

BYOD Teacher Management Tips

Getting Started with BYOD

<https://sites.google.com/a/apps.edina.k12.mn.us/bridge-to-byod-professional-development/integration-management-resources>

1. You are the teacher in the classroom: keep control of student use and when you or anyone is addressing the class, make sure devices are not in use (on the table with screen down, knees toward me, close the lid) and remember to allow use when you need it...not just whenever
2. Ask three before you ask me: have students support each other as you will not be able to support all devices in the room
3. Keep your management plan in place: there should be consistent consequences in your room for any off task behavior
4. Bring it out only when it is needed
5. You do not need to know how to use each and every device, but you should know what it can do: students should be able to use their own device or not bring it
6. Walk around: just like you always do as this helps with on-task behavior and support
7. Always have a "Plan B": sometimes tech has issues, make sure you have other ways to support the lesson or a back-up lesson
8. Communicate appropriate use: if you are going to let students use devices when they are done with work, make sure you are clear on what they can do with devices, such as:
 - read, work on other classwork, approved educational games and sites, educational podcasts or videos, update calendar, etc.

Five Classroom Management Strategies for a "Bring Your Own Device" Environment:

<http://techhelpful.blogspot.com/2013/01/classroom-management-tips-for-byod.html>

- Think about changing classroom desk set up or changing it during usage of devices to match the landscape to the activity so that you can move around your classroom for conferencing with individual students and "eyeballing" technology usage.

- To make sure you can see what students are doing on their devices, require that they be kept flat or only slightly elevated. If students are at desks or tables, devices should not be placed in their laps. All phones can be required to be on desks during class and in "Airplane Mode."
- When you want your students' complete attention, require them to place devices face down.
- Use consistent "key phrases" to control usage issues in the classroom. (i.e. - "face down," "hands on your heads/reach for the stars," "Shut down, 5 minute warning," "100% eyes")
- Admit to your students that this is a very fluid, evolving process and new to you as a teacher but that you are willing to accept and adapt technology usage as a tool in the classroom. Also let them know that because this is new, there may be new rules and usages brought into your classroom environment as the year progresses and they have a responsibility to follow the guidelines.

Managing an iPad Classroom (many tips apply to any device)

[http://reflectionsofeducator.wordpress.com/2012/11/05/iclassroom-
imanagement-tips-for-managing-an-ipad-classroom/](http://reflectionsofeducator.wordpress.com/2012/11/05/iclassroom-imanagement-tips-for-managing-an-ipad-classroom/)

1- Set clear expectations: a lot of classroom management challenges can easily be overcome by setting clear guidelines and expectations for iPad use. Regularly remind your students of the school's mobile learning policies and 'acceptable use' policies. Communicate your expectations about iPad-use at the beginning of every task. Simply saying 'I expect you to be working on this app until you submit the work and receive my feedback' will keep most students on-task. Also, talk to them about trust and how you 'trust' that they know what they should be doing. I would also advise teaching a clear non-verbal signal that means 'put your iPads down and give me your full attention'. Ringing a bell three times, for example, is the signal I use.

2- Let go of control: mobile devices can be distracting and they can empower students to do many things, and that challenges the traditional role of the teacher as the centre of the students' attention and the main source of knowledge and information. Introducing personal learning devices like the iPad can make learning messier and noisier, but that does not mean that the learning is not happening. Fact is, education shouldn't be about teacher-control anymore, teachers need to embrace their roles as 'facilitators' and 'managers' more.

3- Differentiate the task: if a student is disengaged from a task and seems to be easily distracted, ask them for reasons. It might be that he/she doesn't want to type an essay using Pages, but rather prepare a screencast using ShowMe? It might be that they prefer using another app that accomplishes the same thing you requested, not the app you recommended? Give the students options and choices about how they can go about and demonstrate their learning.

4- Explore gaming: see how you can bring gaming into the classroom. Students often feel like school content can be very disconnected from their lives. Lots of teachers talk about gaming as just a waste of time, but fact is there is research that proves the value of [bringing gaming into the classroom](#). Use different characters in games and their voices/body language to get students thinking about characterization in drama, and the elements of a narrative (as a lot of games are based on a story). Think about how 'Angry Birds' can be used to teach some concepts in physics. Use scrabble-like games in English classes. Whatever the subject, I'm sure you can find one or two games to relate. Additionally, those games need not take up the whole lesson, they could just be quick warm-ups or even rewards for students who finish early but still produce high-quality work (i.e. whose work is not just rushed so they can play games).

