **Source:** Curriculum Administrator; Feb99, Vol. 35 Issue 2, p6, 2/3p



IV. Business and Legal Information

- Lease or purchase contract should include:
 - Acceptable use
 - Responsible use
 - Risks (e.g., theft, loss, or damage)
 - Payment terms
 - Insurance coverage
 - Maintenance and repair (e.g., Help Desk)
 - Warranties
 - Licenses
 - Return terms
 - Liability and indemnity



IV. Business and Legal Information (continued)

- Lease contract includes (continued)
 - Consumable parts (e.g., memory, battery, power)
 - Default
 - Severability
 - Waiver
 - Disclosures



V. Integration of Student, Faculty, and Parent Voices in Handbook

- **FAQ Student**
 - Tech project class wiki
- **FAQ Faculty**
 - Annual query to faculty on what they wish they knew
- **FAQ Parents**
 - Gathered by compiling phone conversations, emails, and trends in questions from the parents
 - Held “Parent Coffee” discussion about the Tablet PC program, its effects at home, strategies for monitoring.



V. Integration of Student, Faculty, and Parent Voices in Handbook (continued)

- Notes Student-to-Student (Do and Don't)
 - Tech Project wiki contributions (What advice would you give a class member of the next class?)
- Notes Parent-to-Parent (Advice)
 - Compilation of emails, phone conversations and information gathered at various parent meetings



Top 10 Recommendations

1. “Focus on Student Learning
2. Go Slowly/Phased Deployment
3. Build Ownership and Support
4. Ongoing Communication with Stakeholders
5. Long term Funding Commitment
6. Foster Teacher Collaboration/PD
7. Leverage Student Tech Knowledge
8. Plan for Continuous Evaluation
9. Ongoing Tech Support
10. Network Infrastructure and access to digital resources.”

Source: Shabbi Luthra, American School of Bombay, 2007



Parting Advice

- Recognize that culture shifts have opportunities and challenges regardless of preparation and training
- Celebrate your successes
- Take one day at a time
- Be persistent
- Prepare and communicate
- Recognize that leadership from the top is crucial
- Assess and adapt continuously



Contacts

- Terrie Hale Scheckelhoff, Ph.D., Associate Head of School, Columbus School for Girls
tscheckelhoff@columbusschoolforgirls.org
- Christine Murakami, M.Ed., Upper School Technology Integration Specialist, Columbus School for Girls
cmurakami@columbusschoolforgirls.org