
Career Connections to Teaching with Technology (CCTT)
Year 5, Interim Evaluation Report

By

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APENDIX E: NATIONAL DIGITAL LIBRARY (NDL) PARTICIPANT SURVEY
PARTICIPANT COMMENTS LOG

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NATIONAL DIGITAL LIBRARY (NDL) PARTICIPANT COMMENTS LOG

INTRODUCTION AND DISCLAIMER

DESCRIPTION AND EVALUATION OF COURSE AND FOLLOW-UP ACTIVITIES

- **During the course did you . . .**

Prepare a project/problem to work on during the course?

- Didn't have time.

Do any other types of activities?

- Learning styles.
- Printed off – brainstorming.
- Developed search strategy model.

- **In preparation for the course, were you asked to use any . . .**

Other activities?

- Searching – working w students.
- Whole series of activities w other teachers covered multi ages, misconceptions, prior knowledge of other disciplines and their potential lessons.

- **By the end of the professional development, to be more effective in your teaching, did you feel you needed more work with . . .**

Other activities?

- More in depth would have been nice.
- Developing lesson plans. I could have used more time to develop interdisciplinary unit.
- Time to do similar exercises – practice!
- More time.
- The resource was so massive we only touched areas briefly. It was a 2 day workshop. No depth only a brush stroke.

IMPACT

WHAT PARTICIPANT LEARNED/COURSE VALUE TO YOU:

- **Did you get any benefit out of the program?**

Yes:

- Yes I got a lot. Because there is such a vast amount of resources that would not be available to us otherwise except through this site. Its available to us – the records that would not be available; the music, the art, original written documents all accessible through this site. It's really overwhelming – I use it every day in my classroom. You couldn't get all this information out of history books.

- Yes – when I teach library skills the emphasis is on library and resources and inquiry and so the primary sources can be used as a back up to the idea. When they are brainstorming to look at the primary sources gives the students a new direction.
- Oh yes I did. Just being introduced to the digital library in itself was an incredible amount of information. It has such a great source of American History and it's digitized and collections are being so rapidly digitized.
- That it certainly increased my knowledge about the NDL and how it could be incorporated in a classroom.
- It gave me an excellent perspective on primary sources. It motivated me to share the information with colleagues. It greatly extended my knowledge of the technical aspects of the audio and video capabilities of computers in the classroom.
- Yes. When we learned how to do a bookmark – when people bookmark their pages it can't be lost and we learned how to keep the pages intact. This was totally new to me. I had never visited the Library of Congress. I like the way it was approachable – the links to use to get at specific information sought.
- Yes. The biggest benefit was the realization of the wealth of information available to us from the Library of Congress. In the 60's I spent a great deal of time at the Library of Congress but it wasn't until I took this course did I realize what a vast collection was there.

This year I teach 6th graders. I used to teach 7th and 8th and thought how wonderful this resource would be for my students. However, the 6th graders focus on ancient civilizations and other areas not particularly covered by the Library of Congress. Because I was exposed to the National Digital Library I think of changing back to 7th and 8th grade classrooms to explore this vast resource with my students.

- Yes. Better understanding of the information available in the digital library that helps me incorporate that information and the website in my lesson plans.
- Yes. It gave me a new source of original information to use especially with my social studies students. I have been able to give the other teachers in the building the original sources of information to use with their classes. An example: the 6th grade teacher was doing a unit on the Japanese internment. We have nothing basically in our little library and I was able to direct her to the site for some first person accounts.
- Yes. Obviously the value of the Library of Congress site offers a wealth of materials and wide variety of materials – video and sound clips, photo, handy, ready to use lessons with materials to work with.
- Yes. I was introduced to new technology. Of especial value the four areas above that I answered as receiving a lot of value: content of sessions, perspective on teaching and learning, increased motivation for teaching excellence and new information on resources.
- Yes. I made copies of materials/the handouts and web pages from the Library of Congress – 15 sets for teachers in my department (History) – and I tried to share with them what I learned. I learned how to navigate the site and to gain resources to implement in my classroom.
- Yes. I am a media specialist. I help teachers to use the internet/print and non-print materials. I find that a lot of teachers do not use primary resources with their students in their research papers. I've shown quite a few teachers the Library of

Congress site to encourage them and their students to seek primary resources in research projects.

- Absolutely – a lot. It made me aware of resources that were available that I had not taken the time to find and it expanded the information base for students.
- The class I took showed us how to use the LOC as a resource I didn't know about and it has documents that I was unaware of that I can use as a resource in my classroom – a 2nd grade classroom.
- I learned more about American Memories and the instructors showed me ways to incorporate the Library of Congress site into my lessons.
- Yes. As a media specialist it was another resource for students and teacher. A tool that I could present to them to make their final research or product better.
- Oh yes. The benefit of using the digital library so it enhanced my government curriculum. Being able to learn how to use the digital library and to see all that it had to offer.
- Yes. I am a curriculum specialist. The benefit for me was I can now offer teachers a method and resources to use with their students. I assist teachers with social studies resources and helping with lesson planning.
- Absolutely. It opened a new avenue of software or resources available across the discipline. Additional tools for a media specialist to use, to offer to students and teachers.
- Oh yes. I thought that the site was very exciting. I learned a lot of new ways to integrate disciplines. And I couldn't wait to share this with my colleagues at school and I've been sharing all over the place.
- Yes I did. Basically what I did was to go from not being able to access information off the internet very well to a level where I could integrate sound, primary sources, photographs into computer presentations. I have taught my students to do these things as well.
- I gained a good working knowledge negotiating the Library of Congress site. And it gave me some techniques for me to use with students in the classroom, such as if you have only one computer in the classroom, things that you can do in class through preprinting of visuals, capturing images for projection, for group activities.
- Oh yeah. I found out that whole area existed and how to access it. Great resource – kids get first hand pictures to see what really happened. The KIDS benefited me. I'm a technology coordinator.
- Yes. I finally understood the backwards assessment model that's something we are suppose to be teaching and this was the only full explanation given of this concept. The unit that we designed was peer reviewed and that was a big benefit. They were patient and exacting; as a result our unit was great – the best I've ever designed.
- Oh yes. I think it was great. A good program and interesting. Besides integrating technology it showed you different resources and ways to integrate to suit your classroom by showing you how to walk the walk and telling you how to talk the talk.
- Yes, because I was more aware of primary resources for students to access during research and for teachers to enhance their lessons.

