Use of iPads to Support Group Work in the Classroom

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Context

- SVSU: A comprehensive regional university with enrollment of approx. 9,000 students.
- Teaching institution
- Recent initiatives to advance teaching innovations
- Good investment technology infrastructure
- Organizational culture
Literature Review

• High level of adoption and popularity of iPads among college students

• Despite the popularity, use of iPads for teaching and learning is limited (Nyugen & Barton, 2014)

• One of the main reasons is limited research examining the instructional effectiveness of iPads
  – Students enjoy using iPads but no evidence of impact on learning
  – Faculty skeptical about instructional potential of iPads
Engagement Theory

• Is a model of learning in technology-based environments
• Developed by Greg Kearsley & Ben Schneiderman (1998)
• To maximize learning students must be engaged with the content
• Three components: collaborative teams, project based learning, authentic learning
Lossless Learning, Jared Stein

9:10 (Telepathy)

20:58 (X-ray Vision)

27:07 (Telekinesis)

35:23 (Spidey-sense)

Reference

Instructional Challenges in Traditional Classroom

- If another student says it/writes it...’doesn’t matter’
- Hard to read notes
- Not taking notes
- Not engaged
- No sharing of ideas
- Information is not retained
- Lack of perceived value unless typed
Herbert H. and Grace A. Dow Academic Award

• Goal: To support innovations in teaching at the collegiate level

• Purchase of 6 iPads for classroom use
Research Questions

1. Can iPad use have an impact on retention of the material?

2. Will students like the technology?
Data

- Exams and quizzes
- Discussions, in class and online posts
- Student Surveys
### Results

Table 1

**Demographic Comparison of the iPad Class versus the Traditional Class**

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Qualitative Feedback: Positive Aspects

- Faster note-taking
- Enjoyable
- Collaboration and engagement
- See other viewpoints and answers
- “easy to get others’ notes online”
- “not messy like pen and paper”
Qualitative Feedback: Negative Aspects

- Non-class activities
- Only 6 iPads
- Technology problems
- People wanted to do the typing
- “distracting when people around you are on social media/surfing the web”
- “only some people were helping”
- Contrast the conservative and liberal views of the causes of crime (pg. 20)

**Conservative:**
- "bad choices" made freely by an offender
- Crime is caused by criminals
- Ideology is consistent with the classical school of crime
- Excessive leniency towards lawbreakers
- Emphasis on the welfare and rights of lawbreakers at the expense of the welfare rights of victims, law enforcement officials, and law abiding citizens
- Erosion of discipline and respect for authority
- Excessive permissiveness on society

**Liberal:**
- Overcriminalization
- Labeling and stigmatization
- Overinstitutionalization
- Overcentralization of authority
- Discriminatory bias, especially racism and sexism
- Identity with the positivist school of crime, seeking the root causes of criminal behavior

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+ Conservatives (lecture notes)
  - Value order & stability
  - Respect for authority
  - People get what they deserve
  - Crime caused by free will
  - Problems (pg 20)
    - Excessive leniency
    - Emphasis on welfare
    - Erosion of discipline
    - Excessive permissiveness

+ Liberals (lecture notes)
  - Value equal opportunities & individual rights
  - Crime caused by environment & where you were raised
  - Problems (pg 20)
    - Overcriminalization
    - Labeling & stigmatization
    - Overinstitutionalization
    - Overcentralization of authority
    - Discriminatory bias especially racism & sexism.

No one asked for the paper notes back
Lessons Learned

Instructor feedback
- didn’t realize iPads could be used to take notes
- academic use

IT collaboration
- policy challenges
- software (Microsoft Word)
- instructor time/technical issues

Institutional – level support
- strategic vision
- organizational support
- mindset (not just the technology)
- scaling up challenges
### Exam Scores

#### Group Statistics

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## Descriptive Statistics: Quantitative Portion of Survey

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Discussions Red Group- What are the ecological characteristics of the zone in transition that Shaw and McKay identified as criminogenic?

Red Group- What are the ecological characteristics of the zone in transition that Shaw and McKay identified as criminogenic?

- Physical decay (crumbling and abandoning buildings)

- Population heterogeneity (a mix of people from different ethnic groups)

- High population of mobility (constant movement of resistance in and out of the neighborhood)

- High poverty rates
REFERENCES

