

# The Realities of Sharing iPads

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Duxbury Middle School  
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# A little about us

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## Teaching Experience

- Mike: 13 yrs. - 7th & 8th Grade History
- Sarah: 6 yrs. - 8th Grade History

## Tech Experience

- Mostly self taught
- Experimenting with iOS devices
- Conferences & Workshops
- Developing and leading “Teach the Teacher” style PD

Friday, October 18, 13

Sarah– personal interest in technology, resources at end of presentation

Owned iOS devices personally

Went to every conference I could

– teach the teacher model of PD to learn new technologies– iMovie first, built from there

# How did we get here?

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- Grant for 15 iPads (2011-2012)
- Second grant to complete the existing cart, add two more carts and funding for apps. (2012-2013)
- All for 8th grade History
- Pilot “1:1” concept, access online text, experiment with PBL

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**Mike:**

Access to online text is only possible through an app with flash capabilities (Puffin, Photon Flash)

# Management (Tech Dept.)

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## Technology Department

- Apple Configurator vs Casper
- Updates
- New apps
- New iOS



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Mike:  
Preface by stating we love the tech dept. We need more of them!

Mike's scenario with 15 (Mini utopia) vs new scenario with 75

Tech dept. was using Casper and switched to AC. Easier for them but more difficult for us.

Mass updates on vacations unless it is essential (Drive, Chrome, Puffin, Edmodo)

# Management (Classroom)

## Classroom Management

- 4:1 or 5:1
- iPad Logs
- iPad User Agreement
- Labeling and Assigning

### ***iPad Proper Use Agreement***

I, \_\_\_\_\_ understand that this year I have the privilege of using and iPad in my Social Studies class. \_\_\_\_\_

I understand that use of this iPad falls under the **Duxbury Public Schools Acceptable Use of Technology** policies outlined in the student handbook. \_\_\_\_\_

By signing this agreement, I promise to treat this technology with respect and kindness. \_\_\_\_\_

I understand I will be assigned a specific iPad for my use in this class, and that I am responsible for its well being during my class period and any other time I use that iPad or a friend's. \_\_\_\_\_

I understand that the mistreatment of **ANY** (mine or a classmate's) of the iPads may result in the loss of my privileges for the year. \_\_\_\_\_

I understand that mistreatment means:

- neglecting proper physical care of the iPad (rough housing with or near device, rough use, hitting the screen too hard, eating or drinking near it, applying stickers/decorations, etc..)
- updating the OS, updating apps, attempting sync the iPad with another computer, clearing the browsing history of any browser app
- altering the default settings within the "Settings" app without permission. This includes but is not limited to: Home button settings, "Accessibility" options, multitasking, sounds, notifications, etc..
- altering the lock/home screens without permission. This includes but is not limited to: Wallpapers, moving apps, creating folders, deleting apps, etc..
- altering login information of any apps without permission
- downloading unauthorized items
- use of your personal apple id to download items
- neglecting to notify the teacher of any issues/damages found
- any other otherwise unmentioned similarly inappropriate behaviors towards the iPads.

I will maintain a log of my iPad's condition before every use and after to assist in maintaining the quality of the machines over the year. \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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Sarah:

terrified I didn't know enough about the devices

EdTechTeacher model last year of playing with devices to learn functions and get comfortable researched contracts schools had and other strategies

