IT in Education BYOD Series: Strategic Planning and Implementation of School-based Bring Your Own Device Policy and Acceptable Use Policy in Secondary Schools (Refreshed) EI002020280 (R1AB) Session 2

L2_V12_RTCHKU_BYOD(SEC)

e-Learning Development Laboratory
Department of Electrical and Electronic Engineering
The University of Hong Kong

Objective:

This course aims to introduce the school-based practice of planning and implementing Bring Your Own Device (BYOD) Policy and Acceptable Use Policy (AUP).

1. Overview of school-based BYOD project;
2. Different concerns before implementing BYOD in schools;
3. Implementing the school-based BYOD project;
4. School-based BYOD policy and AUP in consideration of parents' concerns;
5. Other concerns when implementing BYOD in schools; and
6. Drafting the BYOD implementation timeline.

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Instructor Introduction

MAN HO WAI · WALLACE

BSSc. (HON.) / PGDE (DIST.)/ MEd, CUHK

Lok Sin Tong Yu Kan Hing Secondary School Vice Principal

IT in Education Section of the Education Bureau

CUHK Centre for Learning Sciences and Technologies Advisors

HKU e-Learning Technology Development Laboratory

EDUHK Centre for Excellence in Learning and Teaching teaching advisors

Chief Executive's Award for Teaching Excellence (Information Technology in Education)

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課堂安排

1.	2:30 - 3:00	School-based AUP coursework
2.	3:00 - 3:20	Use Mobile Device Management System MDM to support BYOD: iClass
3.	3:20 - 4:20	Make good use of multi-information technology teaching strategies Strengthen the effectiveness of BYOD and home learning
4.	4:20 - 5:00	Support BYOD's practice with information literacy courses: HKFYG
5.	5:00 - 5:15	Implementation of phased work to promote BYOD (1 year Plan/ Three-Year Plan)
6.	5:15 - 5:30	Conclusion

Part 1：School-based AUP Coursework

BYOD during epidemic, the importance of supporting students to learn at home

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Whole solution

BYOD

- Bring Your Own Device
- 自攜裝置政策

AUP

- Acceptable Use Policy
- 可接受使用政策

MDM

- Mobile Devices Management System
- 流動裝置管理系統

可接受使用策略 Acceptable Use Policy (AUP)

- AUP is a written agreement, signed by students, their parents, and teachers, outlining the terms and conditions of Internet use.

- It specifically sets out acceptable uses, rules of online behavior, and access privileges. Also covered are penalties for violations of the policy, including security violations and vandalism of the system.

- Anyone using a school's Internet connection should be required to sign an AUP and know that it will be kept on file as a legal, binding document. (Classroom Connect, December 1994- January 1995 issue).

可接受使用策略 Acceptable Use Policy (AUP)

Acceptable Use Policy Components

- a description of the instructional values and approaches to be sustained by Internet access in schools
- a statement on the educational uses and benefits of the Internet in the school
- a list of the duties of teachers, parents, and students for using the Internet
- a code of ethical conduct governing behavior on the Internet
- a description of the consequences of violating the AUP

Source:

https://catnet.adventist.ca/files/resources/res_96.pdf

可接受使用策略 Acceptable Use Policy (AUP)

Acceptable Use Policy Components

- a description of what constitutes acceptable and unacceptable use of the Internet
- a disclaimer releasing the school division, under specific circumstances, from responsibility
- a statement reminding users that Internet access and the use of computer networks is a privilege, not a right
- a statement that the AUP observes state and national telecommunication rules and regulations
- a signature form for teachers, parents, and students indicating that they intend to abide by the AUP

Source: https://catnet.adventist.ca/files/resources/res_96.pdf

可接受使用策略 Acceptable Use Policy (AUP)

Develop AUP (for reference):

Ken Ngai

BSc, MBA, MSc, PgD(Digital Forensics)

Head of IT, The Hong Kong Federation of Youth Groups

Ken.ngai@hkfyg.org.hk

Acceptable Use Policy AUP

1) Introduction
2) Objective
3) Agreement
   - Parents
   - Students
   - School
4) School network environment
5) BYOD
6) Other computer devices
7) Security and responsibility

可接受使用策略 Acceptable Use Policy (AUP)

1. Introduction

e.g.

- Trends in the Internet and teaching
- The direction in which schools use the Internet
- The school's policy on eLearning
- The scope of application of this document
- Updates to this file, etc

可接受使用策略 Acceptable Use Policy (AUP)

2. Objective

   Aspiration on achievable goal

e.g.

- Internet enhances the teaching and learning interest, motivation and strengthens communication channels
- Having an Acceptable Use (Internet Safety) policy outlining acceptable use of the Internet
- Using security software
- Limiting Internet features
- Teaching children to use the facility sensibly
- Supervising Internet usage
- Having rules for safe Internet usage

可接受使用策略 Acceptable Use Policy (AUP)

3. Agreement with parents

Parents are required to agree to the agreements implemented by the school on campus:

e.g.

- The school’s filter software
- Students use the Internet and school networks at school
- Use the email address and other resources provided by the school
- Discuss and work with your child on the school's AUP
- Restrictions on the use of the device
- When necessary, accept the school to check the computer
- Student online behavior (on or off campus)
- The teacher's responsibility on the Internet
- Privacy exemption
- Other

可接受使用策略 Acceptable Use Policy (AUP)

4. Agreement with students
   - Agree and understand the agreement
   - Follow this policy, etc

School

- To protect the school and give the school authority
- Lead students to use the Internet correctly and safely
- Filter bad information
- Monitor overdoses and bad use
- The scope of teachers monitoring and guiding students
- Protect students' personal data, etc

可接受使用策略 Acceptable Use Policy (AUP)

5. School network environment rules

- Allowed time to use
- Allow usage of internet-enabled devices
- Protect school equipment
- netiquette
- Unacceptable acts such as foul language, obscenity, threats, defamation, racial discrimination . . . etc
- Sneak shot, account theft, personal attacks, bullying are not permitted, etc
- Illegal software, games cannot be downloaded

可接受使用策略 Acceptable Use Policy (AUP)

6. BYOD

- Hardware configuration
  - Minimum configurations
- Registration process
  - Register MAC address ?
  - Network password ?
  - Open WiFi ?
- Software configuration
  - OS, version, patches, security settings, anti-virus, other software

可接受使用策略 Acceptable Use Policy (AUP)

7. Other computer devices
    - mobile phone
    - game console

8. Security and responsibility

Stakeholder role(BYOB + AUP)

Parent role

- Keywords: Guide, cooperate, pay attention, discuss, agreement

Teacher role

- The identity of the teacher on the Internet;
- Patrol, monitor, understand ...
- Contact or discuss with students online
  - Scope and time;
  - Media (e.g. FB, Email, WhatsApp ...);
  - General guidelines;

Stakeholder role (BYOB + AUP)

Student agreements and responsibilities

- Behaviors prohibited by students online (with more relaxed principles) such as bullying, assault, obscenity, theft (both inside and outside the school) . . . offenders can be punished by the school.

- Report
  - Reports of violations
  - Reports of victimization
  - Program
  - Evidence (cap screen), timing, etc
  - Notify parents

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

Hong Kong True Light Middle School (BYOB + AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/HKTL_AUP.pdf

Jordan Valley St. Joseph's Catholic Primary School (AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/jvsj_AUP.pdf

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

St Stephen's College (AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/St_Stephen_AUP_201409.pdf

Shatin Tsung Tsin School (BYOB+AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/STTS_elearning.pdf

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

POH Chan Kai Memorial College：

www.pohck.edu.hk/ParentNoticeHome/ParentNotice/2019-20/1905-full.pdf

HKTA The Yuen Yuen Institute No.1 Secondary School（Notice reference）
www.yy1.edu.hk/download/notice/20200910161520889927-1671287036.pdf

Shun Lee Catholic Secondary School（Notice reference）
www.slcss.edu.hk/sites/default/files/files/cir_no_03_byod_new_s1_circular_update.pdf

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

Jockey Club Ti-I College (JCTIC) - Acceptable Use Policy
https://sites.google.com/a/tic.edu.hk/it-support/it-aup

Lung Kong WFSL Lau Wong Fat Secondary School:
www.lwfss.edu.hk/sites/default/files/notice/2021-02.pdf

The Association of Directors & Former Directors of Pok Oi Hospital Ltd.
Leung Sing Tak College「Consent form for students BYOD」
(可接受使用策略(AUP))
URL

Choi Hung Estate Catholic Secondary School students BYOD AUP
www.choihung.edu.hk/download/notice/20200122141159086l549.pdf
www.choihung.edu.hk/download/notice/20201008103748728l335.pdf

Part 2： Use Mobile Device Management System MDM to support BYOD

iClass MDM DEMO

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Mobile Devices Management 流動裝置管理系統

1. MDM means Mobile Devices Management
2. In the general trend of using tablets as e-learning tools, equipment management, e-school classroom design are new challenges. MDM enables school technical administrators to manage tablets more effectively. For example, online installation of apps and WiFi in one batch for students’tablets, restricting students from downloading apps and clearing Passcode
3. MDM can also help front-line teachers with e-classes. For example, give simple instructions to help the whole class to enter a teaching app or web resources, limit the student's tablet permission function, or remotely project a classmate's tablet works to share, etc.
4. Key features:
   1. 高效管理及安裝 (Software as Assistant)
   2. 課堂引導及分享 (Digital Interactive Classroom)
   3. 無線設置權限 (Restriction and Policy Setting)

Mobile Devices Management 流動裝置管理系統

HKU MDM 夥伴學校計劃 (WIFI 900 學校)

計劃目的

1. 協助香港 (WIFI 900) 中小學推動電子教學，帶來更好的教學體驗和效果。
2. 推動學校使用最新、最有效的技術來支援電子教學。
3. 透過學校使用系統的意見回饋，改善技術研發和用家體驗，為教育界提供最合適的流動設備管理工具。

我們提供
免費使用
技術培訓
技術支援
定期合作交流
教師分享社群
香港大學電子學習發展實驗室為學校頒發的流動設備管理證書

計劃時間表	
15年7月	夥伴學校計劃簡介會
15年8月15日	截止申請
15年8月 - 11月	MDM電子教學工作坊
16年1月 - 16年5月	電子教學交流會議
16年7月	向完成計劃學校頒發證書

