Using your Windows tablet device to make a real difference in your teaching

SESSION 5

Taking your tablet to school

CLASS NOTES

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

In partnership with the Department of Basic Education.

Via Afrika

Our Teachers. Our Future.

Course content

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Class Notes

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Important information

1. You can download and print the Class Notes for personal use, but you may not share them.

2. Once you have watched all the videos and completed all the quizzes, reflections, tasks and assessments successfully, you can download your certificate and print it.

3. If you wish to earn SACE Professional Development (PD) points for this session, you must complete all the online assessments in the session successfully. Our system will notify us of your success, and we will send the points allocation request to the South African Council for Educators (SACE).

4. Remember that devices and apps are updated all the time. The device specifications and features that you see here might differ slightly from those of the device you are using. The app features and icons that you see here might also differ slightly from the app in which you are working.

Contents

Outcomes and content

Outcomes of the session

By the end of the session, you will:

- appreciate the safety and security concerns that need to be dealt with when using the internet
- appreciate the need to keep personal and school data separate
- appreciate the learning options that a tablet adds to learning, both inside and outside the classroom
- be knowledgeable about recording learner progress and keeping digital records of learner-generated content

Content of the session

This session will focus on:

- safety and security concerns of using the internet
- keeping personal and school data separate
- learning options made possible with tablets
- recording learner progress digitally

Overview

Welcome to Session 5 of **Using your Windows tablet device to make a real difference in your teaching**. In this session – **Taking the tablet to school** – you will learn more about the benefits of taking your tablet into your classroom, and some key things you need to be aware of when you do so. The aim of this session is to consider why and how to use a tablet device in the classroom.

We will cover four key areas in this session.

1. Why should I take the tablet to school?
2. Whose tablet should I use?
3. What about tablets and the internet?
4. Recording learner progress.

There are regular tasks and quizzes just to check that you are developing the knowledge needed to move on.

Why should I take the tablet to school?

What are the benefits of using a tablet at school?

There are benefits for you, and for your learners, in taking a tablet to school. Below, you will find a list of five general benefits that tablets in education offer.

1. Flexibility

Tablets are lightweight and portable, with long battery life. This allows for their use in diverse settings. They can be passed around a classroom or used independently. Learners can easily take them outside for project work or use them at home to continue working on projects. This flexibility supports self-directed learning.

2. Engagement

The hands-on, interactive nature of tablets entices learners to participate actively. Tablets offer features not available with traditional media like paper textbooks. One simple example is the ability to find out more about something being read right there on the device, rather than putting a textbook down, going to a computer and then seeking an answer.

Despite the fact that tablet devices have been around for more than a decade, their novelty in education helps capture learner interest and attention.

3. Organisation

Cloud storage on tablets allows learner work and teaching materials to be accessed anywhere. Tablets help to keep learners organised with calendar apps, digital planners, etc. This is excellent preparation for the world of work where they will be expected to be confident users of technology.

4. Creativity

The Six Cs of the 21st Century are Creativity, Communication, Collaboration, Citizenship, Critical thinking, and Character.

Tablets support all forms of content creation, from photos, videos, and audio, to drawings, typed documents, and more. This allows learners to demonstrate understanding in creative ways.

5. Collaboration

Tablets empower group work and peer-to-peer learning. Learners can share digital content with classmates instantly. They can provide feedback on one another's tablet work, engage in app-based games together, and more. In so doing, they enhance their collaboration skills.

Task
• As you learned above, the five general benefits of using tablet devices in education are: (1) Flexibility, (2) Engagement, (3) Organisation, (4) Creativity, (5) Collaboration.
• Rank the five general benefits according to how important they are to you. Rank the most important as 1, and the least important to you as 5.
• Now prepare a 30-second speech to give to your colleagues explaining why you have ranked your number 1 as first.

Are there classroom benefits?

There are specific benefits that tablets offer in formal classroom environments.

Differentiated instruction

The diversity of tablet apps allows teachers to target specific learner needs.

Advanced learners can be challenged with more complex tasks. Once appropriate safety measure have been put in place, the internet can act as teacher in many powerful ways.

Struggling learners can use apps that focus on remediation and repetition. These apps often have excellent gamification elements built into them that make the repetition and remediation fun and engaging.

