

## Can we use mobiles at school?

### Lesson plan description

Students research the efficacy of using mobile ICT devices (mobile phones, PDAs, iPods, etc) as learning tools with a view to implementing a suitable policy for their use at their school. The discussion is initiated in a Fishbowl activity (described in 'Notes for teachers') about the general use of and social implications for mobile devices. Students then form groups and use a Jigsaw activity to gather information about the use of mobile devices in educational settings. They share their information and use it to develop a policy for the acceptable use of these mobile ICT devices in the school and prepare a written submission for presentation to the principal and school council.

### Year levels

Later adolescence (16–18 years)

### Explicit values focus

- Freedom
- Respect
- Responsibility

### Key Learning Areas

- English

## Lesson plan

### Getting started

Students begin with a Fishbowl discussion on the growth of mobile ICT devices (mobile phones, PDAs, iPods, etc) and how they are changing the way we interact. The discussion should centre on issues such as privacy, consideration and regard for others, the responsibility of using such technologies, and social norms associated with their use.

Allow 10 minutes for the discussion and 10 minutes for the feedback.

### Discovering

Students form into groups of four to five and participate in a Jigsaw activity where they split and form new groups to research separate articles about the use of mobile ICT devices in schools.

Focus questions for their research would include:

- What types of technologies are involved in the articles?
- How are the technologies being used?
- What issues have been raised by the use of these technologies?
- How might these technologies change our lives?
- What rights do you have when using these technologies?
- What freedom do you have when using these technologies?
- How might these technologies impinge on the rights of others?
- What responsibilities do you have when using these technologies?

Articles to be considered are:

'Duke to Continue to Utilize Apple iPods for Educational Use'

<http://www.dukenews.duke.edu/2005/04/ipodfinal.html>

'Policies at Chatswood High School: Possession and use of mobile phones'

[http://www.chatswood-h.schools.nsw.edu.au/about/school\\_policies.htm](http://www.chatswood-h.schools.nsw.edu.au/about/school_policies.htm)

'PDA systems make chemistry vivid in middle schools'

[http://www.localsource.com/articles/2006/03/30/west\\_orange\\_chronicle/news/local/doc442ae7cb540c4407030883.txt](http://www.localsource.com/articles/2006/03/30/west_orange_chronicle/news/local/doc442ae7cb540c4407030883.txt)

'Schools grapple with rules on classroom gadgets'

<http://www.eschoolnews.com/news/showStory.cfm?ArticleID=4731>

'Mobiles ring death knell for the PC'

<http://education.guardian.co.uk/elearning/story/0,10577,1642277,00.html>

After gathering the information, the students re-form their original groups and discuss the information they obtained from the different sources about the focus questions and how mobile devices could be introduced into their school.

Students take notes during the Jigsaw activity to enable them to write a submission to the school council and principal on the use of mobile devices in the school (see 'Culminating activity' below).

### **Bringing it together**

Students use the information they have gained during the discussions to prepare a policy to be submitted to the school council and principal outlining the values of using mobile devices in the classroom, and especially focusing on responsibility, respect and freedom, and protocols for their use.

Students should ensure their report is written in a formal style that is appropriate for the audience.

A good policy should:

- clearly state the belief and purpose of the writer/s
- provide a framework for achieving the purposes
- state what is required of individuals and why
- provide positive direction to teachers, administrators
- be a statement on a single issue
- be written in a style that is readily understood by all members of the school community.

### **Notes for teachers**

#### **Student Fishbowl activity**

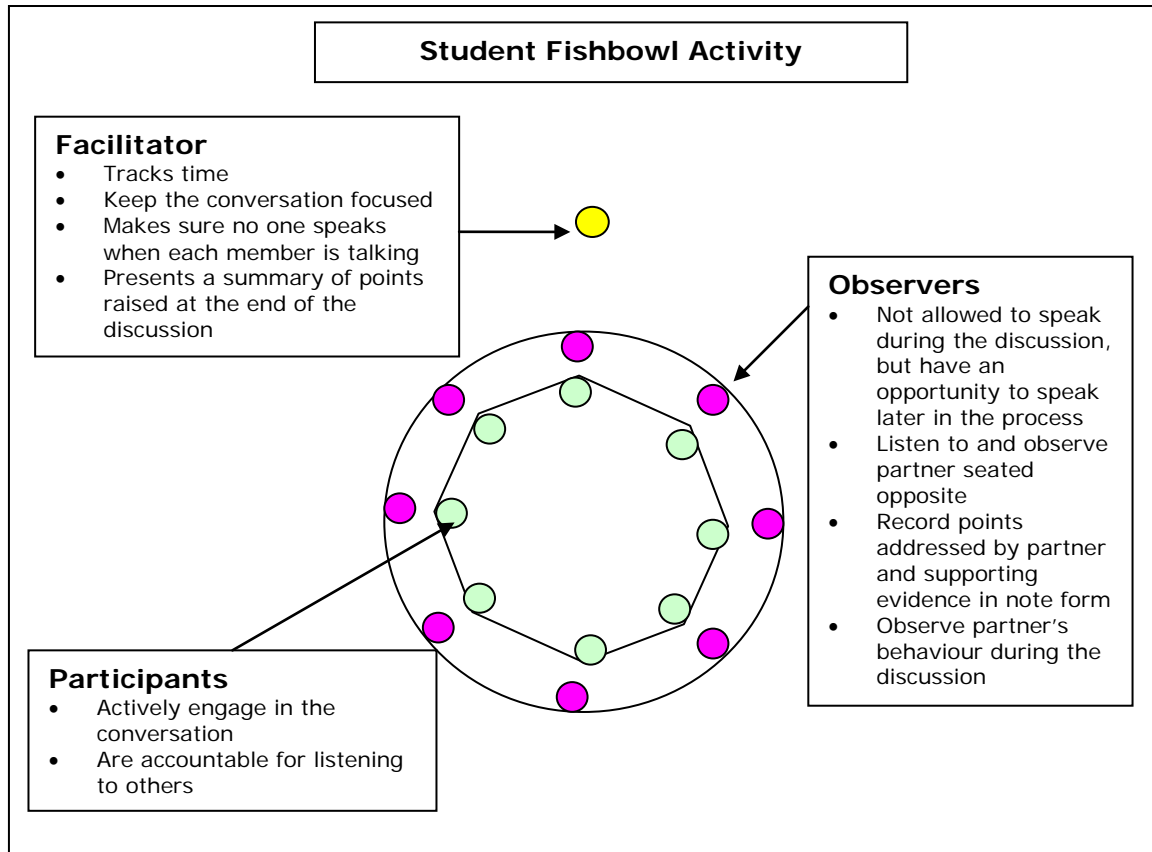
Fishbowl activities force students to become active listeners during class discussions.