HKU MDM 的十大特點

為教育界設計

避免企業式MDM的繁鎖設計，針對學校的需要，簡單易用的界面，讓前線老師能夠在課室內輕鬆使用。

隨時限制功能

老師可以限制學生設備功能，例如封鎖相機和應用商店，更可以鎖定於某一個應用內進行教學活動。

無線應用安裝

無線地遙控安裝學生所需應用或電子書，並支援蘋果VPP，快捷地為師生提供最適合的教學工具。

遙控工具使用

老師可以直接遙控全班學生使用某個應用或瀏覽某個特定網頁，配合鎖屏的功能，讓學生更專注學習。

清除鎖屏密碼

學生忘記鎖屏密碼時，學校可在管理系統內清除密碼，避免洗機重裝，大大節省不必要的技術支援。

遙控課堂分享

使用Apple TV或其他無線投影技術時，老師可主動在自己的平板上選擇分享任何一位同學的作品。

按照班級分組

在一人一機的模式下，根據不同班級需要，制定不同設置和應用；亦方便老師上課時向班內下達指令。

支援 VPP & DEP

我們的MDM技術目前全面支援使用VPP的iOS學校，亦已經為DEP計劃做好準備，並已經進行測試。

校本應用中心

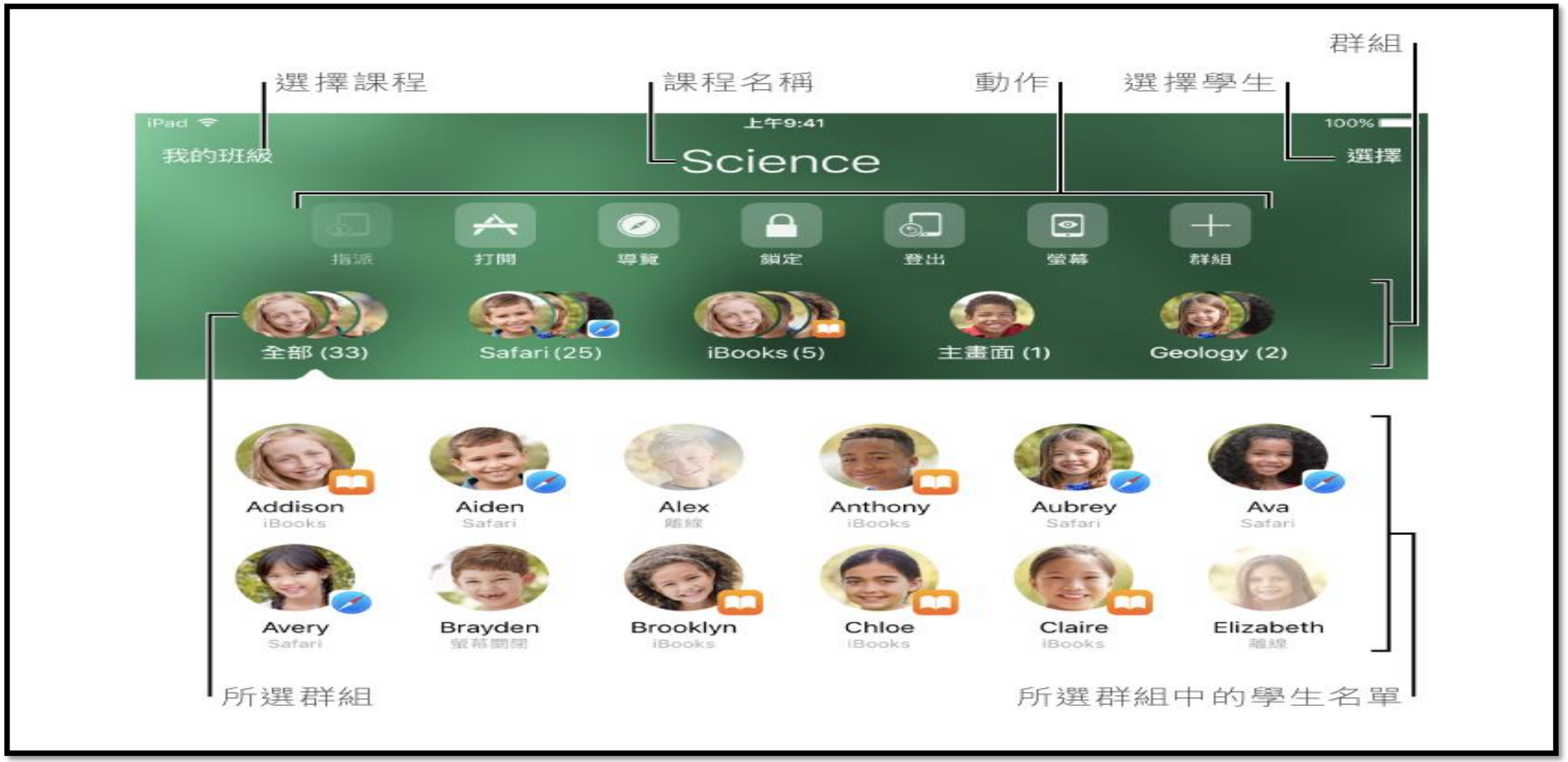
學校可以一方面關閉學生的應用商店，同時根據不同年級學生的需要，設置校本應用中心。

互動內容整合

整合我們的雲端互動學習平台iClass及學校正在試用的 e-TextBook，可以遙控學生進入iClass課堂活動。

Mobile Devices Management 流動裝置管理系統

https://help.apple.com/classroom/ipad/1.1.1/#/cad6d39b9338



Mobile Devices Management 流動裝置管理系統

https://help.apple.com/classroom/ipad/1.1.1/#/cad6d39b9338

Part 3：Make good use of multi-information technology teaching strategies Strengthen the effectiveness of BYOD and home learning

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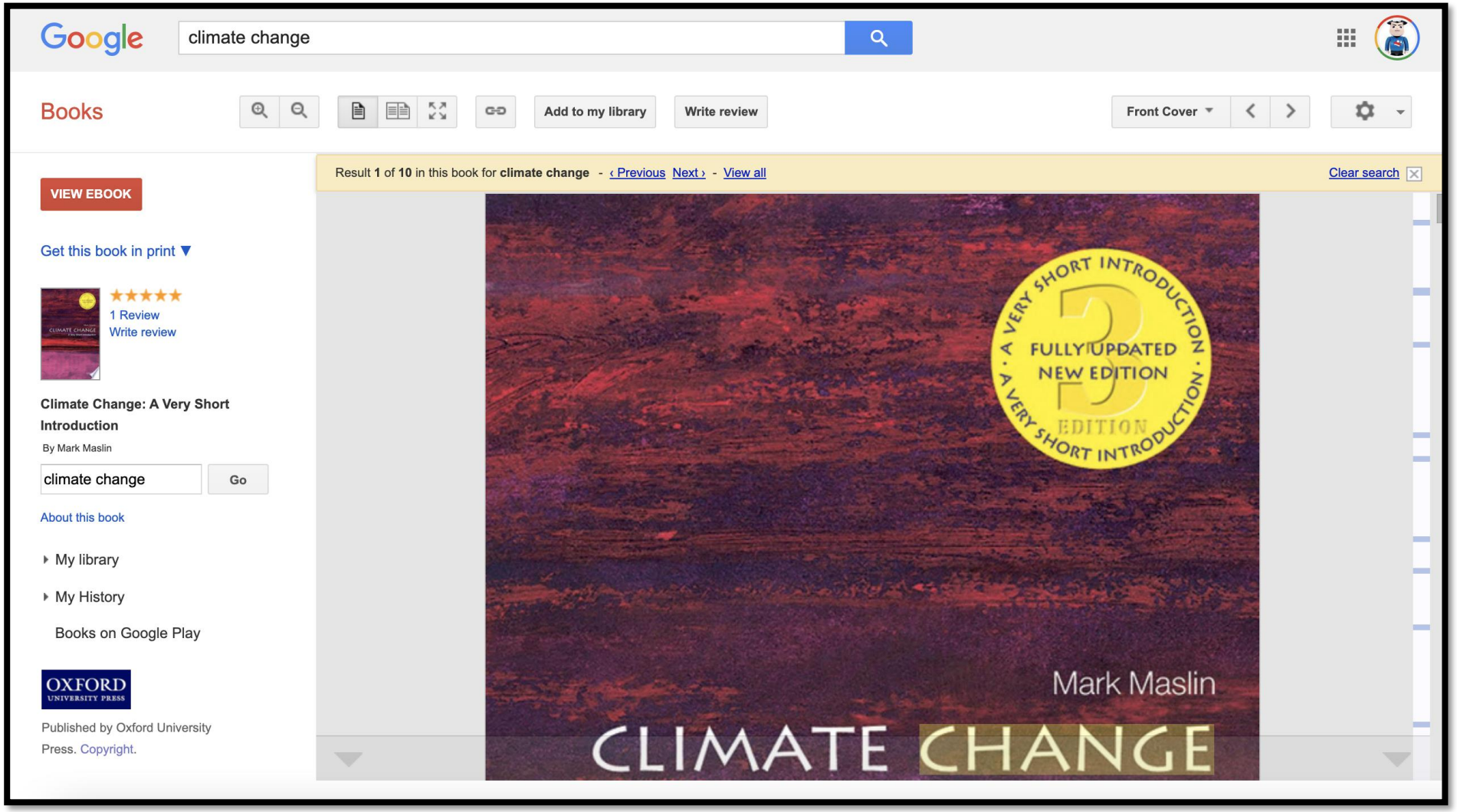
Teaching strategy 1: e-reading

