

iPads in the Classroom at Glen Park Primary School

2011-2014

*(Additions made in March/November 2012,
March/May 2013, February 2014)*



T. Shaw

Preamble

Integrating iPads into current practice provide a mobile dimension to the way children learn and work together. As a personal device they provide excellent opportunities for children to negotiate and personalise their learning experience. Glen Park already has a wide range of ICT available (mostly on a 1 to 1 basis) for students to use but iPads will provide extra opportunities for mobile learning.

During term 2-4, 2011 students at Glen Park will be given the opportunity to explore the personal learning attributes and applications for the iPad. Following the trial we will determine whether using iPads makes a meaningful and lasting 'difference' to student learning.



Benefits of iPads in the classroom

- Mobility (ipads are the next technological step beyond laptops and can be personalised and are relatively cheap. IPads are more portable and turn on straight away. Children can walk around with them and use them easily outside or on 'location'.)
- Ubiquity (Unlike netbooks iPads are not intrusive and do not erect a 'wall' between people- the screen on a netbook or laptop.)
- Accessibility (They are also accessible to students with disabilities. You do not need the same level of physicality to use them as you do a PC)
- Connectivity (IPad's can be connected to existing systems.)
- Context sensitivity (IPad's fit in well with what is happening in the class. They have apps that can provide instant support or extended leaning opportunities such as 'Futaba' word games.)
- Individuality (IPad's can be set up to suit the person who uses it.)
- Creativity (Students can choose from a wide variety of apps which can extend their creativity.)

What can iPad's do?

- Students can access a wide range of apps (many of them free) to enhance their learning. Ipads can be an instant reference tool.
- The latest iPad's have cameras

- Using iPads encourages the use of video content and enables the digital use of technology.
- iPads can be used as a motivational tool as part of an intervention program
- Can be used for instant recall
- Can provide individual links to the Internet and email
- Could include Ebooks and audio books for individual student reference and learning (Do away with text books)

iPads create an excellent opportunity to provide children with genuine mobile learning opportunities. iPad's are small, slim and highly functional and they have some distinct advantages over laptops and PCs.

However iPads will only make a difference if teachers use the devices creatively in the classroom and if they are for individual use.

At Glen Park we will trial the use of iPads in 2011 to determine if they enhance student learning and can become an essential aid to mobile learning.

Readiness

- How ready are we?: Glen Park has been at the forefront of embedding the use of ICT across the school and for adopting a one to one personalised approach to using ICT.
- Leadership and capability: Teaching staff at Glen Park are confident and capable users of ICT. (The principal completed iPad professional learning - 'iPads For Mobile learning, Critical Agendas, 16th-17th May) prior to developing this action plan.
- Infrastructure: Glen Park already has personal DS consoles and PCs for each students plus laptops which can be shared for mobile learning at present. We have purchased 2 iPads and will purchase more. Our technical support person (TSI) is slowly learning about using iPads.
- Community: The school community is committed to improved access to ICT resources for students. We purchased our first multi-media PCs in 1997.

Action Plan

Planning (considerations)

Signal Strength: If using Wireless we will require a solid incoming bandwidth. We have to thoroughly test the speed of our internet but it should be sufficient to run our small number of iPads.

Some issues to test during the trial:

- Is the signal being distributed evenly and reliably to different parts of the school? Are there any dead spots around the school?
- iPads apps require direct access to the web (no login). Will our iPads connect through a separate wireless network that allows them to pass through directly?
- Will we need to create a separate policy that identifies iPads on your existing wireless network and treats them differently?
- Will they be subject to existing web filtering when browsing or will you need to consider adding a web filter to your network?

Budget

Money for the iPads initiative will come from the BER (Building the Education Revolution) ICT Grant of \$12 000. (This money will not be used solely on iPads) Ongoing costs (Purchasing apps) will come from the schools ICT budget.

Group Device Management:

The devices will be stored in the store room where the laptops are currently housed. Individual children will be responsible for charging them.(Probably overnight in the storeroom)

Some issues to test during the trial:

- Will we need a mobile cart?
- Do we need a clearly defined procedure for distributing and collecting the iPads?
- Do we need to update our Acceptable Use Policy for iPads? Has it been communicated to students and parents?(Is this required if they do not go home?)
- How will we deal with issues such as damage or theft?
- Will we need a set procedure for how and when the iPads will be synchronized and updated?
- How will we support TSI staff trained on the technology and care of mobile devices such as iPads?

Preparation and Implementation

Suppliers

Currently our normal supplier of ICT (LWT) does not sell iPads. We purchased our first 2 iPads from JB Hi Fi. (We can investigate other providers in Ballarat for our next purchases (2 more iPads, covers, apps, stylus etc)

In the Classroom

- Our new classroom has appropriate ambient lighting for iPad use.
- We added window blinds to our new building to cut out glare for our PCs
- We have purchased furniture that moves easily and enables students to sit and work in small groups.

Some issues to test during the trial:

- Do we need to purchase additional mobile furniture?

Individual Device management

- Each iPad has a numbered sticker on it so we know what iPad students are using and so they can identify their own device. (1-4)

Some issues to test during the trial:

- How will we deal with settings on the iPad such as arrangement of apps, wallpaper images and more? Will we allow students to change settings?
- Will we purchase and use earbuds? (Earbuds can be very helpful if they are listening to media in class.)
- Will we use iPad covers? We have bought covers for our first 2 ipads
- Will we want to use applications that might benefit from the use of a stylus?
- Should we buy screen protectors? How will you clean the screens?

Application Purchase and Management

- Currently we have started with free apps.

Some issues to test during the trial:

- How will apps be purchased and distributed? Will we purchase, manage and synchronize to one central account or different accounts?
- If different accounts, how will we segment the purchasing and management of apps? (Remember that you can synchronize to multiple accounts on any individual computer.)
- Will students be given permission to install apps on their iPads?
- Will we ensure that students are blocked (using Parental Controls) from purchasing apps? (If iPads don't go home this shouldn't be a problem.)

Content Management

Some issues to test during the trial:

- How will we present content out to students? (A web based method is preferable.)
- Where will students store and organize their own content? If they cannot take the iPad with them, will we use cloud based storage that will give them content access outside of class? Should that type of application be restricted to PCs and laptops?
- Do we need a procedure for periodic deletion of iPad content?

