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The Norms and Procedures Needed for Successful One-To-One Device Implementation in an Upper Elementary

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THE NORMS AND PROCEDURES NEEDED FOR SUCCESSFUL

ONE-TO-ONE DEVICE IMPLEMENTATION IN AN UPPER ELEMENTARY

CLASSROOM

by Katie Coulson

A capstone project submitted in partial fulfillment of the

requirements for the degree of Master of Arts in Teaching.

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Introduction

Overview

Technology has made a huge impact in all areas of my life; socially,

professionally, entertainment purposes, and education. I was born in the early 90's and

because of that fact I have been immersed in a technologically fueled world for as long as

I can remember. "Technological changes brought dramatic new options to Americans

living in the 1990s. From the beginning of the decade until the end, new forms of

entertainment, commerce, research, work, and communication became commonplace in

the United States" (Independence Hall Association, 2018, para. 1). Being born in that era

meant that I was able to grow alongside the technology.

In Chapter One you will read about my personal experience with technology and

how that has guided me to my research question, *what are the impacts on digital*

citizenship when creating the norms and procedures for integrating one-to-one iPads into

an upper elementary classroom? In this Chapter, I will be reflecting on my own personal

and educational journey and how that has helped to form my capstone research questions.

Then, I will share about my first few years teaching, the Literacy Collaborative (Fasten &

Levering, 2018), implementing technology, and technology today before finishing with a

conclusion.

Personal Story

In 1997, on my first day of kindergarten at Richard Mann Elementary in Gananda,

New York, Mrs. Spaeth inspired me. I had caught the learning bug and there was no

stopping me. I came home from my first day of school telling my parents that I was going to be a teacher when I grew up. Little did they know my path would never waver.

My parents have always supported me in my endeavors and I owe a lot of my success to them. My dad is an editor and writer who spent plenty of time working on papers with me growing up. While I might not have appreciated it at the time, it definitely has impacted my ability to write now. On the creative flipside, my mom is a graphic designer who avoids writing at all costs. The time spent with my mom was on creative projects that pushed me to think outside of the box.

Due to the nature of my parent's jobs, we had computers in my house for as long as I have been alive. I played all of the fun and educational games from Humongous Entertainment (1992) like; Freddi Fish (1994), Putt-Putt (1995), Pajama Sam (1998), and Spy Fox (1997). Being exposed to technology at such a young age allowed me to integrate it seamlessly into my daily routine. I was free to explore technology in a controlled way, it allowed me to become more comfortable and excited about the process. The great thing about growing up in the 90's and early 00's is while I had access to technology, it had not completely taken over everything yet. I still played outside until it was too dark to see, instead of playing on a tablet or iPad all day. I hope by creating norms and procedures in my own classroom it will help set parameters for my students as well.

Technology is something that will never go away. Some fads come and go, but technology is always changing and adapting to fit into society. Therefore as educators we

need to adapt along with it. My personal story is important, but my schooling is where my passion for learning and technology stemmed from.

My School Years

I started Kindergarten in 1997 and quickly found a love of learning. I remember making our own applesauce, singing songs by Raffi, and learning how to "play school." Throughout my schooling each year more technology was brought into my life. By the time my family moved to Minnesota in 2000 my fellow 3rd graders often had once or twice a week that we would go into the computer lab. We would play educational games that focused on learning to type, memorizing math facts, and rhyming words. Besides computer time, my class used other technology like overhead projectors and televisions on carts in the classroom. I remember the elation I would feel when I would walk into my classroom and see that television off to the side, ready to go.

Once I was in middle school and high school, technology was becoming more and more prevalent. When in 2008 I took AP European History in 11th grade my teacher was incredibly invested in using a variety of platforms to teach on interactively. I remember this is when I was first introduced to Twitter. My teacher created an account that he would tweet test hints from in order to get us more involved. He also would hold socratic seminars on our class moodle page. This teacher is a prime example of an educator that is devoted to teaching 21st century skills. He used technology with us that had real world implications and allowed us as 11th graders to share our voice on multiple platforms. I only wish I had had more of this exposure in college.

I received my undergrad from Bemidji State University in Bemidji, MN. I loved my education and my field experience opportunities were eye-opening in such high poverty schools. However, while I was in attendance I was never offered a technology course, there were not any available. Even during my student teaching, my cooperating teacher used her SmartBoard more like a whiteboard than anything. At that point I knew that was not the kind of teacher I wanted to be. I wanted to use all the resources at my fingertips to the best of my ability. In some ways I felt ill-prepared to teach in a 21st century classroom, even after completing my degree. Luckily, once I was hired in my current district I quickly had access to professional development surrounding technology in the classroom. Once I graduated from Bemidji State I was immediately hired into my district of choice, a 2nd ring suburban district of a large metropolitan area in the upper midwest. I learned a lot in those first few years.

Teaching (The Early Years)

I started my teaching career in 2014 when I was hired as a second grade teacher. I taught second grade for three years and in 2017 I switched to teaching fourth grade at the same school. The district I work in has varying levels of diversity, depending on which of the 10+ elementary schools you work at in the area. My team my first year of teaching was made up of a woman in her 40th year of teaching and two other women who had been teaching for around 20 years. I was very fortunate to have so much wisdom on my first team. I learned so much from my mentor who ended up retiring after my first year. Without her support, learning the curriculum and all the "ins and outs" of my elementary school would have been far more difficult.

When I first started teaching at my school we had two computer labs and a tech specialist who would teach technology skills during our library time. As the years went on one of our computer labs had to be turned into a classroom due to lack of space and our tech specialist retired. Due to lack of funding we did not hire someone to replace him. That meant if I wanted to incorporate technology into my classroom, I was going to have to work for it. No one was going to come and incorporate technology into my classroom or anyone else's, that was up to me. We had the resources available, just not anyone to help teach it. I had to take it upon myself to expose my students to the world of technology. Little did I know how well our curriculum, The Literacy Collaborative (Fasten & Levering, 2018), would lend itself to integrating technology.

Literacy Collaborative

My school district has adopted the Literacy Collaborative Model which is a "nationally recognized, comprehensive school literacy model based on the award-winning work by reading experts Irene Fountas and Gay Su Pinnell in collaboration with teachers and university teams at The Ohio State University and Lesley University" (Fasten & Levering, 2018, para. 1).The Literacy Collaborative (Fasten & Levering, 2018) utilizes units of study throughout the school year to teach literacy skills as well as content. In my fourth grade classroom, seven units of study are used during the school year; Community, Hydrology/Petrology, Geography, Energy/Matter, Patricia Polacco (Author Study), Human Anatomy, and E.B. Lewis (Illustrator Study). All of our science and social studies are embedded in our literacy block.

