

Proposal for iPads in English and Media at Huntington School

"You should be very critical and ask yourself all the time, 'In which situations does technology improve learning and what should digital enlightenment be?'"

Anders Pors, Head of Education at Orestad Gymnasium, Denmark¹

"Great teaching is about having high expectations of ourselves and our students. This links with Apple, which represents the highest possible standards of technology. I think the prospect of the iPad portable devices is exciting for both staff and students alike."

Teacher in the Huntington School English and Media Faculty

"Innovative, exciting and forward thinking. Technology has always been a risk, but why let risk stop progress?"

Teacher in the Huntington School English and Media Faculty

"Because it's group work we can interact – because we are actually producing things there then it makes it feel real – it's ours and we want to show it and we're proud of it."

Maddie Bourne, Arianne Harrison, Mollie King – Y9 (reflecting on their use of Apple technology in their English lessons)

"I'm more likely to use technology - I'll do more and work harder. It's something different and new. I can make things look better and so I wouldn't mind showing my work to the class then".

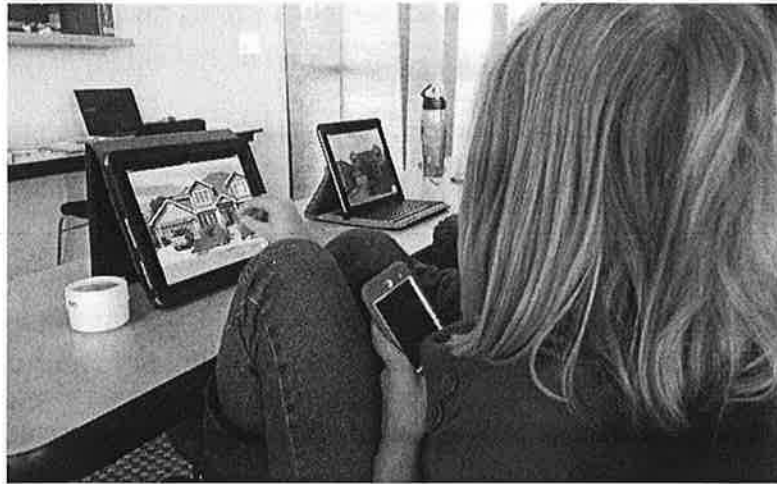
Lewis Rawding Y10 (asked about using more technology; reflecting on iPad use)

"Buy cheap, buy twice."

Anon

¹ Daisy Watt, TES PRO, 'High Tech all the Way: Student led collaborative learning that gets results by incorporating the use of technology in every lesson' (11th May, 2012)

iPads in the English and Media Faculty



"The main goal of school innovation and reform should not be to install new technology, build new classrooms, devise new patterns to the school day nor even create new curricula, essential though those are. The main goal should be to provide children with the suite of relationships they need to support their learning which must include families and communities. Many schools seem to fail, often despite new resources, equipment and staff because they do not sustain relationships for learning."²

The thrust of this quotation is wholly correct – but innovative ICT need not be a ‘bolt on extra’. Instead, it can be an important bridge in the teacher/student relationship. Relationships make students motivated to learn, and good teaching absolutely relies upon good teacher pedagogy, but new technologies support the best pedagogy, and crucially, they make the learning more enjoyable and ‘real’ for students, transforming their motivation levels. By using technologies that are exciting to students, it engages them in their learning, actually reflecting the world they learn (and indeed play) in – iPads help “[make] the school relevant to the culture in which education is happening.”³ By using iPads as a collaborative learning resource, students are better able to key in transferrable learning skills with the media devices that they use with expertise on a daily basis. They are therefore better placed to enhance their “sociability...[the capacity for] investigation, imagination and experimentation”⁴ when they learn. These devices do not replace the role of teacher as the key facilitator to learning – with appropriate skilled training – the teacher is simply better empowered to harness the confidence and pleasure of the students to utilise this new technology. The iPad is the best ICT tool to help our students confidently ***“thrive in a changing world”***.