- Yes I did. Just the knowledge of what is available through the digital library. For instance I have used the sheet music, photographs of cars et al to enhance what I'm teaching.
- Yes. The program was most beneficial to me giving me the chance to explore the NDLE and to find out what resources were available for use as an educator, on the internet.
- Absolutely. For me just being aware that American memory (the whole Library of Congress) resources are all available o-line.
- I did!! Probably the main benefit is the whole concept of using the technology to access primary resources.
- Yes, in fact I used the lesson plans we helped to create at workshop in my lesson plans this year. Through use I did quite a bit of modification. It was a huge teaching [?]. We set it up as group of 2 students so I had 12 projects going on times 4 -- so I'm changing it to groups of 4 next year.

Second thing – I underestimated how well the students could get around on the web and locate the kinds of info required to complete project. I was amazed. They found web sites for me that I kept and subsequently incorporated. I had no idea how much is out there.

- Absolutely. First to become knowledgeable on the data base and how it can be manipulated. The opportunity to really collaborate with my building peers and colleagues across the district. It exposed me to the wealth of materials outside the obvious ones. In terms of limited time I have been able with this training to use technology in a different way.
- The benefit was to take back information to staff, to students, and to implement. The purpose of the program is to integrate w curriculum where possible not to work w other colleagues.
- Basically they took us to the site and we did video conferencing with the Library of Congress. It gave me additional resources to be able to show the students how to do reports and gain a lot of information.
- Some. It was a new found resource for me.

No →Why not? [None]

No Response: [None]

WHAT PARTICIPANT LEARNED/COURSE VALUE TO YOU:

- **I'm going to read a list of possible course features, and I'd like you to tell me how much of a contribution each of the following made to what you got out of the course . . .**

Follow-up activities (formal or informal) . . .

- Teammates told me that doing this in the classroom was too difficult and they would never use it.

IMPACT ON YOUR CURRICULUM:

- **During or as a result of your participation . . .**

Did you revise one or more existing units:

- Last year – it was never used.
- Practice unit at training.

Were the unit or units that you developed/revised interdisciplinary?

- Chemistry and history to create products – lip balm, toys, et al.
- **Please describe in your own words the changes you made to your classes as a result of your participation in the project. [INTV: THIS INCLUDES DESCRIPTION OF NEW CLASSES.]**

Positive:

- What I did was that I now have my children, every day, work out of the L.O.C. in areas of their interests to learn research techniques. The time allotment is one hour – 8 and 9 year olds. I first taught them what was available in each of the different sites in the L.O.C. and they are required to choose one topic of interest within each of the different sites and report on it.
- It raised the interest level in the project. It changed how they arrived at their research ideas. I learned how to use and to focus the projector, how to download the recordings and the comparisons and contrasts you can do with primary resources. It's a real directed approach I give these at risk students. Students are instructed to find a particular primary source. They learned how to site the source and then how to incorporate the findings in their research.
- For the one class it was teaching teachers and for this I used the Learning Page to introduce them to the NDL. I used some of the same lessons and activities from my training to train my teachers.
- I incorporated the NDL web-site in my internet presentations to my students. I utilized some of the audio materials within my Internet presentations with my students and I included 1 of [?] showing the web-sites in audio, visual, and print activities in my research lesson with my students.
- The unit I developed was for the Civil War where we were going to use the actual letters and notes rather using 2nd or 3rd hand references. Most of the changes were in sections of primary source information rather than 2nd and 3rd resource information was built around primary source references.
- We (my colleague and I) are showing teachers how to get their students to use better skills in researching. When we went into the LOC we showed teachers how to do a more in depth research to find it faster and easier.
- I implemented use of the web-site in American Memories and other portions of the collection. And my students access the web-site daily for information and facts – current events background, historical data, art projects.
- Primarily I took material that we had received at the training and revised it so it fit the teachers I'm teaching. My class was a technology class. Most teachers are either not computer literate or novices. I trained them how to access and retrieve information from the Library of Congress resource.
- For teachers: we taught a new unexplored area to the teachers. I added a unit to my classroom. For the student we did a primary source unit. With the teachers we taught the whole Library of Congress course to a degree that mirrored what I had learned at the training session.

