NORTH DAKOTA STATE UNIVERSITY
Fargo, ND 58108-6050

Course Title: Implementing iPad Apps

Class Number: EDUC 600

Instructor: Jim Ruid
E-Mail: JimRuid@gmail.com
Phone: (763) 439-7007
Snail Mail: Jim Ruid, 5737 Post Rd, Nowthen, MN 55303

What you will need:
A personal computer with and an iPad

What is provided in the course kit:
All the resources needed to complete the course

What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Nowthen, MN 55303)
Completed Activities

Course Description
iPads are a great tool for the classroom as long as we embrace the technology with the correct perspective. Often teachers find a great new whiz bang gadget or software and try to “fit” the new technology into their classroom. The old square block in a round hole approach. Where the correct approach is defining your problem or area of concern and finding a tool that meets those needs. In this course we begin by looking at a need and then learning how to research, evaluate and implement apps in your classroom. This course is 2 semester or 3 quarter credits.

Goals
Upon completion of this course the student will:
• Value the role of technology in the classroom
• Appreciate the worth of on-line resources
• Evaluate and implement iPads apps for the classroom
Objectives
During this course participants will:

- Define a situation in your classroom that you feel an iPod could improve. Summarize in one page or less the situation, include what you are doing now, what is not working, and where you feel it could improve. Use size 12 times new roman font, double spaced and standard margins. Use the attached rubric.

- Research an app that fits your needs. Use these links as starting points and do a search for educational iPad apps. Link 1, Link 2. Find five apps and use the attached rubric to rate each one.

- Implement the app into your classroom. Use the attached Final iPad Eval and use additional space if needed. Fill one out for each app you used.

- Know the 6 NETS and Performance Indicators for Teachers by reflecting on how your new meets each of the 6 standards. Write one paragraph which summarizes your integration of each standard into your new app.

Texts/Readings
The required reading is found as directed and ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers


Participants will complete the readings and independent activities described below to achieve the course objectives.

**Schedule of Readings, Topics, and Assignments**

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 1 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| **ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers** | **Topics:** NETS Standards  
**Assignment 1:** Click on the link to the left and read the NETS standards. Know the 6 ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers by reflecting on how your “New” teaching tool meets each of the 6 standards. Write one to two sentences (or as many as needed) which summarizes your integration of each standard into your “New” teaching tool. Use attached Rubric |

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 2 Topics &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong> Current classroom situation</td>
<td><strong>Assignment 2:</strong> Define a situation in your classroom that you feel an iPod could improve. Summarize in one page or less the situation, include what you are doing now, what is not working, and where you feel it could improve. Use size 12 times new roman font, double spaced and standard margins. Use the attached rubric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 3 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| **Link 1, Link 2** | **Topics:** Research an App  
**Assignment 3:** Research an app that fits your needs. Use these links as starting points and do a search for educational iPad apps. Link 1, Link 2. Find five apps and use the attached rubric to rate each one. |

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 4 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| **Review all materials** | **Topics:** Implement the App  
**Assignment 4:** Implement the app into your classroom. Use the attached Final iPad Eval and use additional space if needed. Fill one out for each app you used. |
Assignments and Projects

The following assignments are required for this course

<table>
<thead>
<tr>
<th>Percent of grade</th>
<th>Assignment</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Assignment One:</td>
<td>NETS Standards</td>
</tr>
<tr>
<td>25%</td>
<td>Assignment Two:</td>
<td>Define Classroom Issue</td>
</tr>
<tr>
<td>25%</td>
<td>Assignment Three:</td>
<td>Research an app</td>
</tr>
<tr>
<td>25%</td>
<td>Assignment Four:</td>
<td>Implement the app</td>
</tr>
</tbody>
</table>

Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 90-100 points
B = 80-89 points
C = 75-79 points
F = less than 75 points
I = Incomplete Work

Students with Disabilities:

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

Academic Honesty Statement:

All work in the course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct.

Tax Receipt:

If you wish to receive a receipt for tax purposes, please send a request to your instructor.
Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course. Does not apply to courses offered in states other than Minnesota. (See http://www.revisor.leg.state.mn.us/arule/8710/2000.html). Licensure Competencies:

Key:
Knowledge and understanding of the standard = K
Practice in applying the standard = P
Assessment/demonstration of attainment of the standard = A

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

A. understand Minnesota's graduation standards and how to implement them; (K)

B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)

C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)

D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)

E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)

F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)

G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K P, A)

H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K P, A)

I. monitor and adjust strategies in response to learner feedback; (K P, A)

J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K P, A)

K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K P, A)

L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)
Knowledge Base

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

References


Fraser, Virginia, Joe Garofalo, Nicole Juersivich “The Use of Technology in Facilitating Student Teachers’ Lesson Planning Process and Improving Their Quality of Classroom Life.” Retrieved 17 November 2008. 