² Charles Leadbeater, ‘What’s next? 21 Ideas for 21st Century Learning’, The Innovation Unit (2008)

³ Fraser Spiers, ‘How Tech Will Transform the Traditional Classroom’, Mashable Tech (March 2012)

⁴ Guy Claxton, ‘What is the Point of School?’, OneWorld Publications (2008)

iPads for Collaborative Learning

Huntington students are without doubt what is now termed as “digital natives”. In ‘Digital Natives, Digital Immigrants’ Prensky argued that there was a fundamental distinction to be made between today’s learners and those of the past due to “the arrival and rapid dissemination of digital technology... an event which changes things so fundamentally that there is absolutely no going back”⁵. He labelled these new learners “digital natives” and contrasted them with “digital immigrants”. As teachers, one of the things we need to do is to be conversant with, and use, the digital tools that students are using, if we are to have teaching that connects and enhances the teacher/student relationship. Diana Oblinger of Microsoft calls students the ‘Millennial generation’: “Millennials exhibit distinct learning styles. For example, their learning preferences tend toward teamwork, experiential activities, structure and the use of technology. Their strengths include multitasking, goal orientation, positive attitudes, and a collaborative style”⁶. We need to harness that collaborative style – the iPad is the best tool to do so.

The iPads would primarily be used as a tool for group, collaborative learning. On a practical level, this makes the implementation of the devices much more cost effective, but primarily it is about using ICT for its greatest positive impact upon pedagogy and student learning. As a department, and more widely as a school, we have recognised the crucial importance of student groupings and differentiation as a fundamental aspect of good and outstanding teaching. The English department has embraced the shift from old fashioned rows, to a consistent approach to varied groupings, with each classroom conforming to the six table structure – the iPad would be a central hub for each of those tables to engender collaborative learning. This allows us to work together to implement a group learning approach, utilising the iPad as a central tool. The rich capacity of the iPad also enhances the capacity for complex analysis, evaluations and creativity in group tasks⁷. We can improve still further upon our excellent departmental results and become a beacon of innovative pedagogy within the school and beyond.

For example, the current Y7 Scheme of Learning for poetry (entitled ‘Let’s Face the Music’) could easily be enhanced through using a range of iPad apps, mostly exclusive to the iPad device. In one single lesson the capacity for enriched learning is endless: the app, **iFPoems**, has a fantastic range of poems, such as ‘*Valentine*’, by Carol Ann Duffy, which we have used consistently in the scheme over the last couple of years. The app has a copy of the poem, with a voice recording by Helena Bonham Carter. The app also has the capacity for students to record their own oral performance of the poem. This, however, hardly adds any complexity to the intrinsic learning, but by using the free app, **InClass**, they can record their group ideas and responses to the poem – in written form, orally or using images (saving it in

⁵ Prensky, ‘Digital Natives, Digital Immigrants. On the Horizon’ (NCB University Press, Vol. 9 No. 5, October 2001).

⁶ Diana Oblinger, ‘The Millennials. Educause’ (2003)

⁷ Lorin W. Anderson and David R. Krathwohl (Eds.), *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives, Complete Edition*. Longman. (2000)

Dropbox and **iCloud**); they can annotate the poem and immediately stream their efforts to the class projector using **Apple TV**; they could easily film a performance of this poem, or one inspired by this poem on **iMovie**, streaming it to the projector in an instant through **Apple TV**; they could produce a real poetry anthology that they upload onto **iBooks** for the world to enjoy. This instant formative assessment, and exciting collaborative learning, is perhaps one of the strongest arguments for the capacity of the iPad to enrich pedagogy. For a full scheme of learning with potential iPad uses *See Fig 2: 'Let's Face The Music' – enhanced with iPad capability.*

iPads for Formative Assessment and Enhancing Pedagogy

“Employers complain that, in spite of rising achievement (DfES 2006), young people are not gaining the skills that are needed in the modern workplace – skills such as problem solving, innovation, collaboration and creativity. Teachers complain about the rising burden of time spent carrying-out and marking assessments, which reduces the time available for “real learning.”⁸