Google Books: https://books.google.com/



Teaching strategy 1: e-reading

HKEDCITY: eRead Scheme

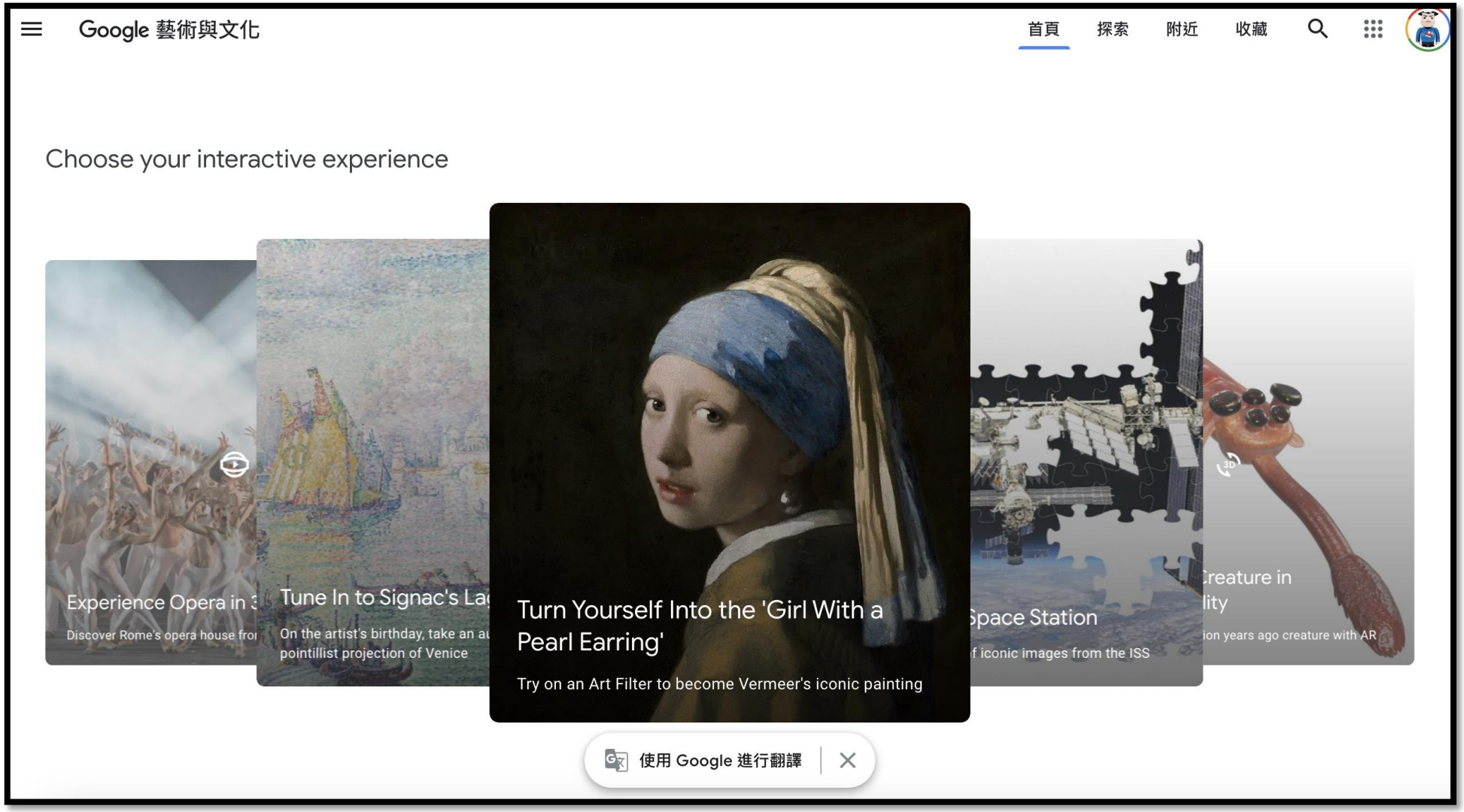
https://www.hkedcity.net/ereadscheme/2021Packages

Teaching strategy 1: e-reading

Hong Kong Public Library : https://www.hkpl.gov.hk/en/index.html

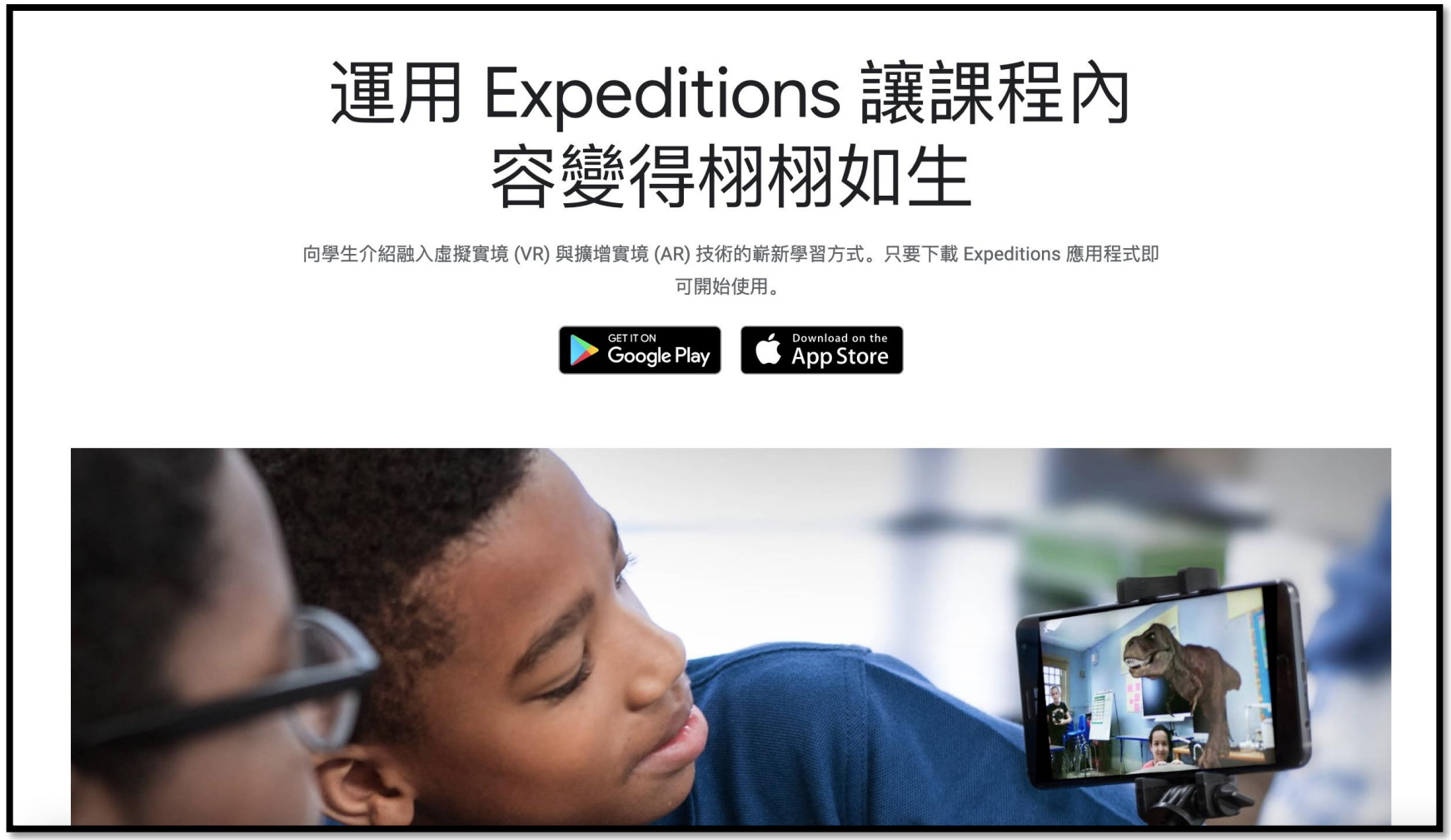
Teaching Strategy 2：VR in Education

Google Arts & Culture : https://artsandculture.google.com/



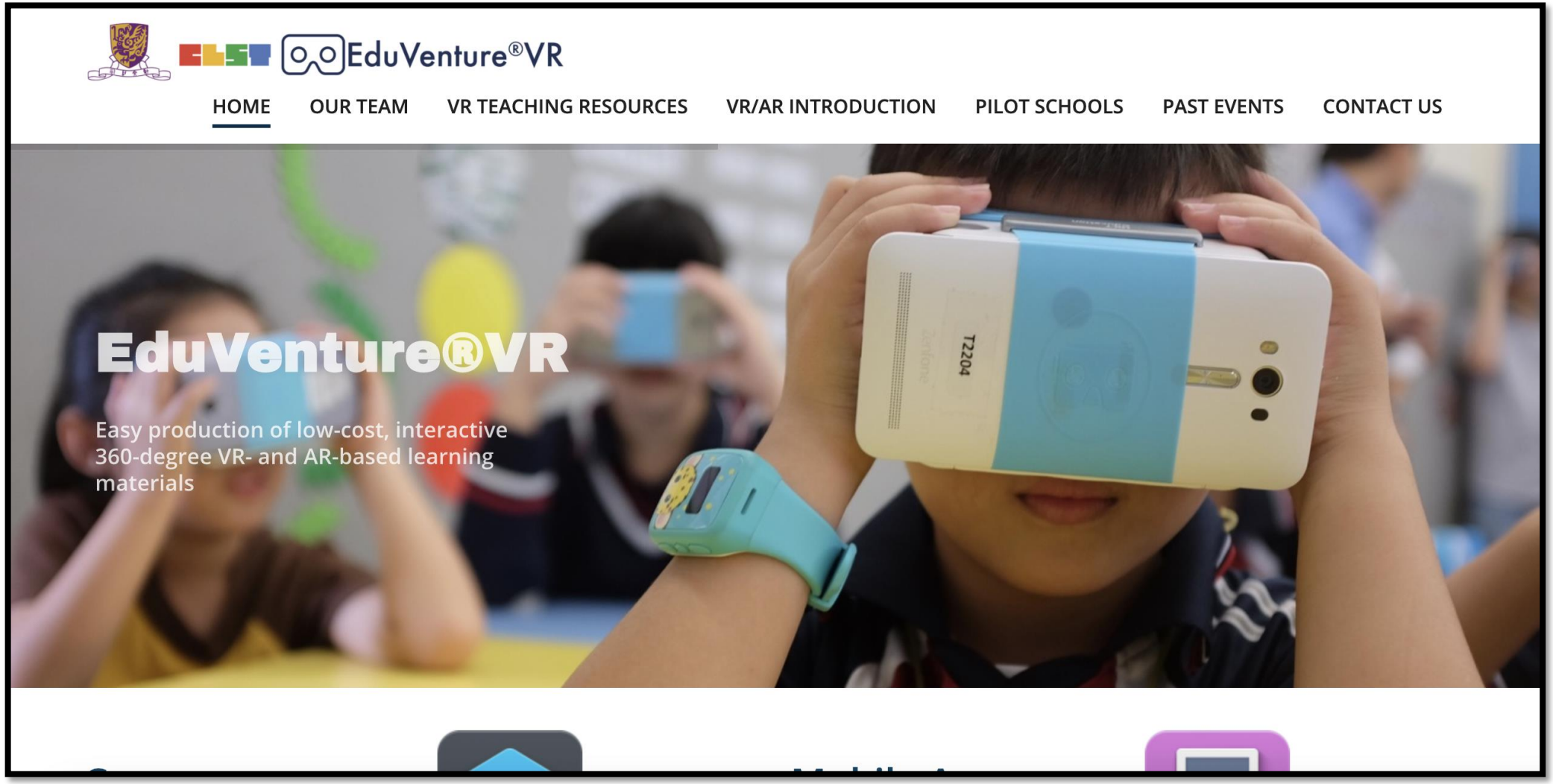
Teaching Strategy 2 ：VR in Education

Google Expeditions:
https://edu.google.com/products/vr-ar/expeditions/



Teaching Strategy 2 ：VR in Education

EduVenture®VR http://vr.ev-cuhk.net



Teaching Strategy 3：
課前預習 翻轉課堂 (Flipped Learning)

