The Technology Survey Project

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IT577 Internet-mediated Communication
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ABSTRACT

The Technology Survey was created as part of the IT577 Internet-mediated Communication course at the University of Tennessee. The course directive was to create a project to utilize internet-based communication tools to collect a set of data. The secondary purpose of the project was to explore the effectiveness of each tool in building, distributing, collecting and summarizing the data.

The topic of this project is the Technology Survey. The Technology Survey was designed to allow insight into a random group’s mindset regarding the use of technology in today’s world. The project objective was to: 1) collect data regarding the responsible/irresponsible use of technology in the modern world, 2) collect individual perspectives on how that use is impacting our modern world today and tomorrow, and 3) post the data in a manner that would allow a continued (self-perpetuating) dialogue on the subject.

The survey was generated in Google Docs and contained questions relating to: 1) the number and type of devices used, 2) the frequency and type of use, and 3) thoughts on the responsible use of technology in the modern world. The questions were multiple choice, matrix and open-ended responses. A random group was selected and the survey was distributed through a variety of media including: 1) Facebook, 2) Mendeley, 3) Blogs, and 4) E-mail.

Fifty-one responses were collected over a 30-day period. The respondents were primarily post-graduate degree recipients who work in either the education or technology fields. The majority were Generation X (1961-1989). The majority (67%) felt that people (in general) used technology responsibly; however, there were several points made regarding the breaches of informal rules of technology etiquette. The responses to the open-ended questions were unexpectedly detailed. There was both enthusiasm and fear expressed for our seemingly inevitable technology-driven future.

The results were posted April 15, 2011 on a Facebook page (TechGnome Age) and a blog (The Tech Gnome) created specifically for this project. Again, the desired (post-project) result will be a continued dialogue on those two sites regarding the responsible use of technology today and in the future.
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PROJECT SUMMARY

PURPOSE:
The Technology Survey was designed to collect information:
   a) regarding the use of various types of technology devices,
   b) concerning the users’ perspective on how technology is changing society (how it is used now and in the future),
   c) and post it in a manner that will facilitate future dialogue concerning the topic.

In today’s technology-driven world, devices are much more prevalent and sophisticated. How people are using these devices, when, and how responsibly is a fascinating part of the human dynamic. That these devices are a valuable resource that forever changed the landscape of modern life is undeniable. However, what is that cost? Are people using the devices responsibly? What is the impact of the technology integration to human relationships? Should the devices, the technology, etc. be regulated? If so, by whom and to what extent? The Technology Survey was intended to seek answers to these questions.

PARTICIPANTS:
Facebook “friends”
Rhonda Bishop’s personal Facebook account was used as a distribution method. With over 200 “friends” comprised various culture groups, career fields, education levels and interests, it provided a variety of possible respondents.

Colleagues/Peers
Both DENSO Manufacturing TN, Inc. and the University of Tennessee provided a long list of colleagues and peers to whom the Technology Survey could be distributed. DENSO was the more random group as the employees are very diverse in career fields and interests. The UT peers were all from the Instructional Technology and/or Education Departments.

Mendeley Groups
Mendeley is a desktop and web program for managing and sharing research papers, discovering research data and collaborating online. The site allows the creation of groups to facilitate group discussion on common interests as well as share documents and research. The groups utilized for this project was Technology in Education (founded by Rhonda Bishop, 2010). There are 56 members.

Edutopia Groups
Edutopia is a website published by The George Lucas Educational Foundation (GLEF). Founded in 1991 by filmmaker George Lucas and venture capitalist Steve Arnold, the Foundation celebrates and encourages innovation in K-12 schools. The groups utilized in
PARTICIPANTS (cont’d):

this project were: Technology Integration High School which has 936 members and Technology Integration k-5 which has 761 members.

Edutopia was contacted and asked to publish the Technology Survey in one of its forums. There is an evaluation person/group who reviews such requests and/or postings before they are published to the site. The request was denied.

TappedIn Members
TappedIn is a website dedicated to creating a communication forum for educators. The site premise is a house with floors and rooms in which different projects and discussions may take place. Educators may lead on-line discussions, mentor colleagues, conduct training or try out new ideas in a safe supportive environment. It was created by SRI International to transform teacher professional development (TPD) for professional development providers and educators.

The editor of the TappedIn newsletter (BJB) published the Technology Survey and a project description in the April newsletter. That newsletter was sent electronically to all the participants on the TappedIn e-mail listserv.

Web 2.0 ERC Members
The Web 2.0 project is a European Union funded project designed to help educators who find technology confusing. It is a simple and safe environment in which educators can learn and share technology. It contains information on how to use technology tools as well as how to use them in the classroom. Educators have not only the website, but also links to a Facebook page, blog and other social networking sites. The website contains tutorials on how to use such sites, and the sites themselves provide not only practice for what they have learned, but a forum to discuss their own learning and classroom projects.

PROJECT DURATION:

IT577 Internet-mediated Communication
The course began on January 22, 2011 and ended on April 30, 2011. The project was assigned at the beginning of the course (1/22/11).

Data Collection
Data was collected via Internet-mediated sources from March 1, 2011 to March 31, 2011.
PROCEDURE/METHODOLOGY:
The schedule for Technology Survey project included the following steps:

**IT577 Project Introduction**
IT577 Computer-mediated Communication began on January 22, 2011. The concept of a class project was introduced. The parameters included:

**Sample Project (To Follow) Selection**
As part of the IT577 course, an existing project had to be “followed”. After two failed attempts to contact project leaders, GlobalSchoolNet provided a third viable project. Web2.0 ERC was selected and its progress was monitored throughout the duration of the course. Web2.0 ERC is project funded by the European Union to introduce the tools of technology to education professionals. The website provides an introduction to the use of technology in the classroom, a list of tools to utilize and tutorials for each tool. The project currently has seven partners (Australia, Bulgaria, Greece, Germany, Poland, Turkey and the United Kingdom) and is led by Dr. Thomas Connolly (University of the West of Scotland). The project also has both a Facebook page and a blog to allow educators to post their thoughts on, use of and successes with the various technology tools. The project was selected for its scope, its use of several media to convey the message and information and the clear separation between each media source. The website, Facebook and blog each had their own purpose, but yet supported each other. It was a smooth and consistent flow to navigate between the three. Also, each of the three media had a very polished and professional look.

The Web2.0 ERC project was an excellent example to follow as it provided insight into how to build a system of inter-woven media sources, how to communicate effectively with several different language groups, how to provide a forum for the continuous exchange of ideas and issues and how to manage a project of that size. (See Appendix A, page 15 for the project description of the Web2.0 ERC project.)
PROCEDURE/METHODOLOGY (cont’d):

Project Topic Selection
There were minimal limitations to selecting a project topic. As there were many interesting and lengthy class and individual discussions regarding technology, its use and the multitude of opinions people have regarding it, a project regarding technology seemed a logical choice. A survey seemed to be the most logical way to gather the data. Thus, the Technology Survey concept was born.

Project Participant Selection
Selecting participants can be the most difficult part of any project. For this project, it was seemed somewhat easier. The parameters of IT577 were not limiting or restricting. In fact, the ability to use any Internet-mediated communication tools seemed to make it easy to pick and choose which media to use to distribute the survey (and generated participants). However, the difficulty was learning about the restrictions that existed for each site, forum, etc. and how strictly those were imposed. For example, some sites would not allow surveys to be posted to the participants while others had a person or group to read the proposed posting and render a decision on whether it would be posted or not. It became a trial and error process. The eventual result was a combination of participants from a variety of personal and professional sites. (See Appendix C, page 18 for the complete list.)

Project Data Collection Method Selection
The first data collection method was SurveyMonkey. However, the free version of the software only allows ten questions. That is a very serious constraint. The second option was Google Docs. Google allows more questions, but has a limited set of question types. Google Docs also provided the opportunity to allow colleagues and peers to view the unfinished product and provide feedback before completing the survey instrument. Both SurveyMonkey and Google Docs have similar summary features. Both also have several design features, but Google did provide more templates from which to choose. The Google templates were also more aesthetically pleasing. The decision was made to use Google Docs to create the survey and compile the results.

Instrument Distribution
The survey was distributed through the following means:
   i) posted to the creator’s personal Facebook page “friends” (241 participants)
   ii) posted to the creator’s person blog “Blogging the Nite Away”
   iii) posted to MENDELEY group “followers” and “members” (43 participants)
   iv) posted to Edutopia groups “Technology in Education” and “k-12 Education” (request denied)
   v) posted in the TappedIN newsletter
   vi) posted on the Web 2.0 ERC Website
   vii) posted to Web 2.0 ERC Facebook page
   viii) sent via email to:
       i. personal friends
       ii. colleagues and peers
PROCEDURE/METHODOLOGY (cont’d):

Data Collection
Data collection began on March 1, 2011 and closed on March 31, 2011. Once distributed, responses came in quickly. Within the first week, 21 responses were logged. However, the responses quickly slowed to non-existent. A renewed surge came with the distribution of Mendeley e-mails and the TappedIn article. A total of 51 responses were collected by March 31, 2011.

