

A Qualitative Study of Teachers' Perceptions of Newspaper In Education

Prepared for



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INTRODUCTION

In spring 2010, the Foundation released “NIE in 2010 = Leaner + Locally Focused + Digital.” That research report, for which nearly 200 educational service professionals were surveyed, showed that Newspaper In Education (NIE) is an evolving landscape with a broad spectrum of programs, from traditional ink on paper to e-editions to multimedia.

The Foundation further explored the current state of NIE and what might be done to advance it in the current environment by organizing a strategic planning process with educational service professionals in summer 2010. Several issues emerged.

- As teachers from the baby boomer generation retire and a new generation of young teachers becomes increasingly prevalent, there is a need to raise awareness of the value of NIE.
- Significant changes in educational policy have occurred in recent years. Reforms such as No Child Left Behind (NCLB) continue to affect and alter instructional practices.
- Technological advances are assisting schools in engaging and improving student learning across skill levels. Further, young people expect news and information to be on-demand and interactive; static data is of little value to them.

As a result of that process, the Foundation decided to explore educators’ attitudes toward NIE. Focus groups and telephone interviews were held with middle- and high-school teachers and librarians in six communities to determine why they do or do not use newspapers in their classrooms. The goal was to collect information that could be used in considering strategies to raise the visibility and usage of NIE programs.

Focus groups and telephone interviews were conducted by Clark, Martire and Bartolomeo Inc., a New Jersey-based research company that has worked with the Foundation and NAA in the past, in December 2010 and January 2011. What follows are the findings.

OBJECTIVE OF STUDY

The objective of the research was to examine the current state of NIE and its prospects for growth by exploring the views of teachers currently involved in the program as well as those of teachers who are not currently participating in NIE.

Teachers involved with NIE programs were asked:

- What do you see as the value of NIE?
- What are its strengths and weaknesses?
- How do you see your local NIE program/local resources?
- How would you like to see NIE programs evolve/change?
- What resources would you like to have that are not currently available?

Nonparticipating teachers were asked:

- How do you view NIE?
- Are you aware of NIE programs?
- Do you ever use newspapers in the classroom in informal ways?
- What value do you see in NIE?

- What do you see as the strengths and weaknesses of using newspapers as a formal, regular part of the curriculum?
- What impression do you have of the local NIE program?
- What resources would you like to have that are not currently available?
- How would you rate the contents of the local NIE program?

Focus groups were conducted in four markets: Denver, Phoenix, St. Petersburg, Fla., and Washington, D.C. In each market, one focus group was conducted with participating educators and another with nonparticipants. In addition, 31 telephone interviews were conducted with educators in Memphis, Tenn., and northern New Jersey.

OVERVIEW OF FINDINGS

1) Various factors in the school environment influence teacher receptivity to NIE.

- Teachers feel they have limited flexibility regarding the curriculum. This is driven, more than anything else, by the role of state standards and standardized testing. Lack of flexibility has a major impact on how NIE is perceived and used. It means that teachers feel severely limited regarding what might work given curriculum constraints. It also means that NIE programs must tie NIE materials to standards in an easy-to-use manner.
- Teachers also feel a sense of enormous time pressure. There are two aspects to this. The first is limited professional/personal time, which has consequences for NIE in both awareness and usage. It also means teachers must be convinced the program is easy to use, easy to access and not another drain on their time. Similarly, the school day is so heavily structured that teachers have limited class time for materials that do not fit the curriculum.
- Perhaps the critical environmental factor affecting usage of NIE is the limited awareness of the program that exists among teachers. Even teachers involved with NIE programs are not always aware of the breadth and depth of available materials. This is partly the result of the time pressure they are under, but communications and training issues exist as well.
- Changing technology is a doubled-edged sword. In many ways, emergence of e-editions and digital content opens up enormous opportunities for NIE programs. Teachers like the technology and believe their students like it as well. However, it is limiting in other ways. Some teachers complained of insufficient access to computers and the Internet in classrooms while others argued that print copies make it easier for them to use NIE materials with students.

2) The movement to digital has also opened up an enormous number of competitors to traditional NIE materials.

- These include: websites of cable channels, such as Discovery, National Geographic and CNN; Google, where teachers turn to find highly specific material; and proprietary publishing websites, some of which are subscriber-based.
- The competition is viewed as strong for a variety of reasons, including the fact that competitor websites tend to be seen as livelier and better indexed.

3) While teachers' thoughts and opinions on how to package and present NIE materials varied, some themes emerged.