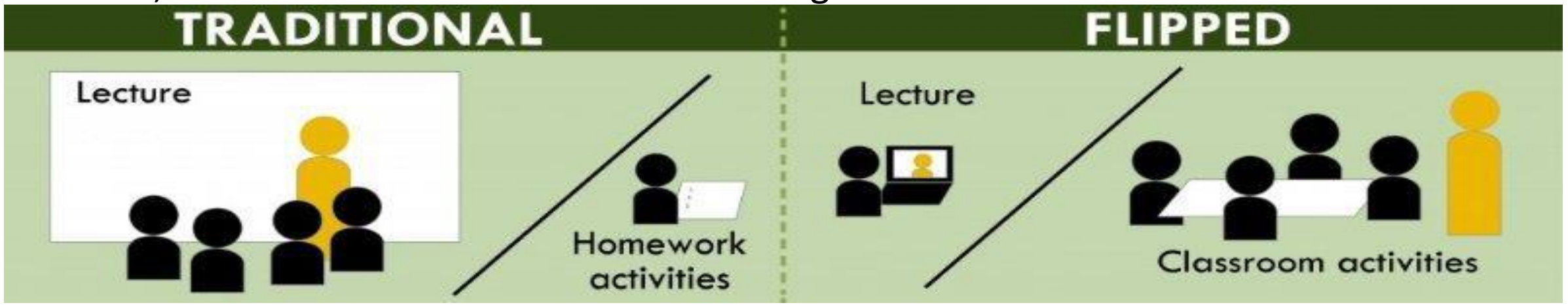
IT teaching strategy：Flipped Classroom – flip the traditional class mode

Step 1：The pre-prepared course content is uploaded to the network by the teacher

Step 2: Let students prepare lessons at home first

Step 3: Express your opinions and discuss the topic in class.

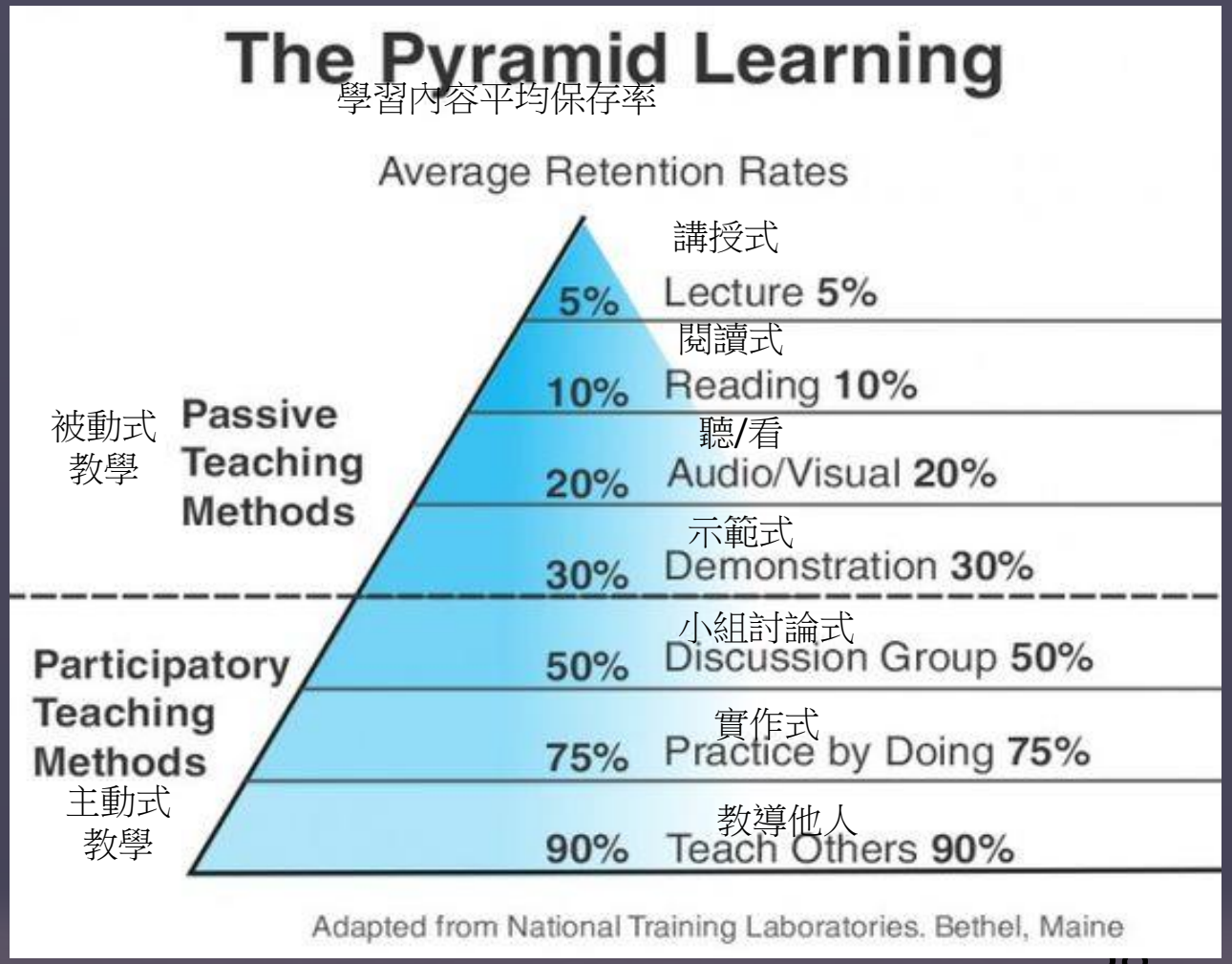
Compared with the traditional teaching mode, "flipped classroom" allows teachers to reduce one-way explanation in the classroom, promote classroom interaction and communication between teachers and students, improve the learning effectiveness of students, but also to cultivate their own learning.



IT teaching strategy：翻轉課堂 (Flipped Classroom)

The Pyramid Learning

The higher the level of student-led learning



The higher the percentage retention rate for students

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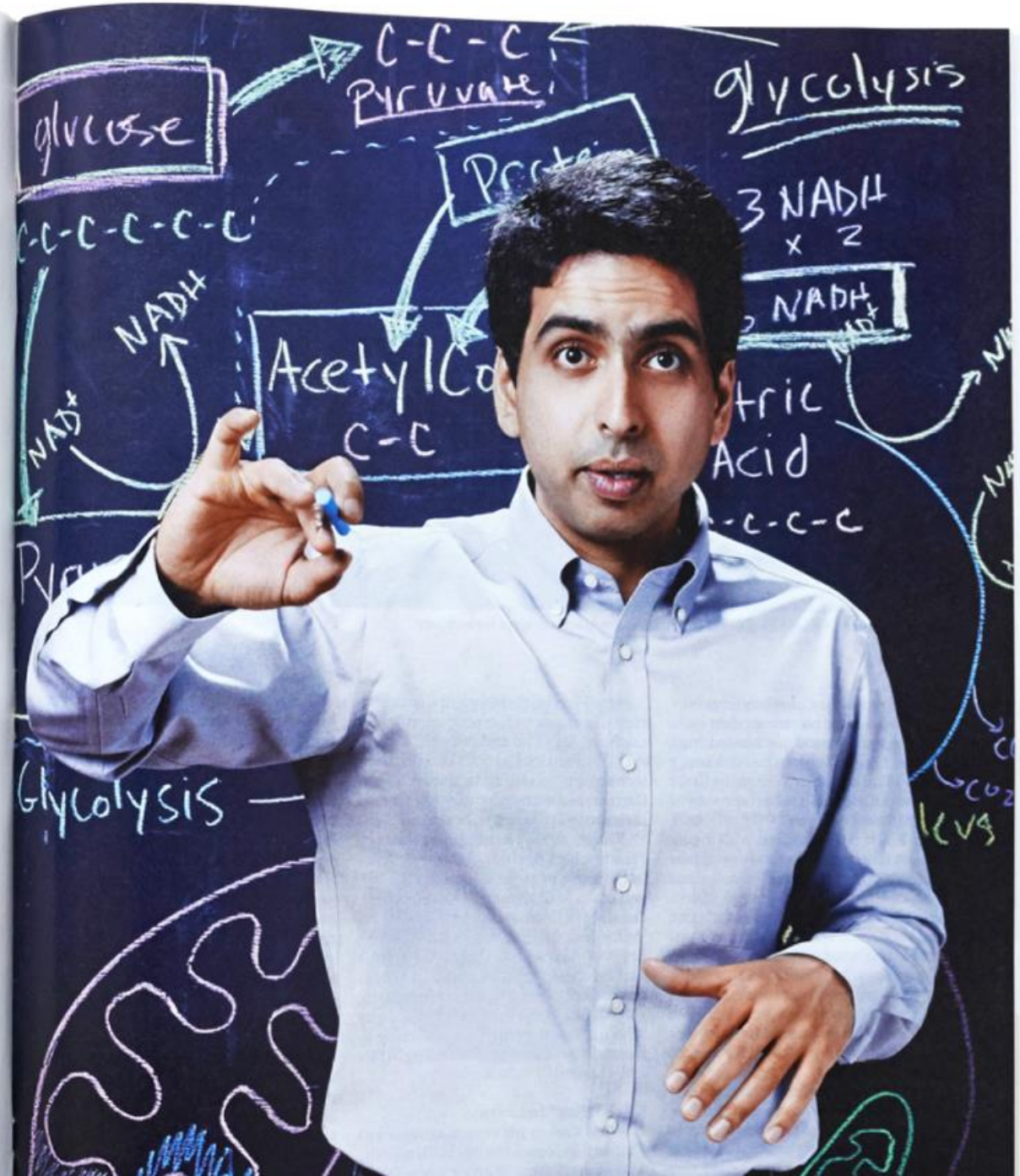
Reboot the School

SALMAN KHAN'S YOUTUBE LESSONS HAVE ALREADY MADE HIM A GEEK CELEBRITY. NOW HE WANTS TO REINVENT HOMEWORK, BANISH CLASSROOM LECTURES—AND MAYBE SAVE EDUCATION

BY KAYLA WEBLEY

FIFTH-GRADERS AT EASTSIDE College Preparatory School in East Palo Alto, Calif., sit at their desks with netbooks. They're in the middle of a math lesson, listening as a teacher explains how to convert percentages to decimals. "If we

of kids are learning by watching online videos. While the screen shows a march of equations and diagrams, the students never actually see the face of the lecturer. There's just a voice, deep, patient and unrehearsed—think NPR host crossed



Salman Khan:

Let's use video to reinvent education

TED2011 · 20:27 · **Filmed** Mar 2011
Subtitles available in 42 languages

View interactive transcript

Watch later
Favorite
Download
Rate

Share this idea

3,377,859 Total views

Share this talk and track your influence!