Compilation/Summarization
Google Docs was used to create the survey. It contained multiple choice questions, matrices-type questions and open-ended answer questions. Results were tabulated by Google Docs. A summary of the results may be viewed in Google Docs as well as in Appendix F, page 23.

Results Distribution
To display the results and generate continued discussion on the open-ended questions, a blog (The Tech Gnome) and Facebook (TechGnome Age) page were created. The addresses of both were included on the survey along with a results date of April 15, 2010. See Appendices H and I, page 41-42 for sample postings.

EXPECTED RESULTS:
The goal was to have at least 20 people participate with each of them answering all questions.

ACTUAL RESULTS:
There were 51 respondents. The only question that was not mandatory was the last one entitled “Final Comments…”. The majority of respondents (84%) answered it as well. See Appendix F, page 24 for a summary of the results.

ISSUES:
There were several issues encountered throughout the duration of this project:
1) Once the initial “personal” contacts were exhausted, it was difficult to obtain additional participants. It was not feasible (or safe) to solicit responses from strangers on unfamiliar Facebook accounts and e-mail.
2) The use of forums, discussion boards and education sites would appear to be a fruitful respondent source. However, many sites do not allow “research project” postings. They actively protect their members and see solicitation (of information) as a violation of their members’ privacy, rights, etc.
ISSUES (cont’d):

3) It was a difficult realization that most people really do not care at all about others’ projects. They are busy and do not want to be bothered with surveys, etc.

4) Upon realizing the limited responses, it became necessary to evaluate the appropriate place to conduct research. It was especially important to consider how many times to contact the same people for additional information or to participate in other projects. There is an unwritten professional etiquette to consider regarding “overusing” sources.

5) It was necessary to reconsider the use of Facebook (TechGnome Age) as a viable opportunity to post results and generate conversation. While it is a social media site, it is difficult to open the site to all people (negating the use of “friend requests”) and still control the private information of the creator. Also, the private, personal posts of all the “friends” appear on the TechGnome Age page along with the informative technology-related discussion threads. It is labor-intensive to go into the page and “hide” all the personal posts of the “friends”. There may be further settings to explore to make this more manageable. In the meantime, the blog (The Tech Gnome) seems to be more in suitable for the desired dialogue/outcome.

FUTURE PLANS & IMPLICATIONS:
The results of the survey will be posted on the TechGnome Age Facebook page and on the Tech Gnome blog April 15, 2011. The desired outcome would be additional comments and a self-sustaining dialogue between individuals visiting the pages.

REFLECTION:
In the beginning....
At the beginning of this project, I was apprehensive. I wasn’t sure what I would do for a project. I took advice and looked at as many projects on TappedIn, Edutopia, Global SchoolNet, etc. My biggest issue was that I am not in a traditional classroom. I don’t have students that I see every day or a network of teachers to help collect data. Most of what I found was very interesting, but they were all projects that I felt I couldn’t do. I became very frustrated as I tried to fit my project into the mold of a k-12 instructor.

Once I realized that I could do a survey and not have to do a math or science-type project, my tension eased. I think I created most of that for myself (in fact, I KNOW I did). I was so excited about what all the k-12 people could do that I wanted to do something similar. I just had to realize that I am not “there” anymore and had to shift my focus.
REFLECTION (cont’d):

Once I was able to think outside that k-12 box, I was okay. After our class meeting and seeing how animated everyone became discussing technology, I was hooked. I wanted to do something with technology.

Again, I added to my own stress. I simply tried to do too much at once. I wanted to know everything about everything. I can look at anyone else’s work and help them find focus, but finding my own (when I am excited about my subject) is very difficult. I value all the opinions, advice and guidance of my classmates. They posted comments, sent me emails and reviewed my material numerous times. (As did Dr. Waugh.) I was very proud of my survey when it was finally revised and sent out to the public.

Data Collection...
I struggled with how to get my survey out to enough people. Brainstorming with classmates was helpful. I knew I could use my Facebook page, email and blog, but I wasn’t sure how to get it to enough people. I didn’t want to rely on a pyramid effect and hope friends of friends would pass it on. Some did. My Facebook friends posted on their pages and my sister forwarded my email to all her teacher friends in two counties. But, that’s not reliable for a bigger/different type of project.

I did use Mendeley, but it was so time-consuming. I had to send personal emails to just five people at a time. That was really tough.

I am very thankful that I met BJ Berquist at TappedIn and she put my information into the newsletter. That is a large audience, but I’m not sure how many people pay attention to that. I have received it many time and I just glance at the headlines and delete it.

Edutopia is another large audience, but each group “leader” has to review items before they are posted. That is an actual physical barrier as well as an “informal rule”/etiquette. My two comments were never approved to be posted.

One of my biggest positives was learning about the Web 2.0 Project. I found it on GlobalSchoolNet and it was my “project to follow”. However, once I started following, I recognized the benefit of getting my project out on the web to multiple countries quickly. The coordinator gave me permission to post on their Facebook and website.

As my survey was anonymous, I can’t say how many people were from which posting. However, I did post to one avenue at a time. After my Facebook, my emails (classmates, colleagues and friends) and after my Web 2.0 post, there were significant spikes in the number of participants. Also, I received a nice email from one of the Mendeley contacts saying he had completed it. He and I have corresponded several times now and I am passing his name along to Katie. He is a linguistics professor in Europe.
REFLECTION (cont’d):

At the end....

As all my responses were gathered and I started to look at the results, I realized something. Most of my respondents were my age, and most were in education or technology fields. I sent my survey to people I knew so I should have suspected that. However, I thought that if I put it out on Mendeley, Web 2.0, etc., that I might have more of a variety. Then I realized that those are also educators or technology professionals as well. My groups in Mendeley are Technology and Education. I had biased my own survey. Is that okay? I guess it depends on what I wanted to know. I wanted to know what “people” thought about technology, its current and future use and misuse. I did have a few other professions chime in, but what I really learned was what people in my profession(s) thought about it.

It occurred to me, as well, that I could have printed a copy of the survey and distributed it to people who do not regularly use a computer. I may have received some “I don’t know what this is” answers due to their lack of computer knowledge. However, I might also have received some strong responses to the responsible use today and in the future-type questions. I may be assuming too much, but I think there are some people who choose not to use technology for reasons other than lack of knowledge or proximity to computer equipment. I have met a few who choose not to use it and cite “big brother” concerns. If I do this type of project again, I will consider both paper and electronic formats to ensure a (hopefully) unbiased set of data. I know this class was about computer-mediated communication, but the particular subject I chose might require both formats in order to be valid.

My second big “lesson learned” (which is so closely related to the first) is that I have to have more delivery mechanisms. Facebook, email, a few website forums, etc., is just not a large enough base to get a large number of diverse responses. I considered using Kim Commando. She has a world-wide audience of both pro and con-technology individuals. She has a syndicated Sirius Radio talk show, a website, is on Facebook and is featured on several technology TV programs. I could’ve posted to her Facebook or website, but there are those informal protocols. I tried to contact her directly, but that is almost impossible. I didn’t feel the need to pursue it for this project. However, if a future opportunity arises, I may follow up and ask to post on her sites. She has several hundred thousand followers. That would surely open up an opportunity for more responses.

I also need to learn more about all the different forums that exist out there in the cyberspace. I feel like I have learned so much in the last year (since entering the Instructional Technology world). But, there are just so many out there. Every class I attend and every student that I speak with provides another source to investigate. I have a running list and have added several to my portfolio “favorite sites” list. I do this just to keep them all in a single easy to access location. The list is becoming immense and I feel like I’m just scratching the surface.
REFLECTION (cont’d):

If I do a project like this again, I think I will take my list and more closely evaluate which ones to use and how many of them. I’m now convinced that not all of them are appropriate for all purposes, but several must be used in order to get a true random sampling.

My third “lesson learned” is regarding summarizing the results. I asked several open-ended questions. My plan was to take them and post them into the Facebook page that I create (TechGnome Age) and start a chain of communication. That was easier said than done. First of all, I had trouble getting people to “friend” the Tech Gnome. I had to send out emails/notices before-hand so they would know who it was. After posting the comments, no one really seemed too interested in commenting. It’s so easy for Kim Commando, but it sure didn’t work for me!

I think that I really overestimated what all I could do in this project. I wanted to gather the data and then generate this huge discussion that would take on a life of its own. I had a naïve wish that I’d look back at my sites in a month or a year and they would be self-sustaining. However, I’m not that “connected”. I don’t have a huge audience to follow me. I think I could learn more about marketing as well. I think future projects would have to be “packaged” differently to appeal to a wider audience. If I could figure out that packaging, then using vehicles like Facebook, Twitter, etc., might be more effective.

