Kings Academy

Total responses: 66

June 7, 2021

About the Survey

Your Learning Technologies Survey results are designed to provide insight into faculty and student practices in your school. The topics covered in this report are related to the use of technology and include:

- Respondent demographics
- Teacher sense of preparation and future professional learning goals
- Teacher experience
- Student elements of learning
- Student learning products

Each page of results provides insight into how the data was measured and ideas for your next steps. This data can help you and your teachers design professional learning goals and identify opportunities that deepen student learning. The higher the response rate, the more accurately the data describes practices at your school.

Interpreting the Results

On this page, faculty were asked to identify their subject area and grade level, their current Apple Teacher status, and if they're currently teaching coding.

Guiding Questions

How are teachers recognized for what they've learned? How can learning to code support your students?
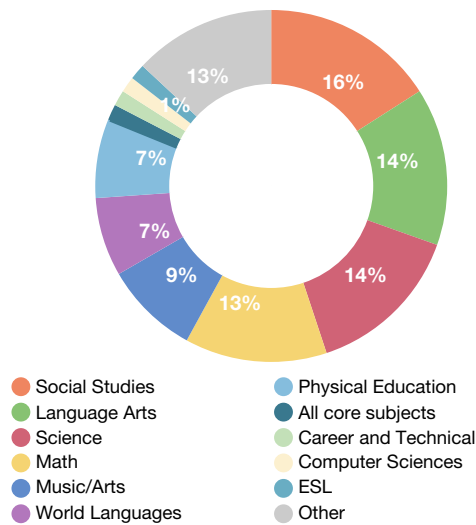
Next Steps

Apple Teacher is a free professional learning program designed to help educators build skills on iPad and Mac.
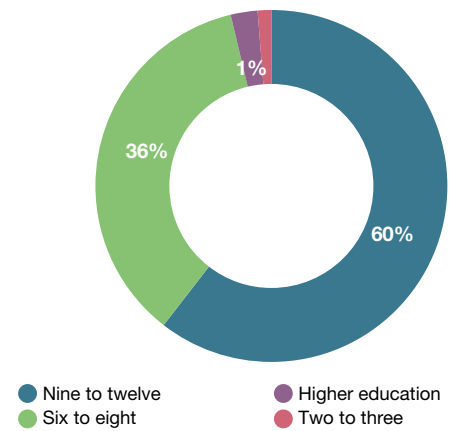appleteacher.apple.com

Discover the comprehensive Everyone Can Code curriculum, designed to help teach coding to students from kindergarten to college. When you teach coding, you also teach skills like critical thinking and problem solving.
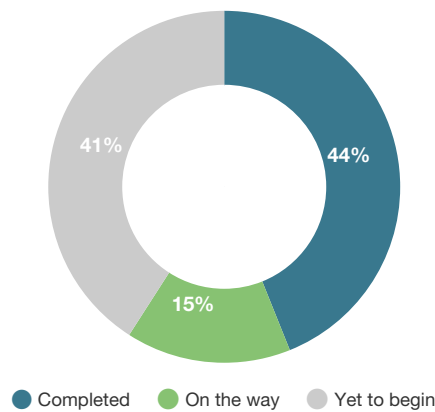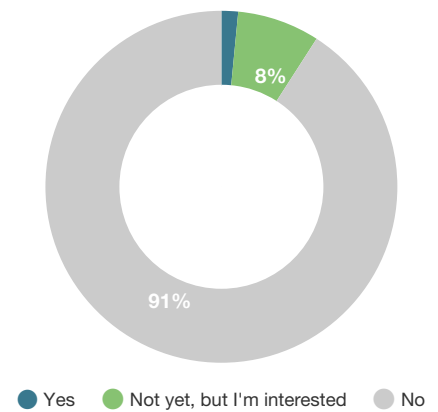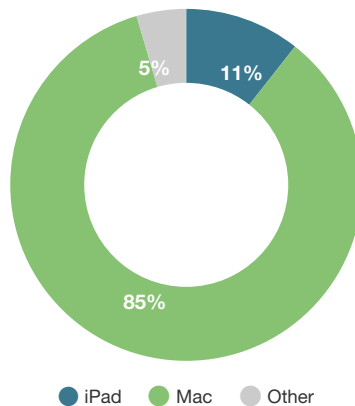www.apple.com/everyone-can-code

