Overview

Should Smartphones be used as an educational tool in the classroom?

by Christie Blasingame and Mary Lynn Huie

In today’s technologically advanced society, many people have Smartphones, and a growing number of Smartphone users are students. Many schools and teachers encourage Smartphone use for classroom instruction; other schools still forbid student use of all phones during school hours. Students will learn the advantages and disadvantages of computer technology with a focus on the benefits and drawbacks of Smartphone use in classroom instruction and on the ways some schools have successfully implemented Smartphone use in the classroom.

Grades: 9 10 11 12

Discipline: Career and Technical Education

Course: Computing in the Modern World and Computer Applications II
Section 1: What Task?

TEACHING TASK

Task Template 2 — [3 Levels]  Argumentation & Analysis

**L1:** Do the benefits of using personal communications technology in the classroom outweigh the potential drawbacks? After reading informational texts describing how teachers in some districts use Smartphones and on problems with Smartphones in the classroom, write an essay that addresses the question and support your position with evidence from the text(s).

**L2:** Be sure to acknowledge competing views.

STUDENT BACKGROUND

In today’s technologically advanced society many people have Smartphones, and a growing group of Smartphone users are students. Many schools and teachers around the country encourage Smartphone use in the classroom instruction while other schools and teachers forbid student use of all phones during school hours. What do you think about the use of Smartphones in the classroom?

EXTENSION

Students will participate in a classroom discussion about some of the advantages and disadvantages of computer technology in today's society. The teacher will read 1 article to introduce to the students the idea of how schools around the country are using Smartphones in education and allow them to think, pair, and share some benefits and drawbacks and write them on the board before the giving instructions for the unit. (Brainstorming as a class)
<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Attempts to address prompt, but lacks focus or is off-task.</td>
<td>Addresses prompt appropriately and establishes a position, but focus is uneven.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.</td>
<td>Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.</td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.</td>
<td>Establishes a claim. (L2) Makes note of counter claims.</td>
<td>Establishes a credible claim. (L2) Develops claim and counter claims fairly.</td>
<td>Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.</td>
<td>Accurately and effectively presents important details from reading materials to develop argument or claim.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.</td>
<td>Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.</td>
<td>Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.</td>
<td>Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.</td>
<td>Demonstrates</td>
</tr>
<tr>
<td>Conventions</td>
<td>Attempts to demonstrate standard English conventions and cohesion. Source use is without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Sources are used without citation.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</td>
<td>and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</td>
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<td>Content Understanding</td>
<td>Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
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</table>
**Anchor Standards — Reading**

**R.CCR.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.CCR.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**R.CCR.6:** Assess how point of view or purpose shapes the content and style of a text.

**R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

**Anchor Standards — Writing**

**W.CCR.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.CCR.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.CCR.6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.CCR.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.CCR.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,
purposes, and audiences.

**Anchor Standards — Speaking and Listening**

**SL.CCR.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Georgia — CTAE Foundation Skills**

**CTAE-FS-3:** Learners use various communication skills in expressing and interpreting information.

**Custom Standards**
Section 2: What Skills?

**Selected Skills**

**Preparing for the Task**

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

**TASK ANALYSIS:** Ability to understand and explain the task’s prompt and rubric.

**Reading Process**

**ACTIVE READING/NOTE TAKING:** Ability to identify the central point and main supporting elements of a text.

**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

**Transition to Writing**

**BRIDGING:** Ability to begin linking reading results to writing task.

**Writing Process**

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**EDITING:** Ability to proofread and format a piece to make it more effective.

**COMPLETION:** Ability to submit final piece that meets expectations.
Section 3: What Instruction?

MiniTasks

Preparing for the Task

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

**LIST**
In a quick write, students will listen to an online article read by the teacher. Then as a class, students will call out some advantages and disadvantages they see to using Smartphones for educational purposes.

**Duration:** 30 Minutes

**Scoring Guide:** work meets expectations if:
Brainstorming Activity.
There isn't a right or wrong answer. The goal here is for students to hear some advances in today’s technology and to think about benefits and drawbacks of using Smartphones to help them in class. A class list of ideas that represent good and bad will meet expectations.

