iPad: Effective Use in the Classroom

After participating in today’s webcast, you will be able to integrate some basic uses of the iPad into your teaching and learning.
iPad EFFECTIVE USE IN THE CLASSROOM

A.
Part 1: Exploring iPads Effective uses of the iPad

Part 2: Purposeful uses for learning How to get started Sharing case studies

iPad EFFECTIVE USE IN THE CLASSROOM

EXPLORING iPADS
iPad: Effective Use in the Classroom

Why use an iPad?

Apple Reports Third Quarter Results

All-Time Record Revenue and Earnings

iPhone Sales Grow 142 Percent; iPad Sales Grow 183 Percent

CUPERTINO, California—July 19, 2011—Apple® today announced financial results for its fiscal 2011 third quarter ended June 25, 2011. The Company posted record quarterly revenue of $28.57 billion and record quarterly net profit of $7.31 billion, or $7.79 per diluted share. These results compare to revenue of $15.70 billion and net quarterly profit of $3.25 billion, or $3.51 per diluted share, in the year-ago quarter. Gross margin was 41.7 percent compared to 39.1 percent in the year-ago quarter. International sales accounted for 62 percent of the quarter’s revenue.

The Company sold 20.34 million iPhones in the quarter, representing 142 percent unit growth over the year-ago quarter. Apple sold 9.22 million iPads during the quarter, a 183 percent unit increase over the year-ago quarter. The Company sold 3.95 million Macs during the quarter, a 14 percent unit increase over the year-ago quarter. Apple sold 7.54 million iPods, a 20 percent unit decline from the year-ago quarter.
iPad EFFECTIVE USE IN THE CLASSROOM

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iPad EFFECTIVE USE IN THE CLASSROOM

Student iPad ownership is on the rise

12 – 15% of the students in our iPad classes have their own iPads
iPad: Effective Use in the Classroom

2011 EDUCAUSE Horizon Report

Mobiles
Time-to-Adoption Horizon: One Year or Less

http://wp.nmc.org/horizon2011/sections/mobiles/

EDUCAUSE ELI Horizon Report

Mobiles continue to merit close attention as an emerging technology for teaching and learning. The devices available today are multi-functional and robust, but the story of mobiles is no longer solely about the devices we carry. Mobiles — be they phones, iPads, or similar “always-connected” devices — are doorways to the content and social tapestries of the network, and they open with just a touch.

The 2010 Horizon Report placed mobile computing on the near term horizon, with an emphasis on the wide range of activities that are now possible using mobile devices. This year, mobiles are here because so many people use them as their first choice for accessing networked resources. The impact of mobiles is being felt in every part of the globe and by more people than ever before.

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iPad EFFECTIVE USE IN THE CLASSROOM

Why use an iPad? Do it for the students.
EFFECTIVE USES OF THE iPAD

**iPad** EFFECTIVE USE IN THE CLASSROOM

**iPad** EFFECTIVE USE IN THE CLASSROOM
Tip #1: Consider your teaching style
Tip #2: What activity does the app require?
Interactive, Reference, and Productivity Apps

- **Interactive** apps require user engagement, but do not create new materials. Examples: Angry Birds, Hotel Tycoon, GraphingCalcHD, MayanMath

- **Reference** apps provide a wealth of information - just like the reference section of a library. Examples: Bible, NutritionFacts
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- **Productivity** apps allow users to create something. Examples: Keynote, Pages, Numbers, drawing and painting apps, music creation, movie editing

Teaching style + app type = ?
Class A: 
An example of what doesn’t work...
iPad: Effective Use in the Classroom

Lecture 80%

Other/Testing 20%

Apps used with this class:
- 4 interactive
- 5 reference
- 0 productivity
iPad: Effective Use in the Classroom
iPad: Effective Use in the Classroom
**iPad: Effective Use in the Classroom**

Students: How often did you use each of these iPad apps for this course?

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<td>45%</td>
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<td>11%</td>
<td>72%</td>
<td>17%</td>
<td></td>
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<tr>
<td>Interactive app #1</td>
<td>5%</td>
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**ACADEMIC IMPRESSIONS**
## iPad Effective Use in the Classroom

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### Students: How well did you learn to use each of these apps and their features?

