

# Engaging Students and Enhancing Instruction with Tablet Technology: IUP's Appy Hour!

Thursday, March 05, 2015 3:35 PM - 4:50 PM, *HUB Susquehanna Room*

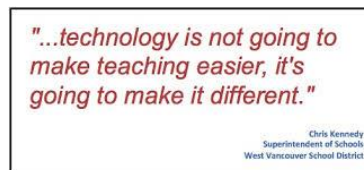
## Faculty Panel

Shijuan (Laurel) Liu will explain how members of the panel secured funding to support the purchase of iPods and iPads for their respective departments. She will then discuss how she uses tablets and other mobile devices in language teaching and learning.

Crystal Machado will use examples of students' work, embedded in her Professional Learning Network (blog) to describe how they use Twitter, Pinterest, Blogs, Nearpod, VoiceThread, Wikis, Dropbox, Google Docs etc. to collaborate, communicate, create, and disseminate their work with each other and the larger academic community.

David Loomis will describe how News Reporting students are integrating multimedia story-telling into news reporting. Students use iPads to shoot subjects and events, then edit on the fly and finally post to a host site, such as YouTube. He will share some examples of students' work.

Robert Sweeny will describe how Art Education students use iPods to engage in mobile gaming.



## Why bother with Tablet Technology?

The New Commission on the Skills of the American Workforce (2007) indicates that in addition to content knowledge candidates should be “comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well-organized, able to learn very quickly and work as a member of a team and have the flexibility to adapt quickly to frequent changes in the labor market as the shifts in the economy become faster and more dramatic” (2007, p.8). Tablet technology, which makes it easier to use web2.0 and social media tools, can be used to develop some of these skills.

Daher, Lincoln and Lazarevic broadly classified Social Media and Web2.0 tools as:

1. communication tools (Skype, MSN, Blogs, Twitter, and LiveMeeting);
2. collaborative tools (Wiki, Google docs, Google groups, Google Apps, and VoiceThreads);
3. productivity and organization tools (Rubistar, Google sites, Buble us, Del.icious, and Doodle);
4. social networking tools (Facebook, Myspace, Ning, Live Spaces, and LinkedIn); and
5. media sharing tools (Flicker, Picasa, YouTube, TeacherTube, and Podcast”(2014, p.45).

## Technology Adoption Literature

Technology adoption literature classifies users and non-users in a variety of ways. Prenski (2001) explains that digital immigrants are a lot less comfortable with technology as compared to digital natives who have always been immersed in a digital world. Building on Prenski's work Zur and Zur (2009) classify digital immigrants as *Avoiders*, *Reluctant Adopters*, and *Enthusiastic Adopter*. Davis (2011) recommends the addition of *Cautious Adopters*, a category that includes people who are willing to embrace technology but only after it demonstrates value to the learning process.