**EVALUATION OF THE IMPLEMENTATION OF THE MOBIs© AT HUDDLESTON ELEMENTARY SCHOOL**

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**Executive Summary**

In August, 2010, all Huddleston Elementary School’s classrooms were equipped with 21st Century technology in support of Georgia’s technology vision that Georgia will lead the nation in improving student achievement by ensuring that all educators and students have the knowledge and skills necessary to be successful in a global learning community. Each classroom received a MOBI©, projector, screen, and a microphone. This formative evaluation that incorporated a questionnaire and two focus groups shows the effectiveness of the implementation of the MOBIs© at Huddleston Elementary School. This evaluation answers the following questions:

* In what ways do teachers at Huddleston demonstrate competence in using the MOBIs©?
* How will society benefit if students use MOBIs©?
* What is the critical path to reach the vision of increasing educators’ proficiency in effective instructional uses of technology?
* By adding the MOBIs© into our county, what value did we add for all internal and external stakeholders?

Although there has only been one training session so far, Huddleston teachers are embracing the new technology. “The response of teachers to new technologies, whether they reach out with a hammer or a curious mind, can be influenced by schools’ culture and professional community” (Wehril, 2009). Huddleston teachers have demonstrated that they are willing to take risks and experiment with this new technology. They are demonstrating competence in using the MOBIs© by visiting many different web sites, and projecting them using the projector and MOBI©. Teachers are sharing Power Point presentations with parents and students. Classrooms are using the MOBIs© to check Everyday English, math problems, and to show exemplar writing papers. According to Guthrie and Carlin (2004) “theories relating to learning suggest that modern students are primarily active learners, and that lecture/fact memorization courses may be increasingly out of touch with how our students are learning to engage their world” (1). Using the MOBIs©, is a more modern approach to learning and teachers have indicated that the MOBIs© highly engage the students and help improve student behavior.

The evaluation demonstrated that there is inequity is the number of minutes a day that the teachers are using the MOBIs© with their students. Some teachers are using the system less than ten minutes a day, while others are using them more than an hour each day. Huddleston teachers are facilitating new ways of instruction as they use the MOBIs©, but more training is necessary for teachers to learn more applications of this resource.

The following recommendations were generated to assist Huddleston Elementary School in light of this evaluation.

1. Address the inequity of MOBI© use in the classroom.
2. Address the inequity of student computer use in the classroom. In order for students to become technology literate, they must have access to technology. Equitable access to digital resources is essential for students to become technology literate.
3. Teachers should receive additional training on the MOBI© in order to enhance their professional skills and knowledge.
4. Encourage teachers to view video tutorials on MOBI© applications so that teachers learn new features of the system.

*Evaluation of the Implementation of the MOBIs© at Huddleston Elementary School*

**Introduction**

Fayette County is on a mission to teach our digital natives in a manner of teaching that is commiserate with the needs of these active learners. Furthermore, Fayette County realizes that the mode of learning is quickly changing in this digital age. Over the past summer, Fayette County equipped all of its elementary school classrooms with MOBIs©, projectors, screens, and microphones. Fayette County believed that providing these tools to teachers and students would help meet the Georgia vision of all Georgia schools being outfitted with 21st Century technology, and would help our educators be more in touch with how our students prefer to learn. Liu stated “the dilemma for digital natives is that they are avid digital multitaskers, yet they are in schools that do not use technology to keep them engaged, motivated, and successfully learning” (2009). Adding the MOBIs© was seen as one solution to keep the students more engaged, motivated, and learning.

This evaluation plan occurred at Huddleston Elementary School in Peachtree City which is part of Fayette County. Peachtree City is a city of roughly 35,000 people south of Atlanta. Huddleston Elementary School is a school of approximately 600 students. Of these students, 77.39% are Caucasian, 5.89% are African American, 9.07% are Hispanic, 2.86% are Asian, and 4.77% are considered ‘Other’. Almost 13% of the students receive free or reduced price lunches. Twelve % of the students receive EIP services, 19.26% received gifted services, 7.17% receive speech instruction, and 2.86% receive Special Education services. The clients for this evaluation plan are the administrators and teachers at Huddleston Elementary School, and the stakeholders include the students and their parents.

