Design Overview

INTEL EDUCATION TRANSFORMATION RESEARCH TOOLKIT TIMELINE OF RESEARCH ACTIVITIES

Step	Establishing the Setting	Customization	Recruitment	Data Collection	Analysis and Reporting	Post Analysis
Essential Activities	Collect setting background information Identify rollout characteristics Interview Intel staff Interview high-level stakeholders	Customize research plan for the setting and characteristics of the integration effort	Recruit high-level stakeholders Select schools or community institutions for in-depth study Select participants from among teachers or staff and students	Interview school or community leaders Interview teachers or community institution staff Observe classes or activities Interview students	Compile and report qualitative findings Triangulate findings Synthesize key conclusions	Reflect on study success Iterate toolkit
Activities for Some Contexts	Research prior ICT initiatives in the setting Begin tracking media mentions			Interview IT coordinators (where the role exists)	Analyze media mentions	
Activities for Greater Depth				Follow up interviews	Make comparisons across integrations	

Timeline of Education Transformation Research Activities

The conceptual framework[1] underlying the integration research activities emphasizes three distinct components:

- The technology integration context
- The nature of the technology integration effort, that is, the characteristics of the rollout
- The implementation, that is, the enactment of the education technology integration in practice and the changes that result.

Among the research activities proposed, the two steps oriented toward gathering information map on to the conceptual framework in the following manner: the establishing the setting step attends to unpacking details about the context and the characteristics of the rollout, and the more conventional data collection step attends to implementation, including activities designed to describe both enactment and change.

The technology integration research design emphasizes qualitative methods and an ethnographic orientation toward the research. Protocols and reporting tools are structured with enough flexibility to allow themes to emerge inductively from data to the greatest extent possible. Local researchers carrying out the integration research could come from a variety of disciplines and backgrounds. Ideally the expertise of local research teams should include a familiarity with both local education frameworks and policy contexts as well as a comfort with ethnographic interviewing methods (for example, semi-structured interview techniques that allow the priorities and the concerns of interviewees to emerge clearly) and inductive, bottom-up analytic approaches. If required, training will be provided for local researchers to help them develop data collection and analysis skills appropriate for working with qualitative data from interviews and observations. Intel Research is available to help prepare local researchers in carrying out this work. For more information about the training, please contact Suzanne Thomas (suzanne.l.thomas@intel.com) or Lara Tilmanis (lara.n.tilmanis@intel.com).

Toolkit Summary Table

Step	Instrument/Resources
ESTABLISHING THE SETTING	Integration Context Form
	Integration History Interview
CUSTOMIZATION	Research Customization Guidelines
RECRUITMENT	
DATA COLLECTION	School Leader Interview Protocol
	Information Technology Coordinator Interview Protocol
	Community Learning Center Staff Protocol*
	Teacher Interview Protocol
	Classroom Observation Protocol
	Student Interview Protocol
	Home Use Interview Protocol*
ANALYSIS AND REPORTING	Data Triangulation Matrices
	Qualitative Report Template
POST-ANALYSIS	

*Optional activities