Pedagogical Considerations:

Pedagogical Models

Glen Park already encourages a student centered model of learning.

For the purposes of the trial students will have iPads on their desks that they can defer to for reference purposes (whether it be an app or the internet) They will also be given the opportunity to read or listen to audio stories on their ipads and will be given 30 minutes per day to explore apps. Children will also be directed by the teacher to use certain apps that are relevant to their learning. Children can also experiment with using their ipads in other parts of the school including outside.

For word processing work and activities requiring specific Windows applications such as Publisher or PowerPoint will continue to be undertaken on our PCs.

Some issues to test during the trial:

- How will iPads be integrated into our educational processes?
(1:1 programs typically work best within an experiential, project based environment where students are encouraged to use technology to research, explore and create.)
- Do we need to develop a pedagogical vision for the technology deployment? Do we need to consider creating a mission statement that guides the deployment and use of technology and demonstrates how it might fit within the school's overall vision?

Application Usage

Some issues to test during the trial:

- We need to further explore and identify different applications that teachers and students want to use?
- We will need to find time to test these applications and ensure they meet required standards and comply with your educational objectives?
- Are there existing projects that require teachers and students to use specific applications? If so, will they be able to use them on the iPads? Has this been tested? Some desktop applications will not work on the iPad or may work very differently. (It

is important that we 'don't throw the baby out with the bath water' in regards to our existing use of ICT.

- Are you using applications that require flash? Some examples include popular websites such as VoiceThread and Glogster. Flash based sites will not currently work on the iPad but we can continue using them on our whiteboards and PCs.
- We will need to decide on a set of core apps for important functions such as note taking, document distribution, book reading and more

Professional Development

Some issues to test during the trial:

- Have we allocated sufficient ongoing time for staff professional development? (We have undergone one PD opportunity this year and will suggest that TEN include iPad training as a PD activity for 2012) It's vital that staff have regular sessions where we can learn and exchange experiences with each other. (Because of Glen Park's small size it might be best to link to forums, wikis and blogs that focus on the educational application of iPads)
- Professional development often focuses heavily on "technology training". We need to make sure it also guides teachers towards best educational practices for utilizing technology (student centered, project based etc).
- We need to find time to look into web sites and online networks for teachers to connect, collaborate and learn from other teachers and schools?

eBooks

How important and urgent is it for us to transition from paper based books to eBooks?

There are currently very few eBooks available but more will become available.

Some issues to test during the trial:

- We need to continue to monitor the availability of eBooks for your curriculum?
- Do we need to look into eReaders and online books (some of them also audio) and specific course apps for using eBooks?

Community

We have informed school council and parents about the purchasing of iPads as a component of our ICT grant (BER) and we continue to keep them up to date on the progress we are making.

Some issues to test during the trial:

- Does the parent community understand how iPads fit into the greater vision and mission of the school?

Evaluation

Some issues to test during the trial:

- Are the iPad's making a difference to student learning? How?
- What data will we use to measure success of the trial?
- How will we use iPads in 2012 and beyond? What did we learn from the trial?
- A report on the findings of the trial will be presented to School Council in early 2012.



Conclusion

1-to-1 programs maximise learning opportunities for students by providing access to information anywhere, anytime. A major benefit of 1-to-1 devices is that they can be networked for two way communication and collaboration between teachers and students and extend learning beyond the classroom. Well planned technology deployments such as the 1 to 1 deployment of iPads across the school can be tremendously successful and transformative for schools and students. This trial will be conducted during term 2-4, 2011 and evaluated and reported on to School Council in early term 1, 2012 with recommendations presented then about the future use of ipads across the school.

Internet Links

<http://www.ipadsforeducation.vic.edu.au/userfiles/files/DEECD%20iPad%20support%20booklet%20for%20special%20education.pdf> iPad trial for special schools (DEECD)

<http://slidetolearn.ning.com/page/meet-the-team> Slide to learn site.

<http://wiki.canby.k12.or.us/groups/ipodusergroup/> Canby site

<http://www.apple.com/education/itunes-u/> Apple site

<http://epsipadtrial.globalstudent.org.au/> Trial at Epsom P.S.

<http://ipadeducators.ning.com/> Ning



iPads for Learning

<http://www.ipadsforeducation.vic.edu.au/>

T. Shaw 19/05/11

Using iPads to enhance personalised learning at Glen Park PS



iPads in use by students

***T. Shaw
March 2012***

IPads use in 2011

IPads were trialled with two grade 5 and 6 students in 2011. Students continued to use iGoogle as the platform for their personalised learning programs. (Children enjoyed the iGoogle apps but unfortunately they continued to experience glitches which sometimes meant that everything they'd saved 'disappeared'. This problem encountered in 2010 when we trialled iGoogle as our personalised learning platform led to us deciding to find a new online platform for creating personal learning plans for all students.)

During the year we experimented with a variety of 'learning plan' apps eventually finding one called *Workbook* which suits our needs. *Workbook* enables me to create a student's work plan for each day with those plans permanently saved for us to continue to refer to. We also experimented with a number of other apps that come with the iPad such as *Safari*, *Camera*, *Notes*, *Maps* etc. and gaming and reference apps downloaded from the App Store.

IPads in 2012

In 2012 IPads were bought for all students (5 IPads -3 with cameras, 1 iPad purchased for the Principal to experiment with and 3 spare IPads)

In 2012 iPad protocol was developed for student users:

- IPads must be charged for school use every day
- IPads need to be put on charge and stored in the secure store room after use every day
- IPads must be available for teachers to access anytime during the day (either to add apps or add to student Individual learning Improvement Plan or ILIP)
- IPads can only be moved if 'closed'
- IPads need to be kept in their protective case
- Students should not interfere with settings or download anything from the App Store
- Children can recommend apps to purchase
- IPads should not be seen as toys but children can play on them during their own time (recess and lunchtime)
- At the moment IPads cannot be taken home.

Student ILIPs are created on *Workbook* for all children with input from students regardless of year level.

Broad planning is undertaken by the Principal with daily tasks developed and created on *Workbook* for each child every morning. To start the day there is a briefing for all students to emphasise what we want completed during the day (Teacher expectations and student queries about their learning.).

Teacher's converse with students while they are working and review student progress and take the opportunity to add to the student's ILIP and plan and prepare work for the next few days/weeks.

