Improving Technology Integration with Classroom Management Strategies

A Professional Development Session

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This lesson plan, based on the ASSURE model, is a professional development session for educators interested in improving technology integration with classroom management strategies to promote student agency.

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Outline

Phase 1

Analyse the Learner

Who are your students?

All community and classroom educators with varying degrees of expertise in technology, and different beliefs surrounding the use of technology in the classroom.

Consideration was given to narrowing our student focus, however, we deemed it appropriate to better know our audience before determining our learner. Small tailoring of our lesson will allow for all educators to benefit from this session, as all educators have to address technology in their classrooms. Based on the pre-assessment survey, the professional development will be tailored to the specific grade(s) taught, demographics and background knowledge of educators.

We will conduct a pre-assessment to help us better comprehend their current classroom technology implementation and their understanding of current trends of student technology use. The pre-assessment will help influence the direction of the professional development session and a post-assessment to measure outcomes will conclude the session.

Tailoring Your Lesson for your Audience: Survey

It is recommended that an open-ended survey is administered beforehand in an effort to tailor the professional development session to meet audience needs (grade level, content area, comfort level with technology etc.) for effectiveness. Furthermore, it may be helpful to contact the technology support department of the institution to let them know about the session so they can be prepared to support their teachers.

- What student population do you teach?
- What content area do you teach?
- How do you define educational technology?
- Share an example of how you use technology in your classroom?
- What are three challenges for you as you think about implementing technology in the classroom?

2. What is your impression of your students' use of technology in the classroom versus at home?

Pre-Assessment/Post-Assessment Questions (Online Survey)

Our pre-assessment/post-assessment will contain the following questions. The assessments will consist of multiple-choice questions. They questions are on SurveyMonkey which is where students will take the assessment.

1. To reduce student distraction opportunities during direct instruction in a BYOD classroom, ask students to…
   a. shutdown all devices at the same time
   b. hand in devices at the door into a basket
   c. placing devices on the corner of the desk face down

      d. keep their eyes on the teacher

2. When technology fails to work properly (which will happen) the class can progress by doing the following…

      a. Adjust and improvise: can students work in groups on fewer devices or can another digital tool work instead?

      b. Allow moderate amount of time for student problem solving of technology

      c. Cease use of technology and utilize paper option instead

      d. Have patience and continue until issue with technology resolves itself

      e. All of the above

      f. A, B, and C

3. What is the best method for creating a working set of expectations for students' use of technology in your classroom?

      a. Use institutional technology policy

      b. The district doesn't have anything in place, therefore not able to use technology in the classroom

      c. Work with the district and/or your school and students to create a user agreement for your classroom

      d. Research user agreements, download one, and have your students sign

4. What is the best strategy for immediate support when implementing technology in the classroom?

      a. Don't involve technology department, and learn to be fully independent.

      b. Connect with a colleague who can provide input on technology use

      c. Build a relationship with your school or district technology support for resources

      d. Network with local educational technologists and/or attend professional development

5. What is the role of students when managing technology use in the classroom?

      a. Students are restricted to use technology only when directed by teacher to do so

      b. Students can use personal devices outside of class for homework

      c. Students are at times allowed to evaluate and choose when to use technology appropriately for assignments

      d. Students self-manage when to disconnect for learning

      e. Students are not given a role and should not be a part of classroom management strategies

      f. If a student doesn't have a device, he or she should not use technology in the classroom

      g. With parent permission, students should be able to use any technology desired at any time in the classroom

Standard

Our professional development session is based on ISTE Standards for Teachers 4, "Promote and model digital citizenship and responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices." In particular, we narrowed our focus to 4.c, "Promote and model

digital etiquette and responsible social interactions related to the use of technology and information."

Objective

Educators (**audience**) will become more comfortable with student use of educational technology through awareness of classroom management strategies (**behavior**) to promote and model digital etiquette and responsibility (**degree**) by participating in a professional development session and completing a post-assessment survey (**condition**).

Mastery of Standard

Determined by the following measures: Students will demonstrate mastery in awareness strategies by answering those questions on the post-assessment correctly. An 80% increase from the pre-assessment to the post-assessment will result in mastery of classroom management strategies awareness and ability to promote digital etiquette and responsibility.

Phase 2

Strategies, Tech, Media, and Materials

Environment: Face-to-Face

This session is designed for a face-to-face environment. Our intended audience is a community of educators who might not have a comfort level or background knowledge that encourages completion of a digital course, whereas face-to-face instruction may foster approachability and encourage future communal support beyond the session. For example, conversations, time for questions and answers, role-playing practice, differentiation, and peer interaction are possible strategies that we will use in the face-to-face session to encourage growth, approachability, and promote future communal support--through the building of relationships. Lastly, modeling the same classroom management strategies used in this session will provide attending educators with a comprehensive understanding of how to effectively incorporate those strategies.

