General

• What are the most common fears and anxieties that teachers have regarding the addition of digital devices to the classroom?

• What concept in the book challenged your thinking the most?

• If you could only share one concept from the book with another teacher, what would it be?

• What are the factors that make your classroom context unique? What will you need to keep in mind as you design processes and procedures for your unique classroom (age of students, device type and operating system, shared vs. individual devices, take home or leave at school, LMS, etc)?

Classroom Procedures

• What types of procedures do you have posted in your classroom? With the addition of devices, are there some that need removed or tweaked? What new procedures will you need to make visible for a smoother running classroom?

• What are some procedures teachers might align across all classrooms that students visit in a day?

• How do you plan to call your class to attention (signal), and what will you expect students to do in response?

• As your assessment tasks become more diverse as students harness the creative power of digital devices, how do you plan to have students submit their work?

• Describe how you might use the tools at your disposal to communicate learning objectives, daily agendas, homework, rubrics, etc. with your students. How might you convince a skeptic that posting this information digitally better meets the needs of all students?

• How will students know what to do when they walk into your classroom? Describe your strategy for communicating an "activator" and the benefits of enabling your students to begin without your direct instruction.

• What types of extension activities will you plan for when students complete their assigned work before the end of the class period that will keep them engaged and will avoid the disruption of other students?

• Thinking about your own classroom and school context, what are some things you'll need to design procedures for (ex. printing, sharing devices, file naming conventions)? How can we increase student ownership in classroom procedures?

Rules and Expectations

- Describe the classroom culture you desire, and give an example of one thing you are already doing that contributes to the culture.
- If your school has common rules or a contract such as a Digital Citizenship Agreement, what are the most important elements that you might be able to reference and reinforce in your own classroom?
- When it comes to students being responsible caretakers of their digital devices, what is the number one issue at your school or in your classroom? How might you or your school begin to change student behavior in this area?
- As you think about the specific devices your students use, and the logistics of your specific school in how students move throughout their day, what are the top three things that need to be directly taught to students so there will be less loss or breakage resulting in less disruption to learning?
- The example used in the book for "Being Prepared to Learn" suggests students need to show up to class with their laptops (in its protective case), fully charged batteries, and earbuds. What might "Be Prepared to Learn" look like in your context?
- If you were to create a poster "ad campaign" such as the example in the book, what would be the top five concepts (a combination of behaviors, rules, procedures, expectations) you'd like to visually reinforce? Why?
- Consider your reaction to the statement, "teaching digital citizenship skills is the responsibility of every teacher." Why might some educators bristle at this statement? Describe your own reaction.
- Name a digital citizenship skill or topic that you feel qualified and comfortable to teach and one that would push the boundaries of your comfort zone.
- How can educators help shift the conversation from complaining about how distracting devices are, to concrete strategies for minimizing distraction and teaching students how to responsibly and proactively prevent their own distraction?
- What are some ways that teachers can decrease digital distraction in the classroom?
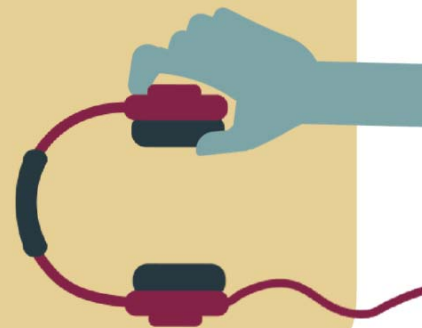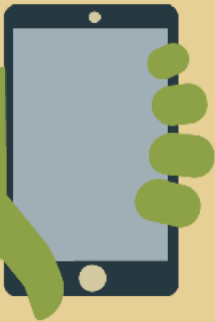
Teaching Tips And Strategies

• Considering all of the tips shared in chapter 3, what resonated with you the most? Which one challenges your thinking the most?

• Describe how you might arrange your classroom for a specific learning task and explain how the arrangement provides for the following: teacher mobility, monitoring of on task behavior, maximum student learning, and productivity.

- What are some ways that access to powerful devices have allowed you to differentiate or personalize learning for students in your classroom?

- How are you engaging students in creating products beyond the traditional paragraph or essay writing? What types of creative products have you asked students to create with their devices (infographics, podcasts, etc)? What have you seen or heard about that you'd like to implement in your classroom?

- On the spectrum of "Coach and Guide" to "Content Expert", where would you place yourself and what is one concrete step you could take to become more comfortable shifting along the spectrum?

- What tips or strategies would you share with a colleague who is extremely nervous about teaching in 1:1 classroom?

- What are the benefits of having students publish their work online? What do students need to know before publishing work online becomes part of the daily routine?

- How should teachers make decisions about choosing between digital or analog tools for a specific task?

- Describe a learning activity in your classroom where the teacher would prescribe the tool (app, product, etc.) and the way that students demonstrate their knowledge. How would the situation need to change so that the teacher would allow for students to choose the tool?

Tweet to the Authors

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Patrick Green - @pgreensoup

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Partnering with Parents

• What are the most common fears or misconceptions that parents in your community have regarding students and devices? What is the school's role in addressing these? What is the teacher's role?

• Describe your previous efforts in communicating with parents and highlight a strategy that has been particularly successful.

• Do you currently communicate to the parents of your students? Why or why not? What might be the benefits to establishing frequent communication?

• Of the tools suggested in the book (newsletter, social media, open house), which might be the most applicable to your situation?

• You are cornered by a parent who asks, "What's the deal with this 1:1 program? Why would the school do this?" What is your answer? Think elevator pitch - what can you communicate quickly and simply that might make sense to someone whose experience with learning was completely analog.

Boot Camp

• What would be the potential benefits to running a school-wide Boot Camp?

• How might you convince other educators in your school that the time commitment would be worth it?

• On pages 32/33 five BootCamp modules are suggested. Rank the five suggested BootCamp modules in order of importance for your students/school. What are your reasons for placing your number one choice at the top?

• Name and describe a 6th module that seems to be missing but would be important for your context.

"Having the right attitude is the single most important trait for navigating, progressing, and learning in a connected classroom."

bit.ly/bootcampcm

View this two-day bootcamp designed for middle school students.