- I developed a web page “going to Library of Congress” to be used by teachers in their classrooms. Plus an introduction of the NDL training content at workshops held for media specialists with primary source instructions to be offered to their classroom teachers.
- I revised units of study to incorporate more student involvement in researching information through the web-site. The Great Depression and Civil Rights Movement were the units of study I revised. Revisions were made for more student directed learning.
- It was for an English project that the head of the English Department was doing on American Authors. I basically introduced him to the web site and showed him how it worked, showed him how this site could be implemented by students into their projects. As a result he required, as a component of this American Author Project, his students to find a primary resource.
- I developed a unit which followed the development of musical changes in history. This was from the recorded music on the web-site; music dating back to the 20’s through to the present.
- Basically, most of the teachers did not have experience using the Library of Congress at all. So we basically looked at the Library of Congress to enhance the lessons that were already there. For example: in a history class they produce a WWII scrapbook and the Library of Congress became a resource. Please note more examples can be given if necessary.
- My teachers changed their delivery methods for the students. For some students I showed the website also and they used this as their own research projects.
- It was a staff development module at our high school to introduce teachers to the National Digital Library. How to access it and search strategies.
- I teach government to seniors. I had my senior honor students look at and compare presidential inauguration addresses – a selection of 4 representing different times and different people. I also used it to look up key congressional bills when we did the unit on the Congress.
- I didn’t get a lot of work done on revisions. Basically I brought into my lesson plans photographs and maps to provide an historical and social context to our literature.
- I accessed clips of animated cartoons from the historical archives which provided a background for contemporary animation students.
- My teaching has become more student centered. We have more cooperative learning and that cooperative learning uses more technology.
- The change made was that music, art, and computer usage were woven into the schematic unit.
- It was a large interdisciplinary unit that covered SS, science, art, research skills and technology skills. There were 65 of us who took the training – 1 classroom teacher and 4 specialists. The program was tried out on the classroom of the lead teacher. I worked on the computer lab with the students and they learned how to put together a slide show in Kidpik
- Classes were changed by changing the focus to connect all pieces of the curriculum puzzle for the students. I believe that participation in the project

allowed me to focus more on the use of technology and then that technology was able to link all the subject areas and units so that students gained a global picture of the course rather than parallel units they never connect: World War I to WWII to Korea to Vietnam – the technology allowed students to find the common link. It was great.

- At any opportunity I referred the students to the collection of American Memories data base for use in their research. New: we (the team) were working on decades as the focus. As the project progressed we became more aware of issues in each decade and then changed the emphasis of the strands/key topics.
- For one project, the 1920's, I had the students put together a scrapbook of the culture of the time period. The photographs and information to my knowledge had not been as easily accessed before. One group activity consisted of a painting of a scene from the Salem witch trials put onto a transparency. Students viewed transparencies in their group and then answered the questions posed addressing the painting for purposes of discussion, and presentation in front of the class. It was a new way for me to introduce a unit and get the students more involved.
- The unit that we participated in was on Peyote Indians and from that unit we developed lesson plans in several different disciplines: art, science, English and social studies. Each of the lessons we came up with focussed on a different skill. We looked at the desert eco-system and how the Peyote Indians adapted to life in that ecosystem. I used the resources available from NDL including photographs.
- I changed the focus of their research paper to include information about the history of their vacation. I developed a small unit on integration that dealt with the immigrant experience on the West Coast. Students were asked to describe what it felt like to be an immigrant.
- In both I allowed the students more time to hunt and find original documents, and share findings with others; much more exploratory and stimulating. The best part was watching students find things by accident and springboard this newly acquired information.
- I checked out "I" books (portable computers). This was important resource for students learning through lab and research. They had to find a recipe on line for the product they were creating. On-line was aide for experiment rather than teacher. Student initiatives were increased – additional options. One group made sparklers. They contacted a person in Sweden for instructions. They got a recipe for chemicals of gooey gloppy mess. One chemical was like jello and by not boiling they made a mess and called Sweden to learn how to correct mistake.
- Basically we developed a whole new unit. It changed the way we teach Nevada History and Nevada symbols. For example, quit making. We're integrating more technology use with teaching of social studies. We: art teacher, librarian, music teacher and me, the computer person.
- First of all I tend to do more integration of major ideas and I tend to use more visualization.

Neutral:

- I only expanded on what I already used – ex. photos of covered wagons – I took three photos of the LOC. For 3 weeks the covered wagon photo display was on classroom walls.
- All that we did was to incorporate as supplemental material to enhance the curriculum – I assist teachers as a librarian.
- As a team we did not use this unit revised the year of the training and I am not a classroom teacher. As a school librarian I was there as team facilitator, head collaborator and now am no longer at this high school.

Negative: [None]

No Response or N/A: [2]

▪ **Have you taught one or more of the courses or units you developed/revised as a result of your participation?**

Yes.

How many?

- All (5).
- Two.
- 2 sessions.
- 1.
- One.
- 4 different times – opportunity for all teachers to attend.
- English, history and art classes and teachers – 15.
- Both – (1) teachers (1) students

Have your team taught this material?

Yes.

- 4 teachers took the LOC and presented this to staff.
- Each trainer had a section to teach but we were not in the classroom together.
- Sometimes I talk first to the teacher then we team teach in the media center.
- With the teachers.

No.

- Not with my students.
- Not yet – the in service summer training hopefully will develop this approach.
- With the students.

SUSTAINED EFFECTS:

- **If you have taught this course/these units more than once since participating in the project, how did what you did as a result of your participation change over time? [INTV PROMPT: FOR EXAMPLE, DID YOU INCREASE OR DECREASE WHAT YOU DID? DID IT BECOME MORE KEY?]**

Positive:

- I've only taught it once. As I teach it next year and become more familiar I'm sure that there will be revisions to be made.
- It's been a one time presentation, however we (my computer class and my reading class) visit the LOC site sporadically.
- We are on a semester system so these units have been repeated. I've learned that incorporation works and plan to expand on the premise in other disciplines beginning with social studies projects. The Language Arts department chairman did not attend the NDL workshop but he is very pleased with the results of our collaboration.
- Mainly I have improved it, tweaked here and there. The learning is more student-centered and I continue to work in this area to make it more hands-on, more student directed.
- I think what I did was to give my 1920's project more of a social emphasis rather than a political emphasis.