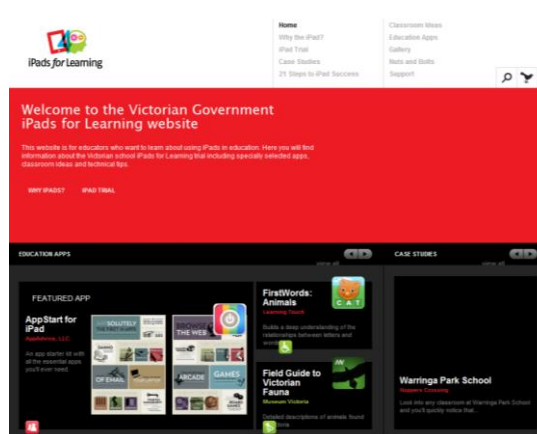
Children are starting to organise and take responsibility for their own learning and to get involved in negotiating their learning method and content making it a legitimate personal learning approach.

IPads use spreads

Recent developments in the application of iPads into schools have been mixed. DEECD now has a dedicated web site supporting iPads in schools (Telling stories about iPad successes in their trial schools as well as sharing general information about their use) but some state departments (NSW and WA) have reported misgivings about their use in schools.

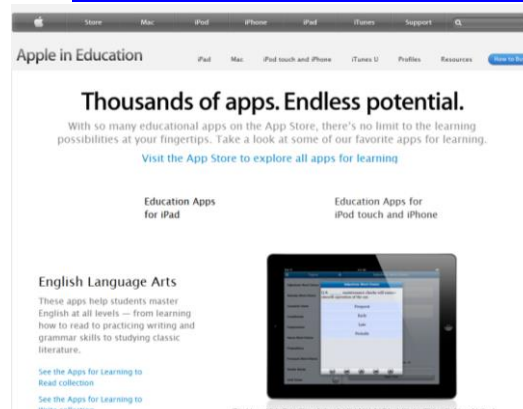
The NSW department says it has no plans to issue iPads to students because they do not provide the tools and functions offered by laptops. Refer: . <http://www.smh.com.au/digital-life/ipad/the-three-rs-get-rad-with-an-ipad-20110122-1a0jr.html> (This is true at the moment but if Apple want more schools to use iPads and if they are committed to iPads as the future in personal computing then they'll soon rectify these connectivity problems.) In WA and the ACT they are concerned that iPads are not robust enough for daily student use. (You wouldn't but an iPad for school use without also buying a shock absorbing case for it to sit in. Although expensive- add \$30-40 to the cost of each unit, they are worth it in the end) Refer: <http://www.theaustralian.com.au/australian-it/no-place-for-ipad-in-education-revolution/story-e6frgakx-1225867929817>

Refer to the *iPads for Learning* site: <http://www.ipadsforeducation.vic.edu.au/> also refer <http://asp-uk.secure-zone.net/v2/index.jsp?id=639/684/1625&lng=en>

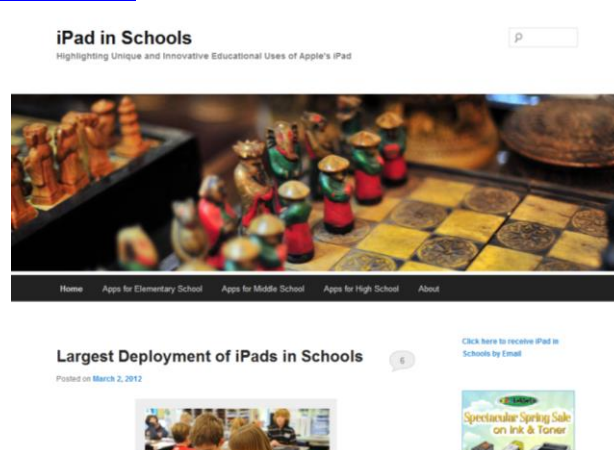


Other relevant sites:

Apple Apps site for education: <http://www.apple.com/education/apps/>



<http://www.ipadinschools.com/>



We have purchased a wide variety of apps for our iPads including reference apps, learning apps and game apps.

Children are able to use the following reference apps: *Wikihood*, *Pages*, *Numbers*, *Qwiki*, *Calculator* and a variety of Dictionary, (*Merriam-Webster dictionary*) Thesaurus and Atlas apps.

We also have many Productivity apps we can use such as: *Keynote*, *iMovie*, *iPhoto*, *Garage Band*, *Photo Editor*, *Paper*, *IPlan*, *Notes* and others

There are also a number of game apps, iBooks and education, music, LOTE and art apps used to support student learning.

Collections are made of apps that support the theme work individuals are engaged in. For example we have created collections for the study of fractions, direction, ANZAC Day, Writing (*Strip Design*, *PuppetPals*, *Real Director*) Victorian era Literature and more.

As well as using their iPads to refer to their ILIP and as a reference tool (some children tend to use their iPads now in preference to their PCs and books. The only problem they have is that they can't print from their iPads or save information they've found.) and to play on (The TinTin game app is very popular) but we also complete an app tutorial every week.

Sometimes the teacher runs the tutorial and other times the children are invited to do so. (Children created some fun movie trailers using the iMovie app)

What we've observed

We are seeing high levels of student motivation, engagement and learning with student use of iPads. Their usage undeniably supports the creation of a personalized learning classroom environment. The apps, which teach and reinforce fundamental literacy and numeracy concepts and skills, are engaging, interactive and provide children with immediate feedback. What's more, we can customize apps to match the instructional needs of each child, so students are able to learn successfully at their own level and pace. The reference learning tools apps directly support the development of a one stop learning shop and effectively reduce the need for the cumbersome text books and the quickly outdated reference library.

<http://www.youtube.com/watch?v=dhogVEncdrs>

Youtube video of iPads in use.