- Given the time constraints and state mandates under which teachers operate, it is critical for NIE materials to be easy to access and easy to identify by topic, grade level and ideally by the state standards/objectives they help to reinforce.
- There is a need for variety, but shorter is better. Teachers cited a wide variety of types of materials as useful. For example, a tabloid on Mexican culture was mentioned as particularly helpful. However, teachers tended to gravitate toward materials that are short and easy to use, such as a two-page document with one page for the student and one page of notes/ideas/questions for the teacher.
- Teachers said that increasingly, for something to be part of the curriculum, it must be aligned with state standards.

4) Teachers also offered thoughts on the benefits of NIE content and materials.

- Content elements can serve many masters. In other words, sports stories and statistics can be used to encourage reading or to make decimals more relevant. An editorial about global warming can be used for persuasive writing or for science. The richness and variety of NIE content is one of its great appeals.
- NIE materials encourage students to read and evaluate informational text. Teachers said students will need that skill in the real world.
- Another perceived benefit of NIE is that it encourages students to be civic-minded and think about issues facing their communities and the world.

5) When asked what other NIE content/resources they would like to see, teachers made several suggestions.

- Streaming video and visuals, which are considered a major plus and help to engage students who are drawn to the visual.
- Tools for parents: The Internet enables teachers to communicate with parents and provide links to work that can be done with parents at home.
- Student submissions: One way to encourage students to write is to create a place on local NIE websites for student submissions, including contest entries and commentaries.

6) Improving awareness and accessibility would boost use of NIE. When teachers reviewed NIE materials during the focus groups, they suggested communicating what is available and making it easier to find and use by:

- Advertising and promoting NIE inside schools by providing posters for teachers' lounges, magnets with the NIE website URL, and the like.
- Targeting "intermediaries" such as school administrators, department heads and librarians in addition to expanding communications directed at end users.
- Expanding training programs through on-site efforts and webinars.

- Promoting the depth and richness of NIE offerings through webinars and online videos teachers can access at their leisure.

7) All in all, sharing information on NIE and the breadth of NIE materials in different markets with educators was enormously positive.

- Teachers in both groups found NIE materials to be quite credible and indicated that NIE would have a favorable impact on their students.
- There was widespread agreement that NIE materials would be seen by students as more engaging than traditional textbooks for a variety of reasons, including novelty/change and greater relevance, as well as the local nature of the materials.
- As a result of exposure during focus groups to the depth and variety of NIE materials, teachers were in near universal agreement that they would use them more in future. This expectation of greater use was true among both users and nonusers alike.

THE BOTTOM LINE AND NEXT STEPS

All in all, results of this qualitative research were quite encouraging. In eight focus groups across four markets, teachers said they would use their local NIE resources more in future.

However, for this to become reality on a larger scale, online NIE resources must be made completely searchable and easy to use. Resources must be aligned with curriculum standards (objectives). Also, there must be a substantial improvement in promotion and training to build real awareness of the depth and richness of NIE offerings.

Other suggestions:

- Develop 21st-century digital promotional tools, including webinars and videos that effectively communicate the depth and extent of available NIE materials (e.g., hundreds of lesson plans) and how to use them to boost literacy and meet educational objectives. Make it clear that NIE materials are free, easy to use and will actually save teachers time trying to find materials.
- Continue to print more substantial inserts that have a longer shelf life (e.g., Civil War, Going Green, Global Warming) that can be saved and reused on a cross-curricular basis.
- Promote in NIE in every way feasible (posters for teachers' lounges, buttons for the start of the year, Facebook pages, etc.). Also, publicize URLs for local NIE websites and make it easy to find NIE links on core websites.

DETAILED OBSERVATIONS

Teachers have limited flexibility regarding curriculum.

Teachers felt constrained by state assessment standards. They said curriculum is tightly controlled, leaving them little flexibility with regard to their time and the choice of classroom materials. This trend has increased significantly over the past several years and appears to be the new norm in teaching protocol. As a result, teachers felt they have little leeway when it comes to lesson planning and introducing new concepts and materials into the curriculum.

- “It’s difficult to fit NIE into the curriculum.”
- “There is pressure to influence test scores and this material is not on the tests.”
- “I would need to find ways to fit it into the curriculum. Need to pick and choose.”
- “Time appropriateness – with all the standard-based testing, teachers need to pick and choose because we have to prepare students for tests.”
- “The media print test results on whether schools are failing or not. I have to decide, do I want to do something off curriculum or stick to it to improve test scores?”
- “It’s not on the test. It’s good information, but not on the test.”
- “The front-page talking points take too much time away from testing standards.”
- “If it can easily be tied to standards by grade level – I don’t have a lot of time.”
- “I question how easy it is to utilize and integrate the NIE material into your lesson plan.”
- “Teachers feel really, really pressured to follow the curriculum.”

