

# Device management

Using technology efficiently to enhance instruction

# What's a device? (20<sup>th</sup> century version)

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- ▶ TV
- ▶ Video, DVD
- ▶ Projectors
- ▶ **Any Internet-connected tool**
  - ▶ Desktops
  - ▶ Laptops
  - ▶ Netbooks



# What's a device (21<sup>st</sup> century)

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- ▶ Interactive whiteboards
- ▶ Classroom response systems, “clickers”
- ▶ Augmented or virtual reality
- ▶ 3-D printers
- ▶ Any Internet-connected tool
  - ▶ Desktops
  - ▶ Laptops
  - ▶ Netbooks
  - ▶ Chromebooks
  - ▶ Tablets, iPads
  - ▶ Smartphones
  - ▶ E-readers



# What's management?

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- ▶ The administrative area dealing with
  - ▶ deploying,
  - ▶ securing,
  - ▶ monitoring,
  - ▶ integrating and
  - ▶ managing mobile devices, such as smartphones, tablets and laptops, in the workplace.

<http://searchmobilecomputing.techtarget.com/definition/mobile-device-management>



# Issues to consider when using technology

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- ▶ Availability of devices
- ▶ Equity
- ▶ Network access
- ▶ Individual versus group work
- ▶ What types of applications/software?
  - ▶ Software programs available
  - ▶ Apps
  - ▶ Websites
  - ▶ Video chats
  - ▶ Gaming
- ▶ Reasons for using technology?



# A quiz

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- ▶ How much technology do you currently use in your classrooms?
- ▶ What are the reasons that you don't use more?
- ▶ In what ways would you like to use technology?



# Concerns voiced about devices

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- ▶ The bad and the ugly
  - ▶ Devices ringing, chirping or other annoying sounds
  - ▶ Bored students tune out
  - ▶ Technology a distraction
  - ▶ Cheating



# Using technology tools for good

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## ▶ The good

- ▶ Engagement
- ▶ Relevance
- ▶ Background knowledge
- ▶ Just in time, not just in case learning
- ▶ Explore sophisticated concepts
- ▶ By-pass some literacy issues (visual, touchscreen driven)
- ▶ Personalize learning
- ▶ Creativity
- ▶ Collaboration





# Practical advice on controlling high-tech cheating

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- ▶ No cell phones in the room during a test (collect, check at the door)
- ▶ Proctor exams properly
- ▶ Establish a clear set of rules
- ▶ Demonstrate the difference between “search” and “research”
- ▶ Spend some time developing information literacy skills

Waters, J. (2013). From Texting to Plagiarism, How to Stop High-Tech Cheating. THE Journal, August 2013

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## What technology resources are available to you?

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- ▶ More than 90 percent of adults now have a cell phone, according to the Pew Research Center's Internet & American Life Project. For people under the age of 44, that number is closer to 97 percent.
- ▶ Of U.S. adults who own a smartphone, 7% are “smartphone-dependent,” meaning that they do not have home broadband service and have limited options for going online other than their mobile device.
- ▶ While texting, talking, emailing and going online dominate, a majority of Americans also use their smartphones for social networking, taking photos or videos, and catching up with the news.

<http://www.pewresearch.org/fact-tank/2015/04/01/6-facts-about-americans-and-their-smartphones/>

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# What can I do with a Smartphone?

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- ▶ Collaborate
- ▶ Communicate
- ▶ Create
- ▶ Coordinate/Curate
- ▶ Clicker



<http://gettingsmart.com/2013/01/part-1-44-smart-ways-to-use-smartphones-in-class/>

<http://www.nea.org/tools/56274.htm>



# Collaborate / Communicate

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- ▶ Think of the phone as a portal to
  - ▶ Google Docs
  - ▶ A class blog
  - ▶ A class wiki
  - ▶ A class Facebook page
  - ▶ Twitter
  - ▶ Instagram



