

Findings Abstract

The Ameritech Classroom Experience: Two Years Later

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Researchers found no evidence that the returning Ameritech Classroom students performed different academic tasks than the non-returnees. Observation notes and interviews provided no evidence that the returning Ameritech students were more highly proficient with technology than were the non-returnees. There was no observed mentoring from returning Ameritech students that distinguished them from non-returnees. An unanticipated, and perhaps more important, long-term effect emerged in the study. Students and teachers repeatedly talked about how the first Ameritech Classroom experience changed the larger context. Other teachers became interested in technology as a result of the enthusiasm of returning Ameritech Classroom teachers and students. The returning teachers received a \$5000 Jennings grant to purchase equipment for their building, which they shared with their colleagues. It was frequently mentioned that the building principal became an ardent supporter of technology-rich instruction. According to the students and teachers, this change at the middle school “spilled over” to the high school.