Summer Reading Program 2013 Tech Boot Camp Report

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Introduction:

The Saint Joseph's University's Summer Reading Program, under the direction of Dr. Mary DeKonty Applegate, is a summer graduate studies program in the Department of Teacher Education that provides children in grades K-9 with individualized assessment profiles, small group instruction and collaborative literacy learning focused on higher-level thinking. The program is designed to serve all types of students, ranging from struggling readers to those who are in need of challenge and enrichment. Current literacy research guides all instructional and reinforcement activities. Audio and video recording technology is used to engage students and facilitate teacher education observations.

Challenges:

The literacy coaches and graduate students experienced increasing technology problems from 2011 to 2012 that were disruptive to the productivity of the program participants. Some of these difficulties were attributable to the diverse models of digital video cameras being implemented as the preferred Flip digital video cameras were discontinued and reaching end of life: unintentionally large file sizes, not sure how to download video from the newer cameras, difficulty deleting videos, etc. Additionally the participants had multimedia file-handling issues such as difficulty inserting large video files into PowerPoint and uploading video files to the university Blackboard server.

Goals:

To provide initial technology orientation in a Technology Boot Camp that would strive to make the digital audio and video recording technology transparent and to provide direct technology support when problems occurred during the course of the program. The ultimate goal was to ensure a successful program for the Director, literacy coaches, graduate students and children.

Training:

The following topics were discussed during the Technology Boot Camp and the subsequent support sessions:

- Camera setup and use
- Downloading video from cameras
- Video file formats and conversion options
- Resources for editing videos
- Simple editing of videos (rotate, clip, etc)
- Blackboard video uploads (supported by a Kaltura video hosting server)

- PowerPoint (Inserting Audio/video objects)

Direct support was initially planned for Mondays and Wednesday from 12:00 PM to 1:00 PM in one of the technology classrooms.

Assessment:

Pre and post program surveys were provided to the attendees of the Technology Boot Camp and the feedback will be used to guide future training programs. These surveys also provided a baseline to assess whether the training proved to be useful to the attendees.

Conclusion and Lessons Learned:

The goal of this project was to provide technology training that would enhance the SJU Summer Reading Program's use of digital audio and video recording technology by making said technology transparent. Secondly we wanted to provide ongoing support when individuals or small groups could be coached as they experienced problems or required additional training.

Most educators today are far more technologically literate than they were 5 years ago, but their knowledge is often limited to the specific hardware they personally work with on a daily basis, or to only a few applications with which they are familiar. Complications due to unfamiliar hardware and software present educators with obstacles that can hinder their ability to deliver instruction and consume valuable time that would otherwise be used for individual instruction.

Training:

I administered a brief survey to all the coaches and students to obtain a baseline of their skills and knowledge, technology needs, and expected learning outcomes. Directly after administering the survey, I conducted a Technology Boot Camp specifically targeting the digital audio and video recording technologies that they would be using throughout the summer. I left adequate time after the training to conduct a question and answer session. There were not many questions pertaining to the specific technology that was covered in the training. There were however many questions on other topics such as connecting to the campus wireless network, setting up access to university email on their smart phones and tablets, etc.

Support:

To ensure my availability to provide support to the clinic, I sat in Merion Hall 316 Monday through Thursday from 12:00 PM to 1:00 PM. A steady stream of coaches and students visited for support and additional training during the program. There were lots of questions pertaining to the use of the digital video cameras and questions about Blackboard. When providing support to the users, I always let them drive and I act only when they are having serious

problems. Most of the time the users were able to resolve their own issues, but felt more comfortable when I was sitting next to them. (I respectfully refer to this a handholding)

I re-administered the same survey on the last day of the clinic to the same coaches and students (Exhibit 1) and will discuss the survey results in the next section.

It is my belief that the technology training and daily support enhanced the overall experience of the Summer Reading Program. The increased technical knowledge of the coaches and graduate students enabled them to focus on their task at hand: providing instruction to the program participants. The increased level of confidence also relieved much of the stress caused by working with new technology.

Survey Results:

After reviewing my survey results, I can infer that the training and daily support was advantageous in increasing the skills, knowledge, and comfortability of survey participants. I have highlighted and summarized the data that I found to be significant.

Future Plans:

With the successful outcomes that were obtained at this year's Summer Reading Program, we would like to include technology training and support every year. We successfully integrated 3 Apple iPad mini tablets into the program to replace the aging Flip video cameras, and would like to add more iPads in the future. The iPads enabled the coaches, graduate students and children to engage in digital audio and video projects that enhanced their learning experience and demonstrated their understanding in many different ways. It is also important for prospective teachers to have sufficient time, support and resources to prepare for implementing the iPad into their curriculum.

Exhibit 1 – Technology Survey

The purpose of this survey is to gain a better understanding of the technological skills and knowledge of the Teacher Coaches and Graduate Students at the SJU Summer Reading Clinic. Additionally, a second purpose is to understand the technological needs of the Teacher Coaches and Graduate Students. As a result of this survey we hope to gain an understanding of the technologies you are comfortable with and the experiences that help you become proficient at using technology. Thank you in advance for your participation in this survey.