Subject areas

- Social Studies — 16%
- Language Arts — 14%
- Science — 14%
- Math — 13%
- Music/Arts — 9%
- World Languages — 7%
- Physical Education — 7%
- All core subjects — 1%
- Career and Technical
- Computer Sciences
- ESL
- Other — 13%

Levels

- Nine to twelve — 60%
- Six to eight — 36%
- Higher education — 1%
- Two to three — 1%

Apple Teacher

- Completed — 44%
- On the way — 15%
- Yet to begin — 41%

Teach coding

- Yes
- Not yet, but I'm interested — 8%
- No — 91%

Teacher device

- iPad — 11%
- Mac — 85%
- Other — 5%

Student device

- iPad — 20%
- Mac — 76%
- Other — 5%

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Teachers' sense of preparedness for teaching with technology

■ Very unprepared	■ Moderately unprepared	■ Moderately prepared	■ Very prepared
2%	11%	55%	33%

Professional learning goals with technology

Designing lessons that engage students in the real world

Fostering creativity and enhancing productivity

Students creating products to demonstrate and share their learning

Using problem solving to support critical thinking

Making learning personal for every student

Designing teamwork lessons beyond simple collaboration

Building foundational skills around using technology for learning and teaching

Managing devices during student learning experiences

Integrating coding in your curriculum

■ Ambivalent   ■ Moderately interested   ■ Significantly interested

Professional learning goals sorted and ranked

■ ■ Unprepared	■ ■ Prepared
1 Fostering creativity and enhancing productivity	1 Designing lessons that engage students in the real world
2 Building foundational skills around using technology for learning and teaching	2 Students creating products to demonstrate and share their learning
3 Making learning personal for every student	3 Using problem solving to support critical thinking
4 Designing teamwork lessons beyond simple collaboration	4 Fostering creativity and enhancing productivity
4 Using problem solving to support critical thinking	5 Making learning personal for every student
6 Students creating products to demonstrate and share their learning	6 Designing teamwork lessons beyond simple collaboration
7 Managing devices during student learning experiences	7 Building foundational skills around using technology for learning and teaching
7 Designing lessons that engage students in the real world	8 Managing devices during student learning experiences
9 Integrating coding in your curriculum	9 Integrating coding in your curriculum

Survey Code: 964284611

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About Teacher Perception of Technology

Effectively integrating technology into everyday instruction takes time and effort. An important step in understanding your teachers' perceptions is knowing what they feel is possible and where they see challenges. This information can help focus conversations about the potential of technology on specific and actionable topics.

Interpreting the Results

Teachers were asked how much they agreed with statements based on their experience. The results show your teachers' positive and negative perceptions of using technology in the classroom. The more positive the results, the more opportunities teachers may find to integrate technology. When looking at areas with negative results, consider what changes can be made to improve the available tools and professional learning resources.
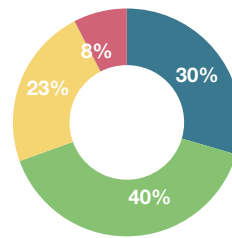
Guiding Questions

Which items are most important for your students' success? Are there any surprising results? What change do you want to see over the next three, six, and nine months? Where are there opportunities to strengthen teacher preparation and improve their experience?