Session Length

The session is 60-90 minutes in length. This length will provide an appropriate amount of time for attendees to practice skills taught, while maintaining interest and attention.

Technology Tools and Devices

Those in attendance should come with devices that they regularly use (e.g., laptops, iPhones, Kindles, Chromebooks, etc.). Although bring your own device (BYOD) is not a requirement for this session, it will be useful to mimic the environment often experienced in the educators' classrooms. For example, educators don't always have the ability to control technological access in their classrooms. The classroom management strategies taught in this session could apply to any scenario, whether it is a BYOD environment or a lesson in a lab full of computers. In addition, it is important to give consideration to the student who does not have a device. Providing extra laptops can promote attendance for those without a device to bring.

Materials Criteria

Materials used in the session are evaluated with this criteria adapted from Smaldino, et. al, (2012, pg. 46).

- Does the resource align with our with ISTE standard and our objective?
- Is the resource accurate and up-to-date?
- Is the resource age appropriate?
- Is the resource technically accurate and relevant?
- Is the resource easy-to-use for the student and easy for the educator to implement?
- Is the resource bias free or balanced by another resource?
- Does the resource have adequate instructions for implementation?

Materials

We will create a video of an educator in a classroom using the strategies we discuss below. The idea is to provide an example of a technology-infused classroom with appropriate classroom management strategies in use.

Our sessions will focus on the following strategies that educators can use in their classrooms. Handouts:

- [List of Strategies for Educators to Use Before Class](#)
- [List of Strategies for Educators to Use During Class](#)
- [List of Technology Aides for Educators](#)

Strategies

Teacher-centric (the instructor): Direct Instruction, Rationale, Modeling

- Session is formatted to use direct instruction that incorporates the rationale behind incorporating educational technology into the classroom.
- A [video](#) will be shown to model a classroom with successful implementation of technology alongside classroom management strategies.
  - Preference would be given to videotaping a local classroom to foster a sense of community.
- As classroom strategies are presented, they will simultaneously be modeled and practiced in the session.

Student-centric (the educators):

- Small Group Discussion
  - (e.g., "How would this work for your classroom?").

Success

What will we do to make sure our students are successful?

- Model and expose them to the strategies during the session.
- Encourage them to work together by finding partners that teach a similar age level or content area.

- Provide time to ask questions regarding their anxieties and concerns unique to their situation (e.g., "My specific situation wasn't covered, what do you suggest I do when…").
- Provide time to process strategies shared and consider challenges in their own classroom or situation.
- Invite them to share what they learned at the end by inviting them to produce two to three "I Learned" statements.
- Provide takeaways:
  - Strategy List handouts:
    - Handout: [List of Strategies for Educators to Use Before Class](#)
    - Handout: [List of Strategies for Educators to Use During Class](#)
    - Handout: [List of Technology Aides for Educators](#)
  - Before class strategy examples: User Agreement, Acceptable Use Policy (AUP), expectations poster, digital citizenship education, pre-approved websites.
  - Email list of participants for ongoing conversation.

Utilize Tech, Media, and Materials

Preview Tech, Media and Materials

- Preview online media resources to verify link access.
  - If wireless is not available, download materials (including videos) beforehand.
- Preview survey results beforehand to tailor the lesson.
- Revist the [pre-assessment](#): verify access, double-check questions are up-to-date, and tailor for your specific audience (e.g., adjust the title/school name to reflect the particular group you are working with).

Prepare Tech, Media and Materials

- Cell phone number of leader provided to participants in case they get lost.
- Handouts printed: classroom strategies list (notes will be available in both print and digital format, allowing participants to determine what best lends itself to their particular needs).
- Adequately bright video projector.
- Ensure that rooms have sufficient number of power outlets or extension cords and power strips.
- Computer that connects to the video projector.
- Wireless network connectivity if accessing online resources, with log-in directions clearly visible during session.
- Audio capabilities from computer.
- Microphone for presentation.
- Recording device set up if session will be recorded for educators unable to attend session or to use as a future reference.
- Backup plans in place
  - Presentation on multiple flash drives.
  - What happens if one of or the only leader is sick (reschedule session or have a fellow educator prepared to conduct session).

Prepare Environment

- Confirm access to restrooms, parking availability, and directional signage for the session room.
- Adequate coffee, tea, water, and doughnuts (Voodoo, if in Portlandia).
- Use mobile furniture, if available, to create groups based on commonalities of age or content area taught.

Prepare Learners

- Before: Send out the survey via email and using Google Forms or SurveyMonkey.
- During: Share objectives of lesson, rationale, and administer pre-assessment.