1	2	3	4	5
Strongly disagree	**Disagree**	**Not sure**	**Agree**	**Strongly agree**

	Skills and Knowledge		
1	I am skillful in using productivity tools for pedagogical use, including word-processing, spreadsheet, presentation, and graphic tools.		**1 2 3 4 5**
2	I am comfortable operating a digital video camera.		**1 2 3 4 5**
3	I am comfortable downloading digital video from my camera to a computer.		**1 2 3 4 5**
4	I am familiar with Audio/Video file formats.		**1 2 3 4 5**
5	I am familiar with Audio/Video file conversion techniques.		**1 2 3 4 5**
6	I am familiar with routine editing of digital video.		**1 2 3 4 5**
7	I am comfortable using Blackboard		**1 2 3 4 5**
8	I am comfortable uploading video to Blackboard		**1 2 3 4 5**
9	I am familiar with using Microsoft PowerPoint.		**1 2 3 4 5**
10	I am familiar with inserting Audio/Video objects into PowerPoint.		**1 2 3 4 5**
	Technology Needs		
11	I need more training on strategies that integrate technology into the classroom.		**1 2 3 4 5**
12	Support in the use of technology from someone who is an "expert" is beneficial for pedagogical technology integration into my classroom.		**1 2 3 4 5**
13	I need more opportunities to collaborate with colleagues on how to integrate technology in my classroom.		**1 2 3 4 5**
14	Prompt technical assistance would facilitate my efforts to learn to integrate technology into my classroom.		**1 2 3 4 5**
	Learning Outcomes		
15	Formal computer classes have increased my knowledge on the use of technology.		**1 2 3 4 5**
16	Periodicals/professional literature related to technology use has increased my knowledge on the use of technology.		**1 2 3 4 5**
17	Using Internet resources related to technology use has increased my knowledge on the use of technology.		**1 2 3 4 5**
18	Using a "trial and error" approach has increased my knowledge on the use of computers.		**1 2 3 4 5**

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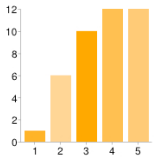
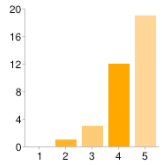
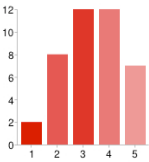
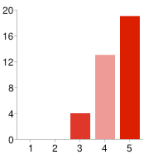
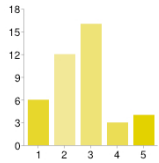
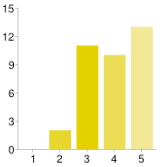
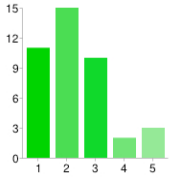
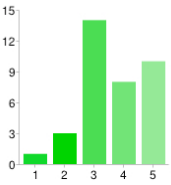
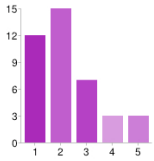
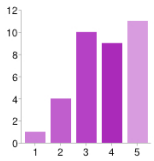
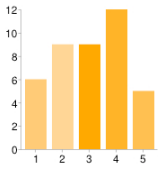
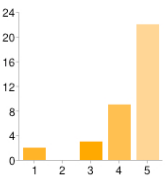
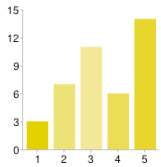
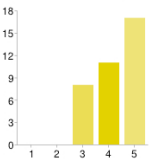
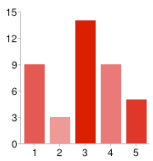
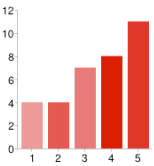
Legend: X Axis-Scale, Y Axis-Number of Respondents; 1 = Strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly agree

Question	Technology Survey Pre Boot Camp	Technology Survey Post Boot Camp
2	I am comfortable operating a digital video camera.  1 1 2% 2 6 15% 3 10 24% 4 12 29% 5 12 29%	I am comfortable operating a digital video camera.  1 0 0% 2 1 3% 3 3 9% 4 12 34% 5 19 54%
3	I am comfortable downloading digital video from my camera to a computer.  1 2 5% 2 8 20% 3 12 29% 4 12 29% 5 7 17%	I am comfortable downloading digital video from my camera to a computer.  1 0 0% 2 0 0% 3 4 11% 4 13 36% 5 19 53%
4	I am familiar with Audio/Video file formats.  1 6 15% 2 12 29% 3 16 39% 4 3 7% 5 4 10%	I am familiar with Audio/Video file formats.  1 0 0% 2 2 6% 3 11 31% 4 10 28% 5 13 36%
5	I am familiar with Audio/Video file conversion techniques.  1 11 27% 2 15 37% 3 10 24% 4 2 5% 5 3 7%	I am familiar with Audio/Video file conversion techniques.  1 1 3% 2 3 8% 3 14 39% 4 8 22% 5 10 28%
6	I am familiar with routine editing of digital video.  1 12 30% 2 15 38% 3 7 18% 4 3 8% 5 3 8%	I am familiar with routine editing of digital video.  1 1 3% 2 4 11% 3 10 29% 4 9 26% 5 11 31%
8	I am comfortable uploading video to Blackboard.  1 6 15% 2 9 22% 3 9 22% 4 12 29% 5 5 12%	I am comfortable uploading video to Blackboard.  1 2 6% 2 0 0% 3 3 8% 4 9 25% 5 22 61%
10	I am familiar with inserting Audio/Video objects into PowerPoint.  1 3 7% 2 7 17% 3 11 27% 4 6 15% 5 14 34%	I am familiar with inserting Audio/Video objects into PowerPoint.  1 0 0% 2 0 0% 3 8 22% 4 11 31% 5 17 47%
15	Formal computer classes have increased my knowledge on the use of technology.  1 9 23% 2 3 8% 3 14 35% 4 9 23% 5 5 13%	Formal computer classes have increased my knowledge on the use of technology.  1 4 12% 2 4 12% 3 7 21% 4 8 24% 5 11 32%