Next Steps

Consider how you can use these results to celebrate what's working and to identify areas that need further support. For example, consider having teachers share their experience related to the items with highly positive results. Conversely, consider asking what changes may need to be made in the areas with highly negative results. Discussing what's working, what's possible, and what needs improvement can foster a culture where teachers actively improve their practices and create more positive experiences with technology.
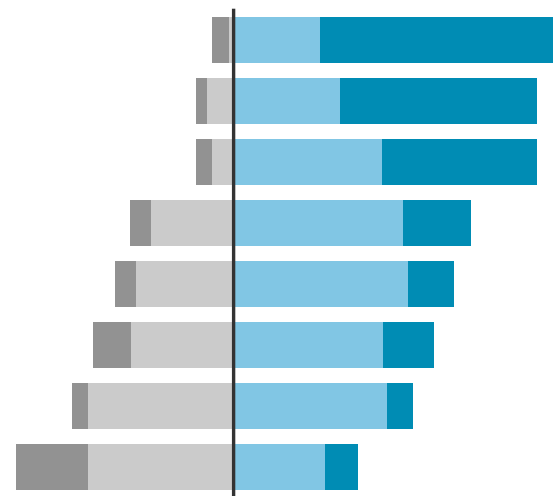
Teacher perception of technology

- Very positive
- Somewhat positive
- Somewhat negative
- Very Negative

Teacher perception details

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Teacher perception data

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Technology makes it easier to manage my students' grades.	4.5%	1.5%	25.8%	68.2%
Technology makes it easier to manage my classes' assignments and projects.	3.0%	7.6%	31.8%	57.6%
Students create more professional-looking products with technology than with other traditional media.	4.5%	6.1%	43.9%	45.5%
Technology helps students grasp difficult concepts in your curriculum area.	6.1%	24.2%	50.0%	19.7%
Students are able to manage their own learning with technology.	6.1%	28.8%	51.5%	13.6%
Students interact with each other more while working with technology.	10.6%	30.3%	43.9%	15.2%
Students put more effort into their assignments when they use technology.	4.5%	42.4%	45.5%	7.6%
Students are more likely to remain on task if they're using technology.	21.2%	42.4%	27.3%	9.1%

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About these Elements of Student Learning

These elements are recognized for supporting deeper student learning experiences. Through our work with education researchers, we've identified these five elements as particularly powerful outcomes when Apple technology is integrated into learning experiences.

Interpreting the Results

Teachers were asked to think about their students' learning activities. This data presents the frequency of student activities for each element, measured across dozens of survey questions. Analysis is based on the elements of deeper learning identified by Apple and SRI Education.

Consider these elements like treble, bass, and volume in music—more is not necessarily better. Rather than trying to maximize all elements, focus on the ones that support your vision for learning and teaching, and provide the kinds of learning experiences that best support your students' needs.

Guiding Questions

Which elements are most important for your students? How are teachers prepared to design innovative learning experiences with these elements? What change do you want to see over time?
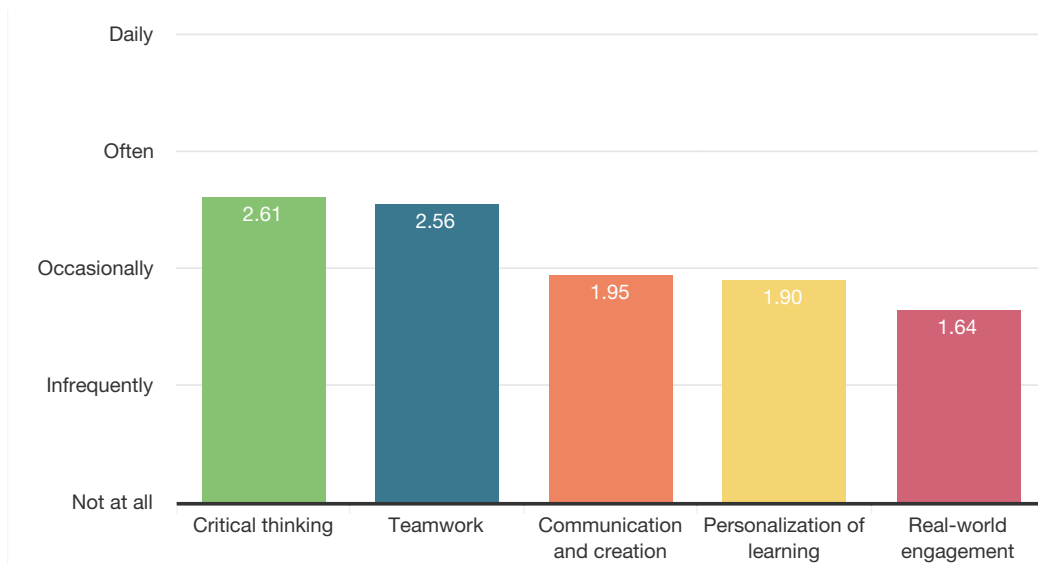
Next Steps

