Levels of Use Feedback Form for Project H.E.L.P.

Shown below are results of pre and post feedback from sixteen individuals that participated in the HELP Handheld Computer project supported through Project M3 during 2002-2003. Respondents were asked to mark all categories that applied regarding their level of use on the pre and post feedback forms. Upon tallying the results, it became apparent that all respondents did not understand or follow the directions included. It appears some of the participants may have construed the form as a Likert type scale and marked what they considered was the highest level of use rather than whether they used handheld devices in a variety of ways. An example is where several "Resource" teachers marked they taught their peers to use handheld devices but did not mark whether they used them personally. The manner in which participants completed the feedback form presents some limitations in how the data can be interpreted. However, there is some general evidence that levels of use of the handheld devices did increase as a result of participation. Pre and post percentages in each level of use category are shown in the tables presented below.

I am able to:

Demonstrate appropriate use of basic functions: N=16 Pre and Post	Non-use		I Use Personally		I Use in Presenting Instruction		I Instruct Students in Use		I Use in Student Project Based Learning		I Teach my Peers to Use	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
• Address book	50%	0%	50%	50%	0%	6%	0%	31%	0%	0%	13%	56%
• Date book	50%	0%	50%	56%	0%	13%	0%	25%	0%	13%	13%	56%
• Memo pad	56%	0%	44%	44%	6%	25%	6%	38%	0%	19%	13%	63%
• To do list	56%	6%	44%	44%	6%	0%	6%	25%	0%	13%	13%	44%
• Calculator	50%	0%	50%	44%	6%	0%	6%	38%	0%	19%	13%	44%
• Find	88%	6%	19%	44%	0%	0%	0%	31%	0%	0%	13%	44%

I am able to:

Demonstrate entering data in the handheld by: N=16 Pre and Post	Non-use		I Use Personally		I Use in Presenting Instruction		I Instruct Students in Use		I Use in Student Project Based Learning		I Teach my Peers to Use	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
• Hot syncing	56%	0%	44%	56%	6%	19%	6%	25%	0%	19%	13%	56%
• Using internal keyboard	50%	0%	44%	31%	0%	25%	0%	38%	0%	44%	13%	63%
• Graffiti	50%	0%	50%	44%	6%	31%	6%	44%	0%	44%	13%	63%
• Beaming	69%	0%	31%	50%	6%	31%	6%	44%	0%	38%	13%	69%
• Using external keyboard	75%	0%	25%	44%	0%	25%	0%	44%	0%	38%	13%	56%

I am able to:

use a handheld computer in the following ways: N=16 Pre and Post	Non-use		I Use Personally		I Use in Presenting Instruction		I Instruct Students in Use		I Use in Student Project Based Learning		I Teach my Peers to Use	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Create categories to organize information.	56%	0%	44%	50%	0%	13%	0%	25%	0%	19%	6%	44%
Find, download and install Palm OS applications.	69%	0%	25%	50%	0%	19%	0%	19%	0%	13%	6%	63%
Create and hot sync a document, spreadsheet and simple database.	75%	0%	19%	50%	0%	25%	0%	19%	0%	19%	6%	50%
Use a web form to collect data.	75%	19%	19%	44%	0%	19%	0%	13%	0%	13%	6%	25%
Use suitable peripherals, such as keyboards, sensors, GPS, etc.	81%	0%	13%	50%	0%	25%	0%	38%	0%	38%	6%	63%
Use web resources for integrating handhelds in instruction	94%	0%	6%	44%	0%	19%	0%	31%	0%	25%	0%	56%
Use Project M3 web resources in particular for integrating handhelds in education	94%	6%	6%	50%	0%	0%	0%	0%	0%	13%	0%	25%

The most dramatic changes in pre and post comparisons are evident in the "non-use" and "taught to peers" columns. Except for the "find", "using a web form to collect data" and "use of Project M3 web resources" components, participants' post responses indicated they were using all other components that were covered in the training. One or two respondents began the H.E.L.P. project saying they possessed the skills and knowledge to teach their peers to use handheld devices in most or the components listed on the feedback form. However, by the end of the project, a much higher percentage of participants indicated they could teach their peers to use most components listed.

The fact that more respondents did not indicate they used the handhelds to prepare for instruction, instructed students in its use, and/or used it in project based instruction may have been due to the fact that several members of the group classified themselves as administrators, resource teachers and technology coordinators. Some participants in these non-classroom teaching positions may have lacked the opportunity to use the handheld device in an instructional capacity. Or, they may have seen their main purpose in attending the training as being able to teach others on their staff how to use the handheld.

The makeup of the group and the possible misinterpretation of how to mark the feedback form leave some question about the accuracy of the data included in this report in regard to the actual use of handhelds in the classroom. Upon review of the post feedback forms completed by those classifying themselves as teachers, it was evident their forms were not completed in a consistent manner.

In conclusion, it can be said a fairly substantial percentage of participants moved from non-use or just "personal use" of the handheld devices to feeling they were able to teach their peers how to use handheld devices in regard to most components included in the training.

Participants were also asked to comment on their primary concern regarding integrating the use of handheld computers in to instruction in their classroom. A summary of their comments is included below.

Pre:

Most comments on the pre feedback forms were concerned about personal ability and about the availability of relevant software at the elementary level.

Post:

Many of the comments on the post assessment dealt with issues of how money would be available to purchase handheld devices for the schools, how the HELP program would be sustained. There were a few technical problems that were mentioned concerning keyboards and syncing.