Issues

The following issues currently restrict our iPads use:

- iPads cannot run Flash programs therefore children can't access Studyladder or Mathletics.
- Apps can be expensive (although many are free they are often 'Lite' versions and it is usually better to purchase the full version) although some are as cheap and 99c or \$1.99 they add up. I will need to allocate at least \$500 for app purchases this year.
- iPads don't print off normal printers. We will need to purchase a dedicated printer for our iPads.
- iPads do not have USB connections.
- The quality of some apps does not living up to the hype. It is advisable to read the reviews if there are any before committing to buying some apps.
- iPads need some Windows type apps (*Safari* is a good alternative to Explorer, *Mail* is as good as Outlook and *Keynote* is as good as PowerPoint but there is currently no viable alternative to Word or Publisher. This has proved frustrating to some students who would otherwise use their iPad as a word processor as well as reference tool.)
- It is still difficult to link with PCs and electronic whiteboards.
- Some technical glitches with passwords and some apps taking a long time to download.
- Some issues with apps installing on the iPad 2 but not the iPad 1.
- Make the focus of our next Strategic Plan a continuation of the last but specify enhancing student learning opportunities using iPads (not just ICT)
- Investigate outside support which may include professional learning from outside the Region and or using consultants.

Many of these issues can be and should be rectified with further developments to the iPads and new apps coming onto the market.

APPENDIX SECTION

IPads at Glen Park Primary School (Update August 2012)

All students have iPads including the new students that have arrived since the start of term three.(some still have iPad 1 which doesn't have a camera but these will be phased out next year and will become permanent spares or used as 'homework' ipads which will enable some students to take them home to work on projects.)

We have identified the enhanced use of iPads across the school as the priority for our next Strategic plan. As part of developing that plan this year I need to seek the support of a critical friend to help determine future directions in iPad use. A number of schools have been suggested for me to visit (including Manor lakes P-12) but I have decided to ask Ray Nasher from Editure (Education Technology Consultants) who I heard speaking at several Gigabytes PDs (*iPad administration and Reflection* 22/08/12 and *Transformative Learning experiences* 17/05/12) to see how we are using iPads in the classroom and suggest some future strategies that we can work on throughout the life of the next strategic plan. Ray has agreed to visit us on 30/08/12.

Update

- I have created folders of apps to support student learning . Folders which cover the areas of interest from: reading programs students are using, an Olympics folder , Rocks and Minerals, Classic science fiction writers, Color and light, Nursery Rhymes, Fairytales and recently a Mystery folder for students studying mystery stories.
- I have enabled students to become resident 'experts' at some apps notably *iMovie* *iStop* ,(stop motion film making) *Read to Me* (reads back what you type in) and *Strip maker*, (comic strip maker)*Phoster* (making posters) and *Scribble Press and Verses Poetry* over the next few weeks.
- We recently purchased a stylus for each student plus some spares.
- Some students want to use Pages for projects but at the moment I prefer them to use their PCs (Word/Publisher) simply because there are more formatting options but I let them use *Pages* for simple fact files or stories. Children are slowly starting to access Google through *Safari* and I have put calculator and dictionary (also *Find Synonym*) apps on all their iPads and expect them to use them.
- I am accessing the *Scoop.it!* Website to access interesting apps and I found an app that locates apps that might support a student I have with autism (*AutismApps*).
- I have found some apps that might replace *DailyBook* (current individual student daily planner) I will experiment with these for 2013 (*CourseNotes*, *iHomework*, *Day One*)
- I have found some apps that support the thinking curriculum approach I use (*iBrainstorm*, *Pic Collage*, *Corkulous*, *KWH*, *Tools4Students* and *Read NRespond*) By the end of the year I want to assemble a collection of Apps that will support individual Blooms taxonomy thinking levels so that the children can access them directly to support their learning.

- I have started to use *Numbers* to record student progress. (At the moment just letter/sound recognition and high frequency word recognition for my Prep student)
- Ray Nasher suggested using *iMovie* and *Explain Everything* as tools to help students record their progress over time (for themselves and to report to parents) This has loads of potential. I will start using *iMovie* for this next year especially in recording reading progress over time. The children have already used *iMovie* to make trailers and record plays they have written. *Explain Everything* can also be used to record student progress (It can also be used by me to provide them with a definition and explanation/demonstration of a skill, task or idea that they can refer to whenever they need too. For example I can record how to use decomposition in subtraction or define a contraction and keep them on their own iPads to refer to when required.)
- I have been using reading apps for children to access books (*Oxford Classics*) and graphic novels of the books we are reading and am going to investigate using podcasts (*Podcasts*) to help provide individual learning tasks/resources on iPads. This term I have been adding *Youtube* videos to the favourites section of children's *Youtube* app. This has enabled children doing work on fairytales to watch fairytale videos on their iPads, the students studying mystery have been able to watch a version of 'The Hound of the Baskervilles' and the student studying classic science fiction has been able to watch a movie of 'Robur the Conqueror' (not available on DVD) Students were able to view mini-documentaries I found on ancient Greece and the history of the Olympics that I downloaded for them while we were working on the Olympics. No other students are distracted by this when they use their head phones. I could also download mini instructional videos (I have already tried that with a video on origami)
- We have been able to access some excellent apps to help us in Maths including *MathBoard*, *RulerPad*, *Cash Register*, *101 Tangrams*, *MeasuresLite* and others.

The biggest issue I have at the moment is finding the time to do all that I want to do on the iPads and to spend time exploring what apps are out there and how best to use them.

It is also proving expensive to buy some apps.

There have also been a few technical glitches with the iPads but nothing we haven't been able to rectify so far. It is frustrating not being able to synch all of them.

We purchased an air-printer but it clashes with EduStar so it is not functioning as a proper air printer as my printer at home does. However we got around that and we can now print off our iPads.

The new iPads are much better than the first ones. The image on them is much better. Gradually we are moving away from our PCs (the children rarely want to use their DS consoles now) They have been playing *MineCraft* in their free time and although 'aficionados' claim the game is better on PCs it is still very popular at the moment.

25/08/12

Ray Nashar from Editure visited the school on 30/08/12

This is his report:

Hi Tony

Thanks for inviting me in to Glen Park PS yesterday. I had a great time observing.

I've had a chance to put my feedback together for you.

My understanding is that Personalised Learning is a major goal for you and Glenn Park appears to be providing Personalised Learning opportunities for all students at present. The next step is to differentiate the learning programmes even further. I hope to provide some ideas on how the iPad can be used to make that vision a reality.

The premise underlying Personalised Learning is the empowerment of students to steer the course of their learning. Technology that can be personalised empowers students by giving them choices. The iPad is a perfect fit to the approach of Personalised Learning through Student Choice, mobility and access to information and learning programmes anywhere/any time. As it is designed as a personal device, it contains many in-built settings that allow students to personalise its functions to their learning styles and abilities. The App Store also allows for personalisation through choice if students are empowered to choose the apps that allow them to best represent their knowledge.

