



EDUCATION
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WHITEPAPER

Classroom Internet Management for Teachers

A White Paper for Teachers: 10 Strategies for Facilitating a 1:1 or BYOD Program in your Learning Space with a Classroom Internet Management System.

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Introduction

This White Paper provides 10 strategies for teachers who are integrating a 1:1 or BYOD program into their classroom teaching for the first time, or seeking new ideas to take their program forward. These strategies take advantage of the powerful tools offered by a comprehensive classroom internet management system.

As a recognised thought-leader on internet access management in schools globally, our team interact with many teachers who are successfully embedding a 1:1 or BYOD into their teaching programs and are using their classroom internet management system to underpin this success.

We have collated the ten strategies that these teachers have adopted to ensure that they themselves, their students and parents benefit from the large-scale investment in laptops, tablets and smartphones

It should be emphasized that there is one essential prerequisite for all the successful programs that we work with: a school-wide strategy that provides the framework within which the teacher or teacher syndicate establish their own classroom internet management protocols. This must be in place prior to the roll-out of any device initiative to classroom level.



10 Strategies for a successful 1:1 Program

1. Define Appropriate and Inappropriate Behaviour:

The school should have a BYOD policy or Acceptable Use Policy (AUP) that provides strict guidelines on the appropriate use of student owned devices, as well as the consequences for abuse. It will detail the protection for students provided by the internet management system including filtering and monitoring. Parents and students read the policy and sign the BYOD/AUP agreement form. It is a good idea to have this policy clearly displayed on the wall, perhaps using an infographic for younger / ESOL students (English for speakers of other languages).

Lead discussion around what is appropriate and inappropriate behaviour, expanding on the AUP poster and your infographic with examples of positive and negative use of devices. Encourage student buy-in by establishing as a class why some online content and types of behaviour are not appropriate in the classroom, or even in life generally. Incorporate a discussion of why the school is using an internet management system, emphasizing the school's duty of care and how the filtering protects them.

Many schools will have a 'Digital Citizenship' program that runs alongside a technology initiative, some are even prescribed at district or government level. These programs support students to develop the skills required to navigate their life online, from dealing with cyberbullying to understanding what is fake news. This content is commonly embedded in class teaching at primary school. At secondary school, this can sometimes be a separate curriculum area taught by a specialist teacher.

2. Establish Your Class Norms:

Teachers begin the school year with a discussion to establish a 'class treaty' clarifying what they expect from students and what they should expect from their teacher. Expand this discussion to include negotiated class norms for the use of devices. The discussion can include:

- In-class consequences for inappropriate behaviour before the school principal gets involved. The students could negotiate and agree on a three-step process. For example, firstly they can expect a verbal reminder and secondly a request that the device be returned to the student's bag for the rest of the day. If there is a third 'infringement' they will know that the teacher will confiscate the device and involve the school principal. At this point the AUP procedures apply.
- Noise management, including when devices should be on silent, when headsets should be used and what happens if a student forgets or loses their headset.
- Device storage when not in use: face down on desks if just in-between activities, or in bags or lockers for longer breaks? Discuss with the class how best they can avoid being distracted by the device when they should be focused on another aspect of their learning.
- Visibility: have an honest and open discussion about the level of visibility that not only the school but the teachers have over what the students are doing on their devices due to the classroom internet management system. Discuss why teachers should have that level of visibility, emphasizing a teacher's responsibility to provide an environment conducive to learning.

3. Have Procedures for Talking to Students when 'Things Go Wrong':

By pre-empting inappropriate behaviour through a well thought out AUP and negotiated class norms, plus a powerful internet management system, issues will be minimised. However, we all know that occasions will arise when conversations will need to happen about such uncomfortable subjects as sexting, cyberbullying, online pornography and the other delights of the world-wide web.