Overall, I feel that I have learned a great deal. I did not know what to expect when I read the course description and enrolled in the course. It was fun and exasperating at times, but I am glad I took the course. I learned more about project management and I made some contacts that I can use in the future. I have so many ideas about what I can do differently next time – and actually look forward to trying this again. I have thought about how I could use this at work. We conduct surveys all the time and we only use e-mail. This would open up a whole new world for us. I will share my project with them in a few weeks and see what they think about it. As I said before, I learned a great deal and my head is spinning with ideas!!

I would love to see this activity continued in future classes. I can only (really) speak for myself. I loved it and I learned a great deal. But, I feel confident in saying that we all learned from our experiences. We shared our individual experiences on the wiki and listserv and helped each other through some frustrating periods. Sharing our experiences led us all to understand that we had similar issues. It was also good to hear from the Instructor that our process was more important than the results. I, for one, know that if I had been more successful, I would have a whole new set of issues to deal with. My open-ended questions would have overwhelmed me terribly. A small, controlled experience with Internet-mediated communication was so beneficial for me (and I think, for everyone else as well).
REFERENCES:

TechGnome Age Facebook (Techgnome Age)
TechGnome Age Blog (thetechgnome.blogspot.com)
Blogging the Nite Away (bloggingtheniteaway.blog.com)
Edutopia (http://www.edutopia.org)
TappedIn (http://www.tappedin.org)
Web 2.0 ERC Project Website (www.web20erc.eu)
Kim Kommando Site (http://www.komando.com)
hTaVdQNFJaVjZmWnc6MA)
Appendices

Project I Followed (Web2.0 ERC Project Summary from GlobalSchoolNet)
Technology Survey Instrument
List of Survey Participants
TappedIn Newsletter
Journal
Mendeley E-mail
Technology Survey Results
TechGnome Age Facebook Results Post
The Tech Gnome Blog Results Post
Appendix A

Web2.0 ERC Project Summary (GlobalSchoolNet.org)

The Web 2.0 ERC project is funded by the European Union and provides educators (who are not familiar with or proficient with technology) with a forum to learn and communicate. The purpose of the project is to minimize (if not eliminate) the gap between the educators and their techno-savvy students.

As the project proceeds, it will help provide:

- An understanding of how Web2.0 Tools can be used effectively in education
- A model for educators
- A set of best practices
- A secure environment for collaboration, exploration and learning
- A support system for educators

The project is coordinated by The University of the West of Scotland, Paisley, UK (Kindersite Project, Ltd.UK)

There are seven partners in seven countries. The other six are:

1. PROJEKTKompetenz.eu OG, Salzberg, Australia
2. Sofia university, Department za informacia I usavershenstvane na uchiteli, Sofia, Bulgaria
3. University of Peloponnese, Dept of Social and Educational Policy, Korinthos, Greece
4. Kulturring in Berlin e, V, Berlin, Germany
5. Poznan University of Economics, Dept of Information Technology, Poznan, Poland
6. Cukurova University, Egitim Fakultesi, Adana, Turkey

I found the project on Global School Net. I sent an email to the project coordinator, Professor Thomas Connolly (Head of Division, Computing and Information Systems, Univ of West of Scotland, Paisley, UK, Thomas.connolly@paisley.ac.uk). He immediately replied and said I could follow his project. He also sent me the website address and the Facebook address. I began following the project on both the website and Facebook.

They are using many of the same tools I have learned since beginning my technology education. I have seen many people commenting on VoiceThread, Animoto, Blogger, Delicious, etc. I was able to provide some comments to some of the teachers using them. I sent a few new resources to Thomas to post as resource links. Lila Holt provided some wonderful “cool tools” lists for us in a previous class. There are sites that are simply long
lists of other tool sites. Many are categorized by tool topics (such as web tools, game tools, math tools, etc.). I shared the information with Thomas and he is weeding through them and translating the ones he finds useful.

One thing that I really enjoyed seeing on the sites was that all the information was provided in multiple languages. There is really no excuse why teachers across the European Union couldn’t learn how to use techno tools and integrate them into their classrooms.

Something that really impressed me (and that I have tried to emulate with my project and will do so in future projects) is the coordination between a website, the blog and Facebook. Thomas has done a great job keeping a clean line between what is on the site and what is on Facebook. The site is the main resource. The blog provides a forum to share the “tip of the day”, the newest tool, etc. The Facebook site is the one-to-one communication and support system across the EU. Each has a specific function in the project. Seeing those tools in action and how they compliment each other was an eye-opener for me.
Appendix B

Survey Instrument

Technology Survey

Thank you for completing the survey.

The results will be summarized and will examine both questionnaires and comments. This survey will help in national educational policy. Any information collected will only be used for research purposes. The information will be kept strictly confidential.

https://www.surveymonkey.com/r/YourSurveyTitle

If you have any questions or concerns, please email us at info@yourorganization.com

1. How often do you use a smartphone?
   - Never
   - Occasionally
   - Often
   - Always

2. How do you view digital content?
   - On a computer
   - On a tablet
   - On a smartphone
   - On a TV

3. Which of the following do you use regularly?
   - Email
   - Social media
   - Online shopping
   - Streaming

4. How do you stay informed about technology news?
   - News outlets
   - Social media
   - Tech blogs
   - Friend's recommendations

5. Have you ever purchased a technology product online?
   - Yes
   - No

6. How often do you use technology in your daily life?
   - Rarely
   - Occasionally
   - Frequently
   - Always

7. Do you use technology to
   - Learn
   - Communicate
   - Entertain
   - Work

8. What is your favorite technology?
   - Computer
   - Smartphone
   - Tablet
   - TV

9. How do you stay connected to technology?
   - Wi-Fi
   - 4G
   - PC
   - Mobile

10. How often do you use technology to
    - Play games
    - Watch videos
    - Read books
    - Listen to music

11. How do you keep up with technology trends?
    - Friends
    - Family
    - Social media
    - News outlets

12. How do you stay informed about technology news?
    - News outlets
    - Social media
    - Tech blogs
    - Friend’s recommendations

13. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

14. What is your favorite technology?
    - Computer
    - Smartphone
    - Tablet
    - TV

15. How do you stay connected to technology?
    - Wi-Fi
    - 4G
    - PC
    - Mobile

16. How often do you use technology to
    - Play games
    - Watch videos
    - Read books
    - Listen to music

17. How do you keep up with technology trends?
    - Friends
    - Family
    - Social media
    - News outlets

18. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

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    - Computer
    - Smartphone
    - Tablet
    - TV

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    - Mobile

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    - Listen to music

22. How do you keep up with technology trends?
    - Friends
    - Family
    - Social media
    - News outlets

23. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

24. What is your favorite technology?
    - Computer
    - Smartphone
    - Tablet
    - TV

25. How do you stay connected to technology?
    - Wi-Fi
    - 4G
    - PC
    - Mobile

26. How often do you use technology to
    - Play games
    - Watch videos
    - Read books
    - Listen to music

27. How do you keep up with technology trends?
    - Friends
    - Family
    - Social media
    - News outlets

28. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

29. What is your favorite technology?
    - Computer
    - Smartphone
    - Tablet
    - TV

30. How do you stay connected to technology?
    - Wi-Fi
    - 4G
    - PC
    - Mobile

31. How often do you use technology to
    - Play games
    - Watch videos
    - Read books
    - Listen to music

32. How do you keep up with technology trends?
    - Friends
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    - News outlets

33. How often do you use technology in your daily life?
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    - Always

34. What is your favorite technology?
    - Computer
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    - Tablet
    - TV

35. How do you stay connected to technology?
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    - Mobile

36. How often do you use technology to
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    - Watch videos
    - Read books
    - Listen to music

37. How do you keep up with technology trends?
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    - Family
    - Social media
    - News outlets

38. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

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    - Tablet
    - TV

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    - 4G
    - PC
    - Mobile

41. How often do you use technology to
    - Play games
    - Watch videos
    - Read books
    - Listen to music

42. How do you keep up with technology trends?
    - Friends
    - Family
    - Social media
    - News outlets

43. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

44. What is your favorite technology?
    - Computer
    - Smartphone
    - Tablet
    - TV

45. How do you stay connected to technology?
    - Wi-Fi
    - 4G
    - PC
    - Mobile

46. How often do you use technology to
    - Play games
    - Watch videos
    - Read books
    - Listen to music

47. How do you keep up with technology trends?
    - Friends
    - Family
    - Social media
    - News outlets

48. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

49. What is your favorite technology?
    - Computer
    - Smartphone
    - Tablet
    - TV

50. How do you stay connected to technology?
    - Wi-Fi
    - 4G
    - PC
    - Mobile

51. How often do you use technology to
    - Play games
    - Watch videos
    - Read books
    - Listen to music

52. How do you keep up with technology trends?
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    - Family
    - Social media
    - News outlets

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    - Occasionally
    - Frequently
    - Always

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    - Tablet
    - TV

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    - 4G
    - PC
    - Mobile