At present, Glen Park Primary School has already implemented personalised learning plans with the effective use of student iPads for personalised learning. The WorkBook diary app is being used on a daily basis to provide a text list of daily tasks for students. It can also be used to record audio and images to compliment the text or to evidence student learning. The current process appears to be very thorough and teacher directed. One recommendation is to look into backing up the content of this particular app via a DropBox account.

The next natural progression would be to follow the gradual release of responsibility and allow students to take the next step in directing their learning. Some avenues for allowing students to direct their learning involve inquiry based models such as the robust Challenge Based Learning model and Passion Projects. The learning should come before the technology, and it appears that with the use of iPads to compliment the personal learning plans, this is currently happening at Glen Park Primary School.

Real-world responsibilities, such as time-management, self-discipline, organisation and device management should be discussed with parents and caregivers. Currently, the iPads remain at school and are managed by their teacher which is a very demanding task. The next step in the gradual release of responsibility here is to place more responsibility with students and parents in the general care, storage and backing up of the content on the iPads. Moreover, parent and teacher can more closely share the responsibility of raising a responsible child by actively partaking in the personal learning plans of the students. Allowing the iPads to go home will allow parents and caregivers direct access to the personal learning plans.

By empowering students to take charge of their learning and having parents be actively responsible for the primary learning device, students can be granted more of a voice regarding their learning path. Their teacher can then, hearing their voice, guide the learning further and inform parents. A rich bank of learning can be created and documented via audio & video reflections by teacher and parent.

There are strong indications that the iPad mini will be released this year and it would be worth evaluating it for use at Glen Park PS. Physical learning spaces at GPPS are well thought out. Physical spaces can be accessed as needed and furniture can be manipulated easily. Furniture that be easily manipulated. The mobility of the iPad can also be capitalised on by taking the learning space outside of the four walls of the classroom. Synchronis and asynchronis virtual learning spaces can be used to connect to other schools across the state, nation or the globe.

Cheers

Ray

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Children using their iPads to film 'erupting' volcanoes in our sand pit. (October 2012)

UPDATE

OCTOBER 31st 2012

My Learning

iPad Technology for Teaching and Learning

Presenter: J.Isard

29th-30th October 2012

Day 1

Introduction

Technology has its drawbacks. The quality of the teacher is the most empowering relationship between student and teacher.

- The teacher is a prime influence in student attitude to learning and accepting innovation.
- Creating an acceptable work-life balance is essential as a teacher and a student.
- It is important that children are encouraged to use their imagination.
- Schools that trial iPads have an obligation to share their findings.

Provocation

How is tablet technology relevant to my class?

What the data says:

- Banning devices doesn't work –*New York school system*: 63% of students have devices with them anyway.
- *Time magazine* Feb 2012: Students who use ipads in the classroom score better on literacy tests
- *Oaklahoma University*: 75% of students agreed that the ipad enhanced their learning
- *Maine US*: 83 % of students reported they were more interested in school with ipads and 86% said it made gathering information better.
- 44% of students last Christmas wanted an ipad.

Results: greater student engagement, improved results and positive attitudes to teaching and learning.

- Schools that trial ipads have an obligation to share their findings.

<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>

New digital literacy skills

- social networking skills- blogging
- privacy maintenance
- identity management How we project ourselves online?
- Creating content
- organising content
- reusing and repurposing - What are we doing with the ideas we develop?
- filtering and selecting
- self-broadcasting

Digital literacy etiquette

- Common understandings need to be explicitly taught to most students.
- Rules need to be agreed too.
- There needs to be a rationale for the rules.
- There needs to be consequences

Day 2

Linking ipads with traditional learning

How does the ipad do it?

- In the past there was an emphasis on learning *content* but the modern approach is more about learning skills and adaptive and critical thinking
- Traditional learning didn't encourage curiosity.
- Using social media and collaboration we can coordinate formal and digital learning

inquiry based learning is Student centered

- Education begins with curiosity
- Students coming up with the questions and answering them.
- Benefits of small group work. inquiry based teaching is problem based. It requires kids to think. Higher order thinking.
- There is a strong social aspect to learning when we turn our classrooms into research labs.

flexible learning

- More physical space
- Set up for collaborative space

Blockers

- Ambassadors - showcasing and supporting others
- Encourage risk taking
- Staff need iPads
- Sustained professional development essential
- Should be seen as a work in progress

Building teacher capacity requires:

- Strong leadership
- Clear and united vision
- Work toward common goal
- Encourage risk taking
- Support not judgement
- Resiliency
- Opportunities to reflect
- Showcasing and sharing
- Open door policy
- Local expertise – ‘go-to’ people
- Value change agents in the school
- Managing blockers
- Peer mentoring- reverse mentoring
- Building networks
- Responsibility rather than accountability(accountability means fear and competitive)
- Target setting
- Positive peer pressure
- Involve students
- Involve parents
- Sustained funds



November 27th

iPad use at Glen Park PS

2012

Glen Park is a one teacher rural school with 9 students from Foundation to grade 6. Each child has their own iPad. Each child has their own individual learning program which is updated every day on their iPad in an app called *Daily Book*.

Literature is the basis for theme work throughout the school. We study the works of individual authors and genre from Foundation. (We do a nursery rhyme theme throughout Foundation, Fables in grade 1 and Fairy Tales in grade 2. From grade 3 onwards we study literature of my choosing-usually classics and literature chosen by the children.) At the moment we are working on a Roald Dahl theme across the school but before that I had some students studying *Hugo Cabret*, *Hatchet*, *Zac Power*, *Swiss Family Robinson* and books from a reading scheme called *The Library of Doom* (As well as our nursery rhyme theme and the grade twos were working on Hans Christian Andersen)



Part of the library at Glen Park.

