7. How will the results of the project be disseminated to other faculty or staff? On October 1ˢᵗ a report will be written by Kathy and the information services personnel detailing the lessons learned along with success and applications. A final report will be delivered by December 15.

IPad2 tablet implementation in the Accounting II course has had successes and challenges during the first six weeks of the fall 2011 semester. It has been interesting watching the various students adapt and rise to the challenge of the new technology or be distracted by the availability of easy online and app access. Most have risen to the challenge including developing more self-discipline or awareness of the instructor's implemented "guidelines" for classroom use. A few are not mature enough to handle the "accessibility distraction" and have required "discipline" by instructor. Most students have been diligent in their use of the technology and I have seen improvement in **both technical and essential skills**.

The Accounting II course includes ten traditional students and one non-traditional student (one student dropped course due to major change). A major challenge has been the intensity of the coursework along with the non-traditional student's fear of the technology. The implementation of the technology including homework submission, note taking, etc. was increased during a two-week period after a technology introduction period and it was necessary to meet with the non-traditional student to discuss the "load" of the class and if it was necessary to have student "check – in" the iPad2 until the student could handle the intensity of the class and the technology. The student was given two weeks to "accomplish" both and has done a remarkable job in meeting the challenge and is still working hard to learn and apply the knowledge.

At this point in the semester, I have one student that is required to "check-in" the iPad2 until his grade improves. The technology is a distraction in this class along with his others and his current grade has fallen below "passing" so I have implemented a "return" policy until his grade improves.

Following are direct statements from students about the benefits and detriments of the implementation thus far this semester:

Student one: Benefits: makes my work cleaner if I do it on iPad, keep better track of homework, can do homework without having to boot up my iPad helps me with terms in biology.......the flash card app is pretty awesome. I'm one of those people that learn better on technology

Detriments: I think I would of done really well had we kept pushing to do stuff with the iPad but to many people were having trouble keeping up with both homework and the iPad, the iPad apps are still a little buggy

Student two: Benefits: taking notes is faster, helping keep me organized, I don't have to carry around a calculator, keyboarding is still necessary, and I love it now that I am figuring it out.
Detriments: being older it was very frustrating in the beginning but I'm glad I went through the frustration because I'm going to hate to lose it now.

Student three: Benefits are that you have access to the Internet at the touch of your finger for research, that you can store multiple documents rather than caring paper around.

Detriments are you can lose information with just wrong click for example, when we used the spreadsheet I kept losing my document

Student Four: Benefits: I like to work with the iPad in class, especially takes notes because it helps me being organized and I don't have the problem of losing those notes.
Detriments: unfortunately most of my teachers think that I'm playing games or surfing the web during class which it makes it uncomfortable, or they simply take it away from me.

Student Five: The benefits of having an iPad are, being more organized, I am able to do homework easier, and I can take it everywhere I go to keep caught up on schoolwork. It is also easier to carry around since it's so light and smaller than a laptop.

Some things that are detrimental about the I-Pad are that it's harder to type than it is on a laptop; there really isn't anything else wrong about the I-Pad.

Overall, I think the I-Pad is a good learning tool for students because in past semesters I have struggled with my grades, now that I have the iPad I'm more organized and I have really good grades so far this semester.

Sent from my iPad

More inclusion and technology implementation will be done during the next two months. Overall I believe this technology has improved "most" of my students' learning. All students' statements will be included in final report along with grade improvement statistics, etc.

Thank you for this opportunity for both my students and myself!

Caicey Crutcher

Below are my few sentences for the iPad project:

On August 23rd there were 12 students Pam and I set up with the iPad. The process went fairly smoothly. The students came prepared and had their iTunes accounts set-up previously.   Information Services has a contact page that the students were made aware of if they had any questions during the semester in which they could contact Pamela Henning or me. I have not heard from the students since setting up their iPads.

Pamela Henning

While assisting students with the iPad, I discovered that most students were able to successfully work their iPads without much assistance. A few students encountered problems while setting up their email, but it was typically a user error that involved using the wrong password. After initial setup with the students, I only received one phone call from a student asking for help. Outside of the classroom, I only spent about an hour assisting a single student.

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I have not currently checked out the iPads to students as my course does not begin until October 31st. We teach 6 week classes and the cycle that the iPads will be checked out to student's runs from October 31st - December 16. I will turn in a midterm report on November 21st and a final report on December 19th in order to compile final grades.

I have used the iPads in my courses on review days or to introduce material. I broke the students up into groups and set up my classroom in stations where the students cycled through each station with 2 of the stations being iPad stations. Some of the apps that I have used and feedback from the activity is listed below.

Algebra Touch Intro: This app was useful for students that are visual learners. It allows students to drag and rearrange polynomial expressions so that like terms are together in order to add them together. You can also create your own problems to rearrange and solve.   All of the students enjoyed this app and several of them even downloaded it on their iPhones and iPods so that they could use it later.

Quick Graph: This is a graphing calculator app. I had students graph several graphs and then describe what was happening to the graphs (how it was translated) in their group. Some students had difficulty with inputting the functions as this is a harder app to use. Your functions must be in a certain form in order for them to graph. There is an easier app to use called Symbolic Calculator but it was not free so I did not load it on all the iPads.

Khan Academy: Algebra I This app contains videos from Khan academy that allow students to review for topics or refresh their knowledge on the subject. Many students downloaded this app on their phones or iPods as they thought it was easy to use and the video tutorials were easy to understand.

As an instructor I have found the following apps amazing and use them consistently in my teaching!

Screen Chomp: This app allows you to record your screen which acts as a whiteboard. You can then post to facebook, twitter or the screen chomp website where it will be available for students through an anonymous link. The students can then download the video. I like the downloadable feature because if they do not have internet at home they still have access to it. You can color code with the markers. You can also take a picture and draw on it so if you have images of graphs you can point out the vertex, zeros and other items of the graph.

Show Me: Show me is similar to ScreenChomp which is a recordable whiteboard app. You can then share your video with students. I have used this to show example problems to students when they are stuck or to introduce topics. I can't wait for my students to have iPads in which they can create videos of their own to share. In fact I think I will make that an assignment - they must create a demonstration of a concept and post it on a Sullivan Facebook page to share with others.

Dropbox: This allows me to put files that I use between devices (laptop, home computer, and iPad) and have them accessible.   You can even put videos and pictures on the dropbox.

GoToMeeting/Adobe Connect: I have just started playing with these apps. They will allow me to teach the hybrid class meetings online. Some drawbacks that I've noticed - the wireless at Ft. Riley is not fast enough to handle this. I met with a teacher using a hardwired computer and I was logged in wirelessly. It took 30 seconds for the audio to come across to me and 30 seconds for the screen to change after they had made changes on the screen. This hurts the "conversation" nature of the software - in fact it made it impossible. Adobe Connect had more features such as polling that will help me diagnose if my students understand the topics as I teach them.

There are many more apps that I have found to be useful and will mention in my midterm report. I have found the iPad to be easy to use and can't wait to teach in a class where my students get to learn with them also!