

BRING YOUR OWN DEVICE

“Starting From Scratch”

ETEC 530

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Where To Start? *by Maribel Ruiz*

A School's Vision

- Your school needs a vision
- You need to create rules and regulations
- See what your school's infrastructure is capable of providing
- Ensure each staff member has the skills to assist your students
- Implement the technology skills necessary for your students

Where To Start? *by Maribel Ruiz*

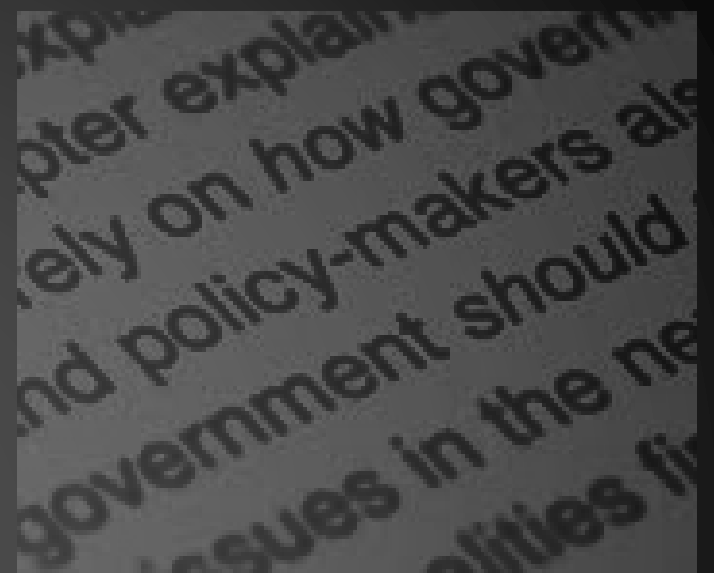
Acceptable Use Policy (AUP)

- What is required of the student?
- Being responsible for others property.
- What's your schools policy?
- Who has access to information?
- Faculty and staff access?
- Students access?



Policies for BYOD's

- Prevent disruption & misuse of system.
- Used in compliance with school standards.
- Educate school community about BYOD standards.
- Use and follow your school's mission, vision, and expectations.



Infographics

These graphs provide information of what you can create in your acceptable use policy within the BYOD framework.

<http://www.business2community.com/infographics/bring-device-businesses-benefit-byod-boom-0683236>

<http://www.educatorstechnology.com/2012/08/why-go-byod.html>

Pros

- Schools do not have to spend money on devices.
- The school is not responsible for maintenance or upgrading.
- Teachers have more interactive technology-based lessons
- Students are more engaged in lessons
- School only pays for the network access.
- Familiar with device.
- Motivated to learn with technology.



Cons

- All social media is blocked to the firewall
- School is not responsible for damage or loss of device
- Compatibility: For example, if you would like to create iMovie, you can only do it if you have an Apple device
- Privacy
- Students use their devices inappropriately (ie. on social media vs. completing assignments)
- Students can forget their device and their chargers

The Purpose, Implementation and Students

by Robert Burke

*The Purpose -
Instructing and encouraging digital citizenship in the classroom.*

- *Assessing the students in skills in curriculum for academic growth.*
- *Encouraging and instructing responsibility in the classroom to empower the students.*
- *Allowing students to different channels of communication on an external level.*
- *Comprehending the concept of integrity.*

Resource:

[Educational Technology and Mobile Learning](#)



The Purpose, Implementation and Students

Why Do This?

- Bringing technology into the classroom can be a powerful, if not terrifying process.
- Many communities are implementing policies that guide student, teacher, and staff use of technological resources so as to limit liability and restrict access to those resources that are deemed "appropriate" for educational use.
- Restricting access to resources brings up concerns of censorship.
- School districts need to address these concerns by thinking carefully about what they want their students to have access to, how they want to restrict access (assuming they do), and what they will do when students gain access to materials deemed inappropriate.

