



MOBILE LEARNING MINDSET

**THE COACH'S GUIDE
TO IMPLEMENTATION**

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INTRODUCTION

“A Gift with a Tail”

No, I’m not describing a new puppy (although that would apply as well), but instead the feeling districts get when they purchase new technology. Since many school districts fund technology initiatives with a capital bond project or referendum, there are often limits on what those funds can be used for. Districts can buy 20,000 brand new netbooks, but there are no funds allocated to implementation or integration of the devices.

When we first started down the road of our L.E.A.P. initiative (then called the “Westlake Initiative For Innovation” or WIFI Project), our state had recently reduced the amount of funds allocated for public schools. While we didn’t lose any teachers due to these cuts, it did mean losing more than half of the staff we had in place for technology integration. So on the heels of launching our first-ever one-to-one pilot, we now had to figure out how to help teachers with the integration of a mobile device in their classroom with less support than they were used to. Add to that the reduction of their extra planning period, and we were forced to commit two cardinal sins: removing support and reducing time.

Anytime you commit funds to an initiative, you must make sure you have both a culture that believes in it (see the first two books in this series) and the support and training to make the change happen.

How to Use This Book

This book is broken into various chapters that will serve as both a guide and a resource at times during various stages of your mobile learning initiative. The structure of the chapters in this book mirrors the structure of the other books in the series, though the content differs.

While a majority of his talk and book center around this leadership concept of “why,” the “how” is really where the rubber meets the road. In a mobile device initiative, that “how” is almost directly attributable to professional learning and support. Staff can have complete belief in the concept of personalized learning with mobile devices (the “why”), but without a way to implement, train, model, and share (the “how”), most initiatives will struggle or fail.

Investigating the Effect of the “How”

I had the pleasure of working with a district recently on this concept of “how.” For the sake of this story I’ll call them South Texas ISD (a fictional district). South Texas had a great leader who really was a believer in using mobile devices for learning. He shared his vision with the staff and community and eventually got funds through a bond to supply all 25,000 of his students.

Everyone was on board with the “why,” but when it came time to implement, there was a problem: They only had a small amount of funds to pay for support and training staff. Although the initial deployment had help from the company that supplied the devices, there were very few support personnel. It just so happens that this district began its mobile device initiative the same year we began ours at Eanes ISD. So when I went to visit them four years later, not knowing their support history, I assumed they would be in much the same place as our district.

To my surprise, the staff of South Texas ISD were still struggling with integration, and much of the staff were still on the substitution level of Dr. Ruben Puentedura’s SAMR model (<http://hippasus.com/rrpweblog/>). How could this be possible? I probed their Director of Instructional Technology a bit and discovered that they had one support person for every 8,000 devices. Compare that with my district, which handed out 8,000 student devices and has 10 instructional support staff on hand. This made me wonder if the same was true for other districts that had higher levels versus lower levels of support. Would those with more support and training be much more successful on

2. Do Not Forget to Address Classroom Management

As stated earlier, the concept of the traditional classroom and teacher control is completely disrupted when you introduce a mobile device for every student. The beauty and educational relevance of these devices is the personalization of learning that can happen. The level of personalization that can happen in a classroom is directly attributed to the style in which learning takes place.

While personalization is the ultimate goal, there are steps that need to happen to transition from the traditional non-device model to the more dynamic, student-led mobile learning model. Part of that transition happens in the realm of classroom management. I've been in classrooms with extremely strict rules for use of the devices. These classrooms are commonly the same ones that gravitate toward more of a lecture-style approach to teaching. These students now have the power of the world at their fingertips, yet teachers still feel the need to shut them down for entire 50-minute class periods.

Tight control over where information comes from can be a giant hindrance in the advancement of your device program. As I toured traditional classrooms when we first started our initiative, it wasn't uncommon to see all the students sitting in their rows, watching the teacher with their devices face-up. On occasion, though, I would notice a kid using their iPad as some sort of steering wheel. I discovered later that the game *Temple Run* was gaining in popularity, and it was much more interesting than information the teacher at the front of them room was lecturing about.

Classroom environments that have the best management techniques tend to be much more student-centered. In other words, there are times when technology isn't used but the students are still owning their learning through discussion and collaboration. The technology almost becomes invisible because the students are given an assignment to work and collaborate on, and the thought of playing *Temple Run* never enters their minds. They are now an active part of the classroom, and the learning objective is their goal, so they no longer feel the need to check out mentally.

BRAIN BREAK

1, 2, 3

Materials Needed: None

Concept: Demonstrating differences between verbal learners and kinesthetic learners in a fun way that also celebrates failure.

Audience Size: Any size (but the bigger the more entertaining). Must be in partners.

Set-up: In partners, have partner A say "1", then partner B says "2", then partner A says "3", then partner B starts over with "1" and so on. Do this for about 30 seconds but also encourage groups to "celebrate failure" by putting their hands high in the air and shouting out "WOO HOO!". Once you've finished one round introduce a variable. Instead of saying "1" they must clap and still say 2 and 3. Then in the next round, keep the clap and substitute "2" with a stomp. Then in the final round have them snap for the "3" making it completely physical all the while shouting out "WOO HOO!" whenever they fail.

The students became abuzz with excitement and quickly set to spelling out c-a-v-e on their web search site to find photos of caves. Several students found photos but struggled figuring out how to get the photos from the internet to their background in the Chalkboard app. Rather than telling them, I had students discuss how best to do this. A few students suggested they could help, so with a quick switch of the Apple TV in the front of the class, I put the student's iPad on the projection screen so he could show us his method for accomplishing this. The students immediately tried to replicate his actions of "holding down" to activate the save menu and then opening it in the other app.

While many failed at first, other students jumped in to help them work through it. In the period of 30 minutes, the class had gone from an exploratory lesson, to one with some direction, to one where the students were the lead learners (and teachers). The teacher looked to me with a look of amazement and asked, "How did you know that was what they would do? That was almost magical!" I revealed to her the truth. I didn't know anything about the app they were working on or their final outcomes before I set

Needless to say, the APPmazing Race was a big hit with attendees, and it got me thinking—why couldn't we do this same thing with regular, everyday staff development?

APPMAZING RACE CHALLENGE LIST FROM 2014 IPADPALOOZA

1. **Create.** A logo and team name for your team
2. **Listen.** Create a 15–20 second audio podcast that summarizes your favorite session. (background music/sound effects for a bonus point)
3. **Connect.** One team member must make a new friend from somewhere else (not on their team) and find 3 things they have in common. Create a Thinglink to represent your new friend and the 3 things you have in common. (Bonus point for finding someone from a different state or country)
4. **Sneak.** A team member photo-bombs an Eanes iVenger (hint: they will be wearing red crew shirts on Wednesday)
Clarification: A proper photo bomb is when someone sneaks into a photo from behind.
5. **Capture.** Take 5 selfies with vendors and post to Instagram with hashtag #iplza14 and your team name. Capture all 5 for final submission video. 1 point per selfie.
6. **Eat.** Create a Canva poster based on your favorite food item from the food trucks.
7. **Draw.** Using a drawing app, create your best caricature of another team member.
8. **Challenge.** Create and post a Vine of a team member asking a presenter a question. (please don't interrupt a session just for this—that could result in a deduction)
9. **Outreach.** Connect with someone over FaceTime who is not at the event and show them around. Take a screenshot that displays evidence you are here.
10. **Share.** Upload and share your final video submission somewhere visible on the web. Your final video must be no longer than 2 minutes.