Instructional Plan

I Pad 2 in the Classroom

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The ways of teaching and learning are evolving every day, teachers have to teach in an ever changing manner and students are learning in differentiated manners. The use of technology in the classroom has brought a new way to reach both the teaching and learning that has to occur. Apple and the introduction of I pad 2 has given both teacher and student a way to teach and learn with new techniques. At Chester we have had the fortune to get each classroom five I pad 2 devices for teachers and students alike to use.

There will be many new aspects that teachers will need to develop and learn in order to use the new technologies effectively in their classrooms. Teachers will have to obtain an email to use in their classroom. They will also have to learn and master the techniques of syncing I pads to their computers for installing, managing, and backing up apps and information on in class I pads. IBooks is an app that teachers will need to utilize to reach a wide range of students levels in their classrooms. Students can benefit from the content that is displayed on a teacher’s I pad, learning how to display materials to the entire classroom will be a must. Having these devices in the classroom is great, but teachers will need to learn strategies for using them effectively in the classroom while still teaching core content.

The first step that the teachers will need to do is to set up a generic Google email account. They will need to do this so that they are able to set up an account to run their apple accounts. We will go to Google’s website and construct emails that can be used by current teachers or by a new teacher that would come in. For example we would name the email account [Chester4th@gmail.com](mailto:Chester4th@gmail.com) and use like characters for the passwords. After completing the email set up from Google, the teachers will be ready to get started with the Apple side of things.

Next, in the instructional plan will be to create an apple account and to download ITunes onto individual teacher laptops. The teachers will have to download the latest free version of ITunes. Once they have downloaded this version they will need to register their new Google email into making the apple account. Teachers will need to register the account as an account that will pay solely with ITunes cards. Once they have this account registered they will register the account on one of the I Pads.

The next step in the plan will be to teach teachers how to download different applications on their ITunes. On the laptops that the teachers downloaded the ITunes on we will have teachers log in to their ITunes account to download different applications. We will have teachers download the accelerated reader application for reading comprehension tests. Teachers will also download a couple other sample applications for teachers like Doodle Buddy and Explain Everything by doing this they will learn how to download applications onto their ITunes accounts. Once teachers have done this, we will have them download a couple from the app place on their IPads so that they will learn how to managed the downloading the apps from their respective IPads.

After obtaining a few sample applications for the IPad on the teacher’s ITunes accounts and IPads, they will learn and practice creating a back up and syncing their devices. Teachers will open ITunes on their personal laptops and then plug an IPad into our laptop. They will then arrange applications as they want them to appear on their IPad. Once finished arranging applications the teachers will click their IPad icon in ITunes and name this backup. After doing this they will need to hit the sync button. Once one laptop has synced they will just need to plug other IPads in and click the sync button and the same backup will show up on those IPads.

Teachers will at times need to be able to display what is on their IPads to the entire class. With an Apple TV device and a connection to the projects that are currently in the classroom teachers can display what is on their IPad to the rest of the class. By doing this the teachers can have the students interact with the IPad that they are using. By connecting to the Apple TV device teachers can control what the activity is or the teacher can pass the IPad around and the students can manipulate the activity on the IPad. Having the ability to connect to already present projectors will give teachers the opportunity to display and interact with different activities that he teacher might want the class to go through.

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| **Title:** Implementation of IPad 2 Device into the Classroom  **Date and Time:** School’s Pre-Service (1 morning, 4 hours) | | | | |
| **Learning Objectives** | | | | |
| **The participants will be able to…** | **Content Heading** | **Key Points to Emphasize** | **Instructional Technique** | **Estimated Time** |
| create a Google email account and an Apple account. | Email account | Teachers need to make general emails so that if a new teacher comes in, they will be able to use this account for their use. | Lecture and show and answer | 20 Minutes |
| download and use applications for their IPads. | Application download | Teachers will download useful applications for their use or students use. The instructor will show how to do this as a group and participants will do the same on an example one. The individuals will then have the ability to download apps. | Large group work | 30 Minutes |
| create a backup and manage the application on their device. | Management and backup | The instructor will show how to create applications in folders and arrange the applications as they wish to create a backup. The participants will then do the same with the help of people around them and the instructor. | Large group work | 45 Minutes |
| learn how to display what is on their device to the entire class. | Device display | The instructor will discuss how to display their IPad to the entire class. Then the instructor will show the group how to do this. The participants will then do the same but connecting to the display. | Lecture and Group Work | 30 Minutes |

The andragogical approach to learning fits the in-service for teachers learning how to implement IPads into their classrooms. The first assumption of learning that adults need to know the reason they are learning how to implement IPads into their classroom. It is there classroom and they have these devices present for them is reason enough that they know why they need to know why they are learning this. At different stages of the in-service it will also be stated for them why we are learning this and if participants have questions will have time to answer them. The participants will also have time to ask questions to clarify exactly why they need to know different details.

The second assumption of this learning approach is experience providing the basis for learning, the teachers have had some experience with these devices but we are holding this as an introductory experience. The teachers have had the devices in their classrooms for four months at the end of the previous school year. We used them under a general account and teachers haven’t had to manage them or the ability to download appropriate applications on their own. Because their experience in working directly with the IPad devices and managing them is very low, we will fall back on the teacher’s background knowledge of other technologies they have in their classrooms.

The next assumption for this learning approach is that adults need to be responsible for their decisions on education and involvement in the planning and evaluating of their instruction. For this in-service to be as effective as it can be the teachers will need to be involved so that we can get the most out of the day. The teachers were involved in the planning process, as at the end of the previous year we sent out a questionnaire to see what they wanted to know most about in regards to the IPads in their classrooms. The teachers will get this information but the ultimate success from the in-service will come if they are involved and responsible for the learning that takes place.

The fourth assumption in the andragogical approach to learning is that adults are most interested in learning subjects having immediate relevance to their work and personal lives. These IPad devices that we will be discussing an learning about have very relevant and can help their teaching strategies immediately. The new devices are very relevant for the teachers and learning how to manage these devices is very important to the success and ease for the teachers in using them.

The next learning approach is adult learning is problem centered rather than content-orientated. The teachers have had the devices in their classrooms but have not had to manage, download, or use for teaching purposes. So this in-service is very problem centered in that teachers will have to learn how to do these things. Because of the background teachers have in this area it will be very problem centered rather than the content driven.

The last approach to this andragogical learning is that adult learners respond better to internal versus external motivators. By having the questionnaire from the previous year and discussion that we have had I know that the teachers are intrinsically motivated to learn how to use and manage these IPads. By having these discussions with the teachers I have had many of them tell me that they want to learn how to use these effectively so that they can teach their students better. I have also had them tell me that they want to learn so that they have this option of teaching to another learning style and having the ability to differentiate their instruction.

Having the ability to use, manage, and teach from these new IPad devices is vital to a new way of teaching and learning. Through this in-service the teachers will learn how to use these devices to better their teaching and learn how they can make aspects of their teaching easier.