iEducate with the iPad: Using iPads to Support Instruction

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Context:

During the 2010-2011 school year I was given the opportunity to intern with the Professional Development School, a partnership between the State College Area School District and Penn State University. I interned in a second grade classroom, which consisted of 19 students, of which 7 were girls and 12 were boys. The students I encountered in my classroom were all unique individuals.

Two students are eligible for Title 1 services. One child is diagnosed with spectrum autism and receives speech and autistic services. One child is diagnosed with ADHD and receives services from the occupational therapist. We have two students who are recommended for learning enrichment in math. There are 2 bi-racial children, 1 African American child, one Hispanic child, 3 Asian students, and 13 white, non-Hispanic students in the class.

The social relationships in the classroom are very nurturing. Most of the children have an authentic desire to help their peers succeed. They also are concerned with being decent friends with each other. The students work very well together when completing group work and partner tasks. Overall the class is very talkative. The students are very eager to share their personal experiences and thoughts. The boys in the class generally only socialize with the boys. There is a group of 6 boys who are very physical when they play and have difficulty keeping their hands to themselves out on the playground. There are two girls who will socialize with both boys and girls freely, but in general most of the girls socialize with only their own gender.

There are several students who have challenging situations, either with parents living in separate homes or having financial difficulties. These students are often more tired and have difficulty turning in homework on time.
The class has a wide spectrum of academic levels. In terms of reading, we have a child who reads 14 words correctly per minute and a child who reads 118 words correctly per minute. The students are grouped into 4 literacy groups. These groups were created according to students’ reading abilities.

In terms of math, the children are not as varied. As mentioned before, there are 2 children who were recommended for learning enrichment for math. These students are outliers. Most students are grouped together in terms of their assessment scores. There are 6 students that attend fluency instruction once a week.

Within the school a technology pilot program has commenced. Three classrooms: a kindergarten, first grade and second grade, have been given a set of iPads to provide another learning tool for the students. The teachers of these classrooms are tasked to test out the effectiveness and resources that an iPad can offer these ages of students within a school context. The plan is an attempt to replace laptops with iPads in the primary level throughout the district. They are more cost effective than a laptop and are seen as being very innovative in the technology world. Additionally, manipulating an iPad is simpler and more intuitive as opposed to a track pad on a laptop. The trackpad intricacies are exacerbated by the developing fine motor skills of a child in this age range.

**Rationale:**

I was inspired to pursue this inquiry topic because I was interested in the initiative being run within my school and classroom. Students and teachers alike were very eager to see how they would define their place in the primary classroom. It became very clear that this specific technology was thoroughly enjoyed by the students and thus was quite engaging. No matter the
content the students were very eager to complete an activity when iPads were involved. With the iPad, using the app store, the content that is available with this technology is constantly evolving and bringing new ideas to life. This factor fits well into the constantly evolving world of education and curriculum.

A motivating factor for this inquiry has been both my curiosity in technology and special needs children. It became very obvious that this innovative form of technology had a great deal of potential to offer children as well as teachers. As I observed children using iPads I began to notice tasks that they were able to complete that they could not have finished without the technology. When one of the students in my classroom broke his arm he was able to utilize the iPad to type up stories during writer’s workshop because writing with his non-dominant hand was too difficult and illegible. Another student was able to manipulate the iPad very easily, whereas he usually has difficulty writing and manipulating small objects. This started my thinking about how iPads could be used to help children who require adaptations in the classroom.

Over time this speculating has expanded from meeting the needs of special needs children to how the iPads can help every child in the classroom. I expect to find new techniques to help make the iPad more accessible to a wide variety of students. Additionally I am expecting to find a vast assortment of uses for the iPad in the classroom as a supplemental tool. With the iPad’s many features and uses, its function in the classroom will be multifaceted. I will be looking to see if this specific technology can be used as a replacement for other technologies that are not as adaptable or difficult for primary aged children to use.

So far students are very excited to use the iPad in any situation, which is promising. Within very little time students appear to becoming comfortable in navigating the iPad and
utilizing its many features. The iPad has become very interactive and students very easily work cooperatively with this tool. They are also taking great care of this technology and show a great deal of maturity in its use.