**Information provided by the Dayton County School District*

Information That Students Need To Know

Policies, rules, and guidelines contained in the Student - Parent Guide book apply to computing activities on campus and are deemed to be in effect. In particular, students are expected to conform to a Student Code of Conduct Policies and Harassment Policy.

- It is unacceptable to use the school's name, initials, logo, or pictures of students, staff, the school or school activities with any image or message that is degrading, lewd, threatening, or inappropriate. Deliberate publication on the Internet or in any other venue may result in serious disciplinary action, including expulsion. This policy includes, but is not limited to participation in public forums such as chat rooms, online diaries, blogs and personal Web Pages.
- Computer resources and Internet access are provided for academic purposes only. Failure to abide by these guidelines may result in the suspension of these privileges and/or disciplinary action. Gaming, IM'ing, chat rooms and online shopping are not permitted.
- Any person accessing the school's network has no expectation of privacy. This means that anything done using a school computer - any website visited, any email sent or received, anything composed whether saved or not, any keystroke made - can be observed at the time it's happening or reviewed at a later time.
- Attempting to bypass or alter computer network security, to impair the functionality of any computer or network, or to bypass restrictions regarding technology use is prohibited and may result in suspension or dismissal. Assisting others in violating these rules by sharing information or passwords is also unacceptable behavior.
- Accessing the file and accounts of others is prohibited. This rule protects all users of technology resources.
- Improper use or distribution of information is prohibited. This includes, but is not limited to copyright violations, software piracy and plagiarism.
- Ignorance is not an excuse for the misuse of hardware or software. Remember, the fact that a user "can" perform a particular action does not imply that they "should take that action". When in doubt, ask for assistance.

**Information provided by the Los Angeles Archdiocese/ Department of Education*

The Needs and Wants For Students

- Today's students are very different learners.
- They are growing up in a digitally advanced world.
- Their learning is becoming more fast paced, instant, and online due to access to devices, such as cell phones, laptops, ipads, etc.
- They want to be engaged and express themselves creatively.
- They want to take charge of their own learning.

Technology in the classroom can help meet these needs!

Digital Culture

Frequency with Which US Student Internet Users Use Select Devices for Schoolwork, by Grade Level, Feb 2014

% of respondents

	2+ times a week	A few times a month or less	Never
Elementary			
Laptop, notebook or Chromebook computer	44%	28%	28%
Tablet	34%	22%	44%
Smartphone	17%	11%	72%
Hybrid or "2-in-1" computer	5%	5%	90%
Middle school			
Laptop, notebook or Chromebook computer	56%	22%	23%
Tablet	30%	18%	52%
Smartphone	20%	19%	60%
Hybrid or "2-in-1" computer	7%	4%	89%
High school			
Laptop, notebook or Chromebook computer	66%	20%	14%
Smartphone	43%	19%	38%
Tablet	27%	19%	55%
Hybrid or "2-in-1" computer	8%	4%	88%

Note: during the school year; numbers may not add up to 100% due to rounding

Source: Pearson, "Pearson Student Mobile Device Survey 2014: Students in grades 4-12" conducted by Harris Poll, Sep 8, 2014

Equitable Access

- Not every student has their own device
- Some students have a device, but no internet access at home
- Students may not have devices that are compatible, or not have apps required
- How do we meet the needs of those students?
 - *Provide backup devices*
 - *Ask for donations of “old” devices*
 - *Pair up students without devices with those that have devices*
 - *Allow for access to network server from home*

Role of Teachers and Students in BYOD Classroom

Teacher:

- Facilitator
- Monitor what students access on their devices
- Educate students on proper netiquette
- Have a clear focus when using technology in lessons
- Be familiar with various devices and their capabilities

Students:

- Take ownership of learning
- Access to much more information, must know how to sort it all out
- Work collaboratively
- Use devices appropriately

How other schools implement their BYOD policies?



BYOD Rules



How other schools implement their BYOD policies?

“Booneville Superintendent Todd English, who noted that technology requirements in the new Common Core curriculum will force school districts to make changes”
(Zhao 2013).



