



# Generation Y

## 2001-2002 Evaluation Data

*Prepared for **Generation YES** by the  
**Northwest Regional Educational Laboratory***

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This report includes data from the following schools:

**Birmingham HS**

Birmingham High School, Los Angeles Unified School District

## **Generation Y Evaluation Results**

On the following pages you will find a report containing data from the Generation Y classes in your area. Depending on how your Generation Y classes are funded, the data may be from a single school, an entire district or state, or some other grouping of schools. These data have been prepared for you by the Evaluation Program of the Northwest Regional Educational Laboratory ([www.nwrel.org/evaluation](http://www.nwrel.org/evaluation)), as part of the service provided to your schools by Generation YES.

The information in this report comes from several sources, all collected online through the Generation Y web site. The report contains tabulations of results from the following online data collection forms:

- Surveys of participating students at the beginning and end of each class
- Project descriptions completed by participating students during each class
- Reports from Generation Y Coordinating Teachers at the end of each class
- Surveys of Generation Y Partner Teachers at the end of each class

We hope you find this information interesting and useful. Generation Y is aimed at helping you integrate technology in your classrooms, while engaging students in meaningful educational activities that support teachers, other students, administrators, and your community. The data presented here should give you a snapshot of what your students and teachers have been doing in their Generation Y classes and projects, and how well these activities are supporting technology integration and student engagement in your schools.

An additional report summarizing data on Generation Y classes across the nation is also available. By comparing national data to the information from your area, you may be able to notice differences, strengths, or weaknesses in your local schools that are of interest.

## **Overview of Generation Y**

Generation Y is a program which uses partnerships between students and teachers to integrate modern computer technologies into the classroom. The program promotes the effective use of educational technology in schools, develops opportunities for student leadership, and fosters a collaborative, learning community atmosphere in schools. Rather than teaching technology skills to teachers and hoping they will use these skills to improve their students' learning, Generation Y trains students to form working partnerships with teachers in order to improve teaching and learning in their schools. Students become agents of change, assuming responsibility for helping to improve the educational resources available to themselves and their classmates.

GenY students learn technology skills with an emphasis on applying these skills to a real-world problem: helping teachers use technology to deliver more effective lessons. Students and partner teachers learn how telecommunications tools, the Internet, digital imaging and presentation tools, and other technologies can enhance lesson plans and curriculum units. Many Generation Y students and partner teachers also learn about their state academic standards and learning goals, and the process of aligning classroom activities with these goals.

Each GenY student is paired with a partner teacher (or an administrator, librarian, counselor or other educator), who decides what lesson plan, curriculum unit, or other school need will be addressed by a collaborative, technology-enriched curriculum project, which the partner teacher and the GenY student produce together. These projects are then used in the partner teacher's regular classroom, or in the library, administrative offices, etc. Through this model, participating educators receive individualized support as they strengthen their use and integration of new technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context, and many go on to further extend their skills through advanced school or community service projects.

The program was developed in the Olympia, Washington School District, with a five-year award in 1996 from the U.S. Department of Education's Technology Innovation Challenge Grant program. Numerous state and local grants as well as corporate sponsorships have also supported the development of the instructional model and materials, as well as dissemination of the model to schools outside Olympia. Currently, Generation Y classes are provided through the Generation YES organization to schools nationwide. The program provides a model which can be customized to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participants. In the summer of 2000, the program was awarded "Exemplary" status by the department's Expert Panel on Educational Technology, a distinction given to only two of 134 programs.

