BOXLIGHT WEBINAR SERIES

Atlanta Public Schools Secrets to Success: The Odd Couple
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Presenters:
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Recording Link:

Webinar Questions and Answers

Q: When you did the concept classroom, did you think about lab work such as in a science classroom?
A: In our situation, we didn't consider the science classroom specifically due to how science classrooms are designed. However, the design of a science classroom provides room to do creative furniture options. Providing soft seating, student grouping, and having access to technology is still possible, even though you may have to work around existing room layouts.

Q: When it comes to student grouping, is it possible for grouped tables to be easily adjusted in order to have more options?
A: Absolutely. Along with the Boxlight displays, we looked into different types of classroom furniture. We wanted furniture and desks with moveable wheels, soft seating, bean bags, etc. to allow for collaborative learning. In order to make classroom more mobile, many of our Boxlight displays were mounted on moveable carts, allowing more flexibility in how they can be used.

Q: What is Plan B when the internet is down and your devices can't connect?
A: With the Boxlight displays, they are designed to work with an internet connection as well as without a connection. Think of the displays as giant touchscreens—a computer still can connect to the display and students can continue to interact with different elements on the screen. Any content you have on your computer can still be utilized.

Q: Was the Tablet2Read pilot a grant program?
A: No, it was not. This was a separate initiative we did in order to get tablets into the hands of elementary students to improve literacy.

Q: How do you deal with students who hack the system?
A: You have to have a zero-tolerance policy in your district for hacking or abusing technology resources. We also try to stay ahead of the curve by having an advisory council that included students who wanted to be part of helping find solutions. As for VPNs, students do not have administrative rights on school devices—students have to log in to the proper network to have any type of access. Without accessing the network with student credentials, they are redirected to a guest network that is very restrictive, making it less than ideal to connect a device.

Q: How do your library media specialists/librarians help support this program and the teachers?
A: Our library specialists are an integral part of the process. We rely very heavily on our media specialists to help provide support at the building level and to be part of the solution. They are included in decisions and training to help support teachers. They also take ownership with various initiatives that involve parents, staff, and students.

Q: With the feedback form, are long responses possible?
A: Open responses are possible using the form and are very useful to provide insight into what is going on with teachers using technology. The feedback gives us insight on the feelings of teachers and how to better shape the support we can provide.

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