Materials are needed to reinforce/support standards.

Teachers said they need materials that reflect state-mandated standards. NIE materials that help support and reinforce specific standards would be regarded as highly appealing.

- “In our district, there is a push for standards alignment. So when we take resources (NIE) from the site and use them, we have to make sure it aligns with the core state standards. It would be nice if that were already done and indicated on the material.”
- “Anything I want to use, I have to justify to administrators as standards-based.”
- “Activities accompanying curriculum need worksheets tied into benchmarks.”
- “High interest in aligning with the benchmark.”
- “Tailor it to NJ ASK (New Jersey Assessment of Skills and Knowledge) testing. The state is coming out with new standards, and has to relate it to core curriculum standards.”
- “If it’s aligned with standards ...”
- “The worry in some schools is, ‘This is not our curriculum.’ ”
- “I want to have an assessment and objective in mind before using any materials.”

New teachers have a greater need for NIE materials.

Over the years, teachers create archives of materials they believe work for them. While there is always a place for fresh materials, new teachers appeared to need them most.

- “Resources for teachers to use in the classroom instead of having to do extra lesson-planning.”
- “New teachers at their orientation – show them. They’re more open to trying something new.”
- “I am a first-year teacher. I don’t have that much stuff yet.”
- “I’m a new teacher. Any resource I can use to keep my students entertained and engaged, I’m going to use. I’ve never heard of the NIE program, but it sounds like a good program.”

Awareness of the nature and extent of NIE resources available from local newspapers is limited.

Most nonparticipating teachers seemed to have minimal familiarity with NIE. Specifically, when compared to their familiarity with Discovery Kids and other resources available to them, some teachers appeared to be less familiar with NIE. In addition, NIE outreach and marketing efforts

were perceived by most teachers to be either nonexistent or significantly reduced from past years.

When exposed to the range of materials available online to teachers through local NIE programs, teachers expressed surprise at the depth and range of materials. This held true even for teachers involved with local NIE programs.

- “I didn’t realize there was so much available.”
- “Make it more accessible. I never heard about it before.”
- “Get information to them. I don’t think every teacher knows about it.”
- “I was unaware of all of the resources that came along with the e-edition.”
- “I work on BlackBoard with other teachers and I look for things to add and I was unaware of these things.”

Time pressures and limited training contribute to lack of awareness of NIE programs.

Several reasons stood out with regard to lack of familiarity with local NIE programs: 1) a general lack of outreach by NIE programs; 2) the feeling among teachers of being under great time pressure and having limited opportunity for exploring local NIE resources that might be useful; 3) limited to no availability of training or preparation from NIE to help teachers better understand what is available or how best to use the program; and 4) the feeling that many local NIE websites are less than user-friendly in terms of site navigation and searchability.

- “The navigation of the site is more cumbersome compared to others.”
- “How would I fit this into my schedule?”
- “It’s too confusing. How much would it take me away from my established curriculum?”
- “Time-consuming to investigate what you need. I only have five minutes while the kids are at recess.”
- “For me to teach it, I need to contextualize it.”
- “It’s time-consuming. I wouldn’t want it to be cookie-cutter.”

Tagging and the ability to search by grade level, subject matter and relevant standards are important.

Teachers were in widespread agreement that to become more relevant and useful, local NIE resource materials available online should be searchable on a variety of levels, particularly by grade level, subject matter and goals/standards.

Goals/standards refer to what skills the material might be used to support – for example, independent reading, drawing inferences, compare and contrast, etc. The ability to search according to curriculum standards was likely the single most suggested improvement mentioned by teachers who were shown their local NIE sites.

- “I had trouble finding articles using search. It didn’t take me where I want to go.”
- “Have an online database that is searchable by subject and grade and core curriculum standards.”
- “Is there any way to organize the material by standards? It would be great to be able to flip through 20 things tied to standards, especially if looking for something students are having trouble with.”
- “The NIE website isn’t student- or teacher-friendly. It’s not easy to look up specific articles.”
- “It would be nice if how it aligns with core standards were indicated on the material.”
- “You want to quickly get to the skill and the standard (the lesson addresses).”