Language learners can use translation tools, listen to texts, or watch videos in the target language at their language level. This means that learners will not be left behind as they develop new language skills at a different pace from that of their peers.

Digital literacy and fluency

Working on tablets develops essential digital literacy proficiencies like typing, embedding media, using word processing tools, etc.

Digital literacy is the ability to use a device to do things like search the internet, use apps for learning and apps for composing, for example Google Docs, Microsoft Word or TikTok.

Digital fluency is the ability to understand the best use of different apps on different devices. While digitally literate learners understand the importance of passwords and internet safety, a digitally fluent learner will have developed information literacy skills that involve being able to evaluate the media to check for accuracy, and being able to decide whether or not it contributes to good citizenship.

Individual and collaborative work

Tablets enable both independent practice and dynamic collaboration.

Learners can work one-on-one on a tablet fluency app. Or they can team up to create presentations, design projects, and conduct research together with classroom sets of tablets. While they are doing this, each learner can contribute in real time.

This nurtures both individual accountability and social skills.

Subject area possibilities

SAMR is a useful model for seeing how technology is used in a classroom. The S stands for Substitution. If you use the tablet as a reading device only, that would be using it as a substitute for a paper textbook. The A stands for Augmentation. This is when technology adds to or augments a lesson. M is for Modification, and R is for Redefinition.

The possibilities tablets offer for augmenting subject area teaching are immense.

A brief overview of opportunities
- Science: Design experiments using app simulations, record observations, research concepts, interact with 3D cell diagrams.

- Math: Practise computations using game apps, create digital word problems for peers to solve, draw models.
- History: Develop annotated timelines detailing events, access primary sources and historical video clips, create documentary shorts.
- Languages: Listen to home language speakers, record conversations with classmates, write a digital children's storybook in the target language.
- Visual and Performing Arts: Choreograph dances using visuospatial mapping tools, edit photos improving concepts like lighting, film original monologues.

Tablets deepen learning across all disciplines powerfully when they are leveraged creatively.

Benefits for teachers

Tablets make teachers' lives easier.

Communication portal

Tablets provide vital lines of communication between and among teachers, parents and learners beyond school hours. Messages/emails can be exchanged, work samples can be shared digitally, and video conferences with teachers can be arranged. This ongoing dialogue greatly benefits learner success.

Assessment and feedback

With their camera, voice recording features, and diverse apps, tablets facilitate easy collection of learner work samples for teacher assessment. Teachers can provide instant verbal feedback by recording audio notes attached to learner documents and creations. Tablets support self-assessment too. Learners can watch recordings of themselves practising a skill (for example giving a speech) and provide reflections on their own work.

Reflection
• Make notes in your PD Journal.
• Consider the various benefits that tablets can have for learners in your classroom.
• Which one excites you the most? Why do you say this?
• Which one are you doubtful about? Why do you say this?

Whose tablet should I use?

In an ideal world, we could each afford our own personal tablet, and the school would be able to give us a tablet for use in class.

For most teachers, their first tablet device is one supplied by the school. Now, it can certainly be used only for school things without anything personal ever appearing, but that takes away the opportunity for you to develop your own tablet skills, and also means that the tablet gets used only half the time.

So, how do we do this, then?

Using a personal tablet vs using a school-owned tablet

Separate professional and personal data

It is crucial to maintain separate personal and school data on a tablet for a variety of reasons.

- Privacy: Just as you would not want any learner or colleague to see your personal data and invade your privacy, you would not want anybody at home accidentally accessing your confidential learner records.

- Security: Personal data often includes banking and other sensitive financial information like credit card numbers. If these fell into the wrong hands, you could end up being defrauded or having your identity stolen.

- Inappropriate content: Exposure of learners to inappropriate content could happen accidentally if the tablet is not carefully managed.

- Professional boundaries and upholding ethical standards: As a teacher, you expect the highest ethical standards from yourself. You are aware of the need for professional boundaries and what these boundaries are. It is vitally important that you exercise care when using a device for personal as well as professional purposes.

Practical ideas for keeping the personal and professional separate on a work device

User Accounts

Set up different User Accounts and logins and switch between them on your tablet, depending on where you are using the device.

