

# Bring Your Own Device Program

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## Using ICT to improve learning outcomes for Investigator College students

Information and Communication Technology (ICT) plays a significant part in the Investigator College *Operational Plan*. Exponential growth has taken place in ICT over recent years and it now takes a central place in our curriculum. ICT empowers people at work and at leisure to achieve in ways that not so long ago could scarcely have been imagined.

Information and Communication Technology enhances education right across the curriculum. Studies show that engagement and participation are heightened by use of ICT in the classroom. Even more importantly, learning outcomes are improved when methods of instruction include ICT. Investigator College understands the research findings that this effect is strongest when teachers use ICT in the tutorial mode and take advantage of its capacity to extend learner control, to facilitate peer-learning and to optimize feedback.

The educational value of Information and Communication Technology is also promoted at the national and state levels. *The Melbourne Declaration on Educational Goals for Young Australians* declares that 'in this digital age young people need to be highly skilled in the use of ICT'. The Australian Council for Educational Research points out in *Research Developments* that 'the importance of ICT literacy is acknowledged by its inclusion in Australia's National Assessment Program along with literacy, numeracy and civics and citizenship'.

Competence in Information and Communication Technology is designated as one of seven general capabilities in the Australian Curriculum. As ACARA puts it in *The Shape of the Australian Curriculum*, 'students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities'. The centrality of ICT is endorsed in the new SACE through the development of research skills and the digital assessment tasks it encourages.

## Why are we introducing Bring Your Own Device (BYOD)?

The Australian Government invested heavily between 2008 and 2012 with the Digital Education Revolution (DER) funding program. These funds were used to provision a successful 1:1 Laptop Program for Year 11 and 12 students. This specific funding has now ceased entirely and the challenge that many schools now face is how to develop a sustainable replacement program to replace the Year 11/12 Laptop Program.

Investigator College welcomed the DER funding, but realized that it was likely to be unsustainable in the long term. With this in mind, the College jointly invested with the long term in view.

## Educational Perspective for Change

With a wealth of studies dating back over 20 years identifying the positive benefits of infusing technology into the classroom, coupled with the successful practice witnessed in many other schools, the introduction of a Bring Your Own Device program at the College is a positive step forward for education. The key reasons that best describe why Investigator College is pursuing a 1:1 technology program are as follows:

### To equip our students with 21st century skills

We believe that it is incumbent upon education to be at the forefront of technology and integration. Professor Yong Zhao said: "Technology is not really a choice any more. It has infiltrated and changed our world so

completely. In the 21st century economy and society, the ability to respond flexibly to complex problems, to communicate effectively, to work in teams, to use technology and to produce new knowledge is crucial.”

Bill Gates, co-founder of Microsoft, said “our current expectations for what our students should learn in school were set fifty years ago to meet the needs of an economy based on manufacturing and agriculture. We now have an economy based on knowledge and technology” (*eSchoolNews, 2007*).

This industrial revolution era style of education requires modernisation to meet the unique demands of 21st century society. As society continues to change at a rapid rate, driven largely through innovation and technology, we see that it is imperative upon us as educators to keep up, adapt, and prepare our students as thoroughly as possible for the post-school environment that awaits them.

This need has been recognized at a Government level with Education Ministers from across the nation stating that “Globalisation and technological change are placing greater demands on education and skills development in Australia and the nature of jobs available to young Australians is changing faster than ever.” (*MCEECDYA, 2008, p4*)

### **To further compliance with national educational policy expectations**

National policy as articulated through the “Melbourne Declaration” and the Australian Curriculum all increase the emphasis on ICT in education. The Melbourne Declaration and the Australian Curriculum place an emphasis upon building innovative capabilities of students within and across discipline boundaries. As a means towards facilitating this, ICT skills have been established as a ‘general capability’ within the Australian Curriculum. This means that it is expected to be embedded seamlessly across the disciplines of the entire curriculum. The integration of a student technology program at Investigator College will go a long way to facilitating that integration across all curriculum areas.

