

手机政策阅读

海华郡公立学校应该禁止使用手机吗？

1 引言

1 目前，海华郡公立学校系统（HCPSS）正在对上学期间学生在学校使用**个人技术设备**（包括手
2 机、智能手表、耳塞等）的情况进行评估。HCPSS《政策8080 – 负责任地使用技术、数码工具
3 和社交媒体》是当前学生和教职员工使用技术和数码工具的导则。对当前政策和做法的修改会通
4 过利益相关者通知下去，确保这些修改在学生、教职员工和家长 / 监护人之间合作的情况下加以
5 实施。

6 背景

7 1989年，马里兰成为美国首批颁布在学校使用蜂窝技术禁令的州之一，取缔了寻呼机和手机，以
8 减少与通信技术日益紧密相联的非法毒品销售。然而，在1999年Columbine高中枪击案发生之
9 后，全国各地的学区开始废除类似的禁令，理由是在紧急情况下，家长和学生需要能够彼此联
10 系。¹这一转变凸显了一种新兴的观点，即**手机**不只是从事非法活动的工具，还可以在确保学生安
11 全方面发挥保护作用。

12
13 及至2007年，随着**智能手机**取代基本的蜂窝设备，移动技术发生了巨大变化。这些智能手机不仅
14 能够发短信和打电话，还可以访问互联网、社交网络，并且安装程序和玩游戏—基本上成了便携
15 式个人电脑，很快就在儿童和青少年中流行起来。在15年的时间里，技术进步显著提高了互联网
16 和处理速度，让学生携带强大的设备，从正反两方面重塑了他们的教育体验。

17
18 随着手机成为学生学习不可或缺的一部分，许多学校社区都利用了这项技术。现在，学生可以上
19 网进行研究，通过信息和网上平台与同伴合作，并更有效地与老师沟通。此外，教育应用程序变
20 得广泛，促进了即时信息并营造了更具活力的互动学习环境。这些工具让学生能以传统方法无法
21 提供的方式参与教学。随着学校系统投资于Canvas和Schoology等学习管理系统，学生能够以数
22 码方式管理作业并参与更加紧密互联的教育体验。此外，因为许多学区难以支付昂贵的一对一设
23 备，手机也成为一项节省成本的措施。手机为21世纪学生提供了必要的数码工具，不仅可以用作
24 计算器和互联网入口，也可以用于摄影、摄像，最近还可以用来为**社交媒体**和流媒体服务创建内
25 容—成为全球经济中快速变化和增长的一个领域。

26
27 然而，提供这些好处的技术同样也引发了可能导致分心、作弊、获取成人内容、拍摄和断章取义
28 拍摄事件以及网络霸凌的可能性—这些问题不断出现在学校对于手机在课堂上作用的辩论中。学

29 区认为，支持学生一对一设备的新政策和计划可以达到同样的教育目标，并减少（但不会消除）
30 非教育干扰。

31
32 在学区对课堂上使用手机的辩论中，许多人认为只要手机使用得当并用于教育目的，就应该允许
33 使用。随着全球新冠（COVID）流行后学生重返学校，这种情况从2020年开始发生变化。学生在
34 学习上经历了重大损失，并与同伴和老师隔离开来。手机已成为学生在封锁和学校停课期间与外
35 界的联系方式。然而，当学生返回教室时，许多老师和行政主管发现手机更像是一种分散注意力
36 的工具，而非有用的教育工具。网络霸凌事件增加，学生们不再只是偶尔在教室里发送短信，而
37 是流传视频，并在接到要求时拒绝收起手机。根据学校总监协会2022年的一项调查，61%的教师
38 表示手机是最大的工作环境问题。²加之对经常用手机访问的社交媒体及其对青少年心理健康影响
39 的担忧，许多学区重新审视在学校使用手机的政策。一些学区完全禁止使用手机，而另一些学区
40 则限制其使用。和全国各地学区一样，海华郡公立学校系统必须考虑手机在学校可以且应该使用
41 的程度。

