

Palos Verdes Peninsula Unified School District
Scenarios for a preferred future (five to seven years) from the
Technology Town Hall Meeting on January 11, 2002

Scenario One – All Levels

The year is 2014 and I carry my laptop in a very fashionable bag. I check my district issued laptop before I leave for school. I ordered my lunch online and then I e-mailed the homework when I completed everything. I am so happy that I didn't have to carry around the heavy textbooks that my parents had to carry. It is much easier to haul around a laptop and plug into the servers at home that link to school. The textbooks are on the school server. My school has a more flexible schedule of teaching. I get to choose which class I want to go to and when. If I miss a class I can easily go to the library and watch the video of the lecture because each teacher videotapes their daily lessons. Teachers are available to talk to on-line and on campus. I am able to link up to colleges and watch lectures on my computer screen. This enables me to get the highest quality education. This includes museums and other lectures that may be happening as well. The gym at the school includes a high tech gym. I can do my class work or homework while working out on the stair climber. There are wireless earphones for radios, lectures and books available. They look like a hearing aide and fits conveniently inside my ear. I am looking forward to having my grades e-mailed to me. I appreciate the advantages of technology that I now have that my parents didn't have. I am involved in my education and I can make choices to move forward. The education is flexible and I can pace myself.

Scenario Two – All Levels

I get home from school and turn on my computer to do today's homework. Once all my work is done I can email it to my teachers. I go to bed. The next day I get up, eat a quick breakfast, and turn on my computer to make sure all my teachers received my homework. Once at school I open my laptop and download notes, handouts, assignments, and any changes to the curriculum since now textbooks are on disk. The teacher is leading students through an interactive lesson. The teacher still teaches yet the teacher has time to help the students find the information and manipulate it to meet the needs of the course and subject matter. This allows students to also incorporate independent study. While I am at home doing homework I can still access each teacher's web site to answer questions or help me when I encounter problems

Scenario Three – High School

I arrive at school and download my homework from my wireless PDA. I captured a high school moment with photographs in the quad before school and downloaded the photos to the yearbook and school newspaper staffs. I log onto the network for interactive classroom and workgroup instruction. Before I start a lesson I take a pretest of a few questions on the topic. Each student answers the questions, sends them to teacher, and the teacher utilizes the class' current knowledge base to drive the day's curriculum. After the end of the class period, I receive a personal and customized homework assignment according to my strengths and weaknesses. At break I check my email from my collaborative research network of students in Africa. I send them my latest research. My PDA day timer automatically readjusts my schedule considering all aspects of academic and extracurricular activities. There is a period of divergent thinking time and to explore a virtual world of knowledge. My final period is a class in physical conditioning which is greatly needed for human interaction and mental strength. On my transit ride home I begin my homework since it is all portable on my PDA. I again check in with my African friends who have added the Netherlands into our research project.

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Scenario Four – Elementary School

My name is Francesca and I am 10 years old. It is New Year's morning and I am in the living room with my mom and dad. We are celebrating the New Year with my extended family all over the world via a multi-faceted screen. It is a big screen TV with many different squares displayed at once each showing one relative. We are talking to each other in a huge conference call. I just used the last of the milk and it was automatically ordered from the supermarket and delivered to our front door. Tomorrow I go back to school and I have a report due on the state of Colorado. I emailed several friends in Colorado and can add their information to my report. They sent a real-time video clip of their winter vacation and I will present these as part of my oral report. Mom just told me I have to finish my chores by lunch so I will now go push the lawn-mowing button.

Later at my friend's house, we put on our virtual reality glasses to visit the Sistine Chapel as part of our art history project. Then, in order to do a comparison, we will travel via virtual reality to the caves of China to view the paintings on the wall. What a miraculous journey. I want chow mien for lunch, but my friend wants Mexican food. No problem. Just touch the button on the microwave and presto! in two minutes I have my lunch. My friend will punch in Mexican and open the microwave door and there it is – a nice hot burrito. Okay, mom just buzzed me on my parent-child communicator pager, its time to go home.

Scenario Five – Intermediate School

I am a seventh grade student in Palos Verdes but I am only with a teacher about three hours a day. During that time, I am working on the basic skill sets and interacting with other students. I work independently during the rest of the day since my work is self-paced. I have a 'knowledge pad' that gives me access to unlimited technology resources and information in my specific areas of study. I have a contract with my school that describes my personal learning goals. I have a mentor who tracks my activities and progress. While studying the subjects I am interested in, I collaborate with others - kids my own age, college students, and experts who are all on my buddy list! I play on the school soccer team and am a trumpet player in the orchestra. I hope to be like my older sister, who began taking college classes when she was 15.

Scenario Six – High School

I am a senior in high school on my way to school with my laptop unit and school information debit card. Suddenly my watch sends me an alert that the bus is running five minutes behind schedule and basketball practice is cancelled. I relay the message is to my mom's cell phone.

I finally arrive at school. As I enter the classroom, I swipe my card for attendance and for my lunch order. My daily schedule appears on the laptop unit. I begin my assignment by searching the web for information while classmates research their own assignments. Each student's computer can be integrated to the school's AV system. At the end of the class period we take turns reporting out the information that we found during our research. I hear the familiar buzz and know it is time to move on to science. Today we are doing a virtual frog dissection to prepare for tomorrow's actual dissection. At the end of the class period we participate in a class discussion about the dissection. Again the familiar buzz tells me that my mom got the message and will pick me up after my last class. Suddenly, my computer freezes and locks up; immediately I go to the technology support center to replace the unit. I'm off to literature class where we are studying Shakespeare and a contemporary author. Students use the Internet as well as the printed version of the book.