There have been some drawbacks though. Many students become enthralled in the use of the iPad and it became very difficult to interrupt and pull them away from the iPad. Some applications and procedures require many steps to complete and students often “get lost” or confused by the multi-step process which is frustrating to them. Lastly, the iPad has proven to be very sensitive and some students have difficulty controlling certain applications because they accidently touch the iPad or the wrong part of the screen. I am interested to see how these issues develop or change throughout the rest of my inquiry and the school year.

Main Wondering:

How can iPads be effectively adapted in a primary classroom, to help meet the needs of diverse learners?

Sub Questions:

In what ways can the iPad be adapted for students with special needs?

What general affect will iPads have in a primary classroom?

Can students successfully utilize the many features an iPad possesses?

Are iPads easy to use and navigate so that teachers will not have to require extensive training?

Are iPads engaging for students and/or can they be distracting?

What tools are needed to adapt the iPad into a classroom in terms of accessories so that it can be implemented effectively?
Data collection:

Surveys –

I conducted surveys with students. The students’ survey was given before and after. The first survey investigated students’ prior knowledge and experience with the iPad. It also questioned their experience with technology outside the school environment. The survey addressed their initial reactions and thoughts on the iPad being brought into their classroom. I even investigated how children want or think this technology should be utilized in their classroom (Appendix B). The next survey evaluated the students’ experiences with the iPad and their thoughts and reflections. I wanted to address any issues they seem to be having, along with any frustrations. I desired to have students reflect on their experience in terms of like or dislike, as well as what they have learned. This learning would be extended to both knowledge about the iPad and knowledge acquired as a result of interacting with the iPad.

Observations, notes and reflections–

Anecdotal notes were taken as well. I took notes periodically to collect data during the more casual use of the iPad. These notes contained observations of students using iPads and any notes about student’s feelings and conceptions of the iPad. I also wrote reflections that helped to organize ideas and other observations made in the classroom concerning iPads.

Video recording–

The remaining data I collected was video recordings. I took video of students using the iPad in small group settings and without a lot of teacher supervision. I was interested to see their
conversations about the iPads, if they had any issues while using the iPads as well as any other notable observations. I wanted the students to not feel the pressure of being watched by the teacher so this option was a workable alternative.

**Data Analysis:**

I analyzed data throughout my inquiry process. This allowed me to make changes and find more data collection tools, if needed, along the way. After collecting the first survey I reviewed all the responses and sorted responses into categories. I made generalized decisions about the affect of each of the students’ responses. After the second survey I once again sorted the surveys into categories and then looked for themes in each survey as well as across both surveys collectively.

Following my collection of video data, I watched the videos and made notes and observations about things that seemed significant to my wonderings. I then added these to my collection of other anecdotal notes and reflections that I had written over the course of my data collection process. I compiled these notes and reviewed them. I looked for trends and significant themes that related to my wonderings as well as options for future teaching practices. I tried to make connections across all categories of my data in order to help clarify my findings as well as to help generate themes that could be transformed into claims.

**Explanation of Findings:**

**Claims and Evidence**
Claim 1:

Students should be given tasks that allow full engagement on iPads to keep them focused on the task (i.e. not just sound but also visual stimuli)

In my classroom we often use listening activities to present students with a good oral reading model. This activity was easily integrated with the iPad. Students could easily plug in headphones and listen to text tracks using the iPad web browser and classroom webpage. Sometimes the book is available so that multiple children can have a copy while they listen to the audio file, but when the book is unavailable the level of engagement goes down dramatically. Children have also learned that they can use multitasking while the track is playing. This distracted from the task that students were assigned. They were not listening carefully to the audio track and instead were more focused on other apps that they were not supposed to be using.

Students should be given both a visual and aural stimuli when doing activities on the iPad. When students repeated similar listening activity with visual stimuli they were much more engaged in the activity. They did not try and explore other areas of the iPad and read along with the magazine article they were provided. When interviewed about the content of the text they were able to recall more details (Appendix C).

Claim 2:

Allowing students free time or “play” time on the iPad allows for more engagement on later tasks on the iPad.

At the start of our iPad pilot my classroom did a lot of relatively unstructured activities with the iPad. Children were given the chance to freely explore the apps available
to them on the iPad. They were given ample time to open several apps and try out the different games and activities each app had to offer. They were able to test out different things and just given the chance to become comfortable with their use. This time was full of children chatting and exclaiming to each other the different things they can do and suggesting which apps to try. Many children used the phrase I am “playing” this or in this “game.” There seemed to be an atmosphere of playtime.