Our literacy block is set up in a workshop model; one for reading and one for writing. We start our Readers' Workshop (Literacy Collaborative, 2018) with an Interactive Read Aloud (IRA)(Literacy Collaborative, 2018) which is usually a picture book from one of our unit tubs. We use IRA to foster student questions and guide them to certain topics. It is very student-centered, inquiry based learning. As Steve Jobs (Steve Jobs Quotes, n. d.) observed, "older people sit down and ask, 'What is it?' but the boy asks, 'What can I do with it?' " (para. 1). This is an idea that the Literacy Collaborative holds close. Educators give students the tools to learn, not just the information. After IRA my class has Managed Independent Learning (MIL) when students have different stations they work on independently. All of my students start with Writing about Reading which is usually about the IRA we were looking at that day. Afterwards they have research time, free reading, and free writing. MIL is the time of day when I pull small groups over for guided reading.

Our Writers' Workshop usually begins with some Community Writing. In years past we have created poems, personal narratives, and nonfiction books together. As educators, we use this time to teach word study as well as different writing mini lessons. After Community Writing my students usually have work time and I have writing conferences with groups and individual students.

With the Literacy Collaborative (Fasten & Levering, 2018) my colleagues and I spend a lot of time teaching procedures and practicing how they should look and sound in our classroom and community. The first six weeks of the school year every elementary classroom engages in a unit on community. We spend our time sharing about ourselves,

our cultures, and our previous experiences, and we spend time learning more about the world around us. This really lends itself well to creating a positive environment where everyone feels safe and heard. It also allows us as educators to set high expectations, behavioral and academic, for our students.

Next year my district will be getting one-to-one iPads in all 4th and 5th grade classrooms in my district. I have some concerns that without proper preparation, this could throw a wrench in our procedure planning. Without guidance in technology a lot of our older staff members will end up using the iPads as a filler, versus a tool for learning. As someone who feels strongly about teaching 21st century skills I knew I wanted to design something to help ease the stress of something new. The purpose of this research project is to create the curriculum for norms and procedures using one-to-one iPads, which will be used by upper elementary students. My research will be focused on how to successfully implement the use of one-to-one technology by having set procedures and lesson ideas. In the next section I will discuss the importance of implementing technology.

Implementing Technology

In my first four years of teaching I really started to figure out the best way for *me* to pull technology into my classroom. As Bill Gates (Bill Gates Quotes, n. d.) said, "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important" (para. 1). This is how I went about utilizing technology, as a tool, not a distraction. Without proper implementation the iPads could

very easily become time wasters. I wanted to integrate technology into our lessons, without losing the significance of the topic.

In the 2017-18 school year my elementary school acquired two chrome carts that each classroom could take turns checking out. Having access to that technology was incredibly powerful during final projects and review. It allowed my students that often struggled with writing or expressing themselves to have a new platform to share on individually or as a team. It also allowed for more variety in our sometimes monotonous routine. All of my 4th graders now have a basic understanding of how to use Google Products such as google slides and google docs. I also loved creating Kahoot (2018) quizzes to review math and science concepts. My students enjoyed a new way to review and I enjoyed the harmless competition that fueled their learning.

After seeing how I can incorporate technology into different aspects of my day, I am very excited to have one-to-one devices at our fingertips. However, there are pros and cons to every decision in the educational field.

Technology Today

As David Wong (David Wong Quotes, n. d.) once said, "new technology is not good or evil in and of itself. It's all about how people choose to use it" (para. 1). As I think about implementing our one-to-one iPads during the 2018/19 school year, I worry about many issues that have come up through multiple technology platforms. Right now with easy access to social media sites, cyberbullying is at an all-time high (Naffi, 2018). I worry that with so much access at my students' fingertips, they run the risk of being exposed to the darker side of technology.

This is why I plan to incorporate lessons on digital citizenship into our norms and procedures my colleagues and I will teach at the beginning of the school year. Digital Citizenship can be defined as, "critical thinking and ethical choices about the content and impact on oneself, others, and one's community of what one sees, says, and produces with media, devices, and technologies" (Collier, 2009, p. 1). Naffi (2018) described how, with so many children constantly immersed in social media and gaming websites, they are prone to undesirable behaviors, such as hiding behind a screen name, seeking instant gratification, and cyberbullying. Using technology at school versus using it at home is a much different reality. By starting out with clear and precise expectations, I hope to prevent issues from arising.

Conclusion

The world of technology is a wonderful and sometimes scary place. Growing up immersed in the "information age" I feel better equipped to implement one-to-one technology into my own classroom. With help from a supportive family, innovative teachers, and inspiring colleagues I have made great strides in my career. My goal for this research project is to provide more structure for implementation. I hope to get the answers to my research question, *what are the impacts on digital citizenship when creating the norms and procedures for integrating one-to-one iPads into an upper elementary classroom*?

As John Glenn (John Glenn Quotes, n. d.) once said, "the most important thing we can do is inspire young minds and to advance the kind of science, math and technology education that will help youngsters take us to the next phase of space travel" (para. 1). In

other words, we need to shoot for the stars. In my second chapter you will see the

research that supports building strong communities by setting norms and expectations,

teaching digital citizenship, using lessons learned from other one-to-one

implementations, and taking into account developmental factors. Chapter Three will

introduce and provide my project description, the setting (including district, school, and

class demographics), the intended audience for my final product, methods used to create

mini lessons based on the curriculum model, Understanding by Design (Tomlinson &

McTighe, 2006), and a timeline for my project completion. Finally, Chapter Four will

contain my reflection on my project and the journey that got me there.

CHAPTER TWO

Literature Review

Introduction

The purpose of a literature review is to review the research to understand key ideas and understandings about technology, digital citizenship, and classroom expectations. This will help to answer my research question, *what are the impacts on digital citizenship when creating the norms and procedures for integrating one-to-one iPads into an upper elementary classroom*? During this process I found myself thinking about what 12th century theologian and author, John of Salisbury, once said,

> We are like dwarfs sitting on the shoulders of giants. We see more, and things that are more distant, than they did, not because our sight is superior or because we are taller than they, but because they raise us up, and by their great stature add to ours. (as cited in aerospaceweb, 2012, p. 1)

As educators we are constantly collaborating with others, whether they are colleagues, friends, family members, parents/guardians, or administrators. As a new teacher in 2014, I was a dwarf standing on my mentor's shoulders. As each year passes by, I find new giants to build off of daily.

In this chapter I will summarize research findings regarding building classroom community with norms and procedures and how that works in a classroom. You will read about the importance of digital citizenship in upper elementary classrooms. There will also be research and lessons learned from other one-to-one technology implementations. Finally, I will share research about developmental factors that may be impacted by

constant use of technology. First, I will explain the importance of building a strong community at the elementary level.

