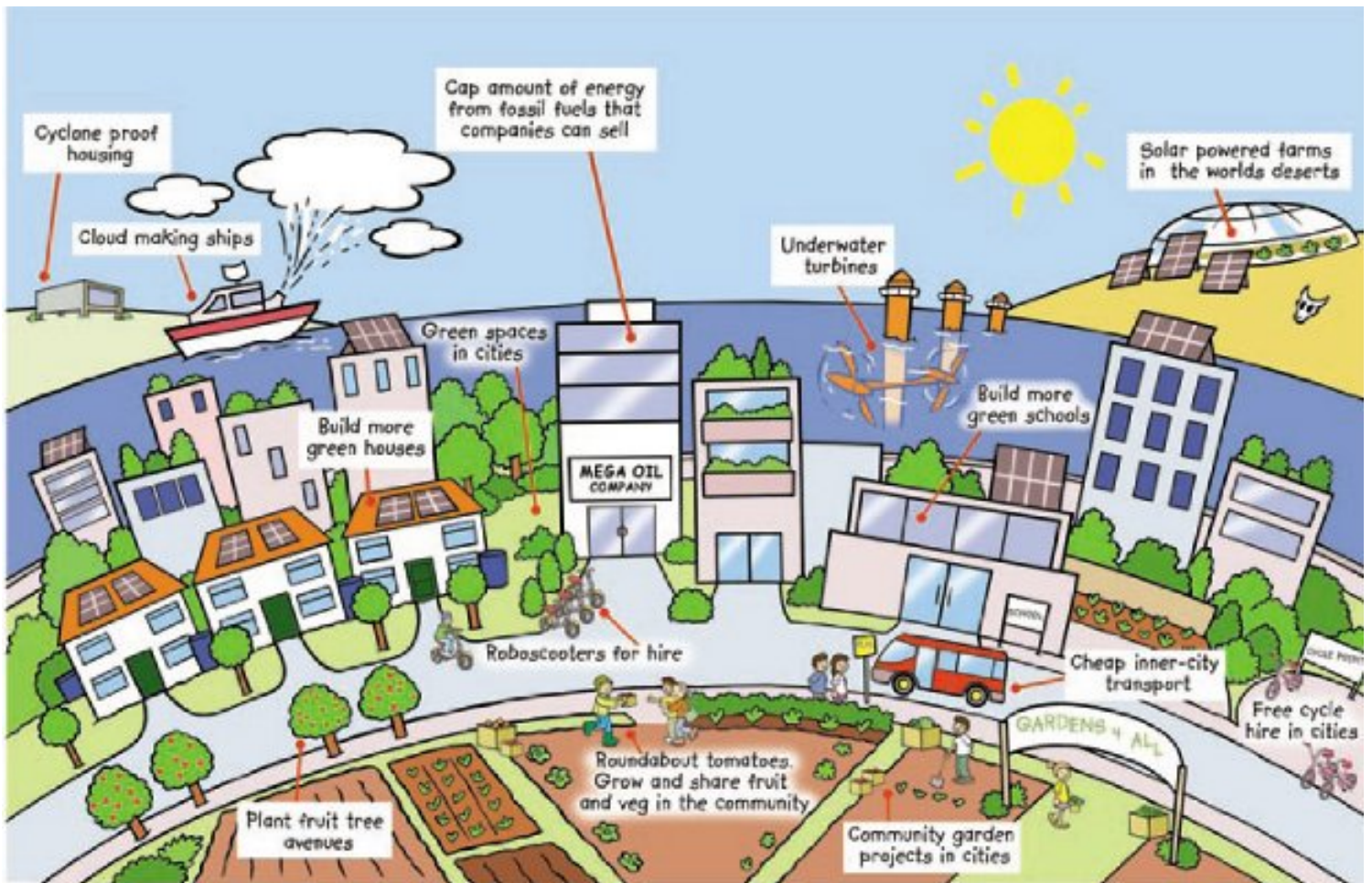


# Green Lane Diary – April 2013 Survey

Exploring delivery models for 2013 program



## Green Lane Diary – April 2013 Survey

### Alternative funding, online/print delivery model, use and curriculum alignment

#### Highlights of survey

- Green Cross Australia surveyed 400+ teachers and other Green Lane Diary users to explore funding and delivery models for the 2013 program, because despite increasing demand for diaries, we have not yet found a sponsor for printing/distribution.
- 64 teachers responded to a survey to explore funding and delivery options for 2013, when we anticipate 50,000+ students will be signed up. The cost of printing and distributing 50,000 diaries is \$1 per diary.
- 64% of teacher who responded are able to pay \$1/diary to have print copies delivered to their schools, assuming we do not raise funds to print and distribute diaries for free.
- 83% are eager to do the program online if we are not able to print diaries at all this year.
- 27% of teachers have limited or no access to computers in the classroom, so would have to use computer labs.
- 19% of teachers have daily access to iPads for teaching in the classroom, others have limited access, and 60% of teachers have no access to iPads at all.
- 95% of teachers feel Green Lane Diary aligns well or very well to the National Curriculum.