- “If we are going to have Web resources, they have to be searchable and quick and easy to use.”

Technology and technological issues play a role.

Classrooms of participants varied enormously in terms of technology, including whether students have access to computers in the classroom, whether there are projectors of any sort and the availability of interactive whiteboards. Availability of computers is a key barrier to broader adoption of the NIE materials.

- “We have one computer lab for 2,000 kids. It’s difficult to get in there.”
- “I only have one computer in my class.”
- “Need to have access to a computer lab where you can bring it up (for them to see).”
- “Every classroom in my school has a whiteboard.”
- “We switched to the e-edition this year and we haven’t used it as much because there isn’t a computer for every student and they still need something they can touch.”
- “By the time the students log in, you have used five-10 minutes up; it’s easier to use printed newspapers.”

Opinions differ on print versus digital editions.

Teachers were divided regarding the move from print to e-editions. On the one hand, they point out that students like technology. On the other hand, there are a number of advantages to having printed newspapers and special sections, including ease of use.

- “Students have limited computer access.”
- “Before I got the free papers, I used the e-edition. Having the actual paper reminds me to use it more. So it (use) has increased. I have a deck of cards – find this in the paper, find that in the paper. It’s pretty cool.”
- “Prefer hands-on hard copy.”
- “Using physical newspapers is old school. Computers are more appealing.”
- “My use of NIE has gone up. Our school has a new computer lab with increased access. I use the online worksheets from NIE during computer lab twice a week.”
- “I don’t have time to hand out 30 newspapers to each class.”

Keep it simple.

Because of limitations on their time and constraints of state-mandated curriculum, teachers often said they favor NIE materials that are short and easily incorporated into lesson plans. Larger and more complex curriculum resources have a potential role to play, teachers said, but it is a more limited role. For example, such materials might be used as part of a group exercise that helps with team-building early in the academic year or if it happens to coincide with a major unit in the core curriculum. However, the likelihood that a 100-page manual will be reviewed by teachers and used in the classroom is limited and becoming increasingly so in the markets we visited.

- “I search Google for articles and news.”
- “Doesn’t require much prep time. The kids log on; it’s simple to use.”
- “Easy to use; you can get information in 30 seconds from the computer. It’s simple.”
- “Very accessible – not a lot of things to read and prepare for.”
- “Make it easier. People get intimidated by workshops.”

- “It takes so much prep time to do some of these things (use NIE materials). Time is a valuable commodity.”
- “Teachers lack the time to pull together all of the various topics and tie them into the curriculum. They are so busy achieving the performance goals, they don’t have time to figure out themselves how to tie it into the various different lessons. The more complete the NIE package is, the more likely teachers will use it.”

Various factors play into the ideal length of NIE materials.

While there was general agreement that shorter is better, teachers said the ideal length for NIE materials depends on the situation. Longer, more substantial materials can be useful at the start of the year to help spur teamwork or at the end of a grading period before a new major unit of the curriculum begins. They also can be useful for deeper study of subject matter such as Black History Month, the environment or the Civil War, and for specific objectives, such as use by a substitute teacher, use as part of a significant ongoing project or independent reading.

- “I did a whole special edition unit on Dia de Los Muertos. It included crafts and materials on language and culture. We had a great time.”
- “A curriculum guide: Would I go through this? Would I actually take the time?”
- “Shorter is better. ReadWriteThink – it’s more spoon-fed. Teachers would be more likely to use it.”

Ideal format of NIE materials raises the print-versus-digital question.

While teachers often took a “shorter is better” point of view with NIE materials, many also saw a role for longer, more substantial materials. When it comes to longer thematic materials, sections/inserts printed on newsprint are preferred for various reasons. One is that for many teachers, making hard copies is a problem as access to copiers is limited. Also, while accessing digital files has some appeal, some teachers complain they do not have access to in-room computers, projectors or interactive whiteboards.

Visuals and video have real appeal.

One of the things teachers said they like about NIE materials is their visual nature – photos, illustrations and video clips. Teachers said the visual element is one reason why NIE materials appeal to students, particularly given what many teachers describe as an increasingly distracted and preoccupied student body.

- “It needs more video and online activities.”
- “I’m curious about a link for social studies.”
- “I like the interactive world map. Click on different countries and see what’s happening in the world.”
- “Teachers are visual.”

NIE helps students work with informational text.

Teachers often pointed to NIE materials as meeting a need for getting students to read nonfiction and evaluate informational text.