Building Classroom Community with Norms and Procedures

Building an effective classroom community is arguably the most important thing a teacher can do (Booth, 2014). In my district every elementary classroom starts with a six week unit on community at the beginning of the year. This section will provide a look into the theory behind building strong communities. The second part of this section will highlight the norms and procedures needed to help foster a sense of belonging and routine into the elementary classroom.

As Booth (2014) said, "when students come together as a cohesive unit that takes pride in learning, disruptions and misbehaviors are greatly reduced" (para. 1). As a 4th grade teacher, this is a sentiment I hold dearly. Mulvahill (2018) supports my sentiment and describes how children need a balance of extrinsic and intrinsic motivation to better support them in their endeavors. For Mulvahill (2018) and myself, having a strong and positive classroom community will help to motivate children. Students want to come to school when they feel safe, loved, and heard.

When you think about building a classroom community the University of Maryland's Teaching and Learning Transformation Center (TLTC) has several "do's" and "don'ts" of classroom community building. Their list of "do's" and "don'ts" is helpful because many educators need guidance with this particular skill of building classroom community (Table 1).

Table 1

"Do's" and "Don'ts" for Building Classroom Community

(Reprinted with permission from Teaching & Learning Transformation Center, 2014)

DO	DO NOT
Integrate student comments into discussion to model good discourse.	Make students spokespeople for ethnic, gender, socioeconomic, or other groups.
Circulate through the room, attentive to group behavior, in order to reinforce positive student-to-student interaction.	Ignore observed antagonism between groups of students.
Show students how to diplomatically critique each other's work and rely on peer critique as a feature of your course.	Disrespect or humiliate any student, particularly in the presence of his or her peers.
Learn and use student names and encourage students to use each other's names in class discussion.	Create an ongoing sense of difference between a student whose exceptional work you share with the larger group and the rest of the class (i.e., be sure emphasis is on the work and not on the individual student, if you single him or her out for praise).
Create assignments in which small groups share distinct responsibilities for a common learned objective.	Grade in a way that merely encourages students to compete with one another.
Provide opportunities for students and groups of students to present their work to the class or to a larger public.	Let students regularly form the same small groups (if possible, put students together whom you think could learn from each other, given expressed interests and previously submitted work).
Be attentive to the varied experiences students bring to your course.	Make assumptions about students' experiences and identities.

The last "do" in the table stands out to me, "be attentive to the varied experiences

students bring to your course". No child is ever going to be exactly the same. By getting

to know your students and getting to know what makes them unique will lend itself well to building a stronger classroom community.

When thinking about building a classroom community educators often reflect on past trainings and experiences. Districts that provide training on equity and social justice better prepare their teachers for the students in their respective classrooms, which allows for more ease in building classroom community. As Spiegler pointed out,

> . . . as a society and within our educational institutions, discussions about bias, diversity, discrimination, and social justice tend to happen in middle and high schools. We've somehow decided that little kids can't understand these complex topics, or we want to delay exposing them to injustices as long as possible (even though not all children have the luxury of being shielded from injustice). (para. 2)

During our community unit my classroom not only focuses on our class community but on our school as well as the surrounding community. What does that look like? How can we help make our community a better place? Why is it okay for us to be different than others in our community? These are some of the driving questions in the first six weeks of our school year.

As a classroom teacher the most important task for me is to know my students. A quote from Mulvahill (2018) suggested that knowing students well is also at that top of her/his list for all students. Mulvahill (2018) wrote that teachers need to "keep your finger on the pulse of your students and adjust as necessary" (para. 9) if you expect your students to thrive in your classroom. A child's education should be well-rounded.

Teachers are with students around 35 hours per week which means they have a great impact on the young adults they will be growing into. As an elementary teacher it is important to incorporate life lessons into your everyday curriculum. Sure, content is important, however, becoming a productive and inclusive member of society is an even greater task to undertake (Love, Teach, 2018).

Maslow's Hierarchy of Needs is a well-known motivational theory that has five tiers, often shown in a pyramid (as cited in McLeod, 2018). The idea behind it is the lower level needs have to be met before you can more to the next tier. The five tiers are, physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization (as cited in McLeod, 2018). "Every person is capable and has the desire to move up the hierarchy toward a level of self actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs" (McLeod, 2018, para. 8). When thinking about Maslow's Hierarchy, it is easy to see why some students struggle during everyday tasks. It is hard to expect every student to be functioning in the upper two levels, when their basic physiological, safety and belongingness needs are not being met effectively. I have had students in the past that school was considered their only safe space. I had a student this past year that would frequently go to the nurse just to take a nap. Her physiological needs were not being met at home, therefore, how was she expected to come to school and learn long division like the rest of her peers when they all had a good night's sleep?
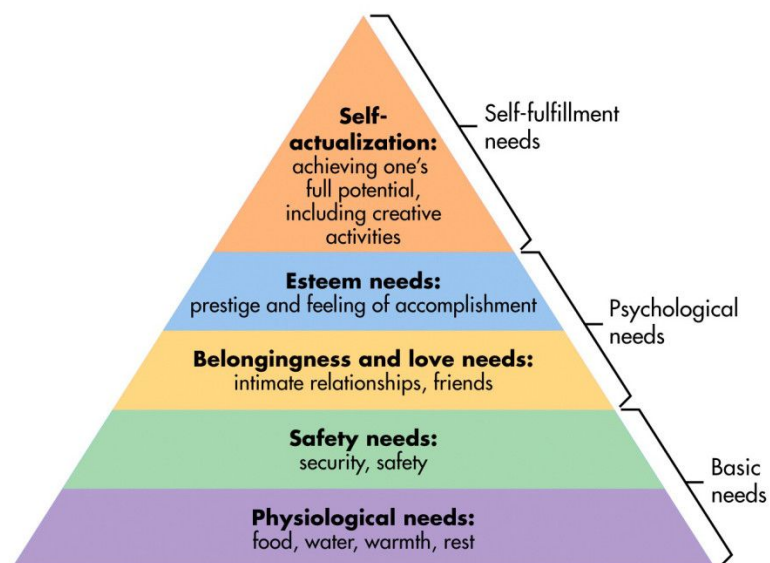
Figure 1. Maslow's Hierarchy of Needs (as cited in McLeod, 2018)

When studying Maslow's Hierarchy of Needs (as cited in McLeod, 2018) it is important to remember our first job as educators is to have systems in place to provide the first two tiers in the hierarchy. Only then will we be able to move on. One model that helps to incorporate these systems is Responsive Classroom (2018).