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    - Watch videos
    - Read books
    - Listen to music

57. How do you keep up with technology trends?
    - Friends
    - Family
    - Social media
    - News outlets

58. How often do you use technology in your daily life?
    - Rarely
    - Occasionally
    - Frequently
    - Always

59. What is your favorite technology?
    - Computer
    - Smartphone
    - Tablet
    - TV

60. How do you stay connected to technology?
    - Wi-Fi
    - 4G
    - PC
    - Mobile
Appendix C

List of Participants

First List of E-mails:

<table>
<thead>
<tr>
<th>E-mail</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:Smj12345@bellsouth.net">Smj12345@bellsouth.net</a></td>
<td>Mendeley</td>
<td><a href="mailto:Alily07@att.net">Alily07@att.net</a></td>
</tr>
<tr>
<td><a href="mailto:Marshall.myers@att.net">Marshall.myers@att.net</a></td>
<td>Alison McEntee – no resp</td>
<td><a href="mailto:jsilver4@utk.edu">jsilver4@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:rockycreeknut@yahoo.com">rockycreeknut@yahoo.com</a></td>
<td>Andres Santiago – resp</td>
<td><a href="mailto:jbenne43@utk.edu">jbenne43@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:graciekendrick@gmail.com">graciekendrick@gmail.com</a></td>
<td>Annette Backs – no resp</td>
<td><a href="mailto:lmcconke@utk.edu">lmcconke@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:srqseminole@yahoo.com">srqseminole@yahoo.com</a></td>
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<td><a href="mailto:bthayer@utk.edu">bthayer@utk.edu</a></td>
<td>Aubrey Bebar</td>
<td><a href="mailto:nmacinne@utk.edu">nmacinne@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:vbritt@utk.edu">vbritt@utk.edu</a></td>
<td>Ben Gooderham</td>
<td><a href="mailto:ither@utk.edu">ither@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:Mdemari1@utk.edu">Mdemari1@utk.edu</a></td>
<td>Carilee Chambreuil</td>
<td><a href="mailto:staylo27@utk.edu">staylo27@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:cdramey@utk.edu">cdramey@utk.edu</a></td>
<td>Barry Coughlan</td>
<td><a href="mailto:pbennet3@utk.edu">pbennet3@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:pdueber@utk.edu">pdueber@utk.edu</a></td>
<td>Betina Astride</td>
<td><a href="mailto:clester5@utk.edu">clester5@utk.edu</a></td>
</tr>
<tr>
<td><a href="mailto:lholt@utk.edu">lholt@utk.edu</a></td>
<td>Elizabeth Nassem</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:jglabb@utk.edu">jglabb@utk.edu</a></td>
<td>Dana Thomas</td>
<td></td>
</tr>
<tr>
<td>larsonin <a href="mailto:tn@comcast.net">tn@comcast.net</a></td>
<td>Dave Emsley</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:krobin26@utk.edu">krobin26@utk.edu</a></td>
<td>Dilber Demirtas</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:mveve@utk.edu">mveve@utk.edu</a></td>
<td>Eduardo Alburquerque</td>
<td></td>
</tr>
</tbody>
</table>

Second List of E-mails:

UT friends, etc.
'bthayer@utk.edu'; 'vbritt@utk.edu'; 'Mdemari1@utk.edu'; 'cdramey@utk.edu';
'ddueber@utk.edu'; 'lholt@utk.edu'; 'jglabb@utk.edu'; 'larsonin tn@comcast.net';
'krobin26@utk.edu'; 'mveve@utk.edu'; 'jsilver4@utk.edu'; 'jbenne43@utk.edu';
'lmcconke@utk.edu'; 'ahaboeck@utk.edu'; 'uither@utk.edu'; 'staylo27@utk.edu';
'pbennet3@utk.edu'; 'clester5@utk.edu'; 'nmacinne@utk.edu';
'Smj12345@bellsouth.net'; 'Marshall.myers@att.net';
'rockycreeknut@yahoo.com'; 'srqseminole@yahoo.com';
'graciekendrick@gmail.com'; 'Scott.Steigerwald@pentagon.af.mil';
'pdillman@wise.k12.va.us'; 'joel_josephson@kindersite.org';

TappedIn:
j_gossert@conradweiser.org; jcooper@wcps.k12.va.us; bond89@ku.edu;
vonn9201@mail.brandman.edu; leng5202@mail.chapman.edu;
rnchenry23@gmail.com; morrij@monroeps.org; ddsessoms@salisbury.edu;
tcoffman@umw.edu; steabo@umw.edu; ralagamy@yahoo.com
Appendix D

TappedIn Newsletter Post

[Image of a computer screen showing a newsletter post]

Through the online courses a very strong community was built. This work demonstrated the power of "teachers teaching teachers." The Center for Teacher Leadership will build on this concept.

The original cadre of 24 teachers completed all four courses in less than one year. The group met with Dr. James Merrif, VCEOS Superintendent for the "round table" discussions. Dr. Merrit and other key administrators are as impressed by the cadre's work that they hope to expand upon this success through the development of the new Center for Teacher Leadership.

Course 4 within the mini-series is all about facilitating an online PD course. All participants facilitated their own PD experiences for other teachers in Virginia Beach. Now, as graduates of the project, nearly a dozen 21st Teachers are running PD for schools within VB. Part of the support system to help keep the conversations going was the creation of the VCEOS 21st Teacher group in Tapped In.

The Virginia Beach 21st Teacher project is "going viral" as those who were trained are training others. Streamlined PD versions of the UVa courses are being taught by the original cadre, modeling PD by teachers for teachers.

VUA and Learnt-I-Taacht have joined forces to support the 21st Teacher graduate education series (the 4 courses). They’re interested in working with school divisions, locally and across the country, so these courses can jump-start change within their systems. Too, for more information, contact Learnt-I-Taacht.

[5] The Nota Project

Appreciation can rekindle a lifetime of memories and emotions. Tell someone “thanks” today. There is a natural fit between literacy and the whole idea of writing notes of appreciation. The Nota Project has pledged to donate to at least 12 literacy projects in 12 countries in 12 months through GlobalGiving and Global Giving UK. Read more about our 12x12x12 Pledge to help make the world a million times better. Literally.


Tapped In member Rhonda Robichaud is conducting a technology survey and invites you to participate. The project is designed to generate conversation amongst professionals from a variety of disciplines regarding the use of technology in today’s world. This project will collect data concerning the types of devices used, the manner in which they are used and consumer concerns regarding their future use in a techno-centric world. Data will be collected from 2/29/11 to 3/15/11.

Tapped In member Marie White enthusiastically reported from snow New York, “We had so much snow we missed classes so I used my room to conduct class. We had live chats, and it worked excellent! They had reading material which we discussed and the transcript was awesome, they had the entire class notes for later use.”

Overnights Jones shared via Twitter that she “bloomed about her early love for Tapped In!”

Tapped In member Maria Gioulakis set up two Google calendars at the Math 2.0 Wiki for two Tapped In event series, Math Resources K-20+ and Math Transformers (Middle School). You can now see them in the links and folders area.

Do you have a News Nugget about yourself or another member of the Tapped In Community? Send your News Nugget to BJ Bequelin at bjb@tappedin.org


Past issues of [redacted]...On the Taps newsletters are available online.

Contact us if you have any questions about your subscription, password or user name, or if you have any news items that you want to share with the community for [redacted]...On the Taps.

Done
Appendix E

My Journal

January 22, 2011
Went to class. Was very excited to learn about the project. I had the idea to do my project on the current state (participant perspectives of) the effects of technology on our everyday life. I thought about asking questions regarding whether technology is enhancing or destroying our way of life. I thought about focusing on education, but I think that may narrow my participant base. If I focus on “our everyday life” in general, there should be more input.

January 29, 2011
Missed class. On my way to a conference. Have been thinking about my project. I am now wondering if my subject is too broad and wondering how I can ask the question and get specific answers. I want to know how people feel about phones taking over our lives – are they helping or are they debilitating? What about things like video chat, cloud computing, personal security, etc. How can I ask those questions and not “lead” the answers.

February 2, 2011
Trying to figure out who to send my survey to and the best method to get it there. I can use all the Mendeley contacts (I think). I have to figure out how to contact them – through the site or is their email on their site profile? Do I have access? Trying to find a project to follow. Have searched GlobalSchoolNet, TappedIn and done a general Google search. Not as easy as it first seemed.

February 7, 2011
Asked several people at work to complete my survey. All agreed. I will have at least have a pool of approximately 20 people if they do indeed complete it.

February 13, 2011
Found a project to follow. http://www.globalschoolnet.org/ provided a neat project to follow. http://www.elwoodsadventures.com/ is a travelling doll. I am excited to follow along and see how the data is entered, etc.