**Teaching Strategies:**
• Discuss student responses.
Create a class list.

**TASK ANALYSIS:** Ability to understand and explain the task’s prompt and rubric.

**LIST**
In your own words, what are the important features of a good response to this prompt?

**Duration:** 15 Minutes

**Scoring Guide:** work meets expectations if:
Students list features of good responses to the prompt.

**Teaching Strategies:**
• Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
**Reading Process**

**ACTIVE READING/NOTE TAKING:** Ability to identify the central point and main supporting elements of a text.

**SHORT CONSTRUCTED RESPONSE**
Type a summary that explains in your own words the author's position in each article. Include specific evidence that each author uses to support his/her position in the article. After you complete the summary, add your own statement about the article noting whether you agree or disagree with the use of Smartphones described in the article and an explanation of why you agree or disagree. Include an evaluation of how well you think the evidence supports the author's position. Include with each summary bibliographic information that will be necessary for proper citation of the article when you write your essay.

**Duration:** 60 Minutes

**Scoring Guide: work meets expectations if:**
• students have a solid summary in their own words that includes their opinion of 3-4 articles as well as an evaluation of the evidence provided in each article.
• students include proper bibliographic information with each summary (see Academic Integrity below).

**Teaching Strategies:**
• Invite students to share and discuss their summaries for each article.

**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

**LIST**
In your reading, if you find words that you do not understand, write them down and use the internet to find the definition of the word. Make a collection of "smart words" that you can use in your essay.

**Duration:** Ongoing

**Scoring Guide: work meets expectations if:**
students find words they do not understand and they are able to find them online and get understanding of the word in the reading.
Teaching Strategies:
Have students share words they may not have known, but they now know due to the reading. Students should also select which of these words to incorporate in their own writing.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTES
Define “plagiarism” and list ways to avoid it.

Duration: 15 Minutes

Scoring Guide: work meets expectations if:
• Provides accurate definition
• Lists several appropriate strategies

Teaching Strategies:
• Discuss respect for others’ work to assemble evidence and create texts.
• Discuss academic penalties for stealing others thoughts and words.

NOTES
For each article, list the needed bibliographic information (see Active Reading above).

Duration: Ongoing

Scoring Guide: work meets expectations if:
Identifies author, title, publisher, date, and other necessary information for APA style.

Teaching Strategies:
Teaching Strategies:
• Provide citation guide and discuss why each element of citation is needed.
• Ask students to brainstorm what makes an author credible and/or worthy of study.
• Provide access to research sources for students to assess the texts.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.
LIST
Create a two-columned list of advantages and disadvantages of using Smartphones in the classroom. For each entry, jot down supporting evidence from articles read.

Duration: 15 Minutes

Scoring Guide: work meets expectations if:
students have both advantages and disadvantages as well as appropriate evidence from the articles.

Teaching Strategies:
• Students can do this independently or in collaborative groups. If you elect to have them engage in a group activity, each group could take a position and present an argument to the class.
• After discussion, students should begin developing counterarguments for opposing positions.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE
Using your list of the benefits and drawbacks raised in the articles, adding your own ideas about potential benefits and drawbacks. Then write a short explanation of whether you think using Smartphones in the classroom would improve student learning and why.

Duration: 30 Minutes

Scoring Guide: work meets expectations if:
• Provides direct answer to main prompt requirements.

Teaching Strategies:
After students complete their writing, have them participate in a Four Corners activity. At each corner, students should discuss reasons for their positions, preparing counter arguments to use against groups representing opposing positions.
**PLANNING**: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

**SHORT CONSTRUCTED RESPONSE**
Using your notes and list of benefits/drawbacks, create an outline that includes specific references to the articles.

Duration: 15 Minutes

Scoring Guide: work meets expectations if:
students produce an outline with benefits and detriments as well as evidence drawn from the articles.

Teaching Strategies:
Share with students a simple organizational strategy such as grouping all benefits and drawbacks into separate sections of the paper.

**DEVELOPMENT**: Ability to construct an initial draft with an emerging line of thought and structure.

**LONG CONSTRUCTED RESPONSE**
Using notes and outlines, students write an initial draft of the essay.

Duration: 30 Minutes

Scoring Guide: work meets expectations if:
Students write a complete essay with benefits, drawbacks, evidence, and an evaluation of the use of Smartphones in classes.