Responsive Classroom is a model that most teachers are familiar with, "*Responsive Classroom* is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness" (Responsive Classroom, 2018). According to Murphy,

. . . six teaching practices used in a Responsive Classroom are:

1.   At a morning meeting that happens each day, students are welcomed with a written message, greeting, news and announcements, sharing, and an activity.

2.   Rules are clear, simple, positive, and generated with children. Student hopes and dreams guide rule creation. Logical consequences are a consistent approach to discipline.

3.   Classroom organization promotes a caring environment and maximizes learning.

4.   Academic choice invests children in their learning.

5.   A method known as Guided Discovery is used to introduce materials and how to care for them, and to encourage inquiry.

6.   It is important to reach out to parents as partners in their child's learning. (para. 4) Utilizing the teaching practices from Responsive Classroom has yielded positive results in many schools (Jones, 2015).

According to the developers of Responsive Classroom (Responsive Classroom, 2018), when teachers are setting up their classroom at the beginning of the year there are four things to do. First, creating your class rules altogether is an incredibly powerful way to boost classroom moral and community. By allowing your students to feel heard you are opening up the door for positivity. Second, allowing more choice into your classroom is another way to boost the teacher/student relationship. In my experience, it provides students with more ownership and gets them more excited about learning.

The third thing to do while setting up your classroom is to build in routines for communication at home. Personally, I send home "weekly updates" through email every Friday after school. At the start of the year parents know they can always come to me with questions or concerns due to my open communication policy. Communication with parents/guardians is key to starting the year off right. Lastly, practice and discovery. Once you have created your class rules you should practice what you decided on. Choose a child to model the behavior incorrectly first, then have them model it correctly. Finally, have your students all practice the skill or rule you expect from them.

Having clear expectations is key to a well-run classroom. According to Weinstein and Mignano (2003), there are four principles for planning classroom expectations:

1.   Expectations are reasonable and necessary.

2.   Expectations are clear and understandable.

3.   Expectations are consistent with instructional goals and what is known about how people learn.

4.   Classroom expectations are consistent with school expectations.

These four principles can be applied in any classroom. Weinstein and Mignano (2003) suggested that educators have four or five general rules of conduct that follow the above principles. One of the more important principles in my own experience is, "classroom expectations are consistent with school expectations". When expectations vary across a school it is hard to function as a cohesive unit.

In my experience it is important to connect your norms/procedures to your expectations. Having expectations alone will not support the type of community you are trying to build. Creating anchor charts to hang on the wall of your different classroom procedures serves as a visual reminder for all students.

Much of the first few weeks of school in an elementary classroom is dedicated to practicing procedures in all areas. For example, when conducting the math workshop model you need procedures in place for every station. As Lynette (2015) stated,

. . . we would spend several weeks just practicing what rotations would look like

− where to go, how to act, how it should sound, what they should do, when they

could go to the bathroom, if they needed help, where they got supplies, if they

finish early, etc. (para. 14)

By spending time at the beginning of the year getting these things in place, you are

saving yourself a huge headache in the long run. One important aspect I want to make

sure I include lessons on is the concept of digital citizenship.

Digital Citizenship

Digital Citizenship can be defined as, "critical thinking and ethical choices about

the content and impact on oneself, others, and one's community of what one sees, says,

and produces with media, devices, and technologies" (Collier, 2009). As discussed in the

previous section, having set norms and procedures at the beginning of the school year

will greatly benefit any classroom. With technology becoming more and more accessible

in schools (US Department of Education, n. d.) and at home, promoting and fostering a

sense of digital citizenship is more important than ever. As educators we need to give our

students the tools they need to be successful on any platform. This section will include

resources and reasoning behind promoting digital citizenship in the classroom. The

second part of this section will review some different ways to support digital citizenship

and weave that into community building.

There are many great resources out there for teaching digital citizenship that you

will read about in this section. There is also a lot of evidence supporting these lessons

even at the elementary level. As Hertz (2012) pointed out,

While we shouldn't stop teaching children how to say "please" and "thank you,"

and bullies still exist in the face-to-face world, it is vital that we treat online safety

and digital citizenship with the same amount of seriousness and attention.

Students as young as 6 are joining social networks and conversing with other kids

through online gaming and networks built around their favorite TV shows and

movies as well as through products they see on TV. (para. 4)

Children are being exposed to technology at such a young age, why would we not

start teaching them how to use it effectively and safely from the very beginning?

This idea of involving the students in digital citizenship activities to teach them

about becoming digital citizens reminded me of a famous Benjamin Franklin quote (n.

d.), "Tell me and I forget. Teach me and I remember. Involve me and I learn" (para. 1).

No student wants to watch and listen while their teacher goes on and on about internet

safety. Instead, students will learn more effectively if they are involved in their own

learning.

Barnwell (2018), a teacher of English and digital media in Kentucky, shared his

five main reasons for teaching digital citizenship:

1.   The Growing Gap — between technology use at home versus at school.

2.   Digital Footprints are Easy to Make — and they follow you.

3.   It's Real Life — with technology so easy to access, they need proper guidance.

4.   Students and Their Culture of Relentless Multitasking — more sustained attention

is needed to properly utilize internet resources.

5.   Content Curation is Information Literacy — empowering students to use the

technology they have access to wisely.

"We'll never stop students' cruel and immature online activity, but we can teach them how to be proactive and mindful in how they employ their devices, opening the door to more productive classroom technology application" (Barnwell, 2018, para. 21).

Part of teaching about digital citizenship is vetting sources and teaching students how to verify the information they have found. As Cortez, an editor with EdTech, said, "The majority of the resources that students access regularly are online, so it is particularly important for them to have the skills to assess the validity of information online" (2018, para. 18). Adults even struggle with finding credible sources, expecting children to do that without support is an unrealistic expectation.

Davis (2014) used two essential approaches to teaching digital citizenship; proactive knowledge and experiential knowledge. For her proactive knowledge approach she expects them to know her "9 Key Ps" of digital citizenship;

1. Passwords

2. Private Information

3. Personal Information

4. Photographs

5. Property

6. Permission

7. Protection

8. Professionalism

9. Personal Brand

After her students understand the proactive knowledge they dive into experiential knowledge which supports the idea of student involvement in their own learning. Now that you understand the importance of teaching digital citizenship it is time to explore the different resources and lessons available.

In the world of teaching collaboration is key. As educators we constantly reach out to colleagues, mentors, friends, etc. for ideas and validation. In my district we have weekly Professional Learning Communities (PLCs) where our grade level teams get together and plan or discuss for upcoming lessons and/or units of study. Due to this fact teachers are always sharing resources and ideas.

Gorman (2016) has pulled together a list of ten digital citizenship resources that are free for classroom use because he believes, "this is essential to the success of any e-learning, blended learning, and on-line learning program. It is important that educators teach and model proper digital citizenship" (para. 1).