Many schools and districts provide professional development to ensure that either you or a nominated member of staff at your school is trained to have these types of conversation. This professional development programme will recommend that in any conversation:

- The expectations of the school are clearly defined.
- Concrete evidence is provided of the infringement.
- The student has an opportunity to explain their role in the infringement. Accidents do happen and students can come across inappropriate content without it being intentional. In other cases, the student themselves may be the victim of peer pressure or bullying, for example in instances of sexting.
- Students are made aware of reporting systems available inside school or outside school where they – or other witnesses - can talk to professionals about the issue, especially if they appear reluctant to talk to a teacher.
- Parents or caregivers are involved.

The reporting capabilities of your classroom internet management system can be extremely useful to inform these conversations with students and/or parents, providing the concrete evidence required to demonstrate that there is an issue that needs to be addressed, providing details of when it began and how long it has been continuing.

4. Reinforce the Positive:

Implementing a BYOD or 1:1 program should not only focus on negative behaviour. Teachers should also reward online activity that demonstrates honest, ethical or innovative use, as well as students who are staying on-task.

A classroom internet management system that provides teachers with an overview of how individual students are spending their time online can give these insights. Some schools use the reporting features of such systems to produce reports for students themselves to use for self-reflection.

5. Minimise Distraction:

Digital distraction is a major concern for teachers, with students easily able to get off-task with devices.

“We monitor web usage by class and by individual student. Teachers can reward and report on levels of engagement in a meaningful way with each and every child.”

– RUSSELL BURT, PRINCIPAL, POINT ENGLAND SCHOOL.

Some schools choose to simply block access to sites with the potential to distract. There are downsides to this approach. Some resources, such as YouTube for example, offer a wealth of information on a topic. Social media is a fantastic way of communicating with external experts or organisations that could add to a discussion. Plus schools are preparing students for the outside world where access to the internet is predominantly unrestricted

There are other ways to manage digital distraction. Some classroom internet management tools allow teachers to easily limit access for students to just the websites that they need for an activity, or where broader research is required, teachers have complete visibility over what students are doing online.

A popular way to manage older students is to acknowledge that FOMO (fear of missing out) is a genuine issue for today’s students. They need to feel connected and by giving them time to ‘check-in’ and catch up on a news story that they are following, they can then relax and focus on their learning.

With a smart classroom internet management tool, this is simple for a class teacher to implement. Teachers can easily add and remove the filters as required. Not only is the issue of digital distraction resolved for the classroom teacher, but the school is also modelling an effective way that a student can learn to self-regulate their impulse to access social technology.

“This has made my classes so much more manageable. Students are on-task, focused and engaged in learning as opposed to being distracted by other things on the Internet.”

– MATHS TEACHER, PORIRUA COLLEGE



6. Engage Learners:

A common objective of 1:1 or BYOD programs is increased student engagement. There are many suggestions online and in resource books, almost to the point of overload. Teachers can look for evidence of what is working for other schools, including the most popular apps and websites.

Using your classroom internet management system, you can measure the level of student engagement. You can monitor the on-task / off-task behaviour each type of activity instigated amongst your student cohort and respond accordingly, either by tweaking the activity or looking at an alternative means of delivery for all or some students.

Activity	Percentage of teachers
Research using the internet	93%
Written assignments	83%
Collaborating inside school using Google Docs, wikis and communication forums	62%
Recording progress and achievement	61%
General multimedia e.g. images, video, music and animations	59%
Spreadsheets and other analysis software to collect and analyse data e.g. Excel, Google Sheets and Data Loggers	41%
Distance Learning	37%
Collaborating outside school with other students, experts and organisations	33%
Games and Simulations	30%
Blogs	17%
Coding and programming	7%

Using your classroom internet management system to measure the level of student engagement. Monitor the on or off-task behaviour per activity, and provide support or guidance as required.

“If you glance in a 1:1 classroom all the students look as if they are behaviourally on task but this helps me see if they are cognitively on task.”
 – ICT LEAD TEACHER, POINT ENGLAND PRIMARY SCHOOL

7. Personalise Learning:

One advantage of 1:1 or BYOD programs is the ease with which learning can be tailored to an individual student's needs. With 25 devices in the classroom, 25 different learning activities can potentially be taking place. The teacher's role shifts to that of facilitator, guiding students in their learning, rather than directing that learning. A classroom internet management tool supports this pedagogical shift and backs up the teacher.

