

SET BC iPad Final Project Report

Airport iPad Stars

Submitted by

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About the Project

- We taught a core group of project students technology tools in a small group setting and then supported them with implementing the iPad into their daily classroom work (reading/writing). We supported one intermediate classroom teacher and two Educational Assistants in developing their own technology tools to support students with learning challenges.
- There were 14 target intermediate students. The students have varied learning challenges including: significant challenges with written output, reading comprehension, reading fluency, and executive functioning.

Student Project Goals Achieved

Student Team Goals:

- To increase student engagement and quality/ quantity of completed assignments using the iPad device and educational apps.
- Develop student independence to use iPad technology tools to support learning, including learning/demonstrating iPad foundational skills.
- Exploration and evaluation by project team (students and educators) of educational apps to support students with learning challenges.
- Increase acceptance of the use of technology to support educational goals
- To assist in developing an individualized learning plan and assess their progress with their goals.

Educator Goals Achieved

- To explore and evaluate the effectiveness of iPads and educational apps to support students with learning challenges.
- To provide data on the effectiveness of iPads and Educational Apps to support students with learning challenges to SETBC and the school district.
- To develop a plan to implement iDevices appropriately within the classroom and school.
- Increase acceptance of the use of iPad technology within the school to support educational goals and to increase expertise of teachers in integrating iPad technology into the curriculum.

Language Arts Goals Achieved

Based on the English Language Arts K-7 Integrated Resource Document, (gr.5/6/7 English Prescribed Learning Outcomes) students in this project will use iPad technology and educational apps to:

- Oral Language (Speaking & Listening)
 - Purposes (Oral Language)* A1, A2, A5
 - Thinking (Oral Language)* A7, A8, A9, A10, A11
- Reading and Viewing
 - Purposes (Reading and Viewing)* B1, B2, B4
 - Strategies (Reading and Viewing)* B6, B7
 - Thinking (Reading and Viewing)* B8, B9, B10
 - Features (Reading and Viewing)* B11
- Writing and Representing
 - Purposes (Writing and Representing)* C1, C2, C3, C4
 - Strategies (Writing and Representing)* C5, C6, C7
 - Thinking (Writing and Representing)* C8, C9, C10
 - Features (Writing and Representing)* C11

Technology Goals Achieved

Based on the Information Technology K-7 Integrated Resource Document, (gr.5/6/7 Prescribed Learning Outcomes) students in this project will also use the iPad and apps to:

FOUNDATIONS - Foundations provide students with the fundamental knowledge, skills, and attitudes to use information technology tools in all areas of learning.

- manipulate electronic documents using a variety of tools, access online resources, work cooperatively using IT tools, apply troubleshooting strategies, practice socially responsible use of electronic information, use appropriate keyboard techniques to enter information, practice behaviors that demonstrate self-reliance when using IT tools, demonstrate a concern for the responsible use of IT tools

PROCESS - Process allows students to select, organize, and modify information to solve problems.

- analyze information retrieved from a variety of electronic sources; use iPad to create, modify, explore, and present electronic documents that express ideas or concepts; use a variety of methods to transfer information using iPad (electronic tools)

PRESENTATION - Presentation provides students with an understanding of how to effectively use information technology tools to communicate ideas and information using a variety of media.

- synthesize information from a variety of electronic sources for their presentations; demonstrate an understanding of how information technology tools can be used to influence presentations; apply the principles of good design when developing electronic documents; create and present multimedia presentations; analyze the impact of presentations on the intended audiences

Our Learning

- We observed that students' engagement in learning, and quality/ quantity of reading, written output, and positive attitudes towards academic assignments have all improved significantly.
- Students and staff have developed increased comfort and independence with using iPad technology and educational apps as a teaching and learning tool to support students with learning challenges.
- Students have demonstrated their knowledge of iPad foundation skills and usage of educational apps for assignments through assignment completion and mentoring peers.
- Project Team has explored and evaluated educational apps to support writing, reading comprehension and executive functioning and have shared that information.

Barriers

- A key member of our team has been on leave since November and was not replaced until mid-May. We had to scale down our plans.
- Independent implementation of iPads and apps for assignment completion into classrooms is still ongoing.
- We were not able to provide release time for classroom teachers to work alongside the team.
- One of our target students chose to leave part way through the project.
- Students started to rely on the assistive technology tools on the iPad but we did not have enough iPads for everyone to get the support that they needed from the tool.
- Multiple users for each iPad made it difficult to manage documents – some students reported that their work had gone missing or was changed by another user

Successes

- Student confidence and engagement increased throughout the project.
- Quality and quantity of assignment completion improved significantly.
- Multimodal ways to share their learning has greatly enhanced what students are able to produce.
- Target students have become ambassadors with the iPads and are now sharing their skills with peers and staff.
- Through PLC (Professional Learning Communities) we were able to focus on the iPad project with a small staff group.
- Positive results of the project were felt throughout the school environment and it is likely that the project will continue to grow next year.

Buddy Sharing



Late this Spring, some of our iPad project students began to buddy with Kindergarten students. They shared accessible books and literacy apps with the Kindergarten buddies for Silent Reading.

Advice






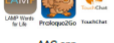

- Have a designated iPad storage system
- Label and number iPads and assign them to specific students so they always get the same one.
- Preteach options for demonstrating learning
- Offer students choice to demonstrate learning (choice of apps, choice of tools – keyboard, enabled dictation, audio recording)
- Co-teaching, planning and reflecting
- Use a picture supported visual schedule and iPad timer for all lessons
- Ability to share via mirroring immediately – also able to receive feedback from peers and celebrate their work

iPad Storage



Choices



Writing Choices Apps or Tools	
	- Microphone "Enable Dictation" onscreen keyboard - Notes app and other apps - Voice to text - Copy and paste into other text boxes
	- iPad on Screen keyboard
	- word processing - talking word prediction - word banks
	- one sentence word processing - word banks
	- talking word prediction - word examples
	- write with AAC vocab - tap message window to copy and then paste text into text box in another app
	- Apple keyboard

Future Plans

- Next school year, we plan to continue working with target students to implement iPad technology into classrooms to further support and enhance student learning, engagement and work production.
- We plan to add a new group of students to the iPad project.
- We plan to have our current iPad ambassadors continue to share their knowledge and learning with staff and students throughout our school.