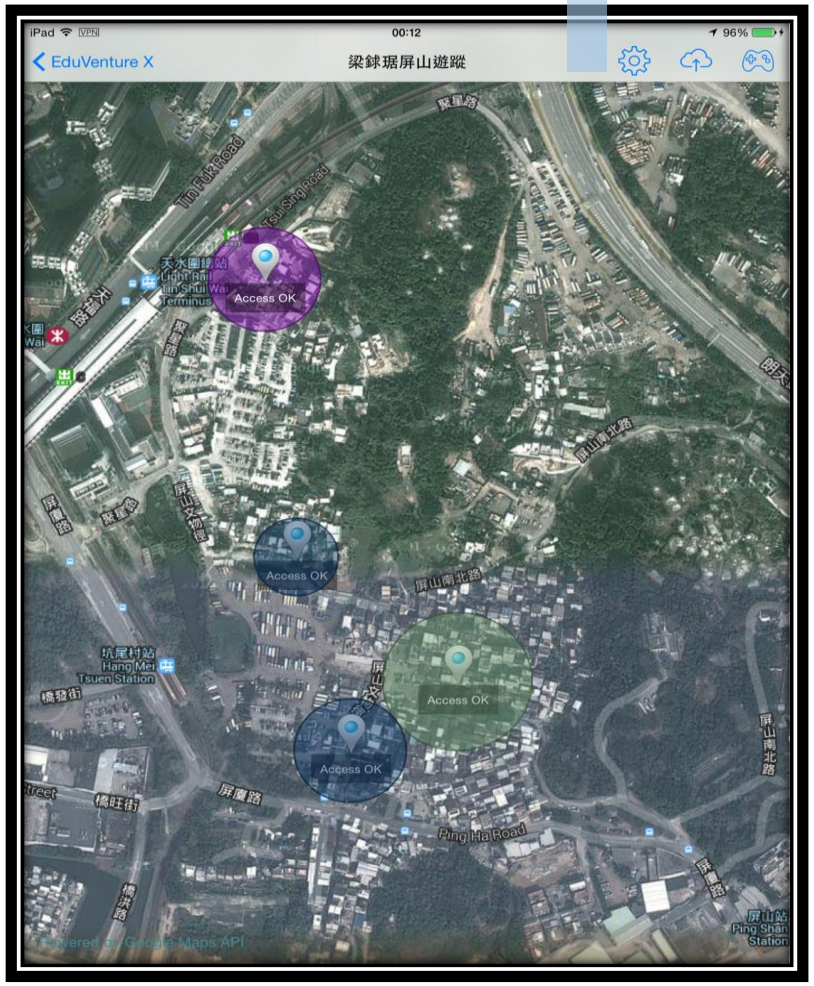
Salman Khan talks about how and why he created the remarkable Khan Academy, a carefully structured series of educational videos offering complete curricula in math and, now, other subjects. He shows the power of interactive exercises, and calls for teachers to consider flipping

Related playlists & talks

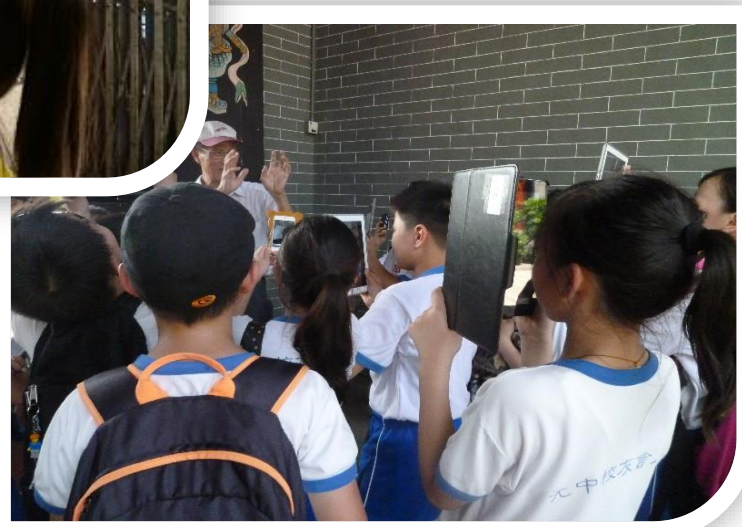
Student watch video to pre-learn (學生從短片中預習)	Teacher follow-up responses (老師延伸回應)	Active learning / e-Learning / Higher order activity (主動學習法/電子學習/高階思維活動)
20 mins	10 mins	30 mins

Flipping Classroom Framework (翻轉課堂框架)

Teaching strategy 4：Mobile learning
CUHK- EduVenture



Teaching strategy 4：Mobile learning
CUHK- EduVenture



Teaching strategy 4：Mobile learning
CUHK- EduVenture

EduVenture® Composer

需要登入才能使用這功能

EduVenture® Composer 是創建戶外學習教材的平台，操作簡易，登入後可於瀏覽器上進行教材編輯。教材設計者可依據學習內容，在不同學習情境中設計個性化的戶外學習教材。平台題供包括選擇、問答、填充、錄音、數據收集、影相、概念圖等多種題型。多元化的題型能滿足教材設計者的各需求。教材數據將自動儲存至伺服器，並支持在Windows PC和MAC上編輯。

EduVenture® eXplorer

下載 iPad 版　下載 iPhone 版

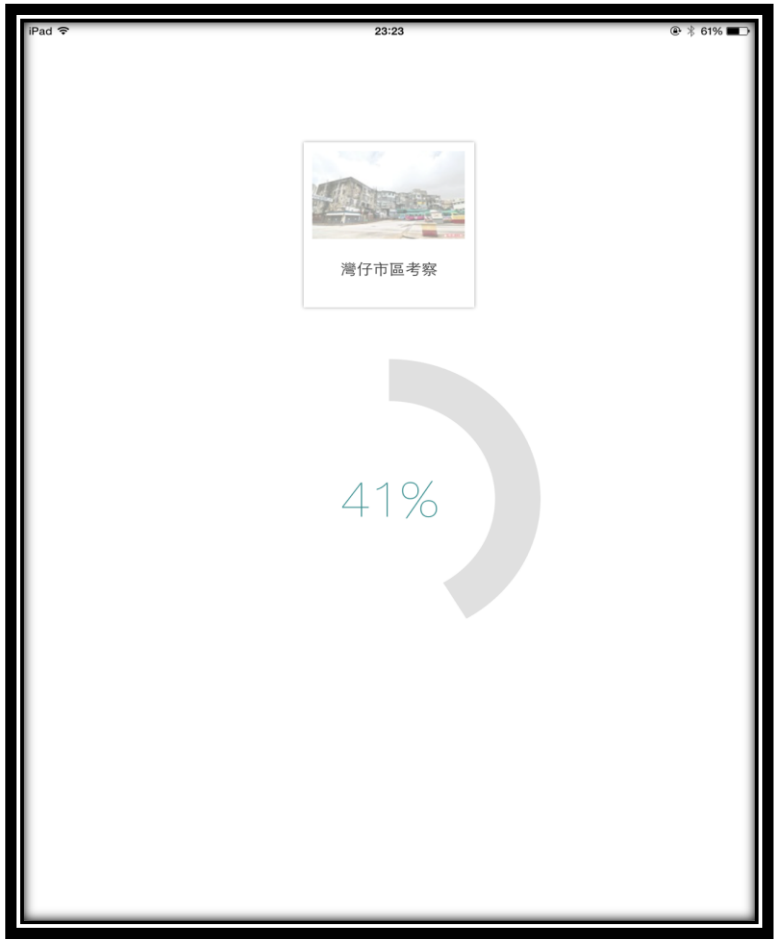
EduVenture® eXplorer 是一款在iPad或iPhone上運行的應用程式（App），在沒連接互聯網時仍可使用。學生先將指定教材下載至應用程式中，通過全球定位系統（GPS）的幫助在教材中的不同地點開展探究活動，回答相關問題及任務。答案會被自動儲存於應用程式中。借助使用此應用程式，學生可親身體驗真實環境，實踐自主學生，並強化以學生為中心的學習模式。

EduVenture® Retriever

需要登入才能使用這功能

EduVenture® Retriever 是檢視及管理學生戶外學習成果的平台。教材設計者教師可閱讀、批改、檢索學習者的學習成果或相關的討論和分享，當中包括相片，錄音，統計資料等。該平台也可以幫助評估學習者的表現，教師可以基於學習成果給予學生反饋，幫助他們總結和反思學習過程。

Teaching strategy 4：Mobile learning
CUHK- EduVenture



Part 4： Support BYOD's practice with information literacy courses

HKFYG Media Literacy

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「Project NET 新媒體素養提升計劃」

http://medialiteracy.hk/

Part 5： Implementation of phased work to promote BYOD (1 year Plan/ Three-Year Plan)

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Resource Pack for Supporting School-based Development of IT in Education

https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE4/ite4-resourcepack.html

Resource Pack for Supporting School-based Development of IT in Education (Jan 2019)

Home | Model Roadmap of Development Plan | Action Plan | Templates | Exemplars | Professional Development Programme

Home

To assist school leaders in development and implementation of school-based IT development plans as integral parts of school development plans, the Education Bureau (EDB) has provided a Resource Pack to schools to support school-based development of IT in education, of which a school can tailor-make its own plan in accordance with its development priorities and needs.