Teaching Strategies:
Teacher will go over expectations of this task to make sure students understand what they should be doing at this point in the writing process. (Draft)

**REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**NOTES**
Working in groups, evaluate your peers' work. Make sure each paper in your group includes benefits, drawbacks, evidence, and an evaluation of the use of Smartphones in the classroom.
**Duration:** 30 Minutes

**Scoring Guide:** work meets expectations if:
N/A

**Teaching Strategies:**
Give students a checklist (benefits, drawbacks, evidence, evaluation) to complete for each paper.

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**EDITING:** Ability to proofread and format a piece to make it more effective.

**LONG CONSTRUCTED RESPONSE**
Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

**Duration:** 30 Minutes

**Scoring Guide:** work meets expectations if:
- Provides draft free from distracting surface errors.
- Uses format that supports purpose.

**Teaching Strategies:**
Teacher will walk around to read over the students work as they edit what has been suggested as far as changes to their essay. Other students will be allowed to peer-teach and assist as needed.

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**COMPLETION:** Ability to submit final piece that meets expectations.

**SHORT CONSTRUCTED RESPONSE**
Turn in the final version of your piece

**Duration:** 45 Minutes

**Scoring Guide:** work meets expectations if:
- Fits the “Meets Expectations” category in the rubric for the teaching task.
Selected Articles

Don't give students more tools of mass distraction.
Maclean's (10/4/2010)—
This article presents the editors' views on the positive and negative aspects of digital and mobile technology in the classroom. The authors note the benefits of incorporating technology into education, but note that the presence of student cell phones and other hand-held wireless devices is problematic. Information is also provided on laptops in universities and instant and text messaging.

The mobile class.
Maclean's (6/11/2012)—GULLI, CATHY
The article profiles ClevrU, a technology company based in Waterloo, Ontario, which is developing an electronic teaching platform designed for smartphones and computers. The company is forming partnerships with several Canadian colleges and other post-secondary educational institutions to provide course content, and plans to market the courses initially in China.

The Library as Genius Bar.
School Library Journal (May 2012)—Barack, Lauren
The article discusses a program at Mother of Mercy High School in Cincinnati, Ohio in which all students will receive iPads, with particular focus given to the school library's plan to offer technical support for the devices. Comments are provided from Linda Behen, the librarian in charge of the program, regarding the project's goals of creating a welcoming library space for students to use their devices.

Why laptops in class are distracting America's future workforce.
Christian Science Monitor (10/7/2010)—Snyder, Timothy
As these first few weeks of the college semester begin, professors look out expectantly into grand lecture halls, where they see, rather than faces of students, the backs of open laptops. The students, for their part, are looking intently at the laptop screens. What are they doing as they stare forward with such apparent focus?
**Links***

- **Easy Bib or Son of Citation machine (N/A)**
  (https://www.easybib.com)
  help students create accurate bibliographies

- **The Case for Cell phones in Schools (1320L)**
  Discusses how cellphones are being used in schools for educational purposes.

- **Grammarly-Avoiding Plagiarism (1240L)**
  (http://www.Grammarly.com)
  helps students avoid plagiarism

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

**Other Resources**

- **Going Mobile: Debating and Using Cellphones in School**
  Can cellphones serve as effective instructional tools in the classroom? In what ways can it strengthen or support the curriculum? What, if any, are the drawbacks? Students will learn about innovative uses of cellphone technology and how it is being used around the developing world and then learn how their phones may one day be used as learning tools.

- **Fair Cell Phone Use in Schools-Pros and cons of cell phones in school**
  Acceptable and unacceptable uses of cell phones in schools are examined.

- **Cell Phones: 21st Century Learning tools**
  Cell phones and how they are being used in the 21st century to prepare youth for the future in technology.

- **Students turn their cellphones on for classroom lessons**
  How some educators are using cellphones in their classrooms for lessons.
Section 4: What Results?

Classroom Assessment Rubric

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<td><strong>Focus</strong></td>
<td>Attempts to address prompt but lacks focus or is off-task.</td>
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<td><strong>Reading/Research</strong></td>
<td>Demonstrates weak use of reading material to develop argument.</td>
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<td><strong>Controlling Idea</strong></td>
<td>Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Provides an ineffective structure; composition does not address requirements of the prompt.</td>
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<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.</td>
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Meets Expectations

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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Addresses the prompt and stays on task; provides a generally convincing response.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Demonstrates generally effective use of reading material to develop an argument.</td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Applies an appropriate text structure to address specific requirements of the prompt.</td>
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<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.</td>
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Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files
## Comments

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