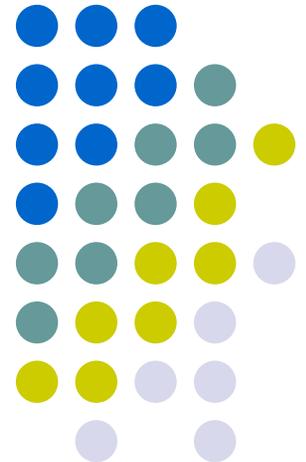


# 2009 NYC Computer & Internet Survey



**Mayor's Office of  
Adult Education**



# We conducted an online survey in spring 2009 to:



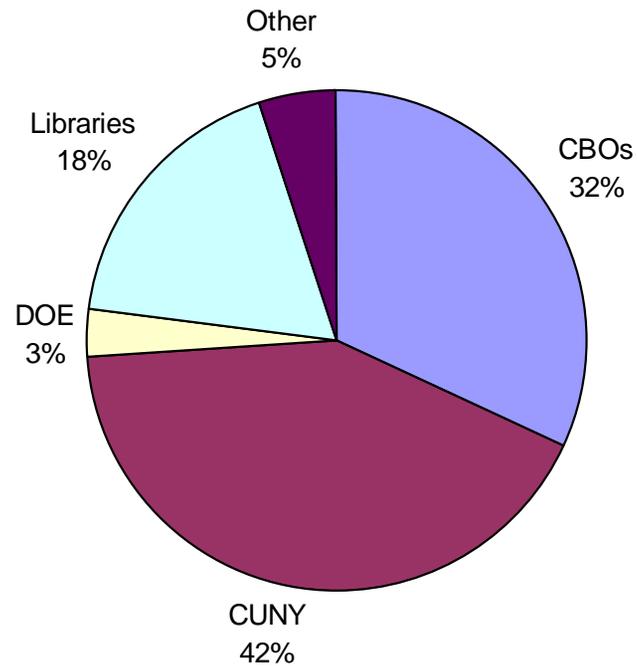
- ❖ get a snapshot of computer and internet usage across the City's adult education system
- ❖ identify strengths and opportunities
- ❖ inform the City's digital literacy agenda going forward.

# We received over 3,000 responses to the survey

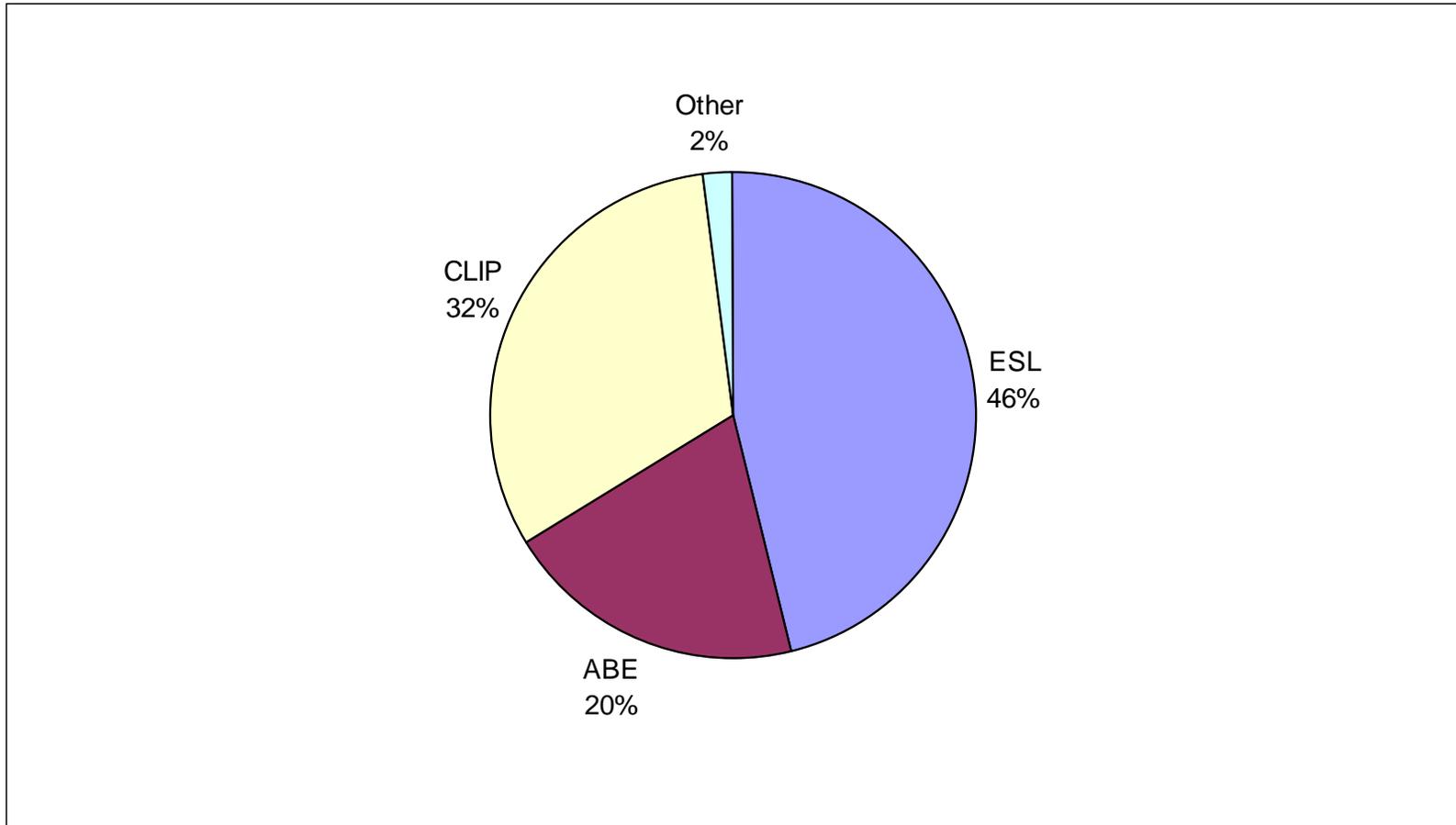


- ❖ 83 Program Managers
- ❖ 257 Teachers
- ❖ 2,665 Adult Learners

# We received responses from all sectors of the adult education system

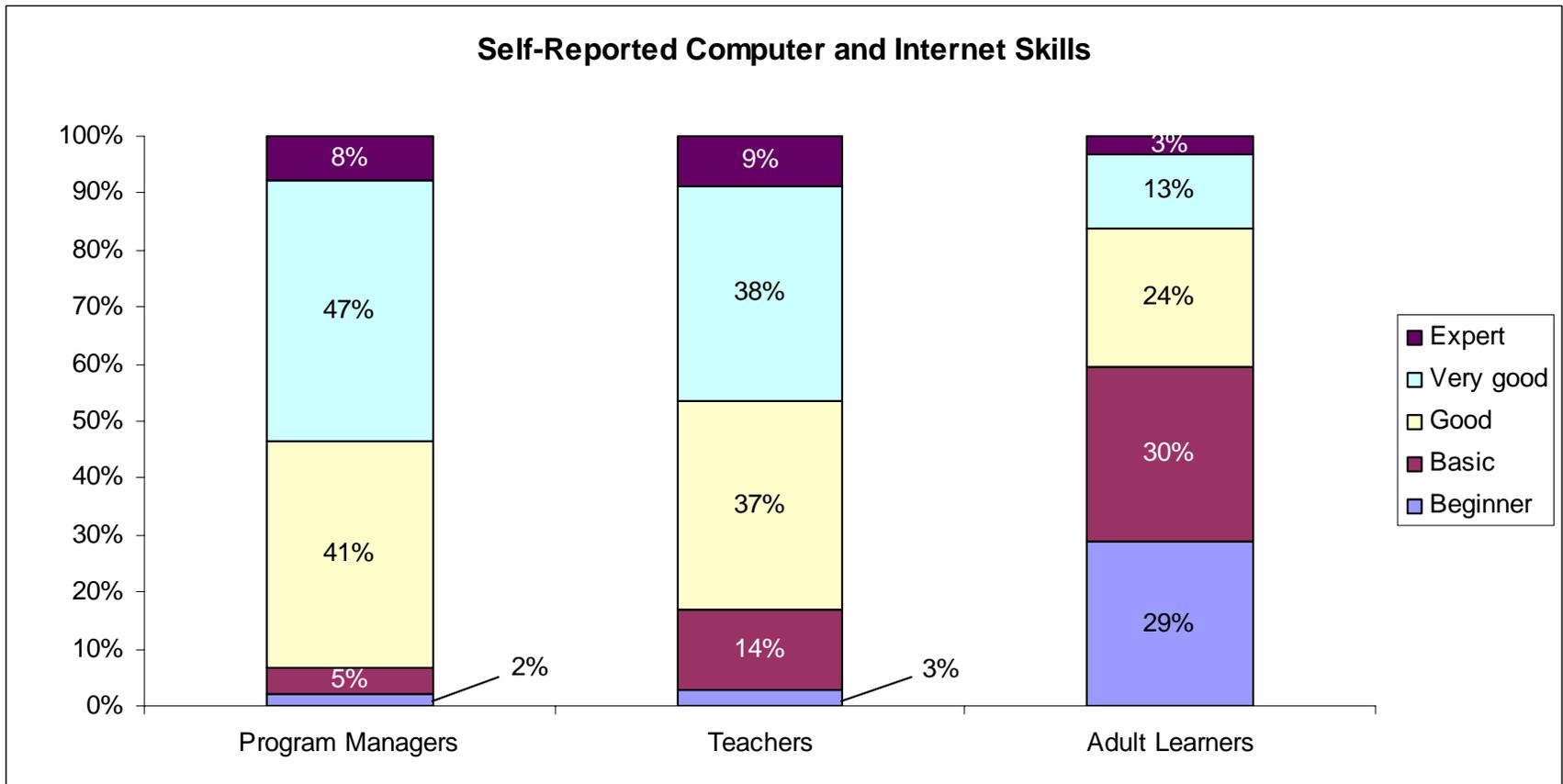
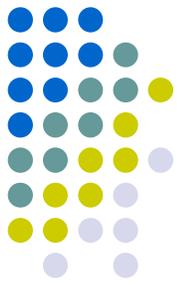