# Writing Rubric

<table>
<thead>
<tr>
<th>Accomplishments</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Well Done</th>
<th>Excellent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No errors in spelling and grammar</td>
<td>Three or more errors in spelling or grammar are present. 50-60 Points</td>
<td>Two errors are present in grammar or spelling. 60-70 Points</td>
<td>One error in grammar or spelling is present. 70-80 Points</td>
<td>No errors in grammar or spelling are present. 80-90 Points</td>
<td>The word document appears to be professional in all aspects. 90-100 Points</td>
</tr>
<tr>
<td>Visual appeal of project</td>
<td>The project appears haphazardly constructed and opposes the templates constraints. 50-60 Points</td>
<td>The project has noticeable issues with its visual appeal. 60-70 Points</td>
<td>The project is not immediately aesthetically pleasing. 70-80 Points</td>
<td>The project is immediately aesthetically pleasing. 80-90 Points</td>
<td>The word document appears to be professional in all aspects 90-100 Points</td>
</tr>
<tr>
<td>Font size, type</td>
<td>Three or more issues exist with font size, type, color, or use. 50-60 Points</td>
<td>There are two issues with font size, type, color, or use. 60-70 Points</td>
<td>There is an issue with font size, type, color or use. 70-80 Points</td>
<td>Fonts size, type, color and use is appropriate and pleasing. 80-90 Points</td>
<td>The word document appears to be professional in all aspects 90-100 Points</td>
</tr>
<tr>
<td>Instructions for the assignment and project followed</td>
<td>The instructions were not followed generally and the result is the project does not meet expectations. 50-60 Points</td>
<td>Instructions are followed with a few lapses. 60-70 Points</td>
<td>Instructions are followed mostly with one lapse. 70-80 Points</td>
<td>The instructions are followed generally as expressed. 80-90 Points</td>
<td>The instructions are followed exactly in every detail. 90-100 Points</td>
</tr>
</tbody>
</table>
## iPad Rubric

**App Name:**

**Purpose for App:**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>The app’s focus has a strong connection to the purpose for the app and appropriate for the student</td>
<td>The app’s focus is related to the purpose for the app and mostly appropriate for the student</td>
<td>Limited connection to the purpose for the app and may not be appropriate for the student</td>
<td>Does not connect to the purpose for the app and not appropriate for the student</td>
</tr>
<tr>
<td>Customization</td>
<td>App offers complete flexibility to alter content and settings to meet student needs</td>
<td>App offers some flexibility to alter content and settings to meet student needs</td>
<td>App offers limited flexibility to adjust content and settings to meet student needs</td>
<td>App offers no flexibility to meet student needs</td>
</tr>
<tr>
<td>Feedback</td>
<td>Student is provided specific feedback</td>
<td>Student is provided feedback</td>
<td>Student is provided limited feedback</td>
<td>Student is not provided feedback</td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>App encourages the use of higher order thinking skills including creating, evaluating, analyzing, and applying</td>
<td>App facilitates the use of higher order thinking skills including evaluating, analyzing, and applying</td>
<td>App facilitates the use of mostly lower order thinking skills like understanding and remembering</td>
<td>App is limited to the use of lower order thinking skills like understanding and remembering</td>
</tr>
<tr>
<td>Usability</td>
<td>Student can launch and operate the app independently</td>
<td>Student needs to have a teacher show or model how to operate the app</td>
<td>Student needs to be cued each time the app is used</td>
<td>App is difficult to operate or crashes often</td>
</tr>
<tr>
<td>Engagement</td>
<td>Student is highly motivated to use the app</td>
<td>Student uses the app as directed by the teacher</td>
<td>Student perceives app as “more schoolwork” and may be off-task when directed to use the app</td>
<td>Student avoids the use of the app and might complain when its use is required</td>
</tr>
<tr>
<td>Sharing</td>
<td>Specific performance summary or student product is saved in app and can be exported to the teacher or for an audience</td>
<td>Performance data or student product is available in app but exporting is limited and may require a screenshot</td>
<td>Limited performance data or student product is not accessible</td>
<td>No performance summary or student product is saved</td>
</tr>
</tbody>
</table>