Qualitative Report Template

Please use the headings, questions, and guidelines in this template to write your qualitative report.

1. Study Methods

In this section, please describe your sample and provide basic information about (1) the government representatives you interviewed, (2) the sites you visited, (3) people you interviewed, and (4) the lessons you observed. Also, please describe any methods that differed from those described in the research toolkit.

1.1 Stakeholder Sample

List the name, title, and role of each of the government representatives interviewed.

1.2 Site Visit Sample

Provide a description of each of the schools or community centers that were visited. For each site, include:

1.2.1 Name of the site

1.2.2 Date of each visit and the stage relative to the rollout timeline

1.2.3 A brief description of the site itself, including its location, its physical condition and resources, the economic status of the area, and anything about the surrounding community that would help others better understand the site

1.2.4 An overview of the history of reform in the site including a brief description of the level of technology availability and use before and after the integration relative to other sites in the area

1.2.5 A description of who was interviewed including site IT administrators, leaders, and an overview of the number of teachers or staff and student research participants.

2. Context of Integration

In this section, describe what you learned about how features of the large-scale educational or social context for the technology integration (the city, state, or country) have shaped the integration strategy. Focus on factors that might affect the implementation of the integration. Note that school or community context will be discussed below.

2.1 Target Population

Describe the target population of the integration effort in terms of its demographics: ethnicity and gender, socioeconomic characteristics, literacy levels, language, and culture. What other features of the target population are relevant to technology integration?

2.2 Education System Structure and Characteristics

Describe the overall structure of the education system or relevant aspects of the target community. What are the features of the system that create opportunities or challenges for the integration effort?

2.3 Education Reform Goals

Describe the overall education goals of the education authority or social agency in charge of the integration effort (local school district, national government, etc.). What are the goals for student outcomes and skills? How is the integration effort expected to support the goals?

2.4 Program Supports

Describe the supports and resources that the education authority or social agency in charge of technology integration provides to help schools improve. Supports may include professional training, resources, funding, etc. Also describe constraints imposed by the authority that might limit school or community improvement efforts.

2.5 Political Climate

Describe the political climate surrounding the integration effort. Who are the primary political stakeholders and what do they stand to gain? How is the public discussion of the rollout framed in the media?

3. Rollout Characteristics

In this section, describe what you learned about the rollout.

3.1 Rollout Features

Describe the basic characteristics of the rollout, including the scope, the characteristics of the devices as deployed, and the broader reform or development context (if any) that the technology integration is situated in.

3.2 Planning

Describe the planning process for the technology integration effort. What aspects of the context were taken into account? What aspects were overlooked?

3.3 Relationship to Planners of the Integration Effort

Describe the nature of the relationship between the schools or community entities carrying out the technology integration and the planners of the integration effort.

4. Site-Level Implementation

In this section, describe various aspects of implementation at the site level across the visited sites. Please include (1) strong or unique examples in each category, (2) what is common or similar across sites, and (3) any important variations or exceptions across sites.

4.1 Device Access

Describe the integration in terms of technology available in the sites. What is available and where are those resources located? Please describe any other supporting hardware, software, and technology equipment used to support the implementation.

4.2 Supports for Use of the Device

What types of training and supports are available to sites, teachers, staff, or students specifically to support the integration of education technology? What supports do teachers or staff have to help them improve their proficiency with technology? To help them integrate the technology solution into their instruction?

4.3 Teacher or Staff Buy-in and Commitment

Describe the extent to which teachers or staff support or resist the integration effort. How do they show this support or resistance?

4.4 Teacher or Staff Capacity and Readiness

To what extent are teachers or staff prepared to implement the integration effort? Do teachers or staff describe specific areas in which they need additional training or support?

4.5 Site Professional Culture

Describe the professional culture and environment at the sites.

4.6 Professional Autonomy

How much autonomy did teachers or staff at the sites you visited have with respect to decisions about their day-to-day practices? What was the process of trying new things or learning new things for teachers or staff?

4.7 Teacher or Staff Growth

Was there evidence that teachers or staff were supported in experimentation and professional development? Was professional development directed in part by their interests and goals?

4.8 Teacher or Staff Collaboration

Did you encounter evidence that teachers or staff collaborate with one another in their work? Did collaboration happen in connection with the use of the device or other technology? Are there other communities of collaboration in which teachers are involved where they gain ideas, energy, or insight into developing innovative teaching and learning practices?

4.9 Site Leadership
Describe the role of site leaders in relation to the integration effort. For example, are the school leaders you interviewed working to build a common vision of learning within their schools? How do community leaders describe their goals for their communities and youth? Describe the consistency (or lack of consistency) among national or regional goals and school or community leaders' visions for effective practice.

5. Classroom-Level Implementation (for school-based integration efforts)
In this section, describe typical and innovative patterns of technology use (related to the integration) at the schools you visited. Please include (1) strong or unique examples in each category, (2) things that are common or similar across schools, and (3) variations across schools or important exceptions.

5.1 Integration of the Device into Curriculum, Instruction, and Assessment

5.1.1 Curriculum
Describe how teachers are incorporating the device into their curriculum. What synergies, if any, are being created between curriculum and the device?