Download the Elements of Learning book for examples and rubrics that support innovative, research-based lesson design with Apple.
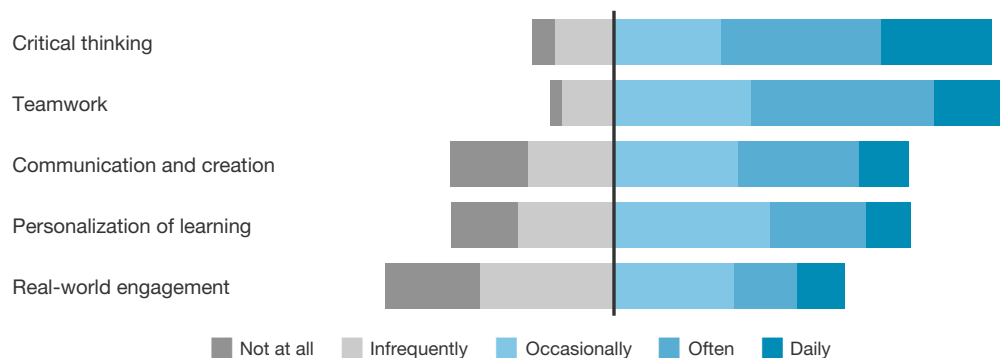apple.co/elementsoflearning

Download the Innovation in Schools book to see how Apple can support your learning, teaching, and school environment.
apple.co/innovationinschools

Consult with Apple Professional Learning Specialists, a team of lifelong educators uniquely qualified to demonstrate how to best use Apple products to engage students in deeper learning experiences. Contact Apple Education at 1-800-800-2775 or email apls@apple.com

Elements of student learning by frequency

Frequency details

Frequency data

	Not at all	Infrequently	Occasionally	Often	Daily
Critical thinking	4.5%	13.0%	23.4%	35.1%	24.0%
Teamwork	2.7%	11.4%	29.9%	39.8%	16.3%
Communication and creation	17.0%	18.8%	27.0%	26.7%	10.6%
Personalization of learning	14.3%	21.0%	34.2%	21.0%	9.5%
Real-world engagement	20.6%	29.1%	26.4%	13.6%	10.3%

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About the Products of Student Learning

Asking students to create products that express what they know or think creates opportunities for formative assessment. Products can take the form of physical or digital media, such as reports or graphics and charts made in Numbers. Oral presentations and other performances are also learning products.

Interpreting the Results

Teachers were asked to identify the frequency with which their students create each type of product. Multiple elements of learning can be supported by student-created products. For example, students may collaborate to create a product that describes the findings of an analysis they conducted, combining opportunities to practice teamwork, communication and creation, and critical thinking.