Among the resources Gorman (2018) has pulled together is a website called common sense education which, "is the nation's leading nonprofit organization dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century" (p. 1). Common sense education is free to sign up for and it has curriculum, scope and sequences, classroom posters (see Figure 2 below), videos, and so much more.

Figure 2. All Digital Citizens (Common Sense Education, 2018)

This website is an incredible resource for educators at any grade level. They even have a section for parents to log on with suggestions and tips on how to better support their children in this technological age. Common sense education is not the only source out there either.

Another fantastic resource is NetSmartz (2018) which is,

> an interactive, educational program of the National Center for Missing &
> Exploited Children® (NCMEC) that provides age-appropriate resources to help
> teach children how to be safer on- and offline. The program is designed for
> children ages 5-17, parents and guardians, educators, and law enforcement. With
> resources such as videos, games, activity cards, and presentations, NetSmartz
> entertains while it educates. (para. 1)

The website is super easy to navigate and has specific lessons broken down into primary, intermediate, middle school, and high school categories. As a 4th grade teacher I was pleased to see around 30 lessons specifically for intermediate grade levels.

The International Society for Technology in Education (ISTE) (2018) is another great resource. However, not everything is free on this site; in order to get a basic membership it is $125. Due to this, I found myself more drawn to the ISTE blog which has some wonderful resources without having to pay for them. In particular I was drawn to the post titled, *9 Resources for Teaching Digital Citizenship* by Nicole Krueger (2014). In this post she recognized that,

> ...in classrooms where digital citizenship is taught effectively, the teachers often
> share two things in common: They model ethical technology use for their students
> on a daily basis, and they naturally incorporate conversations about it whenever
> technology is part of their lesson plan. In other words, they weave digital
> citizenship seamlessly throughout their curriculum. (para. 3)

Her nine resources include strategies, challenges, and suggestions for weaving digital citizenship into your existing curriculum.

The ISTE blog also had another article that caught my attention, *3 Ways to Foster Digital Citizenship in Schools* by Allison Starks (2017). The topic that really intrigued me was parent tech talks that "encourage parents to use the information to start an ongoing conversation with their families about technology use both at home and at school" (Starks, 2017, para. 22). Including parents in these important conversations is incredibly beneficial, parents and teachers need to be a united front.

Not only are there great resources for teachers and parents out there but also fun and educational games for students that highlight the same important concepts. One website in particular that is sponsored by PBS Kids is called the Webonauts Academy. This website helps students understand internet safety by "completing a series of missions, players confront issues central to good citizenship: identity, privacy, credibility and web safety. Game scenarios take place in both online and offline encounters because good citizenship spans both" (Webonauts, 2018, para. 3).

Digital Citizenship is something that should be taught at all grade levels. Luckily, there are a lot of resources available for educators, parents, and students alike. In the world of technology there is always going to be content and behavior that you cannot control. Instead of restricting children's internet use, take the time to teach them about how to be a digital citizen. In my next section I will be reviewing how other one-to-one implementations succeeded and how to avoid previous unforeseen issues.

Lessons Learned From Other One-to-One Implementations

My district is not the first one to implement one-to-one devices. By researching past studies and looking at other people's experiences I can help to avoid pitfalls that may have occurred. I also will be able to learn what worked well and translate that into what my students and school need. My first section will take a look at different implementation strategies and suggestions. My second section will center on how I will take this research and apply it to my own classroom. With so much technology at your fingertips as an educator you need to be purposeful in how you utilize it throughout the day. As a 4th grade teacher getting one-to-one iPads next year I want to make sure my students use the technology as a tool, not a toy.

> For many teachers, possessing the relevant knowledge, confidence, and beliefs is
> enough to empower them to integrate technology into their classrooms in
> meaningful ways. We probably all know teachers who have managed to be
> successful users, despite facing multiple barriers, including the lack of support.
> (Ertmer & Ottenbreit-Leftwich, 2014, p. 264)

There are always going to be enablers and barriers in the field of education, it is how educators use our enablers to overcome our barriers that is important.

A small district in Pennsylvania has already fully implemented 1:1 technology across all grade levels. In *A PD Story: Bringing 1:1 Technology to Our District*, Ziegenfuss and Fuini-Hetten (2015) shared,

> Digital transformation requires more than the introduction of computing devices
> into the learning environment. It requires a shift in mindset and in the daily

practices of school leaders, teachers, and students. In order to support school

leaders and teachers to become their most effective at using digital technologies

with new pedagogies, it is vital that a district support the digital transformation

through varied building-level and district-level professional learning

opportunities. (para. 1)

By providing more teacher support, this small district was able to flip the mindset of

leaders, teachers, and students through Professional Development (PD). They

recommended four action steps to help facilitate the same kind of change in other districts

(Ziegenfuss and Fuini-Hetten, 2015):

1.   Align PD goals with 1:1 program goals

2.   Rethink use of human resources

3.   Personalize the PD program through differentiation and choice

4.   Evaluate PD efforts to meet developing needs

In one study it was found that the more professional development teachers

received surrounding 1:1 implementation, the more positive outlook they had regarding

the integration (Christensen, 2014, p. 417). The author concluded that, " . . . these

findings, taken as a whole, led to the acceptance of the hypothesis that needs-based

technology integration education fosters positive attitudes toward information technology

among elementary school classroom teachers" (Christensen, 2014, p. 426).

Another study discussed how the "adoption and use of technology-oriented

learning tasks is not enough to ensure successful integration of technology into teaching.

Ideas for adjustments and mindful changes must be weighed in terms of the teachers who

ultimately determine how technologies are utilized" (Levin & Wadmany, 2014, p. 174) in their own classroom. Teachers need to be able to provide feedback about what works, and what does not . Collaboration is key, especially when implementing something new.

One school district attributed their successful implementation of 1:1 devices to six key elements (Messier & Schroeder, 2014):

1. Community engagement

2. A strong instructional model

3. Digital devices and apps for students

4. Logistical support

5. Guidance toward high-leverage resources

6. Ongoing, embedded professional development

The idea behind these elements is that they all need to be in place for successful implementation. They work together to support and lift technology integration.

After reading several studies and hearing success stories surrounding 1:1 device integration there are several key things I want to keep in mind.

First, I need to remember to utilize my district's resources. We have several Teaching and Learning staff members that are overseeing the iPad implementation in Fall 2018, they will be an invaluable resource.

Second, I need to take advantage of the professional development being offered to better support teachers on this journey. As the studies have shown, the more prepared you are, the better outlook you will have.