Phase 3

Utilize Tech, Media, and Materials

Provide the Learning Experience

The learning experience has been created to incorporate all the aspects of "Require Learner Participation" for the ASSURE model. We grouped them into six different elements:

1. Pre-assessment
2. Link/engage
3. Direct instruction
4. Active participation/practice
5. Review and debrief
6. Post-assessment

In each of the six elements there are statements about the learning experience with acronyms that link back to main header, require learner participation. We did this mainly to keep the whole document organized and aimed towards simplicity.

Require Learner Participation

Require Active Mental Engagement by Learners (RAMEL)

Engage Learners in Practice of New Knowledge or Skills (ELPNKS)

Support Learning with Tech and Media (SLTM)

Provide Performance Feedback Prior to Formal Assessment (PPFPFA)

Pre-Assessment (1)

- Administer pre-assessment using digital survey (SLTM).
- Provide additional devices for those who are unable to bring their device to the session or do not have a device that is working correctly (SLTM).
    - Sharing technology is an option as well and it models one of the strategies the session will cover.

Link/Engage (2)

- Conversation about how we learn about our students and their use of technology and addressing assumptions (ELPNKS).
  - Data is ever-changing and it is important for instructor to tailor for currency and contextuality.
  - Example: Current data regarding teens use of technology could be found here: http://www.pewinternet.org/2013/02/28/part-i-introduction-2/.
  - What resources might you access to learn more about your students?

Direct Instruction (3)

- Present video of management strategies at work in a classroom (SLTM). Provide an opportunity for attendees to make comments/observations about the video before proceeding to the handouts (RAMEL).
- Present three Strategy Handouts: Model strategies discussed in the handouts, focusing our attention on the "Throughout the Year: Disconnected for Focused Learning" strategies addressed.
  - Remind attendees to take notes on each step throughout the lesson using paper or a digital note-taking tool (RAMEL).
  - Provide time for participants to ask questions regarding their anxieties and concerns unique to their situation (RAMEL) (PPFPFA) (ELPNKS).

Active Participation/Practice (4)

- Jigsaw Activity: Choose one or more strategies to discuss with other attendees in small breakout groups based on the following question: What does this specific strategy (e.g., Disconnecting for Focused Learning) look like at your school? (ELPNKS)
  - Benefit is enhanced by finding partners that teach a similar age level or content area.

Review/Debrief (5)

- Jigsaw: Share-out findings with full session both orally and via a tool such as Padlet (PPFPFA).
- Invite participants to share what they learned at the end by inviting them to produce two to three "I Learned" statements (e.g., Padlet) (PPFPFA) (ELPNKS).
- Provide time to allow participants to ask questions regarding their anxieties and concerns unique to their situation (e.g., "We didn't cover this? Where can I learn more?") Participants will be encouraged to refer back to the resources from the session and reach out to members of their learning community to continue to explore these ideas.
  - Students participating will ask their questions and state their concerns via AnswerGarden. This tool will highlight similar responses, helping the instructor(s) recognize the most common questions that should be addressed. A list of controlled vocabulary will be provided to foster an accurate portrayal of the

number of the participants interested in similar topics ([RAMEL](#)) ([PPFPFA](#)) ([ELPNKS](#)).

Post-Assessment (6)

- Administer post-assessment at the end of the session before they leave.
- The [post-assessment](#) is administered in the same manner the pre-assessment was administered.

Phase 4

Evaluate and Revise

Use of traditional and authentic assessments to determine learner achievement of standards and objectives

As mentioned earlier we will use our [pre-assessment and post-assessment](#) to determine our learner achievement.

Examine instructional process and impact of using tech and media

We will provide students an session evaluation for students to provide feedback to the presenters. Our session evaluation is based on the Attitude Scale from Smaldino, et. al, (2012, pg. 57) and Seattle Pacific University's course evaluation (2015). The session evaluation will be added to the end of the post-assessment form.

Session Evaluation

Each of the statements below expresses a feeling toward this professional development session. Please rate each statement on the extent to which you agree. For each, you may select (A) strongly agree, (B) agree, (C) undecided, (D) disagree, or (E) strongly disagree.

1. The session was informative and the specific tools and strategies shared in this session are applicable to my own context.
2. This session might lead me to experiment with new technologies.
3. Enough information was provided for me to implement new strategies and technologies into my classroom tomorrow.
4. Respect was shown to students and I feel comfortable reaching out to presenters or other professional development resources in the future.
5. Presenters facilitated useful student participation in class.
6. Course material was presented clearly.

List modifications to lesson to address any concerns

Modifications to our lesson are included in this lesson, as is. Once we implement this lesson we will use feedback from the professional development session students and ourselves to make adjustments as necessary.