The device provides the opportunity for collaborative “problem solving, innovation, collaboration and creativity” in a modern context, ever changing and developing, that gives our students at Huntington the opportunity to enhance their ICT, Media and ‘basic’ literacy in a changing world. The iPad currently has a range of applications and uses in the classroom that is unrivalled by any other equivalent device. We have in-house (cheap!) experts, who could train staff (‘expert’ students have offered to give over their time). There are some key ‘pedagogical gems’ that we would hone in upon in year one of the implementation, which would have greatest impact upon ingrained teacher practice – see *Fig 3 – iPad ‘Key Teaching and Learning Strategies’*. The iPad facilitates formative assessment in an instantaneous and effective manner that conforms to the core definition of formative assessment⁹. In his comprehensive meta-analysis on ‘Influences on Student Learning’¹⁰, John Hattie found that technology doesn’t have a significant impact upon student learning. In comparison, purposeful formative feedback had a much more significant impact (over factors like ‘class size’ and ‘individualization’) on student learning. That is not to say we should abandon technology and its evidenced motivating effects, but the iPad actually provides the teacher with an engaging tool to ensure both factors occur in an innovative fashion. Interestingly, Hattie also notes that “innovation”, in a variety of forms, has a positive effect, whereby students recognise they are undertaking a pioneering innovation and therefore perform better and are more motivated – citing the ‘Hawthorne effect’ as having a positive impact upon student learning.

⁸ Bobby Elliot, ‘Assessment 2.0: Assessment in the Age of the Web’, web based PDF (2007)

⁹ *“Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.”* Black, P. and William D. “Developing the theory of formative assessment.” *Educational Assessment, Evaluation and Accountability*. 21:5-31 (2009)

¹⁰ John Hattie, ‘Influences on Student Learning’, Lecture at University of Auckland (1999)

The iPad provides the crucial exemplification of the key 'next steps' in formative assessment seamlessly, utilising **Apple TV** to synchronise the mobile devices effortlessly – **See Fig 1**. There are many examples where the class can share their work. In an instant, student written work can be photographed by the group (they could select the 'best' example in the group) and streamed to the projector for the whole class to evaluate. Questioning can be guided around different groups, and using the app 'Idea Flight', each group could annotate the selected work, making improvements, identifying grammatical weaknesses, suggesting changes and adding commentaries etc. Groups can work on peer writing or group presentations that can then be presented to the whole group electronically. Past model answers can be saved in **Dropbox** and students could engage with these models in a myriad of ways. The device means learner centred tasks can be completed with ease, and due to the prestige of the device, it can be produced with greater pride and diligence. The device can be a central nexus to facilitate and record. Creative, collaborative group tasks, promoted by the likes of Jackie Beere who conducted our training on 'Outstanding lessons', as models of best teaching and learning¹¹, could use the iPad to record students' writing, speaking and listening, presentations, films, podcasts and blogs etc. The materials can all be synced and stored safely using **iCloud** and **Dropbox** (saving memory for the School system).

In our SOLC time, and in our leadership coaching time, we could ensure that staff are trained to competently use the technology to harness its innovative potential. At the core of using the devices, it is about successful pedagogy: having students working effectively in groups.