Third, I need to make sure my voice is being heard. If I find something that is working well, I need to share that with others. On the flip side, if I am struggling with something I need to go to my colleagues or administration for more support.

Lastly, I need to remember that this is new for everyone on my collegial team. It is okay to lean on each other and collaborate when necessary to better support my students on this new adventure. With continued access to new technology I felt it was important to consider the developmental factors of upper elementary students when using this technology.

Developmental Factors for Upper Elementary Students

Technology is always changing and it is impacting the way we look at the world. Due to the fact that children have access to technology at such a young age there are studies surrounding how that will impact their development. In this section I will be sharing my findings about the pros and cons of this technological boom this generation has been exposed to. Students in my 4th grade class are 9 and 10 years old. Due to this, there are plenty of developmental factors that come into play. "Fourth and fifth grade can be years of change in many ways. Typical developmental milestones at these ages often revolve around a child's changing body, the need for independence and a desire to be accepted by peers" (Morin, n. d., para. 2). The jump from 3rd to 4th grade is a large one, academically as well as socially. More responsibility is expected and harder/more complex tasks are required.

Opponents, like Robert Locke (2005-2018), feel that all of this technology exposure is taking a toll on child development:

Kids growing up now have great fun and learning experiences with new

technology such as iPods, iPads, cell phones, skype, and podcasts. But,

alarmingly, they are missing out on a whole range of learning, social

interaction, physical activities, and emotional intelligence skills. (para. 1)

Curtis (2013) is inclined to agree with Robert Locke,

. . . of course, providing young children with unlimited access to the

internet via tablets and smartphones is not without its dangers. There have

been numerous reports suggesting that prolonged exposure could change

how children's brains develop, and some people believe that the internet is

damaging children's capacity for originality and for rigorous and reflective

thinking. (para. 11)

However, Curtis (2013) also saw the benefit of growing technology, "Technology

is now an unavoidable aspect of childhood, and providing kids with tools that help them

use technology as a creative substance can only help their development in the digital age"

(para. 18).

Even back in 2005, Hanman expressed some concern with the growing access to

technology, "such limitless communication is having a revolutionary impact on the way

young people interact, socialise, work and play" (para. 3). However, Hanman also saw

the possibilities. The new found connectedness, the ability to learn and share with people

of different cultures and ideals. While the rapid expanding of technology seemed scary, it

had a lot of benefits too (Hanman, 2005).

When taking a look at Lev Vygotsky's theories, one notion stands out, "the environment in which children grow up will influence how they think and what they think about" (as cited in McLeod, 2014). This is something so simple, yet so important. All of the research and claims surrounding technology and how it is impacting children is being conducted by adults who were not brought up in the same era. What may seem odd to someone older, is exactly what a child might expect to happen now. Children are being given a new lens to look through from a young age. Just because something is different, doesn't mean it is bad.

A lot of research has indicated some concern about the change in long term attention ability. I think a great example from Taylor (2010) is,

> . . . book reading is like scuba diving in which the diver is submerged in a quiet, visually restricted, slow-paced setting with few distractions and, as a result, is required to focus narrowly and think deeply on the limited information that is available to them. In contrast, using the Internet is like jet skiing, in which the jet skier is skimming along the surface of the water at high speed, exposed to a broad vista, surrounded by many distractions, and only able to focus fleetingly on any one thing. (para. 9)

Reading a book and reading on the internet help to foster different, but equally as important, skills as Taylor indicated in his analogy above. "The Internet is an interruption system. It seizes our attention only to scramble it" (as cited in Carr, 2010, para. 15). When used effectively, technology can be beneficial. However, as educators we want to be sure that the technology is used to help further students' learning, not hinder it.

Teaching in the digital age certainly comes with new parameters. Children being exposed to technology at such a young age does change the game. As educators we need to be willing to "go with the flow," in this case, the electrical one. Students are coming in with different skills which means we need to take a hard look at how we are approaching new topics and activities in the classroom. Moving forward teachers need to have systems in place that support these new skills children are acquiring.

Conclusion

While standing on the shoulders of those who came before me I have learned a great deal of information, such as how collaborating within your school and district is essential for providing the support needed for 1:1 implementation. Second, having a strong classroom and school community is incredibly beneficial at any grade level. Third, Digital Citizenship requires student involvement, not just explicit teaching. Fourth, while technology has many benefits, it does not have to be the main focus of everything you do in your classroom. Finally, student development is altered due to technological exposure at a younger age. As educators we need to embrace that change. As I move forward into Chapter Three and I begin planning my project it will be important to keep this new learning at the forefront of my mind. In Chapter Three I will provide my project description, setting (including district, school, and class demographics), describe the intended audience, methods used to create mini lessons based on the curriculum model, Understanding by Design (Tomlinson & McTighe, 2006), and I will include a timeline for my project completion.

CHAPTER THREE

Project Design

Introduction

Technology has become more and more prevalent even in my short teaching

career. My school went from having just a couple of computer labs in 2014, my first year,

to having a computer lab, three chrome carts, SmartBoards in every classroom, and in

AY 2018/2019 our school is implementing one-to-one iPads in 4th and 5th grade. My

experience prior to teaching, as well as during my first four years, led me to my research

question, *what are the norms and procedures for integrating one-to-one iPads into an*

upper elementary classroom? My literature review from chapter two helped to answer

this question.

In this chapter I will first provide my project description. Then I will discuss the

setting, including district, school, and class demographics. Afterwards I will describe the

intended audience for my final product. Then, methods used to create mini lessons based

on the curriculum model, Understanding by Design (Tomlinson & McTighe, 2006).

Finally, I will include a timeline for my project completion.

Project Description

This project will be centered on creating norms and procedures for one-to-one

iPad implementation in my district in upper elementary classrooms. I am planning to

design and create six mini lessons to utilize at the beginning of the school year to

integrate into our existing community unit. The purpose of the mini lessons is to help set

up the norms and procedures in the classroom and at home with one-to-one iPads. At

least one of the mini lessons will be centered on digital citizenship. Some other topics included will be, digital footprints, healthy media choices, credible sources, private vs personal information, and setting up expectations for home & school.

When creating lessons, it is important to tailor them to your student population. No class is ever going to be exactly the same. Year to year my experience has been different based on the students in my classroom. In this next section I will summarize the demographics of my district, school, and classroom.

Setting

As I mentioned in chapter one, I teach in a second ring suburban district of a large metropolitan area in the upper midwest. Tables 2 and 3 use information from the state department of education to describe the demographics of the district I teach in.

