

# CS Education Snapshot Waldport High School

## SCHOOL INFORMATION

School district: Lincoln County SD  
 School type: Rural  
 Size of district: Large  
 STEM hub: Coast  
 School grades: 9-12  
 Total enrollment: 199 students  
 Female students: 51.8%  
 BIPOC students: 21.6%

## EXPLORING CS ENROLLMENT

No accurate Exploring CS data available for 2022-23.

## Statewide Averages for Comparison

Cohort rate of Exploring CS participation: 2.1%

Demographics of Exploring CS students:

Female: 23%  
 BIPOC: 23%

For more information visit [csfororegon.org](https://csfororegon.org).

## EDUCATOR PREPARATION

Teacher has attended ECS professional development program: **Yes**  
 A school leader has attended a CS professional development: **No**  
 A district leader has attended a CS professional development: **Yes**

## TEACHER PERSPECTIVES

Quote from an Exploring CS teacher:

*"The ECS and E-textiles curriculum and foundational pedagogy helped students learn real-world experiences within our community specifically with a partnership with the Oregon Coast Aquarium."*

### Context & background

**Context**  
 Waldport High School is 1 of 8 high schools in the Lincoln County School District. 500 students

**Commercial Arts, Computer Science, Product Design**  
 23 Students

**Content**

- Students collaborate with the local Aquarium to explore the wide range of careers involved in operating a coastal aquarium, utilizing various technologies.

### Research Questions

*How can educators incorporate new technologies into their lesson plans without being overwhelmed by it?*

*Is all this new technology needed in the classroom for student success?*

*What's the best technology to use for student engagement and inclusivity?*

*As with any large project based learning idea, front loading and preparation are essential with or without the use technology. Communicating to students expectations and setting group norms before hand is a must.*

### Acknowledgements & References

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### Technological Collaborations

**GET THEM OUT OF THEIR COMFORT ZONES IN CLASSROOMS**

- Setting group roles (Equity Assurance, Researchers, Leaders, etc...)
- Getting them out of the typical classroom
- Google Suite
- Chromebooks
- Library Collaboration Stations
- All levels of technology available at student's disposal in school library
- Adobe Suite
- Camera
- 3D Printing
- Laser Engraving

Students collaborate brainstorming sessions on Google Slides

What did students enjoy the most about the use of technology in this lesson?

### Scaffolding and Support from our Partners

- Students participate in a zoom meeting with aquarium staff. (Staff ranged from admins to animal husbandry employees.) *The culmination between high-tech and low-tech came in the form of having a questions the class brainstormed earlier written on chart paper and put on an easel next to the display in case students forgot to say.*
- iPads were used to present to Aquarium staff student ideas and to test app prototypes.
- Students also got to observe the animals interacting with different enrichment items before designing their own.

### Outcomes, Findings, and Takeaways

*I'm sure you've heard the phrase, "There's an app for that!" Technology isn't a one size fits all. There are many great ways to incorporate technology into lessons and it's easy to get bogged down by it. Here are some key takeaways*

- Keep it Simple-** It's way too easy to overwhelm with all the new technology that's thrown at educators. Find what works for you, your students, and your curriculum. There's no need to reinvent the wheel every time something new comes out.
- Is Technology Needed?-** In short, yes! Our students need to be able to enter the workforce with some sort of technological skills. No matter what the career our students enter, they will need to have at the least, basic knowledge of how technology works in order to be successful.

*"In this project, students utilized Google and Adobe's collaborative features to work as a team through technology. One student was assigned the role of 'The Voice of Reason' to ensure equitable group work and prevent one student from dominating the spotlight."*

*"New technology can be overwhelming for students, causing them to shy away from lessons. In our case, all students learned basic skills like collaborating in Google Suite, sharing prototypes in Adobe Creative Cloud, and other soft skills. They then chose to deepen their knowledge based on their desired outcomes. For instance, students interested in creating enrichment items learned 3D printing and Laser Software, keeping them engaged by choice."*