

BYOT

Rationale and Opportunities

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A summary of Chapter 3 of *Bring Your Own Technology* (2012)



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Eventually all schools in the Western world will use some type of BYOT due to the:

- confluence of powerful global megatrends
- natural flow on from the normalised whole school use of the digital and the effect of operating within a digital and networked operational paradigm
- ready facility of the market to accommodate the increasingly rapid, on-going and often uncertain technological change, particularly associated with personal mobile technology
- plethora of opportunities and potential dividends opened by the adoption of the model
- inevitable desire by schools to fall in line with their confreres.

In considering the use of BYOT it vital you address the following that Mal Lee and his colleagues have arrived at in researching three new publications, that on BYOT, another on *Collaborative Teaching* (Lee and Ward, in press) and a third on *Leading a Networked School Community* (Lee and Finger, in press).

They posit that:

- schools that continue to operate in the traditional insular paper-based paradigm with its constancy and continuity will never fundamentally change, will increasingly be unable to meet ever-rising societal expectations and will increasingly stagnate
- only schools that normalise the use of the digital in their everyday teaching and that shift to a digital and networked operational paradigm with its natural on-going evolution and growth will be able to meet society's ever growing and more sophisticated expectations

Those thoughts are amplified in *The Australian Educational Leader* (Vol.2, 2012) and on Mal Lee's blog at – <http://www.malleehome.com>

The contention is that while many of you will be strongly inclined to that view the research with the pathfinding schools across the developed world actually gives substance to that contention.

You'll soon see the move BYOT is central to and indeed will be a natural feature of schools operating in a digital and networked operational paradigm.

Key megatrends

The confluence of the below megatrends is already having a profound impact of the education of the world's young, and will continue to have even greater.

- Global shift to an ever more networked, collaborative, flatter and convergent world – as expressed in Friedman's *The World is*

Flat (2006) – that is impacting upon every facet of life, industry and the service sector

- Upsurge in the use of cloud based computing serving to dismantle the old divisions and flatten and integrate operations
- Movement of schooling globally from its traditional paper based teaching and operations to one that is digitally based and increasingly networked (Lee and Gaffney, 2008) (Lee and Finger, 2010) (Lee and Finger, 2012). Schools, like all other organisations are finally going digital.
- Burgeoning digital resources and educative capacity of the student's homes and the young's normalised 24/7/365 use of the digital to assist their own teaching and learning (Lee and Levins, 2010).
- Growing digital empowerment of the young and more significantly their parents and the growing willingness and expectation of both to use that power (Project Tomorrow, 2010, 2011).
- Governments of the world are struggling, financially, logistically and politically to adequately fund the ever-evolving personal technology in schools. Where in the 1800s most homes lacked the personal teaching tools and governments had to provide those resources today the homes not only have the personal teaching tools while the governments are struggling to find them but the trend is escalating in favour of the home.

Natural evolution following the normalisation of the digital

When schools normalise the use of the digital in the teaching of all teachers the schools go digital, and as with all other organisations before them that have gone digital they move swiftly from the constancy and continuity associated with paper based operations to one of on-going natural evolution and change, where the evolution is strongly impacted by the ever-evolving digital technology.

The move to BYOT flows naturally on from the normalisation of the digital, as does the adoption of a more collaborative mode of teaching and the shift to a model of school technology support that has as its focus facilitating the ubiquitous use of the student's suite of personal technology.

Moreover when the schools have normalised the use of the digital – and significantly have an astute and able principal – they begin operating within a networked mode (Lee and Finger, 2012) and recognise the benefits of working

more collaboratively with all the teachers of the young, and of pooling the teaching and digital resources of the school and the home.

It appears to be the natural and sensible thing to do, rather than as now where the home expertise and resources isn't even considered for use and the student's technology is banned from the classroom.

Use of the Market

Parents – and their children's – are very successfully using of the mechanism of the market to stay current in their choice of personal mobile technology.

In contrast the 'ICT expert' model long used by schools, local education and often governments, and the associated top down 'one size fits all approach invariably employed by those experts is increasingly being shown to be slow, cumbersome and bureaucratic unable to continue to provide the students the current personal technology they desire, to be immensely expensive for government and to carry very considerable political risk.

Virtually all those concerns are removed when one opts to let the parents use the market to select and acquire the desired personal technology.

- **Keeping up with the Joneses**

Increasingly all schools will encounter the pressure to stay abreast of their confreres.

As more and more of the pathfinder's moves are publicised, the reasons for the move understood by digital empowered parents, the political value of the development recognised by governments so all schools will experience the pressure to move to BYOT.

We are not saying that is why schools should move but it will be a powerful reality all school principals will experience.

- **The Opportunities**

While on first glance this brief summary of the analysis made in the BYOT publication might appear lengthy in reality there are likely to be many additional opportunities that will only become apparent as you make ever greater use of the approach.

