TOPIC: Elementary school iPad integration training for teachers.

I. Analysis

1. Brief Summary of the Topic

We would like to focus on the needs of teachers that have been mandated to utilize iPads in the classroom to increase teaching performance. Using an iPad for the sake of using a new technology will not, in itself, solve or increase teaching or student performance, and may in fact hinder it. We feel strongly that creating some form of instructional design will help teachers to understand how to utilize iPads in the classroom effectively to instruct their students. This will also make learning more engaging for students.

Although we have not settled definitively on any one thing, we have narrowed it down to designing an instructional product that addresses faculty iPad integration in the elementary school context (with possible wider use).

Among our working ideas are:

- Implementation guide for iPads in the classrooms
- Best practices for classroom management with iPads
- Using a learning management system with iPads
- iPad integration do's and don'ts.

These would be specific directed learning tasks for professional development of faculty. It is not expected to just be a resource, but an instructional product that meets specific learning objectives.

2. Reasons that the topic warrants instructional design.

Although teachers are assumed to be competent instructors, the introduction of technology (iPads) requires professional development and understanding of how technology can benefit the teachers and students to get more out of classroom instruction. We feel that simple information on how an iPad operates is not enough and thus instruction must be created that educates and demonstrates how to use an iPad for instruction is crucial to success.

3. Learner Analysis

The target learners: school teachers.

	Information Categories	Learner Characteristics
1	Entry behaviors	- have access to iPads in the classroom for teacher and student use. - wants to utilize iPads in the classroom for better instruction. - Some already use iPads as personal teaching tool
2	Prior knowledge of topic area	- knows how to operate the basic functions of an iPad (e.g. turn on/off; go to apps) - some knowledge of apps related to content areas taught. - has had some form of technology experience in the classroom before.

3	Attitudes toward content	• excited • eager. They would like to have a better grasp of the iPad's potential for classroom instruction.
4	Attitudes and skills regarding potential delivery system	• anxious about classroom management. • want to integrate because they have the expectation that it will help them. They just are not sure about know how and on what level.
5	Motivation for instruction	• Already utilizing technology in the classroom. • It is new technology so its "cool" • Expected mandate to use them daily. • Strapped for time - perceive some PD as waste of time.
6	Educational and ability levels	• Bachelors to Masters degree • Have had some interaction with technology in their classroom instruction (laptops, etc.) • Minimal or no use with iPad in classroom instruction in the past. • Competent and confident teacher.
7	General learning preferences	• hands-on • visual • teacher to teacher collaboration of ideas • Prefers to learn by doing.
8	Attitudes toward training organization	• Teacher to teacher would be helpful. • Wants to share ideas with other teachers. • Doesn't want to learn apps, but concepts with teaching iPads • Worried about time commitment. • Suspicious of online education • Website resource preferred
9	General group characteristics	• Veteran (5+ years exp) teachers • new to using iPads. this year • teach K-6 (3rd or 4th grade) avg • had success with technology in the past

4. Learning Context

|	Information Categories	Learning Site Characteristics
1	Number/nature of sites	• We are looking into using a website for instruction. • Instruction from the website would be practiced and utilized in a classroom. • Instructional component (module(s) • Sharing component (Sharing products, lesson plans, ideas) • Resource component (Finding apps appropriate for diff. uses)

2	Site compatibility with instructional needs	• Since the training is about iPads, internet access and browser are expected. • Website should function on an iPad • As long as instruction isn't too long, the instruction can be done anywhere (home, work, break room, etc.)
3	Site compatibility with learner needs	• Since the teachers are going to be using internet connected devices, a website training program would be compatible. • Since time is an issue, a formal workshop may not be compatible, although would be helpful in conjunction with online tools.
4	Feasibility for simulating workplace	• Demonstration is needed in order to show how a functional classroom would look like. • simulations may need to be practiced in the classroom, but instruction on how that can happen can be demonstrated • Must relate to learner's experience

5. *Performance Analysis*

	Information Categories	Performance Site Characteristics
1	Managerial/supervisor support	• supportive, no "official oversight" • want to see iPads utilized more in the classrooms • student engagement • Enthusiastic
2	Physical aspects of site	• school setting • one teacher/classroom • Able to come in/out on their own time.
3	Social aspects of Site	• collaboration would be helpful. • Need opportunities for individualization, feedback.
4	Relevance of skills to Workplace	• very relevant to workplace. • mandated, but no oversight or formal instruction previously given.

