Hook, Line...Sink?
Did we reach the Millennials?

Lessons Learned from Implementing an iPad program

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Crave
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Educational Uses of iPads

- Presentation of class materials via multimedia systems
- Provides access to multimedia databases and e-books
- Additional book(s) in teachers’ pedagogical library
- Provides quick access to apps required for student learning tasks
- Students of all levels can use apps

Educational Uses of iPads

• A tool for creation, not just for consumption
• iPad provides annotating and note-taking features for meeting and classrooms
• Supports learning engagement in variety of settings
• Supports different learning styles
• Allows for student feedback

Why should iPads work for Millennials?
So... how did we get here?
How did we know what worked?
Initial Lessons Learned

- Configuration software
- Use Agreement
- Accessories
- Creative charging solutions
- Accounts (personal vs. resource)
Instructor Tool

Classroom Tool

Student Tool
Distribution of Devices

- Classroom: 72%
- Instructor: 5%
- Student: 10%
- Other: 13%
Advantages

1. I can load performances of the works that I prefer, mostly with historical instruments and quality performance practice examples. The students really like the "shuffle" feature, which challenges them to know the material well.

2. Having iPads to use for individuals/pairs/groups, assuming I've given students clear tasks, can help more students be more involved and active.

3. It allows us to capture both handwriting and typewritten text (and accompanying audio) on a screen, which is essential to producing Khan-Academy-style video lectures.
Disadvantages

- They are small and sexy looking - the students are afraid they'll lose them!
- Troubleshooting multiple devices rather than just one centralized device (laptop/projector/etc)
- Since the product is Apple, software is limited to "iphone" type apps only.
- The feel of handwriting on the digital surface of the iPad only roughly approximates to the feel of handwriting on a physical surface (e.g. in terms of control).
SOOOOOO,
WHO IS DOING WHAT??
Physics
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