Resource Pack for Supporting School-based Development of IT in Education

Model Roadmap of Development Plan

A 4-stage conceptual framework built on the 4 phases in the development and implementation of school-based plans is designed for the development of roadmap:

1. Self-review or context analysis in the self-evaluation phase and the evaluation in the evaluation phase
2. Goal-setting and realisation in the planning phase
3. Planning in the planning phase
4. Implementation in the implementation phase

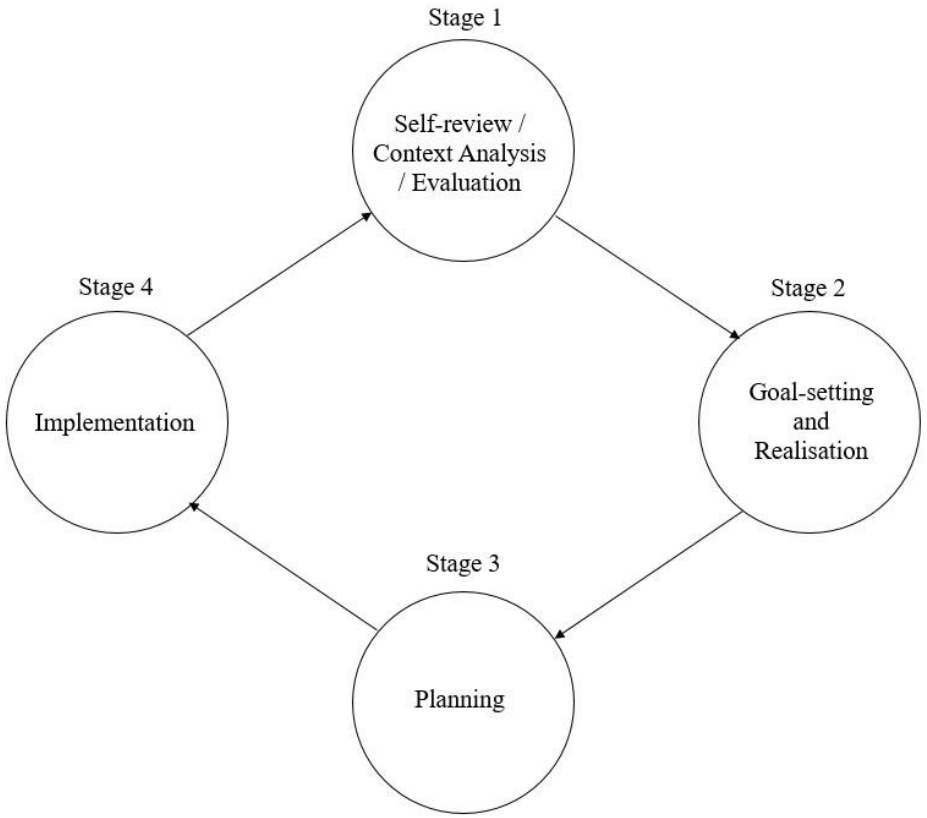

Figure 1: Conceptual framework for the development of roadmap for school-based IT in education planning

Model Roadmap of Development Plan

Stage 1 – Self-review / Context Analysis / Evaluation

Self review 4 key dimensions
Self review5 related concerns
Context analysis

- Self-review is an important step for schools to obtain a preliminary view on their own strengths, weaknesses and needs prior to the planning.
- A self-review of 4 key dimensions, with 5 related concerns, is proposed for schools to evaluate their readiness for promoting IT in education.

Model Roadmap of Development Plan

Stage 1 :

Self-review
4 key dimensions

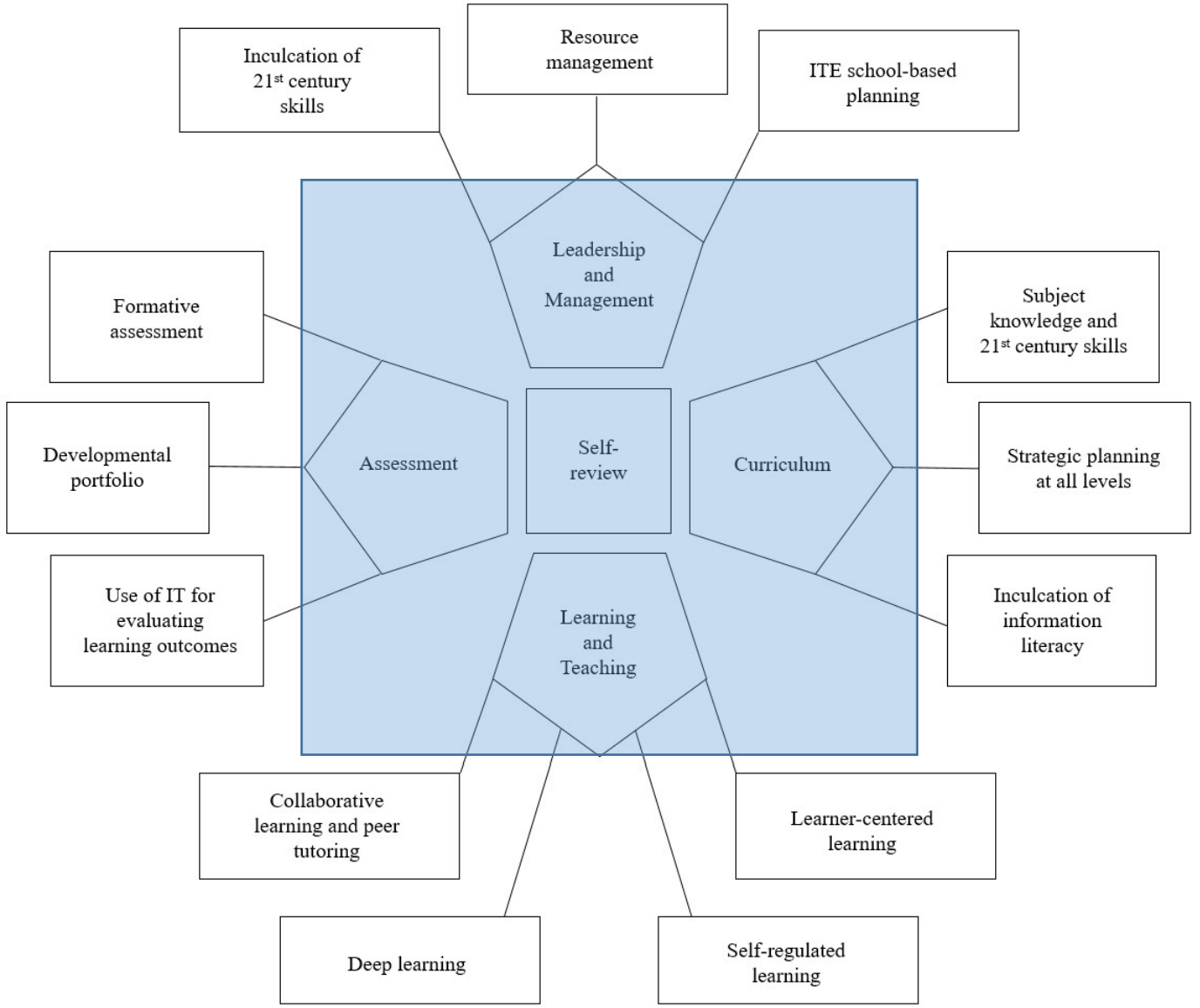

Figure 2: Conceptual framework for the self-review of the four key dimensions of planning for school education

Model Roadmap of Development Plan

Stage 1 :

Self-review
5 related concerns

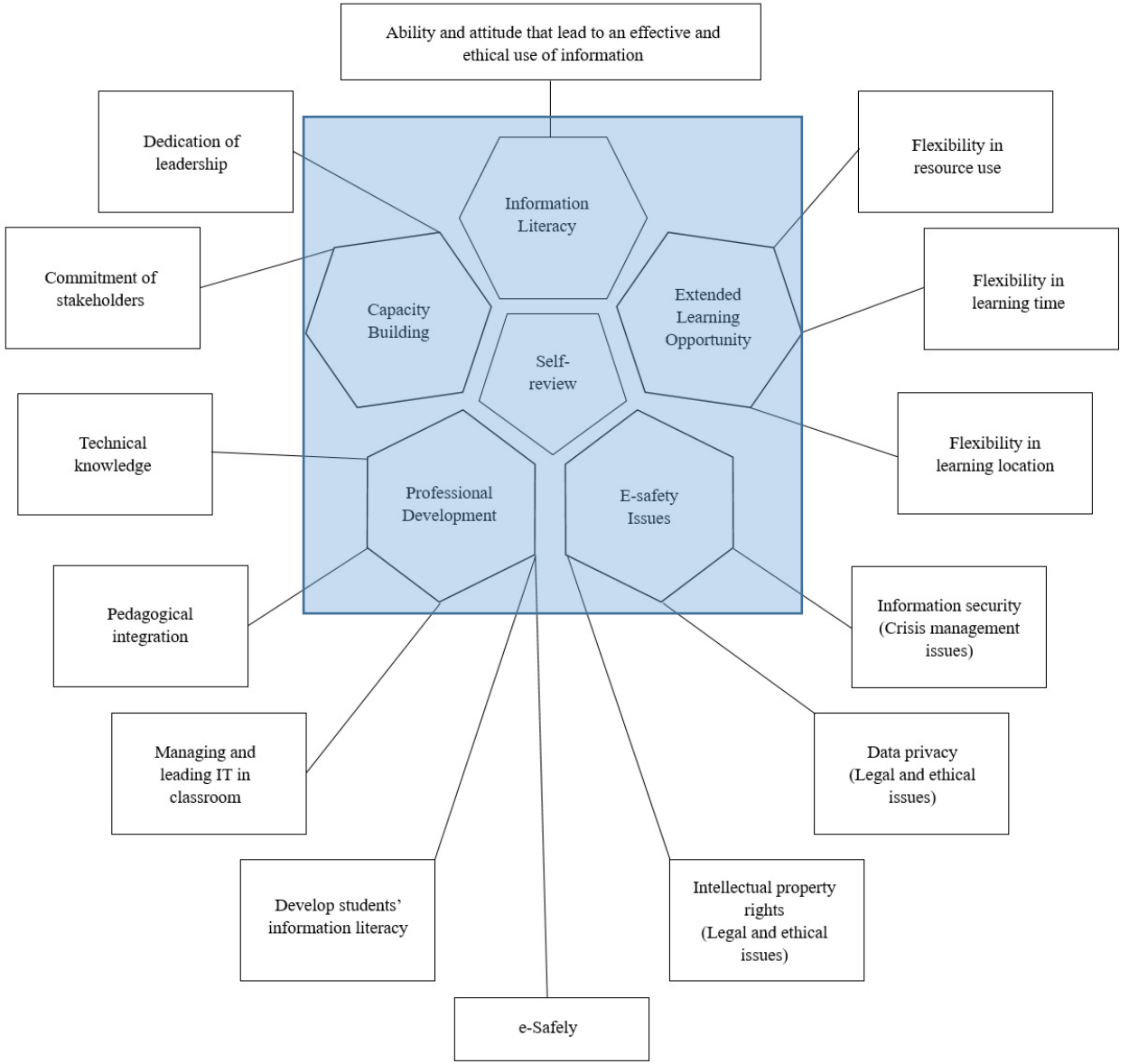

Figure 3: Five concerns related to the four key dimensions of planning for school education

Model Roadmap of Development Plan

Stage 1 :

Context analysis

Context analysis is a significant step for schools to garner in-depth opinions on the strong and weak areas at the school level and gain insights into their own needs and changing contexts prior to the planning.