# We received responses from students of Adult Basic Education, ESL, and the CUNY Language Immersion Program

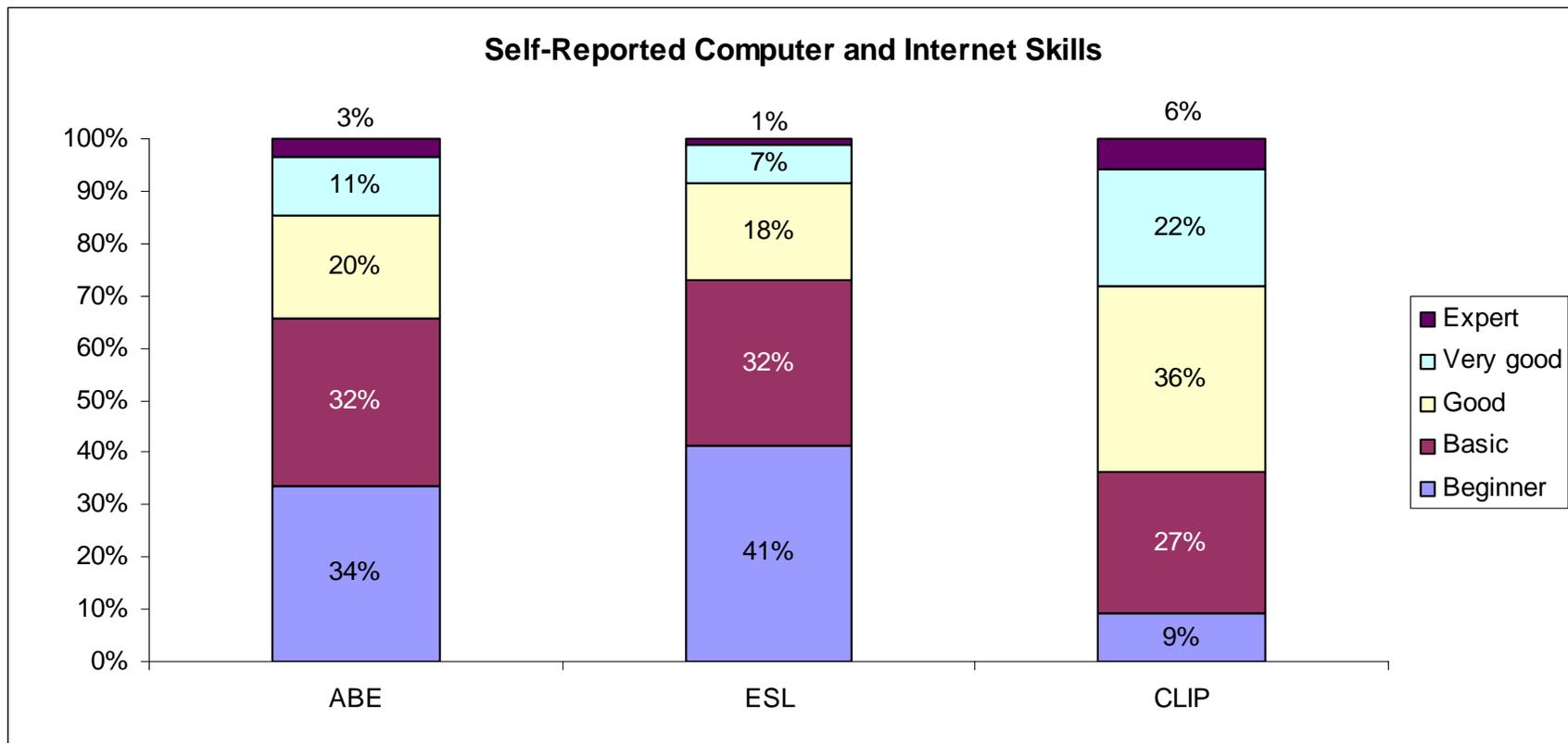


❖ CLIP is CUNY Language Immersion Program, an intensive college-prep English course

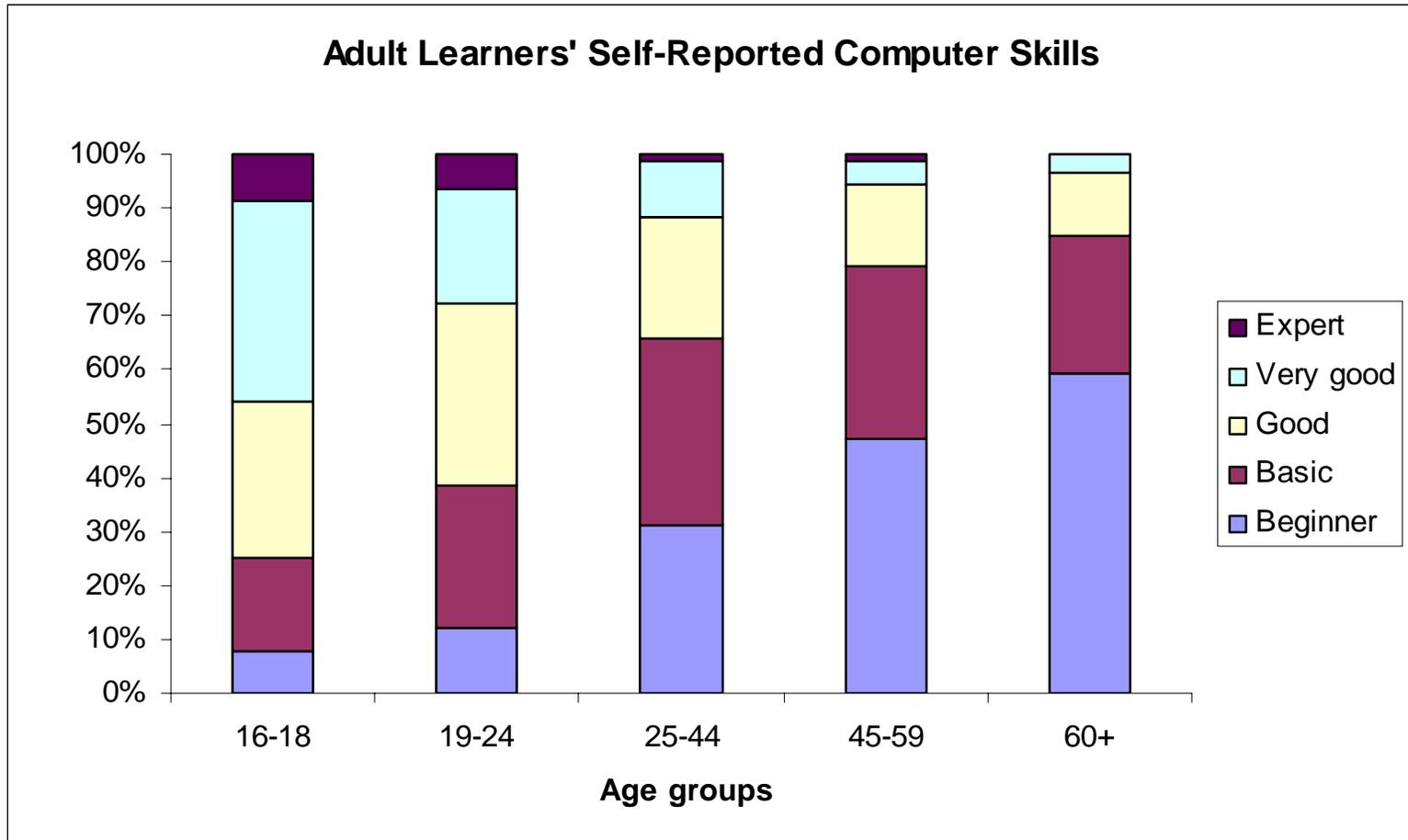
# Program Managers reported somewhat better skills than Teachers and Adult Learners



# Most ABE and ESL students rated their skills as “Basic” or “Beginner,” compared to only about a third of CLIP students



# Younger adult learners felt more proficient in their computer and internet skills





How are programs using  
computers and internet?

## There is a wide variation in number of computers for student use and hours per week computer labs are open



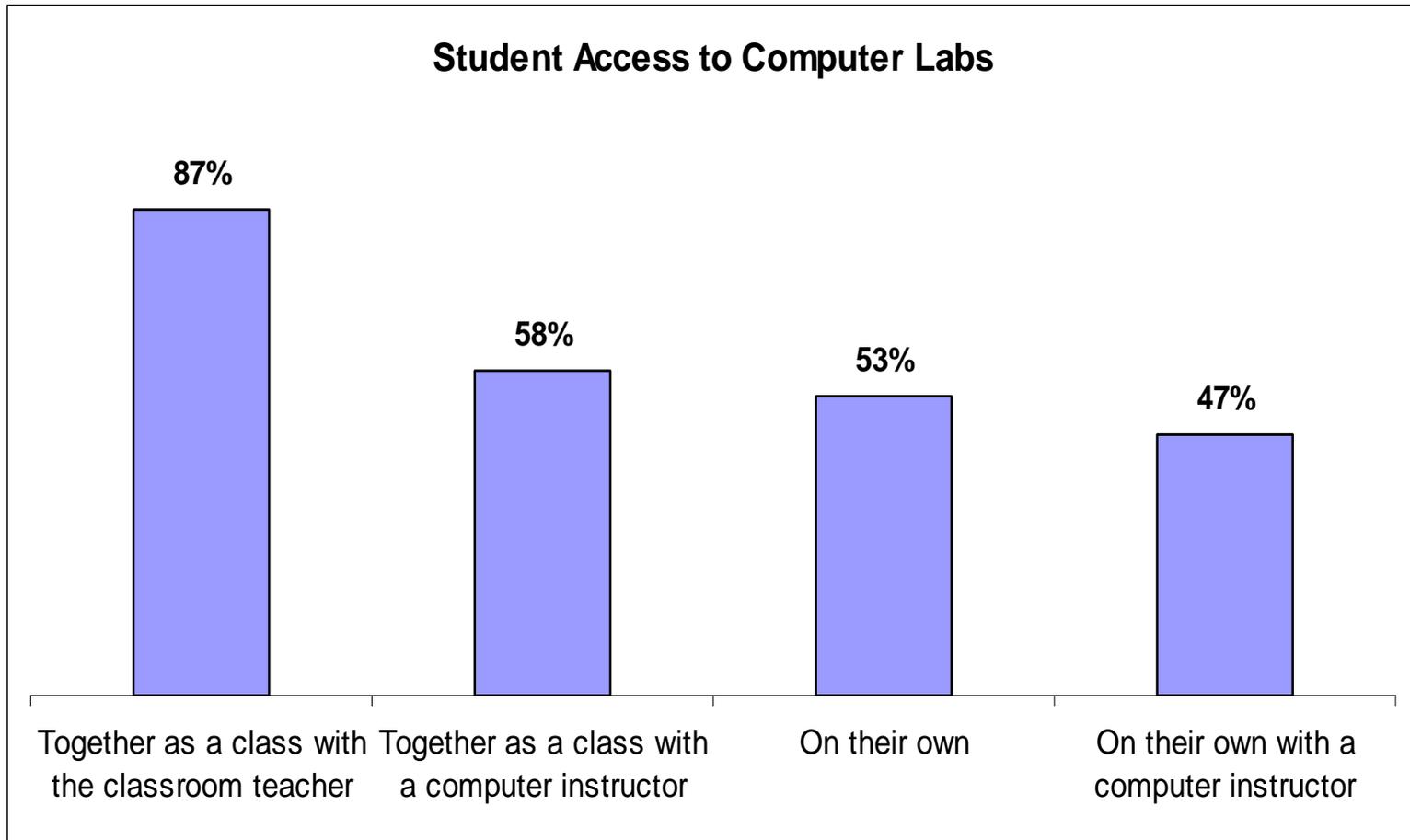
No. of Computers / Hours Lab Open	Computers for Student Use (% of programs)	Hours Lab Open per Week (% of programs)
<10	21%	16%
10-20	29%	19%
21-30	19%	14%
31-40	11%	21%
>40	20%	30%