This time set up a positive atmosphere and anticipation for iPad use. Children made positive associations with the iPad during this time and the fun that went along with it. This made every activity involving the iPad very engaging. Children were eager to use the iPad regardless of the activity being done with it. Simply getting to use the iPad in any context was exciting and motivating.

Claim 3:

iPads allow for a great deal of differentiation.

The iPad’s many educational apps allow for easy differentiation. Many students are easily able to open the app and select a level of play. In the very popular “Stack the States” app; students are allowed to select their level of difficulty of trivia questions, from easy, medium and hard. There are several additional apps which prompt students to select a level of difficulty before starting to play or engage in the app’s activity. Students can simply touch the desired level and continue.

Additionally the iPad has many accessibility options and features. For visually impaired students there are features such as voiceover, which will narrate any and all text on the screen, easy zoom commands and white on black for higher contrast. For hearing
impaired students, there is closed captioning. All these features are built into the iPad and allow for more students to engage in the iPad’s wide variety of content.

**Claim 4:**

**Most students can easily use the iPad and manipulate its features**

Right from the beginning of students using the iPad there was a very good level of comfort for the children. The students did not have a great deal of difficulty navigating through the pages of apps, pushing the buttons to go back to the home screen, turning the volume up and down as well as putting the iPad into sleep mode. Students were able to figure out these actions very quickly and without much coaching or modeling.

Several students like the ease of using the full touch screen of the iPad. On a survey given to students several children commented on the touch screen feature on the iPad and how they favored it. One child, when asked what he liked about the iPad, responded that “it doesn’t include a mouse (Appendix A).”

There were a several students who were able to assist other students on how to use the iPad. The teachers were able utilize these students during instructional time to help other students complete tasks or solve issues. They often answered questions students may have had on how to navigate apps which allowed for teachers to interact more with students using the iPad.

A few students did have some difficulty with some of the touch screen features. They had trouble touching the desired spot on the touch screen. One student who has difficulty with fine motor skills did have some difficulty with single touch features, but when he had to drag or select large objects on a screen, he did have less difficulty.
Claim 5:

Clear expectations should be set for appropriate iPad use

Setting expectations is a great tool to use with students and helps to contribute to more effective classroom management. Setting expectations for use with these technology tools is equally important. When beginning the pilot not a great deal of time was devoted to setting clear expectations with the iPads. Children were given general outlines for use, but clear concise expectations were not announced. This eventually caused some issues later on. When students became more comfortable with the iPads they learned how to change settings. They were able to change backgrounds, move around apps and even delete them. This caused confusion when other students tried to use the iPad. When doing a lesson we would explain where an app was on the menu and then the student wouldn’t be able to find the app because another student moved it.

Another great feature of the iPad is multitasking. Essentially you can open one app, minimize it and open another app and be able to easily maneuver between the two. When using an app with audio, such as a music file, students were able to listen to the audio, but close the app and open another. This issue came up during a listening center activity where students were listening to a text track and opening other apps. This issue could have been avoided if the expectation to not multitask at inappropriate times was clearly set in the beginning. Students should be instructed specifically which apps are to be used and when it is inappropriate to use more than one app.
Reflections and Future Practice:

In my own classroom I hope to be able to use this innovative technology with my students. I hope to be able to use the iPad in both small and large group settings. Currently the iPads are used in both settings. The students are usually given parameters or which apps they should use during a specific time period. The students are starting to have more focused activities to complete. In my classroom I want to plan lessons that involve a specific sequence of events that requires students to make a finished product. This would require a great deal of planning and comfort with the iPad features and programs. Additionally, I would encourage students to self-differentiate activities using select apps. I would invest a great deal of time into selecting which apps I would like my students to use and would chose a variety of topic areas.

One of the biggest issues that came across through this process was the inability to sync iPads. The computer from which all the iPad were imaged, or loaded from, could not be accessed by classroom teachers and was not in the building. Teachers also did not have access to the iTunes account that the iPad were linked to. This made it impossible to add new apps as well as install any updates available to the iPad.

Teachers should have easy access to the computer where the iPad is synced, so that the iPad’s full array of features can be used. While teaching in the classroom, educators must be flexible and make timely changes on a daily basis. By not having the sync computer available to teachers this flexibility with the iPad’s programs was not present. Files could not be taken from the iPad, new apps could not be downloaded and many iPads settings were changed and could not be reset without syncing.

