Research Fact Sheet: Spring 2006

Basic Facts
- Since 1999, WIDE World has instructed and coached 4,966 educators from 70 countries and from six continents
- We’ve provided services to 182 school districts or educational institutions – 87 within the US and 95 abroad
- Through our participants we have reached an estimated 335,000 students
- Participants come from many different kinds of schools:
  - 53% urban; 37% suburban; 10% rural
  - 59% public; 41% private, independent, or other types of schools
- The majority of our participants, about 60%, work primarily as classroom teachers, but we also serve significant numbers of administrators, library/media specialists, technology coordinators, and others
- 58% of enrollees have a Master’s degree (although in recent semesters we have been training growing numbers of bachelors-level educators)
- Participants represent a wide range of ages, from 19-93, and a wide range of teaching experience: ¼ have had 0-5 years of experience, while another ¼ have had more than 20 years of experience
- 77% have successfully completed their course and earned a certificate

Impact on Teaching Practice
- Since 2002, 97% of survey respondents have reported that the course had a positive impact on their teaching, e.g., improved lesson plan design; better assessment of students; or more productive collaboration with other professionals
- 94% of survey respondents have viewed the course content as usable in their work
- Follow-up survey for learners from Summer/Fall 2004 has shown more favorable attitudes towards/greater confidence with instructional collaboration in the intervening 7-10 months (a substantial and statistically significant change)

Impact on Student Learning
- 94% of survey respondents have reported improvements in student learning – e.g. in attentiveness; types of questions asked; depth of understanding; and taking greater responsibility for their own learning
- Follow-up after about a year showed substantial and statistically significant increases in teachers’ plans to incorporate constructivist, inquiry-oriented, student-centered classroom activities

Evidence of Improvement with Technology
- Survey respondents showed significantly enhanced attitudes toward, and greater confidence with, online communication
- Teachers showed significant improvement in their skills with instructional technology, based on Massachusetts’s state-mandated Technology Self-Assessment Test

Course Satisfaction
- 90% of respondents would recommend course to a friend or colleague
- 75% have said the course as a whole was better than other professional development courses
- 90% have rated their coach as either "effective" or "very effective" in guiding discussion; 94%, as either "supportive" or "very supportive" in other respects
- 85% have had positive reactions to the web platform