❖ Percentage of programs with a dedicated computer lab: 60%

❖ Percentage of computers with high-speed internet access: 83%

**Note on table format:** 21% of programs reported having fewer than 10 computers, and 16% reported having the lab open fewer than 10 hours per week

# Most students access computer labs with classroom teachers

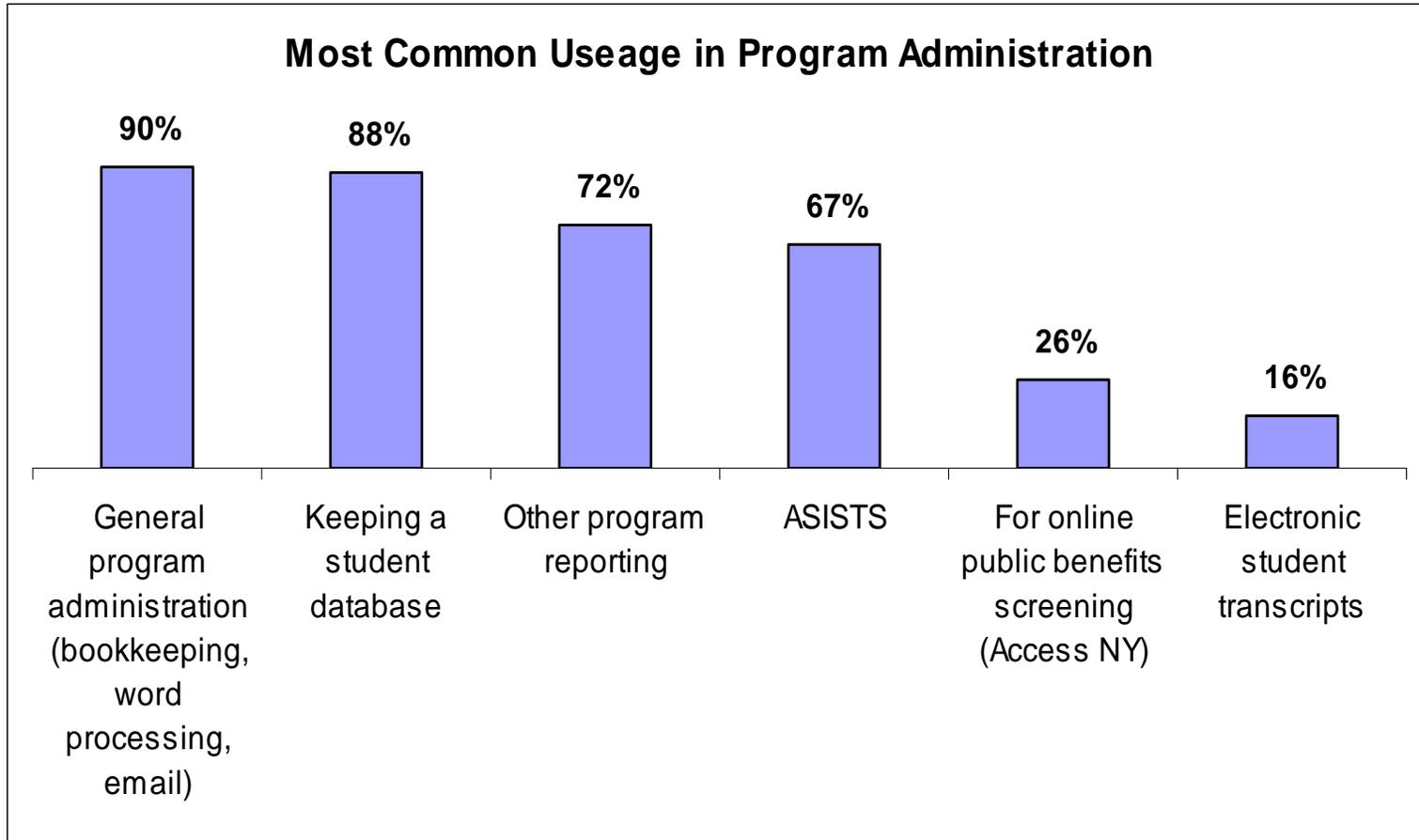
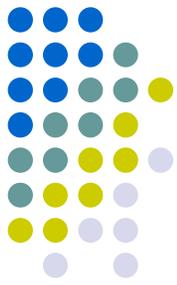




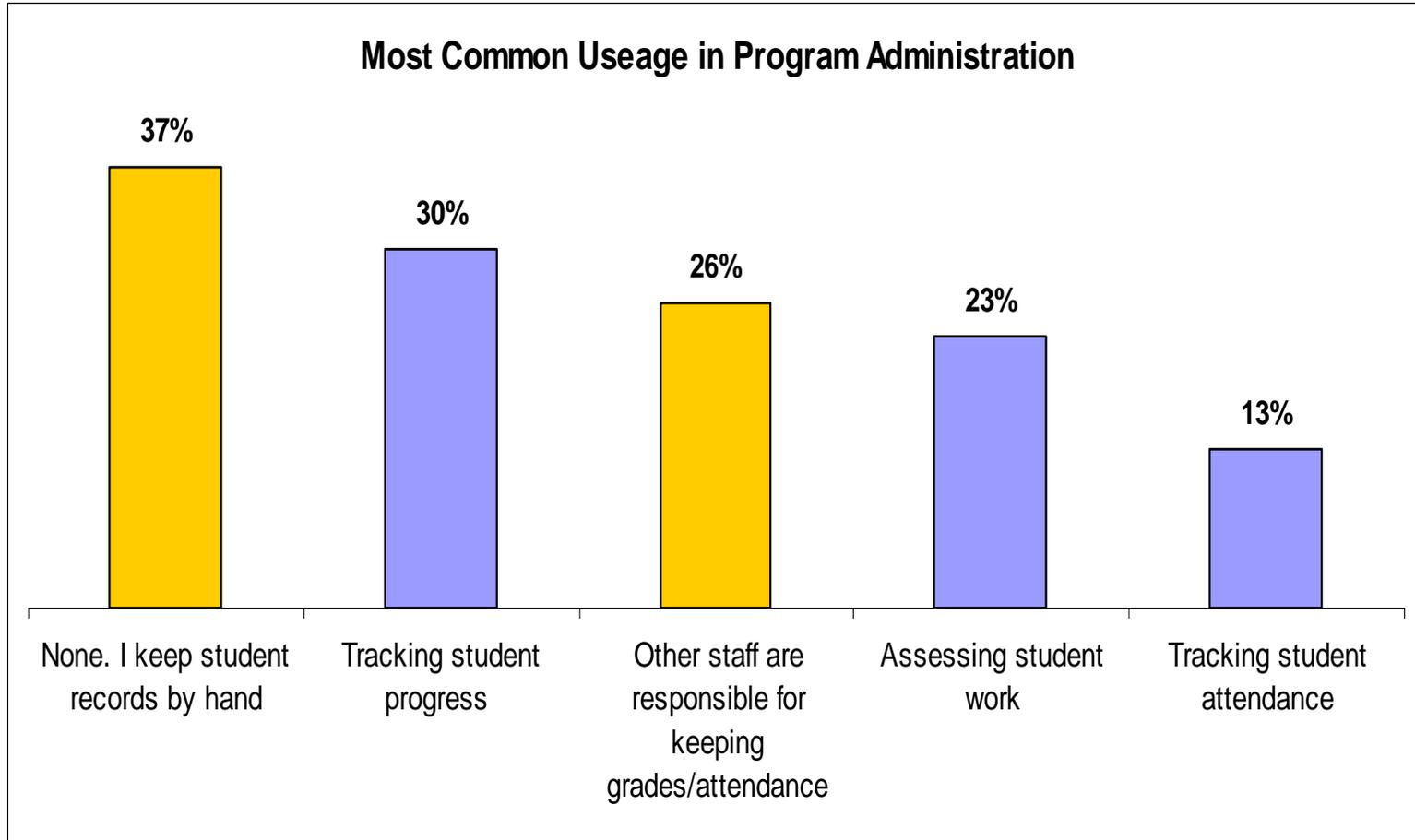
# Most sites reported having few stand-alone classes in computer skills or internet literacy

Hours per Week	Stand-alone class in basic computer literacy	Stand-alone class in advanced computer skills	Stand-alone class in internet literacy	Teacher-led computer-assisted instruction	Independent computer-assisted instruction (not supervised by staff)	Career-development or job search
0	55%	89%	78%	36%	59%	61%
1-4	25%	8%	17%	25%	13%	20%
5-10	14%	3%	5%	20%	9%	14%
11-20	5%	0%	0%	8%	6%	3%
>20	2%	0%	0%	11%	13%	2% <sup>12</sup>