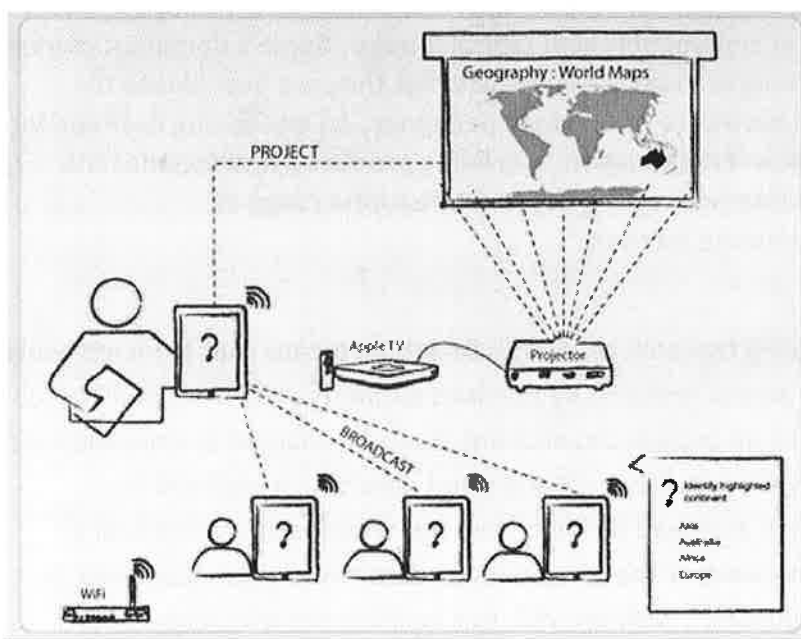


Fig. 1: Using Apple TV to instantly stream teacher/student content across devices

¹¹ <http://www.jackiebeere.com/resources.html>

iPad for Reading

Not only does the iPad provide a pivotal tool for effective and engaging group teaching and learning, it has the potential to promote literacy in an innovative and exciting fashion. With **iBooks** and **iTunes U** there is the unique opportunity to utilise a vast wealth of **free** classic literature. With no barriers of copyright, this literature can be used to challenge students in a positive manner; encouraging them to interact with reading many of the students would not have such easy access to, nor perhaps have the inclination to read.¹² It is the perfect combination of the best of tradition integrated with the best of modern technology. The capacity for instant annotation, internet research, audio podcasting, YouTube compatibility and the actual creation of 'real' books (**iBooks Author** on the Mac), provides an impetus to reading that is completely in sync with our core purpose and our school development strand on Literacy. Alongside this, there is the capacity to buy texts and sync them across devices – with many of these texts having interactive elements that promote engagement, alongside fostering classic skills of annotation, skimming and scanning etc. in a format that can be saved or erased in an instant.

The iPads would provide a motivating tool for students wishing to 'challenge' themselves by reading further. The iPad wouldn't replace books any time soon, but they would be a tool to 'analyse, evaluate and create' texts, whilst providing an easy platform for students to become producers themselves. For example, the current E-Anthology could easily be formatted as an **iBook**; with links to video introductions and explications, art work and music, that could become a 'real' text, disseminated not just in school, but in the **iStore** – heightening the sense of purpose and student engagement by creating a 'real text'. The **iStore** is currently enhancing its Educational output, with **iTextbooks** and interactive ebooks now beginning to be produced in conjunction with typical 'books'. Apple's dominant market share, although not a positive thing in many ways, means that they are best placed for updating the best software and hardware to enhance pedagogy. An interesting example for A2 English would be an interactive '**Frankenstein**' app being produced that includes the classic narrative, a modern and interactive retelling and a beautiful range of contemporaneous images to stimulate interest.¹³

Further innovations, such as saving research reading in **Dropbox**, means that students could complete and save homework; access research by previous students; access helpful Youtube videos (we are currently planning an English Department YouTube channel to communicate with students and parents, providing revision materials and providing a platform for excellent work and student films), and read through their home devices, without being reliant of the vast expanse of the web, or the potentially limited knowledge of parents or siblings. This would work in conjunction with the VLE, not be exclusive of it, thereby encouraging its use by integrating ICT into our pedagogy more consistently.