February 18, 2011
Decided the project I was following was too boring. Decided to find one that was more adult-oriented so I could learn more from it. Searched the everywhere (or at least it felt like it). Couldn’t find anything that I thought was appropriate for the class. Went back to http://www.globalschoolnet.org/ and found a project called, “The Day I Was Born”. I thought this would be interesting to follow and something adults could relate to. Upon emailing the coordinator for permission to join, I received a “postmaster alert” that catherine.campanell@gmail.com did not exist. So, back to the doll, I guess.
Appendix E (cont’d)

February 19, 2011
Had class today. I reviewed my project and had some great suggestions. I continue to struggle with my subject being too broad and not focused enough. We talked a great deal about narrowing some of my questions to cell phone usage only. Not sure, but it gave me a lot to think about. I really want to know about what they have and how they use it; but my main emphasis has always been what they think about how we use tech and the pro/cons of becoming a tech-based society. I also need some demographic info. Had forgotten to add male/female info – thanks for suggestion, guys. I also had never used Google Docs – Survey Template before. I am going to try it. Sounds like I can do more questions, have the same “look”, and (maybe) easier access. I’m going to give it a shot.

February 20, 2011
Google Docs Survey is awesome. I can jump from one question to a new page based on response. That feature makes it better than SurveyMonkey (in my mind). I have created my new survey and am asking a couple of friends to try it out.

February 25, 2011
Still frustrated over finding a good project to follow. The doll is ok, but….. I searched on GlobalSchoolNet.org and found a new one. I am actually really excited about this and hope the coordinator (joel_josephson@kindersite.org) will respond/accept my plea to register for the site. It’s called “Web 2.0 ERC”. It’s a European project. Joel Josephson (and others) have set up a site to show educators how to set up wikis, blogs, etc. and use them in class. It’s set up for those with little knowledge or fear of such tech. Keeping my fingers crossed.

Have worked more on my survey a great deal this week. I really do like Google Docs Survey but it is SO frustrating right now. It will not allow me to put check boxes into my grid. It only has a few choices of “add” items and grid is the only matrix style. It puts radial buttons into the grid and only one item per row/column can be chosen. That totally destroys the one question I wanted to ask. I wanted to ask what type of activity they do per type of tech/device. It won’t let me do it. They could only select one answer activity (like email) for one device (pc) when they actually may really use the pc, laptop, phone and IPad… But SurveyMonkey (free version) will only allow 10 questions, so I think I’ll stick with Google for now. I went out to the net and posted forum questions to find away around this dilemma. I had great response, but the answer was always the same – can’t be done!
Appendix E (cont’d)

February 27, 2011
Joined the Web 2.0 ERC site (http://www.facebook.com/web20erc?v=wall). I think I can definitely follow this one. Love the idea of having the project info on Facebook. I’m going to consider this more for my project. Could I set up a Facebook site for my tech project? That might lead to more tech dialogue in the future….hmmm. Not sure. But, I am enjoying his site. There are over 500 who have “liked” the page. That’s amazing to me. If I can post my survey link on there….that’s another 544 possible answers…yeah!!! Well, later today, the Web 2.0 folks answered my Facebook post. He sent me a link to their website (http://www.web20erc.eu/) and it is awesome. I have learned a lot about how a project (like we are supposed to do) looks/functions. He/They have created a Facebook, website, youtube video, twitter, etc. (all of it) to share the project and solicit users. They have done this in multiple languages and have a huge following. I am researching now, but am very impressed with what I have seen so far. My head is reeling.

February 28, 2011
Have created my own Facebook site for technology. I am now TechGnome Age. I am hoping to list my project and results here as well as a website and connect everything (much like the Web 2.0 folks). We’ll see.
Potential submitters:  43 Mendeley, 241 Facebook, x Tapped-In, x
I sent out my request to all my Facebook people. I posted it on my site. But, I also posted it on TechGnome Age. I received an immediate 7 people responding on my site. It was great. I discovered that I can only send 5 messages per day to Mendeley. That’s slowing me down. I also sent emails to several people and received replies saying they had done it. So far, today, I have 30 responses. I sent an email to Joel (who is the Web 2.0 guy). I asked if he’d forward to his people. Fingers crossed. Next mission is getting the TappedIn people to post my project.

March 1, 2011
I have already set up my TechGnome Age Facebook. Today I set up a new blog. I was going to use mine, but I like Dr. Waugh’s suggestion that I use a separate one. Maybe that’s a better way to generate conversation about tech. It’s called TechGnome. It’s at http://thetechnome.blogspot.com/. I set up links to tech and education sites. Not sure how it will go.

March 3, 2011
I now have 35 participants. Yay!! I also posted my survey on my 3 Edutopia groups. I am a part of “careers in tech”, “tech integration k-5”, and “tech integration in high school”. I hope it wasn’t a breach of protocol, but I need some more participants. Mendeley is a pain since I can only send 5 messages at a time.

March 10, 2011
Obtained ok to add my survey to the Web 2.0 site. Still at 36 participants. Started reviewing post project summaries to get some ideas for mine.
Appendix E (cont’d)

March 12, 2011
BJ Berquist (Pennsylvania) of TappedIn put my project into the TappedIn Newsletter. I also emailed all the members of my 3 groups in TappedIn.

March 15, 2011
My project was in the TappedIn Newsletter. Yay! I forwarded it to the listserv. I have more responses now. I am up to 41. I was hoping for more. I will still attempt to get a few more, but now that I have 41 and so many good answers to the essay-type questions, I am at a loss as to how to compile it all. I have printed my Google summary and it’s really a great tool. However, I really need to think about how to get all the answers in an easy to read and informative format for the summary. I think the blog and FB will be good to post the answers (and MAYBE generate conversation), but not sure about that report for Dr. W.

March 19, 2011
Printed out my results so far. Loving the Google Docs Summary. I do have a concern. Seems like most of my folks are all Gen Xers. My data may be somewhat skewed as I don’t have a truly random sample. I did send it to a variety of sources, but it just seems that age group has answered most often. Hmmmm.

March 25, 2011
Up to 46 replies so far. I didn’t think I would get this many. I have begun trying to compile the comments into a single file. It is harder than I thought. I actually received some lengthy comments. It’ll be great when I post the results and list the comments out on other sites, but it’s just not easy copying, pasting and organizing. PowerPoint time!

March 31, 2011
Up to 51 replies now. I will stop counting as of today. Tomorrow I start compiling all the answers. I know Google does a summary, but it won’t copy and paste well. I will take their figures and do my own charts.

As I look at my answers, I realize that I have mostly people “like me” who have responded. Most are my age group and most are tech/education professionals. I guess the groups that I sent to are primarily geared to that group. I think I created a bias without realizing it.

April 4, 2011
I started my 2 reports for Dr. Waugh this weekend. Wow, I have a lot of info to share. I think I may be trying to say too much. I have only just set up a skeleton, but it seems very long.

April 20, 2011
I figure out that I can’t post a results .pdf to a blog or Facebook, so I created my own website: http://www.thetechgnomeage.com/.
Appendix F

Technology Survey Results

1. Which best describes you?

The majority of respondents were Generation X. I believe this is due to the fact I sent it primarily to people with whom I worked, went to school or am casually acquainted. Most of them are my age (Generation X).

2. I am...

Again, I believe this to be a direct result of the groups to which I sent the survey. Most were education professionals or students in education, and the education field is predominantly female. I was surprised not to see a more equal balance as I sent the survey to many in the technology field (which has historically been predominantly male).

3. The field in which I work primarily is...

I listed the survey in several locations, sent it to people I knew and hoped that it would be redistributed. I expected the large number in education, tech, training, and biz & industry, but I did not expect medical and other. The “other” category is a mystery. I did not ask them to specify.
Appendix F (cont’d)

4. My current level of education is…

![Bar chart showing levels of education]

Again, based on the groups to whom I sent the survey, I expected most would be Bachelor’s and Master’s Degree professionals.

5. I consider myself…

![Bar chart showing levels of technology proficiency]

Considering that the survey was electronic, I was surprised to see four “technology illiterate” responses. I assume these are people from my Facebook account, but I can not be sure.

6. I have the following technology devices in my home…

![Bar chart showing technology devices]

I had no preconceived notions regarding this question. I was surprised by 22 home networks. I am now quite interested in what “other” means. I did not ask them to specify.
Appendix F (cont’d)

7. The manner in which is use technology is…

I had no preconceived ideas regarding this question, either. I think it is interesting to see that 13 of the respondents work from home. I wonder how that will change in the next 10 years.
Appendix F (cont’d)

8. The frequency of my technology use is…

- **Portable Computing Devices**
  
  I wasn’t very surprised about these results. My assumption was that if they possessed these types of devices, they probably used them frequently.

- **Gaming Systems**
  
  I think I am concerned about the one person who spends 4-8 hours a day.

- **Cell/Smart Phones**
  
  I think this would change had I sent the survey to more Millennials. I would expect the daily usage to be higher.

