



These are the major considerations of smartphone and social media use to understand when developing school policy as it pertains to 21st century learning.



Social-Emotional Impacts

"Teens like to hang out, they like to congregate. iGen youth today congregate on social media sites for conversations, flirtations, immature humor, and social exchanges, instead of hanging out in the local parking lot of the five-and-dime of yesteryear" (Paul as quoted in Ives).

Disconnection not Connection

- Two Lives v. Cher Life Approach to the student experience. (Chier)
- Decrease of empethy connectedness and quality of relationship associated with amorphose presente (Capta, Lepp. Next.).
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Cyberbullying

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- Sumposity is key factor in increasing bullying: "WFL of American spens have scientissed resoluon social networks, and ETS-have felt network where going to a feed the most ske" (Tel key).

Community

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- With Issued bandon to your, tress will condit.
- Students who have social media relationships with reschers land in have increased medication, effective inserting, and positive classrooms effective Objects.

Disconnection not Connection

- Two Lives v. One Life Approach to the student experience. (Ohler)
 - Decreases in empathy, connectedness, and quality of relationship associated with smartphone presence (Gupta, Lepp, Ives).
 - 1/3 reduction in discussion networks and paralleled loss of diversity, lonelier & more depressed than ever before (Emanuel, Ives).
- Increases in family communication problems with smartphone use (Arslan).
 - Fear of solitude, time with our own thoughts (Emanuel)

Cyberbullying

- Students who cyberbully are often rewarded with increases in popularity and social clout (Wegge).
 - Need to educate about definition, develop consequences, and a practice in prevention (Hinduja).
- Development of mentorship program (Hinduja).
- Leads to depression, poor academic performance, anxiety, social alienation for victim of cyberbullying (Ives).
- Anonymity is key factor in increasing bullying: "88% of American teens have witnessed cruelty on social networks, and 13% have felt nervous about going to school the next day" (Dickey).



Community

- "...regular users of social media sites—about 17 million teens—were five times more likely than nonusers to use tobacco: three times more likely to use alcohol; and twice as likely to use marijuana" (Teens).
- No seperation between school and home, constantly involved (Dickey).
 - With limited freedom to roam, teens still need to socially congregate (Ives).
- Students who have social media relationships with teachers tend to have increased motivation, affective learning, and positive classroom climate (Mazer)
 - · Greater sense of global community.



Health Issues

Some of the health issues digital technology presents can be measured and managed; others are harder to see and the long term effects are still to be determined.

Addiction-Dependency

- Anniety & seres level increases leading to depression (free)
 - More than 65% 'nored phone at all
- · Decreases in average hours of sleep/hight
 - As of 2007, 114 of during terms communicate bourly between 12:00-5:00um (Virgander).

Cognitive-Reasoning & Brain Development

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- Task motiving and attention beings (best. Feature persons a contribute between including one and their world comprises; and behavioral
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Musculosckelata Development

- Loss of time spent auditions considers with award and stress increases flaux).
- Coordation between mode and obesity. (Iven)

 Increased cell phone our translates to an
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 fiction (Lopp, 1913)



- Anxiety & stress level increases leading to depression (Ives).
 - More than 65% "need phone at all times" (Emanuel).
- Decreases in average hours of sleep/night: 9-7.5 on average (Ives)
 - As of 2007, 1/4 of dating teens communicate hourly between 12:00-5:00am (Alexander).

Cognitive-Reasoning & Brain Development

- Move from family to peer-based beliefs happen in teen years (Ives).
 - · Task-switching and attention issues (Ives).
- Parents percieve a correlation between technology use and lower social competence and behavioral problems, often times hostile (Moawad).
 - "Brain development which is charged with foreseeing the consequences of one's actions and differentiating between good and bad, don't fully form until one's 20s" (Dickey).
- The brain needs time to rest and restore in order to develop memory and reasoning capacities (Ives).
- Time online has correlations with brain atrophy (Ives).



Musculosckelatal Development

- Loss of time spent outdoors correlates with anxiety and stress increases (Louv).
- · Correlation between media and obesity. (Ives)
- Increased cell phone use translates to an increase in sedentary lifestyles and as such less time being active and reduces cardiorespiratory fitness (Lepp, 2013)



Academic Perfomance and Perception

"In this new media age, the ability to negotiate and evaluate information online, to recognize manipulation and propaganda and to assimilate ethical values is becoming as basic education as reading and writing" (Jenkins as cited in Ives).

Academic Scores Harmed

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- Time (gent in 15th (metral) of during features to studying Gall)
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- Outs, project, and examples absently afforms (Kamakoff)

Academic Improvement

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21st Century Readiness

- Opportunities to the law official same for well-studies;
- Demonstrate effective over
- India to situation about ratios of discontinued in risening online
- Truck about petrus's rights.
- Digital plantons for collaboration and functions deviage.

Academic Scores Harmed

- Schools with restricted mobile phone access experience improved outcomes (Beland).
- Time spent on SNS instead of doing homework or studying (Gok).
- Increased CPU, Cell Phone, and Social Media use translates to reducation in GPA (Lepp, 2014)
- Quiz, project, and exam grades adversley affected (Kuznekoff).



Academic Improvement

- Exposure to broader accessibility and content.
- Content creation potential: 64% in 2007, and 39% share creative works (Ives).
- Structured use has positive impacts (Tossell).
- Increased participation and homework completion (Norris).
- Learner centered experiences and easier differentiation.
- · Flipped classroom applications (Kiger)
- · Improved math skills through app use (Kiger)



21st Century Readiness

- Opportunities to discuss ethical uses for technology.
- Demonstrate effective use of devices.
- Inform students about value of discernment in viewing online media.
- · Teach about privacy rights.
- Digital platform for collaboration and limitless design.



What are the Options?

With so many issues contradicting one another, it is essential for schools to consider multiple options on policy before defining their approach.

Zero-Phone

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Zero-Phone

- One option is to remove phones from the academic environment all together. This practice is however insufficient to prepare students to be effective digital citizens.
- Reduction in achievement gaps and inequalities (Beland).
- Students respond to rules with compliance. (Ives)



Zero-Awareness

- Maintaining of achivement gaps between students.
- Students unprepared to handle online environments.
- Increased level of distraction for students.
- Lower levels of student engagement.
- · Tried and true for many students.

Finding the "Sweet Spot"

Schools achieving the "Golden Mean of Educational Technology."

Chart Committee Depth I. Hustiness

Deficient

- + Tochnophobia
- Bernoving all technology
- + Disafforeing access to technology
- Refusing to use computers as educational tools

Golden Mean

- Halanced view of technology
- · Proper use of technology with "old school" techniques of [instruction]
- Allowing access to technology at appropriate times, disallowing at others
- Using computers as educational tools, with books, nature: field trips, face-to-face conversation

Excess

- · Technoptele
- Using neshing but technology Latting children use outlandage without purposeurs
- Replacing real world
- experiences with technologically modiated schemuses.



Deficient

- Technophobia
- Removing all technology
 - Disallowing access to technology
- Refusing to use computers as educational tools

Go

- · Balance
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Exc

- Tech
- · Using nothin
- Letting childre without
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An Option to Serve All

"Rather than sleepwalking into this we should be the masters and not the slaves of technology and harnessing it in ways that we could do exciting and fulfilling things with it" (Ives).

Understand Your School's Needs: Gather Data Give Teachers, Parents, and Students the Research and Justification

Teacher Training and Professional Development, Collaboration

Selection

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