

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, scalable, and sustainable Internet outreach methods
- Dual focus on service and research

Oakland and San Francisco K-12 Demographics

- 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
\$650,00
- 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>

■ Institute of International Studies:

- ◆ <http://globetrotter.berkeley.edu>

■ American Indian Charter School:

- ◆ <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