



Foster Multiply and Connect Adult Education

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Item	Science Teacher iPad Deployment
<b>Introduction</b>	This case study focused on how to use mobile technology, iPads in particular, as a useful in-class tool for technology integration. Researchers wanted to provide professional development and continuous support to 4 secondary school science teachers on using the iPads as a tech tool. The objectives of the project were to encourage teachers to take ownership of their professional development and combine lessons' needs with the use of mobile technology in class.
<b>Type of institution involved</b>	The science department at a suburban high school in the U.S.A
<b>Title of the methodology used</b>	Mobile teaching and learning in the Classroom and Online
<b>Type of educator</b>	School teacher
<b>Tool/tools used</b>	Virtual learning environment
<b>Main Challenges, Key Success and Enabling Factors</b>	<p>During the application of the case study, it was obvious that the on-going support provided to teachers (by the researchers) after their initial training, gave them a strong motive and feedback to continue using the iPads. This was considered to be a key success. The main challenge was to make the teachers feel confident when using iPads, as a pedagogical tool, in front of their students. Secondly, teachers felt that students won't treat iPads with care and they will consider themselves using a mobile device/phone rather than a computer. As a result, this will not inspire them to get seriously engaged with the lesson's aim.</p> <p>The initial professional development session was designed to introduce the usage of the iPad to teachers (by the researchers) by setting up their devices and iTunes accounts. The next step was to provide to teachers all the necessary digital material as well as a basic orientation to some applications related to science. This apps were preloaded on the teachers' devices, so that they will save time. The main aim was to update or introduce new apps to students and give them enough awareness to keep on discovering new things and evaluate new data. Teachers did not feel much confidence at the beginning. On the other hand they tried to customize the iPad use to their lesson's needs by having the students complete an online quiz,</p>

	<p>using their devices , followed by a teacher's demonstration of a certain chemistry concept using an app and then a document camera to project his screen to the class. A second quiz concluded the lesson and in the end everyone agreed that integrating several different mobile learning activities into a session was quite a success.</p>
<b>Lessons Learnt and Recommendations</b>	<p>This experiment has shown that changing and transforming a lesson using digital and ICT tools is interesting and innovative and keeps students motivated and more involved. However, the main hazard is for students to show maturity and ownership when using the devices and not feel that they are just discovering some useful stuff without taking serious advantage of it. Another thing that needs to be taken under consideration is the high cost of the iPad, since as a single device, they have almost the same cost as a computer or two netbooks. Finally, the most important thing was the one-to-one student-to-device ratio: without this, teachers think that it is quite impossible to move further to mobile teaching and learning.</p>
<b>Country</b>	U.S.A
<b>Name of the Institution/Educational Center</b>	Sacred Heart University, USA



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