When sharing iPads between classes a great deal of collaboration is required.
Funding is obviously a challenge for many school districts, which produces many wonderings for me, in the area of technology. I wonder if some of these strategies used with iPads could be transferred to another less costly technological alternative? Can these techniques be used with a district's existing technology?

Inquiry Brief

Context:

During the 2010-2011 school year I was given the opportunity to intern with the Professional Development School, a partnership between the State College Area School District and Penn State University. I interned in a second grade classroom, which consisted of 19 students, of which 7 were girls and 12 were boys. The students I encountered in my classroom were all unique individuals.

Two students are eligible for Title 1 services. One child is diagnosed with spectrum autism and receives speech and autistic services. One child is diagnosed with ADHD and receives services from the occupational therapist. We have two students who are recommended for learning enrichment in math. There are 2 bi-racial children, 1 African American child, one Hispanic child, 3 Asian students, and 13 white, non-Hispanic students in the class.

The social relationships in the classroom are very nurturing. Most of the children have an authentic desire to help their peers succeed. They also are concerned with being decent friends with each other. The students work very well together when completing group work and partner tasks. Overall the class is very talkative. The students are very eager to share their personal experiences and thoughts. The boys in the class generally only socialize with the boys. There is a group of 6 boys that are very physical when they play and have difficulty keeping their hands to
themselves out on the playground. There are two girls that will socialize with both boys and girls freely, but in general most of the girls socialize with only their own gender.

There are several students who have difficult home situations, either with missing parents or financial situations. These students are more tired on occasion and have difficulty turning in homework on time.

The class has a wide spectrum of academic levels. In terms of reading we have a child who reads 14 words correctly per minute and a child who reads 118 words correctly per minute. The students are grouped into 4 literacy groups. These groups were created according to students’ reading abilities.

In terms of math, the children are not as varied. As mentioned before, there are 2 children who were recommended for learning enrichment for math. These students are outliers. Most students are grouped together in terms of their assessment scores. There are 6 students that go to fluency instruction once a week.

Within the school a technology pilot has commenced. Three classrooms, a kindergarten, first grade and second grade, have been given a set of iPads to provide another learning tool to the students. The teachers of these classrooms are to test out the effectiveness and resources that an iPad can offer these ages of students within a school context. The plan is a means to replace laptops with iPads in the primary level throughout the district. They are more cost effective then a laptop and are seen as very innovative in the technology world. Additionally, manipulating an iPad is more simplistic and intuitive as opposed to a track pad on a laptop. This difficulty is exacerbated by the developing fine motor skills of a child in this age range.
Rationale:

I was inspired to pursue this inquiry topic because I was interested in the initiative being run within my school and classroom. Students and teachers alike were very eager to see how they would define their place in the primary classroom. It became very clear that this specific technology was thoroughly enjoyed by the students and thus was quite engaging. No matter the content the students were very eager to complete an activity when iPads were involved. With the iPad, using the app store, the content that is available with this technology is constantly evolving and bringing new ideas to life. This factor fits well into the constantly evolving world of education and curriculum.

A motivating factor for this inquiry has been both my curiosity in technology and special needs children. It became very obvious, that this innovative form of technology had a lot of potential to offer children as well as teachers. As I observed children using iPads I began to notice tasks that they were able to complete that they could not have without the technology. When one of the students in my classroom broke his arm he was able to utilize the iPad to type up stories during writer’s workshop because writing with his non-dominant hand was too difficult and illegible. Another student was able to manipulate the iPad very easily, whereas he usually has difficulty writing and manipulating small objects. This started my thinking about how iPads could be used to help children who require adaptations in the classroom.

Over time this wondering has expanded from meeting the needs of special needs children to how it can help every child in the classroom. I expect to find new techniques to help make the iPad more accessible to a wide variety of students. Additionally I am expecting to find a vast assortment of uses for the iPad in the classroom as a supplemental tool. With the iPad’s many features and uses its function in the classroom will be multifaceted. I will be looking to see if this
specific technology can be used as a replacement for other technologies that are not as adaptable or difficult for primary aged children to use.