You can create a Personal User Account and a Professional User Account. Think of these users as two different people. Each user gets their own customisation settings for their Home Screen and their wallpaper/background. They also get their own space for files, documents, apps and photos.

If you are using the school's tablet for personal purposes

Make the Professional User (in other words the accounts you use as a teacher) the Primary User. You can then add your Personal Account too, but if you want to remove it, you can easily do so without impacting any of your work materials.

If you are using your personal tablet for school purposes

Make your Personal Account the Primary User, and create a separate User Account for your schoolwork. This will help you to manage your personal device for shoolwork, as well as personal purposes.

User Accounts vs Guest Accounts

A User Account is meant for someone who uses the device regularly.

You can use Guest Mode if you want to allow someone else to use your tablet device only briefly. Guest Mode allows general apps such as Chrome, Edge, and YouTube to be used without an account; guests can sign into their own accounts if they want to use more personalised apps such as those used for their email or their photos. As the main user of the device, you can set up Guest Profiles in such a way that all their related data is wiped as soon as they have finished working on your device.

Security

It is vital that you are more security conscious with your device if you are using it for personal as well as professional purposes. Make sure that you have a strong password to open the device. Face recognition is the best option, if your tablet supports it.

Add two-factor authentication for the use of personal apps.

Secure data storage

School and learner data have to be kept secure. If your school has any particular data storage rules, make sure that you adhere to them.

This could mean using only certain cloud storage services, or even password protecting individual documents. Back-up and encryption must be well-considered in case you lose your device, or it is stolen.

Email accounts

Make sure that you do not access your personal email in an app on the school's device. Rather, use the webmail access. This will avoid any accidental spreading of malware or viruses in the school's digital environment and will also keep your personal things private.

Social media

If you are responsible for the school's social media in any way, never post anything from your personal device. The apps do have the ability to move between a personal and a professional account, but accidents and embarrassments do happen. Use a different device if you are posting on a school account.

A professional online presence

Whether you are using two devices, one for school and one for personal use, or using only one device for both personal and professional use, you need to remember that you must maintain a professional online presence.

As a teacher, you are in the public eye. This means being mindful of what you share on your personal social media accounts. A useful rule of thumb to use is: Would I share this thought, this opinion or photo in a school assembly or staff meeting? If the answer is no, do not do it!

Professional development

Technology is an area in which we need to take professional development very seriously.

Staying informed of best practice in data management and technology is key to the successful use of technology. This includes keeping up to date with school policies. If there are no school policies about using technology in your school, become a role-model and help the school to write the policies.

Reflection

- Do you use your personal tablet for school too? Or do you use your school-provided tablet for personal purposes?
- How many of the issues raised in this lesson have made you think twice about how you are using the tablet device?
- What can you do to ensure that the professional and the private remain separate?

- Do you use your personal tablet for school too? Or do you use your school-provided tablet for personal purposes?

What about tablets and the internet?

As the internet becomes increasingly integrated into both our personal and professional lives, it is crucial that we discuss strategies for using this technology safely and responsibly.

Internet safety and security concerns for tablet use

Be aware of the major online safety and security issues, so that you feel empowered to protect yourself and establish smart digital practices whether you are working independently or with learners. While the internet presents invaluable opportunities, it also harbours acute dangers, ranging from viruses to psychological manipulation. Through vigilance and concerted effort, protecting yourself and learners from these complex risks is achievable. Remember that having tablets in the classroom increases your learners' interaction with the internet.

Common threats

Malware threats

Malware comes from putting two different word parts together: 'Mal', from words like malpractice, malfeasance, maladministration, means bad, wrong or evil; and 'ware' comes from software. So, it is a program that someone with bad intent has created to cause damage on a tablet or steal information or do something similar.

Malware includes:

- computer viruses,
- ransomware attacks,
- spyware installing without consent, and
- phishing scams aiming to steal private data.

Privacy breaches

Online profiles contain a great deal of personal information that hackers seek to access illegally and use to their profit. Identity theft via internet remains a prevalent issue.

Cyberbullying

Cyberbullying is harassment via digital messages or posts, and it creates lasting emotional damage. All ages face cyberbullying, but young people are particularly vulnerable.

