

## iPad Program Assessment Summary

Data from student, teacher and parent surveys, observation of 1:1 iPad classes, and faculty and student interviews and group discussions suggest the following:

### **Structure of the classroom environment**

1. Students in 1:1 iPad classes spend more time on individual and small group investigation and collaboration activities than do(did) students in comparable non-1:1 iPad classes.
2. Students use electronic channels to communicate with, receive resources from and deliver product to teachers and students more often than they use traditional channels.

### **Student organizational skills and behavior**

1. Conflicting evidence that students are more organized than previous 9th grade classes (e.g. they use a variety of organizational tools (paper and an array of iPad apps) to update calendars frequently, turn in completed work more often through a variety of channels and communicate with teachers outside of class) and less organized (e.g. they arrive at school with uncharged iPads, procrastinate downloading textbooks) may suggest that while students are doing organizational tasks, the number of options/channels involved may undercut the organizational value of their efforts, and also complicate the file management systems of their teachers.
2. While conversations with, and survey responses from, students suggest that the students are remarkably self-aware around their iPad habits/preferences/use (most commonly noting that it is important to set boundaries or that games are distracting), they do not exercise a corresponding degree of self-control, prompting concern by teachers, students and parents that the iPad may be as distracting as it is useful as times.

### **Student engagement and distraction**

1. When iPads and/or other collaborative/interactive activities are effectively integrated into lessons, students in 1:1 iPad classes are more engaged than are(were) students in comparable non-1:1 iPad classes, however, during lessons when the iPad plays a minor role in class activities, students are more likely to be off-task or disengaged than their counterparts in traditional settings.

### **Student learning**

1. Students produce a wider variety of products as part of assignments both in class and out of class and have acquired skill in a large number of educational/productivity apps.
2. Student learning in the 1:1 iPad classes is greater than in that of comparable classes, an increase that is supported by an increase in the quality of, as examples, individual research, class presentations, content-related questions.
3. The quality of assignment types associated with slower processes such as writing, did not increase, suggesting a potentially interesting difference in the use of iPads for cultivating curiosity and producing slower, more rigorous product types.