42 论证

43 对，海华郡公立学校应该禁止使用手机。

44 “97%的孩子在上学期使用手机的时间平均为43分钟——大约相当于一整节课的时长。” — “常
45 识媒体（Common Sense Media）”： *纽约市正在实施手机禁令*

- 46
- 47 ● 自纽约市KIPP高校预备（KIPP NYC College Prep）学校禁止在课堂上使用手机后，考试
48 成绩提高了，成绩回升到大瘟疫流行前的水平，参加体育赛事和其它课外活动的人数也显
49 著增加。起初，学生们对这项禁令感到沮丧。但在最初的回避之后，一些学生承认该禁令
50 提高了他们的学习成绩和在校的社交生活。³
 - 51 ● 宾夕法尼亚州和加利福尼亚州的学区在实施无电话政策后，学生之间的社交互动有所增
52 加，包括学生的社交互动以及助理专业人员和老师的参与，因为他们不用再监管手机。⁴
 - 53 ● 2023年5月，医疗总监就使用社交媒体对青少年心理健康的影响发出了警告，提到网络霸
54 凌、访问暴力和性内容以及睡眠不足。⁵此外，观察研究表明，设备使用与生活满意度、
55 幸福感、学校注意力、信息保留、作笔记、任务切换和学生成绩之间呈负面关系。⁶（研
56 究表明，每天使用社交媒体超过3个小时的学生，经受不良心理健康后果的风险增加一
57 倍。⁷）
 - 58 ● Jonathan Haidt对青少年手机的使用进行了广泛的研究并得出结论，仅仅能够看到手机就
59 会消耗注意力，而手机触手可及会影响注意力，因为每个人都会感受到只查看手机的吸引
60 力。⁸根据“常识媒体（Common Sense Media）”所做的研究，超过三分之二的青少年

- 61 发现他们有时很难停止使用技术，通过技术来自我缓解痛苦，并牺牲睡眠彻夜使用他们的
62 技术。
- 63 ● 皮尤研究中心（Pew Research Center）最近的一项研究发现，70%的高中老师认为手机
64 使用是他们学校的一个主要问题。⁹学校总监协会的一项调查佐证了这一点，表明61%的
65 教育工作者将手机列为“最令人担忧、甚至比工资还要重大的工作环境问题。”¹⁰手机不
66 仅会分散学生注意力，还会导致老师和行政主管倦怠，因为他们觉得自己必须不断提醒学
67 生关闭并收起手机。
 - 68 ● 学校的手机政策已经反复多年，但执行起来可能很棘手。行政主管经常被叫到教室处理纪
69 律问题或与老师僵持，这不是学校在上学期期间所应该关注的。^{11 12}
 - 70 ● 根据“常识媒体”所做的一项民意调查，35%的学生承认使用手机和互联网作弊。使用手
71 机也削弱了学生对什么是学术欺诈的理解。23%的学生表示，在考试期间使用存储在移动
72 设备上的笔记根本不算作弊。同样，20%的学生表示给朋友发短信询问考试答案根本不是
73 作弊。¹³
 - 74 ● 在2023年对安卓（Android）手机用户的一项研究中，“常识媒体”发现，学生在上课期
75 间使用手机的情况很普遍，97%的参与者使用手机的时间平均为43分钟。此外，上课期间
76 手机所使用的形式大都是应用程序：社交媒体（32%）、游戏（17%）和“油管
77 （YouTube）”（26%）。同一项研究发现，学生还接触到不适合他们年龄的内容。68%
78 或13岁以下的参与者使用过至少一个评级为“青少年”或更高的应用程序，45%的参与者
79 使用过评级为17+或18+的成人应用程序。¹⁴
 - 80 ● 一般来说，对多任务处理的研究发现，使用手机会对学习和完成任务产生负面影响。¹⁵
81 “‘人脑无法同时思考多件事，’【哈佛医学院儿科副教授Michael Rich】说。‘因此，
82 我们所谓的多任务处理实际上是快速切换任务处理。这样做的问题在于，切换任务处理可
83 能涵盖不同主题的很多领域，但它并没有深入到其中的任何一个。’”¹⁶
 - 84 ● “雇主和老师总是向我提到，今天【许多】年轻人缺乏社交技能，”【教育心理学家Tere
85 Linzey博士】说，“诸如问候、介绍、有礼有节和人际交往技能这些简单的事情今天都缺
86 乏。”在商界，他们称之为‘软技能’。但如果学生经常待在幕后，他们就没有这些技
87 能。你所练习的就是你大脑本能！电话可以让学生在没有人际接触或对话的情况下持续分
88 心。如果他们不练习对话、沟通技巧和社交礼仪，就得不到这些技能—因此就没有“软技
89 能”。¹⁷
 - 90 ● 许多教育安全专家声称，设备会使紧急情况变得更糟，因为通知可能会分散学生的注意
91 力，而且家长可能会在紧急情况下出现在学校，使情况更加混乱。¹⁸在危机发生期间，错
92 误信息会迅速传播，导致许多人涌向学校。此外，手机信号塔变得不堪重负，使得急救人
93 员难以有效沟通和完成工作。¹⁹