¹² Adi Bloom, 'E-books can turn boys on to reading', TES-PRO Magazine, (11th May 2012)

¹³ <http://www.fastcodesign.com/1669801/ipad-app-retells-frankenstein-and-hints-at-the-future-of-e-books>

iPad for Writing

The iPad is a prestigious device amongst our students and its presence would inevitably enhance the motivation of all students, but particularly those students who are less engaged by our conventional teaching methods – those who are not ‘natural’ readers and writers. We have many students who refuse to engage with literacy, or who have a technological expertise and media literacy that far outstrips their basic literacy. Our current departmental ICT usage is almost exclusively limited to internet research, presentation making and word processing. The iPad presents the opportunity for all of those. It provides internet research that is much more nuanced, with texts and images being easily manipulated for immediate uses in their own presentations, films or written responses. By using **Penultimate**, they become immediate interactive whiteboards for ‘handwriting’; by using **Explain Everything** or **Evernote**, they become a tool for oral rehearsal (a crucial tool in the writing process for students); they provide a range of apps for creative planning and all this work can be stored in **Dropbox** for later use (**Dropbox** has the added advantage of being easily accessible for homework tasks and free memory storage). They are ideal for ‘guided writing’ (a strategy I would like to see embedded with greater consistency when coaching the department in the coming year), with teachers being able to annotate and control the student devices, whilst annotating over projected examples on the board.

As English teachers, we recognise it would not be good pedagogy to simply have students type up their written work – PCs and laptops are largely geared towards this more fixed purpose. Students often type up their work in their own time, or as an addition to homework, but it adds little to their intrinsic learning, other than perhaps the inherent drafting skills they perform in the process. We do have few examples when students would need ICT as a typing device. For example, we currently have the weakest students in our GCSE cohorts type up their controlled assessments. This could still be completed with our iPad devices, such is the limited number required. We could store a limited numbers of wireless keyboards for exceptional circumstances. The current fixed class ICT provision poses different barriers which would mean they would not be missed by teachers.

Clearly, as a department, we do not embed ICT as thoroughly and consistently as we could, not out of disinclination, but rather we recognise the limited capacity. We typically use ICT bookings for creating presentations and undertaking research – this could all be completed on the flexible devices – with a fairer, more intelligent internal booking system. With departmental training and booking systems we could create a much more intelligent use of ICT to enhance learning – *see Fig 2: ‘Let’s Face The Music’ – enhanced with iPad capability.* At present, 70% of the department own their own personal iPad and are in the process of developing their expertise, mostly through the school based scheme – therefore it is obvious there is a commitment to iPads and their potential to become a powerful learning tool in our department. With the department restructuring, we are in the unique position to direct skilled coaching for members of the department through 2012 and beyond.

iPad for Speaking and Listening

The iPad is excellent device for developing speaking and listening skills. It provides an instant opportunity for filming and easy editing (**iMovie**), thereby providing opportunities for rehearsals and feedback, as well as finished work, both individually and in groups. Its instant access to **Safari** and **YouTube** means that there is the access to a wealth of models, both good and bad! **iTunes U** provides audio of great political speeches for study at GCSE and A level for free, whereas **Puppet Pals** could provide a fun opportunity to explore talk and performance. They can take the opportunity to make multi-model texts, for example with voice-overs, or podcasts. Audio of all kinds can be used and saved in the **iMusic** library and controlled by the teacher, or added to each device, using music to improve learning¹⁴. With the increased opportunities to save work/media with speaking and listening elements, it will allow the faculty to develop our own banks of exemplar work that can be easily shared across classes and year groups, or indeed across the web on our YouTube page.