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**“I think the iPad might be better for a different class, where you didn’t have to draw all of that stuff out.” – student in iPad class**
Class B:
An example of what works...
iPad EFFECTIVE USE IN THE CLASSROOM

Lecture 30%  Group work 60%  Other 10%

Apps for this class:
• 2 interactive
• 0 reference
• 2 productivity
**iPad: EFFECTIVE USE IN THE CLASSROOM**

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<td>9%</td>
<td>4%</td>
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<td>Productivity app #1</td>
<td>14%</td>
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iPad EFFECTIVE USE IN THE CLASSROOM

Students: In general, do you feel your use of the iPad was directly beneficial to you learning material for this course?

- Yes: 57%
- No: 9%
- Maybe: 23%
- Don't know: 11%
- Don't know: 0%

Teaching style + app type = ?
iPad EFFECTIVE USE IN THE CLASSROOM

If you mostly lecture during class, consider:

- Find the right kind of note-taking app to fit students’ needs for the course
- Using a reference app for students to look up terms, concepts, etc.
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- Using an interactive app for a homework assignment – if it is a game, do they need to reach a certain level and email you a screenshot
- Using a productivity app with a group homework assignment
If your class time is used for mostly group work, consider:

- Using multiple reference apps for students to look up terms, concepts, so that they can contribute to an in-class group assignment
- Using an interactive app and encourage groups of students to compete with each other
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- Using multiple reference apps for students to look up terms, concepts, so that they can contribute to an in-class group assignment
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- Using a productivity app where in each student completes his/her assignment but is encouraged to work with their group members

If your class time is used for mostly pair work, consider:

- Using the same reference app and allow the students to use the information to debate with each other
If your class time is used for mostly pair work, consider:

- Using the same reference app and allow the students to use the information to debate with each other.
- Using an interactive app wherein each student completes his/her assignment but is encouraged to work with his/her partner for support and questions.
- Using a productivity app that allows students to create their own material and share it with their partner for critique.
For homework or individual use in class, consider

- Using the iPad as a clicker (audience response system)
For homework or individual use in class, consider

- Using the iPad as a clicker (audience response system)
- Using the iPad to have students post responses to questions via Twitter
- Using the iPad to collect data on the go... collect statistics for marketing, collect audio interviews for journalists, collect patient information on home visits
iPad EFFECTIVE USE IN THE CLASSROOM

For homework or individual use in class, consider

- Using the iPad as a clicker (audience response system)
- Using the iPad to have students post responses to questions via Twitter
- Using the iPad to collect data on the go...collect statistics for marketing, collect audio interviews for journalists, collect patient information on home visits
- Using the iPad as an ereader for course materials, textbooks, research papers, journals, and more

Tip #3: Don’t underestimate the learning curve for students.
“Because there was no training on the apps I had to fend for myself and was confused much of the time. The professor was unable to help as they were just as confused. The iPad was ineffective because no one knew how to use the apps.” - iPad class student
Tip #4: Make sure that the iPad is technically compatible with the course materials, assignments, and class activities.

“iPad was effective for notes, journals, and presentations. But ineffective for many class assignments as they require java.” – student in iPad class

“iPad was used ineffectively due to a lack of services like video, scripts, java. It was not used for class. Just entertainment and reading.” – student in iPad class
iPad: Effective Use in the Classroom

Tip #5: The iPad needs to have a purpose in the classroom and students need to know the purpose.

Tip #6: Limit yourself to 2 or 3 apps for the entire term.
"I wasted two weeks looking at every app. I even went throughout the glossary of the text book and used those words to search for apps. I looked at hundreds."

- iPad faculty member
Tip #7: You don’t have to use the app for the entire term.

Tip #8: Move away from thinking... “The iPad should be able to do this.” and think, “Can the iPad do this in some way that will work for me?”
iPad: EFFECTIVE USE IN THE CLASSROOM

Questions?

Tip #1: Consider your teaching style
Tip #2: What activity does the app require?
Tip #3: Don’t underestimate the learning curve for students.
Tip #4: Make sure that the iPad is technically compatible with the course materials, assignments, and class activities.
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PURPOSEFUL USES FOR LEARNING
(Introducing a framework)

Tip #5: The iPad needs to have a purpose in the classroom and students need to know the purpose.
iPad: Effective Use in the Classroom
Curriculum iPad Fit Framework

Learn
Teach
Change
Explore
Implement

What is the student learning outcome for the lesson?
What should students walk away knowing?
iPad: Effective Use in the Classroom

How do you currently teach this outcome?

What or who is informing the student?
What do you want to change about how you teach this outcome?

