

# “Future Ready” Elementary School Demonstrates the Impact of Technology-Equipped Classrooms

**InFocus**

Recipient of “Future Ready” and “Positive Change” grants, Beaver Acres Elementary School teacher Heather Hoxie uses one-to-one devices and an interactive touch display to individualize instruction in Beaverton, OR.



## Challenge

When students are used to the fast pace of digital immersion outside of the class, it can be hard to retain student attention in traditional classrooms – even those with computer access and whiteboards. Early adopters addressed this with proprietary technology systems that have proven costly to procure and maintain. This limits what additional devices or web resources can be incorporated, making information access and device sharing an additional challenge.

## Solution

Provide each child with a personal device equipped with appropriate applications and InFocus Lightcast software for the duration of the school year. Then swap out older projection whiteboards with the InFocus JTouch Interactive touchscreen for richer, more robust resource retrieval and 1:1 digital sharing from any device.

**“Every teacher, every principal that sees this interactive touchscreen technology loves it. It’s great for the teacher & great for the kids.”**

**-Heather Hoxie, Elementary School Teacher**

## Results

The InFocus JTouch was useful right out of the box. The students quickly embraced a faster work pace, working independently on their devices, then casting and sharing their work on the JTouch for immediate presentation, feedback and collaboration. This two-layered approach enabled individualized instruction, allowing kids to learn at their own pace while creating more fluid and effective interaction in the classroom.



## Challenge

Kids are immersed in a world of intense visual engagement, where nearly everything is digitized and touchscreens are everywhere. It can be hard for textbooks to compete. “We still have to achieve a balance between, for example, good note-taking skills and good typing skills,” said Heather. “We also have to teach kids to discern between good and bad information, as so much of both are available online.” Flexibility was another challenge. “I need to be able to incorporate new information sources or devices as they become available.” Heather believes a two-layer approach to technology is critical – providing individual devices that kids can use at their desk and a collaborative board to display individual students’ work for feedback, class response, and group presentations.



## Solution

Heather replaced her classroom’s Smart whiteboard with the InFocus JTouch Interactive Display. Although the display is mounted on a wheeled mobile unit, she rarely has to move it. Unlike projection whiteboards, the display is bright enough for her classroom at any time, even with the lights on, because it uses the same technology as a flat screen TV. Each of her student’s individual devices was equipped with InFocus Lightcast software, so they could wirelessly share, or “cast” their device to the JTouch, then walk up and touch the screen to demonstrate, enlarge, draw, or bring up a web page.

## Results

- *Supports individualized instruction and extensions for students*
- *Empowers students to become part of the learning process*
- *Allows students to move at their own pace meaning less downtime in class*
- *Makes saving and returning to work simple*

The JTouch display was immediately intuitive. The kids adapted to it quickly because it works just like their smartphones or tablets, and offers the ability to connect and display web content as well as save, share and email work. The JTouch and the casting capability of InFocus Lightcast provided everything Heather’s class needed.

Heather said that students are more engaged. “I can immediately show and celebrate their work on the JTouch, or display something for immediate feedback and collaboration.” Heather explains that immediate access to information lets her teach students to be discerning consumers of information by highlighting good—and less credible—sources.

“With the technology in the classroom, kids can explore, view online newspapers, engage with many different math applications – there is always something for them to be learning. This is a huge shift in the classroom.”

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