Guiding Questions

Consider the products with the greatest frequency. How can these products support formative assessment? Do these products help students learn skills relevant to their community and future? What feedback do students get on their products? Which elements of deeper learning are supported by these products?
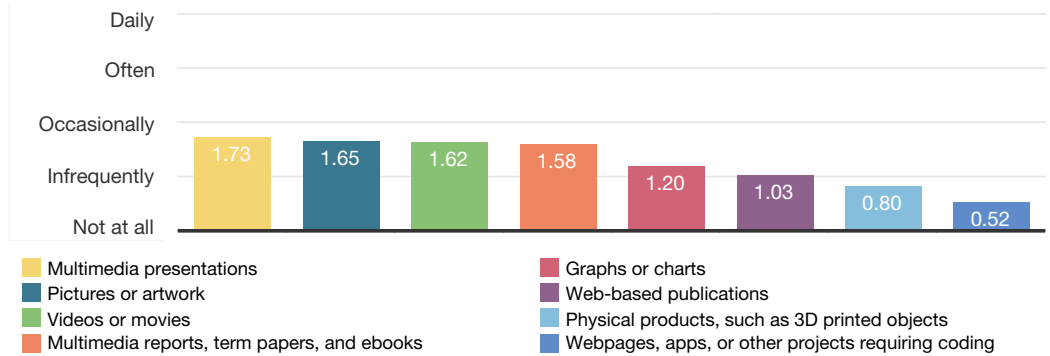
Next Steps

Explore Everyone Can Create project guides, and teach students to develop and communicate ideas through video, photography, music, and drawing.
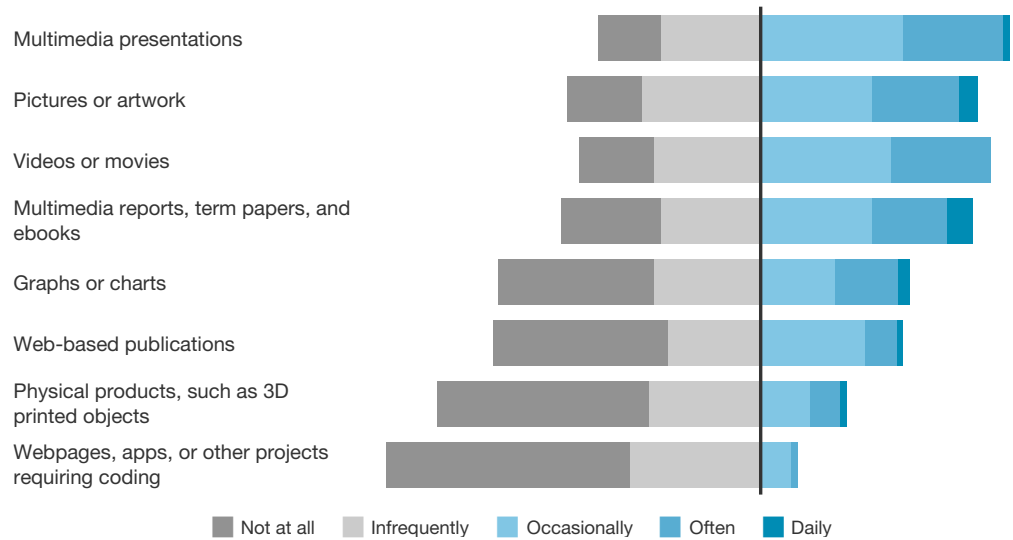apple.com/education/everyone-can-create

Discover how to measure student creativity with Research for Educators.
apple.co/researchforeducators

Student product frequency

Legend:
- Multimedia presentations
- Pictures or artwork
- Videos or movies
- Multimedia reports, term papers, and ebooks
- Graphs or charts
- Web-based publications
- Physical products, such as 3D printed objects
- Webpages, apps, or other projects requiring coding

Frequency details

Legend: Not at all | Infrequently | Occasionally | Often | Daily

Frequency data

	Not at all	Infrequently	Occasionally	Often	Daily
Multimedia presentations	15.2%	24.2%	34.8%	24.2%	1.5%
Pictures or artwork	18.2%	28.8%	27.3%	21.2%	4.5%
Videos or movies	18.2%	25.8%	31.8%	24.2%	
Multimedia reports, term papers, and ebooks	24.2%	24.2%	27.3%	18.2%	6.1%
Graphs or charts	37.9%	25.8%	18.2%	15.2%	3.0%
Web-based publications	42.4%	22.7%	25.8%	7.6%	1.5%
Physical products, such as 3D printed objects	51.5%	27.3%	12.1%	7.6%	1.5%
Webpages, apps, or other projects requiring coding	59.1%	31.8%	7.6%	1.5%	