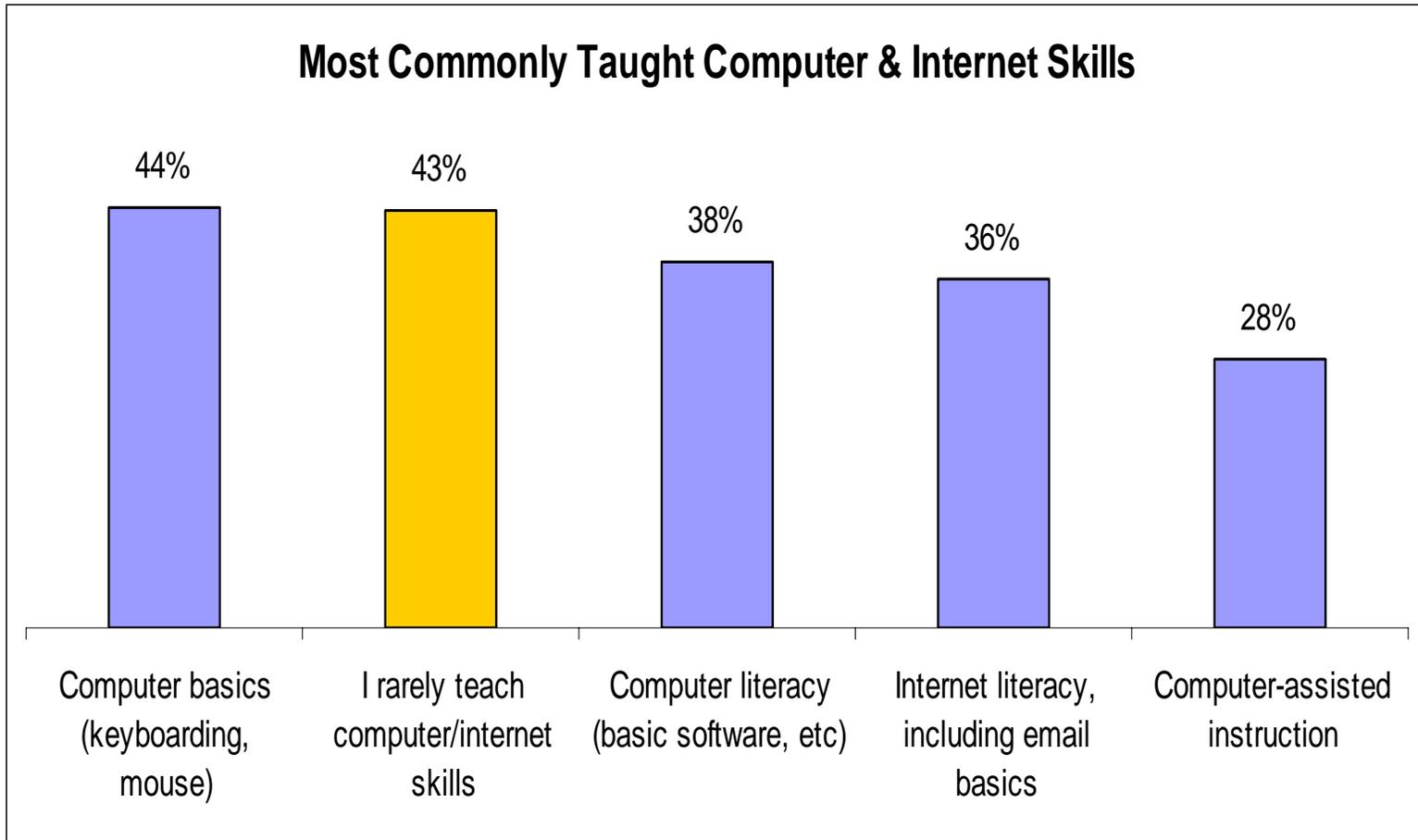
# We asked Program Managers, “How do you use computers and internet in the administration of your program?”



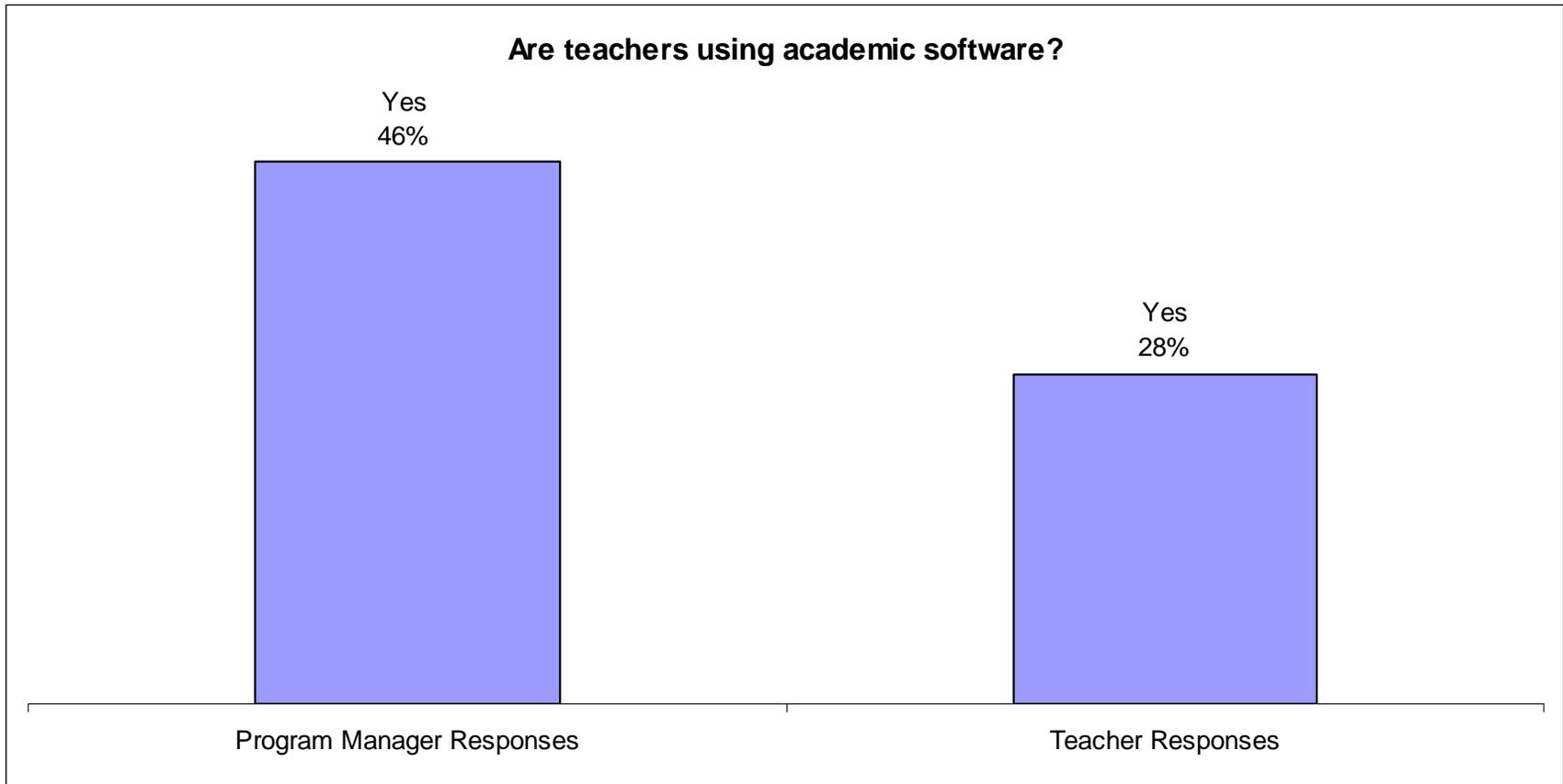
# We asked Teachers, “How do you use computers and internet ?”



# Many Teachers are rarely teaching any computer or internet skills



# Program Managers overestimate how many Teachers are using academic software



❖ This finding is consistent across all sectors of the system



# Most Commonly Used Academic Software

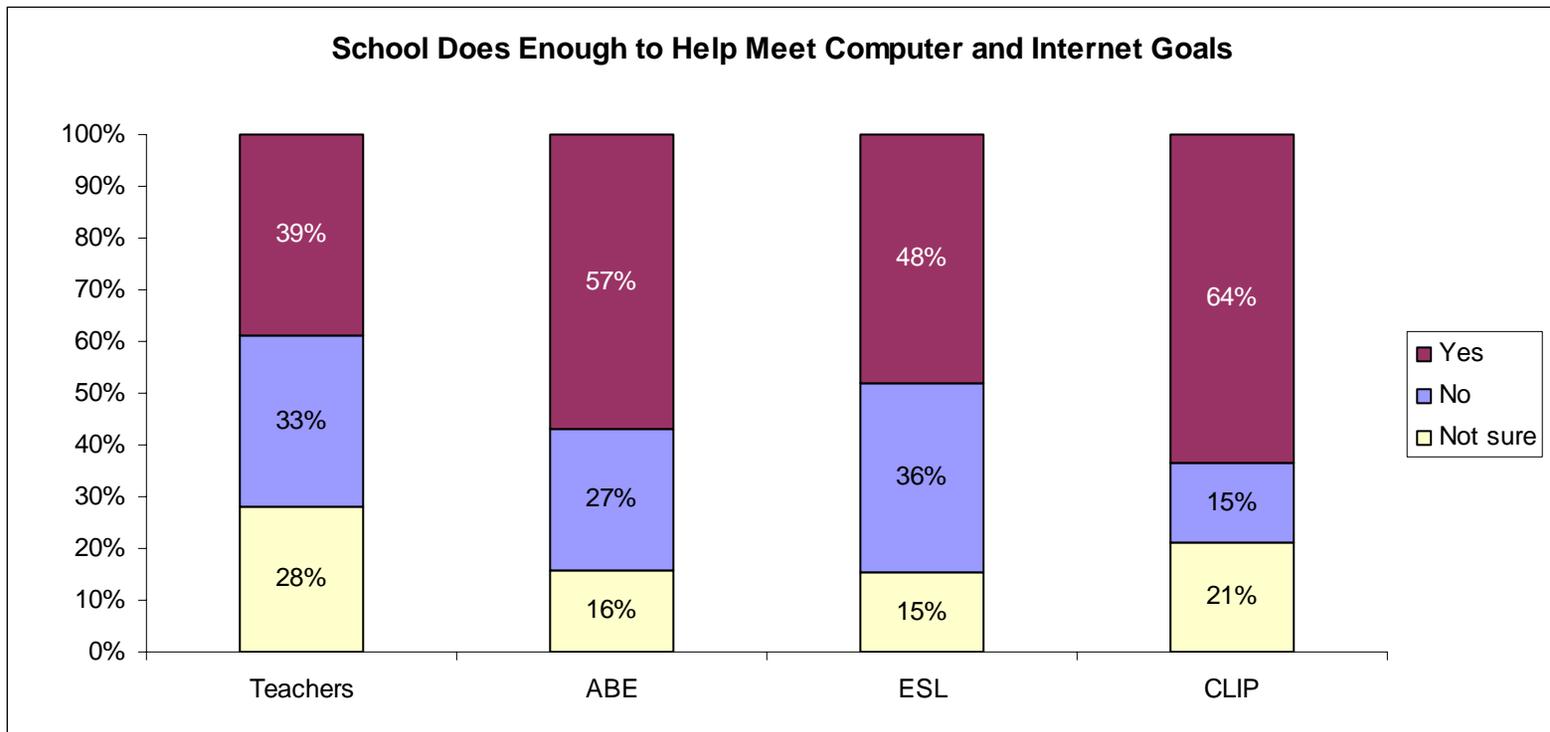
## Program Manager Response

- ❖ Rosetta Stone (35%)
- ❖ Reading Companion (29%)
- ❖ Mavis Beacon (16%)
- ❖ Learning Express (10%)