Zhao, E. (2013, January 12). Cell Phone Use In Schools A Possibility With 'Bring Your Own Technology' Initiative. Retrieved April 11, 2015, from http://www.huffingtonpost.com/2012/11/12/cellphone-use-in-schools-_n_2116723.html

"Twenty years from now, students may not believe that there was once a day when they couldn't use cellphones in school."



Jimmy Weeks
Lee County Superintendent

Zhao, E. (2013, January 12). Cell Phone Use In Schools A Possibility With 'Bring Your Own Technology' Initiative. Retrieved April 11, 2015, from http://www.huffingtonpost.com/2012/11/12/cellphone-use-in-schools-_n_2116723.html

How much Technology is used in the Classroom?



What technology is hiding in your classroom?



- Social Media
- Music
- Texting

BYOD is about taking Risks?



I have not failed. I've just found 10,000 ways that won't work.

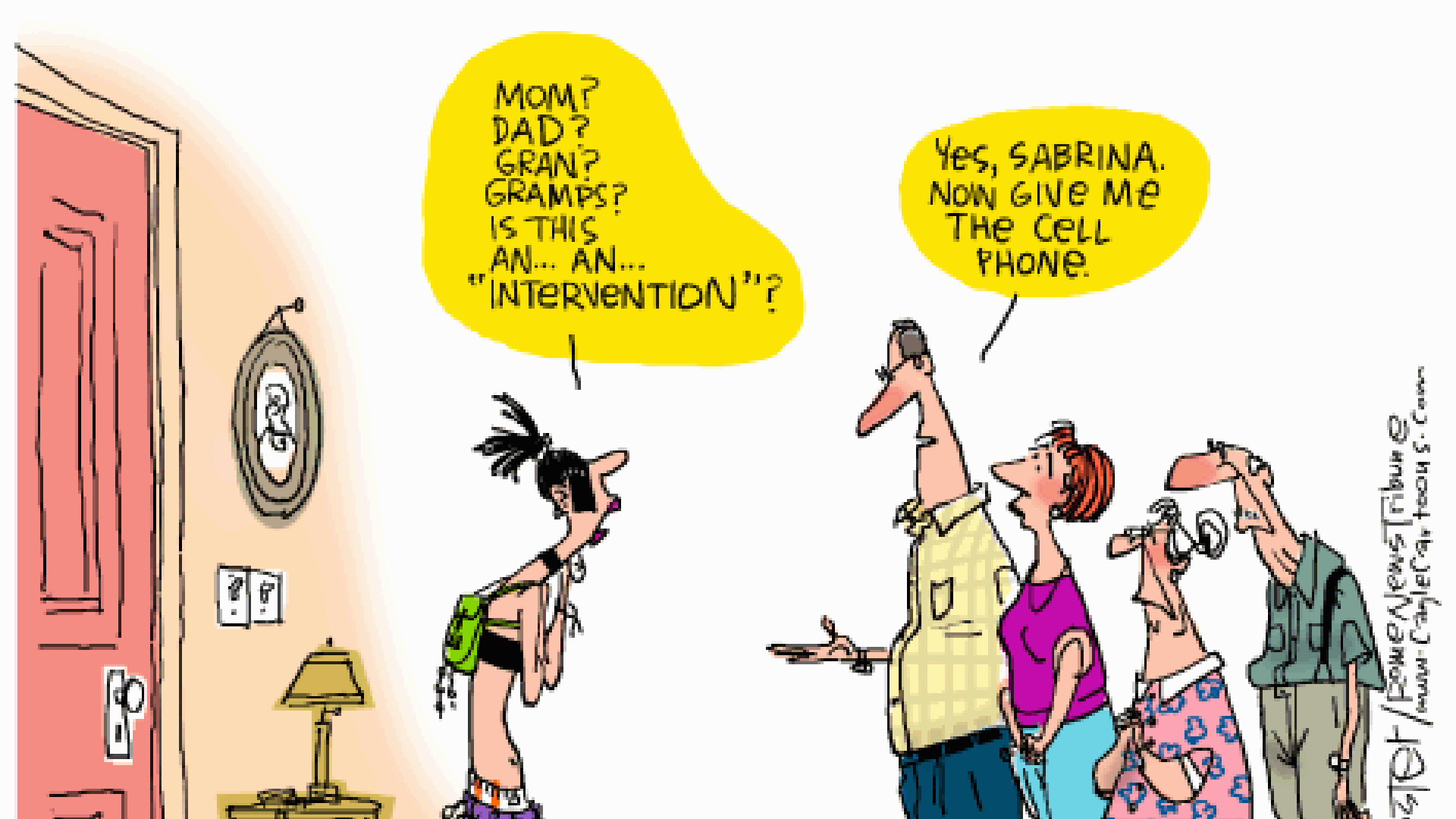


~ Thomas A. Edison

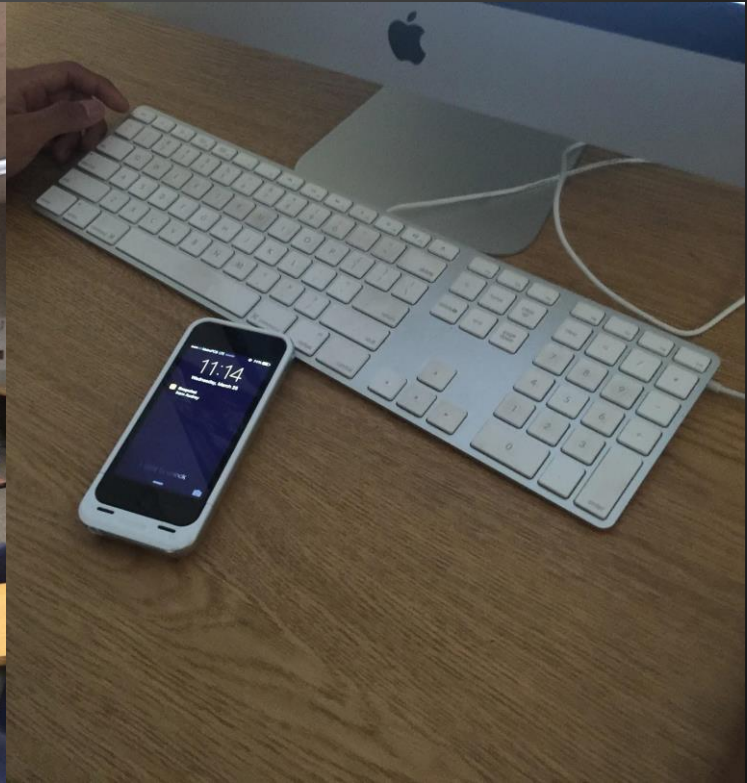
MOM?
DAD?
GRAN?
GRAMPS?
IS THIS
AN... AN...
"INTERVENTION"?

YES, SABRINA.
NOW GIVE ME
THE CELL
PHONE.

STET / POMEA NEWS TRIBUNE ©
/www.CableC94.com S. Conner



How Do you get students to use BYOD with an iMac?



Make them directors, camera operators and actors.



A vibrant blue nebula with a bright central core, surrounded by numerous small white stars, set against a dark black background. The text 'IGHT DEEP FILM' is overlaid horizontally across the center of the image in a white, spaced-out, sans-serif font. The letter 'I' is partially cut off on the left edge.