### **To improve engagement of our students through culturally relevant methods**

“Schools exist in a world radically different from the world that existed when the system of schooling currently in place was invented. Information and Communication Technologies (ICT) have played a critical role in worldwide changes that have occurred in the last few decades. The World Wide Web provides a volume of information and learning resources unimaginable a few decades earlier. Most recently, Web 2.0 applications, such as social networking, collaborative work and play spaces, blogs, and publication places for creative products, are being extensively used by children and adults. These developments have resulted in a chasm between the world of information, knowledge production and dissemination, and learning as it exists outside of these schools, with what is happening within them.” (*Moyle, 2010, forward*)

A majority of Australian children over the age of 12 are now more likely to own a mobile phone, and they use it to perform a range of functions including accessing the Internet, to navigate their way to new destinations using Global Positioning Systems (GPS), to video friends and relatives, to take photos and to listen to music. From time to time, they may even use their mobile phone to make phone calls. (*ACMA 2009; Moyle & Owen 2009; Roy Morgan Research 2006*)

To put technological change into the perspective of our current Year 8s and Year 9s it is worth examining how old these students were when certain technologies were launched.

- 1998 Google
- 2000 Our Year 8s were born Age 0
- 2001 Wikipedia Age 1
- 2001 iPod Age 1
- 2003 MySpace Age 3
- 2003 3G mobile phones Age 3
- 2004 Facebook Age 4
- 2005 YouTube Age 5

Our students have only ever known a world with Google, Wikipedia, Facebook, and mobile phones with high speed Internet.

Studies show that students report they feel like they are stepping back in time when they go to school. (*Moyle, 2010, p36*) A student technology program provides the opportunity to help make education more relevant and engaging to students who have been raised on digital technology.

### **To enhance student responsibility and maturity**

The final significant objective of the student technology program is to use it as a vehicle to promote, and allow students to demonstrate, increased maturity and responsibility for their learning. As we demonstrate increased trust and expectations on the students by bringing technology into every classroom, we will challenge them to rise to be increasingly self-disciplined as they partner with the College in their learning.

We are under no illusions that technology has the opportunity to be a significant and easy distraction for a disengaged student, however, we also believe that it has equal potential as a tool of engagement and partnership. Students will have the opportunity to be 'off task' without the teacher noticing, but they will also have the opportunity to partake in their learning, collaborate with their teacher and peers, and learn important life skills of self-discipline and focus.

The College's expectation will be on students to act responsibly with the technology at all times. Students will be expected to display maturity cognisant of the privilege.

### **What is Bring Your Own Device (BYOD)?**

'Bring Your Own Device' (BYOD) is more than just the replacement program for the Year 11/12 Laptop Program. The program is designed to allow Year 11/12 to choose and bring to the learning environment one or several devices of their choice. The devices will connect seamlessly via the on campus College wireless network and extend to any internet connection outside the College.

Once the Year 11/12 students have been successfully migrated to the new program, we have planned our infrastructure to allow expansion of the program down to Year 10.

The college has tested and recommended a variety of devices and matched their capacity directly to the curriculum requirements.

### **College Investment**

Investigator College has a high speed wide area network spanning Goolwa, Victor Harbor and Currency Creek Campuses. This allows staff and students a standard experience and access to IT resources regardless of which campus they attend.

The College also has an enterprise grade wireless network spanning the three campuses. This allows automatic connection to the network to access files, printers and the internet via the school filter, especially when travelling cross campus.

In planning the BYOD program, Investigator College has consulted with several schools that have successfully implemented their program and chosen a system integration partner who has previously worked with school rollouts.

This investment will continue to provide ongoing support and extend the learning program for teachers, students and parents into the future. In this way, we are seeking to ensure structures are in place to improve the personal learning opportunities for each student.

