Criteria for a successful BYOD lesson

- All students should be kept busy, **no idle periods**

Note: A certain level of waiting for turn etc. may take place. Additional side tasks should be assigned for those who are waiting for their part in the task, if waiting periods become an issue.

- MUST in technology: **working infrastructure / net stability**

- General rules:
    - Pupils **know the technical platform/apps** or the platform/app is easy to understand (e.g. quizizz.com)
    - Pupils are **digitally networked** with each other and can reach each other digitally (messenger or file exchange)
    - Approach: "it needn't be a purely collaborative tool for the use in classroom" (it needn't be Sharepoint or GoogleDocs). Other less collaborative tools such as "moodle" also do the trick.

Note: Possible privacy issues may sometimes be a concern.
                Solutions: - signed letter of acceptance,
                                    - school e-mail address,
                                    - chats/answers/documents to be exchanged via data save tool,
                                    e.g. Moodle

- BYOD lessons are **embedded in practical examples** including the introduction and story line of the lesson.
    - key question from the student: "Why am I doing this (... today's lesson)? / Where will I need it later?"

Note: A proper introduction and tying the subject into student's sphere of experience/field should absolutely be included, situations and work tasks in their profession to be – motivation for partaking!

- The **teacher's share of speech is balanced and minimized**, not a pure self-organized learning process.

Note: Preferably in the way that the teacher gives instructions and explanations in the beginning, after which the process continues with students in the lead and with minimal teacher partaking required. Then again at the end of the lesson the teacher should prompt feedback and reflection on the task (see below).

- **Expedient use** of BYOD
    - e. g. either teacher **or** software/audio recording pronounces an English word, not using both methods

- **Securing results**: discuss results with the class at the end of the lesson or compare results with each other in groups or …

<u>Note</u>: A lesson reflection requires at least a feedback as to how it went. Sometimes results can't be analysed thoroughly at the end of a lesson and need to be given space in another lesson.

- The **correct results should be permanently accessible** for and documented by the students after the lesson (if necessary, save a screenshot of the results on the learning platform).

<u>Note</u>: Moodle is effective for this, on some other platforms the saving of data may cause a problem. Nevertheless, possible correct answers etc. should be made available for any student at any time.

<u>Insider tip:</u>
- Designing the learning process game-like or giving it a competition character can help with motivating pupils. Even just suggesting some friendly race to the finish may work.
Students are used to playing games on their mobiles and feel at ease playing a 'real-life' game in the same sense.