**Purpose**

Fayette County installed these 21st Century tools into all its elementary school classrooms to help its teachers meet the Georgia technology vision of increasing educators' proficiency in effective instructional uses of technology.  What have the Fayette County teachers done with all this new technology? This formative evaluation shows the effectiveness of the implementation of the MOBIs©.

Reflections on this evaluation may lead to further training on the MOBI© digital pen, and further training on applications of the system. There is a vast disparity in the level of time spent in each classroom using the MOBIs© daily which should elicit discussion. The surveys completed show that not all teachers at Huddleston Elementary School are meeting the Georgia technology vision of increasing educators’ proficiency in effective uses of technology if time spent on the technology is considered as a means of increasing educators’ proficiency. Monitoring of the Georgia Technology Integration Standards and improving and assessing technology literacy should be a key focus of Huddleston Elementary School. In the Georgia technology plan, goal #6 of Georgia’s vision is to achieve and/or maintain equitable access to high-quality technology programs for all students (2007). Equitable access to technology should be addressed at Huddleston.

**Evaluation Questions**

Huddleston Elementary School’s vision is “Personal best”, and many Huddleston teachers are exhibiting this vision as they push themselves to learn how to integrate technology. The goal of this study was to determine how successful the implementation of the MOBIs© has been at this school. Some Huddleston teachers are using the new 21st Century tools to engage their students in a way that these students prefer to learn. The evaluation plan described in this study focuses on formative measures of the implementation.

* In what ways did teachers at Huddleston demonstrate competence in using the MOBIs©?
* How will society benefit if students use MOBIs©?
* What is the critical path to reach the vision of increasing educators’ proficiency in effective instructional uses of technology?
* By adding the MOBIs© into our county, what value did we add for all internal and external stakeholders?

**Methods**

*Participants*

Huddleston Elementary School has 40 classroom and resource teachers. Twenty eight of the forty teachers completed the questionnaire. One teacher who responded has taught for less than five years. Nine teachers have taught for five to ten years. Eight teachers who completed the questionnaire have taught 16 to 20 years. Six teachers have between 21 and 25 years of teaching experience. Four teachers who completed the questionnaire have more than 26 years of teaching experience. Ninety- six percent of the teachers who completed the questionnaire have over eleven years of teaching experience.

*Design and Procedures*

This study was conducted two months after the implementation of the MOBI© system, so qualitative data was collected that measured the perceived value of this system. No standardized test data was available to measure the effectiveness of the implementation. The questionnaire was an effective tool to collect information about teachers’ beliefs. Teachers had two weeks to complete the optional questionnaire. Teachers’ opinions were rated using a Likert scale questionnaire. The data collected was nominal and ordinal. Open-ended questions were included. Qualitative data was collected through two focus groups and interviews.

*Instruments*

A Likert scale questionnaire was given to teachers to access the implementation of the MOBI© system. The questionnaire began with educational level and years of teaching experience to obtain background information. These questions were nominally scaled using a Likert Scale. Utilizing this scale, the percentages of each scaled indicator was determined. Open-ended questions were included. The foci of the various questions on the questionnaire are as follows:

* Demographic information-two questions prior to the beginning of the actual survey
* Questions 1-3 & 10- Prior experience with classroom technology
* Questions 4-7 – Ease of use
* Questions 8,9,11 -13-Usage preference
* Questions 14-17-Teacher attitudes towards MOBIs©?

The questionnaires were placed in teachers’ mailboxes, and the teachers were told that participation was voluntary. Teachers were told that they did not need to answer any question that they did not wish to answer. The teachers were given two weeks to complete the survey, and the completion rate was 70%.

Focus groups were held with specific questions to gather information about how Huddleston reaches the vision of increasing educational proficiency in the effective use of the MOBI© technology. One focus group included teachers and another focus group was held to determine the value of the MOBI© technology that was added to external stakeholders. The external stakeholders that were interviewed were seven parents of Huddleston students. These parents are involved parents on the P.T.O. committee. They were selected by Huddleston’s principal and the evaluator. The other focus group was teachers who volunteered to participate.