94 不，海华郡公立学校不应该禁止使用手机。

95 “任何想禁止它的人都只是在逃避现实，拥有手机是当前普遍的日常现象。”—宾州圣玛利亚
96 (St. Mary) 地区教育总监Brian Toth如是说。

- 97 ● 根据“常识媒体”2009年发布的民意调查，“无论学校政策如何禁止，近三分之二拥有手机
98 的学生在上学期使用手机。”此外，拥有手机的青少年每周发送440条短信，其中
99 110条是在上学期间发送的。²⁰
- 100 ● 教育工作者最普遍的抱怨之一，就是手机禁令的执行和实施往往不一致，这可能会让他们
101 感到更加沮丧和倦怠。此外，全国各地许多学区颁布的手机禁令已被废除，因为它们不受
102 家长欢迎。家长通常是在上课和上学期间给学生发短信的人。²¹
- 103 ● 如果实施手机禁令，渐进式处罚可能会导致学生遭学校开除（停学）。如果发生这种情
104 况，风险最大的学生通常会损失比43分钟平均课长更多的教学时间。²²
- 105 ● 如果在紧急情况下，学生和家有手机，他们通常感到更安全。例如，在佛罗里达州帕克
106 兰（Parkland）发生的大规模枪击事件中，学生们能够给他们的父母发送消息。²³
- 107 ● 手机可以成为在学校内受到历史性边缘化的学生群体所有的更宝贵资源之一。特别是对于
108 LGBTQ青少年和有色人种学生来说，手机可用于访问社交媒体平台。这些平台可以为学
109 生提供他们在学校或家庭环境中所得不到的支持。²⁴医疗总监的研究报告称，访问社交媒
110 体可以让他们倍感接纳，就像有人可以支持他们度过难关一样，就像他们的创造力有了
111 出口，并且让他们觉得在生活上与朋友的联系更加紧密。²⁵
- 112 ● 允许在学校使用手机可以提供教授正确使用、数码公民和重要数码素养技能的机会，有助
113 于他们在课外浏览这些空间。²⁶在课堂上使用手机也有助于学生在教育工作者、家庭和同
114 伴的持续监督下，设定数码和良好屏幕时间限度。
- 115 ● 不允许在学校使用手机会剥夺学生每天所需的有用工具和资源。这样的规定尤其可能伤害
116 社会经济地位较低、依赖该设备作为访问和使用这些资源和工具主要方式的学生群体。²⁷
- 117 ● 在没有为技术（如Yondr袋）进行一些投资的情况下，禁止使用手机可能会让对学生的个人
118 财产负责变得棘手。纽约市的一位助理校长不得不自掏腰包购买两部手机，因为一部放
119 错了地方，另一部已损坏。一旦手机被没收，谁对丢失或损坏的手机负责是实施手机禁令
120 之前必须确定的一个问题。²⁸
- 121 ● 改变手机政策并朝着全系统范围的禁令迈进可能很困难。征求利益相关者的意见、向教育
122 委员会提出、让地方当局参与、与家长分享信息、试点计划并持续收集反馈都非常耗时，
123 并且可能会给已经不堪重负的学校系统带来压力。对于较大的学区来说，实施政策和取得
124 实际成果所需的一致性可能具有挑战性。
- 125 ● 实施上学日手机禁令对教师和/或学区来说可能很繁重。老师们认为，从学生那里拿走手
126 机会挑战人际关系，导致僵局升级，并可能使整个班级脱轨并破坏课堂文化。²⁹支持课堂

