Fad or Fab?

iPads in the Classroom

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Cheryl Goldenstein, Education Librarian
Circulating iPads

- 10 iPads
- **LibGuide** -- instructions, pre-loaded apps
- Check out for 3 days
Circulating iPads

• Challenges
  o Personal iTunes accounts
  o Multiple pieces
  o Keeping them clean
  o Meeting demand

• Successes
  o Patron feedback
  o All checked out all the time!
User Survey

- Implemented in March (around spring break)
- Link on iPad home screen
- 63 responses
Survey responses

Why did you check out this iPad?

- To familiarize myself with the iPad: 34
- To view videos or listen to music: 20
- To read email: 19
- To read e-books/listen to audiobooks: 15
- To connect to social media sites: 14
- To find articles in databases: 11
- To use camera or camcorder features: 8
- To read e-reserves: 7
- Other: 4
Other checkout initiatives

• College of Business
• College of Health Sciences
  o $$$: student fees
  o Administration: UW IT
College of Business

• 20 Dell XPS 13 Ultrabooks
  o 1st priority: students enrolled in specific course
  o 2nd priority: business majors
  o 3rd priority: other UW students
College of Health Sciences

- 7 Windows laptops
- 6 Mac laptops
- 5 iPads

Image sources: Dell.com; Apple.com
Research & Instruction iPads

- 10 iPad 2 units
- Priority: library instruction
- Conferences
Classrooms
iPad alternative

- ITEC 2360: Teaching with Technology
- Find peer-reviewed articles
- Student choice: laptop vs. iPad
Mobile lab alternative

vs
Quiz alternative

MUSC 1003

MUSC 1003 / Introduction to Musical Life

Coe Library Visit: 9/16/11
Tour: Group #1

1. Where are the CDs, DVDs and videos located?

   What is the process for finding a DVD of Mozart’s Le Nozze di Figaro? Please be specific.

2. What is a Collected Work (e.g., the collected works of Bach)?

   Where are they located?

3. You have been asked to read an article in The Grove Dictionary of Music and Musicians.
   What kind of source is this, and where is it located?
Scavenger Hunts & Ethnographies

Exploring & having fun with iPads
Scavenger Hunts & Ethnographies

Career Exploration Assignment
Scavenger Hunts & Ethnographies

Getting into the stacks
Scavenger Hunts & Ethnographies

Floor-by-floor ethnography
Scavenger Hunts & Ethnographies

Floor-by-floor ethnography
Concept Mapping Study ENGL 1010

• Primarily interested in student engagement
  o But does the tech impact student ability to complete task?
• 5 librarians, 10 iPads, 10 sections
• Existing lesson plan and activity
  o Created observation sheet
  o Created rubric for maps
Concept Mapping Study ENGL 1010

Concept Mapping

Legalization of Androgenic Non-methylated Steroids

Research question

Anabolics
Synonyms
Designer steroids
Supplement companies
Consumers
Athletes
Recreational users
Athletic commissions

Medical providers
Law enforcers

Who Cares?

Age Restriction
Solutions/Alternatives

Ethics/moral implications
Stigma/misconceptions

Health issues

Abuse prevention

21 Laws

Are alternative treatments for cancer effective?

Terminal illness
Complimentary medicine
Rubric for Concept Mapping/Keyword Selection

Learning Outcome: Students will be able to identify keywords that represent a research topic.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Insufficient or Not available – 0</th>
<th>Beginning – 1</th>
<th>Developing – 2</th>
<th>Exemplary –3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance</strong></td>
<td>Lists no keywords or can’t tell if keywords are relevant.</td>
<td>Lists keywords that are <strong>not relevant</strong> for the research question.</td>
<td>Lists keywords that are mostly relevant OR lists not enough keywords to express all aspects of the research question.</td>
<td>Lists several keywords that express all aspects of the research question.</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>Lists no keywords or illegible concept map.</td>
<td>Lists keywords that are <strong>meaningless</strong> and/or keywords that will retrieve biased results OR uses all <strong>natural language</strong></td>
<td>Most keywords are meaningful and will retrieve results on most sides of the issue. Does not use natural language.</td>
<td>Keywords listed are of high quality and/or will lead student to subject/thesaurus terms.</td>
</tr>
<tr>
<td><strong>Revision or completeness of concept map</strong></td>
<td>Blank or illegible</td>
<td>Wrote down question or topic and little else.</td>
<td>Includes question or topic and keywords OR stakeholders OR additional questions.</td>
<td>Extensive concept map with many keywords, stakeholders, questions, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>iPad maps</th>
<th>Paper maps</th>
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</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>1.386</td>
<td>2.04</td>
</tr>
<tr>
<td>Relevance</td>
<td>1.426</td>
<td>1.804</td>
</tr>
<tr>
<td>Quality</td>
<td>1.226</td>
<td>1.617</td>
</tr>
</tbody>
</table>

(Average score out of 5 possible points)
What We've Learned

• Consider logistics: different quizzes, account set-up, wiping after each use
• Students need some instruction on iPad use
• Using an iPad with a partner or in a group may be less intimidating for students
• Using a mobile device in a mobile way is more fun!
• Anecdotally -- undergrads are less likely to use than older students
• Set of 10 iPads serves our instruction needs for now
Questions?

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