5.1.2 Teaching and Learning
Describe how ICT has been integrated into the classroom. How has it been used to provide new or improved learning opportunities for students? What challenges related to integrating technology did you hear about in your interviews?

5.1.3 Assessment
Describe how teachers are incorporating the device into assessment practices. What synergies, if any, are being created between assessment practices and the device?

5.1.4 Integration Challenges
Did you learn of any device uses that could not be connected with curriculum, instruction, or assessment?

5.2 Typical Classroom Instruction
How do teachers typically make use of the device in their instruction? What do teachers and students do during lessons? Were there any differences between how teachers described their practice and what researchers observed in the classrooms?

5.3 Independent Research
Did students at the schools you visited use the devices to search for material or analyze information? If so, please comment on this including a description of the diversity of resources accessed.

5.4 Communication
Were devices used to support the practice and development of communication skills? If so, please comment on how common this kind of use was and on the range of communication styles and formats. Please also note if communication practice ever involved outside audiences.

5.5 Innovative Instruction
Describe any innovative uses of the device for teaching and learning. Examples include involving students in projects, asking students to collaborate, having students assess their own work or the work of peers, etc.

5.6 Extension of Learning Beyond the Classroom
Describe any efforts to use the device to extend learning outside the classroom. Are students connecting with community members, learning about other cultures, or having the opportunity to learn from experts outside the classroom?

6. Lesson Descriptions (for school-based integration efforts)

Please describe six individual lessons that you observed, providing a paragraph description of each. For your descriptions, please select:

6.1 Three Innovative Lessons

To select the most innovative lessons, please consider strong examples of student-centered teaching and learning and powerful or creative uses of the technology integration.

6.2 Three Typical Lessons

To select the typical lessons, please consider the type of instruction that is most common in your country (and at the schools you visited) **at this point in time**.

For each of the descriptions, please describe what happened during the lesson. What were the teacher and students doing? What types of products were students creating? Were students working alone, in groups, or as a whole class? How were the teacher and students interacting?

7. Changes in Community Center Experience (for nonschool integration efforts)

In this section, summarize responses from community center staff and student interviews to describe the changes that are taking place as a result of the technology integrations. In each category below, please include (1) strong or unique examples in each category, (2) what is common or similar across sites, and (3) any important variations or exceptions across sites.

7.1 Changes in Staff Member Experience

Describe any changes to staff members' routine practices that are related to the introduction of the device in the site. Include staff members' own assessment of the importance of these changes or relevance to their overall work goals.

7.2 Supports for Device Use

What kinds of supports (either technical or substantive) are in place for staff and students in their use of the device?

7.3 Integration of the Device into Daily Practice

7.3.1 Student Activities

How have the students' routine activities changed with the introduction of the device? Has the device been integrated with existing activities or introduced as a part of entirely new programming or some combination of the two?

7.3.2 Learning Opportunities

How has the device influenced learning opportunities in the site? Have learning opportunities that existed at the site been influenced by the device? Do students use devices in ways that formally or informally support their learning?

7.4 Typical Use

How do staff and students typically use the device in their instruction? Were there any differences between how staff and students described their practice and what researchers observed in the classrooms?

7.5 Communication

Was the device used to support the practice and development of communication skills? If so, please comment on how common this kind of use was and on the range of communication styles and formats. Please also note whether communication practice ever involved outside audiences.

7.6 Innovative Use

Describe any innovative uses of the device for providing learning opportunities. Examples include involving students in projects, asking students to collaborate, having students assess their own work or the work of peers, etc.

7.7 Extension of Learning Beyond the Site

Describe any efforts to use the device to extend learning outside the site. Are students connecting with community members or following up with further use at home or in school?

8. Changes in Teaching and Learning (for school-based integration efforts)

In this section, summarize responses from teacher, student, and school leader interviews to describe the changes that are taking place as a result of the integration of the device. In each category below, please include (1) strong or unique examples in each category, (2) what is common or similar across schools, and (3) any important variations or exceptions across schools.

8.1 Changes in Teacher Attitudes

Do the data from teacher and school leader interviews indicate any shift in teachers' attitudes (toward teaching, students, the use of device, etc.)? Please elaborate with specific examples.

8.2 Changes in Instructional Practices

Do teachers and school leaders report any shifts in instructional practices that arise from the use of the device? If so, what are they?

8.3 Changes in Curriculum and Assessment

Do the data from teacher and school leader interviews indicate any shift in curriculum and assessment practices? How so?

8.4 Changes in Students' Learning Behaviors

Do the data from student and teacher interviews indicate any shift in students' attitudes (toward school, learning, the use of device, etc.)? Do the data indicate any changes over time in how students learn? Please elaborate with specific examples.

8.5 Changes in Policies and Politics

Do the data indicate a shift in policies or politics at the school, regional, or national levels? Please elaborate with specific examples.

8.6 Unexpected or Emergent Changes

Do the data indicate that the technology solution was deployed in a manner that was different from what was intended? Did participants' experiences vary considerably from what was anticipated? Did participants use the devices in unexpected ways and did the use of the device bring about unanticipated changes in their attitudes, learning behaviors, etc.?

9. Other Information or Examples

Include any other important information or examples that do not clearly fit under any of the previous headings. Describe why the information or examples are significant for education technology integration research.