## Teacher Responses

- ❖ Reading Companion (24%)
- ❖ Rosetta Stone (24%)
- ❖ Focus on Grammar (21%)
- ❖ English Discoveries (18%)

# Teachers are less likely than Adult Learners to feel their program does enough with computers and internet



# Programs could offer more opportunities to increase computer and internet usage

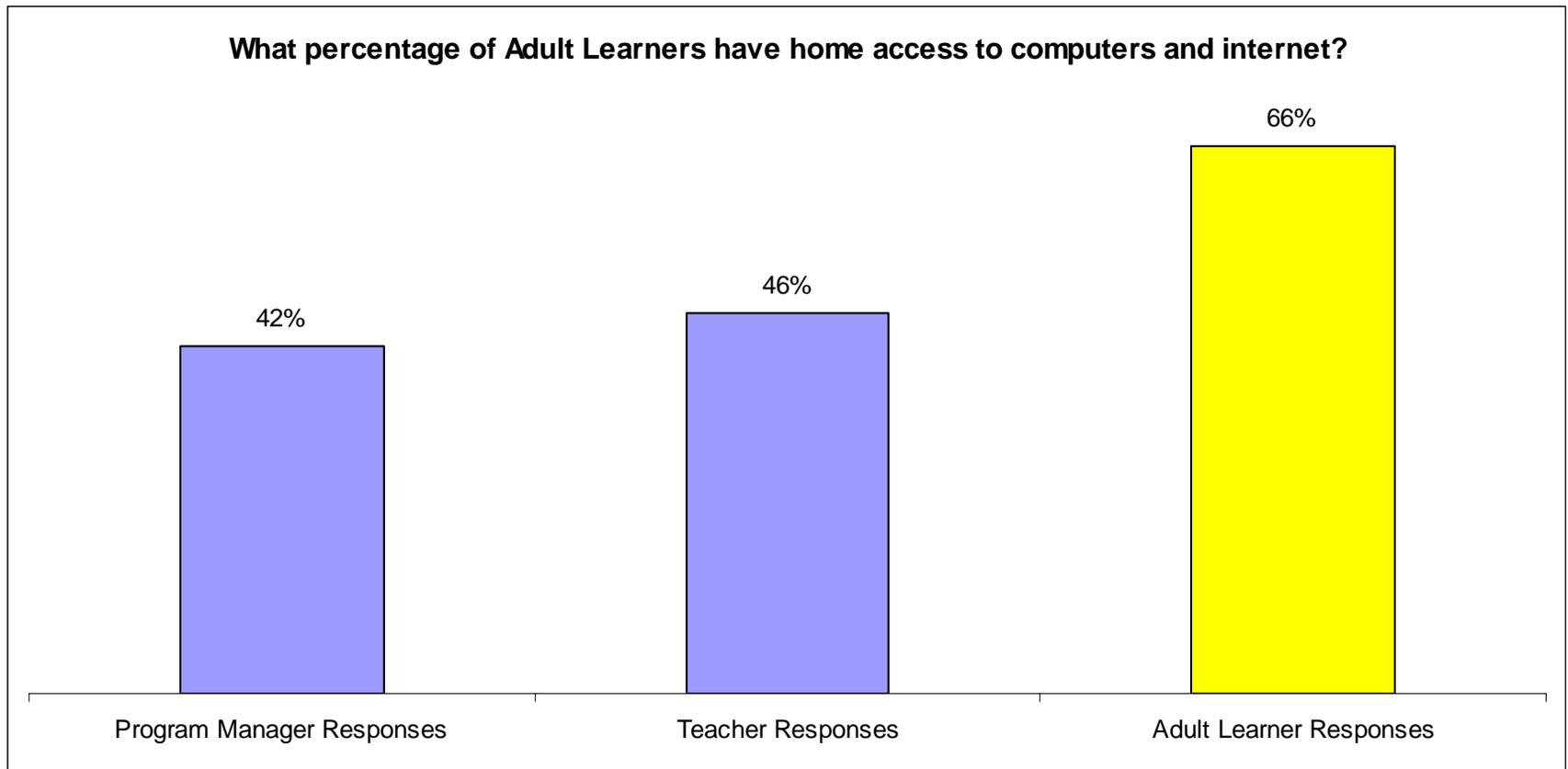


- ❖ Adult Learners wanted:
  - ❖ More computer training classes (43%)
  - ❖ Longer computer lab hours (37%)
  - ❖ Regular use of computers and internet in the classroom (30%)
  
- ❖ Program Managers wanted:
  - ❖ Better integration of computers and internet in the classroom (57%)
  - ❖ Computer training classes for Teachers (49%)
  - ❖ More class assignments online (33%)



How are programs using email,  
internet, mobile phones, and  
social networking?

# Program Managers and Teachers underestimated the percentage of Adult Learners with computer and internet access at home

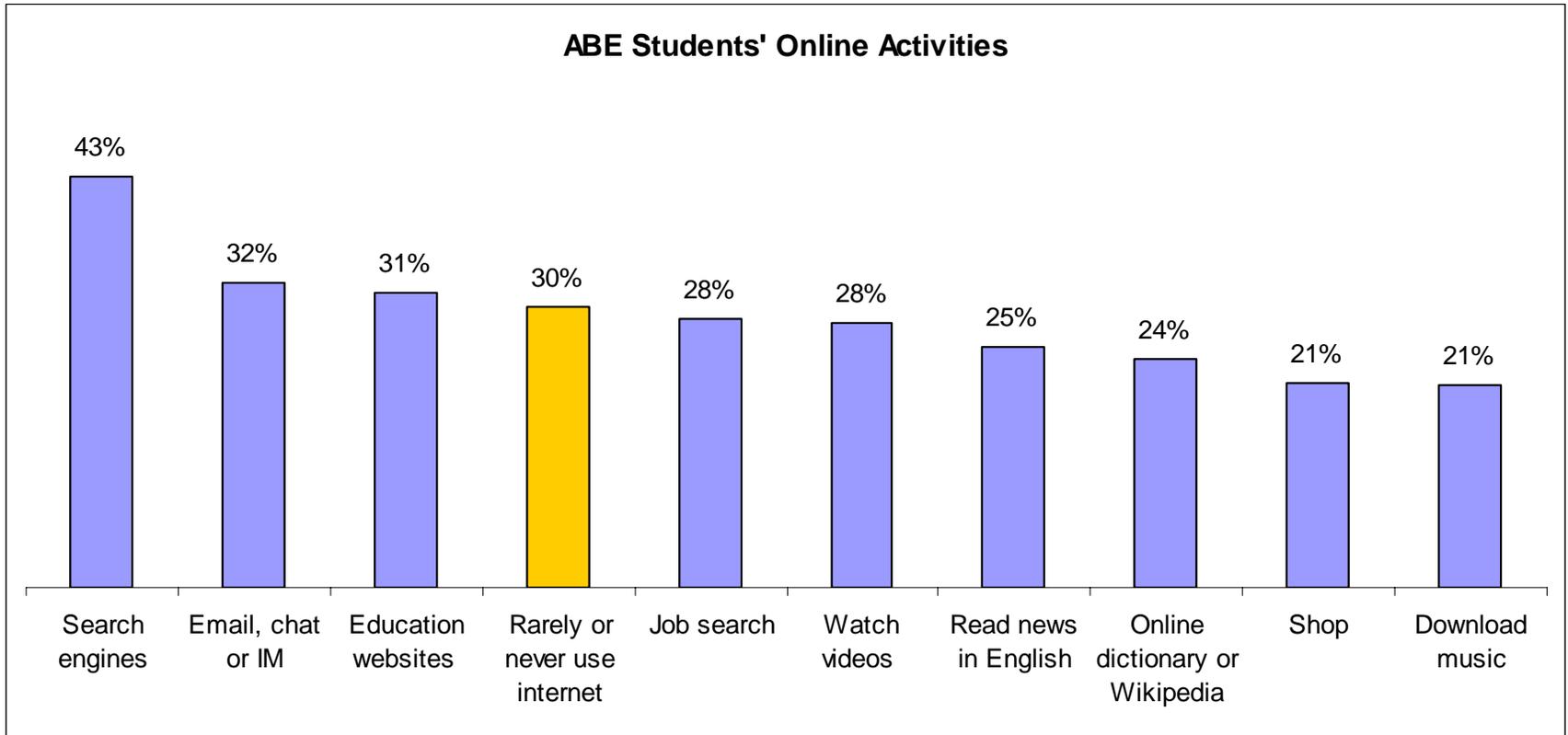


# Program Managers and Teachers overestimated how much time ABE and ESL students spend online, but underestimated for CLIP students