So far students are very excited to use the iPad in any situation, which is promising. Within very little time students have appeared to become comfortable in navigating the iPad and utilizing its many features. The iPad has become very interactive and students very easily work cooperatively with this tool. They are also taking great care of this technology and show a great deal of maturity in its use.

There have been some drawbacks though. Many students become enthralled in the use of the iPad and become very difficult to interrupt and pull them away from the iPad. Some applications and procedures require a great many steps to complete and students often “get lost” or confused by the multi step process which is frustrating to them. Lastly, the iPad has proven to be very sensitive and some students have difficulty controlling certain applications because they accidently touch the iPad or the wrong part of the screen. I am interested to see how these issues develop or change throughout the rest of my inquiry and the school year.

**Wondering and Sub-questions:**

How can iPads be effectively adapted to help meet the needs of diverse learners, including those with disabilities?

Can iPads replace resources such as a laptop or even textbooks?

How can iPads be used to increase and support literacy?

How can iPads be adapted for use in all subject areas?

Are iPads easy to use and navigate so that teachers will not have to require extensive training?
Are iPads engaging for students and/or can they be distracting?

What tools are needed to adapt the iPad into a classroom in terms of accessories so that it can be implemented effectively?

**Data collection ideas:**

**Surveys –**

I want to conduct surveys with both teachers and students. The teacher survey will find out how the technology is initially viewed in the primary classroom and if it is welcomed. The survey will also address teachers’ comfort level with this technology and their thoughts on students’ reaction to this tool. The students’ survey will be given before and after. I will first survey students to find their prior knowledge and experience with this tool. The survey will address their initial reactions and thoughts on the iPad being brought into their classroom. I would like to even investigate how children want or think this technology should be conducted in their classroom. The next survey will evaluate the students’ experiences with the iPad and their thoughts and reflections. I wish to address any issues they seem to be having, along with any frustrations. I plan to have students reflect on their experience in terms of like or dislike, as well as what they have learned. This learning would be extended to both knowledge about the iPad and knowledge acquired as a result of interacting with the iPad.

**Video recording-**

The remaining data I plan to collect will be more observation based. I intend to take video of students using iPads to note their reactions and interactions with this tool. Additionally, I will note how the iPad impacts the classroom learning environment.
Observations, Notes, and Interviews -

Anecdotal notes will be used here as well. I would like to record conversations had with students regarding iPads and their use, information learned from iPad interaction and also their ease of interactions with the iPad. I plan to carry this out both formally through conference like settings and informally through casual conversations with students.

Timeline:

Week 1: February 7-13
Begin working on Inquiry Brief
Research possible sources for brief
Begin writing annotated Bibliography

Week 2: February 14-20
**Inquiry Brief Draft Due (18th)**
Finish inquiry brief
Finish annotated bibliography

Week 3: February 21-27
Create before student survey and before teacher survey

Week 4: February 28- March 5
**Revised Inquiry Brief Draft and Annotated Bib Due (2nd)**
Distribute both before surveys to students and primary teachers.

Week 5: March 6-12
Spring Break
Analyze data collected from survey and summarize findings
Begin inquiry paper

Week 6: March 13-19
Conduct lessons involving iPad and collect video data
Create second survey for students
Collect anecdotal notes from students
Continue to work on inquiry paper

Week 7: March 20-26
Conduct lessons involving iPad and collect video data
Analyze data
Distribute second survey for students
Collect anecdotal notes from students
Continue to work on finishing inquiry paper

Week 8: March 27-April 2
Analyze data and summarize findings
Finish inquiry paper

Week 9: April 3-9
**Draft due to Bill (8th)**

Week 10: April 10-16
Prepare for inquiry presentations
Edit inquiry paper

Week 11: April 17-23
Prepare for Inquiry Presentations
Edit inquiry paper

Week 12: April 24-30
Practice Inquiry Presentations (27th)
Inquiry Conference (30th)
Prepare final draft of paper

Week 13: May 1-7
**Turn in Final Draft of Inquiry Paper to Bill (1st)**

Week 14: May 8-14
**Turn in Paper to Bernard**

**Annotated Bibliography**


   This publication takes a closer look at the iPad. The author specifically compares the newest software version of the iPad to his MacBook Air, notebook computer. He compares the two technologies both physically and in terms of their capability in terms of software. This article illustrates the advantages as well as the drawbacks of an iPad in comparison to a notebook computer. There are specific details of the capabilities of an iPad that could be utilized by a primary classroom.