Neutral:

- I need to fine tune the implementation but I'm not very proficient as yet in the downloading of sound. How to save a unit on jazz for instance – the downloading to a folder for quick access I'm not good at at the moment.
- No I did not make any modifications over time. Not necessary.
- The only change was in the pacing of the material. Or changes to content or focus.
- N/A – I'm revising down to 4 students per project.
- Nothing changed. No time. But I have ideas for revising the entire curriculum.

Negative:

- No change over time.

No Response or N/A: [25]

BARRIERS TO SUSTAINED EFFECTS:

- **Is the course/Are these courses still being offered?**

Yes: [17]

- In progress and as a continuum in my classrooms. Hopefully I can make them better next year.
- To my students.
- On the web-site.

- These will be things that we continue to work on. I've used the Library of Congress site. This is my first year as a media specialist.
- With minor modifications. There will be more students per project plus control of cash for chemical purchases not in budget.

No → Why not?

- We will probably offer it again – maybe the next school year.
- Having attended the training April 24-25 '02 there was time to implement only one unit of the three developed. School ends June 6. I'll introduce the 2 units not implemented as yet and continue with the one we are working with currently.
- No for teachers. In my school district we are not allowed to repeat in service courses given to the teachers!! If it's not taken when offered it's a missed opportunity. If I modify the LOC site presentation I will be able to present the information again. We have a grading program system in our district which prohibits the repeat of in-service training sessions.
- It was an introductory lesson. If I teach history next year I will reintroduce this material instead of government, which I am teaching this year.
- It was a one time staff development for this school year. No plans to do it again but it could be offered upon request.
- I did not have enough time to teach them this last quarter but I will do so next fall.
- It's part of my program and I am in a different school. I was in computer art and graphic design at the high school. Now I'm in a fine art program at a middle school.
- Not this year but anticipated as a course of study next fall.
- It was just targeted at one class where the entire schematic unit was just taught to that one class.
- This year is finished – next year in the fall semester.

No Response or N/A: [10]

IMPACT ON STUDENTS:

- **Please describe, in your own words, the impact on your students of the changes you made as a result of your participation in the project.**

Positive:

- They have gathered information that they were not familiar with previously. And they were able to view documents they would not have seen anywhere else. There are five discussion groups. They edit each other's report and then present them. The process is to edit, to discuss, and to report and each student goes through this process. It creates learning within the group and as individuals and their level of awareness is high as is their interest level.
- They know the difference between the primary and secondary source. They can't get to primary sources – so this is a primary resource of itself as well as the only resource of information these students have access to as a primary source. They are restricted to this campus.

- The changes I made. I made the information clearer to and easier to understand. And I think the changes made the material more interesting for my students. They became better listeners and the assignments I gave them were better done.
- They enjoyed reading actual accounts and were often surprised about what actually happened as opposed to the record in the history book. They were able to compare and to make decisions about events rather than being told what they should know about it.
- Students eagerly ask for permission to utilize the web-site not only for classroom activities but for questions they formulate on their own. They are problem solving and synthesizing and teaching me about other information available that I had not as yet accessed.
- It made them [the teachers] aware of the resource available to them and the ways they can use it in their teaching.
- I think students had a greater awareness of that time period in real people's lives from researching information they found on web-site. They looked at pictures and read entries written by real people rather than my expounding in front of the class.
- The impact was little because these students were seniors when they finally discovered what a primary source is. There was not time then to go into depth with the premise. Next year the implementation of research of primary sources for use by students in their research projects will be introduced at a lower grade level so that students have time to build on finding, and incorporating and interpreting primary resources.
- They were introduced to a new web-site and its capabilities. I demonstrated my unit and introduced the web-site to my students to show them what they could do on their own and then we moved on because this was a government class.
- I have no measurement of the staff development module I presented 4 times. For students: it's another place I can send a student to. It's another avenue of getting information I can provide for my students. I treat it as a tremendously rich base for my patrons at the media center. It's a little complicated to search so you have to hold hands for the search.
- It gave the students the opportunity to expand on their knowledge of government.
- Because my illusionary base was expanded I was able to expand theirs (the students i.e.).
- I think my students are more interested in history and they are more willing to work independently.
- The students were able to participate in an interdisciplinary unit that they would not otherwise have had.
- I've only done this once with one class and because of exposure to this wonderful resource they are somewhat better than before doing this unit. We are an elementary school.
- My students received knowledge of the subject area that had never been introduced to them before. The project allowed them to identify their multiple intelligence and enhance that multiple intelligence through cooperative learning.

- I think the students became more alive – the time period becomes more real. I think my students get surprised by what they find. I'm not certain how much self-directed research my students do, however.
- It just gave me another resource to use in teaching various concepts. It gave my students more resources to use, also.
- Some students benefited from the information available on-line. Seeing things up close and personal was good. Other students are not computer comfortable. With some kids it's difficult to make a difference, to motivate them.
- I think that they were able to get more out of the content and sustain the understanding of information.
- I believe that the students became much more independent thinkers. Prior laboratories had an ingredients list together w step by step instructions. Also they were told what the objectives for learning were. This could be checked out (the results) through friends taking some course, in prior years. I had students tell me that this was the best laboratory experience ever. A lot of those remarks were made by girls who don't like science. Excitement – they could make lotion by themselves – learn by doing. Tremendous difference between products males chose to make vs. females.
- The ability to download videos and use in power point.
- I think that more enthusiasm was given to the unit I developed by my students.

Neutral:

- They had 3 extra pictures added to the other pictures I had found in books.
- My students think it's boring, generally. You would think that the Library of Congress would generate interest. Some kids appreciated the opportunity to have contact with a great collection of American life – history.