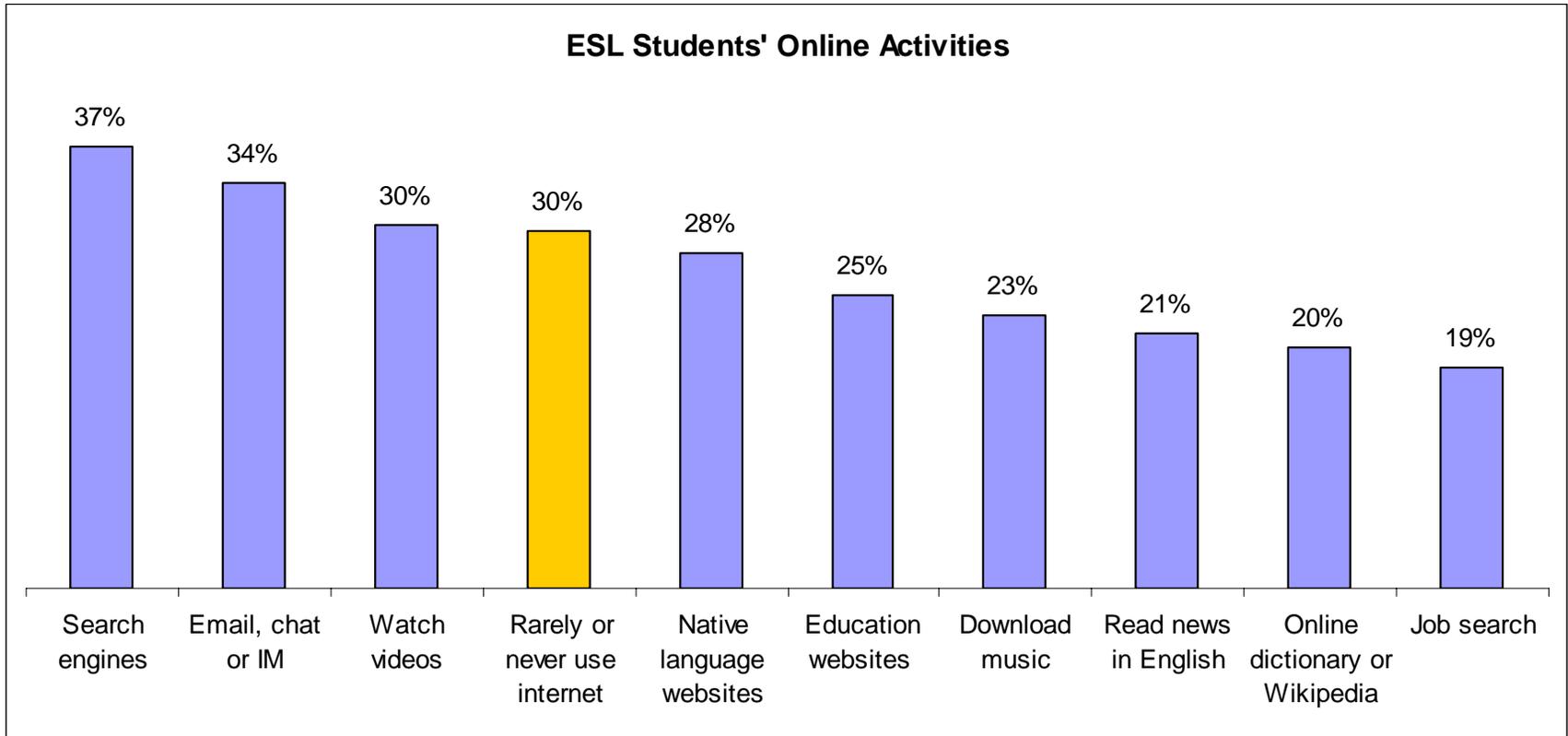


Hours Online	Program Manager	Teacher	ABE	ESL	CLIP
0	--	--	34%	35%	5%
1-5	48%	45%	41%	33%	31%
5-9	34%	36%	14%	16%	25%
10-19	14%	14%	6%	10%	16%
>20	4%	4%	6%	7%	23%

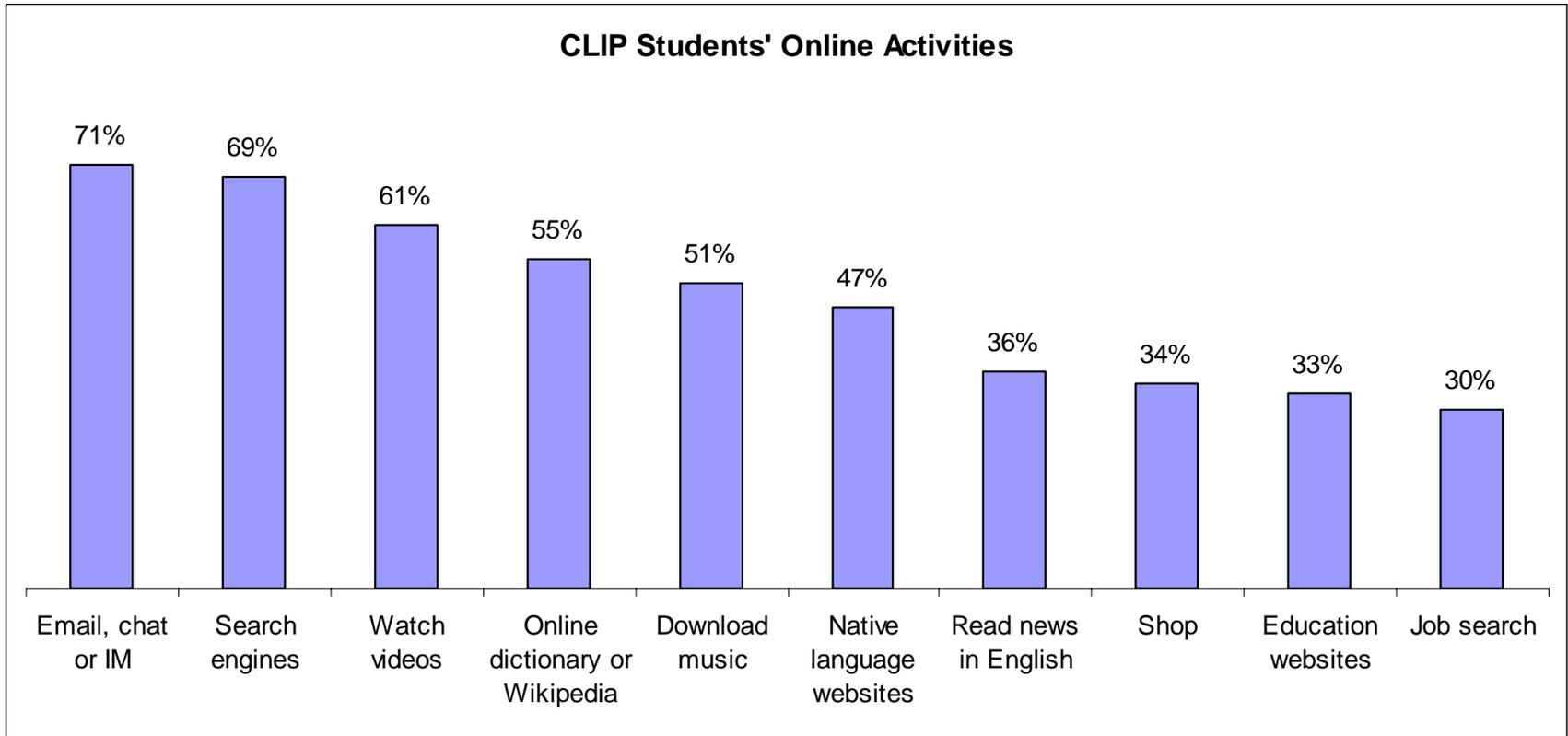
# ABE students use the internet for many different things



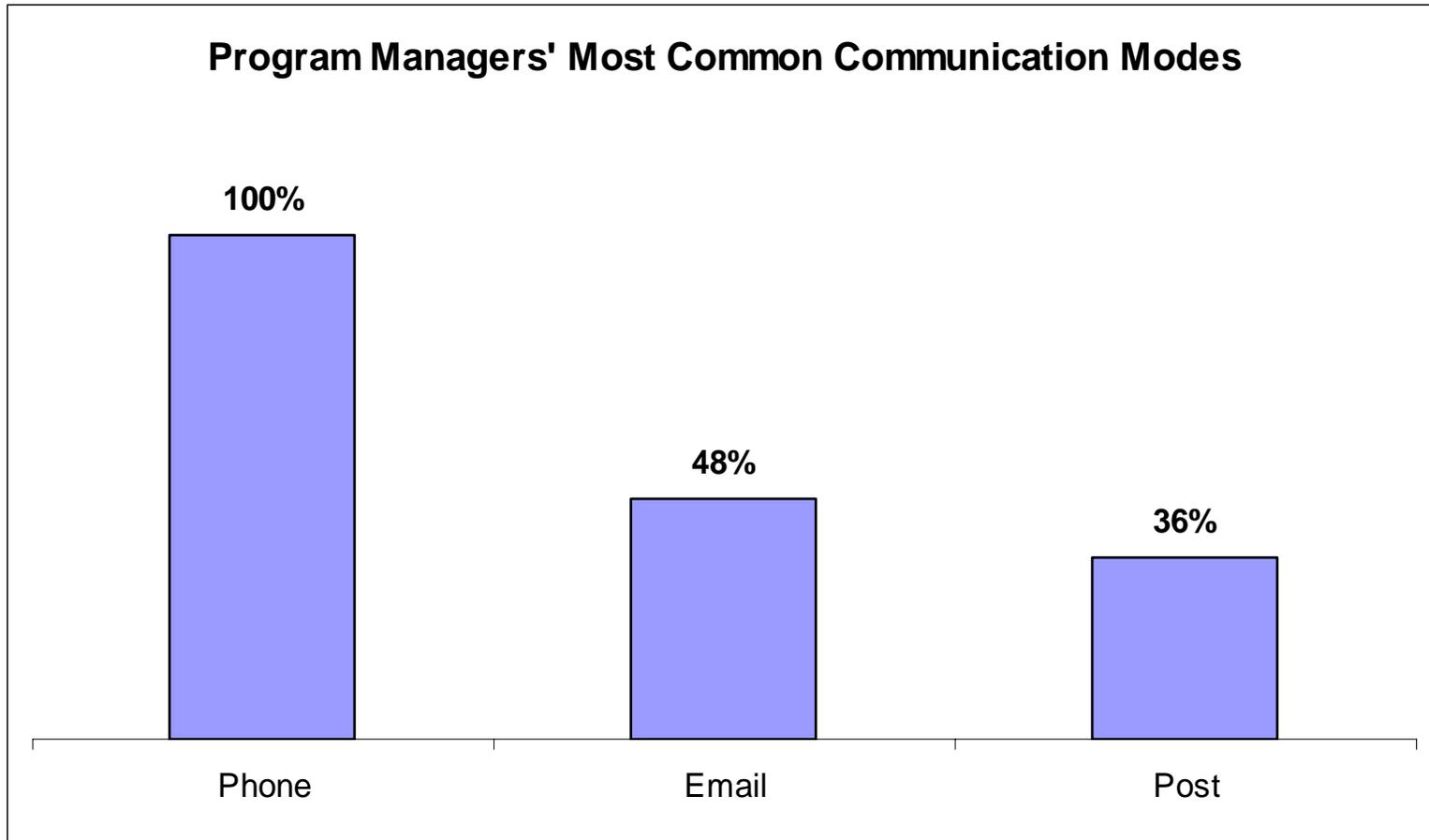
# ESL students use the internet for many different things



