Using the iPad for Literacy Learning: Engaging in Best Practice

Lynda Fernholz, Viterbo University
Teri Lassig, West Salem Middle School
Kari Schultz, West Salem Middle School
Pre-Presentation Quiz

How many questions can you answer correctly?
Why do elementary teachers become teachers?

Because they love children. . .
Why do high school teachers become teachers?

Because they love their content...
Why do university professors become teachers? Because they love themselves!
Seriously... We are all teachers **because** we want to do what is best for all kids...
Times are a-changin’ . . .

- Seven out of 10 children under the age of 12 in tablet-owning households will use the iPad.
- 77 percent of adults in a Nielsen survey said their children play games on an iPad.
- 57 percent of adults in the survey said their children use iPads for educational apps.
- 55 percent of adults report their children use the iPad for entertainment while traveling.
The iPad has flourished at a rate far surpassing any other technology introduction – television, the personal computer, the DVD, you name it. The iPad and other tablet devices are gradually becoming ingrained in all grade levels, all types of schools, and all academic disciplines.
“Teaching” is a-changin’...

Teaching with technology is no longer an ‘option’ or something to be ‘added on’ to effective classroom teaching. It is essential for teachers and students to become critical thinkers and producers of new knowledge if they are to see themselves as stakeholders in the future (Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J., 2008).
What do you notice?
Defining New Literacies

1. Literacy is the ability to communicate and to find and evaluate information critically.
2. Technology has ushered in new literacy skills needed in today’s (and tomorrow’s) cultures.
3. Literacy skills taught today must include both traditional as well as new technologies to proficiently communicate.
Help Finding the Sweet Spot - GRR

Diagram showing reading approaches with a gradient from high to low levels of responsibility and independent reading at the extremes. The model is attributed to Pearson and Gallagher, 1983.
Common Core Standards & 21st Century Skills

21st Century Student Outcomes and Support Systems

- Learning and Innovation Skills – 4Cs
  - Critical thinking, Communication, Collaboration, Creativity
- Core Subjects – 3Rs and 21st Century Themes
- Information, Media, and Technology Skills
- Standards and Assessments
- Curriculum and Instruction
- Professional Development
- Learning Environments
Advantages of iPads

- Easy to use
- Promotes interaction between the user and the device
- Organizes and stores manipulatives like game pieces, puppets, flash cards
- Provides quick access to activities
- Invites collaboration
- Supports differentiated instruction
Considerations . . .

- An iPad is another tool to help the learning process, and it can have tremendous impact on the development of literacy.
- It's a tool. It's no different than any other tool. You have to have a purpose for using it.
- It's not going to replace teachers. It's not going to replace a parent or an interested adult.
- It is motivating and engaging - that’s the beauty.
West Salem’s Road to iPads for All

- Funding for iPads came from multiple budget sources- $1.5 million, 4-year loan, technology fund, saving in other areas reallocated
- 2012-13 school year- all middle school students given a device after orientation meetings
- Parent deposit- scholarship for some if needed
- Digital Citizenship- commonsensemedia.org taught during the first weeks
Professional Development

- Orientation Days- Mac notebooks, iPads, introduction of basic functions/apps
- iSuites: iLife and iWorks
- Inservice- train the trainer
- Vanguards for a year
- Google
- Apple TV- modeling and sharing
Our Path Thus Far...

- 2012-13 - full implementation in MS
- Online platform/traditional text usage being refined - Edmodo, homework app, Destiny Quest for library searches
- 2013 - iPads @ 4th/5th grades for all students - 5th grade allowed to bring home 2nd semester
Use as a Support Professional

- As a “data queen”
- as a 1:1 RtI support teacher
- As a witness—how other professionals use them-
Classroom daily applications

● my homework app
● study tool
● lessons
● presentation
● handouts
● manipulatives
● teacher tool
As part of an on-site practicum experience pre-service teachers investigated the affordances of the iPad during on-site tutoring sessions. This opportunity allowed pre-service teachers to develop their own understandings of how technology can be best used for literacy curriculum-based technology integration (Harris & Hofer, 2009).
Adopting a critical literacy stance, Viterbo students evaluated and matched iPad “apps” to specific reading component outcomes while developing a “working” rubric to guide their decisions about appropriate literacy “apps.”
Question to Considered When Determining an Appropriate “app” Match

- What literacy learning is needed?
- How can I improve my teaching of literacy?
- How do I cultivate the class culture for literacy?
- How do I teach to maximize literacy results?
- How do I make do with what we have for literacy instruction?
- What could go wrong and how do I cope?
- How do I orchestrate all the different aspects of teaching pedagogy that involves new literacies? (TPACK)
<table>
<thead>
<tr>
<th>Literacy Skills</th>
<th>Connection: (highlight concept)</th>
<th>Oral Language</th>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Writing</th>
<th>Comprehension</th>
<th>Authenticity</th>
<th>Feedback</th>
<th>Differentiation</th>
<th>Demographics</th>
<th>User Friendliness</th>
<th>Student Motivation</th>
<th>Reporting</th>
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<td>Literacy skill(s) targeted in the &quot;app&quot; are strongly connected to CCSS Essential Learning Outcomes/Concepts</td>
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<td>Literacy skill(s) targeted in the &quot;app&quot; are not connected to CCSS Essential Learning Outcomes/Concepts</td>
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<td>Literacy skill(s) targeted in the &quot;app&quot; are provided in a repeated, isolated, or isolated fashion (e.g., flashcards)</td>
<td>Literacy skill(s) targeted in the &quot;app&quot; is given limited feedback that is somewhat specific to an individual student, and motivates the student to improve performance</td>
<td>Literacy App offers flexibility to adjust activities to meet individual student needs, such as flexible, row, and group activities</td>
<td>Literacy App offers cultural and linguistic diversity that is evident</td>
<td>Literacy App requires a need for individual student need to have the teacher review continually how to use the app</td>
<td>Literacy App generates motivation and is selected as desired by the teacher</td>
<td>Literacy App requires a need for individual student need to have the teacher review continually how to use the app</td>
<td>Literacy App does not offer cultural and linguistic diversity</td>
<td>Literacy App requires a need for individual student need to have the teacher review continually how to use the app</td>
<td>Literacy App generates a summary page at the end that may be shared with teacher</td>
<td></td>
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</tbody>
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Self-Created VPSchool, 413 Students Spring 2013
Appy Hour

HOLD ON TO THAT FEELING!
Vocabulary Word Knowledge
Futuba, Word Adventure, Monstertown, Word Search, Find the Words,

Spelling
Frywords, Braintastic Reading, Hangman, Word Wall, Boggle,

Fluency
Frywords, Timed Reading, On top of Spaghetti, iTalk

Comprehension
Cat LITE, Green Eggs-Lite, Jib Jab Jr, Zebra Stripes

Decoding
Monstertown

Other
◦ Werdsmith (combines spelling skills with vocabulary knowledge)
- Student written story
Kari’s favorites

Quizlet/Flashcardlet  Prezi
Edmodo              QR codes
Poplet              Scramble with Friends
Stick Picks (teacher tool)  4 Pics One Word
Socrative            Oral Book Report
Educreation
Teri’s Favorites

Google Drive
Chicktionary
Chain of Thought
Sand Timer
Appsgonefree
3D CellStain

Word Wrap
Edmodo
Notability
Questions?
ldfernholz@viterbo.edu
lassig.teri@wsalem.k12.wi.us
schultz.kari@wsalem.k12.wi.us
References


