E-TIP
Educational Technology Integration Pointers

iPADS IN THE CLASSROOM (PART 2)

Your principal just walked into your classroom and told you that you are getting iPads for your classroom next month. What now?

There are many important aspects to consider when using iPads in the classroom. Part 2 of this two-part E-Tip looks at ways to effectively use iPads in the classroom.

CLASSROOM MANAGEMENT STRATEGIES:

As with any classroom activity, it is best to have routines set up when using the iPads. A good strategy to prevent answering the same question multiple times is to encourage students to ask their classmates first. The phrase "ask three before me" will help students remember that their initial troubleshooting resource should be the people around them.

Just like any other tool in the classroom, modeling the behavior you expect from your students helps it to become a common practice. You should model ways of interacting with the iPads, including the check-out and check-in procedures for the iPads. It is also important to show and tell students how you expect the iPads to be used in the classroom – it is an educational tool, not a gaming device, and should be used as such.

STUDENT ACTIVITIES ON THE iPADS:

While there are many great subject-specific practice apps, iPads in the classroom have much more potential. Founder of EdTechTeacher Tom Daccord encourages teachers to "avoid focusing on apps…focus on what students can create using iPads.[1]" Students can use iMovie or Voxer to record themselves giving a presentation or reading a book. Once the recording is completed, upload the file to iCloud or Google Drive (G Suite users have unlimited space), then create a QR code linking to that recording and hang it in the hallway or put it on each student's desk. When parents who come in for open house or a teacher conference, they can watch or listen to their child's actual performance (and, by sharing the video, they can keep it forever!)

Another way to use iPads in the classroom is App Smashing. This term, coined by Greg Kulowiec, is the idea that while single apps are great, by moving a project through multiple apps, the products can be even better. There are several examples of this on Laura Cummings' website,[2] as well as a list of apps that work well with app smashing.[3]

If your school uses G Suite, it is essential that you install the Google apps on the iPads, including Google Chrome, Classroom, Drive, Docs, Sheets, and Slides. Your students can then work on projects from their Google Drive while on their iPad. This is great when working on an interdisciplinary project between multiple classrooms, or when starting a paper or project in school, but finishing it at home. Because the students are can access their work on any device, not just the one they started the work on, they can't make excuses about not having access to the project.

TEACHER TOOLS ON THE iPADS:

One of the most helpful apps for classroom teachers is Seesaw. Seesaw allows teachers to collect student work and share it online with parents (or anyone who has the link) through a blog. Another is Nearpod, an interactive presentation app that allows the teacher to include quizzes, polls, images, videos, and more. Students then interact with the presentation on their iPad while in the classroom via a class code.

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Sources:

[1] Guhlin, Miguel. "TCEA Responds: Beginner's Guide to Classroom IPads." *TCEA Blog*, TCEA, 29 Aug. 2018, blog.tcea.org/tcea-responds-ipads/.

[2] Cummings, Laura. "App Smashing." *K-12 Technology*, k12technology.weebly.com/app-smashing.html.

[3]*Key Apps for App Smashing*. docs.google.com/document/d/1rZFTSs-66crsNSfdWIefDLuTNw1OIt5-K_zZ-zrQkqI/.

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