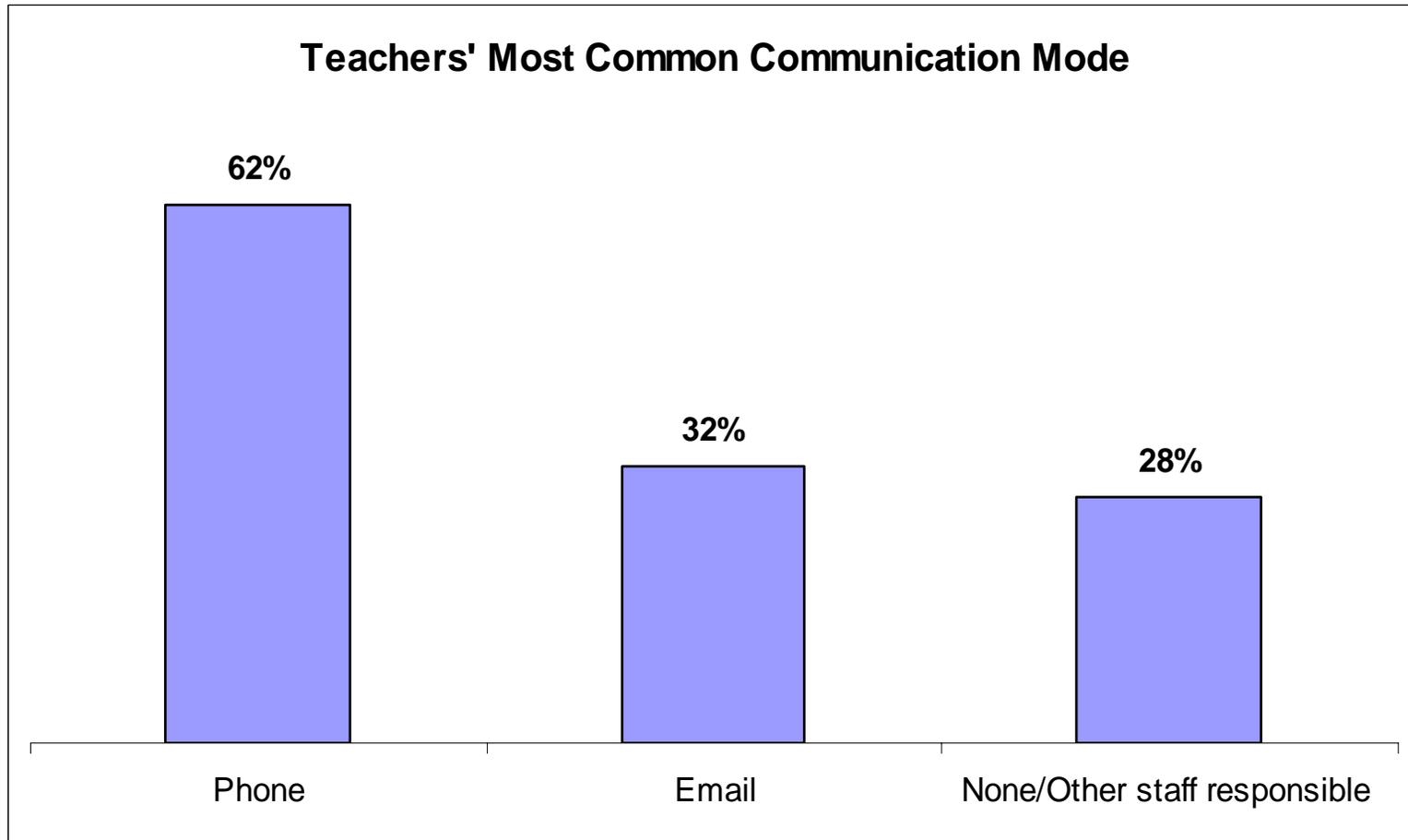
# CLIP students use the internet for many different things



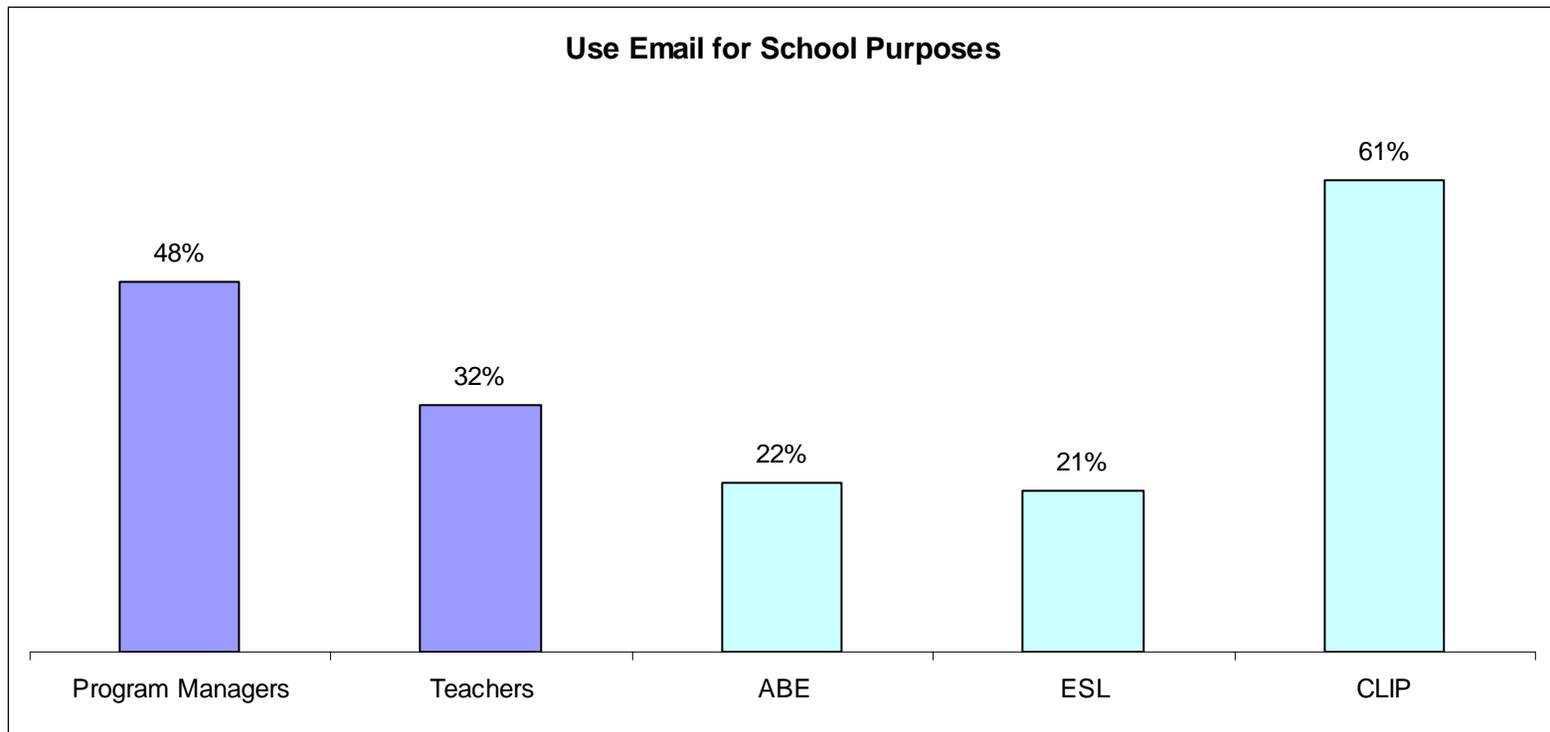
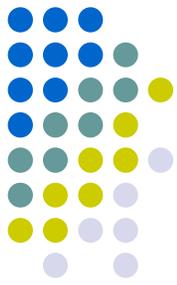
# All Program Managers use the phone to communicate with their adult learners outside the classroom, but less than half use email



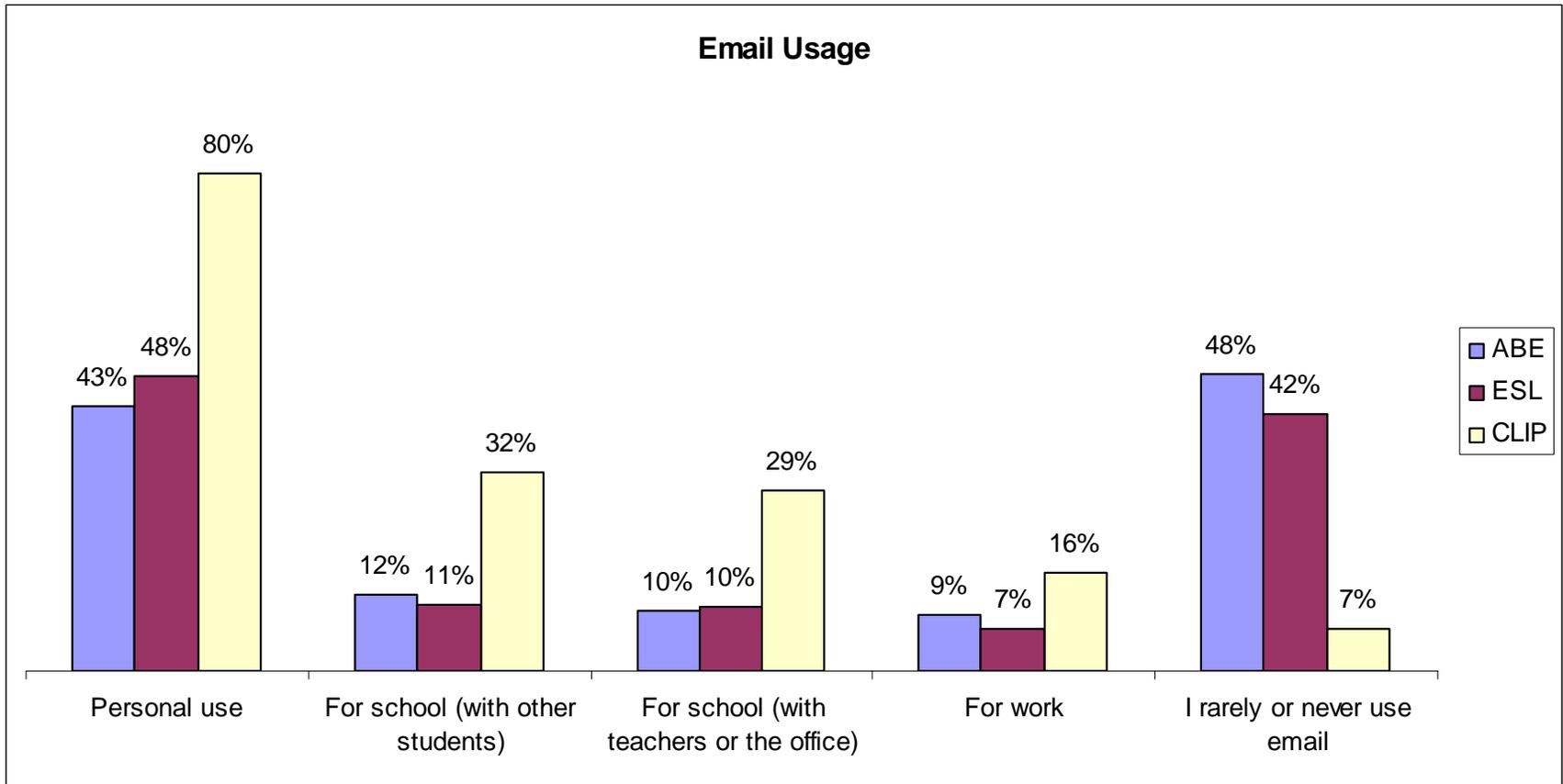
**Almost two-thirds of Teachers use the phone to communicate with their adult learners outside the classroom, but less than one-third use email**