Negative: [None]

No Response or N/A: [11]

IMPACT ON NON-CLASSROOM ACTIVITIES:

- **Please tell me in your own words what you feel the major impacts were.**

Positive:

- The impact for me was the need to research this site. The real influence on me was my ability to get away from textbooks by doing research and the need for the search that leads to information not readily available to you. I have gained a greater appreciation for the need to research and to uncover significant facts to further my desire for excellence in teaching.
- You get a different angle on ideas for implementation. For instance, when I took Power Point training to become a trainer to provide in-service training on P.P. this summer, it enabled me to develop a hyper link to American Memories so I can demonstrate at the powerpoint in service workshops the scope of sources of this NDLE site that my teachers can use in their classes; a double outcome of my summer in service training workshops.

- When in discussions with other teachers I always suggest that they check out NDL. It's a great resource, especially the digital collections when they are developing projects.
- I think just the increased awareness and the knowledge about the collections and how accessible they are using digital and online methods.
- Just the knowledge of the NDL site and the resources it provides to colleagues in teaching primary sources and primary sources for students in doing research.
- Just access to materials – we're a very small very rural school.
- I'm now aware of the resource and that I can find photos to put in my curriculum – I teach 7 year olds.
- The impact was just in seeing the LOC. I have never been there in person (Library of Congress).
- I've been working on finding information for a grant to purchase additional computers for my classroom and school to allow students and teachers easier access to the information available from the National Digital Library. The promise of the proposal basically is for teachers to better meet the Standards on a state and national level. The information is compiled but my grade level assignment is pending. Informal sharing of information available in the library or just making the website available to teachers resulted in increased feedback and discussion for me.
- It made me more aware of information that is available in the classroom.
- Just realizing the wealth of materials gathered by LOC and that its made easily available.
- A rich source of information for media specialists and teachers.
- To become aware of the web-site and all of the components and its application at the media center. I can work with students and teachers at the Center one-on-one. I was one of three people sent by C₂T₂ to Las Vegas for additional NDL training in order to train others at NDL workshops selected from the Nov 6 and 7 NDL participants.
- It gave me more resources to work with teachers and students. Being a first year media specialist I needed this type of information. I was formerly a chemistry teacher.
- Major impact helping people gain awareness of this resource. Hopefully in the future we can offer more training specifically NDL training.
- Gave teachers another avenue to teach their standards and it's a very good learning tool for students.
- As stated before – NDL is a very valuable tool. Free to all to use.
- One of the major impacts for me was not to be fearful of using the NDL. I used it to develop a powerpoint program after the training for my classroom.
- In my position as a computer lab coordinator I offered the NDL as a resource to all the teachers I worked with and wrote about in my newsletter – technobabble.
- The acquisition of more resources and knowledge.

- I'm able to integrate technology at a much higher level and I'm teaching my colleagues as well as my students in what I learned at the NDL workshop.
- Method of assessment and interdisciplinary teaching. As a result of this training I've gotten sharper at making student assessments. Therefore I am better able to understand how they are doing.
- Just knowledge about a wonderful resource out there.
- The NDL training has expanded my knowledge through the introduction of resources available to me as a teacher that are in and outside of the community (global knowledge).
- For me just knowing that all the information is available – it's exciting and reliable and trustworthy, and organized; all through the Internet.
- We were working as an interdisciplinary team on the NDL project so I have been in constant communication with my colleagues/other members of the team and I would not have been in constant communication otherwise.
- I've just finished the implementation. Since then I've not been engaged in non-classroom activities. However, what I've learned I've passed along to my 12 year old daughter and it's helping her learn.
- Major impacts were looking at lesson plan design 180° opposite what I used to look at. Usually when you set up creation of unit you have things in your head and work towards connections for a whole. Here you take the whole and break it apart. Here you throw away at times, some of your favorite activities but it's better for the students. Here going backwards, you can examine what fits best for end result and for students' learning overall.
- It has allowed me to share this resource with other professionals in my field.
- Techniques of presentations – available resources.

Neutral:

- I made a very short presentation to social studies teachers in 2 different high schools. I offered to work individually or as a department project to train those teachers in the use of NDL. To date there have been no takers. I duplicated materials from my workshop to use as hand-out information. The last NDL training sessions this fall I could not get any teachers to sign up – 5 days meant too many days out of the classroom.
- It's one more resource for students or teachers.
- Just another place to get information for research. I will use this tool more.
- Major impacts – training could have been completed in 3 sessions as it is supplemental material.

Negative:

- Nothing on non-classroom activities.

No Response or N/A: [1]

IMPACT ON BROADER COMMUNITY:

- **Have you shared any information or skills you learned with colleagues either in your institution or in other institutions . . .**

Through presentations to one or more colleagues?

- Of the photos downloaded.

Through any other activities? (Please specify.)

- Forthcoming presentation on DL to school boards.
- Presented to adult community groups.
- Quarterly departmental meetings.
- My presentations in my subject area for the district.
- General department meetings.
- My family.

- **To the best of your knowledge, as a result of what you shared . . .**

Have any of your colleagues attended or joined the project?

- One signed up for summer workshop.
- Not offered again.

Have any of your colleagues made any other changes? (Please specify.)

- We are building within our internet. We have a folder in which teachers put units they developed for use by other staff members.
- The colleagues who took training last month are not able to implement until fall.
- I think they have used the web-site in their own research and have begun to think about changes. But actually making changes at this point, I don't know but do not think so.
- Some colleagues have used my unit.

BARRIERS TO IMPLEMENTATION:

- **Did you encounter any barriers to implementing what you learned from your involvement with this course?**

No: [20]

Yes → Please tell me about these barriers.