Predatory behaviours

From online grooming to financial exploitation to radicalisation, the web facilitates predatory recruiting of innocent users by criminals seeking psychological control. Make sure that your learners are fully aware of this.

Exposure to inappropriate content

The internet grants access to harmful content like violence, illicit substances, hate speech, misinformation and more. This causes special concern regarding young people. Teaching your learners about all this is part of building up their digital literacy.

Personal safety strategies

When using the internet independently, implementing basic security best practices is vital.

Practise safe browsing

Avoid suspicious links and ads. Make sure you are using the correct and secure domains when entering private data. Using a firewall, antivirus, and anti-spyware apps adds layers of protection. Be wary of 'free' services that collect too much personal information.

Guard your privacy

Read website and app privacy policies thoroughly before handing over personal data or photos that could be misused. Bolster social media settings for greater control over sharing. Consider keeping your profiles private.

Create strong passwords

Blend random letters, numbers and symbols without patterns. Using the same password across accounts greatly amplifies vulnerability.

Recognise scams

Watch for 'too good to be true' offers, grammar or spelling errors, or pressure insisting you act urgently. Verify legitimacy before responding.

Manage screen time

Set limits on recreational scrolling to maintain offline connections/activities integral for mental health. Monitor and minimise exposure to distressing content.

Be an activist

As an informed internet user, you play an important role in flagging concerning content to protect others. Reporting cyberbullying, violent rhetoric, racism, dangerous misinformation, or other violations of website terms of service makes a meaningful difference. We all must work collectively to demand improved online accountability and safer digital communities.

Classroom safety strategies

In educational environments, establishing classroom internet security is multi-layered.

Teachers

As a teacher, you must model responsible use. Demonstrate judicious sharing of online resources, comment respectfully on learner work, refrain from over-posting personal content on social media. Work within the guidelines of school digital citizenship policies.

Learners

Monitor learners' use of the internet. Actively monitor all learners when they are online. Scan screens while they are working, ensure they are accessing only appropriate sites, and assist with research queries.

For tablet lab sessions, use classroom management apps that provides oversight tools if possible. You can also learn to check browsing history.

Make sure that the learners understand what you are doing, and why you are doing it. Discuss internet ethics and safety frequently as part of the curriculum. Have learners sign acceptable use contracts, roleplay responses to online risks. Send home family tip sheets on setting device rules.

Assure learners that it is brave and responsible behaviour to report any inappropriate content and messaging they encounter. It is not tattling. Provide anonymous tip lines. Respond to all concerns promptly and notify parents.

Technology

Work with the school's information technology team to block harmful content categories (such as violence and adult content) on all learner devices. Explore additional teacher controls providing visibility into web activity.

Do not forget the firewalls, anti-virus software and ongoing updates that are all important when it comes to keeping tech safe.

Cyberbullying

Teachers play a profound role in youth safety. Teacher guidance builds life-long skills for navigating the modern digital world conscientiously. But what does this mean in practice?

Start by instilling in learners 'internet street smarts'. This can be achieved through digital literacy and digital fluency education. Teachers must take the lead in creating a culture of open communication regarding online experiences.

Cyberbullying response protocol

Cyberbullying is pervasive and damaging. At a broader level, learner digital fluency will include good internet citizenship, but all schools need to develop a school policy on bullying, and within that a protocol for dealing with cyberbullying.

Such a protocol should include these steps.

- Immediately find ways to end the torment. Simply turning off the device is the first step.
- Console the victimised learner.
- Identify aggressors.
- Inform families.
- Determine consequences under the school policy on bullying, and report to the police if threats of violence are part of the bullying.
- Follow up to ensure wellbeing support for targeted learners.

Strict policies that are carefully enforced with solid education about good internet citizenship will help end cyberbullying.

Task
• Does your school have a policy on bullying?
• Does the policy have a section to deal with cyberbullying?
• Is there a protocol in the policy that must be implemented in the event of cyberbullying?
• If your school has such a policy and protocol in place: Review it for effectiveness.
• If your school does not have a policy and protocol for cyberbullying: Write notes on what should be included in such a policy.

Recording learner progress

Every teacher knows about the laborious task of keeping endless records of marks, assessments, files and examples of learners' work. Not only does this involve lots of time and effort, but it means keeping many files and papers safe and organised.

