

**MARIAN UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**MASTER OF ARTS DEGREE IN EDUCATION**

**COURSE NUMBER:** EDT 604

**SEMESTER/YEAR:** Summer 2011

**COURSE TITLE:** INTEGRATING IPADS IN THE CLASSROOM: BASICS

**INSTRUCTOR:** Jenna Linskens

**CREDITS:** 2

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**I. COURSE DESCRIPTION:**

Students will learn how to use the iPad and iTunes for delivering differentiated curriculum to learners and allow teachers to expand learning beyond the classroom. Students will gain knowledge of the capabilities of the iPad to promote student literacy, address diverse learners, motivate struggling readers as well as support their own professional development. Students will experience the web, email, photos, and videos on a multi-touch screen with the option of 3G service.

**II. PURPOSE AND RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK:**

The conceptual framework for professional preparation programs in the School of Education at Marian University is oriented toward the development of learning-centered educators. The framework is organized around five interconnected themes: *Values and Ethics, Knowledge, Reflection, Collaboration, and Accountability*.

Integrating iPads in the Classroom embellishes all the areas of the conceptual framework. This class deals with informational subjects that reflect values and ethics, the development of knowledge to communicate, collaboration with colleagues as well as the accountability and reliability of data collection.

**III. COURSE OBJECTIVES:**

**A. Values and Ethics**

Students will:

1. Understand the history of the iPads and its roll in education (1K1, 1K2, 1D1, 1D5)  
NETS IB
2. Students will appreciate value of the iPad in their lives (4K1, 4S1, 4S3, 4D1,4D2)  
NETS IB

**B. Knowledge**

Students will:

3. Learn how to use the basic skills of the iPad (1K1, 1D4, 1D5) NETS IB, VIIC
4. Learn how to use education specific software designed for the iPad (1K1, 1D1, 4K3, 6S7) NETS IIB,D VI B,C

### **C. Reflection**

#### Students will:

5. Students will understand the iPad and its possibilities (1K1, 1K2, 1K3, 1D5) NETS IIB, IIIB, IIIC
6. Students will become more aware of emerging technologies (1K1, 1D1, 4K3, 6S7) NETS IIIB,C VIIC

### **D. Collaboration**

#### Students will:

7. Students will gain knowledge of the capabilities of iPad for supporting teaching and learning (1K1, 1D1, 4K3, 6S7) NETS IA, IIC,D

### **E. Accountability**

#### Students will:

8. Utilize applications to create lessons using the iPad. (1K1, 1D1, 4K3, 6S7, 7K1, 7K2, 7S3) NETS IID,E, III, V A,B,C,

## **IV. SEQUENTIAL CONTENT OUTLINE:**

- A. Introduction
- B. Educational Relevance
- C. iPad specifications
- D. Settings
- E. Wireless Internet/3G Network
- F. Synchronizing calendars, contacts
- G. Music / Videos
- H. Synchronizing with iTunes
- I. Interfacing (connection of the iPad to the computer)
- J. Accessories – (hardware & applications)

## **V. TEACHING STRATEGIES:**

- A. Wiki presentations
- B. Demonstration
- C. Hands on
- D. Lecture
- E. Collaborative learning

## VI. COURSE PERFORMANCE ASSESSMENT REQUIREMENTS:

Method of Evaluation	Relationship to Conceptual Framework & Objectives	Relationship to Wisconsin Teacher Standards	Percent of Grade/Points
Explore the iPad website and discuss articles found about integration	Knowledge 3, 4	1, 5, 7, 10	10%
Explore and learn software related to specific content	Values & Ethics 1 Knowledge 3 Reflection 6	2, 3, 4, 5, 6, 7	10%
Subscribe to Vidcast for the classroom and upload YouTube video	Collaboration 7 Knowledge 4 Values & Ethics 2	1, 3, 4, 6, 10	20%
Present an iPad application	Collaboration 7 Knowledge 4 Values & Ethics 2	1, 3, 4, 6, 10	40%
Provide a brief written summary of presentation and reflection	Knowledge 4 Values & Ethics 2	1, 2, 6, 10	20%

