Webibliography: Bring Your Own Device

Stephanie Reade

Liberty University

**Article: BYOD One Year Later**

**Summary**

This article, BYOD One Year Later, focuses on the goals of schools that have implemented BYOD, or bring your own device programs. Throughout this article, educators are discussing the goals they had set before the various schools started their BYOD programs. It then discussed how each of the schools met their goals and what improved after one full year of BYOD being implemented in the schools. The article also goes into details about what has not worked and things that the schools should have done differently. At Brebeuf Jesult Preparatory School, the goal was to provide a way for students and faculty to access tools for learning 24/7, choose the device that suits them best, and access and use educational tools effectively. A year later, the students have been more engaged in their learning and able to weigh pros and cons of various devices as learning tools. The school said that since starting the BYOD program, they have seen teachers create more thoughtful tech integration into the classroom, students using tools in ways that support their learning, and flipped teaching elements throughout many classes. The school discussed that although there were highlights, there were also things that disappointed, such as the lack of e-textbooks, things that surprised, such as how well taking steps to prepare long before implementing BYOD helped the transitioning process go smooth and allow students to collaborate and learn, and things they would do different, such as providing more workshops and classes for students before implementing the program. Schools found that without teachers and students being ready for BYOD, the implementation process will not be successful.

**Critique**

This article was very insightful it gave a deeper understanding of BYOD programs and the pros and cons to implementing the programs in schools around the world. If a district or school is considering implementing a BYOD, this article reveals some real benefits that have been seen in the schools due to the implementation. These advantages and things that worked well were stronger student engagement, deeper more thought provoking teaching, and access to learning tools 24/7. The difficulties ranged from changing school and district policies and providing more training for students on the learning tools, to lack of parental support which effects the student engagement. This article would be a great resource for schools that are considering developing a BYOD program for students and teachers. It provides some of the goals that each school created as well as how they are reaching those goals. It looks deeply into the tools that each program uses and what each school would do differently. For a school looking at BYOD this article can give the schools elements to consider and also provide insight into what to expect or what to implement or create prior to starting the transition process to BYOD. This article was written in a way that is easy to read and shows the vulnerability of the BYOD programs at each individual school. For schools wanting to move towards BYOD, this article will reveal certain aspects a school must consider before deciding if a BYOD program would be useful, simple to implement, and supported. It really gives true facts such as having parental support will either make the program or break the program. It also explains that teacher and student buy-in is a necessity. However, the article could give more depth and give insight into what the schools did prior to implementing the BYOD program as well as a section for advice for schools considering the program. Overall, this article would be a great resource for schools wanting to move towards a BYOD program.

**Reference**

BYOD one year later. (2013, February). *Technology & Learning*, *33*(7), 36+. Retrieved from http%3A%2F%2Fgo.galegroup.com%2Fps%2Fi.do%3Fid%3DGALE%257CA336620349%26v%3D2.1%26u%3Dvic\_liberty%26it%3Dr%26p%3DAONE%26sw%3Dw%26asid%3D8a5e5a6f555da170da2d1e21d36bb258

**Article: Caught in the Middle of a Growing Trend**

**Summary**

The article, Caught in the Middle of a Growing Trend, reveals the vulnerability of a school that is in the beginning stages of implementing a Bring Your Own Device program. Bring Your Own Device programs are a new rapidly growing trend of making technology, that parents, students, and teachers already have, work for the school. It discusses that as the school moves towards the implementation, they keep experiencing various questions and themes rise to the surface. One of the themes mentioned in the article is that BYOD is about students learning. The school wants to develop students who can assess their own learning, successfully use learning tools, and effectively evaluate those tools. Another theme that keeps rising to the surface the programs cost and savings. The school says that although the program may bring savings many years down the road, within the first five years schools need to fund the items necessary for creating an environment that is conducive to a BYOD program. The other theme deeply discussed are the reactions of teachers and students. However, the school said that it has been smooth. The teachers gave no push back and the students were given responsibility to make intelligent, creative, and appropriate decisions.

