

BYOT

# Implementation and Management Checklists

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A summary of Chapter 8 of *Bring Your Own Technology* (2012)



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To assist the transition from the present arrangement to the total student use of their own gear we have prepared the two checklists, one in relation to the implementation and a second on the in-school management of the student's technology.

However there are several general issues relating to those checklists that warrant special mention beforehand.

- **Ready yourself for the frustration**

In moving to a fundamentally different operational paradigm you like the case study schools will regularly encounter people, bureaucratic arrangements, technical set ups, structures, power groups and possibly legal impediments that will frustrate you no end, might incline you to swear and even do someone.

The situation is likely to get worse before it gets better for based on past experience it will be some time before many bureaucrats and legal boffins finally understand the full implications of BYOT – and only then will they seek to apply aged rules and procedures.

In brief they will as always want to stop the world.

Sadly that is a reality for which you ought prepare.

- **Cover the equity**

We very much are of the opinion that in the Western world each school should ensure all students has the requisite personal technology to use 24/7/365.

While the national and regional governments and the local education authority ought play their part the school is best positioned to ensure no kids miss out.

Don't let a bureaucracy handle the job. It was one of the great shortcomings of the UK's Home Access initiative.

The authors' experience in addressing the matter of equity and technology points to the necessity of each school undertaking its own research on each child's situation. All too often equity is used as an excuse for doing nothing.

The naysayer's seeming trump card to any educational development involving technology is to cite equity, to dismiss the national research showing near everyone has access and to say its own community is uniquely disadvantaged – without invariably having actually put in the hard yards to find out.

With all parties working together each school should be able to look after its own.

### **Tracked learning 'versus' personalisation**

There are some significant developments underway in using the technology to more closely track, analyse and shape student learning.

Advocates of that important work, which currently requires all the students in the class to have the same computers are particularly critical of the move to BYOT, the shift away from all students having common computers and the students being able to use any technology they believe is appropriate.

The reality, as we regularly affirmed, is that in time all schools will use some form of BYOT.

They will also increasingly use different types on individual apps, some stand-alone and some web-based.

They will also increasingly use various online document creation facilities like Google Docs.

They will in brief use an ever-evolving suite of digital technologies in and outside the school walls.

The challenge for those developing the student tracking technology is to work with the technology that will be used, and not to have – as has happened too often in the past – the technology determine what kind of teaching and learning can be done.

In the post PC world the Microsoft hegemony is no more.

How technologically the sophisticated tracking of the learning is done we'll leave to the developers.

What we would however strongly suggest it is not as we have implied in the sub-heading a case of one or the other but rather how does one astutely integrate a mix of learning styles in the 24/7/365 teaching of the young.

- **Specialist digital technology**

There are likely to be areas of teaching, particularly at the secondary level where the student's technology won't be able to do the job.

Specialist hardware/software may be needed.

Identify the appropriate solution for each of those specialist areas and if the school has to fund that technology so be it.

### **The Implementation**

<ul style="list-style-type: none"><li>• Champions</li></ul>	<ul style="list-style-type: none"><li>○ Identified fellow champions/ doers. All the case studies have had a key driving figure – able to assemble a team of other movers around them</li></ul>
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	<ul style="list-style-type: none"> <li>○ The whole school takes on board the work of the champions?</li> </ul>
<ul style="list-style-type: none"> <li>• General strategy</li> </ul>	<ul style="list-style-type: none"> <li>○ Identified key elements?</li> <li>○ Highly flexible?</li> <li>○ Chance given to evolve naturally?</li> <li>○ Fit with school's desired direction?</li> <li>○ Effectiveness of school's current shaping educational vision?</li> <li>○ Tightly integrated?</li> </ul>
<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>○ Ready to lead with BYOT?</li> <li>○ (If applicable) Education authority acquiescent?</li> <li>○ Principal has ensured his/her and indeed the school staff's backside is covered?</li> </ul>
<ul style="list-style-type: none"> <li>• BYOT package</li> </ul>	<ul style="list-style-type: none"> <li>○ School appropriate – or indeed non-package - BYOT package chosen?</li> </ul>
<ul style="list-style-type: none"> <li>• BYOT operational arrangements</li> </ul>	<ul style="list-style-type: none"> <li>○ Students, teachers and parents consulted?</li> <li>○ Operational arrangements agreed upon?</li> <li>○ Operational arrangements published online?</li> </ul>
<ul style="list-style-type: none"> <li>• Disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>○ Processes underway to cater for those without home 'Net access?</li> <li>○ For example, have you identified who needs support?</li> </ul>
<ul style="list-style-type: none"> <li>• Operational</li> </ul>	<p>Have all the key basics been addressed? For example:</p>