What iPad apps/activities will support the learning outcome I chose and allow me to see the change I want to see in my classroom?
iPad: Effective Use in the Classroom

How can the iPad best be used in your course? Keep in mind your teaching style, desire for change, and student learning outcome.

Interactive, Reference, and Productivity Apps

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- **Reference** apps provide a wealth of information - just like the reference section of a library. Examples: Bible, NutritionFacts

- **Productivity** apps allow users to create something. Examples: Keynote, Pages, Numbers, drawing and painting apps, music creation, movie editing
Assess students’ learning and/or assess the iPad’s use.

How do you actually get started?

GETTING STARTED
iPad EFFECTIVE USE IN THE CLASSROOM

Use the worksheet...

Curriculum iPad Fit Framework

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<td>What is the learning outcome for students?</td>
<td>How do you currently teach for this learning outcome? What activities do you or the students complete?</td>
<td>What are you willing to change about how you teach this outcome? (e.g., resources, class activities, homework assignments)</td>
<td>How do you plan to teach for this learning outcome with the iPad? What kind of activities will you introduce to the class? What does the iPad and/or its apps bring to this learning outcome?</td>
<td>How will you assess student’s performance on this learning outcome?</td>
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ACADEMIC IMPRESSIONS

iPad EFFECTIVE USE IN THE CLASSROOM

Find a partner, collaborator, motivator...

ACADEMIC IMPRESSIONS
**iPad: Effective Use in the Classroom**

**Why does this process work?**

**SHARING CASE STUDIES**

### Class: Nature of Mathematics

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<td>One class period (50 mins). Lecture with PowerPoint. (20 minutes) Students complete sample problems in pairs. (25 minutes)</td>
<td>Content delivery will stay the same. Change in-class activity and homework assignment.</td>
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$$\begin{array}{|c|c|c|c|c|}
\hline
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\text{Learn} & \text{Teach} & \text{Change} & \text{Explore} & \text{Implement} \\
\hline
\text{Outcome: Students should recognize and articulate effective and ineffective leadership and team behaviors within their class groups.} & \text{This outcome is taught throughout the term with lectures, assigned readings, and group projects.} & \text{A student’s performance on this outcome depends on his/her ability to use the teachings to assess their behavior and their group’s behavior. To encourage reflection and self-assessment, students are strongly encouraged to journal throughout the term.} & \text{Assessment: Quiz 5, question 9 will assess students’ performance on this learning outcome.} & \\
\hline
\end{array}$$
### Class: Personal Development for Leadership (7-week course)

<table>
<thead>
<tr>
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<td>This outcome is taught throughout the term with lectures, assigned readings, and group projects. A student’s performance on this outcome depends on his/her ability to use the teachings to assess their behavior and their group’s behavior. To encourage reflection and self-assessment, students are strongly encouraged to journal throughout the term.</td>
<td>Content delivery will stay the same. Change: Students receive additional motivation for journaling – the convenience of doing it anytime, anywhere on their iPads.</td>
<td>This outcome is taught throughout the term with lectures, assigned readings, and group projects. A student’s performance on this outcome depends on his/her ability to use the teachings to assess their behavior and their group’s behavior. To encourage reflection and self-assessment, students are strongly encouraged to journal throughout the term.</td>
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**In-class activity:** no change. **Outside class activity:** The professor encourages students to reflect weekly throughout the term using Notes on the iPad. The convenience and portability that the iPad, along with its type pad and large screen should make it easier for students to journal weekly.
Class: Personal Development for Leadership (7-week course)

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<td>In-class activity: no change. Outside class activity: The professor encourages students to reflect weekly through out the term using Notes on the iPad. The convenience and portability that the iPad, along with its type pad and large screen should make it easier for students to journal weekly.</td>
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NOTES:
The iPad makes it convenient to write down reflections during group meetings, at home, or between classes. The more a student reflects, the better he/she will be able to articulate and identify behaviors.

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iPad EFFECTIVE USE IN THE CLASSROOM

One of the most important things to know about using an iPad in the classroom is...
Tip #9: Know when to not use an iPad in your classroom.

When not to use an iPad

• When you do not want to change anything in your course. The iPad will produce change.
When not to use an iPad

• When you do not want to change anything in your course. The iPad will produce change.
• When the material is more effectively taught and learned without an iPad.

• When you can’t take the time needed to plan to use the iPad well.
Thank you!

Resources:

"One thing about technology in general, you need to think about ‘what are my goals’ ‘what outcomes do I want to see,’ and then the use of technology needs to be bound in those goals.” – iPad faculty member