We can create a bank of assessed speaking and listening that is saved to the devices over time, for easy access, and to provide positive models for learning. Once more, the 'real' purpose of such a task would enhance the motivation and potential performance of those students participating. Our speaking and listening unit in Year 7, based on the 'Big8' aspect of 'Courage', could be greatly enhanced by using the devices. The speaking and listening toolkit resources and student models could be uploaded to each device; they could research and create an orally recorded presentation on their 'hero' using **Explain Everything**; undertaking rehearsals recorded on **iMovie** for real feedback, where the student can visually identify their body language and aspects of their expression. The device comes into its own during group presentations: it allows for the saving of notes (both written and oral in **Evernote**); the creation of stimulus material in a variety of mediums; models of good presentations, and the tool for filming that can be saved and streamed.

One way of enriching speaking and listening by using the devices would be to make the iPads part of a renewed 'Challenge' programme – the prestige attached to the devices would enliven motivation to amplify what should be the intrinsic reward of undertaking a challenge. Last year, at the 'Challenge' training, the winning department was History, voted by Learning Support. They presented a model where students created films as their challenge – a laudable and engaging challenge. We did not present that opportunity because we believed that the practical implications of the loaning of cameras etc. wouldn't be workable in such a big subject area. With **iMovie** and a selection of devices this could become realised, likely more so than the challenges undertaken in History this year. An added motivating factor would be staff feeling free to unleash innovation and enhance their own training and capabilities, improving our chances of attracting the best teachers.

¹⁴ Nina Jackson, 'The Little Book of Music for the Classroom: Using Music to Improve Memory, Motivation, Learning and Creativity', Crown House Publishing (2009)

iPad for Media Literacy

As part of the recent departmental restructuring, it was made clear that a better integration of both English and Media teaching and leadership would create a more effective 'faculty' that enhanced teaching and learning. The iPad device is obviously at the cutting edge of E-Media, and the use of iMovie, podcasting software using the **Explain Everything** app, and presentation software using **Keynote**, would make students instant media producers. This technology once again has the capacity to elevate the value of the learning for students, whilst simultaneously enhancing their ICT skills, particularly at a time when ICT skills will likely be taught through the wider curriculum, rather than as a discreet subject.

The iPad has a huge array of apps to engage with the Media and manipulate it in their own work. There is the capacity to manipulate images with free apps, take images themselves and create their own image based media, with voice over etc. (**Explain Everything**). This can enhance the teaching of presentational devices in English, crucial to GCSE success in English Language, whilst providing the core skills for analysing the billions of images they will be subject to in their rapidly changing world. Our current KS3 units on News Media (Year 8), Advertising (Year 9), 'Filming and Fantasy' (Year 7), could all be greatly enhanced by well targeted uses of the iPad in our imminent evaluation of our schemes of learning. From **YouTube**, to **Flipboard**, to **iTunesU**, to **Safari**, to synthesising social media into narratives on **Storify**, and accessing saved material in **Dropbox**, the capacity for engaging with multimedia in a quick and interactive manner makes a portable tablet device a tool that enhances learning far beyond any ICT we have used thus far in our department. The iPads can also be controlled to ensure that prohibited material is inaccessible, creating student appropriate settings and privacy where appropriate when engaging with the media or the applications, or account, on the device – whereas Android devices lack these strong protections.

We are currently diversifying our curriculum pathways at GCSE, offering GCSE Media Studies alongside English. With this new pathway we are also laying the foundations for success at KS5, in both Media Studies and English Language (Language and Technology and multi-modal texts being a component of AS English Language). This diversification can only benefit from the broad capacity of the iPad device and its wealth of applications. This capacity building is essential if we are to continue to excel with both our pedagogy and student attainment in English and Media.

iPad over Android

The question, 'why pay for the premium product in a time of fiscal austerity?' is obvious. Is the capacity so much better to justify paying extra, or is the iPad a triumph of advertising hype?