**Table 1. Evaluation Instrument in the MOBI© Implementation**

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Project Objectives \_\_\_\_\_\_\_\_\_\_ Likert Scale\_\_\_\_\_ Focus Groups

* Teaching competence X X
* Society benefit X
* Increase educators’ proficiency X X
* Value added for stakeholders X

**Data Analysis**

Twenty- one percent of the teachers who responded to the questionnaire have a Bachelor degree, 57 % have a Master degree, and 21 % have an Education Specialist. Fifty –three percent of the teachers strongly agree with the statement, “I use technology in my classroom.” Forty-three percent agree, and four percent were neutral to that statement. Thirty-six percent of the teachers strongly agreed to the statement, “I expect my students to use computers to learn”, 50% agreed and 14% were neutral. Thirty-six percent of the teachers strongly agreed that “the MOBI was easy to install in my classroom.” Fifty-three percent agreed, and eleven percent of the teachers questioned were neutral. Fifty-seven percent of the teachers strongly agreed that the MOBI© is easy to use to display morning announcements, while 25% agreed, and 18% were neutral. Three percent of the teachers strongly agreed that the MOBI© interactive pen is easy to use. Fifty-three percent of the teachers agreed that it is easy to use, while 14% were neutral, 18% disagreed, and 4% strongly disagreed. Fifty-three percent strongly feel that the MOBI© was a good addition to classrooms, 43% agreed, and 4% were neutral.

Seventy- nine percent of the teachers have used the MOBI© Workspace to annotate (write over) saved Word documents or Power Point presentations. Seventy- one percent of the teachers have used the MOBI© to display web sites. Sixty- eight percent of the teachers were aware that Georgia has a technology vision that states that educators will use technology to facilitate new ways of implementing instruction.

There appears to be inequity in access that students have to use the student computers. Fourteen percent of the teachers responded that their students use the student computers zero to ten minutes a day. Twenty-five percent of the teachers said that their students use the student computers eleven to twenty minutes a day. Twenty-one percent responded that their students use the student computers 21 to 45 minutes a day. Twenty-one percent responded that their students use the student computers 46 to 60 minutes a day. Eighteen percent of the teachers said that their students use the student computers more than an hour a day.

Another area of inequity is the number of minutes a day that the teachers are using the MOBI© with their students. Eighteen percent of the teachers are using the MOBI© less than ten minutes a day. Fourteen percent of the teachers are using it between 11 and 20 minutes a day. Twenty-five percent of the teachers are using the MOBI© between 21 and 45 minutes a day. Eleven percent of the teachers are using the MOBI© between 46 and 60 minutes a day. Thirty-two percent of the teachers are using the MOBI© more than an hour each day.

The parents who participated in the external stakeholder were unable to share a lot of information about the MOBI© use in their child’s classroom since it is such a new tool. One parent said that the MOBI© “lives in the students’ world and offers real time information.” Another parent liked that when a teacher uses a MOBI©, he/she does not have to turn their back on the students and that he/she can be more mobile. Every parent enjoyed seeing the MOBI© used for Parent/Teacher night at the beginning of the school year.

**Summary of Key Findings**

*Evaluation Question 1: In what ways do teachers at Huddleston demonstrate competence in using the MOBIs©?*

Teachers are demonstrating competence in using the MOBIs© by visiting many different web sites, and projecting them using the projectors and MOBIs©. Multiple Power Point presentations have been shared with parents and students. Power Points have been shown that featured photographs from Civil War sites. Other Power Point presentations include having students circle the correct word. Additional Power Points included a lesson on the Underground Railroad. Maps and note taking skills have been taught using the MOBIs©. In music class, Power Point presentations have been used for children to learn songs. Sing-alongs, electronic book, and DVD clips have also been used in music. Multiple classrooms are using the MOBIs© to check Everyday English, Math Boxes, and key points from our new reading series. Rubrics are being projected for poetry and writing. Exemplar writing papers are being projected through the MOBIs© so children can edit student samples together. Problem solving in math has been assisted with the use of MOBIs©. Introducing math lessons with Ways to Success; illustrating multiplication and division with decimals has all occurred at Huddleston using the MOBIs©. One teacher reported on the questionnaire:

*I have used the MOBI© to visit the National Library of Virtual Manipulatives site, websites to other math sites, activities with place value, addition, and subtraction, maps, handwriting, rocks & minerals from U.S., correcting /highlighting information on work created with a Word document; Power Points & transparencies with Storytown.*

It is clear that Huddleston teachers are demonstrating competence in using the MOBIs©. There are numerous annotation tools available including pen, highlighter, shapes, lines, and text (eInstruction, 2008). Huddleston teachers have used these annotation tools to engage learners. Teachers are using the system for multiple programs and operations.