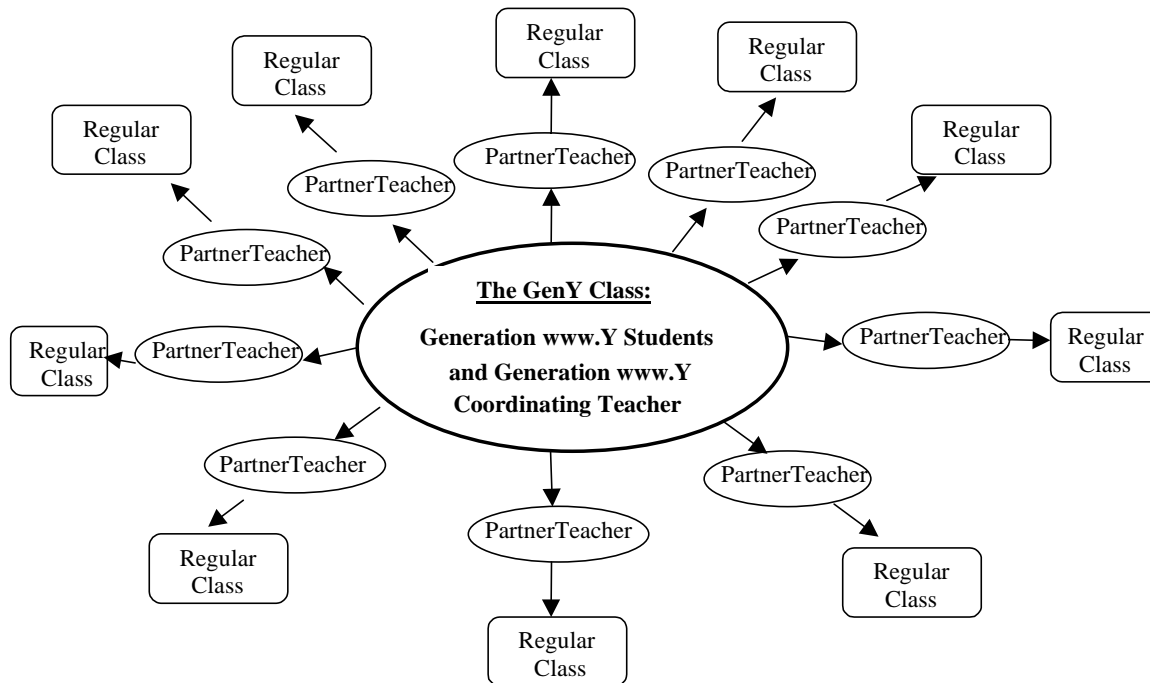
Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who wish to increase their use of technology without becoming distracted from the essence of their jobs -- building and delivering effective curriculum units and lesson plans. Generation Y achieves this by giving students experience with educational technology, communication skills, and information literacy, then allowing students to act as responsible partners with their teachers in building new curriculum materials and new teaching and learning practices.

Participating teachers and students have consistently reported that their involvement in Generation Y afforded them an excellent opportunity to improve their basic technology skills, and to develop more advanced abilities to integrate technology in standards-based lessons, projects and curriculum units. Both teachers and students have reported that they gained meaningful, authentic experience developing skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the Generation Y model to be an effective professional development strategy for teachers, as well as an effective approach to increasing student engagement, student learning, and student leadership.

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teachers who are each paired with a Generation Y student. These teams collaborate in the production and delivery of a lesson plan or unit, using modern telecommunications technology, to the teacher's class. The term "Generation Y teacher" or "Generation Y coordinating teacher" refers to the teacher who works with all Generation Y students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenY teacher also helps coordinate the relationships between the Generation Y students and their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the

Generation Y class and the collaborative projects which GenY students and their partner teachers produce for students in the partner teachers' class, as depicted in figure 1.

**Figure 1. The Generation Y Class**



Generation YES provides fully participating schools with the following:

- A training workshop for the Generation Y teacher(s) and selected students
- Course materials, including curriculum guides, student workbooks, videos, CDs, etc.
- Access to online resources and consultants for the development of student projects
- Access to the searchable database of previous student projects
- Data collection and reporting services to monitor program outcomes

The program includes a series of online surveys and online project documentation facilities for Generation Y teachers, Generation Y students, and the Partner Teachers who work with the Generation Y students. Data from these sources, collected during the 2001-2002 school year, are presented in the tables on the following pages.



## Student Preliminary Survey Results

Students complete a preliminary survey when they register for the the Generation Y class. The survey includes demographics as well as questions about access to computers and the internet, current skill levels and prior use of digital tools. This information is summarized in the next set of tables.