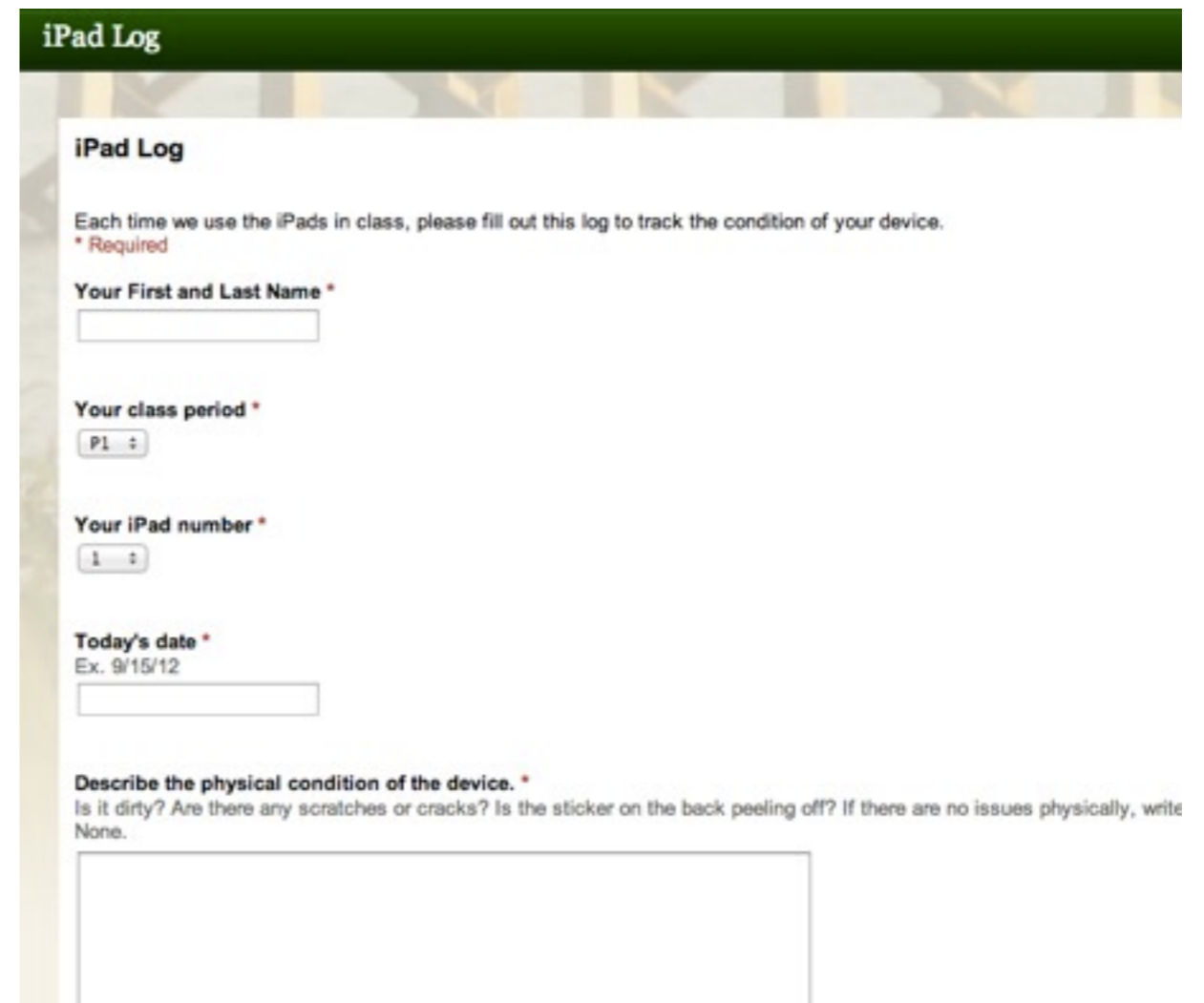
User agreement clarifies acceptable actions

labeling and assigning with logs held accountability for 8th graders– substitute in class, tracked down culprits

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The image shows a screenshot of an "iPad Log" form. The form has a dark green header with the text "iPad Log" in white. Below the header, the form is titled "iPad Log" and includes the following instructions: "Each time we use the iPads in class, please fill out this log to track the condition of your device." and "\* Required". The form contains several fields: "Your First and Last Name \*" with a text input box; "Your class period \*" with a dropdown menu showing "P1"; "Your iPad number \*" with a dropdown menu showing "1"; "Today's date \*" with a text input box and an example "Ex. 9/15/12"; and "Describe the physical condition of the device. \*" with a text input box and instructions: "Is it dirty? Are there any scratches or cracks? Is the sticker on the back peeling off? If there are no issues physically, write None."

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# Where do I begin?