#### **Preparation**

To prepare for the activity appoint one member of the class as the facilitator and split the remainder into two equal groups.

Organise enough chairs for one group to be seated facing each other in a circle. The other group members take up positions standing behind the seated members and identify a partner seated on the opposite side of the circle.

## Layout and group roles



## The activity

The Fishbowl participants discuss the issue, making sure they listen to others' contributions and allow input from the participants' Fishbowl group. The observers note their partners' behaviour during the activity and record the points raised by them and any supporting evidence.

At the end of the allotted discussion time the observers and participants swap places and the observers summarise their partners' contributions to the discussion and give feedback on their listening and speaking behaviour during the activity.

During the discussion the facilitator's role is to make sure the conversation remains on the topic and that everyone gets an opportunity to speak and be heard.

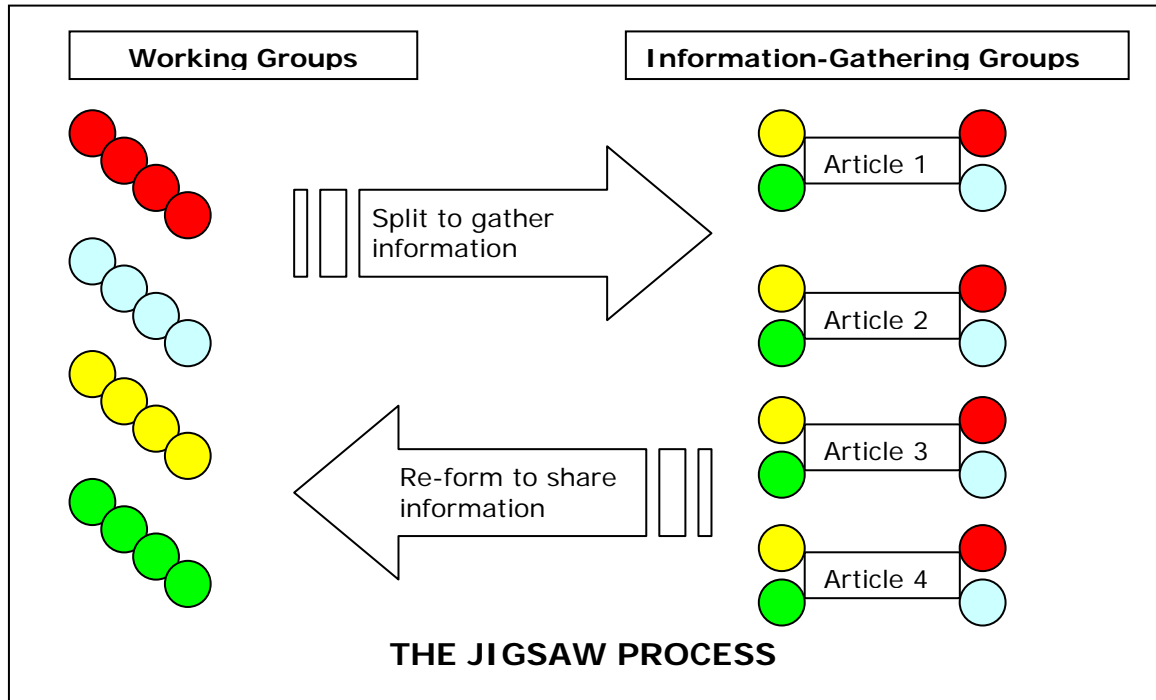
## Jigsaw research activity

In Jigsaw activities students must depend on each other for their information, so they must interact to accomplish a given task.

Select three to five articles on the topic that students can access in either printed or electronic format.

The class is broken into **working groups** of three to five members, depending on the number of articles selected. The working groups split up and one member

from each group joins with members of the other groups to form **information-gathering groups**. Each information-gathering group studies one particular article, paraphrasing then discussing it.



The information-gathering groups then split and students return to their working groups with the information they have gathered. Each member presents their findings using the following procedure:

1. The presenter presents their information without interruption.
2. Other members of the group ask information-seeking questions only and are not permitted to make comment.
3. The group then discusses the information and makes comments. During this process group members take notes.
4. When all information has been presented, the group has an open discussion around the issues.