Firstly, the system makes it easy for a teacher to differentiate online resources for an individual student or for a group of students, even restricting them to those resources for the duration of the activity.

Secondly, it makes monitoring the 25 different activities straightforward. It is imperative for the success of the facilitator role that the teacher is not tied to a desk, but moving around the classroom, providing support and guidance. Teachers can simply 'check-in' with the classroom internet management system as required to monitor an individual or a group.

"I'm not glued to a screen, it's easy to use and I can just have a quick look now and then to see what all the groups are doing."

– ICT LEAD TEACHER, POINT ENGLAND PRIMARY SCHOOL

8. Protect Yourself:

Part of the school's internet management system will be a 'firewall' that filters out obscene and inappropriate websites. The school will have their own additional policies that block other websites, maybe just at certain times of day or for different year levels. You will also be able to block websites that may have become the temporary focus of attention for your class

There are also additional measures that you can take to add a further layer of protection for your own professional reputation online and on social media Linewize has collated global resources to support teachers to protect themselves.

9. Cyber safety leadership:

Use your classroom internet management systems to keep parents informed. Where they have spent money on devices, they will appreciate knowing that the laptop or tablet is being used to its full potential. Parents themselves can also use the information to start conversations at home about learning.

The school may have a policy on how to keep parents informed or you may wish to establish your own processes. Individualised reports on how your students are using their devices can be:

- Accessed independently by parents using a parent dashboard.
- Emailed to parents weekly or monthly.
- Used to inform conversations at parent-teacher interviews or student-led conferences.

Parents are often concerned about their role in enforcing appropriate online behaviour, but with the increasing uptake of smartphones and mobile devices they need to be involved in the cyber safety process. Teachers can share resources with parents to help them with internet management at home and encourage them to play a part in developing their child's digital citizenship.

Capture and Analyse Data for Reflective Practice:

The above nine strategies for managing 1:1 in your learning space using classroom internet management systems touch on the importance of ongoing reflection on your practice. Your classroom internet management system should foster this reflection by providing accurate and informative data for you to analyse.

This includes:

- Usage of Apps by team, class and individual student, especially where the school is paying for the use of the App.
- Types of website used by a team, class and individual student. This could be used to measure how a school-wide emphasis e.g. flipping the classroom is progressing term on term.
- Student time spent on-task and off-task at school. Reports can be used for student self-reflection and for teachers to analyse what types of activity may not be engaging individual or groups of students.
- Individual student reports can be linked to achievement data, again for student self- reflection or for informing teacher-student or teacher-parent conversations.



Summary

A BYOD learning space without a powerful classroom internet management system equates to an airplane without its satellite global positioning, advanced displays and telecommunications

The classroom internet management system lets the teacher plot the route, keep an eye on progress, identify and respond to turbulence and capture all data in case of a need for future analysis. Why would you fly without one?

Your digital learning environment can be enhanced in many ways. Good digital citizenship practices include strategies to minimise distraction and support student engagement. Clear guidelines and policies around appropriate behaviour need to be enforced, with evidence-based conversations.

“The more detailed graphical analysis and statistics are used by the children themselves to see how they have performed, when they have been distracted and to monitor improvements.”
– ICT LEAD TEACHER, POINT ENGLAND PRIMARY SCHOOL

About us

Linewize is a Family Zone company, with a shared vision of keeping students safe online on any device, any time.

Learn more

Visit us www.linewize.com, email us at info@linewize.com, or call us +64 (0) 3 668 1218



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ABOUT US

Family Zone is passionate about making student internet management easy. We help school teachers ensure that student internet use is constructive and education focussed. Our tools work with existing networks to create an online environment that respects student agency whilst highlighting inappropriate use.

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