Interviewer: Okay, so tell me about what interactions you have with parents in terms of, kind of, advice around screen media.

Amy: Okay to be honest, my interactions are fairly minimal. The biggest time we actually see parents is during parent-teacher conferences if they come into the alum state and I would say by newsletter. That's my one, like, monthly communication tool I have with parents. So it's whatever I'm sending out in that newsletter, really, is more so the biggest communication piece I have with parents.

Interviewer: Is this a one to one school?

Amy: No.

Interviewer: Okay. Are kids allowed to bring screen media to school?

Amy: They are, yep. When they come in, like we have baskets at like our circulation desk in our classrooms have like hotels for their devices. Home hotels. Cause they're allowed to use them for class purposes but not just to, you know, be doing anything. So, we try to limit it to, like, usage for instruction purposes.

Interviewer: And then, are kids required to do things online for homework like through Google or anything?

Amy: Yes we use Google a lot. It's not standardized throughout our district so it's really up to the classroom teacher what they're using but I'd say 75% use Google. So we do a lot. We have a lot of Chromebooks, we're not quite one to one but we're close. So different departments have like two or three Chromebook carts in different classrooms and we'll circulate them out of the LMC as needed for people. So that's like a huge use, our Chromebook carts, and we have some iPads but it's not... they aren't used as much.

Interviewer: Okay and so do parents sign off... sign some kind of an agreement form? Do kids sign an agreement form?

Amy: Yeah we have an acceptable use policy so they sign that and that's at the beginning of the year at our registration process so everybody does that right away in August before school even begins; so that's how we address some of those.

Interviewer: Do you know if any parents ask questions about it or is it pretty much automatic?

Amy: That's a good question. I don't know how many parents don't, our registration process is online. So it's like a checkbox form, and if you don't want to agree, you can opt out by contacting the district office. So I'm not sure on numbers wise how many parents don't agree.

Interviewer: Right, right. Or ask questions.

Amy: Right, right.

Interviewer: Okay, so now your newsletter, do you ever put any kinda media mentorship or suggestions in there around screen media?

Amy: I feel guilty saying... I really haven't.

Interviewer: Absolutely don't. You know, I'm really interested in understanding the landscape. And as I say, parents really struggle with like too much information, or in some ways, and maybe not enough. So it's not, you know, a value judgment or anything. I really am genuinely interested in kinda of what's out there.

Amy: Yeah, I mean, what I usually try to do in those newsletters is highlight what we've been doing for the month, or what's coming ahead. So, I guess with like screen media, if we've been focusing on certain databases or using different devices, I'd highlight that. But it's, I would say it's more like what we're doing in school, not utilize things outside of school.

Interviewer: Sure, sure. And so what kinds of... Tell me about that, what databases and what kinds of screen devices are you using?

Amy: We use Chromebooks the most, definitely.

Interviewer: Oh, okay. For what purposes? Like, so, you could see that as kind of you're modeling for parents: these are educational uses of screen media, right? So that's why I'm asking a little bit more.

Amy: Here, like a good example, is we had seventh grade, they did a big museum project. They actually created a museum and they needed to do research. So we utilized the Chromebooks to search culture-grams through ProQuest. So we did like, some database research and then like why is a database versus Googling, so we talked about a lot of that. So they can dig in and kind of start using some of those resources.

Interviewer: And did you refer to that explicitly in your newsletter?

Amy: Yeah, absolutely. I guess we're trying to refer them to our website. Our website's brand new this year too, so in that sense, if they're utilizing it from a device or like

from home on their computer they're going there too; and highlighting that those resources are all on website.

Speaker 3:   Hi, guys. Thank you.

Amy: So that's, I guess one way that I'm like trying, not push, but like show them this is where we're housing everything and this is where you can access it from home. And how your students can too.

Interviewer: So you're really scaffolding their research process by providing user friendly databases and databases that kinda connect with the topics that they're studying, and activities that you've done, or other teachers have done. That makes sense. So, what other device, so you have Google...

Amy: We have Chromebooks.

Interviewer: And you have some desktops...