**Table 5**  
**Participating Generation Y Students by Gender**

Gender	Percentage of Students (of 78 reporting)
Male	53.8
Female	46.2

**Table 6**  
**Participating Generation Y Students by Ethnicity**

Ethnicity	Percentage of Students (of 77 reporting)
Caucasian	24.7
African American	18.2
Hispanic	37.7
Asian	2.6
Pacific Islander	1.3
Native American/Native Alaskan	0.0
Other	15.6

**Table 7**  
**Computer Access at Home by Generation Y Students**

At home do you have access to:	Yes	No
A computer	91.4	8.6
The Internet	83.5	16.5
Send and receive email	74.4	25.6

(percentages of approximately 83 reporting)

**Table 8**  
**Frequency of Computer Use by Generation Y Students at Home and School**

<b>How often do you use a computer?</b>	<b>Almost every day</b>	<b>At least once a week</b>	<b>Once or twice a month</b>	<b>Once or twice a semester</b>	<b>Never or don't have access</b>
At home	63.8	16.3	8.8	3.8	7.5
At school	65.4	28.2	2.6	1.3	2.6

(percentages of approximately 81 reporting)

**Table 9**  
**Student Experience With Computer and Technology Prior to Participating in Generation Y**

<b>How much experience have you had with the following:</b>	<b>None</b>	<b>Just a little</b>	<b>Some</b>	<b>A lot</b>
Use word processing software	11.4	15.2	25.3	48.1
Search the Internet	2.5	3.8	24.1	69.6
Send and receive email	10.0	11.3	22.5	56.3
Use PowerPoint or other presentation software	35.0	30.0	21.3	13.8
Troubleshoot basic computer problems	29.1	30.4	25.3	15.2
Use a scanner to digitize a picture	40.0	18.8	25.0	16.3
Use a digital camera	33.8	15.0	30.0	21.3
Create a web page or web site	50.6	20.8	16.9	11.7
Touch-typing at least 15 words/minute	13.8	20.0	26.3	40.0

(percentages of approximately 79 reporting)

**Table 10**  
**Frequency of Computer Use in Classes**

<b>In the classes you took last semester/quarter, how often were computers used by you or your teachers?</b>	<b>Computers were never used</b>	<b>Computers were used once</b>	<b>Computers were used a few times</b>	<b>Computers were used about once per week</b>	<b>Computers were used several times per week</b>
Math	84.4	5.2	7.8	0.0	2.6
Language Arts, Reading or English	64.1	14.1	14.1	3.8	3.8
Science	80.8	6.4	6.4	3.8	2.6
Social Studies, Geography or History	72.7	5.2	14.3	2.6	5.2

(percentages of approximately 77 reporting)

## Student Outcomes

Just before the class is over, students are prompted to complete a second online survey. Questions include how much practice students gained in various skill areas, what kind of collaborative projects were built, and how students rated their projects on several dimensions. The tables below summarize the outcomes reported by students.

**Table 11**  
**Practice Gained in Computing Skills by Generation Y Students**

<b>During your work this semester as a Generation Y student, how much practice and experience did you get:</b>	<b>None, I didn't do this at all</b>	<b>Just a little; 2 hours or less</b>	<b>Some; 2 to 10 hours</b>	<b>Quite a bit; 10 to 20 hours total</b>	<b>A lot; more than 20 hours total</b>
Using a keyboard to touch-type at least 15 words/min					
Using word processing software					
Searching the Internet					
Sending and receiving e-mail					
Using PowerPoint or other presentation software					
Troubleshooting basic computer problems					
Using a scanner to digitize a picture					
Using a digital camera					
Creating a Web page or Web site					

(percentages of approximately 1 reporting)

**Table 12**  
**Types of Collaborative Projects Built By Students and Partner Teachers**

<b>Project Type</b>	<b>Percentage of Projects that included this component:</b>	<b>Percentage of projects that were mainly focused on this component:</b>
GenY student created or updated a Web page that was used by my partner teacher's class	#Num!	
GenY student helped other students search the Web for information on a class topic	#Num!	
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	#Num!	
GenY student taught technology skills to a teacher	#Num!	
GenY student taught technology skills to other students	#Num!	
Other	#Num!	

