

## VIRTUALTEACHER SURVEY RESULTS JUNE 2001

Country/ State	Computers with Internet Access	Access	Usage	Can you always log on?	Access Difficulties
NZ	10	33k	Executive usage only	No	8.30-9.00 2.45 - 3.30
US	72 +	T1 Digital High Speed Line	High	No	Random
Australia/SA	70	128K	Medium	Yes	No
NZ	150-180	128 ISDN	High 500Mb/weeks	Yes	
NZ	1/10 students	56K router	High	No	Sometimes for two or three days
Australia/Vic	15 +	dial-up single line	moderate	No	lunchtime
Australia/WA	45	2 x 56K Modems	High	No	
NZ	80	56K dial-up	Low	Yes	
Australia/Vic	85	64K ISDN	Low	No	when the provider's server is down,lunchtime even if connected it can get very slow
NZ	62	56K dial-up	Moderate	No	Yes we have a six user maximum on our Internet Gateway software
Australia/NSW	20	64K ISDN	Low	Yes	
Australia/QLD	36	128K ISDN	Moderate	Mostly	Only when server is down

Australia/NSW	6	Slow dial-up	No	No	Its worse after 3 pm, but also at various times of the day as well.
Australia/NT	60	download by satellite and upload via modem	Not Yet	Yes	Only when the server is down which doesn't happen very often
Australia/Vic	250	64K ISDN	High	Mostly, sometimes very slow	
US/Ca	4/class		High	Yes	
USA/CA	5/class + Lab + 20 Ibook travelling Labs	Fast T1	High	Yes	
Australia/Vic	14	56K dial-up			
USA/MI	10		Shaky		
Turkey	40			Mostly	
Australia/Vic	120		Low	Yes	
USA/III	78	T-1 connected to a satellite	Medium	Yes	We average an "outage" about once every three weeks. Some of these periods may last an entire day, but most usually only leave us without access for an hour or two. It usually seems to be difficult after large rain storms which cause trouble for the entire town - not just our school line.

USA/NJ	30+	dial-up	High	No	There is, but the library has the best as far as consistency of availability. However, they are ever so slow and often down. Our classroom computers are so old they usually crash, if the Internet works at all.
USA/NY	15+	Cable Access	Medium	Yes	
UK/London	32	ISDN	No		I am the only school user who uses it on a class level. A few teachers use it for personal emails.
Australia/NSW	50	64K ISDN	Increasing	No	Yes, middle of the day, Very poor access to net when a lot of pc's are on line
NZ	190	Cable Modem	High	Yes	
Australia/QLD	120		High	No	
NZ	30	Slow dial-up	Low	No	an unreliable network

## Comments

- One problem we had to deal with last year was the increased number of computers accessing the internet overloaded our firewall. We were „down%o for almost two weeks. Then we were UP without the firewall, but the laws here say you can,t allow students access without a firewall. [There has been recent legislation that says we aren,t supposed to be restrictive either, but I don,t want to be the first test case of a teacher whose students got onto a questionable site and the parents sue.] The firewall issue was finally resolved. Our District believes we need the firewall, so it will remain. USA
- A good proxy server is a big bonus - it means that not everything that is downloaded by each machine comes from the web, but from the proxy server. This speeds download times when a class is accessing the same material. It also reduces costs by shortening the connection times needed. We use Squid as our proxy server on a Linux machine - very stable and reliable.