A context analysis of 10 evaluation areas, which are incorporated into 4 domains in line with the implementation of initiatives for the school development and accountability in the local school education sector, is proposed for schools to evaluate their readiness for promoting the use of IT in education.

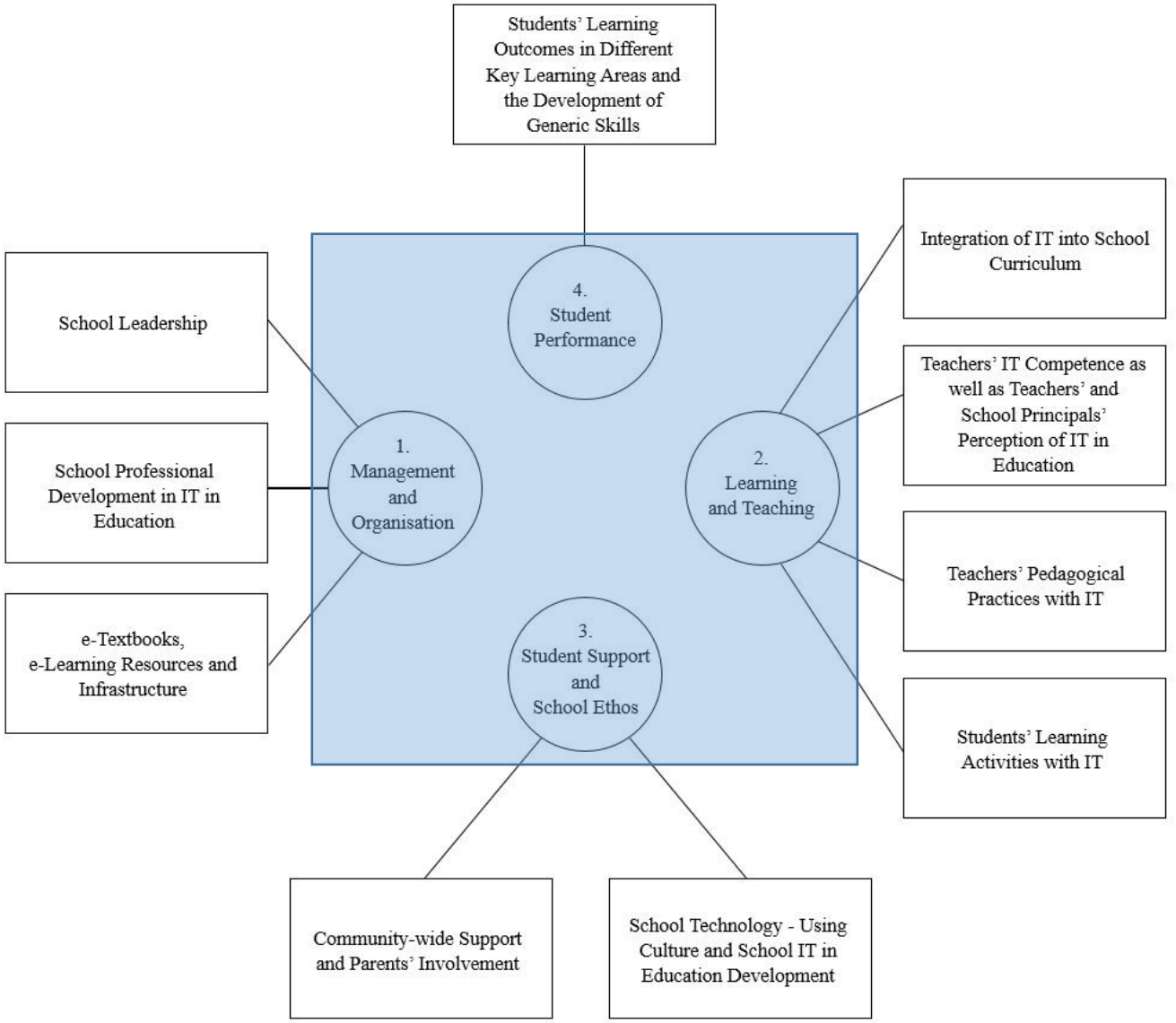

Figure 4: Conceptual framework for the content analysis on the readiness of schools to promote IT in education

Model Roadmap of Development Plan

Stage 2

Goal-setting plays a primary role in the development of every plan.

A goal coupled with the corresponding realisation process, which are in response to the emerging information society, is proposed for schools to integrate IT into school education.

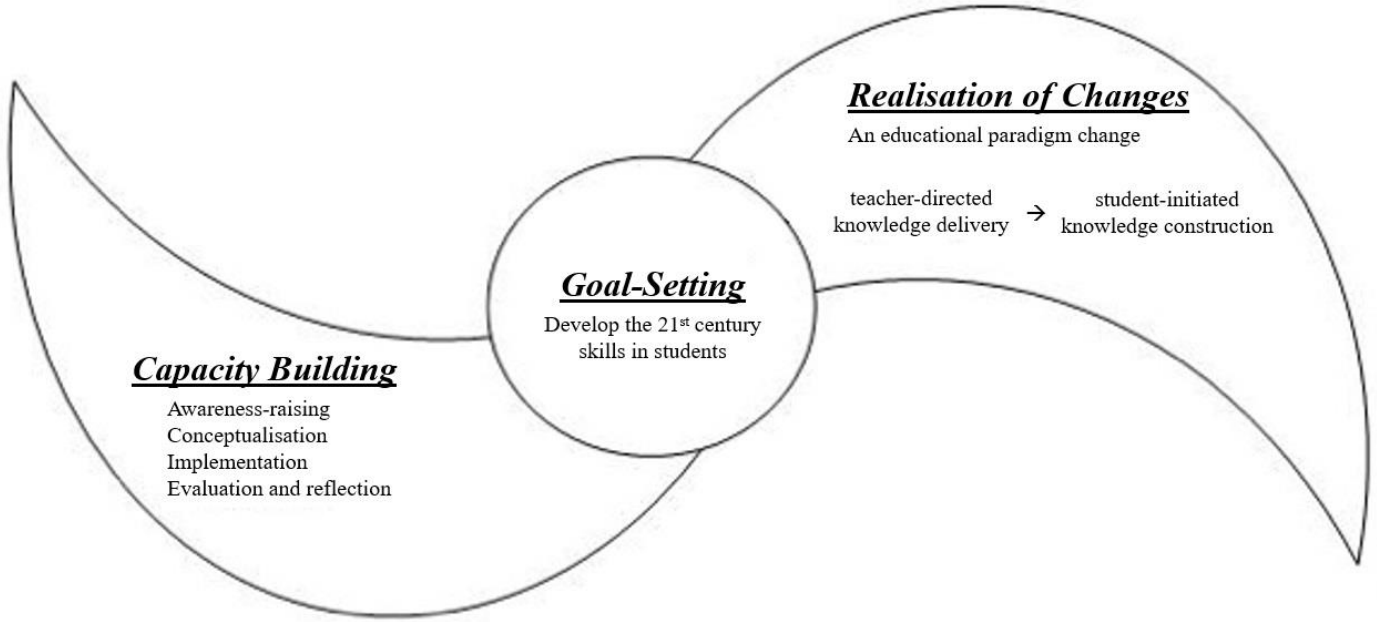

Figure 5: Goal-setting and realisation of integrating IT into school education

Model Roadmap of Development Plan

Stage 3– Planning

4-step process is suggested for schools to formulate their school-based IT in education development plans according to their own status.