(percentages of approximately 0 reporting)



**Table 13**  
**Delivery of Collaborative Projects**

	Only Me	Only my Partner Teacher	Both of Us Together
When the lesson was delivered to your partner-teacher's class, who taught the class that day?			

(percentages of approximately 0 reporting)

**Table 14**  
**Student Self-Assessments of Their Collaborative Projects**

Mark the answer that best describes your experience in Generation Y:	Strongly Agree	Agree	Disagree	Strongly disagree	Not sure, N/A
I completed my project.					
I am proud of my project.					
As a result of my project, other students learned about technology.					
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)					
The feedback about my project proposal I got online was helpful.					
My partner-teacher's expectations of me were clear and realistic.					
My partner-teacher was able to meet with me regularly.					
My partner-teacher and I worked together well as a team.					
Overall, Generation Y was a good experience.					

(percentages of approximately 0 reporting)

## Partner-Teacher Outcomes

At the end of each Generation Y class, participating Partner Teachers are asked to complete a survey about their experiences working with a GenY student on a collaborative, curriculum-building project. Partner teachers are asked about changes in their attitudes and use of technology, the amount of time spent on their projects, and their ratings of a number of dimensions related to the new curriculum units or lesson plans. Their responses are summarized in the tables below, along with a listing of the project titles.

**Table 15**  
**Self-Assessed Change In Computer Use by GenY Partner Teachers**

<b>How has the frequency of the following changed as a result of your involvement with Generation Y?</b>	<b>More Frequently</b>	<b>Same Frequency</b>	<b>Less Frequently</b>
You use computers to prepare for class, maintain class records, or do other school-related work.			
You use computers for personal business, learning, or fun.			
You use e-mail.			
You use the World Wide Web.			
Your students use computers during your classes.			
Your students use computers outside of class to complete assignments for your class.			

(percentages of approximately 0 reporting)

**Table 16**  
**Self-Assessed Change In Partner Teachers' Comfort Using Technology**

<b>How has your comfort level with the following changed as a result of your involvement with Generation Y?</b>	<b>More comfortable</b>	<b>Same level of comfort</b>	<b>Less comfortable</b>
Using computers			
Integrating computers into the curriculum			
Helping students use computers			
Using e-mail			
Using the World Wide Web			

(percentages of approximately 0 reporting)

**Table 17**  
**Time Spent by Partner Teachers on Collaborative Projects**

	<b>2 hrs or less</b>	<b>3-5 hours</b>	<b>5-8 hours</b>	<b>&gt; 8 hours</b>
<i>Partner Teachers:</i> How much time, in total, did you spend working with your GenY student this semester?				

(percentages of approximately 0 reporting)

**Table 18**  
**Partner Teacher Evaluations of the Generation Y Experience**

<b>Please indicate your level of agreement with each of the following:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My student-partner completed his or her project.				
My student-partner's project was of high quality.				
I will use the lesson/Web page/presentation with which my student-partner helped in the future.				
I would like to continue developing or refining this project in the future.				
Choosing a project was relatively easy.				
My role as a partner-teacher was clear to me.				
As a consequence of Generation Y, I learned more about technology.				
As a consequence of Generation Y, my students learned about technology.				
As a consequence of Generation Y, my students learned about some content area.				
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.				
My experience in Generation Y this semester will change the way I teach some lessons in the future.				
I would like to work with another Generation Y student in the coming year.				
I will continue rebuilding my lesson plans to make more use of educational technology.				

(percentages of approximately 0 reporting)

**Table 19**  
**Partner Teacher Attitudes Toward Educational Computing**

Please rate your opinions regarding the use of technology in education:	Strongly Agree	Agree	Disagree	Strongly Disagree	Due to my experience with Generation Y, I:		
					Agree more than before	Agree less than before	Haven't changed my opinion
I see definite benefits to students from integrating technology into education.							
Technology facilitates positive changes in classroom teaching and learning practices.							
I want to learn more about using new technologies.							