- The school is cabled throughout with fibre between buildings and high speed switches at termination points. Thus far we have been able to maintain bandwidth and find this setup. Australia
- Teachers are so snowed under with the crowded curriculum that the internet is one thing too much. there is not enough money or time for professional development. slow speed of access is a turn off.
- We are looking at a satellite option once we have trialled this limited user option. We are concerned about giving students unlimited access even with guardian programs like NetNanny or CyberPatrol. Another option will be ADSL when it arrives in our exchange. The cost of both these options is prohibitive though (around \$250NZ per month and our school roll is only around 220)
- We hope to soon upgrade to satellite connection
- We are a small rural school and have no option but the telephone dial-up use for our internet which is very slow and expensive. We also have to use the same line as the phone as the extra phone lines the Education Dept. gave us, do not work! We have just added networking though so at least now the kids can all now surf the internet at the same time from the one phone line.
- A satellite connection would be ideal for us, but is unfortunately too expensive.
- Our school was built six years ago and was wired for the internet. At first Windsor High School was at our site.  
When we finally moved in we did have to change some of the set up since we preferred Macs. But otherwise, we have a very technology literate staff and a supportive administration.
- 56k internal modem operating from an iMac, LAN ethernet connection to every computer. I have come up with a cool solution to Macs and PCs sharing an internet connection through using an airport in the connecting iMac and setting it up as a software base station which will connect all computers, through TCP/IP, that are on the same ethernet network.
- If we can achieve fair speeds when six computers are connected at the same time all through one internal 56k modem on a Mac I can't wait to get ASDL (ADSL?). We are happy with what we currently have but more speed is always the issue.

- I would like to see more teachers using the Internet for classroom lessons and projects rather than just as a reward or "extra" option for those who have their work done. Most of the money for our tech budget has gone towards hardware and networking expenses with little leftover for professional development. I am hoping that our new technology plan incorporates more funds to provide ongoing workshops to allow teachers the chance to gain tech skills and learn ways to integrate the Internet and other technologies into their classrooms.
- It is not very good overall. Between the slow speed, the many times the Internet is down, and the few periods available for library use (everyone is in there leaving few open blocks) we cannot use the Internet much or often.
- Internet is usually totally unavailable about once a fortnight for a whole morning. Our internal email is usually unavailable for at least 75 percent of the time - but it does improve before 8.00 in the morning and after 4.00 in the afternoon. I also use FTP to upload work that I want for school at night. But approximately 50percent of the time this is either painfully slow or wont allow access at all. The borough tells me that their network was set up for only one school but now 80 schools are joined to it. (I was not told why they have tried to increase the demand and reliance on the technology without first upgrading the technology.) In Inner London, we are allocated a 'sevice provider' who holds our software and orders our equipment. This is all done on our behalf and is dreafully disempowering as we are often made to feel grateful for equipment that is bought for us, but is none the less incompatible with our existing equipment. I had to wait FOUR months for a technician to return to reload a basic wordprocessing package onto our server. (The service provider holds the software and wont allow us to have any access to it.) I finally understand the policy of 'teach a man to fish, rather than give a man a fish" !!!
- All students and staff must sign an AUP before Internet access is given. We log all activity and monitor these logs randomly but regularly. We do not use filtering software such as Cyber Patrol or Net Nanny. We

do block sites that we become aware of using the proxy server. We see education about appropriate use as more valuable in the long run. All usage is tracked by volume using a program called INGOT that debits each student's allocation for the year.

- Last comment: We have a 5 GB plan but increase ICT usage may push this well over. We must ensure that the usage is "educational"; many schools have open policies where students can download what they like (mp3s, etc). However, it is not an efficient use of resources to allow students to do this. The counter to this is the equity issue; if students (or staff) do not have Internet access at home do we allow greater freedom for these students.

Dear Cathy,

The subject of your research is exactly why I hit on the idea of creating the page below. When I worked in a school library recently, the network was continuously down, it was very slow, it would time out all the time and students were reluctant to use it. I kept asking why it was so slow and it had broadband, but made little difference. Students had limits on how much they could download, print etc. If they had not paid their "voluntary fees" they could not even use the computers. This proved difficult for the poorer students who were the ones who needed school computers/Internet the most. I ended up doing all my searches for links at home and the most frustrating thing was that I would do a work unit for a teacher who had requested it and then when he/she booked the class in, the network was down again.

I found it almost useless and we were a navigator school - in Vic about 9 state schools became navigator schools; they were the first to be on-line and networked and therefore provided inservices to schools as they came on-line. The school had 16 computers in the library, which was where I worked.

Regards,

Jenny Campbell