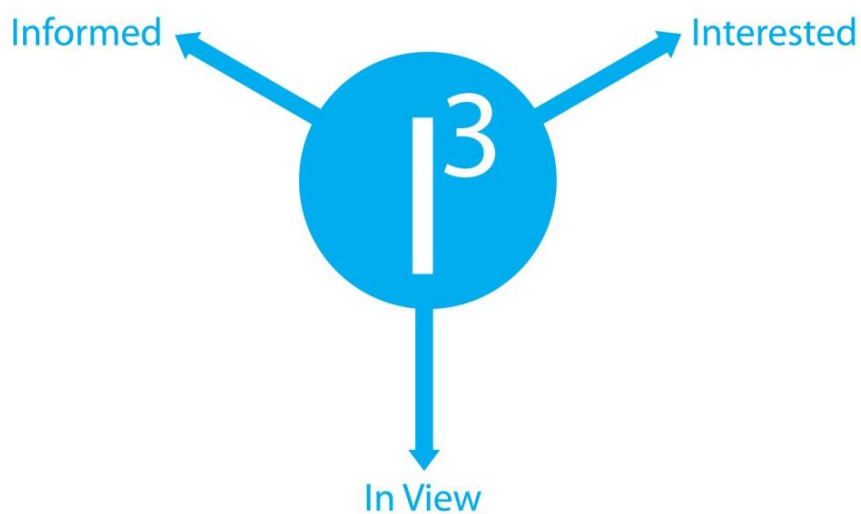
## Student Study

Investigator College believes the teaching of cyber-safe and ethical online behaviour is essential in the lives of students and is best taught in partnership between home and school. 21st century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who do the right thing by themselves and others online, particularly when no one is watching. Safe and ethical behaviour online is explicitly taught at our school and support at home is requested. It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others and publishing inappropriate images.

## Suggestions for parents

Use of the device after hours should be subject to the parental supervision present in the home. The College does not accept responsibility for monitoring the manner in which the device is used after hours.

We recommend that a simple three step rule, the 3 I's of Internet safety. Be Informed, In View and Interested.



### Informed

Be informed about the risks and benefits of Internet access. Understand about instant messaging, forums, personal spaces like Twitter and Facebook. We stress to the students that the Internet is anonymous and you never know who you are speaking to, that personal spaces are open and easily accessible to all and that personal information should never be published for the whole world to see. We stress that students should not publish schedules of their activities or exchange information.

### In View

Where possible have your son's or daughter's computer in view. Try to keep Internet activity in an active and well visited part of the home. It is easier to be informed and interested when you can see the sites they are surfing, the friends they are making and talking to or the spaces they are creating. It also limits access to inappropriate and unacceptable sites.

### Interested

Be interested in what your child does on their computer and who they are talking or chatting to. We encourage parents to ask their children to show you their spaces and their work. Discuss with them the risks of revealing personal information like their name, address or exchanging photos. Explain to them the dangers of meeting in person the "friend" they have met on the net. This quote from BBC News is very appropriate: "Children are wary of strangers but if you have spent months getting to know someone then they aren't a stranger anymore" (*Educational Origami, 2010*)

## Bridging the gap between home and school

At school the Internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

If you have the Internet at home, encourage your child to show you what they are doing online.

At home we recommend you:

- Find out how your child uses the Internet and who else is involved in any online activities.
- Have computers with Internet access in a shared place in the house – not your child’s bedroom.
- Ask questions when your child shows you what they are doing, such as:
  - How does it work and how do you set it up?
  - Who else is sharing this space or game? (Do you know them or did you ‘meet’ them online?)
  - Can you see any risks or dangers in the activity - what would you say to warn/inform a younger child?
  - What are you doing to protect yourself or your friends from these potential dangers?
  - When would you inform an adult about an incident that has happened online that concerns you? (Discuss why your child might keep it to themselves.)

Statistics show that students will not approach an adult for help because:

- They might get the blame for any incident.
- They don’t think adults “get” their online stuff.
- They might put at risk their own access to technology by either
  - admitting to a mistake or
  - highlighting a situation that might lead a parent to ban their access.

## Concluding Comments

The College investigated a range of options to allow students to access 21<sup>st</sup> century learning. We believe the range of options offered provides excellent flexibility, upgradability and value. We are also aware that many students and families already own compatible devices and that the highly competitive computer sales environment works to the benefit of students and families.