(percentages of approximately 0 reporting)

# Project List

**Table 20**  
**Archived Collaborative Projects**

School	Partner-Teacher	Project Name
Birmingham High School		Sending and Receiving E-mail
Birmingham High School		Solar Science
Birmingham High School		The Great Wall of China Scrapbook
Birmingham High School		The One
Birmingham High School	Alice Ganier	Annotated Song Lyrics
Birmingham High School	Catherine Jo Foss	Animated Storytelling
Birmingham High School	Deborah Rogers	Video
Birmingham High School	Debra Freeman	World of Photoshop
Birmingham High School	Dennis Komen	Europe Before World War I: A Web Site
Birmingham High School	Dr. Doris Lasiter	Revamping The School Web Site
Birmingham High School	Dr. Nancy Weaver	How to Use the Library: A PowerPoint Presentation
Birmingham High School	Frank Carillo	The Cool Experiment
Birmingham High School	Gates	You've Got Mail
Birmingham High School	Jim Rose	Statistics
Birmingham High School	Kevin Kelley	Mr. Kelly
Birmingham High School	Kevin Kelly	Charles Dickens
Birmingham High School	King, Scott	Track
Birmingham High School	Lerma Parocua	E-mail
Birmingham High School	Mr. Croson	Football Web Site
Birmingham High School	Mr. Ford	Romeo and Juliet: A PowerPoint Presentation
Birmingham High School	Mr. Johnson	PowerPoint Presentation
Birmingham High School	Mr. Kahn	Algebra 1A PowerPoint Presentation
Birmingham High School	Mr. Shaffter	Links for Mr. Shaffter's Web Site
Birmingham High School	Mr. Upadhyay	Ancient Times Scrapbook
Birmingham High School	Mr. Upadhyay	Scrapbook of Romeo and Juliet (Past and Present)
Birmingham High School	Mr. Whalen	CrossWord Mania
Birmingham High School	Mr. Alison	The Odyssey Presentation
Birmingham High School	MR. Corretjer	PowerPoint Presentation on Mexico
Birmingham High School	Mr. Derry	History Using the Internet
Birmingham High School	Mr. Justin Albert	Evidence for Evolution
Birmingham High School	Mr. McClenahan	Math Excel
Birmingham High School	Mr. McClish	Graphing with Microsoft Excel
Birmingham High School	Mr. Wilson	Algebra T.V
Birmingham High School	Mrs Diaz	Life in the 50's
Birmingham High School	Mrs. Blitz	Financial Aid - A PowerPoint Presentation
Birmingham High School	Mrs. Dell	Music
Birmingham High School	Mrs. Foss	Business Education
Birmingham High School	Mrs. Foss	Project Covers
Birmingham High School	Mrs. Foss	Teaching How to Get Into a Business
Birmingham High School	Mrs. Goyack, Margeret	Birth Defects
Birmingham High School	Mrs. Moton	Creating a Web Site
Birmingham High School	Mrs. Rogers	Making Grades Easier to Understand
Birmingham High School	Mrs. Margaret Goyack	Teachers' Technology
Birmingham High School	Mrs. Ramirez	PowerPoint
Birmingham High School	Ms Koven	Animal Farm
Birmingham High School	Ms. Beverly Angarella	Breathing and Respiration
Birmingham High School	Ms. CJ Foss	Autobiographical Research

Birmingham High School	Ms. CJ Foss	Biographical Research: A PowerPoint Presentation
Birmingham High School	Ms. Rhew-Kim	Generation Y Project Proposal
Birmingham High School	Ms. Storch	E-mail Communication
Birmingham High School	Ms. Swann	Make-up
Birmingham High School	Ms.Barer	French Pen Pal
Birmingham High School	Ms.foss	Jonathan Edwards
Birmingham High School	Ms.Victoria Eduards	E-mail
Birmingham High School	Shane Sauby	How Algebra Works
Birmingham High School	Upadhyay	Famous Chinese Artifacts Scrapbook
Birmingham High School	Victoria Edwards	Nouns and Verbs Using the Internet
Birmingham High School	Viktoria Golovina	Math: Made Easy
Birmingham High School	Virginia Witherow	Mrs. Witherow's Spanish Class