

Envisioning a 1:1 Environment in Your School

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Overview

What is 1:1?

1 device : 1 student

Device: full-power laptop computer to a smartphone.
In-between are iPads, iPods, PDAs, tablets, and other digital devices that connect to a network.

BYOD: Bring Your Own Device

Digital divide . . .

The Blueprint

The K-12 Computing Blueprint for eLearning Initiatives

A public service project by Intel Corp.

<http://www.k12blueprint.com>



Policy

- Flexible
- Frequently evaluated – continually monitored
- Modified as needed!

Technology has provided a variety of ways for teachers, administrators, local boards, and other stakeholders to get deeply and richly involved in policy making.

One “policy” often left to individual LEAs is the Acceptable Use Policy (AUP).

Likely such a policy already exists . . . should be revisited in light of 1:1 initiative.

Include

- Definitions of appropriate use and inappropriate use
- Consequences for misuse
- Rules and resources for copyright compliance
- User liability expectations
- Student safety issues
- Network security and other issues related to infrastructure maintenance

SWOT . . . **policy** strengths, weaknesses, opportunities, and threats in your district/building?

Leadership

Inspirational and supportive leadership

A successful initiative follows these steps:

1. Identify stakeholders
2. Build a taskforce from those stakeholders
3. Develop teacher buy-in
4. Create a strategic and sustainable plan
5. Involve
 - a. people
 - b. processes
 - c. technology
 - d. data
6. Maximize communication

SWOT . . . **leadership** strengths, weaknesses, opportunities, and threats in your district/building?

Funding

No doubt that technology is expensive . . . 1:1 is even more expensive.

It's not just a capital outlay . . . textbooks, curriculum development, technology funding, and facilities upgrades lines can all be tapped for funding.

Texas, through HB 4249 allows for textbook funds to be used to purchase electronic texts and instructional materials AND use funds to purchase technology equipment necessary to support the use of approved digital resources.

TCO – total cost of ownership also includes ongoing costs: maintenance and replacement, subscriptions, professional development, licensing, etc.

SWOT . . . **funding/funds** strengths, weaknesses, opportunities, and threats in your district/building?

Digital Content

What digital content do you already own and/or have access to?

How can a good professional development plan help alleviate teacher's fears about content?

How much is out there?

What can you find?

What can you use?

What are you willing to pay for?

What can you create yourself?

What are you willing to give up in order to get?

SWOT . . . **digital content** strengths, weaknesses, opportunities, and threats in your district/building?

Infrastructure

Platform is not a manufacturer. It's an operating system.
Windows, Mac . . . Unix, Linux, Ubuntu, etc.

But the web is NOT generally platform specific!!
Same thing is true for The Cloud.

The Device

- Lightweight and sturdy
- Long battery life
- Wireless capable
- Sufficient storage/memory

Consider

- Battery exchange program
- Onsite recharging capability
- 3- to 5-year lifecycle
- Plans for maintenance and support
- Management tools to allow teachers to see all screens

The Network

- Stable, secure, reliable! (instills trust by users)
- Scalable for future growth
- Test access in a variety of settings and conditions
- Purchase software licenses and stick to 'em!

SWOT . . . **infrastructure** strengths, weaknesses,
opportunities, and threats in your district/building?

Professional Development

Consider the in your professional development plans:

Focus on integration, data-driven decision making, and meaningful uses of technology, NOT how-to training

Provide how-to training online or peer-training

PD must be ongoing and reinforced

Create guidelines and discussion on best practices . . .
showcase talents of good uses

Teachers need to be allowed to learn at their own pace
and in their own style.

SWOT . . . **professional development** strengths,
weaknesses, opportunities, and threats in your
district/building?

Results

Results are the starting point and the ending point.

Do not begin with results *in mind* . . . begin with results clearly delineated and spelled out, listed, objectivized, operationalized, and known!

Monitor results constantly . . . consistently . . . use good formative evaluation and summative evaluation at regular intervals . . . how are we doing, how can we improve, are we meeting our stated goals? Can we meet them better? Can we improve our results?

Caution

One challenge that will undoubtedly occur and is usually overlooked:

Teacher turnover requiring training of new teachers/induction into a 1:1 environment

Training/induction of new students who move into the district (often at the most inopportune times!)