

Previous Research in BYOD- Lit Review

Age groups	ease the use of technology	potential	associated risks	parental engagement
In 2015, a focus on university students (Pagram, Cooper, & Newhouse, 2015; Van Wingerden, Lidz, Barse, DeMark, Hamiter, 2015) became of interest and academics were focused on secondary students (Adhikari, & Parsons, 2016) and primary students (McLean, 2016),	While the ability of a teacher or student to use their own device may ease the use of technology (Zhang, Zhang, Mouritsen, and Miller, 2019) In 2016, two years after the initial onset of BYOD research, academics were focused academic rigour (Dawson, 2016).	potential use of cellphones (Bruder, 2014; Imazeki, 2014) Flipped classrooms (Hung, 2017), motivation (Castillo-Manzano, Castro-Nuno, Lopez-Valpuesta, Sanz-Diaz, & Yniguez, 2017; Hopkins, Tate, Sylvester, & Johnstone, 2017; Laxman, & Holt, 2017) and distractions (Kay, Benzimra, & Li, 2017) Adding apps to BYOD appeared in 2018 (Song, & Wen, 2018)	and the associated risks (Bruder, 2014). Once again, security issues were also considered (Olalere, Abdullah, Mahmud, & Abdullah, 2015). finally teachers experiences with always on became of interest in 2019 (Murray, Luo, & Franklin, 2019). risks to health (Merga, 2016) The Office of the Privacy Commissioner of Canada (2015) outlined privacy and security risks of a bring your own device (BYOD) program for organizations that included guidelines for organizations to develop, communicate implement and enforce	(Kiger & Herro, 2015). were introduced in 2017 while parent engagement was revisited (Chan, Liao, Cheng, Chang, 2017).

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			<p>a BYOD-specific policy.</p> <p>Using terms such as “vital” and “privacy impact assessment” (PIA) the Commissioner asks organizations to conduct “threat risk assessments” (TRA) related to the “risks associated with the collection, use, disclosure, storage and retention of personal information” (p. 2) enabled through the implementation of BYOD programs.</p>	