- **Desktop Computer**
  
  I think this is very representative of the group the survey represents (Gen X). Most of us use desktops in work and own them as well (I think).
Appendix F (cont’d)

9. I use technology devices because...

<table>
<thead>
<tr>
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<th>Number</th>
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<td>Both</td>
<td>41</td>
</tr>
<tr>
<td>Because I want to</td>
<td>7</td>
</tr>
<tr>
<td>Because I have to (work or school)</td>
<td>3</td>
</tr>
</tbody>
</table>

I expected it to be “both” due to the groups to whom I sent the survey. Those in Instructional Technology, Education and Technology (I assumed) would have a love of tech and answer “both”.

10. I think most people use technology...

- Responsibly: 34
- Irresponsibly: 17

I was surprised by the 17 responders who said “irresponsibly”. I did not expect such a larger percentage (33%) to view the public’s use of technology as irresponsible. The comments are very interesting.

11. Please explain your answer to the previous question (see comments page 30).

12. I think the use of portable computing devices as educational tools is...

- Acceptable: 46
- Not acceptable: 5

I expected this result. Most of the comments do, however, state that the use should be appropriate for the subject and add value to the learning experience.
Appendix F (cont’d)

13. Please explain your answer to the previous question (see comments page 33).

14. My opinion on the US Government having a “kill switch” to shut down the Internet in the event of a national emergency is…

15. Please explain your answer to the previous question (see comments page 33).

16. New faster, smarter technology is emerging on a daily basis. It is reshaping our way of life. I think the most positive and most negative aspects of our ever-growing use of technology are (see comments page 35).

17. My final comments on the use of technology are (see comments page 38).

I was not sure what to expect on this question. I was surprised at 76% of responders saying that the US Govt should NOT have a kill switch. The comments are very clear regarding the fears of government control and abuse of such a power.
Comments

I think most people use technology (responsibly/irresponsibly). Explain.

- No cell phone manners. Everyone yells in the grocery store, in restaurants. I don't want to know their business. Everyone posts their personal business on Facebook...it's bad.
- Most people use devices for work and research. There are some that use access to the internet for less desirable reasons as well as phones for excessive texting.
- They use it for work, to stay connected
- They use for homework and communication to family...
- Posting damaging photos or comments on social networking sites.
- Accessing (intentionally or unintentionally) profane or pornographic material on the internet.
- Overuse (especially teens) through addiction which results in diminished physical exercise and productive activities.
- I don't believe that many individuals realize that much of their personal information can be publicly found on the internet, especially in the case of younger individuals.
- I think that especially my generation is less informed or concerned with the information that they post online. Especially freshmen and sophomores in college because I think they too frequently get sucked into social media in particular and do not responsibly manage their own sites.
- Responsible use is to communicate with someone in a positive manner, i.e. updating on current events, sharing happy moments, or serious issues others may have an interest in.
- Irresponsible use would be spam, swearing, attacking another person by saying hurtful things, etc.
- I know a lot of people use these devices for work or leisure purposes and they use them wisely but way too many people let technology run their lives and they forget about family time and other important things.
- Hard question but I would say irresponsibly because students often don't know how to search or use information effectively and are mostly information illiterate.
- Most mature people use them responsibly. Some teenagers may not be as responsible in their use and their invincible attitudes can make them a target for internet predators.
- I believe the number of people who use technology/devices for work, school and family outnumber those who use it maliciously or for foul gain.
- 1. Texting while driving.
   2. Hiding behind technology during face-to-face classroom settings
   3. Not using for bad things
   4. I think more irresponsibility exists due to lack of discipline.
- Technology/devices is the way of the world today. People that I know are responsibly, but there are alot out there that are irresponsible.
- Just to work
- I really can't say if they use it this or the other way. I just want to assume that I live with responsible people.
- It seems that people would rather sit and send a text message to someone who is sitting right across from them rather than to just talk to them. The use of Facebook and other social networking sites has caused several problems with kids in the school I teach at starting fights and bullying episodes.
Comments (cont’d)

- I suspect young people may not know the difference between responsible and irresponsible use. I think they use devices as entertainment and a necessity to communicate within their social frameworks.
- Most people I know use them responsible but then there is those that don’t...I find it very rude when you are in a restaurant trying to have a quiet dinner with your spouse and the table behind me there is someone fusing at the phone, computer or whatever...that is very inappropriate..
- I think most people use technology in a responsible way to communicate, stay in touch with friends and loved ones and increasingly for entertainment and educational purposes. Irresponsible use would involve in my eyes using technology for hacking/terrorist activities, crime involving identity theft, addiction to technology could become an issue in coming years...
- I think generally, technology is used responsibly day to day, some choose to use cell phones when driving and endanger others, but I would say that is not as many as those who use it for work.
- Personally, I work for a college and must use my computer and internet service to accomplish my job duties. I go home and take online classes. I tend to get legitimate work done during the majority of my day, however, I like to take a FB break, or check out a dumb website just to break up the seriousness or monotony of my other tasks. I see this being the case for lot of people I encounter but I would say the majority are getting real work done. If a person doesn’t work on a computer by day, then they are accessing the web in their free time, which I would consider responsible. Responsible usage would be reading the news, blogging, using social networks, making online purchases, etc. Irresponsible usage would include checking out pron.
- Well, at least for my generation, I think we use it primarily for work and to stay in touch with our friends and family. If we are irresponsible in our use, it’s probably mainly due to lack of knowledge, misunderstanding.
- Responsible use would be appropriate for work or personal communication, games, social networking, etc. No harm to anyone.
- Irresponsible use would be inappropriate things like sexting or cyberbullying. At least one harassed or bullied party.
- leveraging the future to the needs of the personnel around you and the competitive edge
- I do not think the question is at all relevant or useful. Would you ask the same about use of a car? Of course, some people are responsible and some not, technology is used by human beings.
- Most people are using the Internet to learn.
- Depends on the age and common sense of the individual. Responsible, intelligent adults tend to be discrete and use technology when needed or for entertainment but wont risk exposing anything that will affect them. Idiots would do otherwise.
- It depends how you define the terms. If you mean irresponsible is doing something illegally (downloading copyrighted material) then a lot do this. Irresponsible could also mean poor creation of passwords and many often choose the same password for every site. Some also don’t take enough care when opening unknown emails or files. Also sharing too much private data on public sites like Facebook. Responsible behaviour would be the opposite.
- except for the Nigerians wanting me to claim my 20,000,000 :)
Comments (cont’d)

- Most people try to use tech responsibly, the few who misuse it make bigger waves, get more attention. My students may do things they shouldn’t but are either unaware that it's wrong or, since it is condoned by their parents, they view it as acceptable. (Children under 13 are not permitted to have accounts on sites like Facebook but their parents tell them it's OK.)
- I feel that most people, or at least those that I am in contact with, use technology responsibly. They do not spend too much time on devices and use it for personal and business (including school) reasons. I feel that technology has made it easier to stay in contact with others. My family and I use it to communicate especially since we all live in different regions and travel is not always an option.
- Responsible use: Doing work for classes, career, contacting friends and family.
- Irresponsible: scamming, spamming.
- I think most people use technology for "normal" purposes. I know there are exceptions, but again, MOST people use technology responsibly.
- This should be self-explanatory. i.e.
  1. driving and texting is irresponsible. using a device to communicate with co-workers during work hours is responsible.
- responsible - professional; follow workplace policies; ethical use of data sharing, etc.
- For work, for school. There will always be those that exploit the use of technology for unethical intent.
- I have twin 16 year olds that have used technology for over 4 years. They both use technology responsibly as well as all of their friends. Like everyone, they make some mistakes in content they post online but quickly learn their lesson either through negative social response or embarrassment.
- I also participate in many social networks where an unwritten code of conduct (and sometimes written in the form of rules) causes people to act responsibly in both the use of technology and their interactions with others.
- No
- Most people are aware of the consequences of not using a technical device properly due to it may break or get damaged.
- My understanding on irresponsible use includes hacking into other people's network, stealing others' personal information, etc. Don't think it's very common in people's daily technology use.
- Most people are aware of the consequences of not using a technical device properly due to it may break or get damaged.
- My understanding on irresponsible use includes hacking into other people's network, stealing others' personal information, etc. Don't think it's very common in people's daily technology use.
- Most people are aware of the consequences of not using a technical device properly due to it may break or get damaged.
- It is impossible not to use them. Children need to be taught responsible use, but most people do use devices responsibly.
Comments (cont’d)

I think the use of portable computing devices (smartphones, iPads, etc.) as educational tools in the classroom is... Explain.

• For most it is merely a game, most social networking is a waste, little collaboration in work occurs, etc.
• No every one can afford these devices and it is difficult enough for the schools to buy computers without having to buy these products as well.
• Some previous research already showed that such use could be beneficial to education. For example, using the iPhone vocabulary App to help students be better prepared for SAT test.
• No every one can afford these devices and it is difficult enough for the schools to buy computers without having to buy these products as well.
• We need to teach our children how to use these devices responsibly. Of course, I think we have a major issue in defining responsible use, but that is a different questions or it can be acceptable if used for learning, too much is not but it CAN be

Should the US Government have a “Kill Switch”?