Table 2

Race/Ethnicity of District (Department of Education)

Race/Ethnicity	Count	Percent
Hispanic or Latino	2,691	9.3%
American Indian or Alaska Native	97	0.3%
Asian	2,459	8.5%
Black or African American	3,351	11.6%
Native Hawaiian or Other Pacific Islander	26	0.1%
White	18,450	64.1%
Two or More Races	1,728	6.0%
All Students	28,802	100.0%

Table 3

Special Population of District

Special Population	Count	Percent
English Learner	2,034	7.1%
Special Education	4,305	14.9%
Free/Reduced Lunch	6,506	22.6%
Homeless	66	0.2%

The department of education also had the same information regarding my elementary school for the year 2018.

Table 4

Race/Ethnicity of School

Race/Ethnicity	Count	Percent
Hispanic or Latino	24	4.8%
American Indian or Alaska Native	0	0.0%
Asian	40	8.0%
Black or African American	50	10.0%
Native Hawaiian or Other Pacific Islander	1	0.2%
White	344	68.5%
Two or More Races	43	8.6%
All Students	502	100.0%

Table 5

Special Population of School

Special Population	Count	Percent
English Learner	59	11.8%
Special Education	78	15.5%
Free/Reduced Lunch	79	15.7%
Homeless	0	0.0%

When comparing the two sets of data you can see my elementary school is a good representation of our district as a whole. One of the main differences being fewer hispanic/latino students in my elementary school. Being a part of a district with 10+ elementary schools, the demographics fluctuate depending on the elementary school you are taking a look at.

In my classroom for the 2018-2019 school year I have 31 students in my homeroom alone. However, I have smaller numbers during our Literacy and Math blocks (23 students). This is the first year that I have not had an English Language Learners (EL) cluster in my classroom. My demographics this year are primarily white with only six students with differing ethnic backgrounds. In my classroom I do have a group of special education students; five with varying levels of autism, and three with learning disabilities. I also have eight students labeled gifted and talented (GT).

Audience for the Capstone Project

This project is being created for use in 4th and 5th grade classrooms in my school. My elementary school currently has four 4th grade classrooms and three 5th grade

classrooms going into AY 2018/2019. Amongst the seven teachers the teaching experience varies from under three years to more than 30 years. We have a mixture of male and female teachers however, we are all primarily white.

The intended audience will also include parents and guardians. In order to better serve my students I need to be in constant communication with the parents and guardians of my classroom. I am a firm believer in open communication and how that helps to build a stronger school and classroom community. Wardlow (n.d.), a research scientist for Pearson, discussed the importance of parent/teacher communication in her paper, T*he Positive Results of Parent Communication*:

> Parents and teachers are two of the most important contributors to a student's educational success. When parents and teachers communicate well with one another, they are able to support student learning together. As such, communication between home and school is vital. (p. 1)

In order for the one-to-one implementation of iPads to go smoothly, we need all audience members (educators, students, and parents/guardians) to be on the same page. Clear communication is key for this to happen (Wardlow, n. d.).

Curriculum Model for Designing the Mini Lessons

When looking for curriculum models to base my mini lessons off of I thought back to learning about Understanding by Design (UbD) earlier in the masters program. UbD is a curriculum model designed by McTighe and Wiggins (Tomlinson & McTighe, 2006). One reason I am drawn to the UbD model are the nine principles of backward design and differentiated instruction (Tomlinson & McTighe, 2006):

1. Identify desired learning results for the subject and topics they teach

2. Determine acceptable evidence of student learning

3. Plan learning experiences and instruction based on the first two principles

4. Regard learner differences as inevitable, important, and valuable in teaching and learning

5. Address learners' affective needs as a means of supporting student success

6. Periodically review and articulate clear learning goals that specify what students should know, understand, and be able to do as a result of each segment of learning.

7. Use systematic pre-assessment and ongoing assessment aligned with designated goals to make instructional decisions and adaptations

8. Employ flexibility in instructional planning and classroom routines to support success for each learner

9. Gather evidence of student learning in a variety of formats. (pp. 142-144)

When thinking about UbD, you want to make sure you come up with clear goals and essential questions. Tomlinson and McTighe (2006) also recommended having assessments in mind before you construct the lesson. While using the UbD model I will also make sure to design lessons that are beneficial for upper elementary students. In my experience, no child wants to sit and listen to their teacher talking at them for a long period of time. The shorter the lesson, the more engaged students you will have. As Carter (2014) stated,

Research shows that the average young adolescent's attention span is between 8

and 14 minutes. If that's the case, teachers who are trying to hold their students'

attention for the full 50–60 minutes may never hear students exclaim that "time

really flew by." (para. 2)

Utilizing mini lessons engages students more effectively and lends itself to more

student centered classrooms. As Lombardo (2006) pointed out,

When students are introduced to a topic in an invigorating way and they have

some say in how their learning will progress, they become more engaged; when

lessons are short and to the point, students stay focused. When you and your

students work as a team, planning together, mini-lesson to mini-lesson, to make

their education the most interesting and illuminating it can be, magic happens--the

magic of a well-rounded, appealing learning experience. (p. 2)

Due to the nature of my project, I plan to use UbD as a guideline and I will make sure to

combine that with the research on mini lessons above. In my next section I will share a

timeline for project completion.

Timeline

This fall semester, 2018, I will be creating six mini lessons to incorporate into our

district's existing community unit. The mini lessons will be designed to use as needed

and help to facilitate the implementation of one-to-one iPads in 4th and 5th grade. I will

be utilizing different resources throughout the fall semester to help complete this project.

I will have my content reviewer, peer reviewers, colleagues, and parents provide

feedback that will allow these lessons to adapt to better fit the needs of my audience. This project will be able to be completely used during the 2019-2020 school year.

Conclusion

In this chapter we discussed the benefits of incorporating mini lessons into the existing unit on community, research to back it up, the school demographics, the setting of the project, the participants, and the timeline for the project. In Chapter Four I will be discussing the results from my project and reflecting upon them.

CHAPTER FOUR

Reflection

Introduction

The intent of this capstone project was to answer my research question, *what are the impacts on digital citizenship when creating the norms and procedures for integrating one-to-one iPads into an upper elementary classroom*? This question was inspired by many things, however, it mainly stemmed from increased technology access for my students and personal experience. My final goal for this project was to pull together several mini lessons that could be used to promote digital citizenship through norms and procedures in my 4th grade classroom. I was able to pull from Common Sense Education (2018), my school district resources, as well as a children's book author, Toni Buzzeo (2013). Additionally, many other resources from my research in chapter two impacted my final project.

In the 2018-2019 school year every 4th and 5th grade classroom in my district received one-to-one iPads. Personally, this was something I was fairly nervous about even though I am very comfortable with technology I was not quite ready for all 31 of my students to have a device all the time. There is already much to monitor as a teacher, I was not looking forward to layering on another duty. However, I was pleasantly surprised by how smoothly the transition went and how impactful having equal access to technology could be.