Amy: We have some desktops. We have one other hard computer lab in this school. And each of our schools have at least one; our high-school has more hard desktop, but we are converting a lot to Chromebooks just to be mobile. Because we're finding that that's more of a need. We do have tablets, mostly iPads, but we still have some Nexus tablets, too, that are utilized.

Interviewer: And are you in charge of all of those?

Amy: Mm-hmm (affirmative).

Interviewer: Oh, my!

Amy: Yeah, well they circulate out of the LMCs; we work in conjunction with our technology department, so they help with that system.

Interviewer: So now, I'm gonna ask you switch hats to elementary school teacher, the other life. So there's K2 and then 3-5?

Amy: Correct.

Interviewer: Okay. So those two schools, those two buildings have libraries then as well, right? So thinking about the newsle- do you send a newsletter home in those schools as well? And is it totally different?

Amy: Somewhat, a little bit. They also have Chromebooks, and each building has laptops too. But not as many laptops as Chromebooks, usually just about 30 in each school for laptops. But they're doing some of the same things, we're really trying to build off that website again. Like second grade, we even showed them

how to use Britannica School or Tumble Books. So I guess e-books would be another thing where we're utilizing the screen media. I did lessons on [a local software platform], we are participating in the, there like a new consortium for school libraries, this year; it's brand new so we're trying to highlight that a little more.

Interviewer: Like, with [this local software platform]?

Amy: Yeah, it's the [US State] School Library Consortium, and it's through [this local software platform] so we're just doing lessons on that to show them what options they have. Because audiobooks are also really popular with our students; but not so much other elementary, I would say they use Tumble Books more so, but again that's screen media too, that they're on. Because they really like the interactive books, where it like reads it out loud as they can click and flip the page. I'd say that's a favorite, at that level.

Interviewer: So, that's in school, you see that in classrooms, and the libraries in those two buildings?

Amy: Yes. Yep, we'll do lessons in library and then the classroom teachers utilize how to use some of those things.

Interviewer: So then your newsletters to the younger, the other two schools, they will also include things like this what we're doing in library lessons?

Amy: Exactly, yep. And I try to break it down by grade level, because like especially at the elementary school they're doing different things by grade level. Each quarter they're schedules kind of change, so like third quarter, second grade had a lot more instruction time in the LMC, and now fourth quarter, kindergarten will. So we're just trying to highlight, like what did we go through, so like data [inaudible 00:08:24] was one, Internet safety was another, so we're trying to highlight some of that then in those newsletters. And then again, like show the parents that pathway, like this is how you can access these, because we want kids to know that don't just have to do it here at school, you can do it at home.

Interviewer: Yeah, yeah, yeah, yeah, yeah. So you're really doing a lot of, kind of, that connecting around screen media in particular really, I mean as well as books for leisure and kind of other kinds of resources that are in the library making that home-school connection through your newsletters. So those are once a month, and are they digital or...?

Amy: They are, yep. They're pushed out through our school offices; we'll send them out once a month through email. They're also posted on the district websites, so if families wanted to just view them they could there too.

Interviewer: So can I access those?

Amy: I believe so, yeah.

Interviewer: Oh okay. I'll have a look. Great! So parents, so you don't have a lot of parents, even at parent-teacher conferences asking about screen media.

Amy: No, we really don't.

Interviewer: That's interesting. Don't be apologetic. I'm interested in, like I say, who parents see as experts in these areas, or mentors in these areas. So, is there any, do you feel like there's any information you would need to better advise parents, or advise I guess, you know teachers who are working more closely with parents, or in terms of kinda, uses of screen media, really generally?

Amy: I mean I guess for myself, if I could do more, like, professional reading or like learn a little bit more about what the best practices for it... Like how much students should be getting, something like that would be great. Cause honestly, like right off the bat, I'm like not sure that I know or would know what to recommend to a parent. [crosstalk 00:10:23] So I guess just knowing that, like what to recommend to parents, cause I might be caught off guard a little bit, like if a parent would ask me directly, I'd want to do some research to give them resources.

Interviewer: Okay, that's helpful. Once we finish here, I'll tell you why that's helpful. And then, do you feel like you have training in this area, in kind of advising parents? What's your, kind of experience and training like?

Amy: Some, a little bit. I wouldn't say that I'm an expert at it or that's my expertise is in that area, but like I said, I would wanna do some research or have materials to give them before I would just blurt something out.

