

Decision-Making Points Affecting
the Transition from a Textbook-Dependent System to
a Digital Learning Environment

Daryl Diamond, John Hardman and Steve Urdegar

Faculty Sponsor's Name

Dr. John Pisapia

Department of Educational Leadership

College of Education

777 Glades Rd., FL, 33431

(561) 297 3550

jpisapia@fau.edu

Abstract

This study examines the decision-making points that facilitate or impede the removal of textbooks from a large public school district in South Florida and the implementation of digital learning environments. Data were drawn from interviews with key stakeholders, surveys from teachers attending summer workshops, and analyzed using a mixed methods design. The sample for the qualitative interviews was comprised of one school board member, a chief technology officer, a director of professional development, a professor of higher education, three area technology specialists, four principals, one assistant principal, one media specialist, and one curriculum specialist. Five of the participants were female and nine were male. Eleven of the participants were Caucasian, two were African American, and one was Asian. The sample for the quantitative portion of the study was comprised of 189 teachers. Of those, 64 were from elementary schools, 85 were from middle schools, and 28 were from high schools. Twelve could not be classified. No demographic information was collected. Findings showed a number of initiatives intended to establish a district-wide digital learning environment to be conditioned by factors of leadership, teaching and learning, equal access to technology, political factors, and professional development. This report offers recommendations to facilitate the transition of the district able to work collaboratively in establishing a quality, technologically supported learning environment that will respond to the demands of the twenty-first century.