You can use your tablet device to keep years and years of marks, records, reports, and learner work in very little space and available in an instant.

This requires a movement from paper to digital thinking and working.

Moving from paper to digital

When you move from paper-based record-keeping to digital record-keeping, you need to keep a few things in mind.

Personal considerations

There are two things you need to do if you want to use the technology to effectively record learner progress and use digital learner records.

1. Commit to remaining adaptable and flexible: Be open to changes in technology and updates to digital tools and adjust assessment methods based on learner needs and feedback.
2. Commit to ongoing professional development: Engage in ongoing professional development to stay updated on emerging trends and best practices in educational technology and digital assessment.

Mastery of educational technology tools

The number of tools available is very wide, and you are not expected to know about everything that is out there, nor how to use it as an expert. Some basics are important, though.

Operating Systems

You need to have an understanding of what an Operating System is so that you can choose tools that will work for you. You will have covered this in Session 1 of this course. You have a Windows tablet and are therefore constrained by apps that will work on Windows devices.

Productivity apps

There are a number of apps that have been developed for education, but the key ones are those related to the productivity suites that we covered in Session 2 of this course.

Whether you are a Google Workspace person who loves Docs, Gmail, Sheets and Slides or an Office 365 person who prefers Word, Outlook, Excel and PowerPoint, you can use these apps to start you off on the journey of using technology for recording learner progress and developing content.

Recording apps

Camera apps and recording apps are built into your device, and they are particularly useful for creating content, recording assessment opportunities, and capturing evidence of learning. You do not need to be a master photographer or a sound engineer, but it is worth getting to know these apps.

Cloud storage

In Session 4 of this course, you learned all about cloud storage. This form of storage is a very useful tool for keeping all the evidence and results in a safe place. Whichever option you choose (for example Google Drive or OneDrive) knowing how to upload and download safely and securely is key.

Learner Management Systems

If you are in a position to use Learner Management Systems, that is a bonus.

Learner Management Systems, or LMSs as they are often called, can be very useful tools for managing learning. There are a number of systems that your school may use. If you are not sure what your school has available, chat with colleagues to find out more.

Know-how

In addition to knowing how to use the various tools we have discussed, it is important that you have the know-how required to use the tools for effective recording of learner progress and keeping digital records.

Learner-generated content

Learner-generated content includes notes, practice exercises, project work and assessments.

You need to know where the best place is for them to create each of these. Often it will be in a productivity suite app for word processing, data processing or presentations.

But, it could also be in another app, for example one specifically geared at Maths, or Geography, etc. While learners generally have some level of digital literacy, it is a teacher's task to develop the digital fluency they need. For example, you could write an essay in a presentation app, but it would be a better choice to do so in a word processing app.

You also need to know how to do it. Again, learners may be experts at social media, but might find it new and challenging to work in spreadsheet apps or word processing apps. As they develop their digital fluency, this will become easier.

Evaluating learner-generated content

You need to know how to do the following to guide learners in creating their own content.

- Determining what types of content samples are most relevant to collect to demonstrate learner achievement.
- Determining the best way to capture that evidence. This requires skills like taking photos of artwork, recording video or audio of oral presentations, and knowing how to give digital feedback in documents

Monitoring content and recording results

You need the following know-how.

- How to store the content and evidence of learners' progress securely by backing it all up online in cloud storage.
- How to manage marks in spreadsheet apps.

Legal considerations

You must keep up to date with the best practices for securely storing learner data. This includes making sure you select the most secure cloud storage possible and maintain all the security protocols that come with it. The tablet device that you have used to gather content and evaluate it, must be kept safe from loss and theft. It must also be protected by passwords and other forms of protection, such as firewalls and anti-virus apps.

There are clear legal and ethical considerations related to recording learner work and progress. This includes data privacy and maintaining confidentiality. Remember what we said about tablet sharing and the possible consequences of this when it comes to keeping student data secure.

Task

- Are you ready to move from paper-based content and evaluation into a new era of doing it digitally? Use this checklist to evaluate your readiness.
- Develop a learning path for yourself. First address the skills that you marked as (1), and then address those you marked as (2).

