iClass

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Students begin using technology as toddlers, creating a disconnect when technology is not utilized in the classroom. Technology advances so quickly that teachers have a difficult time keeping up. As I lead an initiative that collects old iPads, iPods, and iPhones, iDonate, teachers will gain the opportunity to access this technology in addition to using class funds to purchase iPads. As a teacher, I utilize my own two personal iPads in my classroom everyday. With this opportunity and access to technology, teachers need professional development defining why and how to integrate iPads in the classroom, thus leading students to be employees in a global workplace.

Analyze

Instructional Problem & Proposed Solution

Teachers are obtaining iPads and iPods and do not know how to completely integrate them using best instructional practices in their classroom. Aronin and Floyd (2013) identified a disconnect between a child's home technology experiences and their educational technology experiences. The solution is that teachers will be coached on technology integration including iPads and iPods, utilizing an online learning management system. Coaching consists of not only instructing, but also being actively involved by modeling, assisting as requested, and providing feedback. Nebbergall and ICF (2012) validated that technology professional development can be enhanced through long-term learning, guidance, practice, and feedback hence caused increased integration in the classroom.

Target Audience

The target audience is teachers at College Heights Christian School in Preschool through twelfth grade. There are forty-three teachers, five male and thirty-eight female that range in experience and education level. They range in age from mid thirties to late sixties with an average of mid forties.

Literature Review Summary

The literature review focused on the importance of integrating iPads to provide relevant educational technology experiences. Pilgrim, Bledsoe, & Reily (2012) stated that educators are struggling to keep up with the speed of advancing technology. Blow and McConnell (2012) had teachers use the 21st century skills that need to be utilized with students: critical thinking and problem solving, collaboration, creativity and communication, as well as information media and technology. Exposing teachers to the skills and expecting them to use them would assist them in having students use those skills. Bledsoe, & Reily (2012) stated that integrating technology extends further than a teacher using a projector and PowerPoint, but students using it to enhance higher-level thinking skills and problem solving. A prior professional development that I led discussed Grappling's Spectrum, which represents the varying levels of technology usage in classrooms. Pilgrim, Beschorner & Hutchison (2013) stated that literacy of the 21st century includes digital technology. Beschorner & Hutchison (2013) revealed how reading and writing must encompass multimedia and computer based print. Do you read information from a computer or electronic device? Compare your usage time between technology; computers, tablets, phones, etc. to a paper book. Pilgrim, Bledsoe, & Reily (2012) saw that utilizing technology helps translate academic learning to real-world application.. Pilgrim, Bledsoe, & Reily (2012) correlated how jobs require the use of the Web and tools, so education should be creating the same opportunities for students to be prepared for a global workforce. As teachers

utilize technology to create relevance, student's motivation and achievement will increase. Beschorner & Hutchison (2013) saw how technology was used as vitally important, offering opportunities to discover and problem solve. Aronin and Floyd (2013) stated that student achievement improved over the long term when technology was correctly implemented into the classroom. Pilgrim, Bledsoe, & Reily (2012) identified that the greatest benefit is when students utilized technology. Aronin and Floyd (2013) revealed how improved strategies increased student motivation and interest. Aronin and Floyd (2013) saw that the best way to incorporate iPads was to have the teacher facilitate a small group. I have found this to be true in my Pre-K classroom. Blow and McConnell (2012) viewed that iPads fostered teamwork and collaboration. When iPads are properly integrated student achievement and motivation increase, furthermore creating employees for a global workforce.

Design

Instructional Goals

The instructional goal of the action research is to increase teacher knowledge of iPads and iPods through an online learning management system, which will increase correct classroom integration.

Instructional Objectives

Teachers will improve integration of technology given an increase in knowledge, demonstrated by an increase of five percent in the upper levels of the Instructional Practices Inventory pre to post school-wide report and pre and post teacher survey that reveals implementation of technology in the classroom.

Instructional Design Constraints

Content, subject, and topics.

Teachers integrate technology into their elementary classrooms.

Content type.

A balance of generative to supplantive content and skill training will be achieved by beginning with a blackboard survey that teachers will complete, as to gain insight to what degree teachers integrate iPads in their classrooms. This will assist in making the training relevant to each teacher. Then, teachers will view a presentation of information on why and how to integrate iPads. Pilgrim, Bledsoe, & Reily (2012) stated that educators are struggling to keep up with the speed of advancing technology. However, technology is important for learning, engagement, collaboration, critical thinking skills, differentiation, and personal productivity. Elliot (2011) quotes Will Richardson who states it clearly that one of the biggest challenges educators face right now is figuring out how to help students create, navigate, and grow the powerful, individualized networks of learning that bloom on the Web and helping them do this effectively, ethically, and safely. Teachers have some prior knowledge of technology integration, but will gain knowledge specifically of iPads.