- My lack of technical expertise.
- The only barrier would be that some teachers might not feel confident enough to incorporate NDL into their content area. NDL is not that easy to navigate. It's pretty involved. You need to be computer savvy and familiar with NDL before it can be an effective resource.

- Only the fact that the language of the material was not written for 5th grade level reading. They wrote and spoke differently. They tried to decipher the writing/penmanship – plus the flowery language – I did a lot of translating.
- Time restraints. Not enough hours – it's the end of this school year.
- Lack of having hardware and computer access for multiple students.
- I am not a classroom teacher anymore. My job was changed to that of computer lab specialist. I am at a year round school. There is a frantic pace here – block scheduling – two tracks on one track off. So finding the time to teach the site and then to integrate the information or skills of research into the lesson plan requires time that is not available to colleagues who could be interested.
- Only lack of time.
- Absolutely. Well I still have a one computer classroom. And there was no computer lab until the last week in the school year. We have the issues of parental consent to use the internet, lack of funding for any new software or hardware. There is some resistance by administrators to buy in to using technology at this level. Our servers keep crashing. Too many viruses.
- Lack of available computers in a lab situation for students, teachers reluctant to use technology, lack of time to plan implementation, no assessment of technical skill levels prior to or during training.
- What happened at our school – our principal was transferred without warning so staff development came to a halt. Long term plans are on hold until we know what is going to happen.
- The amount of time it takes to put it together. It was very, very time consuming. The more we developed the project the more info we became aware of and wanted to include so that the project mushroomed beyond our time constraints. We were unable to implement due to the fact of one team member's family illness combined with other time consuming factor interfered.
- The restrictions on curriculum. Just how little time is allowed for covering material. We are always under time constraint. In addition we have just one computer lab with 30 computers. My classes have 56+ students per class for a six week period until faculty could be hired. Now we are 30+ per class size. This one lab center is shared with 16 other teachers.
- We don't have the printing technology. I can't have my students do what I learned because we don't have Photoshop photoediting. They don't have access to printers and the school doesn't give us print cartridges etc.
- The fact that I don't have internet access in my classroom. So I have to get my kids into the library setting – a library under construction, which only can service half the student body in my classes at a time. They take turns and work in groups. It's okay; not the best – better than nothing.
- The only barrier was a monetary barrier. I had no idea of how much the chemicals and other ingredients, per project, cost. When you have 12 projects, per class, times 4 classes – 48 projects – it adds up and over budget by \$150 to \$250 – out of pocket and kids pooled money and we did fundraiser and school picked up some. My whole budget for year is only \$1,000.

- Major barriers. Convincing others it's a great idea. It's very beneficial, but it takes a great deal of time to implement because it changes the way of teaching. You show students how to do more of their research on the web. My course training was in much too late to change the curriculum for this semester.
- Social studies at my school is the redheaded step child. It is seen as academic but not relevant. We don't test in the social studies area on the proficiency tests. There are computers available but lack of software puts time constraints on the use of the computer lab. It cuts into the time necessary to cover the syllabus.

No Response or N/A: [None]

▪ **When you took the program, did you *intend* to develop any new courses or modify any existing courses or units? [CIRCLE ONE ANSWER.]**

Yes: [21]

- I wanted to investigate the resource and see what was appropriate to use.
- "Now is your chance to develop something you wanted to do but never had the time" was the carrot that brought me aboard this project.

No → Please explain.

- I went just for curiosity to see what was available. I had some expectations and went away excited. And then I took subsequent training offered by NDJ within a tri county area at a technical training center.
- No, prior to the course. After the course, yes. I plan to work on implementation this summer. One example is the discovery of a Nevada ranch valley in the collection who happen to live 40 minutes from my school. We hope to invite them to our school to provide further insight into ranching in the West. I envision this for our entire school and piggyback off this opportunity: a living history!
- Because I wasn't sure what I was going to find.
- Because I'm not in classroom. I just intended to share info with media specialists.
- I didn't know what the workshop was even about. I volunteered to go and went in without any expectations.
- No. I knew nothing about the course until I attended the 1-day training session.
- My purpose was to see whether this was a good resource for our teachers and whether there were teaching methods to be gained.
- Because of my role – I'm to teach teachers not students directly.
- I intended to learn about the site and to pass this along to my colleagues as their computer lab coordinator. When I went for training I knew that I would be without a classroom but not forever.
- Basically I was told to show up to the in service by my department chair. She had knowledge but didn't communicate it to me – a newcomer in the department.
- I didn't know it was part of it until I got there.
- When we went we had no idea why we were there. We were told to go and did so. The we is 3 faculty members; 2 teachers and a librarian (social studies and English). The English teacher taught seniors, the social studies teachers taught juniors so their curriculum didn't match.

- I was selected to attend these workshops. But I knew nothing about the course being offered. And I did not know that I was going to be developing a unit as part of the course.
- I didn't have any expectations. When I was first given the opportunity to attend I knew nothing about it. I was chosen to take training by my administrator.
- When I took the program I thought it was to learn about and learn to implement the National Digital Library and to integrate it into the curriculum. However, it turned into writing lesson plans – and that was not what I expected nor what my teachers wanted. We spent a minimum of 2 days writing lesson plans.

No Response: [None]

DEMOGRAPHIC INFORMATION:

- **Which of the following best describes the school where you were employed when you took the course?**

Other (Please specify.)

- Vocational high school.
- Technology magnet school.
- High school technology magnet school.
- 5th and 6th grades.
- Curriculum center, school district office.
- Supplementary institutional residential school for boys ages 12 – 18 who are sent by judges for a 6 – 8 month stay. We have a 10% recidivism rate.