# Let's preview a couple of uses

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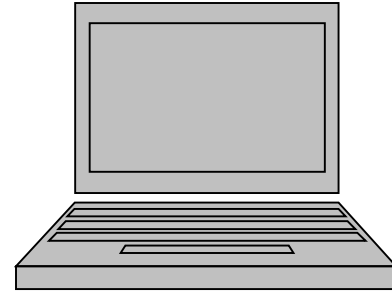
- ▶ **Remind 101:** <https://www.remind.com/>
  - ▶ Free (must create an account and can upgrade for additional features)
  - ▶ Allows instructors and students to send secure messages without using personal accounts
- ▶ **Polleverywhere:** <https://www.polleverywhere.com/>
  - ▶ Free (must create an account and can upgrade for additional features)
  - ▶ Allows for instant feedback
  - ▶ Can display results for discussion or adjust in real time



# I have laptops. Now what?

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- ▶ Play a movie
- ▶ Burn a CD
- ▶ Print documents
- ▶ Plug in peripherals in the USB ports
- ▶ Do some keyboarding
- ▶ Use plenty of storage on hard drive
- ▶ Display or play almost any file format
- ▶ Open multiple windows-can toggle back and forth between Internet and word processing



<http://www.pcadvisor.co.uk/buying-advice/tablets/whats-best-laptop-or-ipad-3379278/>

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# Some interesting possibilities

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- ▶ Teachertube: <http://www.teachertube.com/teachers>
  - ▶ Sign up for free, searchable, vetted so more educational focus than Youtube
- ▶ Discovery Education  
<http://www.discoveryeducation.com//teachers/>
  - ▶ Lesson plans, virtual field trips



# iPads and other touchscreen tablets

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- ▶ Light, portable
- ▶ Good battery life
- ▶ Instant and constant connectivity
- ▶ Touchscreen interface
- ▶ Voice to text
- ▶ Intuitive navigation
- ▶ Lots of apps: built-in, free, iTunes





# Laptops/desktops versus tablets

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- ▶ Share many of the same functionalities, but...
- ▶ Touch screen versus keyboard
- ▶ Software versus apps
- ▶ Need for hard copies versus the cloud
- ▶ Updates and connectivity-file access
- ▶ Portability and durability

<http://www.dominoguru.com/>



# Let's visit a couple of cool apps

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- ▶ [https://docs.google.com/document/d/18QQejCZYJb3Hj3eV4Vm87k740CQPqiXuzy1wM\\_Qf8As/edit?pli=1](https://docs.google.com/document/d/18QQejCZYJb3Hj3eV4Vm87k740CQPqiXuzy1wM_Qf8As/edit?pli=1)
- ▶ Google Earth, Google maps: satellite imagery, maps, terrain, oceans, galaxies  
<https://www.google.com/earth/>
- ▶ Cagle Cartoons: searchable collection of political cartoons <http://www.caglecartoons.com/>
- ▶ US Constitution  
<https://itunes.apple.com/us/app/constitution-for-iphone-ipod/id288657710?mt=8>



# Game-based learning

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- ▶ An introduction to game-based learning: James Paul Gee on Learning with Video Games:  
<https://www.youtube.com/watch?v=JnEN2Sm4IIQ>
- ▶ Great resources for
  - ▶ Tips and tools for getting started
  - ▶ Games in the classroom
  - ▶ Using games for learning and assessment
  - ▶ <http://www.edutopia.org/game-based-learning-resources>



# Practical advice

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- ▶ Always have a non-device “Plan B” in case of network issues, no wi-fi or other barriers
- ▶ Account for power issues: are there enough outlets, power strips for students to plug in? Batteries?
- ▶ Consider the layout of the room. Students may need to or wish to work in groups so is the room configuration flexible.



# Changing role of the teacher

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- ▶ Determine the work and expected outcomes
- ▶ provide direct instruction or support for digital navigation skills
- ▶ determine appropriate content-either pre-select sites
- ▶ set ground rules (acceptable use policy or norms)
- ▶ float and monitor, re-direct as necessary
- ▶ Possess basic trouble-shooting skills
- ▶ Changes who is the “expert”



# Questions and feedback

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- ▶ Please take a few minutes to provide feedback on this session:  
<https://www.surveymonkey.com/r/ECAAdultEd1516>
- ▶ For additional questions, contact
  - ▶ Sue Domanico, [domanico@educationconnection.org](mailto:domanico@educationconnection.org) 860-567-0863 x186
  - ▶ Tony Sebastiano, [tonys@educationconnection.org](mailto:tonys@educationconnection.org) 860-567-0863 x132