I G H D E E P F I L M

Student Critique

- Watch the clips
- Critique clips
 - Student made Rubric
 - Camera shots
 - Content
 - Editing

DUXBURY HIGH SCHOOL COMMUNICATION RUBRIC

ESSENTIAL ELEMENTS	DUXBURY HIGH SCHOOL COMMUNICATION RUBRIC		
	4 EXEMPLARY	3 PROFICIENT	2 SATISFACTORY
CONTENT • Main idea & Supporting Details • Achievement of purpose • Knowledge of topic	<ul style="list-style-type: none"> • Extensive presentation with a complete set of supporting facts, examples, and/or details. • Extraordinary confidence, clarity, and awareness of purpose. • Extensive evidence of topic knowledge and reasoning processes. • Extraordinary opening & closing. • Enticing transitions. • Extensive development of ideas. 	<ul style="list-style-type: none"> • Effective presentation with ample facts, examples, and/or details. • Considerable confidence, clarity, and awareness of purpose. • Substantial evidence of topic knowledge and reasoning processes. • Effective opening & closing. • Successful transitions. • Considerable development of ideas. 	<ul style="list-style-type: none"> • Suitable presentation with adequate supporting facts, examples, and/or details. • Acceptable confidence, clarity, and awareness of purpose. • Adequate evidence of topic knowledge and reasoning processes. • Suitable opening & closing. • Acceptable transitions. • Acceptable development of ideas.
ORGANIZATION • Opening/closing • Transitions • Logical dev. of ideas	<ul style="list-style-type: none"> • Extensive use of appropriate vocabulary/terminology. • Consistent utilization of correct grammar and punctuation. • Presentation style is always appropriate to audience. 	<ul style="list-style-type: none"> • Effective use of appropriate vocabulary/terminology. • Nearly always utilizes correct grammar and punctuation. • Presentation style is nearly always appropriate to audience. 	<ul style="list-style-type: none"> • Adequate use of appropriate vocabulary/terminology. • Utilization of grammar and punctuation is generally correct. • Presentation style is generally appropriate to audience.
LANGUAGE USE • Vocabulary & terminology • Grammar • Punctuation • Style (formal or informal) appropriate to audience	<ul style="list-style-type: none"> • Volume is loud enough to be heard by all audience members throughout presentation. • Presenter speaks clearly and distinctly. • Extraordinary use of pitch and tone to convey meaning. 	<ul style="list-style-type: none"> • Volume is loud enough to be heard by all audience members throughout most of the presentation. • Presenter speaks clearly and distinctly. • Effective use of pitch and tone to convey meaning. 	<ul style="list-style-type: none"> • Volume is loud enough to be heard by all audience members throughout some of the presentation. • Presenter speaks clearly and distinctly some of the time. • Adequate use of pitch and tone to convey meaning.
VOICE • Volume • Clarity • Intonation	<ul style="list-style-type: none"> • Presentation indicates advanced levels of original thinking. • Excruciating pacing. • Presenter stands up straight, is confident, and establishes eye contact with everyone in the room during the presentation. • Gestures effectively enhance presentation. 	<ul style="list-style-type: none"> • Presentation indicates substantial original thinking. • Effective pacing. • Presenter stands up straight and establishes eye contact with everyone in the room during the presentation. • Gestures nearly always enhance presentation. 	<ul style="list-style-type: none"> • Presentation indicates original thinking some of the time. • Suitable pacing. • Presenter sometimes stands up straight and establishes some eye contact with the audience during the presentation. • Gestures generally enhance presentation.
DELIVERY • Posture • Eye Contact • Gestures	<ul style="list-style-type: none"> • Limited presentation with minimal supporting facts, examples, and/or details offered. • Limited confidence, clarity, and awareness of purpose. • Minimal evidence of topic knowledge and reasoning process. • Limited opening & closing. • Negligible transitions. • Limited development of ideas. 	<ul style="list-style-type: none"> • Minimal use of appropriate vocabulary/terminology. • Occasionally utilizes correct grammar and punctuation appropriate to audience. • Volume is barely audible. • Presenter often stumbles or cannot be understood. • Minimal use of pitch and tone to convey meaning. 	<ul style="list-style-type: none"> • Presentation indicates a minimal level of original thinking. • Ineffective pacing. • Presenter has poor posture, and/or does not look at people during the presentation. • Gestures are limited and rarely enhance presentation.

Interactive Activity

- In table groups, create an AUP for BYOD model
- Include at least 1 guideline/expectation for each of the following:
 - Teachers
 - Students
 - Parents