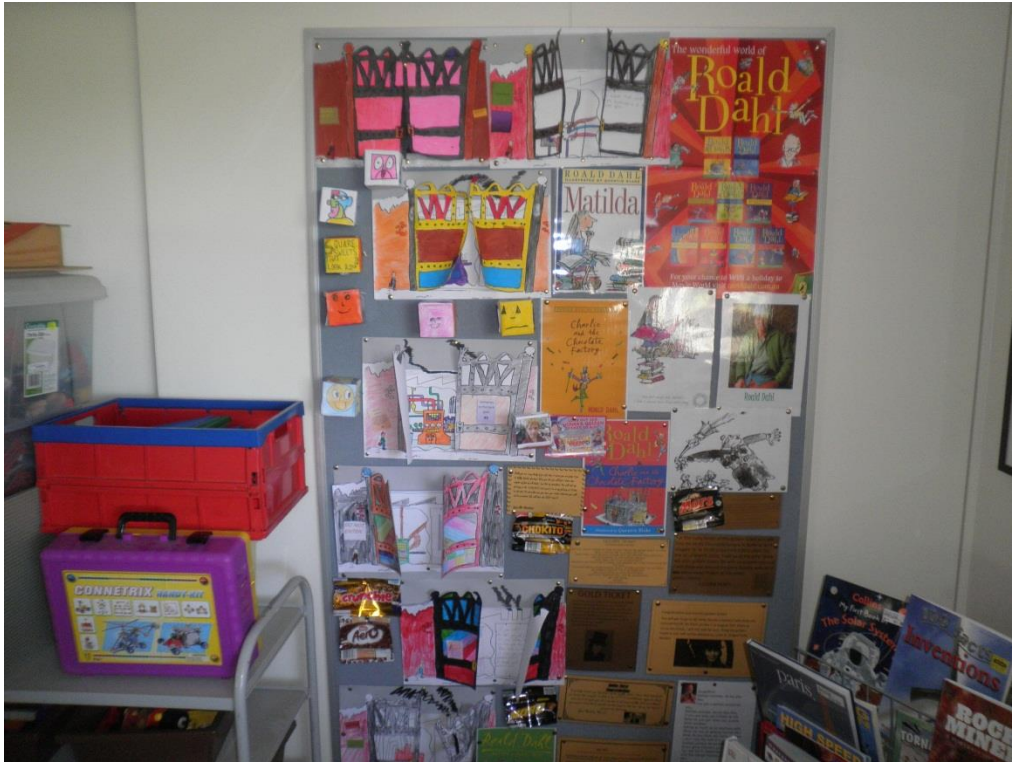
Our science and Humanities learning springs from the literature we are studying (For example we studied aerodynamics for *Hatchet* and rocks and

crystals when we were reading *Journey to the Centre of the Earth*. We did a large unit of work from grade 6-4 on colonial Australia when we completed an Australian literature theme in term 1. We read *The Voyage of the Bounty* and *The Riddle of the Trumpalar*.)

I found the iPads to be a valuable tool when teaching a personalised program. With the fantastic apps available it is almost a 'one stop shop' for students. (Some still prefer to use the PC for publishing stories and creating projects) Some valuable apps they use when responding to literature include;

- iMovie
- National Geographic World Atlas
- Safari (They have access to the Internet on their iPads at their desk all day)
- Pages
- Numbers
- Keynote (although they still prefer PowerPoint)
- Visualize
- Phoster
- iStopMotion
- Strip Design
- PuppetPals
- KWHL Chart
- ReadNRespond
- Corkulous
- iBrainstorm
- MorfoBooth
- Zite (Great newspaper site)
- Symbaloo
- Deezine (More for secondary students)
- Inspiration

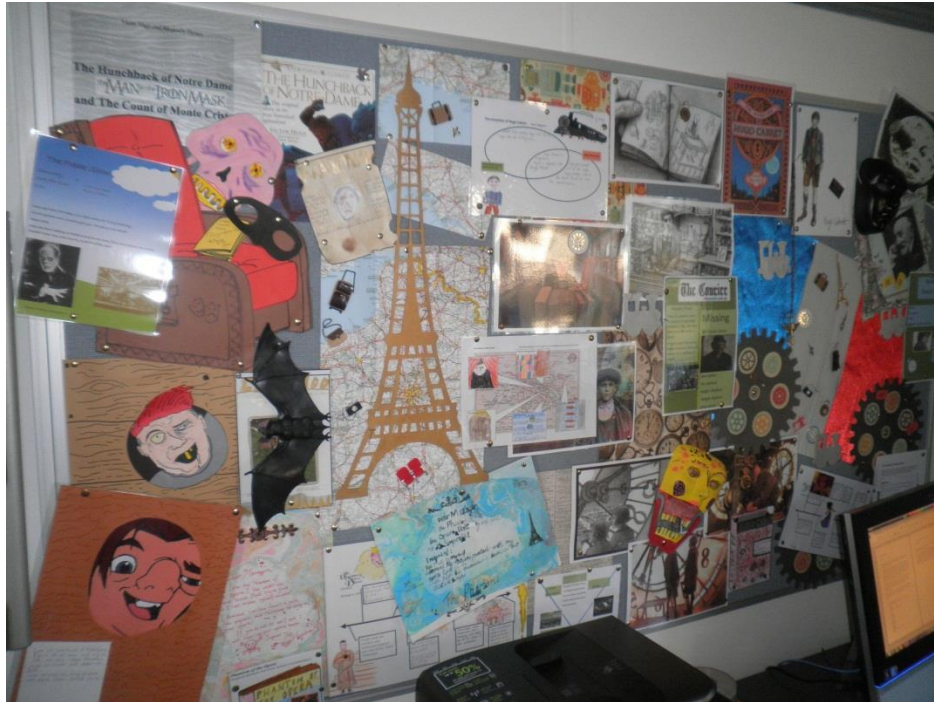
and others



Display of Roald Dahl learning

My students have 40 minutes of silent reading time every day. Half of that is spent reading text and the other half books on their iPads reading books I select for them or books they find for themselves in the App Store. (You can also find thousands of audio versions of children's books in iTunes)

I can also 'bundle up' apps into folders to help support student learning on whatever theme they are studying. For example the student working on *The Adventures of Hugo Cabret* could access on her iPad a folder with an app about the movie as well as a host of apps about Paris, toy making, silent movies and robotics (All themes in the story) She was also able to access movies on Youtube on her iPad that supported her learning. This has proved very useful with Early Years students studying fairy tales, fables and nursery rhymes as there are hundreds of apps and videos on Youtube that they can access at their desks, on their iPads whenever they need.



Hugo Cabret display board (We also ended up reading *The Phantom of the Opera* and *The Hunchback of Notre Dame* in abridged formats)

Below is a selection of apps that will give you a good introduction to the type of reading apps that are available

Great example of a 'pop-up-book' .



