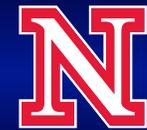


Improving Student Achievement through 1:1 Implementation of iPads in Schools

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PROJECT OVERVIEW

How can we improve student achievement through a 1:1 implementation of iPads?

Many school districts are moving toward implementing 1:1 programs of technology. Studies show that student achievement can be improved through the effective implementation of iPad technology. The keys to this effective implementation are the level of professional development for instructors, software that supports student learning and engagement, and integration of the technology into the curriculum. Therefore, school leaders need to have a comprehensive plan to ensure that instructors are adequately prepared for the use of iPads in their classrooms.

ACTION PLAN

Technical support

- Predict level of technical support needed for the whole school
- Consider support needs for buildings, classrooms, faculty, and students

Policies for use

- Develop school use policy for staff and students
- Create a policy for lost, stolen, or broken devices
- Decide how to keep students safe and accountable while using devices

Professional Development

- Select smaller group of teachers for initial training
- Provide training for all faculty
- Review curriculum to discover how technology can be integrated
- Meet in small groups to work on common activities
- Schedule teachers to visit other schools that have successful implementation of devices
- Develop observation rubric for faculty evaluation
- During staff meeting elicit feedback and discuss implementation

Communication

- Inform various stakeholders of the program goals and expectations
- Update school plan as needed
- Celebrate successes

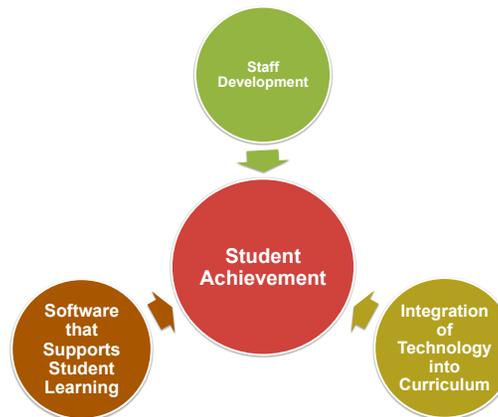
Evaluation

- Identify measurements for success
- Collect and analyze data regularly
- Make adjustments based on data analysis

RESOURCES

- Technical costs for devices, accessories, apps, infrastructure
- Training costs for staff and students (including speakers, printing, and other communication costs)
- Experienced presenters, who have successfully implemented iPads for faculty presentations
- Substitute teachers to enable faculty to do observations and to participate in small group development meetings
- Technical support for faculty and students during the school year
- Funding for additional support materials that can be used in the educational process

KEY ELEMENTS



TIMELINE & RESPONSIBILITIES

Time	Action	Person Responsible
June- August	<ul style="list-style-type: none"> • Developing policies for usage and insurance, • Distributing devices to faculty • Meeting with parents/faculty and students about implementation, goals and expectations • Meeting as a faculty and in small groups to discuss 	Principal Technical Support Faculty Parents
August	<ul style="list-style-type: none"> • Developing schedule for teachers' visitation of other schools • Setting up goals for teachers 	Principal, Faculty Students
September- December	<ul style="list-style-type: none"> • Collecting and analyzing data • Reviewing data during meetings 	Principal, Faculty
January- March	<ul style="list-style-type: none"> • Implementation of student devices • Collecting and analyzing data • Reviewing data during meetings 	Principal, Faculty
April- May	<ul style="list-style-type: none"> • Evaluating process • Analyzing data • Identifying next steps 	Principal, Faculty

NDE: STANDARD 2

Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

LITERATURE REVIEW

Since the use of mobile technology in classrooms is a relatively new area for research, conclusive data on the relationship between 1:1 technology implementations and student achievement is not available. Some data (Carr, 2012) shows no gains in student achievement through 1:1 technology implementations. However, the researcher of this study did note that more investigation was necessary (Carr, 2012, p. 280).

On the other hand, other studies do show statistically significant gains in achievement and engagement through the use of iPads embedded into the curriculum. The importance of engagement is stated in a study by Chase, Hilliard, Geldhof, Warren, and Lerner (2014) that links achievement and student engagement. This is significant to iPad implementation because, the study of Haydon et al. (2012) concluded that students with emotional disturbances were more engaged in learning through the use of iPads. This finding was also supported by the research of Draper Rodriguez, Strnadova, and Cumming (2014).

Therefore, in order for 1:1 iPad implementation to be successful, Hu (2012) identified three key areas that could potentially lead to greater student engagement and ultimately greater student achievement. These areas are staff development, software that supports student learning, and integration of technology into the curriculum.

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