- 127 手机禁令的工具也可能很昂贵，选择范围从手机储物柜（每个教室 200 美元）和鞋袋（每
128 个教室 25 美元）到用专用磁体上锁和解锁的Yondr 袋子（每个学生 30 美元）。³⁰
- 129 ● 许多家长反对在学校内完全禁止使用手机，因为他们希望在紧急情况下保持与学生沟通渠
130 道的畅通。例如，最近的一项全国性调查发现，“70% 的家长反对在学校彻底禁止手
131 机。”³¹
 - 132 ● 学校禁止使用手机的一个缺点是可能增加学生的睡眠不足。根据一项国际学生评估计划
133 （PISA）的调查，在禁止使用手机学校就读的学生不太可能在晚上关闭通知。他们认
134 为，学生可能在“弥补损失的时间”，或者可能缺乏其他学生在管理通知和使用方面所培
135 养的一些应对技能。³²
 - 136 ● “学校犯罪与安全调查（School Survey on Crime and Safety）”向公立学校校长发出了
137 问卷，询问他们学校中暴力和犯罪的普遍性、学校安全措施、处罚问题和行动等。在比较
138 2010年和2016年的调查结果，同时比较在已有手机使用规则的学校校长对网络霸凌的报
139 告频率时发现，不允许学生使用手机的学校发生网络霸凌或报告网络霸凌的学校的比率
140 （16.4% 的受访学校）高于允许使用手机的学校（9.7% 的受访学校）。³³

141 结论

142 学校的首要目的是教育学生。手机禁令是对实现该目的的作用是支持还是**阻碍**？如果我们选择实
143 施手机禁令，什么是我们实施该禁令的最佳做法？如果我们选择不禁止使用手机，我们当如何控
144 制它们为学生带来的干扰？是否有什么所有利益相关者都能同意的地方？