#### Background

Since the Green Lane Diary was piloted with 14,000 students across Queensland schools during Term 3 2010, the program has scaled nationally to reach 24,000 students in 2011 and 42,000 students in 2012. Teachers have signed up for the program by word of mouth, reflecting its heart connection with environmentally minded educators.

The program's excellence is recognised widely. The 50 page Print Diary and Scrap Book insert was runner up for Publishers Australia's 2011 Excellence Awards in the "Special Edition of the Year" category, and <http://www.greenlanediary.org/> won the "Best Education Website" prize in the 2010 Australian Web Awards as well as two international website awards. Our interactive iPad magazine is being promoted by Adobe as a case study of excellent interactive publishing.



The achievements of hundreds of students and schools over the past three years, inspired by Green Lane Diary, have been shared through youth TV and radio programs and in the media.

Over the past three years, Green Cross Australia has been able to offer print diaries to schools at no cost, with sponsorship from diverse State and local government and companies.



2012 Courier Mail celebration of Green Lane Diary awards

With growing pressures on governments to cut sponsorships, and with tight corporate social responsibility funding, in 2013 we find ourselves in the position of having no or limited funds towards print/distribution costs.

### About the Survey

During early April 2013, we undertook an online and phone survey of 482 people including teachers, environmental centre directors and participants from zoos, child care centres and home-school parents who participated in the Green Lane Diary program in 2012. This group included around 350 teachers.

We did the survey in order to explore funding and delivery models for the 2013 program. We sought feedback about charging a small fee for print Diaries as well as feedback about how the Diary is used, availability of computers and iPads to access interactive tools, the Diary’s impact through projects and activities, and national curriculum alignment.

### Survey dimensions

Number of surveys distributed online	482
Number of teacher online responses*	53
Total responses as a % of surveyed	13%
Online survey report - generated on FLOQ	( <a href="http://floq.co/xrXgx">http://floq.co/xrXgx</a> )
Number of in depth conversations on top of online survey	11
Total number of online and verbal responses	64

\* Note – not all online respondents answered every question

## Key survey findings

Would your school be able to pay this small (\$1) fee for each diary in the future?	Yes – 64%
If delivered solely online, would you and your students continue to use the diary program?	Yes – 83%
Would you be able to print copies of the diary content and scrapbooks for student use?	Yes – 65%
Do you have restrictions on printing budget?	Yes - 84%
How useful is the website?	Very – 45% Somewhat – 47%
What access does your class have to computers?	Limited access (2-4 per classroom) - 12% Very limited access (1 per classroom or 1 hour of computer lab access per week – 15%
Do you have access to iPads for use in teaching?	Daily – 19% Weekly – 6% A few times each term – 15% Not at all – 60%
How well does the Green Lane Diary align with the National Curriculum	Very well – 47% Well – 47%
Would having prescribed units with lesson plans on energy, biodiversity, civics, water, waste enhance the program?	Yes - 93%
What are preferred terms for the program?	Term 3 – 66% Term 4 – 16% Either – 19%

\* Note – not all online respondents answered every question



## Comments captured online and through phone interviews

- Teachers provided some great suggestions around how this could be paid, including incorporating the diary into the book pack for the next year, teachers paying for themselves and claiming a tax deduction, using a school fund, or getting parents to pay for each child.
- For those who wouldn't use it, it was largely due to lack of internet/computer/iPad access. A number of those teachers who would continue to use found that the program would be less effective/engaging for students without print diary. It would also raise more equity issues (depending on students access to internet/computers at home).
- When asked if they preferred the print scrapbook, or an online log in project management site (for the students to keep diary content and projects), the majority said BOTH.
- However, the print scrapbook was considered invaluable in terms of providing a tangible record of students work, and as a way to engage their family. One teacher described how "her students wanted to keep scrapbook until they are grandparents, to show their grandkids what the environment was like when they were young, and what different animals were around".
- The majority faced restrictions on their printing budget, which would mean they'd have to be quite selective about what they printed. At one school, teachers had been given personal printing bills if they exceeded their small allowance.
- Teachers have to justify quite strongly how they spend their time and the more aligned it is with the curriculum, the easier this is to do. However, some teachers mentioned that they are very time poor in terms of covering curriculum content & that there are already too many curriculum resources available for them to use.
- Teachers valued the flexible nature of the diary, and the variety of content it covered.
- Teachers used the diary for literacy, visual literacy, comprehension, homework exercises, and even handwriting practice. One teacher stated, "It fits well because is broad and ambiguous. It allows teachers to make more specific and relevant to local issues. They can take big world concepts and pull key threads out of it"
- Having the diary earlier in the year means that kids can spend more time on their projects, and teachers can integrate the diary across more material.