• I can see the benefit, but who gets to decide when to use it? I would agree if I knew the right person (with some common sense) was doing it.
• If for the protection of the US, I’m for it. We need protection from ourselves many times. However, having a kill switch just for the sake of having the ability to say I have the power to shut you down is not acceptable. But where do we draw that line? Good question
• If there is a kill switch, they can control it for things that are not a national emergency
• they need to mind their own...wouldn’t internet be a good emergency communication
• The US Government’s ability to shut down internet usage would likely result in politically motivated abuse of power. (i.e. to interrupt grass roots political movements)
• Pro- Potential of a crippling virus from spreading to our infrastructure systems.
• Con- Freedom of information/speech infringed upon, President would have ultimate control without congressional approval.
• This would just simply give the government way too much control over everyone’s lives personal and work.
• As we have just seen in another country, it might someday be the ONLY means of free communication.
• Too much government control over private parties.
• Pros are to control information access possibly for safety issues. Cons are that we have given up so many freedoms in the wake of 911 that we are moving closer and closer to an Orwellian Big Brother society.
• People need to be informed and can access the internet for information needed in case of a national emergency.
• It is just ridiculous. I am not even going to waste my time saying more.
• Never thought of having a kill switch but the idea and possibility are intriguing. There are far too many breaches of privacy online and if our govt had the ability to turn off access to such information, it could prove beneficial and possibly life-saving.
• it could save alot of private info
• Government regulation should not overrule our constitutional rights.
• good ideal it can protect us all
• they should
Comments (cont’d)

- They should and they should not. At least it shouldn’t be one person who can do so. I am very ambivalent about either answer. If a government is responsible, yes they should have the allowance for such switch. But a government can easily become irresponsible.
- that would be drastic, and many families communicate this way, which would be bad if this happened.
- The problem with a kill switch is that how can you trust the government will not just do it to cover up something or to keep information from spreading that could damage the reputation of a politician and not really serve the purpose it is established for.
- I have not considered deeply enough to give an appropriate answer.
- This is a difficult question not sure how to answer it: I don’t believe they should be able to cut us off from the rest of the world but i also believe if our lives depend on it, it should be allowed.
- Of course, it depends on the nature of the National Emergency, but I do not believe that the government should have control over the Internet. The world has become truly democratic as a result of new technologies, we just need to see what is happening in the Arab world. We should not underestimate the power of technology.
- They should be able to have a back pain, but that is like shutting down the news. Not Cool!!!
- Absolutely not. This is a horrific idea. The internet is the quickest way to get information and if the government where to disable it then they would basically be taking the power away from the people. You want to disseminate accurate information, especially during crisis, and removing such a widely used source of communication could be disastrous. It seems to go against the American idea of freedom of speech, information or access to information.
- Not sure where I stand on this issue. I need to know more about the pros and cons.
- Your previous question needs to give us the option to say, not sure , maybe?
- I have no idea - I’ve never heard of this. Seems very extreme.
- A RESPONSIBLE GOVT WILL NOT REQ THIS TYPE OF AUTHORITY
- It must be governed by multiple level control, not a single agency
- Government needs to stay out of our business
- That is censorship, but I agree some "sensitive" information that can risk national security should not be made available to the general public.
- Well, I'm not American but it all depends on what the Government defines as a national emergency. Also many people use the Internet as a means of communication. Imagine the panic this could cause if people were not able to communicate.
- Egypt and Libya are now doing that...
- As long as there are checks and balances! This could easily be misused - witness the recent occurrences in the Middle East. I can conceive of circumstances when this ability would be a good thing and many circumstances under which it could be misused.
- If there is some potential danger to our national security then the government should be able to stop that information from being spread. For example, what if terrorist wanted to spread fear by claiming there was a dirty bomb in a major city; if the government wanted to prevent this information from causing panic then they should be able to stop it.
- No one entity should have a kill switch. There is more safety in distributed power.
- I am not sure about this one. This is a tricky question. It depends on who is in charge of deciding the circumstances under which the internet should be shut down and under which circumstances this would happen.
Comments (cont’d)

- I don’t have enough information at my disposal to truly reflect upon this (i.e. there may be national security concerns that I am not aware of) - however:
  1. I don’t see this happening even if the government were to implement such a scheme; too many ways to "pipe data" around anything the government could try to implement. 2. The citizenry of this country would be out-raged. 3. Doesn't mean that the government wouldn’t implement it anyway and not tell the citizenry and would try to use it if they felt it were necessary in the event of a national emergency.
- the internet may yield advantages that have not yet been defined; the country will not experience these advantages if internet is shut down
- Not from the US myself but I disagree with this. If security risk management is not sufficiently undertaken by those that would be targeted in an emergency (like utilities, communication, government offices) then they (almost) deserve to be hacked!
- It's called Democracy. The people need to have access to the tools they need to find information and connect with others. Depending on the emergency, technology allows people to connect with multiple resources that may be remote
- no time
- Yes the government has a kill switch which probes the outer space and yes I do believe they can if necessary shut if off.
- Sometimes it’s necessary in order to minimize the loss under certain circumstances.
- I don’t want to be cut off the Internet, so purely personal selfishness led to the answer above. I don’t trust our politicians to make a "correct" decision. I guess by correct
- I mean one that I agree with.
- the government should never have the key to the internet, it is far, far too dangerous to let a centralized government think they know what is best, freedom is ALWAYS
- more important than security
- Don’t really know because I’m not from the US... sorry

New faster, smarter technology is emerging on a daily basis. It is reshaping our way of life. I think the most positive and most negative aspects of our ever-growing use of technology are:

- Security of information. Desensitized people. No ability to socialize without a technical device.
- Positive - advancement in the human race. How we learn, ability to learn things quicker and the efficiency in doing so.
- Negative - our socialization skills are suffering because people are emerging themselves in technology instead of talking to people about their issues/problems/questions and discoveries.
- negative is that just as soon as you make an investment in purchasing the technology, it changes. Many people cannot keep up with the latest technology on the market
- it has a good way of running some businesses but at the same time it can take away jobs
- Positive - high-speed communication and access to information
- Negative - reduced personal security, too many aspects of life (finances, communication, healthcare, transportation) are totally dependent on technology (breakdown of technology results in chaos - interruption of day-to-day activities)
- Positive- consolidate our devices, potential to make information more readily accessible to ALL individuals
- Negative- e-waste, commercialism/consumerism may result in many unnecessary products
- I really don’t have an answer for this.
Comments (cont’d)

- Positive is that there are so many good things about the growth of technology......time saving is a big one!
- Negative aspects are that a lot of the older generation will never be able to keep up if things continue to move at the rate they are.
- Most positive are increased communication. Most negative are the way it is reshaping our society and creating more challenges for those from low socioeconomic groups to increase their wealth without access or knowledge of expensive technology.
- The most positive is the knowledge. The most negative in my mind is the lack of personal face-to-face contact.
- Positive: Speed. It is nice to get answers immediately and be able to hold people accountable for answering and doing a job. When we had no digital way to track receiving and response, it took forever to complete a task.
- Negative: The usual suspects...criminal activity. It has opened the door to many more ways to steal and hurt people.
- A negative aspect would be the decline in personal communication. Why not hand-write a personal letter vs. sending an email? Why not put the phone away and stop texting or browsing during dinner?
- Positive aspects: reaching communities of people never before possible, access to unlimited resources.
- makes daily tasks easier but if we lost it then most people would be lost
- Negative side can be lack of personal communication and face to face conversation. On the positive side we have so many more advanced ways of getting things done ... Speed, accuracy, etc.
- positive - will educate us more
- negative - could take away a lot of hands work
- faster internet
- Positive: more social connections possible; negative: too much sitting around and not enough physical exercise; too much “crap” that looks like information.
- positive is better computers which means better and faster search, downloads etc,... negative is that technology emerges too fast and seems like when you get the latest and greatest, a new one comes out better and you HAVE to have it, which many people cannot afford.
- The most positive is that we can get information in the blink of an eye.
- The most negative thing is that people will not know how to interact with someone in real life.
- Very helpful to reach the masses.
- Everyone cannot afford technology (even as costs decrease)
- Used improperly in school settings can have a negative impact on human capabilities.
- The positive to this is: info is so much easier to obtain than before but the down side is our children and grandchildren is loosing the basic concept of learning.
- They are not able to do basic bath and such relying to much on technology to assist them
- Technology is not only influencing the way we live, it is influencing the way we think as well. All hail the Homo-interneticus!
- Most certainly, we are in the middle of a mobile technology revolution.
- The distribution of personal information to third-party companies is unfortunate. Many times personal info is sold without the user realizing what is being put out there. I just read today that FB wants to sell phone numbers and home addresses. By signing up, or creating an account with a site, a user agrees to the terms of its usage (even if that means the selling of their personal information), however, I don’t believe that these facts should be hidden from the user. There should be an opt-in, opt-out option so the user can make the best decision to protection their identity in the “real” realm.
Comments (cont’d)