   I can use this information in my inquiry to identify different aspects of the iPad that can be used by children to help enhance learning in the classroom. The article also identifies specifics that could make instruction on the iPad difficult. It gives an honest approach and comparison to the standard of technology used in the school, which is a MacBook. The information in this article will provide me good resources to use on the iPad. Additionally the
article provides honest information about drawbacks of the iPad, which I can examine in the classroom.


This article begins with a great deal of background and the short history of the Apple’s iPad. The author references the iPad in the context of education. There are several resources from school districts that implemented the iPad into their schools. It gives a perspective for districts that are unlike State College, in that they do not operate on a Mac platform or they use several different technologies in a classroom.

This article will provide me with background information on the iPad and how it has evolved in its short history. It also provides me with a perspective outside of State College Area School District and allows me to think about how this technology can be used across a variety of districts.


This presentation was produced by Apple. Its intent is to give a wide variety of resources and ideas on how to integrate Apple products in the classroom learning environment. It is partly a promotion of Apple products and how they can easily be adapted to be part of a classroom’s technology. The seminar will help teachers learn how to utilize, to the fullest potential, the products they already have in their classroom. Many of the programs presented are available on
Macbook and the iPad standard. Also, apps for the iPad were presented as well as how to use Macbook and iPad standard content in the classroom to enhance learning.

This seminar has brought about a lot of ideas for me on how to experiment in the classroom with the iPad to see if it can be implemented effectively. It also has provided me information on what tools I need to use along with the iPad so that I can get the most use out of the iPad in the classroom environment. I also have been the given the information on how to incorporate Apple products together to get the most of the iPad experience and how as a teacher we can provide resources for students through the iPad. I can use this “training” to better navigate the iPad and easily help my students become comfortable with their use, which will be helpful throughout my inquiry.


This is a summary of a brief study or research project that was done in Australia on iPads in a university setting. The study focused on how iPads could be used a mobile device in an education setting. Factors such as portability, integration into existing technology, and ease of use were addressed.

I would use this source to examine how teachers would use this technology themselves to then in turn to benefit their students. Another vital factor to consider is how this technology can be integrated into existing technology. This article addresses this issue, which will be beneficial
to have this perspective. Overall this article provides issues to look out for as I continue my research and data collection as well as a more sophisticated perspective of a teacher on the issue.


At Central Michigan University, officials have decided that they are going incorporate iPad into their curriculum and have thus started an iPad tutorial class that allows students to become more familiar with the iPad. The class allows students to not only discover the many uses and features an iPad has to offer but instructs on how to efficiently use these features. Several apps are available to students that allow they to explore their use as well as become comfortable with their functionality. Students are also taught other information such a legal issues behind some of the iPads feature such as music and photos and how to access this multimedia in a legal manner.

This article illustrates the rising importance of the iPad in terms of digital literacy. The iPad has made a large impact on the digital world and just as children needed to learn how to use effectively use a computer the recent news is showing how they must learn how to use this tool as well. The article illustrates the need for students to understand how to effectively navigate not just the iPad but the many apps and programs it provides. Many employers are looking for prospective employees to possess these skills before coming into the workplace. Schools in a way are expected to provide students with these tools and teach the skills necessary to use them in a modern world. This article provides good background a rationale for using the iPad in education in the first place.

This website includes many resources for the educator on how to use the iPad in their classroom. It reviews its features and provides tutorials as well as suggests several apps by subject area that can be downloaded on to the app and by used by teachers and students. It also includes accessibility options that are built into the iPad to help students who have specific needs both visually and physically. The website includes tutorial videos on how to perform specific functions and even lesson suggestions.

This website can be used to help children understand how to navigate certain apps by watching the related videos. Also it can provide me with good apps to try with students as well as how to adapt the iPad so certain students can have their needs meet. It gives me many great ideas to try with students and test out its effectiveness in the classroom setting.


This journal illustrates an example of how the iPod and just as easily, the iPad, can be used as an assistive technology for students with Autism Spectrum Disorders. The technology can be used as a tool for modeling positive behaviors, in this context specifically transition times, for students with ASD. The iPod/iPad would be a portable device that displays a video of positive behaviors or skills that are desired of a student during transition times. The video provides a model for the student to help reduce anxiety and distress during transition times and help the student to perform the correct behavior and receive positive results from doing so.
I would use this source as a means of demonstrating the effectiveness of this tool with students with special needs. This journal is the perfect example of the iPod or iPad can be used as an assistive tool in the classroom that is fully included. Even though this journal outlines its use with ASD students, the basic idea that an iPad can be adapted to help students with diverse needs can be translated across several situations and contexts.


