UC Berkeley Interactive University

Using the Internet for University/K-12 Partnerships

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Today’s Presentation

- IU Project overview -
  - Framework for thinking about the use of the Internet for University/K-12 relationships

- Examples from Pilot projects
  - Institute of International Studies, American Indian Charter School, UC Nexus

- Lessons learned so far
  - Importance of relationship and evaluation

- Parallels to PNC
Goal of IU K-12 Project

- Build a *model* of UC/K-12 use of the Internet to support teachers, students, and their families in disadvantaged communities
  - Foster student achievement
  - Develop collaborations using technology
  - Link research, teaching, and service
  - Identify effective, scaleable, and sustainable Internet outreach methods
- Dual focus on service and research
Extraordinarily diverse populations, many immigrants

50 - 60% of students live in households which receive AFDC

30% + with limited English proficiency

Many schools which rank poorly in the state
Explore Internet Outreach

- Electronic mentoring and tutoring
- Electronic recruitment and admissions
- Digital curriculum development w/ teachers
- Access to digital libraries and museums
- On-line access to faculty and visitors
- Peer-to-peer networks of teachers, students, families
To build this model: 20 Pilot Projects

- 40+ campus academic & outreach units
- 100 teachers from Oakland and SF
  - 10 high schools, 10 middle schools, 6 elementary schools
- Adult center, charter school, comm colleges
- Students, families, and counselors
- All major disciplinary areas: sciences, social sciences, and humanities
**Overall Project Coordination**

- **Leadership at three levels**
  - Vice Chancellor and Associate Superintendents for Curriculum
  - Campus pilot coordinators and school principals
  - UC faculty/staff/students and K-12 teachers
- **Full time liaisons for each district**
- **Evaluation team from GSE**
Project coordination cont.

- Coordination activities: project-wide events, district meetings, campus seminar series
- Technology training
- Technical support and coordination
- Central Web site and support from UCOP Nexus project
- Information dissemination
Support by major stakeholders

- U.S. Department of Commerce TIIAP Grant $650,000
- Oakland and San Francisco School Districts
- AT&T, Pacific Bell, IBM
- UCB Chancellor’s Office
- Berkeley Pledge
- Campus Departments and Units
- Total of $5 (2.5) million over 2 years
Thank you!
Example projects:

- Interactive University Pilot Projects:
  - [http://iu.berkeley.edu/iu](http://iu.berkeley.edu/iu)

- Institute of International Studies:
  - [http://globetrotter.berkeley.edu](http://globetrotter.berkeley.edu)

- American Indian Charter School:
  - [http://www.ias.berkeley.edu/projects/aipcs/aipcs.htm](http://www.ias.berkeley.edu/projects/aipcs/aipcs.htm)
Project Evaluation

- Evaluation tied to goal/objectives
- Tiered Evaluation Plan
  - A. Micro Level - Focuses on the outcomes of the individual pilot project (target audience varies from project to project)
  - B. Macro Level - Focuses on broad issues contributing to the development of a model (target audience includes all campus and K-12 IU project participants)
4. Evaluation: Tough questions about Internet outreach methods

- Real impact on students and achievement?
- Have we improved teaching practices?
- Balance of face-to-face & Internet methods?
- Do these Internet outreach methods scale?
- Are they sustainable?
- Are they cost effective?
- Integrate research, teaching, and outreach?
Lessons learned so far

- Time scale too short
- Network infrastructure in K-12 schools
- Leadership support at all levels essential
- Clear expectations and communication
- Collaboration vs bureaucracy
- Tools and Internet outreach: mixing methods and tools still developing
Lessons: Evaluation

- To assess the impact on student achievement requires time and focus
- Dedicated expertise and support for pilot project participants is critical
- We need to help those involved in outreach to have the skills and time to be “reflective practitioners”
Lessons: Technology

- **Infrastructure**: even with the money it takes too long to get network set up in schools
- **Technical support**: severely under-budgeted
- **Distribution of resources in the schools**: need better methods for equitable distribution
- **Training**: essential and perhaps most effective when tied to projects
Lessons: Technology cont.

- **Internet tools**: product change and lack of standards has impact; University can help drive standards and provide tools

- **Internet outreach methods**: multiple modalities may be most powerful but are most complicated
Lessons: What’s Next

- To scale participation: new UC/K-12 frameworks for digital relationships, teaching, learning
- Collaboration, standards, evaluation, and information distribution -- systems
- Can we build coordinating Web site that will give people tools to meaningfully work together? --- inhabited collaborative spaces via the Web (Nexus)
Parallels to PNC

- Collaborative model
- Distributed responsibility
- Dynamic participant group
- Mixed source media and diverse audience
- Technical and social issues
- The sum is greater than the parts
More information on IU

- Web site:
  - iu.berkeley.edu/iu