
1-to-1 Classroom Routines and Instructional Routines

1-to-1 classroom routines and instructional routines provide students with the opportunity to be self-directed and independent learners and to use laptops as powerful thinking, learning, doing tools.

Classroom routines are defined as those practices that students are initially taught and thereafter complete themselves that promote the culture of learning and that prepare students to learn. Examples of 1-to-1 classroom routines:

- Bell ringer activities that lead to the days lessons or student tasks;
- Virtual classrooms – used by teacher and students
- Students using laptops responsibly as thinking, doing, learning tools
- Classroom cultures that promote independent learning habits (ex: Ask 3 before me...Just because you can doesn't mean you should...Don't do for them what they can and will be able to do for themselves—teach them how and hold them accountable!)

Instructional routines are defined as those practices that students are initially taught and thereafter complete themselves that promote their ability to learn content, concepts, skills, and metacognitive processes (thinking about their thinking) at increasing levels of independence. Examples of 1-to-1 instructional routines:

- Online searching for information and resources
- Online relevance searching
- Online discussions that lead to constructive conversations
- Student collaboration – in class and with others outside class
- Online academic networking

Why Routines?

1. They ensure more student time on academic work which increases the probability of student learning (*Task predicts performance!* Richard Elmore)
2. Provide students with the opportunity to 'own' their learning and as such increase student independent learning.
3. Students are more motivated.
4. Students report a sense of pride in their accomplishments.

Sources:

Dr. Kate Kinsella; San Francisco State University
Davies, Anne; *What does Teaching and Learning Look Like in a One-to-One Computing Classroom?*

Examples of Classroom Routines and Instructional Routines

Classroom Routines

First 5-6 minutes of class:

Students:

- Students enter class, take out their laptops, and power them up; set them safely aside on their desks.
- Remove completed homework; record homework in their planners.
- Begin working by referring to the virtual class agenda.

Teacher:

- Takes roll.
- Supervises entry routines.
- Assists and encourages students who need support.

Instructional Routines

Throughout units of study:

- Students effectively search for and collect online resources and information using various resources.
- Students collaborate and communicate with peers in the same class, across campus, between potentially with experts in the community.
- Teachers plan lessons and projects that require students to foster increasing levels of independent learning skills and understanding.

*The number one problem is not discipline;
it is a lack of authentic learning task,
procedures, and routines
R. Monk.*

The following pages include artifacts and examples of 1-to-1 Classroom Routines and Instructional Routines from practicing teachers and schools.

1-to-1 Class Norms

Laptops are fantastic learning tools and require you to make wise choices!

1. Bring your *charged* laptop to class every day.
2. Make wise choices... 'be' where you should be when you should be there (*Just because you can doesn't mean you should!*).
3. Follow classroom discussion, blog, wiki norms.
4. Print before class begins (in class or the library).
5. Backup all documents.
6. Plug into your group power source when your battery is at 10% or less capacity.
7. No liquids or gum allowed during class.
8. Do not carry laptops by holding onto the monitor only.
9. Only teacher approved or created games may be used during class.
10. Listen to music when approved by the teacher.



Effective Searching and Collecting

Search

- Not all search engines are created equally, so choose wisely!
 - For indepth research use 3 search engines.
 - 2 of the 3 required search engines must come from our class created and approved list.
 - Quick fact searches require fewer search engines.
 - Use precise phrases or words; employ advanced searching

Evaluate

- Determine the merit, worth or significance of the search results
- Do not automatically ‘click’ on the first return, instead:
 - Read the brief summary included with each site return.
 - Read the URL address and identify the domain type.
 - Identify when the site was last updated-is it updated regularly?
 - Locate contact information for the person/s maintaining the site.
 - Next, identify the relevance of the search results.
 - Answer the ‘5 W questions.’
- Stay focused on your subject--do not get distracted with search returns!

Validate

- Identify whether the site meets your needs
- Identify whether the site provides trustworthy information
- If you have questions about the validity of the information or resources included on the site, truncate it.

Analyze

- Reading the text, identifying and summarizing the main idea and supporting details
- Recording your findings in your notes or graphic organizer.
- ‘Connecting’ (or synthesize) this new info with what you already know.

Ask 3 before me!

Don't do for them what they can do (and will be doing) for themselves!

Teach students how to use the laptop or tablet as a thinking, learning, doing/creating tool.

Just because you can,
doesn't mean you should!