This journal outlines the emerging importance of technology in the elementary and secondary classroom. There is also a focus on the specific types of technology that are believed to have a large impact on the education world in the near future. The author speaks to the need for teachers to have the correct training to implement all these new technologies into the classroom and the lack of time and funding that goes into that training at this point in time.

This article reviews the amount of learners that can be reached because of the expanse of flexibility of technology. It recognizes the interdisciplinary and multisensory capabilities of technology at the present time and its benefit to teachers and students. The author sheds light on some of the challenges and downfalls of technology, presently. All this information provides support and evidence to technology use in classrooms today and will be an informative guide as I look further into technology’s place in my classroom and other classrooms.
This paper outlines how to incorporate technology into the writing curriculum. This paper summarizes a case study of investigating writing and text construction in a modern classroom that heavily incorporates technology with students. The teachers in this study were challenged to find innovative ways to help children learn about writing and incorporate the technology in several creative ways to engage all students.

This source would provide me with ideas on how to incorporate technology and specifically, the Pad, into writing and children’s creative process. The author argues the importance of technology to help hold the expanse imaginations of children, which is evident in their writing. I could use these ideas in my classroom and test out their effects on the students as well as their writing work. This may be a great way for students who dislike writing or are unmotivated to write find a more creative and fun way to write. As always creativity is important in the primary classroom and incorporating technology into this is ideal.


This article examines the evolution of technology in the k-12 classroom. The author argues that integrating technology into the classroom is not the easy way but instead involves
careful planning and trainings. Technology must be used carefully used otherwise it is not
meetings its full benefit to the intended audience, the students. The author also posts an
interesting perspective on the future of education and the growing role that technology will take
in it.

This source gives a broader view of technology in the context of k-12 education. The
author takes a closer look how technology has evolved in our lives and how it made its way into
classrooms. This provides a firm stance on education’s vital role in schools but not without
demonstrating the need for careful planning and implementation.
Appendix Contents

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What is your favorite app on the iPad? fast hour

What is your least favorite app? fact fluency

Have you had any problems using the iPad? no

What would you like to do on the iPad that we have not done in class? I don't know

What do you like about the iPad? it doesn't include a mouse

Would you want to have an iPad at home? yes!!!

Could you teach other students how to use an iPad? maybe

Do you like using the iPad? Why or why not? yes
Do you use a computer, an iPad, a cell phone at home?

I use a computer.

If you do, how often do you use it? (circle one)

Once a day  few times a week  once a week  once every 2 weeks  once a month  never

Have you ever used an iPad?

No

Do you know what an iPad looks like? (if yes, draw an iPad)

Would you want to use iPads in school?

Yes

If you used an iPad in your classroom would you think you would do with it?

Could you teach other students how to use an iPad?

Yes
iPad reflection- Syncing

One of the major drawbacks we have been experiencing is being able to use all of the iPads features without having access to a sync computer. Many products or work samples can be created on the iPad but without the sync computer or a set up email account on each iPad student work cannot really be collected or even printed out without the appropriate app. Teachers have a great deal of wait time involved if they wan to add an app to the iPads because the sync computer from which the iPad set is imaged is not even on the school premises. The iPads have not been updated since they arrived in November, but several hardware and app updates have been made available by this point.

Also students are easily able to change settings and worse, delete apps. We have the issue that a student deleted a fact fluency app that the students readily use during math centers. Well now this iPad can no longer be used for fact fluency because the app cannot be reloaded without having the iTunes password/ account for all the iPads and because it can be re-synced to the image computer.
iPad Reflection 2

Students are working on a listening center using the iPads. They are confused about the directions but once clarified, they know exactly where to go. It seems to be only a matter of not knowing which to click not how to click or logistics. Students are fully engaged in the listening to the text track on the iPad as well as intently looking at the magazines with the visible text. They are not looking up from the iPad. They are aware of how to zoom, scroll through the app pages as well as scrolling through vertically through webpages. They also know how to plug in headphones into the appropriate jack and how to exit the apps and put them to sleep.