Checklist

Rate yourself on each item:

1. I need to learn a great deal more.
2. I know about this but could learn more.
3. I am confident about this area.

Skills and knowledge needed	Self-score
I know about different Operating Systems (Android, Windows).	
I know about different productivity apps (Google Workspace, Microsoft Office 365).	
I know about different camera, video and voice-recording apps.	
I know about different cloud storage platforms.	
I know about different Learner Management Systems (LMS).	
I know possible ways learners can generate content digitally, including:	
• productivity suites	
• educational apps	
I know how to teach learners to generate content digitally, including:	
• taking photos	
• recording video	
• recording audio	
• methods of giving digital feedback in documents	
I know what types of content samples are most relevant to collect to demonstrate learner achievement.	
I know the best way to capture that evidence.	
I know how to store content and evidence of progress securely by backing them up online in cloud storage.	
I know how to record marks in a spreadsheet app.	
I know and understand the legal and ethical implications of digital record keeping.	

About the Final Assessment

At the end of this training session, you will be asked to complete the Final Assessment.

If you complete the Final Assessment successfully, you will qualify for your virtual badge and certificate. You can see a sample here.

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Certificate

has successfully completed the attendance and assessment requirements of:

USING YOUR WINDOWS TABLET DEVICE: TAKING YOUR TABLET TO SCHOOL

This training is endorsed for 5 SACE Professional Development points.

_____
Date

Christina Watson
Chief Executive Officer

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Final Assessment

Indicate the ONE correct response for each question.

1	What is a benefit of tablets for advanced learners?
a	Limited access to complex tasks.
b	Limited engagement in activities.
c	Challenges with more complex tasks.
2	What does the acronym SAMR stand for?
a	Substitution, Adaptation, Modification, Redefinition.
b	Substitution, Augmentation, Modification, Redefinition.
c	Science, Arts, Maths, Reading.
3	How can tablets make teachers' lives easier?
a	They increase workload and communication barriers.
b	They provide communication between and among teachers, parents and learners.
c	They are useful entertainment devices.
4	Tablets support which of the following?
a	Limited content-creation options.
b	Only text-based communication.
c	All forms of content creation, including photos, videos, audio, and more.
5	What is the primary reason for maintaining separate personal and school data on a tablet?
a	Increased device performance.
b	Privacy and security concerns.
c	Access to more apps.
6	What is recommended if you want to allow someone to use your tablet device only briefly?
a	Set up a User Account.
b	Use Guest Mode.
c	Avoid any form of sharing.

	Final Assessment (continued)		
	Indicate the ONE correct response for each question.		
7	How is the separation of personal and professional achieved when using your own device?		
a	Avoid creating a separate User Account for schoolwork.		
b	Use the same email app for personal and school use.		
c	Create a separate User Account for schoolwork.		
8	What is a useful rule of thumb for maintaining a professional online presence?		
a	Share everything freely online.		
b	Ask colleagues for advice on sharing online.		
c	Consider whether you would share the content in a school assembly or staff meeting.		
9	What is recommended if you are responsible for the school's social media?		
a	Use a different device for posting on a school account.		
b	Use the same account for personal and professional posts.		
c	Post from your personal device for convenience.		
10	What can a privacy breach result in?		
a	Social media likes.		
b	Identity theft via the internet.		
c	Online gaming scores.		
11	What is cyberbullying?		
a	Harassment via digital messages or posts.		
b	Hacking into Personal Accounts.		
c	Legal online debates.		
12	What is the primary role of teachers in promoting youth safety in the digital world?		
a	Ignoring online experiences.		
b	Building life-long skills through digital literacy education.		
c	Avoiding discussions about online risks.		

Final Assessment (continued)	
Indicate the ONE correct response for each question.	
13	What is recommended for creating strong passwords?
a	Using the same password across accounts.
b	Blending random letters, numbers, and symbols without patterns.
c	Avoiding passwords altogether.
14	How can teachers instil 'internet street smarts' in learners?
a	Avoid discussing online experiences.
b	Through digital literacy and digital fluency education.
c	By restricting internet access.
15	What is the first step in the cyberbullying response protocol?
a	Console the victimised learner.
b	Identify aggressors.
c	Immediately find ways to end the torment.

Acknowledgements

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