basics	<ul style="list-style-type: none"> <li>• Student 'Net publishing permissions secured? – importance of having documented parent permissions for every child/student – to publish photo/name/work to the Web</li> <li>• Parent/student email/mobile phone/Tweet addresses on database?</li> <li>• Secure storage of student technology arranged?</li> <li>• Student technology recharging facilities provided?</li> </ul>
<ul style="list-style-type: none"> <li>• Digital communications suite</li> </ul>	<ul style="list-style-type: none"> <li>○ Key components in place?</li> <li>○ Integrated with communications/promotions/support/training programs?</li> </ul>
<ul style="list-style-type: none"> <li>• Commencement technology and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>○ Ready campus Wi-Fi access for students?</li> <li>○ Adequate bandwidth provided?</li> <li>○ Simple student access?</li> <li>○ Student responsibility for technology care and maintenance clarified?</li> <li>○ Each teaching room has the requisite presentation and creation technology?</li> <li>○ Adequate personal technology provided by the school for the transition?</li> <li>○ Technology support team attuned to new role?</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Digital resource management</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Appropriate personnel in place?</b></li> <li>○ <b>Phase in arrangements ready?</b></li> </ul>
<ul style="list-style-type: none"> <li>• Respect for student ownership</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff briefed on nation's/state's ownership and privacy laws as relates to the 'confiscating' student technology or accessing without permission private information on student's technology?</li> </ul>

	<ul style="list-style-type: none"> <li>○ Staff discussed moral/ethical/educational reasons for respecting student's ownership?</li> </ul>
<ul style="list-style-type: none"> <li>• Start date</li> </ul>	<ul style="list-style-type: none"> <li>○ BYOT introduction date set?</li> <li>○ Nature of the start determined?</li> </ul>
<ul style="list-style-type: none"> <li>• BYOT uptake</li> </ul>	<ul style="list-style-type: none"> <li>○ Facility in place to record the first time each student uses his/her technology in class.</li> <li>○ Ready facility to record and instantly analyse BYOT take up for each <ul style="list-style-type: none"> <li>▪ student</li> <li>▪ class</li> <li>▪ year level's</li> <li>▪ designated sub-group's (disabled student, indigenous, etc.)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
<ul style="list-style-type: none"> <li>• BYOT promotion</li> </ul>	<ul style="list-style-type: none"> <li>○ Holistic promotional strategy prepared?</li> <li>○ Suite of promotional materials, rationale and opportunities for client comment readied?</li> <li>○ Linked to digital communications suite?</li> </ul>
<ul style="list-style-type: none"> <li>• Indicative timeline</li> </ul>	<ul style="list-style-type: none"> <li>○ Prepared indicative timeline from time of introduction of BYOT to total take up</li> <li>○ Preparedness to extend if increased dividends possible?</li> </ul>
<ul style="list-style-type: none"> <li>• BYOT costing</li> </ul>	<ul style="list-style-type: none"> <li>○ Costed the likely increase in school resourcing with the introduction of</li> </ul>

	<p>BYOT for each of the next three years</p> <ul style="list-style-type: none"> <li>○ Modelled school's potential recurrent savings for each of the next three school years, based on the indicative timeline, your school's BYOT package, current technology commitments and efficiencies possible in school operations?</li> <li>○ Identified, costed and budgeted for what the school community needs to do achieve quality, sustained 100% BYOT usage – in terms of infrastructure, transition technology, software and apps, training and promotion?</li> </ul>
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### BYOT Management

In this BYOT management checklist we have focussed primarily on the transition phase and while recognising many of the points will remain pertinent with 100% student uptake our concern in this work is to assist your school get to that point.

<b>Management</b>	<b>Simple and efficient to manage?</b>
<b>Student usage</b>	Simple and efficient for students to use?
<b>Monitoring usage</b>	Ease of monitoring and analysing the level and nature of each student's, and each student cohort's BYOT use of the school Wi Fi network?
<b>Network access</b>	Reliable high speed Wi Fi network capable of readily accommodating ever-increasing student use in place?
<b>Transition personal technology</b>	In place a technology plan, in keeping the BYOT uptake, to transition out the school's personal technology and software commitments?
<b>BYOT take up monitoring</b>	Scheduled monthly check and analysis of BYOT take up, and review of the effectiveness of the arrangements in place to promote that uptake?

<b>Teaching encouraging BYOT usage</b>	Monitoring arrangements in place to adjudge the level of BYOT take up with each teacher?
<b>Student feedback</b>	Bi-monthly meetings scheduled with sample student groups eliciting their views on BYOT?
<b>Student breaches.</b>	Quarterly analysis of data compiled on student transgressions of agreed BYOT operating conditions, identification of any trends and any issues to be addressed scheduled?
<b>Review of costing</b>	Bi-monthly analysis of the costs associated with using BYOT and the savings being or potentially achieved scheduled?