SUTEP Grant Project Summary:

Students will use Apple iPad2 to get rid of drill and kill worksheets and review basic multiplication facts electronically. Timed skill practice will eliminate the need for a photocopied review of skills and provide enough time for every student to have hands on access on a daily basis. Students will also use the iPad2 to discover how things work in science and explore topics through HD images, captions, video and interactive review games.

Rationale: Children receive information instantly through electronic devices for leisure and entertainment and then are asked to sit in a classroom to get information from their teacher. No matter how entertaining I am, I cannot compete with cool graphics, touch screens, and streaming video. That being said, I still believe that I am a vital part of student learning. However, students need a time for stimulating that part of their attention that craves electronic gadgets, devices and the like. Placing an iPad in the classroom would give students the opportunity to engage in that stimulation for content related review and practice. Instead of competing with technology, I need to be incorporating and implementing it to my curriculum. The use of such technology can engage and motivate the most shy and reluctant learners. Students need access to the latest technology so that they can be part of the global workforce when they leave education and compete for top jobs. With economic hard times, students need to be better equipped to become qualified for future scholarships and eventually jobs.

For the past three years I have partnered with WCU by hosting a student intern in my classroom (with great successes). We have used technology (Promethean ActivBoard) to promote motivation and participation. By having and iPad in the classroom, WCU student interns would be able to complete technology components of their lesson plans and teacher work sample
portfolios, remediation of concepts taught, as well as simple drill and practice (no more worksheets) using the most popular and in demand devices. Development of applications for the iPad are evolving and being created on a daily basis. Most apps are relatively inexpensive and a great way to put the most current and cutting edge programs in the hands of children. Students will use their 21st Century skills by creating authentic scenarios for learning such as with applications that put the student in the front row of a dissection for science, or by simulating systems of the body and how they work. They will use creativity and innovation to discover through apps such as GoogleEarth, HowStuffWorks, and media literacy applications.

The use of an iPad in the classroom would benefit current students as well as student for years to come. The apps can easily be added or removed during a sync with the computer. This will allow me to use apps that apply to the current pacing guide or content that I am teaching, without taking up storage space on the iPad. Future WCU student interns can benefit, through the use of the face time app, which will allow them to connect through their devices to the classroom and view instruction going on in the classroom while they are on campus.

I will evaluate the effectiveness of the use of an iPad in my classroom through video, digital images, scores on review games, and journals from the students about the things they learned on the iPad through exit slips at the end of their day. I will also evaluate effectiveness of this project by ongoing collaboration through emails and discussion with Dr. Houghton, and WCU student interns, along with their University Supervisor.

Placing an iPad in the classroom would not be possible without grant funding. The price of this item makes it strictly a wish list item or an item funded through a grant opportunity like SUTEP.
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SUTEP Grant Application for Apple iPad2 and App Card

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Total SUTEP Grant Request $649
Dear SUTEP Committee,

This letter is in support of the iPad project proposed by April Mayes, Fifth grade teacher at Fairview School. I have observed the students in her classroom and believe that the integration of an iPad would support their learning very effectively and provide them with opportunities for both enrichment and remediation. Differentiation of instruction is very apparent in Mrs. Mayes classroom as is innovative uses of materials including technology (e.g. Promethian Interactive Whiteboard) to support collaborative student work and project-based learning.

It is my view that the iPad in her classroom would be used to its full potential with students to support the curriculum and engage students in creative learning activities. She is committed to this project and is already exploring options for potential future funding to support and extend the use of this technology in her classroom.

I endorse this proposal fully.

Regards,

Nancy Luke, PhD
Assistant Professor, Elementary Education
School of Teaching and Learning