# CLIP students were more likely to use email for school-related communication outside the classroom

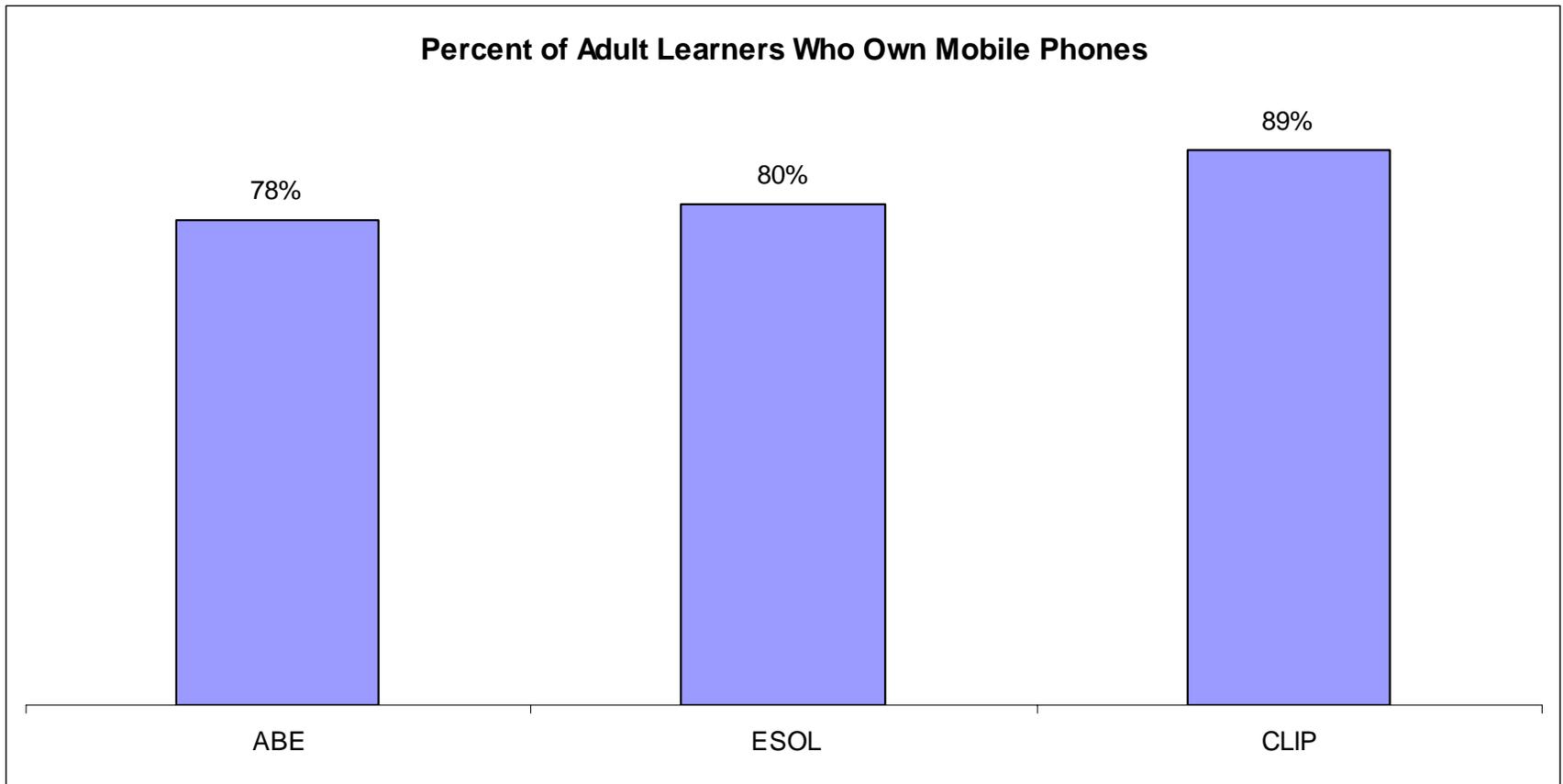


# Many Adult Learners use email, but few use it to communicate with their teachers or other students

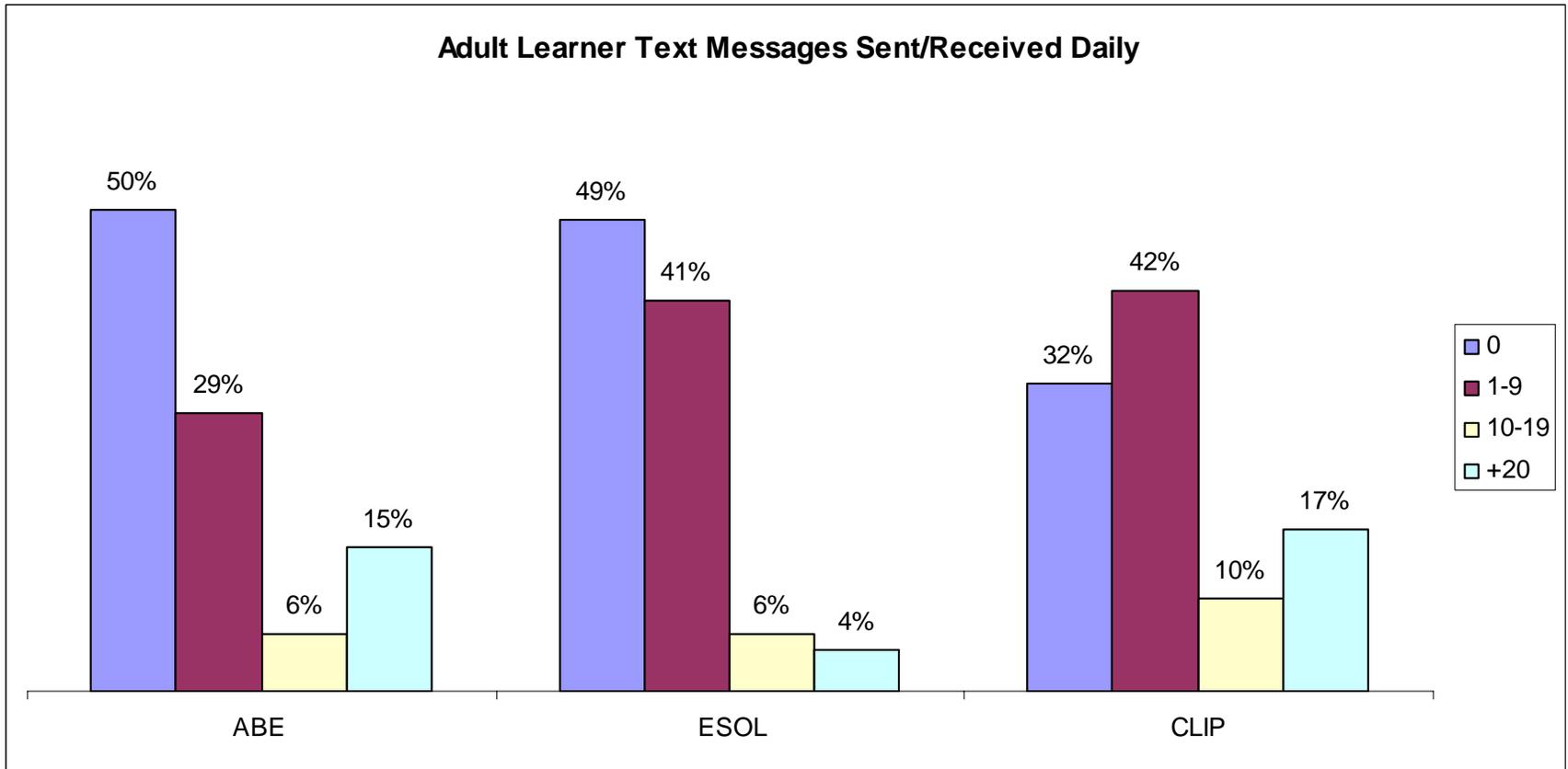




# Most Adult Learners own mobile phones



# Of the Adult Learners who own mobile phones, 50% or more used text messaging

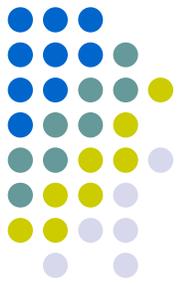


# More than one-third of ABE students belong to an online group or social network



None	63%
Yahoo/Google/MSN/AOL groups	25%
MySpace	20%
Hi5	10%
Facebook	9%
Personal blog	2%
Other	2%
Friendster	2%
LinkedIn	<1%

# Half of all ESL students belong to an online group or social network



None	50%
Yahoo/Google/MSN/AOL groups	33%
MySpace	15%
Hi5	14%
Facebook	9%
Other	4%
Personal blog	3%
Friendster	2%
LinkedIn	0%

# 82% of CLIP students belong to an online group or social network



Yahoo/Google/MSN/AOL groups	57%
Hi5	37%
MySpace	37%
Facebook	31%
None	18%
Personal blog	11%
Other	4%
Friendster	1%
LinkedIn	<1%

# Social Networking is commonly used, but rarely for school-related purposes



- ❖ Program Managers
  - ❖ 60% participate in social networking sites
  - ❖ 3% use them for school-related purposes
  - ❖ 18% said their teachers use social networking with adult learners
  
- ❖ Teachers
  - ❖ 45% participate in social networking sites
  - ❖ 7% use them with adult learners
  
- ❖ Adult Learners
  - ❖ 58% participate in social networking sites
  - ❖ 9% use them for school-related purposes



# Questions for Discussion

# What are your thoughts?



1. In today's world, should computer and internet skills be considered optional for programs, or should they be considered basic functional literacy and communication skills that all programs should address as a core requirement?
2. Given the dramatic growth in number and importance of resources and opportunities related to social networking, what should we be doing and helping learners to do together?
3. What are the opportunities for learners to take the lead in integrating computers and internet better into the fabric of adult education?



Please share your thoughts  
with us at [pkim@dycd.nyc.gov](mailto:pkim@dycd.nyc.gov)