Firstly, in addressing the financial aspects, it is true to say that the iPads are at a premium; however, the iPad 2 has seen a significant price drop and its functionality is still cutting edge and ideal for our requirements. We have earmarked 'saved funds' from the English and Media capitation from last year. This amount (circa £2400) would purchase software, like **Apple TV** for every English classroom; iPads specifically for staff usage for both teaching and training; software apps (these can be synched across at least 5 devices each; with some purchasing of key texts e.g. 'Of Mice and Men). The iPad 2 devices, and the associated software would receive an Education discount (with potential to purchase cheaply from the York Regional Training Centre), whilst other devices, although cheaper have significant question marks. Crucially, no other Android device provides anything like the scope of iPads used in conjunction with **Apple TV**.

Apple's dominance of the tablet and mobile phone market means that it is the best placed to develop educational applications ("Despite lower unit sales following the holiday season, the iPad scooped up 11.8 million of the 17.4 million units sold in Q1 2012 for a whopping 68 percent share."¹⁵); whilst being better placed for reliable updates, consistent web browsing, better protection from viruses, and a better range of apps that can enhance teaching pedagogy than any cheaper Android device.¹⁶ Some factors why Apple is better for such a deployment of multiple devices include the following:

- The Apple OS is upgraded and installed much faster and more effectively than equivalent Android OS, therefore apps on iPads continue to get faster and better, particularly in areas like **iTextbooks** etc.
- The back up and cloud storage of **iCloud** is far superior to any Android equivalent, therefore student work is more secure
- OS support is proven to be more consistent from Apple
- Malware, viruses are considerably more common on Android devices¹⁷ and security on Android devices is significantly weaker. The gatekeeper control of Apple means the downloading of apps is more secure and their system provides excellent systematic protections for multiple devices (**Apple Configurator** controls 30 devices)
- The range of Apple apps is currently significantly larger and of better quality (a quality controlled by Apple)

¹⁵ J R Bookwalter, 'Apple Owns Tablet market, while Android Stumbles', TechRadar (May 2012)

¹⁶ Fraser Spiers, 'We need to talk about Android', <http://speirs.org/blog/2012/3/6/we-need-to-talk-about-android.html>

¹⁷ "Android Malware has quadrupled in the last year" http://www.f-secure.com/weblog/archives/MobileThreatReport_Q1_2012.pdf

Fig 2: Year 7 Scheme of Learning-‘Let’s Face The Music’ – enhanced with iPad capability

Suggested Teaching Activities that using iPads:

- Use **iFPoems** to select poems by themes; playing professional audio; record their own version for the group with feedback on their choices. Supplement poems with saved poems on **Dropbox** (have saved key resources – such as the ‘Poetry Glossary’ - saved in the **Dropbox** folder)
- Groups annotate poems using **Goodreader**, streaming their annotations and feeding back; teacher and other groups invited to supplement the annotation
- In groups, create an audio commentary on poems they have selected using **Explain Everything**
- Listen to the Open University podcasts and watch the videos on ‘Writing Poetry Creatively’ on **iTunes U**
- Create videos on **iMovie**: explaining poetic techniques in a creative way; group poetry performance
- Photograph/stream drafts of their poems and get group feedback
- Play mood music on **iMusic** as inspiration for poetry writing
- Use image bank in **iPhotos** as inspiration for poetry writing
- Complete guided writing to exemplify using punctuation to adapt rhythm in poetry
- Create an **iBook** of their own poetry

Fig 3 – iPad ‘Key Teaching and Learning Strategies’.

- 1. Using the device for photographing and streaming student work to the projector for immediate formative feedback**
- 2. Using the device as a tool for shared writing and guided writing**
- 3. Using the device for multi-modal group presentations**
- 4. Using the device for group reading and annotation**
- 5. Using the iMovie app for creating films/presentations**
- 6. Using apps like Goodreader for annotating documents (Interactive Whiteboard style)**
- 7. Using the device to research the web**
- 8. Using the device to store student work: ongoing and completed e.g. notes on a novel**
- 9. Using the audio recording facilities for speaking and learning activities e.g. podcasts**
- 10. Using the device to access collaborate with research homework e.g. Pinterest**