II. Design

Instructional Goals
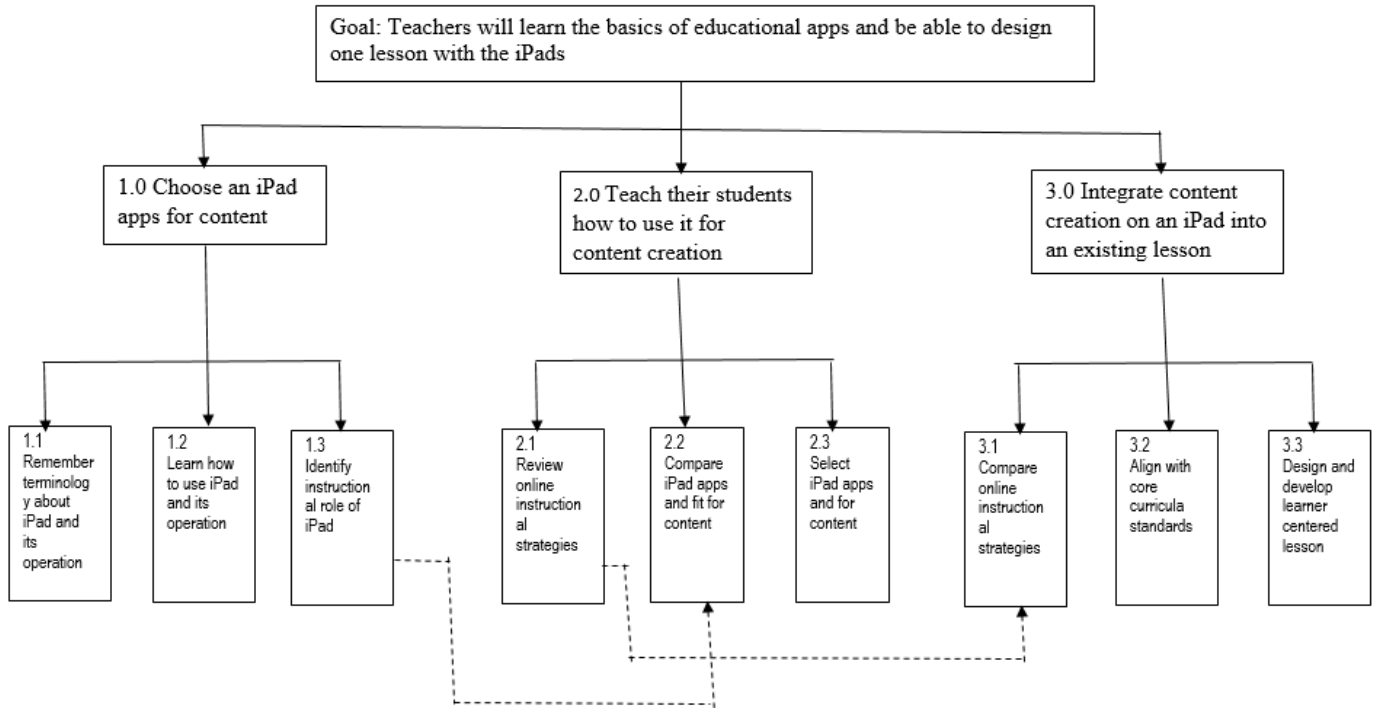
III. Evaluation

Assessment Plan consists of:

1. Formative evaluation

1. one-to-one evaluation: Interview. Target outcomes: effective use of iPad in classroom and attitude toward use of iPad in classroom.
2. Small group evaluation: focused group. Target outcomes: effective use of iPad in classroom and attitude toward use of iPad in classroom.

2. Summative evaluation

1. Survey. Target outcomes: concepts of iPad, application of iPad in subject area
2. Questionnaire: concepts of iPad, application of iPad in subject area