This final section will reflect on the development of these mini lessons, including what I learned during the process, review of literature sources, implementation and

limitations, future related projects, and how this project could be a benefit for technology education.

What I Learned

Being exposed to technology at such a young age allowed me to integrate it seamlessly into my daily routine. I was free to explore technology in a controlled way, it allowed me to become more comfortable and excited about the process. The great thing about growing up in the 1990's and early 2000's is while I had access to technology, it had not completely taken over everything yet as compared to today. I still played outside until it was too dark to see, instead of playing on a tablet or iPad all day. One of my goals during this capstone project was to create an environment where technology is used purposefully, instead of as an alternative or filler.

As I was designing my project I was also testing out different lessons with my class of 4th graders. I feel my situation was unique as I was finalizing my capstone project because I was able to validate certain lessons while abandoning others based on how well they went in my own classroom. This year I have 31 students in my homeroom alone. However, I have smaller numbers during our Literacy and Math blocks (23 students). Most of my teachings surrounding technology have been during my literacy block due to the nature of the lessons.

One of my new learnings is how important it is to return to certain topics as needed. The mini lessons I plan to use are a wonderful starting point but having continuously impactful discussions surrounding digital citizenship will have a greater benefit. For example, some students in a different 4th grade classroom have been using

their school emails to send videos of themselves and different memes to each other. While nothing has been inappropriate, the way they are using the school iPads are as a toy instead of a tool. If they were students in my classroom this would call for another discussion on digital citizenship and the expectations for home and at school.

Another lesson that I learned while finishing my capstone project connects to a quote I used in chapter two by 12th century theologian and author, John of Salisbury,

> We are like dwarfs sitting on the shoulders of giants. We see more, and things that are more distant, than they did, not because our sight is superior or because we are taller than they, but because they raise us up, and by their great stature add to ours. (as cited in aerospaceweb, 2012, p. 1)

The more I researched, the more I recognized all the great work that was already being done to help better support our students in this technology fueled world. I was lucky enough to find some great resources that helped complete my project. Author Toni Buzzeo was also incredibly helpful and willing to share her book and tools. She even offered to come to my district for some professional development surrounding credible sources.

Chapter two was a wonderful chance for me to find giants to stand upon. One of the giants being the website, Common Sense Education (2018). Common Sense Education (2018) is an incredible resource for educators at any grade level. They even have a section for parents to log on with suggestions and tips on how to better support their children in this technological age. Half of my mini lessons were pulled from this wonderful resource. Common Sense Education is one of many sources out there.

The International Society for Technology in Education (ISTE) (2018) is another giant I stood upon. However, not everything is free on this site; in order to get a basic membership it is $125. Due to this, I found myself more drawn to the ISTE blog which has some wonderful resources without having to pay for them. A future goal of mine would be to be able to attend the yearly ISTE conference, it looked and sounded incredibly powerful.

While standing on the shoulders of those who came before me I have learned a great deal of information, such as how collaborating within your school and district is essential for providing the support needed for 1:1 implementation. The professional development being offered through my district continues to be a wonderful resource. I also enjoy having a network of colleagues to conspire with while investigating possible projects utilizing the technology.

Second, having a strong classroom and school community is incredibly beneficial at any grade level. If I have learned one thing in my first few years of teaching it is how important community can be. Connecting with my students and their families is always one of my favorite parts of the year. It also contributes to a feeling of belonging which is one of the tiers in Maslow's Hierarchy of Needs (as cited in McLeod, 2018).

Third, Digital Citizenship requires student involvement, not just explicit teaching. When building a classroom community one of the best things you can do is create your class rules altogether because it boosts classroom moral and community. By allowing your students to feel heard you are opening up the door for positivity (Responsive Classroom, 2018). I feel the same way about discussing Digital Citizenship. By allowing

students to be a part of the discussion and giving them the opportunity to define what it means to be a digital citizen, you are opening the door for a deeper understanding.

Finally, while technology has many benefits, it does not have to be the main focus of everything you do in your classroom. As I have been using the one-to-one iPads with my current group of students, I have noticed how impactful using technology can be. I also have noticed how distracting it can be. Finding balance in the classroom regarding technology is just as important as teaching with technology. That is why one of my mini lessons is centered on Healthy Media Choices (Common Sense Education, 2018).

Project Implementation and Limitations

My project will be fully implemented in the 2019-2020 school year. Pieces of it were able to be incorporated this school year, however, I definitely will be altering and improving upon what I used this year. Now that my project is finished I plan to share it with my colleagues as well as with other schools in my second ring suburban district of a large metropolitan area in the upper midwest. My district provides a lot of time for collaborating with different schools using committees as well as professional development days.

One of the limitations I forsee with my project is that I designed these mini lessons to go with a specific unit in the Literacy Collaborative (2018). Not every district has similar freedom when it comes to their lessons. Hopefully, other educators will be able to take my lessons and adapt them to work for their individual needs.

Another possible limitation could be the age group the lessons are designed for. I have created and collected lessons that go well with upper elementary students, if other

grade levels were interested in using my mini lessons they would need to be differentiated based upon their district's and classroom's needs. Which leads into my ideas for future projects.

Future Related Projects

After completing my capstone project I would love to continue adding more possible mini lessons to my repertoire. Depending on your group of students you may need more in depth lessons on varying topics. Like everything in education, there needs to be room for extensions and differentiation.

I also would like to collaborate with some of our primary teachers in the district because in the next few years other grade levels will be getting one-to-one iPads as well. The mini lessons I created and collected work well for upper elementary classrooms but would need adaptations to work at a primary level.

Benefits to Education

Technology is something that will never go away. Some fads come and go, but technology is always changing and adapting to fit into society and vice versa. Therefore as educators we need to adapt along with it. By providing six mini lessons for upper elementary classrooms in my district I am helping to make the integration of technology more smooth.

With technology becoming more and more accessible in schools (US Department of Education, n.d.) and at home, promoting and fostering a sense of digital citizenship is more important than ever. As educators we are not only here to teach content, but to teach

life lessons as well. The better we can prepare our students to be good citizens, on and offline, the better our world will be.

Conclusion

When I think of my research question, *what are the impacts on digital citizenship when creating the norms and procedures for integrating one-to-one iPads into an upper elementary classroom*? I am confident that the more time you spend on building norms and procedures, the more smoothly your one-to-one implementation will go. Based on the past few months of school I have seen different classrooms yielding very different results based on this new learning. Classrooms that put in the time and effort in the first couple weeks of school are running much more smoothly now.

This project is one that can be adapted to fit any curriculum and is very student-centered. I hope that as technology continues to change and grow educators are willing to adapt along with it.

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