References

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Handout: List of Strategies for Educators to Use At the Start of the School Year

This handout covers topics that might be helpful to discuss at the beginning of the school year. The following items will be provided as takeaways for attendees:

Reviewing Expectations and Creating a User Agreement

Having a user agreement and an acceptable use policy in place at the start of the year will be instrumental to ensure successful implementation of technology in the classroom. Rich Kiker (2011) suggests that having those policies in place will help to support the teacher in addressing consequences if a student uses the technology in an unacceptable way.

Review AUP and create tailored expectations/user agreement for classroom

1. **Investigate What's in Place:** Educators investigate what their district or institution uses as an acceptable use policy (AUP).
   - The institution/district does have an AUP in place.
     - Examples of what they can do
   - The institution/district does not have an AUP in place.
     - Examples of what they can do
2. **Create User Agreement:** Educators, in collaboration with institution or district level information technology personnel, create a user agreement for use in their particular course including, if in place, AUP. It is important to tailor the user agreement for the classroom environment with student friendly language. Students will agree to and practice the user agreement guided by digital citizenship education (see below).
   - Students should be invited to write parts of the user agreement to encourage ownership.

- **Digital Citizenship Education:** As a class watch a few of *Common Sense Media's* [Digital Citizenship Videos](#) and share the resources with parents, if appropriate.
- **Pre-approved Websites:** Provide students a list of preapproved websites they can access and use during class, these websites will be determined by each individual teacher.
  - Students, as necessary, should be given opportunities to propose additional websites that can be added to the list.

There are several variations of these documents and it will be important to tailor the user agreement and acceptable use policy based on each teacher's individual circumstances. Edward Chen (2013) has compiled a [list of suggestions](#) when creating your own educational technology contracts. The following are examples that can be used for reference:
- [BYOD (Bring Your Own Device) Acceptable Use Policy](#)
- [BYOD User Agreement](#)
- [BYOD combined User Agreement and Acceptable Use Policy](#)
- [School-owned and BYOD Acceptable Use Policy](#)

- ○ [School-owned Acceptable Use Policy](#)
- ○ [School-owned User Agreement](#)

Handout: List of Strategies for Educators to Use Throughout the School Year

Student-Driven

- **Asking Permission**: Students have to inform teacher/ask permission to use their device (e.g., read, take a picture, use quiz apps, online searching).
- **Disconnecting for Focused Learning**:
  - Closing laptops
  - Blacking out screens
  - Using features such as Do Not Disturb
  - Setting devices face down on desk
- **Transparency**: Body language expected from students to support appropriate use of devices (e.g., keeping screen of device visible to others, turning your body in a particular direction).
- **Etiquette**: Students engage and include fellow students who are unable to participate fully with their device or are without a device.

Teacher-Driven

- **Scaffolding**: Students can slowly earn more independence over time.
- **Creating Inclusion**:
  - Group work, sharing in BOYD (Padlet, Google Docs).
  - Using labs or laptops for whole class.
  - Providing extra devices for students without one.
    - Apply to school or district level grants
    - Talk to principal or technology leader in building about extra funding or resources
    - Attend trainings that support technology in the classroom
- **Netiquette:** Teaching and modeling how to conduct yourself in an online format.
- **Wander the Room:** Be active and move around the classroom interacting with students (Heitin, 2013).
- **Backup Plan:** Discuss how to move the class along when technology fails to work properly (which will happen).
- **Student Independence:** Create opportunities for students to own decisions by putting them in charge (Heitin, 2013):
  - **Student Choice**: As students earn more independence they can have the freedom to make choices as to what tool best suites their needs in order to fulfill the requirements of the project.
  - **Experimentation**: Allowing students to experiment with new tools.
  - **Problem Solving**: Encouraging students to troubleshoot technical issues together and share out.

Handout: Technology Aides for Educators

- **Classroom Management Software**
  - **Bring Your Own Device (BYOD)**
    - Ben Cahoon (2012) has explained why [classroom management software is far more challenging in a BYOD environment](#), but there are a few options available for schools to monitor students' devices when in the classroom: [On-Demand LanSchool](#), [Vision](#)
  - **School-Owned Devices**
    - [LanSchool](#), [Nearpod](#), [Vision](#), [NetSupport](#)
- [**Learning Management Systems**](#)**:** [Moodle](#), [Edmodo](#), Blackboard, [Haiku](#) (video)
- **Tech Department Involvement:** Implementing a relationship with the technology department of the institution to support your classroom use. If there is not a technology department in place, are there educators or administrators within the organization that can be contacted for support or advice?
- **Professional Development Opportunities:** Supplement your knowledge and build connections with colleagues by attending additional professional development in your district and beyond in educational technology
  - Join [ISTE](#) (International Society for Technology in Education)
  - Join [NCCE](#) (Northwest Council for Computers in Education)
  - Participate in local [EdCamps](#)
  - Participate in online communities (e.g., online [ListServs](#), Google communities, or social media such as Twitter)
  - Build connections with colleagues