The teachers will explore an iPads functions and available apps and create a lesson that utilizes technology with students. They will base this on the objective of their choice. A short music video will be presented, displaying ways to use iPads in the classroom. Collaboration on some specific lessons and techniques that are enhanced with the usage of iPads will activate their prior knowledge and application. Teachers will set a personal goal that integrates iPads in their class. Teachers will then collaborate on lessons and create any necessary media to accompany the lesson.

Time.

The process will begin on January 3, 2014 and end March 10, 2014.

Instructional theory or outcome.

Inquiry Teaching Theory utilizes the curiosity of students to enhance engagement and critical thinking skills. Students take the lead in their own learning. Ireland, Watters, Brownlee, and Lupton (2012) stated that students learn in their own way drawing on direct experience fostered by the teacher through active engagement with new experiences. A major part of this will be the design of the professional development in that active engagement will be used based off teachers' questions. Through eMINTS training basic understanding was ascertained that inquiry included questions, investigations, higher-level thinking, many resources and tools, meaningful products, learning communities, and the teacher as facilitator as the paramount themes. Thus relating to the goal that teachers will be investigating topics of relevance creating higher engagement and understanding through integration of technology while increasing creative instructional practices. The goal transforms teachers thoughts cultivated by themselves creating a higher rate of engagement leading to implementation. Pittaway (2012) substantiated that engagement was required for effective learning, and proved when students are engaged they ascertain the needed skills for continuous learning and satisfaction, as such inquiry learning contains the key elements to engagement.

Develop & Implement

Instructional Resources for the Learners

Teachers will be required use of an iPad, computer connected to the Internet, Blackboard, and e-mail. The computer will be a necessity to complete the Blackboard course, create media

assets for their lesson, and be actively involved in learning. The iPad will also be utilized in the creative instructional practices within the teacher's classroom. Teachers will have to access Blackboard to complete the training and gain professional development credit. Teachers will utilize Blackboard to obtain media assets and share relevant information. E-mail is the main source of communication between the teachers and myself.

Read, Do, Display and Reflect Activities

The teachers will read and listen to the words the presenter is speaking about iPad integration including iPods. Instruction of the capabilities of an iPad and how to fully integrate it in the classroom will give teachers a basic knowledge of iPads. Teachers will read an article about iPads and determine if they believe iPads to be a relevant resource in their classroom. Teachers will do a stop-motion video presenting their belief. This activity is where teachers use an iPad and the app StoMo to create a stop motion video validating their belief on whether an iPad could be utilized in their class. The teachers will be responsible for responding to two classmates videos. The teachers will also be creating a lesson that integrates iPads in their classroom. Teachers will evaluate how their lesson went post a reflection to a discussion board. The teachers will collaborate about what they experienced as they integrated iPads. They will create a video via iMovie on an iPad that represents integrating iPads in their classroom.

Permissions

Permission from the teachers is needed to utilize their survey responses, pictures, videos, and any relevant work and any student that is pictured.

Other Constraints

I teach in a Christian private school with few opportunities and resources. I am initiating a donation of old iPads, iPods, and iPhones. To get full benefit out of the LMS I will need to

have these tools available and functioning. The schedule is planned around the date of school beginning after Christmas break and ending before spring break.

<div align="center">**Evaluate**</div>

Authentic Assessment

Authentic assessments and activities are a pre and post survey containing reflection on the presentations on integrating technology, online tutorials, implementation of iPads, and student responses. The pre and post survey will give understanding to where the teachers are in integrating technology in the classroom, what they would like to learn, and what strategies they have used in their classroom. The questions in the survey are open ended and will require reflection and evaluation, which are relative to their environment and career. Presentations on iPad integration will be utilized to instruct and facilitate learning that is real life, pertaining to their job. The presentation will be in inquiry learning format. Online tutorials will be provided for basic understanding and functions of apps or tools that can be utilized with the technology in the classroom. Teachers will be assessed on their creation of a video that represents their journey with iPads. Their effectiveness will be assessed through the Instructional Practices Inventory, showing an increase in student engagement.

Formative Feedback

Verbal formative feedback will be offered to teachers during professional development, and as teachers are planning and creating their lessons. There will also be written formative feedback in the class discussions. Cooperative groups will be utilized during professional development allowing for feedback from the facilitator and peers. They will also receive formative feedback from their peers. Teachers will be able to contact me via e-mail, Facebook, or phone.

Summative Feedback

Summative feedback will be offered after the first Instructional Practices Inventory (IPI) completed in January, based off the school wide report. Summative assessment will also be provided after they complete their lesson plan and reflection. The final school wide summative assessment will be the comparison of the first and second IPI results. The final individual summative feedback will be on the video they create as a reflection of their journey with iPads.

Quantitative and Qualitative Evaluation Measures

Quantitative

The Instructional Practices Inventories (IPI) will be scored pre and post professional development to evaluate the change in engagement.

Qualitative

A pre and post survey will be used to evaluate the impact of the professional development. There are different types of questions. What do you know about iPad integration? What do you currently use iPads for? On average, how many times do you use small groups in your classroom per week?

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