Interviewer: Yeah, so tell me more about that then. So I'll tell you now why... So after all these interviews, and interviews with parents, we'll kind of think about what the needs are and then develops kind of workshop materials and we'll invite you to our workshop to kind of share those materials, share like a map of how parents make decisions, where they feel like they struggle, so that's why I'm trying to kind of understand where you think, you know, what you think you might want in terms of materials to advise parents.

Amy: I mean I would love to have something to give parents, on like what a recommendation is and...

Interviewer: For?

Amy: For like how much exposure-

Interviewer: Screen time-

Amy: Right, students should be having. And then, sometimes like it feels like students would rather, instead of reading the e-books, they want to read the hard book because they're already on the devices so much at school. So almost like finding a balance between how much time do they spend on a screen at school versus at home and where is it, like, where do you like draw that line between like, it's okay because it's for like educational purposes versus leisure time. So I guess, like knowing those two things and if it is separate or if it is all combined and it's like, how as a parent do I address it? Like when my student needs to use the computer for homework at home, and now you have like a limit of only two hours, and they spend it on homework versus anything for fun. So I guess those are things I would want more information on; about how to help parents with that.

Interviewer: What about, so you think parents are concerned about screen time?

Amy: I would think so. I mean, as a parent, I know I am, too. Cause kids are on their phones all the time; even between classes. Like, well, that's when we allow them to use it for free time. So they're on them a lot.

Interviewer: Do you feel that parents are also looking for advice on how to evaluate what the kids are doing?

Amy: Yeah, I definitely think, and some parents, I know I noticed at the high school, too, have different filters, where like if a students wants to download an app, we've found in the library well, I can't do that because my parent has to give approval... So I think some of those, like, safety features parents are interested in, and knowing, and that's something I'd need to learn more about on how to advise them on. But I think that could be a huge factor, like how to monitor and keep your kids safe online.

Interviewer: For sure. What about, do you think parents are asking about shouldn't my kid be doing coding, shouldn't my kid be doing, you know, what are the, kind of, other kinds of things kids should be doing with media?

Amy: I think so. We're in the process of trying to create some maker-spaces; cause we don't really have anything. We have like some table-stations and that's it. And coding was one of them. We have a couple different robotics options in the district. Our educational foundation, we have a grant for one of them. So we actually had a member, they lead our science club too, and they were interested in what are we doing with that and you need an iPad to work that, so it's definitely related to screen time. So I think it is something that our parents and our community want. Like coding, you brought that up, like that's definitely an interest but we'd incorporate that into a maker-space so try and give like different options. But I think it's definitely a desire of our community. And like the engineering aspect I think, as the kids, they get bigger too, and older, that's an area of interest as well. They're gonna be on screens doing that, like CAD is used at our middle school, and that was really popular.

Interviewer: What was that?

Amy: CAD. Through Tech-Ed. It's a computer program, so they do a lot, you know, on the screen for that.

Interviewer: What about like with the 5, 6, 7 year olds?

Amy: I think the same thing. I offered to do some robotics stuff with the grade level like that, I'll get just like a couple teachers, and it was like everyone wanted it. So I mean, I think it's like a desire but it's like how do we actually implement some of that. So they're interested, and the kids are too. But some of that though, we found that there's ways, not necessarily have to use a screen though too. We using Ozzlebots, and you can just use like paper and pen with those too. So it's like you can do both, so I think that's kind of nice to have options.

Interviewer: Okay. Anything else you would like to tell us about your role as a kind of potential media mentor, specifically for kind of families and this school district?

Amy: I mean, I would love for them to know that we're here to support them. So I would be open for more communication. And like I would love for families to know that they could come and ask us questions or ask for guidance on how to use a resource or like what they should be doing. I think like we just haven't like bridged that gap yet.

Interviewer: Well, [inaudible 00:16:57] cause you are, you know you're modeling all of that through your newsletters. What do you see as the purpose of the newsletters?

Amy: I mean, communication for one. And I think, in my eyes, I want families and parents to know what we're doing during the day. It's like, they're not here to see, and we do a lot of pictures, just so they can understand what we're covering and what's coming too.

Interviewer: That's great! Thank you.