- how much easier it is to know what is going on around the world, and stay in touch with each other. we are becoming a smaller and smaller planet as a result. Just look at what is going on in the middle east right now. It's amazing!
- Positive aspect would be instant communication and enhanced collaboration capabilities.
- Negative aspect would be the changing of what we see as "social." In the past, social interaction involved people being physically present with other people. Now, we may consider interaction between people far distant from each other as social.
- We gain by what we learn and do
- Useless question and narrow minded. All technology can be used for good and bad. Everything could be listed here. Is this survey about use of technology or the moral use if technology.
- It keeps getting better.
- Most positive is prompt access from anywhere. Negative is that misspelling words is started to get accepted by society and a lack of social interactions between individuals.
- Most positive:
  - Better ways to waste time :)
  - More creative ways to communicate, teach and learn
  - Easier and cheaper to access knowledge
  - positive...immeasurable education value
  - negative...kid obesity from poor parenting
- Negative - environmental! many people regard these devices as disposable, new phones every 2 years, Apple products new generations every year. - for some the devices can become a barrier to social contact. - We are seeing a generation (especially boys) who are "addicted" to gaming and would rather be playing with their friends online than in person.
- Positive - access to everything, no more getting lost!, ability to stay in touch no matter the distance, no more long distance phone calls $$!
- The most positive aspect is that we are able to find and share information more quickly and with greater ease.
- The most negative aspect is that many people can overuse technology and have lost the ability to converse in public.
- Positive: easy access to friends and family, information, navigation, help.
- Negative: Getting sucked into technology and spending less quality time with family, work (e.g., "addiction", which can happen in lots of areas, including technology).
- I think the most negative aspect is that too many people have lost appreciation for human interaction. For example, people will stand in line on a cell phone or text throughout a family dinner and miss out on the human interaction that is necessary for a happy society. I also think some people share too much about their lives on social networks and YouTube, and they need to learn social networking etiquette.
- The most positive side is that we can all access information very quickly at little or no cost. I know this has its negative aspects as well, but I enjoy being able to learn about whatever, whenever. :)
- Positives: - anytime/anywhere access to information, including events taking place globally-immense cross-collaboration activities are now truly attainable Negatives: - the replacement of real "face-to-face" communities with "online friends and communities" - overtly dependence on technology- the "Big Brother" effect and the subsequent loss of individual privacy- technological inequality and the cultural/educational/monetary divide between the 'have's' and the 'have-not's'
- positive - increased global access to technology as the price drops; negative - still a digital divide among socioeconomic groups Positive: making access to information and the ability to do things much faster and easier Negative: hard to keep up; some of the technologies are ruining basic interpersonal skills
Comments (cont’d)

• Positive: Offers new and engaging forms of learning that engage and motivate students. Provides an incredible amount of information that is accessible by anyone with a computer. People can now be in control of their own learning. Negative: Research shows that the extensive time teens spend on social networking sites and other sites impacts their social skills (or ability to interact with friends and others).
• Accessibility - the potential that only those with money will have access to the newest and best technology tools.
• no time
• positive makes it easier and access information that in prior years was unable to access and locate. Negative it is making us a lazier country and less active.
• Most positive: easier, quicker to access the latest information
• Most negative: hurting personal communication especially among family members
• positive makes it easier and access information that in prior years was unable to access and locate.
• Negative it is making us a lazier country and less active.
• Positives: information flow, networking, connections. Negatives: not many that I can think of though I know some would say that we are losing our f2f connections, but I disagree and others worry about time and exercise. I think technology can be managed so that it doesn’t interfere, but becomes part of our lives (like microwaves are right now).
• positively, the breaking down of the gatekeeper government flow of information is of supreme importance, the ability for people to work in a web is far better than top down governing, this has been enabled by the internet ; the negative is HOW to make money off of all of it. Possible dehumanization of our society. Less social contact; Isolation
• makes our lives easier, more practical; enables us to do all sorts of things without leaving the house
• getting addicted and over depending on these kind of technology

Final comments on the use of technology/devices...

• We just need to stop and realize there are still humans behind the devices.
• I love technology. I’m in the technology field. But I will be the first to admit that sometimes by sitting in front of a computer I don't get the people interaction or exercise that my body and mind needs. There needs to be a happy medium and we have to take responsibility to do this and ensure our youth are doing this as well.
• I am addicted to my blackberry
• love them
• Technology development is inevitable, but the rate of growth and the wide-spread application has created a dependence on a system that is vulnerable to failure and malicious attack that will result in wide-spread panic, chaos, and a breakdown in the operations of many elements of business and society.
• I would be lost without them!
• It is important that the children coming in to our world now need to learn how to use the technology available and keep themselves updated.
• No other thoughts.
• No further thoughts at this time.
Comments (cont’d)

- Use common sense. Invest in really good virus protection. Learn as much as you can. Look at where we were in 1980... I believe progress is good. We cannot make "evil" go away, but we can hold ourselves accountable for using it and not abusing it.
- In my opinion, technology is both a blessing and a curse - for those that use it, those that want to use it, and those that have no need to use it.
- we need technology
- Love it.... For the most part.
- I love em
- Thou I grew up without these devices I have a difficult time imagining life without them now.
- If they are used in a respectable and mature way, tech/devices are a great way to communicate and surf the net.
- I hate to love them.
- I believe it is a great thing but when it interferes with relationships and when it causes you to be rude then I am not up for it...there is a time and place for everything and sometimes it is unreal to see these devices everywhere you go.
- Technology is my way of life!
- I love that I have to ability to stay in contact with family all over the U.S. and Scotland. Facebook and Skype are great for that.
- I do see a further splintering of interests...Due to the internet a person can really become interested a specific niche that perhaps wasn’t there 25 years ago (think Comic-com, SteamPunks, NerdCore, etc.). Rather than have our home filled with a few network channels that the majority of our citizens view "together". We now have genre specific tv shows (that I stream), web only shows, independent music (in EVERY style you couldn't possibly dream up), hobbyists and enthusiasts that run the gamut. All of this is great for individualism but it's no wonder that pop culture has evolved differently since the boom of the net. It'll be interesting to see what takes place in the next 20 years when my children will be born into a world where they can't possibly imagine a world without technology.
- no comment
- Technology is an integral part of our society, and that is not going to change. We need to figure out better ways to make it a part of education so that when students graduate they will be better prepared to use the technology tools they'll use in their work and everyday lives.
- We don't use horses for daily transport...why is that?
- No further comments, not impressed.
- I wish I could keep up with the technology. It is growing so fast.
- The more you know the better.
- Sometimes I wish we could slow down the growth and development of the technology in our lives, I view it as a good thing but change comes so fast and furious, we can barely figure out how to use something when its gone, replaced by the next big thing. I remember when Palm devices were supposed to change education, then notebooks, then iPods, then netbooks, now it iPads or other tablets.
- FYI- Xoom is more like an iPad than is a Galaxy and the term pc most often is assumed to be Windows (or Linux) based, that is NOT Mac OS. Therefore I added a MacOS Laptop to the technology list
Comments (cont’d)

- I enjoy technology.
- It’s all about balance and the details of use. If the pendulum swings too far (e.g., too much concentrated control by government, too much use tending toward addiction, use of technology in schools not well planned or thought out), it’s a problem. If technology is used in a thoughtful and balanced way, it can benefit our lives.
- Technology is a great thing when it is used as a supplement to human contact and when it is used responsibly.
- Just like any other tool - "with great power comes great responsibility". I love technology and the efficiencies/access afforded by it, but realize that we are overly dependent upon it for our very livelihood. I also believe that is affecting the manner in which we form relationships with each other, mostly in a negative manner as online friends and communities replace "real" friendships and human bonding, we stand to lose a big part of what makes us "human".
- None
- Can’t live without it but I also know how to manage the presence of technology in my life.
- Please do not upgrade any more I have a hard enough time understanding the smart and iPod phones as it is.
- Overall, the benefits outweigh the risks.
- Please do not upgrade any more I have a hard enough time understanding the smart and iPod phones as it is.
- Overall, the benefits outweigh the risks.
- I am wholeheartedly in favor of continued technology development and use of technology in classrooms. Technology is not going away, we just need to learn to deal with it effectively.
- they are a blessing as long as they ultimately don’t ruin everyone’s privacy and become giant spying devices, which is a real danger
- Use them sensibly!
Appendix H

TechGnome Age Facebook Results Post
Appendix I

The Tech Gnome Blog Post

Wednesday, April 20, 2011

The Results Are In...........

Check out the results of the Technology Survey at http://www.thetechgnomeedge.com/

Thanks for all your help, support and time!!

Posted by Tech Gnome at 6:09 PM

0 comments:

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