*Evaluation Question 2: How will society benefit if students use MOBIs©?*

Not only are Huddleston teachers demonstrating competency in using the MOBIs©, but so are students. Huddleston students are now able to use the MOBIs© to digitally solve the question while the whole class can see. Students have used the screen to display student-created Power Points. Students published and shared electronic books using the MOBIs©. Huddleston students are beginning to demonstrate more technology literacy as they create their own digital media to showcase their learning. Students at Huddleston are becoming much more technologically literate since the implementation of the MOBIs©.

Teachers mentioned that now that they are using the MOBIs© they are able to “engage the students from the back of the class while we look at the board.” Another teacher mentioned that, “I can teach from all around the room now (no longer tied to the mouse)”. Other teachers mentioned how the MOBIs© improve classroom behavior because the teacher is able to move around more easily to be near children who are disrupting the classroom. Also, the MOBI’s© presence in the room encourages the students to be attentive so that they are chosen to operate the tool. Having the ability to deliver instruction from anywhere in the room, giving the needed proximity to students who require more direct contact is improving student behavior at Huddleston. Teachers mentioned that the MOBIs© are encouraging creativity and helping students to be more engaged in lessons. Society benefits when students are actively engaged and learning in their classroom.

*Evaluation Question 3: What is the critical path to reach the vision of increasing educators’ proficiency in effective instructional uses of technology?*

Many teachers reported that additional training is necessary in order to reach the vision of increasing educators’ proficiency in effective instructional uses of technology. Specifically, teachers would like to become more proficient at drawing, using other tools and applications. One teacher wrote, “I think it is an excellent tool. I can't wait to learn how to do more with it.” Another said, “It is a terrific tool. I use it several times a day. I look forward to learning more ways to use it.” Another teacher reported that the students love technology, but that they actually do better with it than many teachers do. Huddleston teachers are embracing the technology, but need more training to become more adept with the system. Other needs include having a scanner on desktops so that teachers can easily scan student work to show and discuss. “I love the MOBI and am so glad that we are moving towards 21st Century tools in our classrooms,” reported a Huddleston teacher.

*Evaluation Questions 4: By adding the MOBIs© into our county, what value did we add for all internal and external stakeholders?*

Goal #2 of Georgia’s K-12 Technology plan of increasing educators’ proficiency in effective instructional uses of technology in order to incorporate 21st Century technology and thinking skills into the Georgia curriculum is being addressed at Huddleston, thus adding value to our internal and external stakeholders. One teacher mentioned how she has learned to scan documents for MOBI© use rather than using overheads. Another teacher mentioned that she finds the MOBI© “very easy to pull something up to show the kids.” Additionally a teacher said that she is “able to show students how to do things easier using technology (ebooks, websites, etc) and it's more engaging for the students.”

Huddleston teachers are working towards meeting goal #3 of Georgia’s K-12 Technology plan of increasing students’ proficiency in technology literacy and 21st Century skills while better incorporating technology to enhance learning. Using the MOBI©, teachers are able to allow students to change documents. Teachers facilitate "student" control and involvement with the visual of documents. Students enjoy watching the screen and doing their work from the MOBI©. Using new technology in the classroom has shown to have “greater student engagement, increased student interest, and heightened discussion and interactivity.” (Martyn, 2007). They are naturally engaged in lessons that involve using technology. According to one teacher, “This is their world. They 'watch' TV, videos, etc all day, so they are engaged when using the MOBI©.” Martyn reported that “Students of the twenty-first century have grown up using computer games for learning and entertainment” ( 2007). Huddleston teachers are bridging the gap between how the students live and how they learn.

**Conclusion**

Two months ago all Huddleston Elementary School’s classrooms were equipped with 21st Century technology in support of Georgia’s technology vision that Georgia will lead the nation in improving student achievement by ensuring that all educators and students have the knowledge and skills necessary to be successful in a global learning community. Despite the fact that there has only been one training session so far, Huddleston teachers are learning how to use the new technology. Teachers are demonstrating competence in using the MOBIs© by sharing Power Point presentations, visiting many different web sites, checking Everyday English, math problems, and showing show exemplar writing papers. Teachers revealed that the MOBIs© engage the students and help improve student behavior. Society benefits when students are engaged in purposeful work. The MOBI© implementation at Huddleston has shown to be an effective tool in eliciting student participation.

