BYOD: Bring Your Own Device!

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Key concepts to listen for
• “educational hypothesis”
• “innovation within means”
• “entrepreneurial teaching and learning”
• “Figaro Effect”
• “digital citizenship”
• “Digital Learning Contract”
• “strategic unclenching”

Learning Targets
1. I understand the context and educational hypothesis behind the pilot
2. I have a basic understanding of the BYOD pilot program in Vancouver Public Schools
3. I understand the potential challenges and successes implementing BYOD
4. I learn some initial outcomes, feedback and ideas from the pilot

Educational hypothesis
• Enabling wi-fi access to students and teachers in schools and classrooms will:
  – foster innovation in teaching and learning within means
  – allow students and teachers more freedom and flexibility using technology for learning
  – inform thinking and decision-making for
    • 1:1 initiatives
    • LMS solutions
    • Digital citizenship learning

History and context
• Origin as single-site pilot for Skyview HS
• Expansion as part of district-wide Flexible Learning Environment initiative
• Implementation at three sites in Fall 2011
• Currently in evaluation and review
• Continued implementation into secondary schools for SY 2012-13

Necessary conditions
• Strategic planning connected to educational technology in classrooms
• Evaluation and review of existing district technology policies and procedures
• Network support and infrastructure
• Identification of pilot sites
• Hardware installation and testing
• Communications and briefing for pilot sites including teachers, students and parents
BYOD basics

- Pilot at three schools (Skyview, River, Alki)
- Seven teacher ‘plotters’ as guinea pigs
  - Other students and teachers in ‘entrepreneurial mode’
- District-filtered wi-fi access to the Internet with single sign-on authentication
- Minimal initial staff development
- No support for any apps or applications on your devices by teachers or the district.

BYOD basics

- Device- and platform-agnostic
- At outset, not explicitly linked to student achievement
- NOT a 1:1 pilot
- Not micro-managed
- Choice-driven

BYOD…ON (Or Not)

- Parent choices
  - To allow students to bring or not
- Student choices
  - To bring or not
- Teacher choices
  - To allow use in class or not
- Teachers CANNOT require students to have or bring devices to class

BYOD safety and security

- Bring devices at your own risk
  - This means that if students bring a device, students are responsible for keeping it safe and secure
  - “Do not leave your device in a classroom, even if the teacher allows it”
  - “You are responsible for the appropriate use of your personal computing device”

Pilot rollout

- Communications (Spring 2011)
  - Administration and teachers (meetings)
  - Parents (newsletters)
  - Students
- Installation (Summer 2011)
- Implementation (Fall 2011)
  - Digital Social Contract (discussions with students)
  - Pilot ‘plotters’
  - Aiming for the ‘Figaro effect’

Digital Social Contract

- As a student,
  - I am responsible for the choices I make when I use technology,
  - I understand that using technology effectively is a skill that is essential to my success, and
  - I understand that I am responsible when I use technology at school.
- That means…
As a student, I am responsible...

1. For keeping my personal computer devices secure when I bring them to school.
2. For keeping my digital accounts secure.
3. For what I do on when using technology at school.
4. For not hurting the ability of others to learn.
5. For what I say and do online.
6. For giving credit where credit is due and respecting the intellectual property of others.
7. For making good choices about when and where I use personal devices at school.

The greatest outcome so far...

• The sky hasn't fallen.

BYOD as innovation agent

• A culture of innovation has developed among BYOD teachers and students, but the wireless access is not the change agent. Instead, the permission and opportunity to control and define the use of technology by students and teachers has cultivated a spirit of innovation, reflection and thinking about use of educational technology in teaching and learning. Ergo, the change is not about a different infrastructure, it's about a different classroom environment.

BYOD and Digital Divide

• The digital divide poses implications for BYOD. Indications are that more successful and/or students from higher demographic groups are more likely to have and use personal computing devices such as tablets or laptops in the classroom.
• However, a large percentage of students at SV, CR and Alki have, bring and use smartphones or iPod touch devices on a daily basis.

BYOD and classroom management

• Classroom management and discipline in BYOD classrooms have not significantly changed from what existed pre-BYOD. With established norms, protocols and effective rapport between teacher and students, personal technology devices have not been a significant negative disruptive force in the classroom. However, in the absence of those conditions, BYOD could have a negative impact in weak classroom settings.

BYOD and LMS

• BYOD and the inclusion of personal computing devices in the classroom portend a need for a digital learning system to support instruction in digital-rich classrooms. The need for tools for calendaring, assignments, messaging, etc. become more pronounced in BYOD classrooms. Pilot teachers believe strongly in the need to expand the pilot into a discussion about using and implementing such tools.
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BYOD in Vancouver Public Schools

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• Technical questions: Steve Bratt
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• FAQs and documents (ugly, but functional)