Notes

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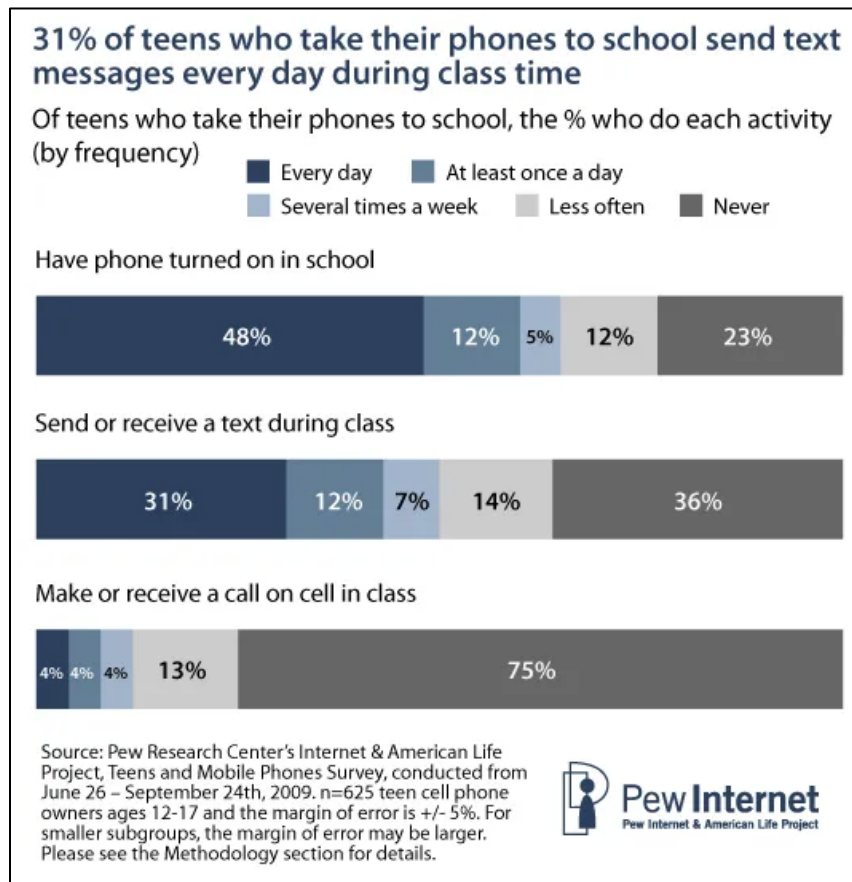
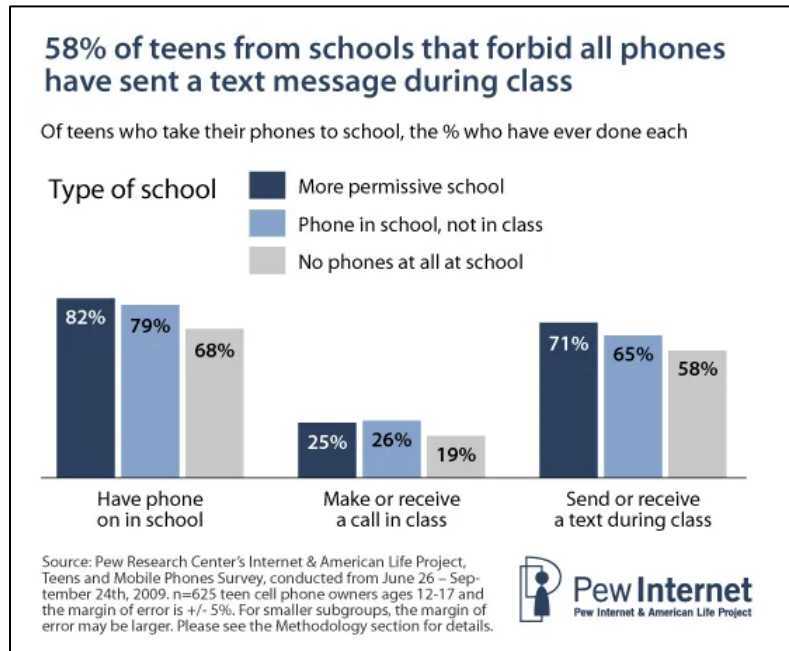
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Cellphone Policy Glossary