- **What is your date of birth? Month–Day–Year**

- 1-04-1950
- 6-24-1953
- 5-28-1947
- 5-27-1960
- 5-28-1951
- 10-15-1955
- 5-31-1958
- 3-7-1972
- 11-15-1955
- 10-17-39
- 10-18-1953
- 8-31-1950
- 10-7-1957
- 12-9-1949

- 11-28-1949
- 4-11-1962
- 5-3-1969
- 1947
- 11-7-1948
- 2-24-1941
- 12-23-1972
- 7-12-1948
- 1-03-1957
- 10-30-1958
- 5-27-1952
- 5-13-1957
- 9-8-1955
- 12-24-1941
- 7-6-1976
- 1946
- 2-8-1946
- 10-10-1975
- 8-30-1954
- 9-20-1960
- 1-26-1968
- 5-30-1971

No Response: [None]

- **INTV: Those are all of my questions. Thank you very much for your help in completing this interview. Would you care to add any other comments about your experience(s) with the project or the impact of the program on your teaching or on your students' learning?**

Positive:

- This workshop was only offered once to a limited number of teachers for a 2 day workshop. I believe it is to [be] offered again this summer.

Neutral: [None]

Negative: [None]

No Response: [34]

SUGGESTIONS OR COMMENTS:

- For me I think 30 hours of training time is optimum amount of time necessary to manipulate and to move freely through the Library of Congress site. We were allotted only a certain amount of time for training by the consortium I belong to and that was not enough time, I feel.

But the instructors offered to come to our district to work with staff or to work with me online teaching me how best to present to staff how best to use the LOC as a resource and a teaching tool in all disciplines.

For instance there are technical aspects too to using this as a resource. I hold a one hour lab each week with my students to train them on how to capture information from the site and put it into power point information.

The wonderful thing is that my NDL instructor actually worked with the librarian at the Library of Congress to add components to this digitized library source of value to classroom teachers.
- The instructors were wonderful and their presentation dealt with a higher order of thinking skills. We did activities that used this higher order. Unfortunately, my computer skills are moderately literate. I'm older so it takes longer to become technically proficient, but I'm working on it.
- Just keep digitizing those collections. I love them.
- In one of the collections shown during training – possibly Life in the West – some of the participants recognized people in the photographs as lifelong residents of Nevada that they knew. Wow – here is a remote rural Nevada family being featured in this rare extensive world wide collection – the Library of Congress.

It's in one of the major feature collections. Right on the front page – you didn't have to stumble across the information. We are very remote and rural – 1 room school houses in the school district. So this was really Big.
- I have the summer to play with this. During the school year it's hectic. I plan to incorporate information from this site in my lesson plans for next year and continue this incorporation over time.
- It would be fun to do a week long summer workshop in order to complete development of more in depth units of materials from the Library of Congress. As an example we spent a lot of time on American Memory Section. I'd like to learn about other sections of this web-site.
- Along with my students I'm very excited about the opportunities for information available with NDL. It really has opened my eyes as to the importance of our culture, our history, our customs and the development of those over the years. It shows the pride people should have in their country and the accomplishments we've achieved. It's available to students and helps them understand that no matter where they live they can have an impact on their community and history. I have a strong streak of patriotism and my students are so excited that at recess time they ask if they can go log on to LOC.com. They can't wait then to test me with their findings.
- I think until teachers as a whole become more comfortable with technology – teachers will step out and try new things but there will be resistance. The site is fabulous.

We can't force anything but the teachers are missing the boat. *I think this survey in places was redundant.

- I attended an April workshop. It's too soon to have implemented the program. But I'm excited to introduce this LOC web-site to the students – 169 juvenile delinquents. The school has digital equipment. I can make poster enlargements. I am going to coordinate a program with Ida McBride, librarian and Steve Albrecht, author and auto shop instructor who also took training in NDL.
- Excellent workshop. Especially helpful in social studies area. I think we have to be very careful as educators to select appropriate materials, from this rich resource, of information, and set a criteria for students to access information.
 - Excellent resource of information – supplemental to curriculum. This is more applicable for older students as an access resource than for the lower grades.
- I think if there were hard copies of materials made available to purchase or to find in the library, with respect to what was introduced on the website – an outline of how-to-find it/where it is, or teaching strategies, that are used on the web site, to entice teachers to go there and look and research – in hard copy it might entice teachers unfamiliar with the website to find time to search if there were an instruction manual.
- Frankly I was satisfied with the sessions. It was very effective. The training and internet access must both be available to teachers if we are to develop an impact with NDL training. There will be another 2 day training workshop for teachers in June in Florida.
- I wish this training was made available to more teachers. If it were offered county wide, as staff development, they would get a lot more utilization out of it. Participation seemed to be by invitation only. My invitation came through the district office in October for the Nov. 6 and 7 workshops.
 - The presenters did an excellent job. It's a phenomenal resource. NDL. It's not subject driven. You have to develop savvy to search to develop what you want.
- I would like to be invited to participate in a continuation of that workshop. However, I don't believe its been offered nor created. Dr. Cohen – Miss Carn sends greetings. "She probably won't remember me but it was a pleasure to meet her."
- Another issue. We are a technology based magnet school where the new technology goes only to the magnet classrooms – computer labs. I'm the government and history teacher without access to these computer labs and software. Our curricular labs are 3 years old not bad but no access to the latest technologies is available to academic classrooms.
 - I think that this training with the Library of Congress needs to be offered at least three times a year so that everyone can be introduced to this material. The media specialist can be a great asset to the teaching community. However this unfortunately is dependent upon how much they choose to share with their colleagues.
- For me as a librarian I felt that this was a very valuable course for me to guide students and teachers in areas or sources that they might not have found otherwise. I would really have enjoyed it with a different team with more proficient technology skills.
- Because I have a music, art and theatre background as the librarian on this team I was more of a classroom teacher than the other 2 members of my team. Therefore we were able to develop a truly interdisciplinary unit. Although at my school we are the only arts magnet school – at the elementary level in the district.

