Tips & Tricks for using iPads in the classroom
Charlene Cullen
Inclusive Technology Consultant
(Speech Pathologist)

Certified Trainer
SpectronicsOnline
Subscription
spectronics.com.au/online
The upside

- “Cool” factor
- Lower cost
- Portability
- Battery life
- Multiple uses
- Growing number of apps
- Moderate learning curve
The downside

- Backups
- Potential distractions for user
- Limited range of accessibility options
- iPad seen as a “cheap” fix
- Potential expense if not going to meet individual’s needs
- Lack of guidelines to help consumers make informed decisions
iPad basics

• Physical features
• Organising apps
• Multitasking tray
• Rotation lock/volume
• Taking a screenshot
• Gestures
Tips and Tricks

• Restrictions
  • Hide iPad apps
  • Language
  • Avoid deleting apps
  • Stop in app purchasing
  • Game Center

• Settings within apps
Accessibility

• In built accessibility features
  • Settings -> General -> Accessibility

• Vision
  • Voice Over
  • Zoom Magnification
  • White on black display
  • Large text

• Assistive Touch
• Guided Access*
Access Options

• Styli, switch interfaces, mounting systems, key guards, gloves and keyboards

More details at spectronics.com.au/blog/apple
Accessories

• Cases

iGuy  Gripcase  Big Grips

More details at spectronics.com.au/blog/apple
How do we determine which apps (tools) are appropriate?
Assessment Frameworks

S.E.T.T.

- Student
- Tools
- Environment
- Task
## App Rubrics

*Originally created by Harry Walker: Edited, with permission, by Kathy Schrock: Updated by Greg Alchin*

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Connection</strong></td>
<td>Skill(s) reinforced are strongly connected to the targeted skill or concept</td>
<td>Skill(s) reinforced are related to the targeted skill or concept</td>
<td>Skill(s) reinforced are prerequisite or foundation skills for the targeted skill or concept</td>
<td>Skill(s) reinforced in the app are not clearly connected to the targeted skill or concept</td>
</tr>
<tr>
<td><strong>Authenticity</strong></td>
<td>Targeted skills are practiced in an authentic format/problem-based learning environment</td>
<td>Some aspects of the app are presented in an authentic learning environment</td>
<td>Skills are practiced in a contrived game/simulation format</td>
<td>Skills are practiced in a rote or isolated fashion (e.g. flashcards)</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Feedback is specific and results in improved student performance</td>
<td>Feedback is specific and results in improved student performance (may include tutorial aids)</td>
<td>Feedback is limited to the correctness of student responses and may allow students to try again</td>
<td>Feedback is limited to the correctness of student responses</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td>App offers complete flexibility to alter settings to meet student needs</td>
<td>App offers more than one degree of flexibility to adjust settings to meet student needs</td>
<td>App offers limited flexibility to adjust settings to meet student needs (e.g., few levels such as easy, medium, hard)</td>
<td>App offers no flexibility to adjust settings to meet student needs (settings cannot be altered)</td>
</tr>
<tr>
<td><strong>User Friendliness</strong></td>
<td>Students can launch and navigate within the app independently after demonstration by teacher.</td>
<td>Students can launch and navigate within the app independently after demonstration by teacher. Students require intermittent support.</td>
<td>Students can launch and navigate within the app independently after demonstration by teacher. Students require intermittent support.</td>
<td>Students need constant teacher support in order to use the app</td>
</tr>
<tr>
<td><strong>Student Motivation</strong></td>
<td>Students are highly motivated to use the app and select it as their first choice from a selection of related choices of apps</td>
<td>Students use the app as directed by the teacher.</td>
<td>Students view the app as “more schoolwork” and may be off-task when directed by the teacher to use the app.</td>
<td>Students avoid the use of the app or complain when use of the app is assigned</td>
</tr>
<tr>
<td><strong>Publishing</strong></td>
<td>Students work can be published in multiple formats and/or social media sites after being transferred to a computer.</td>
<td>Students work can be published in multiple formats and/or social media sites after being transferred to a computer.</td>
<td>Students work can only be published to a computer.</td>
<td>Students work cannot be published.</td>
</tr>
</tbody>
</table>
Action Research

In Victoria

www.ipadsforeducation.vic.edu.au/ipad-student-trial
Sandpit

- Meet regularly
- Time to play with apps
- Discussion and review
Peer Reviews

Websites

• Broxterman’s Bugle
• SpedApps2
• Apps for Children with Special Needs
• Digital Media Diet
• Inov8 Educational Consulting
• iEar – Education Apps review

www.spectronicsinoz.com/blog/category/apps-and-mobile-learning/sources-for-quality-app-reviews
Video demonstrations

- YouTube or Vimeo
How do we find apps?
Apps that find apps

Autism Apps

AppAdvice
Social Media

Facebook Groups and Pages
• iTeach Special Education - iDevices in Special Education
• iTeach: Apps for the Classroom
• Educational App Talk
• Resources for Special Needs – Australia

Twitter
• #spedapps
• #AACapps
• #spedchat
iTunes App Store - Education

- Reading
- Writing
- Special Education

Whether you're learning or teaching, these excellent apps help students blossom with tools for all subjects.
App Store - Genius
App store – Top Charts

SELECT education category