- **Ban**: A prohibition or restriction on the use or practice of something, often enforced by a legal authority or institution.
- **Burnout**: A state of mental, physical, and emotional exhaustion caused by prolonged or chronic stress, particularly in the workplace. It often results in reduced performance, motivation, and overall well-being.
- **Cellphone**: A portable electronic device used for communication, typically for voice calls and text messaging.
- **Derail**: To cause something, such as a plan, conversation, or process, to go off course or fail. Literally, it refers to a train coming off its tracks, but figuratively, it means disrupting the intended progress of something.
- **Digital Citizenship**: The responsible use of technology by individuals who engage in digital environments, encompassing safe, ethical, and respectful behavior online.
- **Digital Literacy**: The ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies and platforms.
- **Eroding**: The gradual destruction, weakening, or deterioration of something, often used to describe physical structures, relationships, or societal values.
- **Escalation**: The process of increasing in intensity, magnitude, or severity. It can refer to the amplification of a situation, such as a conflict, where the stakes or actions taken become progressively more serious or aggressive.
- **Hindrance**: Refers to something that obstructs, delays, or prevents progress. It is any obstacle or difficulty that prevents the achievement of a goal or makes a task more difficult.
- **Historically Marginalized**: Refers to groups of people who have been systematically excluded, disadvantaged, or oppressed in society due to factors such as race, ethnicity, gender, sexual orientation, or socio-economic status.
- **Multitasking/Switch-tasking**: The act of attempting to perform multiple tasks simultaneously, or rapidly switching between different tasks. It often leads to decreased focus and efficiency.
- **Onerous**: Refers to something that is burdensome, heavy, or difficult to endure. It describes a task or duty that requires a great deal of effort and is often unpleasant.

- **Paraprofessionals:** Trained workers who assist professionals in education but are not fully licensed professionals themselves (e.g., teaching assistants).
- **Personal Technology:** Any non-HCPSS device that may be used to send or receive data via voice, video or text. This includes, but is not limited to, mobile phones, e-readers, tablets, personal computers, wearable technology, video recorders or other devices equipped with microphones, speakers and/or cameras.
- **School Exclusion/Suspension:** Disciplinary actions in which a student is temporarily or permanently removed from school due to behavioral issues or rule violations.
- **Smartphone:** Advanced mobile phones that include features such as internet access, touchscreens, apps, cameras, and multimedia functions.
- **Social Media:** Digital platforms that allow users to create, share, and engage with content, as well as connect with others. Examples include Facebook, Instagram, and Twitter.
- **Soft Skills:** Personal attributes and interpersonal skills, such as communication, teamwork, and adaptability, that enhance one's ability to interact effectively with others.
- **Surgeon General:** The leading spokesperson on public health in a government, typically responsible for advising on medical matters and overseeing national health initiatives.
- **Withdrawal:** The physical or emotional symptoms that occur when someone abruptly stops using a substance or is removed from a habitual activity, often associated with addiction.
- **Yonder Pouches:** Special pouches designed to secure smartphones or other devices during events, classes, or other situations, preventing access until they are unlocked at a designated time or location.

Cellphone Ban Visual



Cellphone Ban Quotations

“As evidence mounts that phone-based childhood is making our children mentally unhealthy, socially isolated, and deeply unhappy, are we okay with that trade-off? Or will we eventually realize, as we did in the 20th century, that we sometimes need to protect children from harm even when it inconveniences adults?”

- Jonathan Haidt, *The Anxious Generation*

Haidt, Jonathan. *The Anxious Generation*. Penguin, 26 Mar. 2024.

“In sum, students who spend more time staring at their phone do worse in school, distract other students around them, and feel worse about their life.”

- Derek Thompson, “It Sure Looks Like Phones Are Making Students Dumber”

Thompson, Derek. “It Sure Looks like Phones Are Making Students Dumber.” *The Atlantic*, 19 Dec. 2023, www.theatlantic.com/ideas/archive/2023/12/cell-phones-student-test-scores-dropping/676889/. Accessed 1 Aug. 2024.

“Design better learning activities, design learning activities where you consider how all of your students might want to engage and what their interests are.”

- Victor Pereira, Lecturer on education, co-chair Teaching and Leadership Program, Harvard Graduate School of Education

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“Every parent’s top priority for their child is for them to be happy, healthy, and safe We have heard from families who say they need and want information about using social media and devices This Advisory from the Surgeon General confirms that family engagement a=on this topic is vital and continues to be one of the core solutions to keeping children safe online and supporting their mental health and well-being.”

- Anna King, President of the National Parent Teacher Association

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