

Spring 2012 There's an App for That!: iPads in Education

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Dates: March 5 – March 30, 2012

Location: Online

Description:

Mobile devices are everywhere you look, including schools! As devices, specifically iPads, make their way into the hands of teachers and students, how do we leverage their convenience and popularity to enhance teacher productivity and student learning? This course will examine the key question, *What place do iPads have in schools?*, through the examination of case studies, the review and evaluation of Apps, and the evaluation of App-centric lessons. Participants will have numerous opportunities to share ideas, questions, and tips with one another. Upon successful completion of this course, participants will have a working knowledge of how to use iPads efficiently in their professional productivity, as well as with students in teaching and learning environments.

Course Objectives

Learning Objective	Assessment Component
Participants will examine the role of iPads in teaching and learning and weigh the benefits and challenges of using these devices as teaching and learning tools.	<ul style="list-style-type: none">• Weekly Discussions• Reflection Activities
Participants will identify and explore iPad Apps with potential for integration into teaching and learning environments.	<ul style="list-style-type: none">• App Exploration Activity• Critical Review Activities
Participants will develop skills in reviewing Apps as a means of finding Apps appropriate for teaching and learning at their grade level.	<ul style="list-style-type: none">• Lesson Plan Activity• Critical Review Activities
Participants will compile a resource listing apps and their value in teaching and learning as well as suggestions for use in classroom settings.	<ul style="list-style-type: none">• Final Project

Course Requirements

- Completion of four weekly modules using the Blackboard learning management system through Framingham State University (module assignments and due dates/times outlined on subsequent pages).
- Completion of the final project, creating an App Guide.
See final project overview and rubric on p. 5 of this syllabus.

Course Credit

1 graduate credit and 22.5 PDPs will be granted through Framingham State University.

Course Grading

- Participation 10%
- Discussions 20%
- Learning Activities 40%
- App Guide 30%

All assessment will be completed through the use of the rubrics found on pages 4 and 5 of this syllabus.

Module Participation

It is expected that you will participate in module discussions and complete module activities by midnight on the last day of each module.

Week 1

(03/05-03/11)

Introduction

Discussion:

Introduce yourself to your classmates. Include information such as what you do for work, why you are taking this course, how you currently use an iPad in your personal/professional life, personal hobbies/interests. Please respond to all introductions.

Module 1

Topic: What place do iPads have in schools?

Reading:

- Schuler, C. (2009). Pockets of Potential: Using Mobile Technologies to Promote Children's Learning. Retrieved 11/15/11 from http://joanganzcooneycenter.org/upload_kits/pockets_of_potential_1_.pdf
- Roscorla, T. (2011). The Impact of the iPad on K-12 Schools in [Classroom Technology](#). Retrieved 11/13/11 from <http://www.convergemag.com/classtech/Impact-iPad-K12-Schools.html>
- (2010) An iPad in Every Classroom: Teacher Tested, Student Approved! Retrieved 11/13/11 from <http://wirededucator.wordpress.com/2010/04/15/an-ipad-in-every-classroom-teacher-tested-student-approved/#comment-327>

Learning Activities:

- Reflection: iPads in My Classroom

Discussion:

Watch [One Transformed Classroom](#). After watching the video share one strategy or insight shared by the instructor that resonated with you. Share one question that you have about what the teacher shared in the interview.

Week 2

(03/12-03/18)

Module 2

Topic: iPad Tips, Tricks & Productivity Apps

Reading:

Intelligenti, Ltd. (2010) Tips & Tricks, iPad Secrets (\$99 for full version/ free lite version available in the App store)
View review at: <http://www.youtube.com/watch?v=UkzzUGlhY0k>

Learning Activities:

- Learn a Tip/Trick, Leave a Tip/Trick – course wiki
- Teacher Productivity Exploration – course wiki

Discussion:

After engaging with the Teacher Productivity Exploration wiki this week, share two (2) apps that you explored in depth. Share all pertinent information about each App: name, developer, cost, the strengths of the App in enhancing your professional productivity, and the weaknesses of the App from your perspective.

