



Study Guide

iPads in the Classroom: From Consumption and Curation to Creation

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in *iPads in the Classroom*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Introduction

1. EdTech's first principle is, "technology needs to be in the service of learning." What do they mean by that?
2. Computers excel at _____ tasks and following rules and _____ models. People excel at solving _____ and _____ a particular understanding of information.
3. According to the text, what does The Bureau of Labor Statistics forecast as the fastest-growing occupational skill sets by the year 2020?
4. List and describe the five principles the authors give for creating powerful learning environments with iPads.
5. Have you used iPads in your classroom? If yes, reflect on what you hope to gain from reading this book. If no, reflect on what you are most excited to learn.

Chapter 1

Consuming Content on the iPad: Diverse Pathways for Diverse Learners

1. What do the authors mean when they say, “teachers should imagine the possibilities of an iPad as a flexible, mobile platform for creating multimedia performances of understanding”?
2. List and explain the three important aspects of learning from the universal design for learning (UDL)?
3. The text highlights the iPad’s accessibility settings, specifically the Speak Selection feature. Give an example of a student who would benefit from this application.
4. Think of a lesson you have recently taught, and describe a specific way in which internet access could have benefited the lesson. What might your students have looked for?
5. The text describes two types of reading. What are they and how do they differ?

Chapter 2

Curation on the iPad

1. Define curation.
2. There are multiple advantages to curating an iPads content, list and explain the four examples given in the text.
3. What are the three document types that students should be familiar with when using an iPad, and what are the benefits of each one?
4. The text recommends the annotation app Notability. Thinking of a lesson you have recently taught, discuss ways in which Notability would have added to the lesson.
5. Between pages 48–53, the text provides examples of a variety of apps that curate online social media tools. Which of the apps described are you most likely to utilize in your classroom, and why?

Chapter 3

Creativity on the iPad: Innovative Performances of Understanding

1. Explain what the authors mean when they say that iPads should be “objects that students can use to think with”.
2. What should a teacher’s first priority be when selecting apps for use with a lesson?
3. Think of a lesson you have recently taught, or one you plan to teach soon. Describe in detail how a screencasting app would benefit that specific lesson.
4. What are the three conditions at the center of a “target of difficulty”?
5. Choose a standard from your grade level and/or subject area, and plan a lesson that utilizes the four main prompts for creative learning on page 76.
6. Which of the apps mentioned in chapter three are you most likely to use in your classroom, and why?

Chapter 4

iPad Professional Learning: Envisioning Innovation

1. What are the two keys of effective professional development?
2. List and explain the six characteristics of an EdTechTeacher workshop.
3. Referring to the SAMR model, reflect on your own practices. Have you taken advantage of new technological possibilities? If so, in what way? If not, how do you intend to remedy that?
4. An institutional cycle of _____ and _____ can reduce some of the individual fears about technology while building institutional capacity and growth.
5. Why is “tolerance of failure” a necessary component of the cycle of experiment and experience?