- i. **Educational – assists**

- move the learner to the centre of the teaching
 - personalise the teaching, moving it away from the current pronounced focus on the group and the one size fits all approach

- teachers better cater for all students and not simply those tertiary bound
- teachers use with all the children anywhere, anytime mode of teaching that is not restricted to the classroom
- students select, assemble and use their apposite suite of digital technologies
- students select, configure and manage their own digital study and toolkit
- anywhere, anytime 24/7/365 teaching and learning
- bridge the current divide between the in and out of classroom teaching and learning, dismantling the school walls and enabling the young's preferred mode of learning to be used in and outside the classroom
- provide teachers greater recognition and understanding of the teaching and learning occurring everyday with the 'Net Generation outside the traditional classroom. In working with the suite of technology the students are already using 24/7 outside the classroom for teaching and learning – and life in a networked world – teachers have the opportunity to secure a first hand appreciation of the learning style preferred by each child
- enhance the learning of aspects of the formal curriculum
- students use e-books and e-texts whenever they desire
- the adoption of a more collaborative mode of teaching that involves all the teachers of the young – professional and non-professional (Lee and Ward, 2012)
- all teachers of the young, including the kids themselves make better and fuller use of the digital in the teaching, that thus far has invariably been locked in the school, accessible only in the limited time the school is open
- teachers recognise and better understand the extent to which the young use the digital to teach themselves and importance they attach to peer teaching that doesn't involve the professional teacher

- all the teachers of the young question what attributes and concepts are best taught and assessed by whom and where, querying the current reliance on the professional teacher and the physical classroom setting
- lift the young's attraction to and excitement with teaching and learning
- all in authority recognise that in a networked world teaching, learning and in time student assessment ought not be restricted to a physical place.

ii. Social – assists

- enhance recognition by all educators of how central the digital is to the social and emotional development of the young, and the role it plays in their everyday lives at all levels of schooling
- encourages teachers to more fully understand the young's use of the digital in their social interaction and development and the implications for teaching and learning
- break down the current home-school divide, and foster closer and more effective home-school collaboration
- the young refine their understanding of the contexts in which use of the digital is apt and acceptable
- the young take prime operational responsibility for the use, care and maintenance of their own technology
- all children and in particular the small dispense with the burden of carrying heavy loads of printed texts to and from home

iii. Economic – assists

- the school – and in time government – remove itself largely from the task and growing cost and challenge of selecting, acquiring, storing, managing, maintaining and updating the student's personal mobile technology. The same holds with much of the applications software.
- A sizeable number of larger schools significantly reduce their technology support staffing costs
- Remove the current wasteful duplication of personal digital technology where most homes and the school are purchasing similar personal

technology for the same young people – that inevitably sees one of the items sitting idle.

- The school and its community make far fuller, near 24/7/365 use of the instructional technology, rather than as now where the use of most of the school acquired technology is restricted to the limited time the school is open, and often less than that
- Schools make astute use of their community's normalisation of the digital to
 - Phase out the expensive and inefficient paper based administration and communication, and redeploy or remove the staff involved
 - Take advantage of the digital to enhance efficiency, the integration of operations, effectiveness, productivity and reach for synergies not previously possible with paper based operations
- Schools plan with long term financial certainty and not be dictated to by the whims of the government in power
- Schools channel scarce resources into the more constant, less changeable facilitating network infrastructure

How great the savings will be will take time to ascertain for all schools will need transition from the current model to full operation of the new, and in so doing inevitably will have to spend monies establishing the new model.

What is already clear introduce BYOT astutely and get all teachers and students using it well and the school's bandwidth costs and usage of that bandwidth will increase appreciably.

As indicated earlier the move to BYOT allows schools and in time government to move from the traditional model where government – the state – provides virtually all the money for public schools to a model for the networked world where government, the parents and indeed the school's community all contribute to the resourcing of the school.

iv. Technological – assists

- schools adopt a model of school technology support that facilitates the students use of their personal technology, and quickly move away from the now traditional 'control over' model with its standard 'one size fits all approach' that works to perpetuate a mass teacher centred mode of teaching.

v. Organisation and Communication – assists

- students take greater responsibility for organising their learning and school activities on their own digital tools, to synchronise those entries on all their equipment and do away with the cost and inefficiencies of paper diaries and organisers.
- Schools move to a near total digitally based administration and communications schema with all the associated financial and organisational benefits.

vi. Political - assists

Politicians

- Meet their constituent's wishes re the recognition and use of their own technology in schooling while at the same time assisting enhance the relevance and attraction of the schooling
- Enrich the resources available to schools while saving the government potentially considerable long-term recurrent monies, particularly at a time in most electorates where significant savings have to be made
- Foster greater home-school collaboration in schooling and underscore the vital educational role the home ought play in a networked world

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