Week 3
(03/19-03/25)

Module 3
Topic: Student Productivity Apps

Reading:

- State of Victoria (Department of Education & Early Childhood Development) (2011) iPads for Learning: Getting Started – Classroom Ideas for Learning with the iPad, Resource Booklet for Schools. Retrieved 11/13/11 from <http://asp-uk.secure-zone.net/v2/index.jsp?id=639/684/1619&lng=en>

Learning Activities:

- Review an [iPad Lesson](#)
- Complete 4 Critical Evaluations of iPad Apps for student use in class
App List: [iPads in the Classroom](#); [K-5 Apps According to Blooms Taxonomy](#);
Evaluation Form: Kathy Schrock's [Critical Evaluation of iPad Apps](#)

Discussion:

Share one of the Apps you reviewed. Be sure to provide the following information: cost, creator, why you chose to examine the App, strengths, and weaknesses. Also indicate where it would fall on [Bloom's revised taxonomy](#)?

Week 4
(03/26-03/30)

Module 4
Topic: The Logistics – Managing iPads in Classrooms & Project Sharing

Reading:

- Managing a Classroom Set of iPads Retrieved 11/13/11 from <http://ipadschools.wikispaces.com/Managing+a+Classroom+Set+of+iPads>
- [Charging, Syncing & Securing Multiple iPads](#)
- [App Store Volume Purchasing Program](#)

Learning Activities:

- Reflection: Managing iPads
- Final Project – App Guide

Discussion:

Share your App Guide as an attachment to your discussion post. In the post, provide an overview of your Guide (e.g. types of Apps, why you selected them, how you plan to use & share your Guide). Review and comment of each participant's App Guide.

*Additional readings, assignments and discussions may be added at the instructor's discretion.

ASSESSMENT TOOLS

Participation Rubric:

There are four modules. You will receive a participation grade for each module. The scoring is as follows:

- 3 You participated in all components of the module.
- 2 You participated in most components of the module.
- 1 You participated in some components of the module.
- 0 You did not participate in the module.

The sum of your 4 participation grades will be divided by 12 for a final participation grade.

Discussion Rubric:

Score:

- 3 You thoroughly participated in the discussion (3 or more posts). Your contributions were relevant to the posted topic(s), detailed & keep the conversation moving.
- 2 You participated in the discussion (2 posts). Your contributions were relevant to the posted topic(s), & helped keep the conversation moving.
- 1 You participated in the discussion (1 post). Your contributions were somewhat relevant to the posted topic(s).
- 0 You did not participate in the discussion.

Learning Activity Rubric:

Score:

- 3 The activity was thoroughly completed, demonstrates deep reflection about the topic, and provides evidence of genuine understanding of how the assignment relates to your professional work.
- 2 The activity was completed, demonstrates reflection about the topic, and provides evidence of understanding how the assignment relates to your professional work.
- 1 The activity was partially completed, demonstrates minimal reflection about the topic, and provides little evidence of understanding how the assignment relates to your professional work.
- 0 The activity was not completed.

Final Project: App Guide

The goal of the final project is to have you reflect upon the content of this course, produce a document which demonstrates your learning in the course and outline how you will use course learning in your professional work. For the final project, you will create an **App Guide**. This guide will highlight eight Apps that can be used by educators to enhance teaching and learning in classrooms. This guide will serve as a reference for you as you work to integrate iPads into teaching and learning, as well as a guide you can share with colleagues. Specific guidelines for creating your **App Guide** will be shared during the course. The **App Guide** will be assessed using the rubric below.

Final Project Rubric

	3	2	1	0	
# of Apps	Eight (8) Apps were included in your guide.	Five (5) – Seven (7) Apps were included in your guide.	One (1) – Four (4) Apps were included in your guide.	No Apps were included in your guide.	X1
Guide Content	<ul style="list-style-type: none"> Content of the project is directly related to the content of the course. All required information about each App is included. 	<ul style="list-style-type: none"> Content of the project is somewhat related to the content of the course. Most required information about each App is included. 	<ul style="list-style-type: none"> Content of the project is not related to the content of the course. Some required information about each app is included. 	No content was included, just a listing of Apps.	X2
Relationship to Professional Work	The project shows evidence of being readily and easily utilized in your professional work.	The project shows evidence that it can be utilized in your professional work.	The project does not show evidence of usability in your professional work.	No project was completed.	X2
Project Quality	The project shows evidence of extensive thought and planning resulting in an excellent project.	The project shows evidence of thought and planning resulting in a good project.	The project lacks evidence of thought and planning resulting in a poor project.	No project was completed.	X2
Project Sharing	The project was shared clearly & thoroughly via the Final Project discussion board.	The project was shared via the Final Project discussion board.	The project was shared with the instructor only via email.	The project was not shared.	X1
TOTAL					__/24

Score: ___/24 = ___ x 100 = ___%