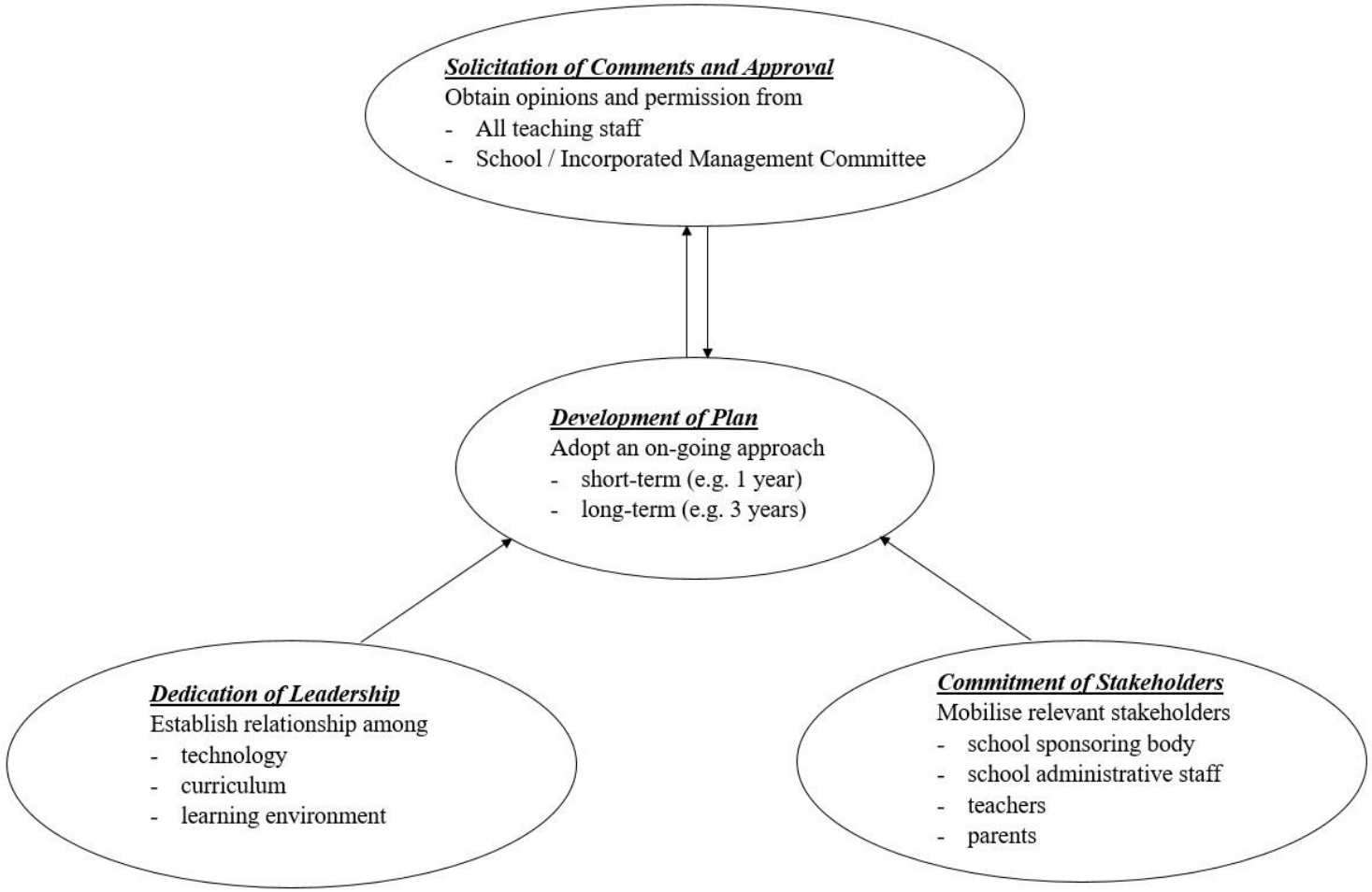

Figure 6: Planning process in school-based IT in education development

Model Roadmap of Development Plan

Stage 4 -**Implementation**

4 domains in line with the implementation of initiatives for the school development and accountability in the local school sector are recommended to schools for the consideration of the implementation of school-based IT in education development plans.

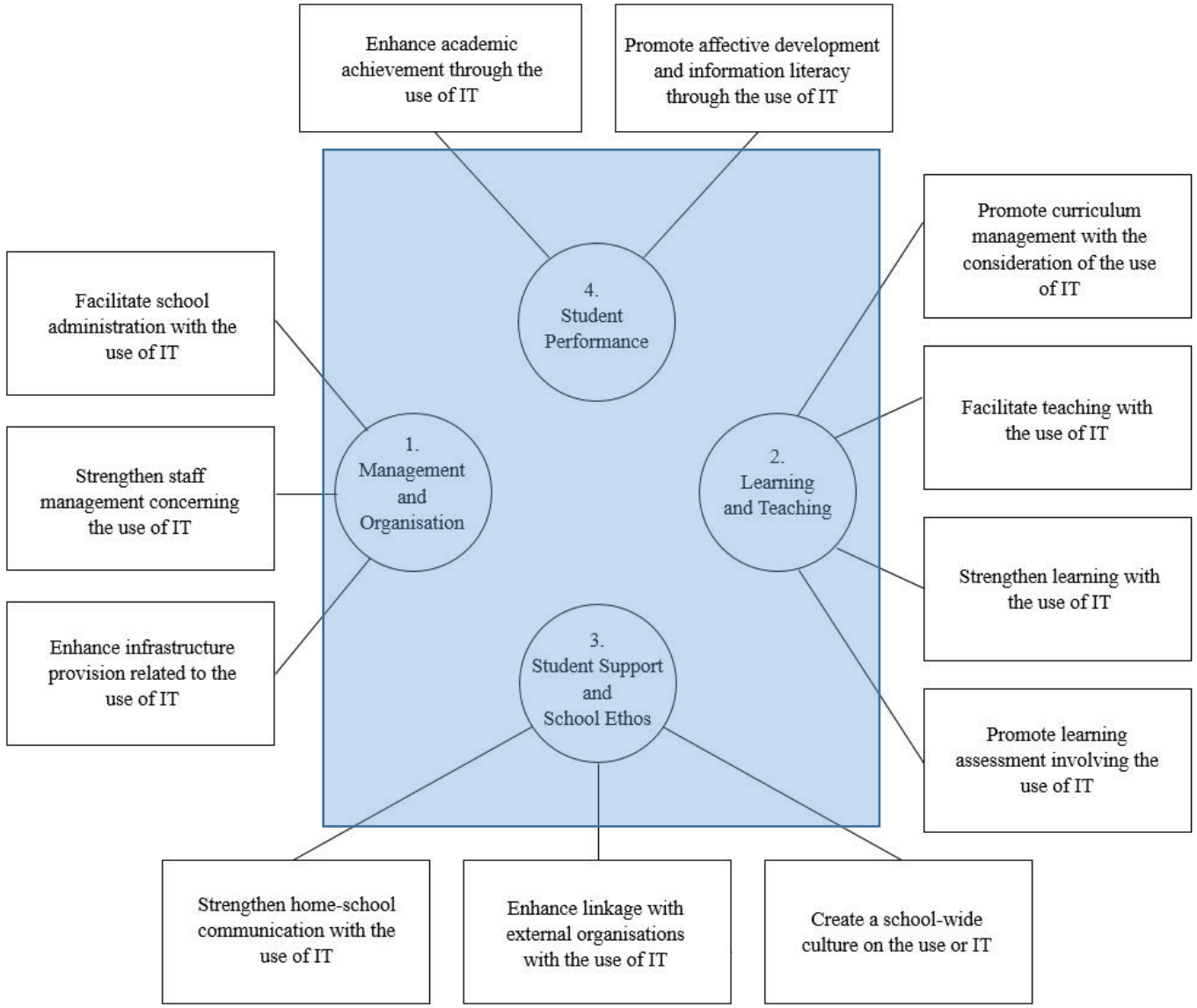

Figure 7: Implementation details in promoting the use of IT in education

Action Plan

The development of an action plan is a helpful step for schools to organise planning and implementation work in a systematic approach.

A sample action plan with suggested timeline is proposed for schools' reference and modification.

Download sample action plan

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Download action plan template

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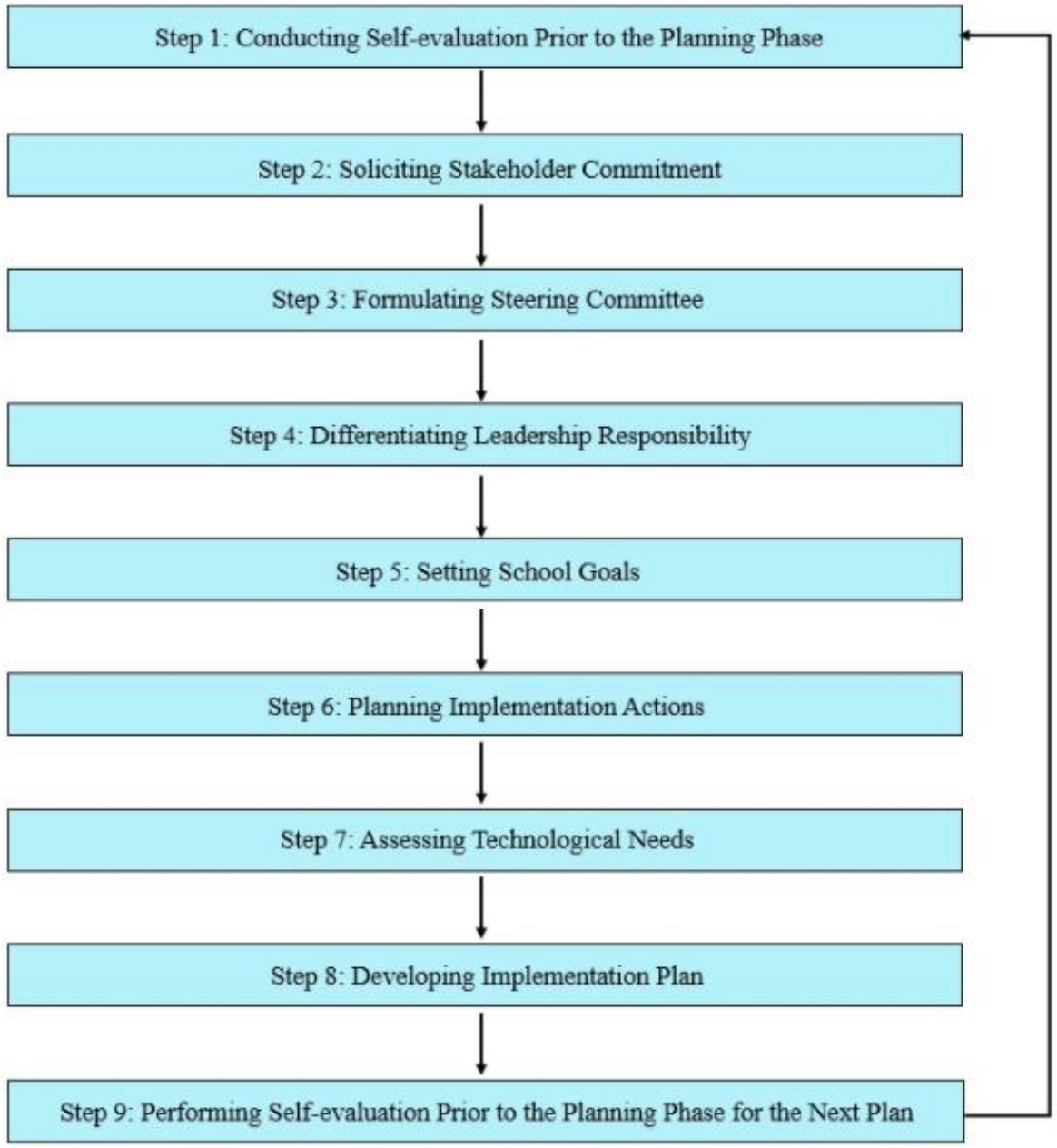

Part 6 : Conclusion

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