5- Assign group roles: the iPad is meant to encourage collaboration, and I am a big proponent of collaborative learning. When I run a lesson that requires the iPad, I design the task so that only one group member needs their iPad, then I would rotate that group member in consecutive tasks (so that other students also get to use their iPad). For example, in [a brainstorm task](#), I would give the questions to the group and ask them to brainstorm on a poster paper (to be hung up in class) while [one group member is responsible for reporting the group's findings](#) on a typewith.me pad or Google Form. Additionally, you can pick another group member to visualize the brainstorm on a mind-mapping app. It's easier to manage an iPad classroom when only a few students are holding the iPad at a time, not the whole class.

See if you can design tasks where all group members can work on different stages using their iPads. For example, one group member brainstorms with the group using their iPad. The next group member is responsible for taking photos and documenting rehearsal. The following group member is responsible for shooting video of the performance and uploading it on the class YouTube channel, and so on. Each group member is also responsible for uploading or embedding the evidence they collect onto the group's shared blog or Evernote shared notebook, or any other form of group portfolio, so that they can all have the same evidence to document their learning. Also, you can design the task so students each work on a part and pass one iPad around,

while doing something else when they are not holding the iPad. I have found that it is easier to manage the class and ensure that they are on-task when I can only see five or six iPads around the room at a time (in a class of 25 students).

6- Circulate around the room: I have seen many teachers who like to teach from their desk. I personally believe this cannot be done with iPads in the classroom. I believe the teacher must walk around the classroom and circulate often when students are working individually. That gives the students the idea of 'teacher-with-it-ness' and encourages them to be on-task. Also, arrange the classroom in a way that allows all or most devices to be in view.

7- Prepare backup plans: last semester, I designed a really cool rubric using Numbers (the spreadsheet app). The students were to use this rubric to assess themselves. I uploaded the file on Edmodo, shared it with the class and thought everything was under control. However, many students couldn't open it because it required the latest version of Numbers, which many of them didn't have (students don't always regularly update their apps and their iOS software either). Luckily, I had a few printed copies. Technology does let us down sometimes. The most important thing is: don't panic in front of students and relax, show them that you control the technology, not the other way around.

8- Use games as an incentive: many teachers I meet disagree with this approach, but I still firmly believe in it. We have to teach our students that there is a time for work and a time for play, and we need to model that in our classrooms. I always tell my students that they can have free-time to spend on their iPad when they finish their work and it is of 'high quality'. That 'high quality' disclaimer is to encourage them not to rush to finish the task, and it reserves room for your judgment on the quality of their work. I often try to find one or two things they can do to improve their work first before allowing them that free time on the iPad, or even nicely asking the student who finished to help another struggling student for a few minutes first before getting free time.

9- Teach responsibility: ultimately, we need to teach students to be responsible for their own learning. Mobile devices empower the students with a lot of tools that can be useful for learning, but at the end of the day, they have to make the choice of learning or not. I constantly remind my students that 'I'm responsible for my own teaching, you are responsible for your own learning'. Talk to them about making choices and the consequences of these choices. If they allow themselves to get distracted, ask them to give suggestions for helping them stay on-task, so they feel they have more responsibility over the situation.

10- Use 'Guided Access': I have never used 'Guided Access' in my class because it is the last resort in my arsenal of strategies. Basically, 'Guided Access' is a feature that came with the iOS 6 update where you can disable certain hardware buttons on the student's iPad (like the home button and lock button for example), and also keep the student focused on one app or one part of the screen. I would advise that you only resort to this strategy when all else fails, and only with the most challenging student/s who just can not stay on-task (keep in mind that this strategy does not teach responsibility and trust). You can also disable the touch-screen through 'Guided Access' if you just want the student to focus on reading. Remember to always give a warning first to the student before you resort to 'Guided Access'. A lot of students fear losing full control over their iPad when you warn them that you will resort to 'Guided Access' if they do not stay on-task. Here is a screencast explaining how to use 'Guided Access':