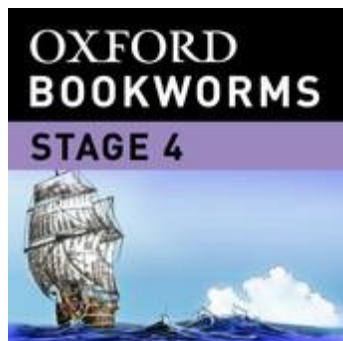
The Wizard of Oz Interactive 3D Pop Up Book

Genera Kids

Category: Books

Updated: 19 Sep 2012

Great abridged examples of classics from Oxford Press are available in English and Japanese.



Gulliver's Travels: Oxford Bookworms Stage 4 Reader (for iPad)

Oxford University Press ELT

Category: Education

Updated: 29 May 2012

Graphic novels are very popular (This edition is available in text form as well. We have both so children can choose what way they want to read them)



The Invisible Man - HD

Ave!Comics Production

Category: Books

Updated: 16 Dec 2010

Great interactive resource on Edgar Allan Poe. You can also find similar interactive resource apps for Dickens, Henry James, Herman Melville and many others



iPoe - The Interactive and Illustrated Edgar Allan Poe Collection

Play Creatividad

Category: Entertainment

Updated: 30 Sep 2012

This is a fantastic app. Download, read and enjoy.



Pedlar Lady

Moving Tales Inc

Category: Books

Updated: 29 Oct 2012

There are some fantastic apps supporting picture story books. This is a particularly good one.



Counting with the Very Hungry Caterpillar for iPad

Night & Day Studios, Inc.

Category: Education

Updated: 13 Aug 2012

There are excellent issues based literature like this one on bullying available



Dandelion

Protein

Category: Books

Updated: 13 Nov 2012

The award winning picture book also comes as a video. The IMAG-O-TRON app should be downloaded with it. If you have a copy of the book, use the IMAG-O-TRON with it for a pleasant surprise.

This is I think the future of books as apps. Download them and check it out for yourself.



The Fantastic Flying Books of Mr. Morris Lessmore

Moonbot Studios LA, LLC

Category: Books

Updated: 25 Oct 2012



IMAG-N-O-TRON: "The Fantastic Flying Books of Mr. Morris Lessmore" Edition

Moonbot Studios LA, LLC

Category: Entertainment

Updated: 28 Jul 2012

These readers also enable the children to 'interact' in writing on the app. There are many in the series and they are very popular with my Early Years students.



Collins Big Cat: It Was a Cold, Dark Night Story
Creator

HarperCollins Publishers Ltd

Category: Education

Updated: 14 Dec 2011

Children who love comics will find loads of comic publishers have their own apps (like this Marvel one) you can also subscribe to magazines (more come online every day) which can easily access in the NewsStand app.



Marvel Comics

Marvel Entertainment

Category: Books

Updated: 20 Oct 2012

T. Shaw Glen Park PS

28/11/12

Teaching and Learning with the iPad

Friday March 8th 2013

Today I attended a professional learning day run by Andrew Douch down in Melbourne entitled 'Teaching and Learning With the iPad'.

It was an interesting day. Andrew discussed the principles of 21st Century learning which put the use of iPads for learning in a social and pedagogical context. Some interesting quotes were:

'We need to move from hand it in to publish it'

'Ipad are tools- principles are what counts.'

'The knowledge economy is almost gone. This is now the era of creation'

Andrew also showed us a number of interesting creative apps in the afternoon session.

Some like Explain Everything, iStopmotion and Book Creator, we already use at Glen Park.

Andrew showed us how to make podcasts on Garage Band as well as Website Maker, Puffin and Reflector.

iPads in the Classroom at Glen Park PS

2013

Many schools are currently debating whether to go down the pathway of using iPads in the classroom or not. Glen Park made its decision 3 years ago and we haven't looked back. There are a variety of great ways to use iPads in a modern student centred classroom to achieve fantastic learning outcomes.

There are seven broad ways of effectively using iPads in classroom. In some ways we have succeeded in delivering positive outcome in these areas (make and Learn) but in other ways (Show and Manage) we either haven't had a great need or we are still developing strategies to use them.

Show (On the interactive whiteboard)

We are not convinced that AppleTV is 'bug free' enough to make it useful but we have experimented with using the VGA adapter from my iPad to the projector



Manage (the classroom)

Tools such as Class Dojo, Counter and Too Noisy can be used to manage classroom behaviour and student work habits.



Assess (Student work)

Student tasks can be assessed using Easy Assessment and Paper Less Teacher.



Interact (with students)

More for use with large classes apps such as Conduct Polls, Communicate Online, Host Game Show and Edmodo can help make the classroom a digital interactive learning environment. Students can record their experiences in iDiary and access their personalised learning program on DailyBook.



Access (Teacher files)

Files can be accessed using Dropbox, Quickoffice and ProHD



Make (Instructional Media)

Instructional videos can be created by both teachers and students using Explain Everything, Haiku Deck, Puppet Pals, Garage Band and Strip Design.



Learn (new things)

Teachers and students can learn new things using iTunesU, iBooks, News Gallery, Flipboard, Zite and Pinterest.



At Glen Park I create folders containing apps that link in with whatever theme work we are studying at the time. Below is an example of a folder full of books that have been selected for a student's personal reading and 'reading for learning'.



May 2013

How to Effectively use iPads in LOTE

Rebecca Gregory

07/06/13

Cliftons, Collins St. Melbourne

iPads enable children to work at their own pace and personalise their learning
Some languages have excellent apps (French) while others have few(Indonesian)
The iPa can provide: feedback, repetition, student talk time, real communication with target language speakers.

A lot of potential to link in with real language speakers overseas (Skype) Issues with time differences

Considerations

Time and effort v benefit

Reliable wifi connection

Saving and sharing work- need to have reliable access to work produced by students.



Socrative

Great online quiz activity for a whole class using the student paced quiz. Results can be emailed as a spreadsheet. Questions can be short answer or multiple choice or a game called 'Space Race'. - use the online version to set up quizzes.

(Log on as a teacher and go to Manage Quizzes to start)

other good apps

A+Flashcards Pro

Antiblack lite

QUIZLET

Teachers use the website to create the quiz and students should use the iPad.

QUIZLET also contains games as well as flash cards. Children could use it to create their own lists and to practice it themselves or share it with other students. This app is reasonably easy to use.