- “The opportunity to be reading informational text ... it is different from reading literary text.”
- “It’s hard to get kids to read nonfiction. It’s nice the newspaper has just the right size articles on sports people and other topics kids like.”

- “I use it to teach how to read nonfiction.”
- “It gets kids reading more nonfiction.”
- “Students are able to find real-world information. It’s important that they can take things from the newspaper and apply it to their curriculum, so they’re learning more than words and concepts. They’re learning life situations.”

Political cartoons and editorials have appeal.

Political cartoons were often viewed favorably by teachers as instructional tools. They were seen as fun, engaging and useful for a variety of educational objectives. Similarly, editorials and op-ed columns were also considered particularly useful for illustrating and examining persuasive writing.

- “The political cartoons are a great idea. You can use that for government, civics, etc.”
- “I use the cartoons for social studies, government and in English for examples of satire.”
- “Sequence of events (works) for the cartoons – putting things in order.”
- “I like the political cartoons. I like how they have a blank sheet for the kids and the other side has the teaching notes.”
- “Exposes kids to techniques that real writers use.”

What content would teachers like added to NIE?

Teachers pointed to a variety of other content areas/functions they would like to see added to NIE, including more teen-centered topics, tools for parents and the ability for teachers and students to provide comments/submissions.

“Teen-centered topics are hard to find – i.e., dating, relationships, things at home, scholarships.”

“Topics such as bullying.”

“Nonsports-related articles written by teens.”

“The ability to submit and share lessons/lesson plans would be great.”

“Make website more parent-friendly.”

“Parent resources so parents can work with kids at home.”

“Too much on the page. I can’t send messages home to parents that are more than seven lines because they’re not going to read it.”

Digital sources compete with NIE.

The move to e-editions put NIE programs head-to-head against a vast array of online competitors. Teachers said these competitors – including Discovery, CNN, PBS, NBC, Scholastic, Avid and EBSCO – are sometimes seen as easier to use and more appealing than local NIE.

- “United Streaming – sponsored by Discovery Education. It is broken down by grade level and topic. It’s easy and user-friendly.
- “I use Avid Weekly. They e-mail me articles that are of interest to me – specific to my interests by age group, reading level, topic, etc. I also check the Avid website.”
- “EBSCO – a subscription site for journalism newspaper articles.”
- “CNN does a student news episode. It’s daily and it’s visual. It’s very interactive. If you’re trying to get them aware of what’s happening in the world, it needs to be something that grabs them, that catches them.”

NIE resources are seen as engaging.

Once exposed to the content, teachers seemed to accept the view that NIE materials are more engaging than traditional teaching materials for several reasons: Students are interested in the subjects available through NIE, such as sports and local news; NIE materials represent a change from routine; and NIE materials offer a great deal of currency and connectedness with the world around them. Also, there is a novelty factor.

- “It provides a wide variety of materials.”
- “It has real worth, relevance; it is authentic learning about things that will affect them in the outside world.”
- “Ties pop culture into learning – read about Justin Bieber and learn my standards at the same time.”
- “Adds diversity to the classroom. It is a good supplement.”
- “It’s relevant to kids (local section). Kids connect with it; they always find local things. They like it because it is local.”
- “Connects kids to the real world.”
- “It’s very current and it’s not daunting to read newspapers compared to books.”
- “It teaches the kids that there’s a lot more going on in the world than just in their immediate lives.”

Encouraging newspaper reading is a worthy goal.

Teachers often pointed out that their students’ parents are not reading newspapers. They said that encouraging their students to read newspapers is a worthy goal in and of itself. Also, they suggested that an actual print edition is necessary to encourage newspaper readership.

- “Gets kids familiar with newspapers. They are excited to read it.”
- “It gets them familiar with the newspaper format – sections, how the paper is set up.”
- “Kids become readers of newspapers.”
- “Many students don’t get the paper at home and are not exposed to the news.”
- “I like kids to hold hard copies of newspapers, going through sections of the paper, locating information and knowing how to jump to another page.”
- “It improves their reading, especially vocabulary, and it exposes them to newspapers.”

NIE promotes cross-curricular learning.

One advantage of NIE materials is that they facilitate cross-curricular applications and learning, such as reading the sports section to explore decimals in math.

“All the subjects in newspapers – it can be used in a cross curricular way.”

“The opportunity to do cross-curricular engagement.”

“Cross-curricular – that you can find useful materials in any subject matter and grade level.”

“How it goes across all curriculum areas.”

NIE promotes good citizenship.