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## Developing Student & Support Staff Skills

- Create a common vocabulary
  - Browsers, Drive vs. Docs, Edmodo, Export (“Open In”), Etc..
- Basic workflows
  - How to move info from Edmodo to other apps
  - How to move info to other apps back to Edmodo
  - Teach your classroom aides
  - “Is this improving learning or re-inventing the wheel?”

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Mike:

Elaborate on vocab and workflows use experiences. (Frustration at first then a tipping point where kids finally get it)

# Wait...what?

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Sarah:

A totally different language!

Realized around November last year that I was saying things like “I shared a document in your folder on Edmodo, go pull it down into Pages, work with your buddy, export it or screen shot it and put it in your backpack so you have it from home, ok?”

Support staff are slower to pick things up than the kids...



# Wait...what?

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Web Browser

Library

Sweep

PDF

Push Out

Kill Apps

Drive vs Docs

Pinch

Flash

Folder

Chrome

iOS

Apps

Edmodo

Share

Discussion Board

Puffin

Annotate

Update

Quit Multitasking

Safari

Hub

Export

Wireless

Log

Forms

Cloud

Open In

Screenshot

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# Workflow: Edmodo

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## The Virtual Classroom

- Cloud capacity
- Compatibility with computer and iPad
- Multi user- sign in/ sign out
- Stability
- Organization on teacher end
- Friendly/ recognizable interface
- Interaction with other apps
- Assessment capabilities



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Both:

FREE

Real time discussions- monastery activity

formative assessments- quizzes- new eval system, provides evidence!

similarity to facebook meant kids already knew where things were, "cool factor"

# Workflow: Drive

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- Cloud Based
- Word processing for FREE
- Organization- folders
- Sharing abilities- push out, collect work
- Multi User- log in/ log out
- Collaboration
- Friendly interface
- Updates (app isn't there yet)



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**Both:**

Real time collaboration- class note taking

accountability with log in- I can see who is doing what from my desk, different type of classroom management

**FREEEEEEEE**

# Workflow: “Open In”

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## The best button in the world

- “App Smashing”
  - Edmodo to Pages to Edmodo
  - Edmodo to iBooks to PDF Max
  - Drive to PDF Max
  - Drive to Edmodo
  - Book Creator to PDF to Drive or Edmodo
  - Camera to PDF Max to Edmodo
  - Camera to Book Creator to Edmodo



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Sarah:

iOS6 update was the greatest thing ever– all of a sudden we didn’t need apps to communicate with each other by design because the OS did it for us, because the kids can’t save things on devices permanently because of multi user factor– this let kids get things from one place to another, then back to a cloud so easily!

– EdTechTeacher App Smashing– enhanced creation abilities for kids, and allows seamless transitions

– research paper, book creator project, students with needs, editing PDFS, FREE

# This is great...but what are the realities??

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## Real world, not theoretical

- What is your level of knowledge?
- Trusting the students
- Students on Ed Plans
- What happens if I am absent? (Sub plans)
- Parents not familiar with the technology
- Too many logins. *Not just an iPad thing.*
- Students forgetting passwords
- Students not logging out of accounts

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Both:

iOS update – measures in place solved it.

Fear– what if I can't fix what the kids did to the iPad!

Sometimes tech helps kids with specific learning needs, sometimes it further distracts  
Parent at home struggling to figure out things, can't help kids– story about father getting frustrated with it

# This is great...but what are the realities??

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## Technology Concerns

- Connectivity (Hubs crashing, too many devices on an access point)
- Limited update capability (Depends on your tech department)
- Apps pushed out so fast, many with unseen glitches
- Differences between web UI and app UI, functionality, look, etc..
- App instability
- Fixing 1 iPad impacts multiple students
- Some things just don't play well with an iPad

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Both: wireless...

not enough personnel to manage/ no power given to teachers to manage

# Despite the Speed Bumps...

## Student Creation/Use

- Access, display, turn in class materials via Edmodo
- Research and writing
- Book Creator
- PBL
- Student organization