Edmodo is another app that can be used to make a quiz and for formative assessment. These quizzes can be done at any time and from home.

For uploading videos Rebecca recommended Drop Box.

QR Codes from the Barcode+Free app was explored and although time consuming to prepare looks like a lot of fun. Rebecca set up some QR Codes for us to explore with our iPads.



Apps to help with speaking languages

Make Dice Lite: This is a simple game. You can put words on dice that they roll by shaking their iPads.

Speaking apps:

Puppet Pals

Talking Tom

Morfo

Voice Record Pro

Garage Band- Podcast

At Glen Park

My next task in introducing LOTE to the classroom will be to ask children what they want to learn (from a short list) and then find some suitable apps for them to work with from early next term. I will provide them with three half an hour sessions just before lunch time to explore their apps. They will be asked to create a 'presentation' (Including a teaching tool of their own design using iPad

apps mentioned in this report) at the end of the half year to show what they've learned and we (myself and the students) will consider the future of the approach for 2014. They can use QUIZLET to make their own Flashcard quiz, Morfo to practice their pronunciation and SOCRATIVE to set their own class. from talking to LOTE teachers during the PD they felt that using only iPads to teach LOTE was not sufficient. They believed that existing apps weren't good enough to use without support from trained teachers. (I will investigate that) I would like to continue with the trial for this half year and judge our results at the end of the trial.



Children using iPads to record information on their Old Melbourne Gaol excursion September 17th 2013. Once back at school they used their photos and films to create movie trailers on iMovie and slide shows.

Moorabool Network

iPad PD

05/03/14

Introduction

The iPad was first released in 2010 and is the most successful tablet computer available on the market. (Apple have sold 100 million worldwide!)

We trialled iPads at Glen Park in 2011 and adopted them for all students (Foundation to 6) in 2012.

There are a multitude of uses for iPads in education. The most important use for iPads in my context has been the quality of the apps available (You won't find quality digital resources like the quality apps available for iPads for PCs or even on the Internet) for iPads which help to create a 'one stop shop' for student learning. I heartily endorse the use of iPads in primary and secondary schools (I was flabbergasted to hear a secondary teacher question their viability in secondary schools, thankfully that school has had a change of heart but they still think they are of little use in year 11-12!)

Why iPads?

(In no particular order)

1. Students learn at their own pace
2. iPads are the ultimate mobile learning devices.
3. iPads engage students in their learning
4. There are thousands of excellent apps
5. It fosters collaboration (*Lets Explain* and *Baiboard*)
6. Apps can make learning FUN
7. iPads can assist students with disability (autism, hearing loss)
8. iPads do away with the need for textbooks in secondary schools and higher learning.
9. Creates a paperless classroom (not quite, not yet)
10. Fantastic reference apps enable easy research
11. Easy movie making, recording and animation

12. Integrates photography
13. Pads or future devices like them will be how kids will learn in the future
14. You can access millions of books, comics and podcasts
15. There are apps for every age

iPads (Useful apps professional learning)

Apps mentioned in this section have been selected for their value and to show the potential of future app development. This is by no means an exhaustive list of recommended apps (That list would never be complete.) There are other apps mentioned in this discussion paper as well as new ones appearing every day and old ones being updated following feedback from users.

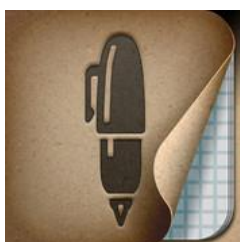
Dailybook (Journal / Diary)



Pages



Penultimate



The Australian Curriculum – Mobile Edition (ACARA)



Record of Reading



WRITING / READING

The Flautist of Hamelin HD - Children's Story Book



Pedlar Lady



Collins Big Cat: It Was a Cold, Dark Night Story Creator

By HarperCollins Publishers Ltd



Wordsalad - Your salads, redefined - School Edition



Comic Life



Strip Designer



Book Creator for iPad

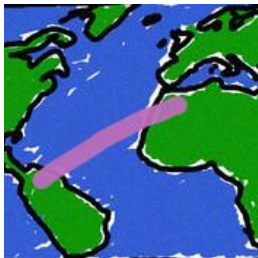


Phoster

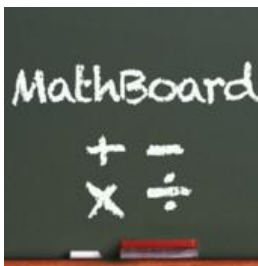


Maths

Finger Measure



MathBoard



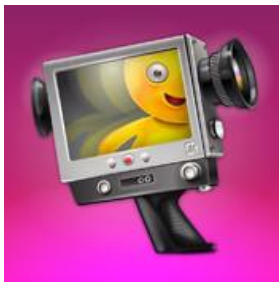
Curious About Shapes and Colors

By Houghton Mifflin Harcourt



Film Making/recording

iStopMotion for iPad



GarageBand

By Apple

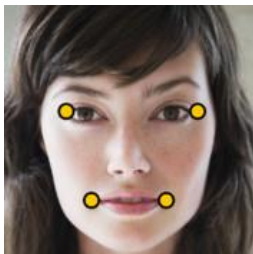


Explain Everything™



Morfo

By SunSpark Labs



ART

Paper by FiftyThree



Time permitting we will look at some other apps that might be of interest.

OUR IPAD RULES



Hold the iPad with two hands.



Always sit down when using the iPad.



Turn the iPad's screen off when the teacher is talking.



Be gentle when tapping the screen.



Only use the app or website you have been asked to use.

Be Safe ... Be Responsible ... Be Respectful...



Link to downloadable iPad reference guide

<http://alasutim.wikispaces.com/file/view/ipad-quick-reference-2.pdf/331337372/ipad-quick-reference-2.pdf>

Suggested core teacher apps

<http://resourcelinkbce.files.wordpress.com/2013/02/2012t1coreteacherapps.pdf>

Suggested core students apps

<http://resourcelinkbce.files.wordpress.com/2013/02/2012t1corestudentapps.pdf>

Blooms taxonomy and iPads

<http://www.upsidelearning.com/blog/index.php/2011/08/24/ipad-applications-in-blooms-taxonomy/>



Silvia Rosenthal Tolisano ~ GloballyConnectedLearning.com ~ adapted from Kathy Schrock's Blooming iPad