## VII. EVALUATION METHODS:

A	93-100	B	83-88	C	73-78	D	63-68
A-	91-92	B-	82-81	C-	72-71	D-	62-61
B+	89-90	C+	80-79	D+	70-69	F	60-0

**NETS Standards: Highlighted Standards covered in this class:**

### I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)**
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.**

### II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.**
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.**

- C. **identify and locate technology resources and evaluate them for accuracy and suitability.**
- D. **plan for the management of technology resources within the context of learning activities.**
- E. **plan strategies to manage student learning in a technology-enhanced environment.**

### **III. TEACHING, LEARNING, AND THE CURRICULUM**

Teachers implement curriculum plans, that include methods and strategies, for applying technology to maximize student learning. Teachers:

- A. **facilitate technology-enhanced experiences that address content standards and student technology standards.**
- B. **use technology to support learner-centered strategies that address the diverse needs of students.**
- C. **apply technology to develop students' higher order skills and creativity.**
- D. **manage student learning activities in a technology-enhanced environment.**

### **VIII. DESCRIPTION OF WORK DONE OUTSIDE THE CLASSROOM:**

Students will be required to download applications, search and upload articles, subscribe to audio and/or e-books, download videos and create application lesson to be presented.

### **IX. OTHER RELEVANT INFORMATION:**

#### **Academic Honesty Policy:**

A policy of academic honesty is consistent with the mission statement of Marian University by ensuring academic integrity and thereby furthering the personal, moral, and intellectual development of the learning community. The intent of this policy is to establish consistency and to heighten the responsibility of the entire college community (faculty, staff and students) by identifying areas that would violate the concept of academic honesty. Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student (e.g. by providing a copy of a stolen exam or by writing a paper for another student). An instructor and the College may change a student's grade at any time, even after a course has been completed, if the student has violated the Academic Honesty Policy.

The rules and procedures for academic honesty are set forth in the Academic Honesty Policy Sections of the Marian *University Graduate Educational Studies Information Guide*. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If an assignment is prepared by a student for this class, it is expected that it be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited pursuant to the American Psychological Association (APA) Manual.

#### **Incomplete Policy (change of grade)**

The rules and procedures for academic honesty are set forth in the Incomplete Policy Section of the Marian *University Graduate Educational Studies Information Guide*. Upon the assignment of an incomplete (I), the student will have until the end of the following semester to complete the course work. An extension may be granted by the Dean. If the work is not completed by the end of the following semester, the incomplete

will be changed to an “F”. (This does not apply to practicum courses or to Action Research courses.)

### **Attendance Policy**

Marian University has at the heart of its core values that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student’s learning, but it also limits the learning of the entire class which is deprived of that student’s input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

### **Disability Statement**

Marian University will provide reasonable accommodations to qualified individuals with disabilities. If you feel you need accommodations to fully participate in this course, please contact Lisa Olig, Coordinator of Disability Services and Academic Support at 920-923-8951 or [lmolig65@marianuniversity.edu](mailto:lmolig65@marianuniversity.edu)

### **Classroom and Campus Expectations**

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Face Book, web-based venues).

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

## **X. REQUIRED TEXTS:**

Through the iBooks Application students will download the free iPad User Guide. Students will receive a PDF file of The Big Book of iTunes from the instructor that must be downloaded and saved on the iPad.

## **XI. SUPPORTING REFERENCES:**

Richardson, W. (2006). *Blogs, Wikis and Podcasts and other powerful web tools for classrooms*. New York, NY: Corwin Press.

**Suggested Websites:**

- [Apple - iPad in Education](#)
- [iPad features](#)
- [Nike+ Collection - Lessons in the Apple Learning Interchange](#)
- PBS article "[How Will the iPad Change Education?](#)"
- Wall Street Journal article on [Textbooks & iPads](#)
- [ISTE Connects](#) comments on the new iPad
- Our Kids Blog comments on "[iPad and Education](#)"
- The Herald Sun article "[The iPad and Education](#)"
- eSchool News article "[Educators Intrigued by Apple's iPad](#)"
- The [Nerdy Teacher](#) has a Blog with comments on using his iPad in his classroom: "[iPad In My Classroom](#)" and "[iTouch and iPad In Classrooms](#)"