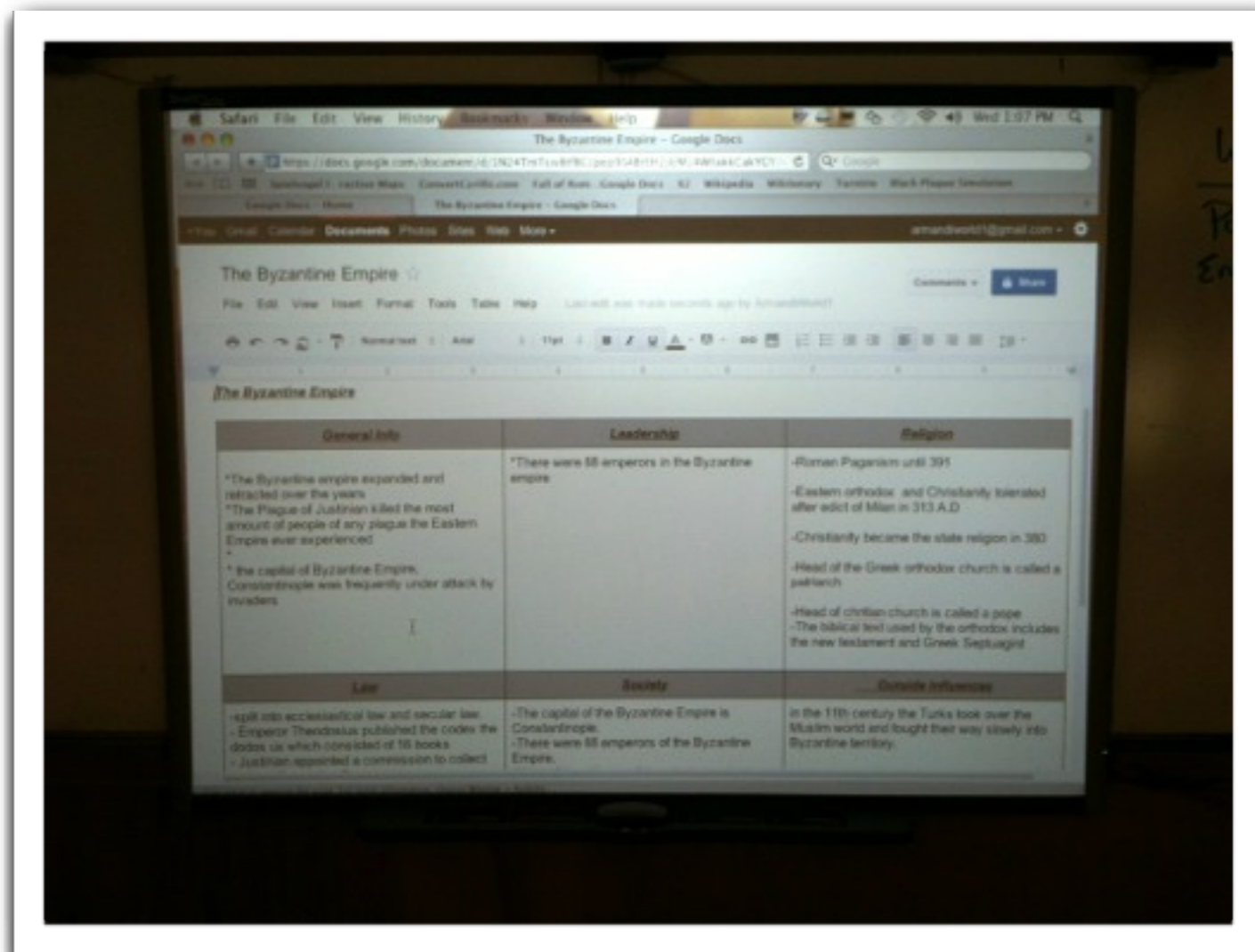
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Both: Integrated into classroom procedures and learning process  
Ability to create presentations, support different learning modalities  
PBL- freedom of product, kids choose the vehicle that best supports them  
Keeping track of documents online

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# Resources

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- MassCUE
- Edcamp
- EdTechTeacher.com, Trainings
- Twitter- PLC of technology experts
- TheNerdyTeacher.com
- Burlington Public Schools
- Millis Public Schools
- iPadacademy.com
- Committed Sardine Blog
- freetech4teachers.com
- edudemic.com
- fluency21.com
- App release notes

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