March 2017

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This article describes a one-to-one technology initiative in a Catholic high school, highlighting the advantages and challenges encountered in the first year of the program. The article offers recommendations and reflections for other schools intending to implement one-to-one programs, including an emphasis on the intentional use technology for instruction.

Keywords: one-to-one technology, instructional technology, secondary education

I had just launched into one of my favorite lectures in Statistics, complete with animated slides demonstrating permutations using the super heroes from the League of Justice, when suddenly a student in the third row burst into tears and excused herself to the restroom. I set the remaining students on the task of counting the different ways Batman, Superman, and Wonder Woman could sit in the Invisible Jet while I privately checked in with my distraught student. She told me that her best friend had just told her over instant messaging that they were no longer friends. It was at this point that I realized that I was no longer alone with my students while in my classroom—technology keeps them constantly connected to the world around them.

During the 2015-2016 school year, Jesuit High School implemented a one-to-one technology initiative through which each student in the school received an iPad for instructional use. When asked if Jesuit High School is an iPad school, our Principal's reply is, "No, we are a Catholic school in the Ignatian tradition that happens to use the iPad as one of many tools to teach and engage students." While the faculty and administration of the school believe this response to be true, we acknowledge that over the past year, as we have made this transition to a one-to-one environment, having devices in the hands of every student has changed the climate of the school and classroom. This shift in climate has demanded that we continue to focus on the mission of the school, including intentional efforts to keep Christ at the center of all we do in the classroom—even when technology appears to be taking center stage.

Understanding the Impact of One-to-One Technology
at Jesuit High School

Several months into Year 1 of our one-to-one program, the school surveyed faculty, parents, and students in order to evaluate the one-to-one program adoption and implementation. It was clear from the survey results that the addition of digital resources had been a mix of multiple blessings for the teachers, yet this new digital platform had also created one major curse. The blessings of one-to-one included:

- Instant access to the Internet
- Access to reliable research sources
- Encouraging alternative points of view to a discussion
- Utilizing different problem-solving methods
- Access to multimedia presentations
- Lighter backpacks due to the increase in digital books.

According to the survey responses, teachers felt that having iPads for all students provided creative tools for project based learning, communication tools for collaboration, and ways to engage students differently.

The curse was distraction. Students playing games, visiting social network sites such as Pinterest, Facebook, and Instagram, surfing the web, sending and reading emails, and instant messaging were identified as practices that left some teachers feeling unprepared and even overwhelmed. Teachers also noted that making meaningful personal connections with students seemed to be taking longer. The general consensus among teachers was that these connections were still occurring, but took more encounters, like getting to know someone at a crowded party. This feedback concerned administrators, as maintaining "cura personalis" (care of the individual) is a foundational Jesuit value of the school. Of paramount importance to teachers and administrators was minimizing the negative effects technology may have on developing student-teacher relationships and finding creative ways to optimize the technology for that purpose.

Results of the parent survey indicated an unanticipated impact of the one-to-one implementation on families. Before the transition, the school staff tasked with implementation knew that the majority of the students had access to technological devices at home; we wrongly assumed that the addition of an iPad would, therefore, not impact their home environment. Survey feedback from parents made it clear that the one-to-one transition had presented a new parenting challenge. In the past, parents felt free to control their child's access to their devices as the device was used primarily for enter-

tainment. Now with the iPad's capability to be both textbook and Facebook, both word processor and gaming device, parents felt reluctant to deny their child access to resources they needed to be academically successful, even if they felt their child was off-task and wasting time.

Based on the results of the survey, the school has adjusted policies related to the one-to-one initiative and engaged in an open and honest conversation with students, parents, and faculty. In Year 2, we used mobile device management software to impose tighter restrictions on the 9th and 10th grade classes. Reviewing the data and the feedback from the student survey indicated that students, especially our male 9th graders, were having difficulty self-regulating their distractions. Our adjusted policy states that 9th and 10th graders are only allowed to download approved educational apps to their iPads; in 11th and 12th grade, students may download entertainment apps but may not use them on campus. The intention is that a gradual decrease in restrictions will serve students well as they prepare for a non-restrictive college environment.

Another policy change is related to the school's optional Friday Mass. In the past, students who opt to not attend Mass instead attend an assigned quiet study period. In the first year of the one-to-one transition, the school maintained this policy, but turned off the wi-fi for the hour of the study period. However, we felt that having the device during the study period did not allow students the quiet reflection time they once had. In Year 2, we have asked that the study period be free of technology, providing an opportunity for all of our students to have at least one hour a week to reflect without distractions. This policy has been controversial with some students, who feel they are losing an hour of valuable productive time by not having their device available.

Finding a Balance

Technology is both a product of innovation and an essential tool for innovation. Teachers and students alike need to acknowledge the limits of technology, particularly when it is privileged over using variety of problem-solving strategies. The Internet can be particularly useful in learning a new skill: fixing the latch on a car door, the basics of strumming a ukulele, or how to install tile in a bathroom. However, the Internet is not the only tool available for learning, and can limit inspiration when students rely on it inappropriately, especially in creative endeavors: for example, designing a new car door latch, composing a song on the ukulele, or constructing a mosaic. Limiting students to a single source of knowledge—online or not—would be like

limiting a cabinet-maker to building with only a hammer. As educators, it is our responsibility to teach students to use a wide variety of tools for problem solving and idea generation.

As the iPad becomes less novel in classrooms, the conversation among faculty has shifted from managing distractions to leveraging the device for student learning as well as for developing relationships. The truth is the technology will always be a distraction in a traditional lecture based class in which students are expected to sit, listen, and absorb information. Instead of doodling on notes, they have sports team scores to check, Instagram posts to like, and email to read. Developing relationships with students in a large group format has always been challenging, and perhaps more difficult with the physical barrier of a screen between teacher and student. However, if the device is an integral part of the lecture through student-response applications, then the device is an engagement tool rather than a distraction or barrier.

In classes that use a wide variety of delivery methods and group structures, the potential of the technology in the classroom is boundless. At JHS. we have teachers who have gamified portions of their classes with much success; we have others who have implemented project-based learning, flipped their lectures to provide a more discussion-based experience in class, and used augmented reality to bring information to life. In these ways, the technology provides opportunities for more small group and individual interactions with students. These types of interactions build relationships and form trust.

Conclusion: Using One-to-One Technology with Intention

Key to using one-to-one technology to form our students for the future is using the technology intentionally. Intentionally using the tool *and* intentionally putting the tool away can provide opportunities to innovate, share ideas, build relationships and have the conversations that will ultimately lead to lives of balance. The long-term strategy for forming men and women for others is not that of restriction but education. We aim to develop students' ability to discern when and how to leverage technology to meet their goals. At JHS, we start these conversations during the summer before 9th grade when students receive iPad training and continue it in classrooms across the curriculum.

In addition to developing students' capacity for intentional technology use, we provide ongoing professional development for teachers to support them in using technology in their teaching.   This professional development

happens in workshops after school, through online tutorials, and through technology-focused Professional Learning Communities (PLCs). A positive shift in school climate that the one-to-one implementation has produced is moving to a community of learners, where the teachers are modeling the type of learning we want for our students.

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