

Student's Name

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Course Title

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Having Cell Phones in Elementary School

More parents are facilitating the ownership of phones by their children including those at the elementary level. There is a perception among people that the phones can serve as a distraction tool to the learners whereas another group feels that the phone should serve as a learning tool in the classroom set up. Despite several schools banning learners from carrying phones to school, quite a percentage manage to sneak them into the school premises. Rather than banning them, the schools should encourage the learners to carry them openly, encourage the teachers to use them as teaching aids, and foster academic performance through their use. If the right rules and regulations are put in place, the elementary school learners can learn how to use the phones to foster their academic performance and learn how to use them responsibly at a tender age. This study will illustrate how the learners can use the phones in cases of emergency, use the phones as learning tools, develop research skills, and how the use of phones at school can promote the responsible use of the gadgets in and out of schools.

Important in case of emergency

Parents can contact their children in case a family emergency occurs at home. A pupil having a mobile phone will make it easier for her/his parent to contact him/her in case of a scenario such as illness or a need to pull the kid immediately out of school (Kajeet, 2020). Also, if a school-wide emergency occurs, a phone will make it easier for the parents to exchange vital information with their kids that may ensure their safety. Solomon and Heise (2018) report that

school shootings have been rampant in the recent past. As such, when children are provided with cell phones, they will be able to communicate immediately to their parents if such an incident happens. Rather than relying on the administrators for communication, parents get first-hand information thereby advising their children accordingly on how to keep safe. Anxiety among parents is also reduced since communication with their loved one serves as an assurance that they are still alive. Solomon and Heise as well note that the learners can be given clear instructions on how to use their phones in case of such emergencies so that the cell phone use may not risk the lives of other students as well as faculty members. Moreover, their exposure to the phones prepares them for the proper use in case of emergencies. Concisely, possession of cell phones by learners ensures and promotes their safety in case of emergencies.

Using cell phones for Learning Purposes

The elementary school learners should learn how to use some phones as learning aids and tools as they prepare to graduate to high school where they are widely used. Kajeet (2020) notes that 75% percent of children have access to smartphones whereas 94% of them access online content on a daily basis. As such, the learners can be guided on how to use cell phones for educational purposes and how to use them while doing their homework. Moreover, teachers are increasingly incorporating smart content into their lessons and they can use applications that facilitate the exchange of data with their learners to pass notes and assignments to them during the lesson. Teachers can promote research-based teaching strategies that may be facilitated by cell phones. To assess the efficiency of the use of phones, the teacher can collect and maintain data on learners' achievement when they are using the gadgets. While accessing the internet, George (2017) notes that one source of internet provider can be used on which social media sites such as Twitter, Instagram, and Facebook are blocked. Denying access to such sites ensures that

learners are not distracted from class activities. It is evident that cell phones can serve as a way of facilitating the learning process.

Development of research skills

When learners are taught to use cell phones constructively, they can research more about a topic through mobile applications and gain more information and knowledge. Despite the general public concerns that learners may be distracted and have their learning process interrupted by text messages and get disconnected from face-to-face activities or get subjected to cyberbullying, effective use of the cells will promote research skills and aid the learning process (Al-Jarrah et al., 2019). At a tender age, elementary school learners will learn how to search for details on a personal level and through teamwork if teachers encourage collaboration among learners.

Promoting responsible use of phones beyond the school

The use of cell phones fosters responsible use of the devices by learners even beyond the school environment as they learn how to use them appropriately. According to George (2017), some schools allow learners to access their phones at lunchtime on Fridays with access to Snapchat and Instagram banned, without taking photos or recording videos, or wearing earbuds. Despite some parents being worried that learners would be less social when allowed to use their phones at lunchtime, the majority of students still interact with each other. Others have access to phones at lunchtime 5 days a week on a condition that the privilege may end if they are not responsible. Notably, more parents are buying their kids phones and it will be of essence that they learn how to use them. To instill the sense of responsibility much further, educational benefits provided by the cell phone can be maximized whereas hard rules are set through administrative support. According to Kajeet, internet access can be filtered to ensure that learners

don't gain access to harmful content or inappropriate material both at home and in school. The schools can customize websites that can be accessed by elementary school learners and filter non-educational content through their network set-ups. Setting the time for which phones will be used will certainly make learners understand to understand the extent to which they should use the devices.

Conclusion

Concisely, cell phones provide learners as well as their parents a medium via which they can communicate with each other in case of an emergency. The parents can advise the children how to handle themselves to ensure their safety. Besides, the study shows that cell phones can be used for instructional purposes. Teachers can promote research-based teaching by encouraging learners to search for relevant details from specific websites. As they use the phones in a regulated manner, the students learn to use them responsibly within the school settings and afterward in real life. The set rules make them realize the essence of using the gadgets constructively.

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