- The opportunity to go and have the hands on training to learn how to utilize the site was wonderful. And then in my particular job to go out to the teachers and share this knowledge – to let them know it was there. Great!
- We were the very first class to do this workshop in our county. I've heard from others that the structure and number of training sessions altered somewhat; the presenters learned in the doing. Our group added sessions and the presenters enlarged their vision for outcomes. I'm really glad I went and that I was on the forefront. We have enough computers – but our “proxima” equipment is very limiting to the growth of the use of technology by teachers.
- I enjoyed the course. It's hard to go from a school where you are very technically advanced to a school where technology is not up to date – at least not in the academic classrooms in this school.
- Education is not a priority in reality. It's only a priority in politics and campaigning. As long as the kids aren't home giving their parents grief too many parents don't care what environment their kids are in.

I don't have a classroom. I'm up in a laboratory/storage area of the library. It has cavernous echos. During school hours, since the beginning of the school year, there has been construction ongoing. Teachers are managing classrooms in book storage areas w enough space for 12 squeezed in but substituting as a classroom for 28 students! Obviously not conducive to either teaching or learning – Our portable classrooms went to the prison's court rejuvenation kids. Nevada rank is 48th in education funding.

- It made much more sense to do in summer rather than during the school year. To not have to worry about getting substitutes for classroom during the 5 day training or whether classes are going well was a plus for me.
- I found the whole thing worthwhile. It's going to impact how I teach. 5 days out of the classroom is just too much regardless of how great the program is. Make it one day less.
- It was really beneficial. I've used the ideas and I've used the presentation techniques in both my profession and in terms of other organizations I belong to. I'm an active member of NEA. I sit in on boards etc.

In terms of lack of a computer lab for social studies it is due probably to lack of money, lack of space, lack of status for my discipline and the lack of political will to allocate resources in a manner that would really benefit kids most: systemic hinderances.

Neutral:

- I took training – a 10 hour session the end of April. We were told that training sessions usually were of longer duration. We received information packets with email addresses to call for additional help.

I am at an elementary school. I teach 3rd grade curriculum and technology to my students. I am also a technology trainer for the district. We are winding down now with only 2-1/2 weeks of school left. I will train colleagues after school ends so that they can review, over the summer, how to access the Library of Congress. Integration of LOC information at the elementary level takes more thinking on how best to incorporate than for higher grade levels.
- I took the 10 hr. training session the end of April in Elko for the express purpose of being able to find a complete picture of automobile development through its history to the present to augment a video that I have on automobiles. To date I

have written a manual on car parts for my students. I hope to put together an additional book on the history of the automobile using information and photos from the Library of Congress. To date the information on the LOC is not as thorough as I am seeking. Their photos are sufficient.

I have a computer in my room now and I'm expecting an additional computer and the institution has a computer lab open to my students at prescheduled times. I have students in class 3 hours daily over a six week period.

The course was good. I could have used more training. I am still investigating how I will/can use the limited information that I was able to find. It's my understanding that new information is being added continually.

- With respect to the big staff reductions in our 5 county consortium, Elko, Humboldt, Pershing, Landers and Ely there has been only one major gold mine shut down but also major layoffs at the mines because the price of gold is low. The layoffs make a big impact on student population figures and our teachers get reassigned or laid off then rehired.
- Obviously, there has not been time to implement. However, I don't have an internet access in my classroom. I only have 50 minutes per week in the computer lab, therefore, the computer skills assigned work comes first and there is not enough time in the lab for that. Also, the school does not have an adobe photo shop program. Therefore we can't print out any photos. And last, my position has been cut so I wouldn't be at this school next year.
- I think the initial 2 day workshop I took could have been a little longer to allow more hands-on time. After 2 days you walked out with an idea but with nothing concrete. As a media specialist this was fine for me. Classroom teachers, I feel, need a concrete example of a classroom lesson plan. The sharing of information is good but better is a pairing of teachers – interdisciplinary – to develop a plan together for individual or collaborative use in the classroom.

There were pairs from most schools attending the workshop I participated in I've been additionally trained to be a workshop leader but to my knowledge no further NDL workshops have been scheduled.

- 5 days training – 2 days spent working on team teaching. My team members were functional illiterates on the computer.
- The only comment I have is that the evaluation instrument should be answered by email or by U.S. mail not by telephone – by telephone at school it's been very difficult.
- I'm in a "remote location" ½ hour from downtown Las Vegas. When we finished this workshop they wanted us to do follow-up. Follow-up was not possible – no time, young family, no funding. The instructors giving in-service were great.

Negative:

- I was disappointed the kids weren't interested. Maybe I wasn't prepared enough because I was overloaded at the time I took the NDL workshop.

No Response: [11]

Comments Recorded in the Third Person by Interviewer

Positive:

- Heather Usko is a ½ day kindergarten teacher this year who took NDL training in Elko. She was a 5th grade elementary school classroom teacher and hopes to be reassigned. She plans to implement NDL at the first available opportunity.

Neutral: [None]

Negative:

- This interviewee is a librarian. She was very upset that this course was not as expected in terms of the goal as advertised. The telephone survey she felt was not relevant as this course/training was designed as supplemental (material) to curriculum development not a key anything.