**Critique**

This article has some great content. The concepts in the article are very real situations or themes that are arising as the school in the article starts to move towards a BYOD program throughout their school. It gives a raw understanding of how the school is handling the themes of questions that are arising. When the school is asked about why they are developing the BYOD program, the school responded with simple explanations. For example, the school explained that BYOD is about students learning. They want to help students to develop their own skills by assessing their own learning needs and finding tools that support those needs. Although this article is a great resource for schools contemplating the implementation of a BYOD program because of the eloquent ways in which it responds to the themes that keep arising, it was written in a way that does not necessarily encompass how the school is overcoming these themes. It gives a short response in a bulleted form but does not expand on what is going on in the transition. It would better serve other schools and districts that are considering developing their own BYOD programs if it expanded more on each theme and what the school is doing to curb some of the problems and expand on the good. If they were to expand, the other schools would get a deeper understanding of an eloquent and minimal confrontational way to handle situations that may be brought up. However, the content of the article and the eloquence in the way it is written makes a great reference for schools and districts contemplating the transition to a BYOD program.

**Reference**

Lamaster, J. (2012, April). Caught in the middle of a growing trend. *Technology & Learning*, *32*(9), 34. Retrieved from http%3A%2F%2Fgo.galegroup.com%2Fps%2Fi.do%3Fid%3DGALE%257CA306757781%26v%3D2.1%26u%3Dvic\_liberty%26it%3Dr%26p%3DAONE%26sw%3Dw%26asid%3Db604687ee36d6ddbc5335211b192ba25

**Article: BYOD and Security: How do You Protect Students from Themselves?**

**Summary**

The article, BYOD and Security: How do you Protect Students from Themselves digs into what schools are doing to keep students safe while a BYOD (Bring Your Own Device) program is in place. One school that has implemented a BYOD program, found that creating a Do-It-Yourself approach where students can register their own devices online using the devices MAC address make students responsible and takes the stress away from the teachers. Another program in Alvarado Texas’ Independent School District found to make the internet access secure, they use Network Segmentation. This tunes a student’s device to the school’s network, much like what could be found at most hotels. Another way to create a safe learning environment for students when implementing a BYOD program is making a public, filtered, Wi-Fi. In Katy Texas ISD, there is a filtered Wi-Fi network that the schools offer as well as a filtered Verizon network that students can access at home or outside of the school range. This keeps the students safe when using the internet on any device. At another school in Carpentersville, Illinois, moving towards BYOD brought up the safety for students and teachers. Students are typically use a more filtered network or login than teachers. However, when moving to a wireless network, there was a need for making two separate networks one for students with a stronger filter than the network for teachers. The key for creating safe and secure transition to a BYOD program relies on the right building blocks. This means starting with a strong foundation of funding and leadership, moving up to tech planning and support, then moving to standards and infrastructure, hardware and software, and finally reaching the peak of actualizing.

**Critique**

This article brought to surface many important issues that lie beyond just students bringing their own devices to school. The issues presented shined a spotlight on how to keep students safe and secure on the internet when using their own devices for learning. It gave insight into various schools and what each school has found to be successful and accepted amongst staff and students. Safety and security in education al technology is no easy feat but there is not just one right way to make security effective. The article explains multiple styles of protecting facilty and students from content on the internet. This article was an easy read. It was well written, but it was also thought provoking. It posed various scenarios that are occurring around the United States. There was something for every district or school that may be considering the BYOD option as a means for bringing technology into learning. This article even took the scenarios farther by not only helping show different ways that schools are dealing with the safety and security aspect, but it also showed how each school came to the decisions that they did. At the end of the article there was an explanation of the steps to implement BYOD programs and how to make a strong foundation and build upon it. The article was set up in a smooth fashion. There were pictures that complemented the content. As well as visuals that helped with understanding.