Another benefit of involving students in NIE materials is the importance of civic and good citizenship.

- “Use to teach how to become informed citizens.”
- “Helps to build good citizens, learn to be good citizens.”

Fundamental issues with NIE are communication and organization, not developing new or different materials.

After reviewing materials from local NIE programs, teachers indicated that doing a better job of communicating what is available is necessary in order to reach more teachers, rather than creating new curriculum materials. In fact, many participating teachers rely on materials they have used in the past as opposed to seeking new NIE materials to incorporate. The reason for this is the difficulty in easily finding new materials linked to the standards that are required in teaching a given lesson plan. Making those materials easier to find, access and incorporate into their curriculum will remove a significant barrier to use.

- “I don’t think they (NIE programs) are missing content. The question is how easy (it is) to utilize and integrate the content (that exists) into your lesson plan.”
- “Navigation of the NIE site is more cumbersome compared to others.”
- “I still think the pizzazz factor could be improved. Kids get on there; it’s stodgy. Can add pizzazz and simplify at the same time.”
- “Build a tutorial into the website, but you would have to be accountable to view.”
- “On the website, have a video clip on how to use this.”
- “Get the word out. I didn’t know it was this in-depth and comprehensive. Is it free and can I get it?”

More and better promotion is needed.

Teachers frequently pointed out that NIE efforts to communicate with educators have been inadequate at every level, including advertising, promotion and other forms of outreach to schools.

- “More material about the program. I didn’t know about it. More literature, e-mails, maybe send a representative to the schools to talk about it.”
- “Getting the information out there. I didn’t know the depth and breadth of some of these things.”
- “You have to sell it to make it more attractive to teachers.”

Workshops and professional development are important.

Teachers suggested workshops or webinars as the best way to communicate what is available. In fact, some existing users credited past training workshops as a key reason they began using NIE sites. Yet, there are obstacles to workshops. Teachers may not be drawn to existing workshops because they do not understand the potential benefits in the first place. Also, workshops are costly and time-consuming. As a result, webinars or other forms of electronic education may offer a more effective way of reaching teachers in large numbers.

- “Professional development – teacher in-service, get the word out to what NIE can offer them.”
- “I know teachers are always looking for professional development/in-service.”
- “Come to our school and do a 20-minute demo – show people how to use it.”
- “A tutorial would be a good thing.”
- “More in-service opportunities and more exposure to teachers.”
- “Offer a workshop during the day outside of school so potential users can experience it and see how user-friendly it is.”

Emphasize that NIE is free.

Nonusers sometimes were confused about the cost of NIE materials. Teachers pointed out the importance of promoting materials that are free.

- “Teachers love free stuff.”
- “Anything free is grand. Reinforce free.”
- “Teachers love the ‘f’ word – free.”
- “I have to figure out how to pay for it before I sign up.”
- “Do we have to pay for the newspapers?”

What is the best way to reach teachers?

Teachers offered a number of suggestions for reaching their colleagues, including using intermediaries/gatekeepers such as administrators, curriculum directors and librarians. They also mentioned in-school advertising, including posters and magnets with the URL of the local website.

- “Try to get into a faculty meeting to educate teachers. Put free stickers in a package to open to grab attention.”
- “More advertising for NIE in school as opposed to magazines.”
- “Get administrators involved.”
- “A consultant should come and talk to the teachers and offer a sample lesson.”
- “People don’t know about it. The administrators need to know.”
- “I have seen ads for NIE and ignored them. They didn’t jump out at me.”

Teachers will use the NIE program more in future.

One of the most encouraging outcomes of the research was the fact that after being exposed to local NIE resources, teachers were in near universal agreement that they will use them more in the future. This was true even for teachers who were already involved with local programs, which speaks to the importance of training in driving familiarity with NIE content and in visualizing new uses for materials in the classroom setting.

- “I will make more use of the website.”
- “It has improved so much because of the increasingly easier access to materials – also because the kids like it.”
- “The kids like doing the activities/worksheets. It creates a positive buzz in the classroom.”
- “I’m more familiar with the program. I see how useful it is. The kids learn a lot and it is a very valuable resource.”
- “Some of the resources that were mentioned in this survey sound very interesting. I would like to look more closely into the program and see what they are doing now.”

Nonusers talk about credibility.

After exposure to NIE information, teachers who were nonusers described the program and materials as very credible, likely to engage students and boost reading levels.

- “I didn’t know it boosts reading skills.”
- “It improves the kids’ interest in reading.”