

2012 Managing BYOD Learning (Period 4) – instructional strategies to support learning with BYOD, classroom management, recognizing the limitations (computer addiction), appropriate use/digital citizenship, file management strategies, technology support strategies, basic connectivity, manage security/theft. Tired of confiscating student phones and iPods? Turn the tables on the distraction and include student personal electronic devices in your instructive practices. From additional research tools, handy cameras, texting survey responses to a live web page, you can harness the power of these handy tools.

Objectives: List clearly defined objectives of the learning that is to occur.

- Develop a new vision of teaching digitally native students
- Learn the 9 Elements of Digital Citizenship
- Integrate personal student devices into meaningful learning activities
- Design assignments to challenge and engage digitally adept students
- Use collaborative online apps and programs such as Join.me to explore remote collaboration options
- Advanced users can create a “flipped classroom” experience

INTASC Standards: List the INTASC Teaching Standard(s) addressed in this course (see attached list)

1. The teacher understands the central concepts, tools for inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Methodology: List methodologies used in course

1. *Hands-on—attendees will plan, research and create one or more BYOD activities for their classroom instruction based on research principles and theories.*
2. *Discussion—students will discuss the theory and practice of BYOD and digital citizenship*
3. *Direct Instruction—Instructor will provide direct whole-class, small group and individual instruction in the proper use of BYOD devices and digital citizenship*

Outline of Content

- Day 1 – Why incorporate student devices?
 - Course overview
 - Benefits and challenges of BYOD
 - Digital citizenship - interactive
 - Communication with parents
 - *Work time (*at least 15 minutes will be dedicated to exploration and work time)*
- Day 2 – Students can bring their devices...now what?
 - Fostering responsible digital citizenship
 - 9 Elements of digital citizenship
 - Practical issues Use/abuse
 - Consequences, safety net, protocol; instructional best practices - interactive
 - Developing classroom expectations and lessons that work
 - *Work time (*at least 15 minutes will be dedicated to exploration and work time)*
- Day 3 – Prob. Solving: tech side--basics and access challenges
 - Creating small activities that draw students in
 - Practical challenges: chargers/access to power
 - Explore tools and resources for collaboration: Join.Me, Elluminate, and other collaborative online resources; blended ed.
 - Manageability – there’s already so much to do
 - “Flipping your classroom” as a potential for gaining instructional classroom time (who did what, now?)
 - *Work time (*at least 15 minutes will be dedicated to exploration and work time)*
- Day 4 – Work day – continued creation
 - Develop a lesson or series of lessons that incorporate student phones or devices
 - Work on a parent letter informing of classroom practice/seeking support and involvement
 - Guided work time
- Day 5 - Wrap up, trouble shooting, and sharing
 - Guided work time to finalize lessons, letters, and protocol
 - Present your hard work and provide feedback

Assignments and requirements

- Attendees will: develop lessons that incorporate personal devices
- Develop and/or explore policies and procedures for utilizing student devices
- Create means for communicating with parents regarding use of student devices
- Create, contribute to, and/or explore resources for instructing digital citizenship

Participants will be evaluated on a 4 point rubric scale for completion of the following:

Creation of a BYOD lesson
Participation in online and classroom discussion
Creation of communication resource regarding BYOD
Development of strategy for modeling/instructing Digital Citizenship

1 – **Beginning:** very limited demonstration of skill/comprehension

2 – **Developing:** consistent basic demonstration of skill

3 – **Proficient:** competent to well-advanced demonstration of understanding/skill

4 – **Exemplary:** serving as a desirable model; representing the best demonstration of skill and understanding possible. *Earning a rubric score of 4 could be likened to a percentage grade of %115.

Resources

- <http://elemenous.typepad.com/> (Lucy Gray)
- <http://www.sgasd.org/Page/3239> (BYOD ideas and resources)
- <http://www.barnstable.k12.ma.us/Technology/mysite2/Digital%20Citizen%20Web%20quest/process.htm> (Digital Citizenship)
- Information on copyright law (<http://copyrightconfusion.wikispaces.com/ISTE2012>)
- United Streaming <http://streaming.discoveryeducation.com/>
- <http://www.pbs.org/teachers>
- Wisconsin Model Academic Standards for Information & Technology Literacy
- Join.me online collaboration tool
- Preparing to Teach a BYOD Class (<http://adifference.blogspot.com/2011/07/how-would-i-prepare-to-teach-byod-class.html>)
- Around the Corner - MGuhlin.org (<http://www.mguhlin.org/2012/05/byod-criteria-for-implementation.html>)
- Cell Phones in the Classroom: A Practical Guide for Educators by Liz Kolb; ISTE publishing 2011
- Digital Citizenship in Schools Second Edition by Mike Ribble ISTE publishing 2011
- Media Literacy in the K-12 Classroom by Frank W. Baker; ISTE publishing 2012
- Raising a Digital Child: A Digital Citizenship Handbook for Parents by Mike Ribble; ISTE publishing 2009
- Safe Practices for Life Online: A guide for Middle and High School Second Edition Doug Fodeman, Marje Monroe; ISTE publishing 2012
- Teaching with Digital Video, Glen L. Bull and Lynn Bell; ISTE publishing 2010