One inequity suggested in the evaluation is the number of minutes a day that the teachers are using the MOBI© with their students. Some teachers use the system less than ten minutes a day, while others use them more than an hour each day. These teachers are embracing new ways of instruction as they use the MOBIs©, but more training is necessary for teachers to learn more applications of this resource. In order to increase educators’ proficiency in effective instructional uses of technology, more training should be conducted. As Bryan Wehril stated in his article “Technology as a Fence and a Bridge”,

*We should embrace educational technologies as another tool to transform our teaching, learning and schools. Let’s enthusiastically accept what matters to our students and figure out how to harness their interests. Let’s not view technology just as a new tool for an old task, but as a new tool that can help us think differently about teaching and help our students think differently about learning.*

**Recommendations:**

The following recommendations were generated to assist Huddleston Elementary School in light of this evaluation.

1. Address the inequity of MOBI© use in the classroom.
2. Address the inequity of student computer use in the classroom. In order for students to become technology literate, they must have access to technology. Equitable access to digital resources is essential for students to become technology literate.
3. Teachers should receive additional training on the MOBI© in order to enhance their professional skills and knowledge.
4. Encourage teachers to view video tutorials on MOBI© applications so that teachers learn new features of the system.

When this evaluation is complete, the evaluator will meet with the principal of Huddleston Elementary School and the technology specialist to review the evaluation. Using the information gained in this evaluation, the principal and technology specialist can meet with the technology committee to set forth common expectations and/or training opportunities for the use of the MOBIs©.

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Appendix

**Questionnaire about the MOBI and its use in our classrooms**

**Years of teaching experience**: Under 5 5-10 11-15 16-20 21-25 26+

**Your Educational Level**  Bachelor Master Ed.S Ph.D

1. **I use technology in my classroom.**

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. **I can navigate through the basic functions of a computer and operate basic software.**

Strongly disagree Disagree Neutral Agree Strongly agree

1. **I expect my students to use computers to learn.**

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. **The MOBI was easy to install in my classroom.**

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. **The MOBI is easy to use to display my morning announcements.**

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. **The MOBI interactive pen is easy to use.**

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. **In your opinion, is the MOBI a good addition to your classroom?**

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. **Have you used the MOBI Workspace to annotate (write over) saved Word documents or Power Point presentations?**

Yes No

1. **Have you used the MOBI to display web sites?**

Yes No

1. **Were you aware that Georgia has a technology vision that states that educators will use technology to facilitate new ways of implementing instruction?**

Yes No

1. **How many minutes a day do your students use the student computers?**

0-10 11-20 21-45 46-60 more than an hour

1. **How many minutes a day are you using the MOBI with your students?**

0-10 11-20 21-45 46-60 more than an hour

1. **What activities have you used with your MOBI?**

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1. **What impact does the MOBI have on the layout of your classroom?**

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1. **In what ways is using a MOBI facilitating new ways of implementing instruction?**

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1. **In what ways has the implementation of the MOBI further engaged student interest?**

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1. **What else you would like to share about the MOBI and its use in your classroom?**

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**Teacher Focus Group**

**\*This will be conducted orally in a small group setting. Answers will be coded to insure anonymity.**

1. Do you feel successful in using the MOBI©?
2. What activities have you used with your MOBI©?
3. Have your students personally used the MOBI©? \*follow up with a how or why not question
4. If you experience technical difficulties, do you feel that there is someone at our school that can help you?
5. Were you aware that there are training resources in our Google mail section under sites-technology?
6. What have you done on your own to support your own learning of the MOBI©?
7. What can Huddleston administration do to support your learning of the MOBI©?
8. How can we reach the vision of increasing educational proficiency in the effective use of the MOBI technology?

**External Stakeholder Focus Group Questions**

**\*This will be conducted orally in a small group setting. Answers will be coded to insure anonymity.**

1. How many children do you have that attend Huddleston?
2. In what grade is your child(ren)?
3. How many minutes a day does your child(ren) use the computer at your home?
4. What programs does your child(ren) use at home?
5. What has your child(ren) told you about the use of the MOBIs©?
6. What activities has your child(ren) told you about that their teacher has done using the MOBIs©?
7. In what ways is using a MOBI facilitating new ways of implementing instruction?
8. In what ways has the implementation of the MOBI further engaged student interest?
9. What else you would like to share about the MOBI and its use in your classroom?