**Reference**

Ullman, E. (2011, March). BYOD and Security: how do you protect students from themselves? *Technology & Learning*, *31*(8), 32+. Retrieved from http%3A%2F%2Fgo.galegroup.com%2Fps%2Fi.do%3Fid%3DGALE%257CA252633132%26v%3D2.1%26u%3Dvic\_liberty%26it%3Dr%26p%3DAONE%26sw%3Dw%26asid%3D9ab0658f4c5a96070c2253fc1f6292e4

**Article: Education In Your Hand**

**Summary**

The article, Education in Your Hand, discusses how colleges are encouraging students and teachers to bring their own devices to school to help with their education. It explains that universities have used the BYOD concept to entice new students to attend their university. However, research has shown that community colleges are also adapting but are moving at a slower rate than four year universities. The colleges have found that having a wireless network, which is secured and encrypted, keeps the school from needing to run cables and wires all over campus while also allowing students and faculty to access the internet anywhere on campus. The universities found that by hiring an outside network provider that could increase the bandwidth , without installing new equipment, it makes adapting to the need of the college quicker and more simple. It discusses that when implementing a BYOD program, to what degree is the college going to help or provide support for the devices the students bring. Access and security are the two main focuses when implementing a BYOD program. It takes time, consideration, and research.

**Critique**

This article was very well written. It gives a deeper insight and understanding to how colleges are making the transition into a BYOD supported college. There is a ton of valuable information presented in this article. Not only is the information provided relevant to more than just colleges, it give ideas to consider and the struggles that may be encountered when making the transition. This article walks through the various steps that need to be taken in order to make a BYOD program a success. It discusses the need for finding a bandwidth provider that can increase the bandwidth as needed without the need for new equipment. It also discusses the importance to discuss, research, and find ways to overcome issues and challenges that may arise during the implementation. For schools and colleges looking into a BYOD program and the changes that need to be made, this article is a great resource. The article is a very simple read. It well organized and flows in a manner that is easy to follow and understand. It supports the BYOD concept but also shows different routes that can help to make the program implementation a success. It also gives best practices tips such as being proactive in developing proper policies that are conducive to a BYOD program, putting strong security measures in place, make sure that accessing the campus network requires registering each device in use, and not rushing into implementation until all angles have been discussed, researched, and set up for success. The most important advice the article displays is to not rush in to any decisions, but rather make choices that will create a strong foundation so the BYOD program cannot fail.

**Reference**

Violino, B. (2012). EDUCATION IN YOUR HAND. *Community College Journal, 83*(1), 38-41. Retrieved from http://search.proquest.com/docview/1039556536?accountid=12085

**Book: Rethinking Education in the Age of Technology:**

**The Digital Revolution and Schooling in America**

**Summary**

This book is about rethinking education because of the technologically savvy world that is so quickly changing. In chapter 10, Rethinking Technology in a Technological World, the focus is the same. It discusses that traditional education, sitting in a classroom being taught a course, is no longer a valid form of education. It expands that education needs to change as technology is becoming more prominent. The idea of equity amongst all students and schools is also changing. The book discusses that to stay up with other developed countries, education needs to go away from traditional and turn into a more vocational style of learning towards jobs that in high demand. Studies have shown that more careers, because of the technology, need students with a deep understanding of math, science, or technology. The learning should be students developing and creating rather than being lectured. The book discusses that education needs to learning anywhere focusing on a specific content such as a computer gaming or webpage and digital art creating. Another important aspect discussed is creating motivation for learning by allowing students to take control of their learning. Making students more competitive for a career means creating instruction and learning that teaches critical thinking skills. Chapter ten also discusses the need for a change in the government’s involvement in education. The idea explained is to rely more on the federal government to provide technology and resources to students while not stepping on the tows of the state and districts.

**Critique**

This chapter was a very challenging read. The word challenging is the most fitting as there were some great arguments as well as some ideas that were unique. It made some very valid points as well as some points that could very easily be argued. Chapter ten really emphasizes the importance of adapting education from a traditional setting to a more student-centered learning environment where students are learning to think in depth, problem solve, and use critical thinking skills. It also discusses that as technology expands, the United States needs to be able to change and adapt. The changes suggested by moving the instruction into student centered learning where the students are more in charge of what type of vocational content they learn, gives students buy-in and causes them to develop skills that will benefit them in their future careers. However, where the book goes into depth about having the federal government take a more prominent role in education in order to level the playing field for all students, it seems like a bit off. The federal government should not interfere with the responsibilities of the states. Overall, the direction of changing and adapting to be a more competitive in technology is a great concept and cannot happen by doing the same things that have been done for the past hundred years.

**Reference**

Collins, A. and Halverston, R. (2009). Rethinking education in the age of technology: The digital revolution and schooling in America. New York: Teachers College Press. ISBN: 0807750026 (K-12)