

Hussain Alsanona

Dr. Cheryl Flanigan

ENGL 1020 Essay #1

February 19, 2015

Integrating Technology in Classrooms as such iPads

Glenn Wiebe in his article iPads/ tablet computers, ¹tries to evaluate how technology has effectively taken place in the classrooms. The author focuses on how this has been affected overtime with first the integration of laptops in the classrooms, later cell phones and finally tablets, inclusive of iPads and iPods. They allow for flexibility and easier mobile learning for the student. The author further mentions that there is an improved performance by the students as a result of using the iPads and further increasing students' motivation. "Students and teachers now have tools specifically designed for learning on the go" (Glenn Para 2).

iPads have more than 500000 applications available and online resources helpful to the students (Glenn Para 4). The iPads are available either with 3G internet and WIFI technology, or WIFI only, with a presence of hard drive being either 16GB, 32GB, 64GB. "The prices vary based on hard drive size and connectivity options" (Glenn Para 5).

The integration of the iPads technology into the classroom is seen to start with the purchasing decision whereby the students or teachers purchase the iPads, then followed by the creation of an apple ID, that allows access to apple app store, to iTunes, and iBooks store. "You can create an account with or without a credit card" (Glenn Para 7). The user either purchases or downloads the applications after creating an apple account both of which are easy ways of gaining access to the applications (Glenn Para 6).

Second generation iPads are more ideal for use in the classrooms due to the availability of features that are more helpful to the students. These are the video cameras and ability to connect with LCD projector. They also have a wide range of applications that enhance the learning process (Glenn Para 7). The teacher, for instance, can take videos to demonstrate a certain topic to students and then make a presentation to the students using a projector. "iPads and tablets also allow for flexibility of deployment settings" (Glenn Para.8) whereby teachers can use their own iPads to display some writing samples, websites, applications or source documents analysis to the students.

Few iPads on the other hand are used for extension activities whereby the teachers can create video clips for demonstration purposes to the students for topics that appear difficult to the students. The iPads also allow for cloud computing whereby students write save and share materials online (Glenn Para 9).

In addition, the applications that are used by the iPads are easy and less costly to download thus the users can easily get access to them, and thus allowing a paperless learning environment and further making learning less tedious as opposed to the use of many books. By using iPads also, teachers can make teaching documents and other teaching materials and send them to iBook, where students can access them with ease using the iBook application.

Students on the other hand can use book creator to create their own books for use in their studies and also other applications such as story kits and strip designer strips to create own online stories and other artistic materials for students with artistic skills. "For young students teachers can use apps like stack the states and GeoMaster plus to help with geography skills" (Glenn Para ,

13). Older students can use other applications such as the world HD Atlas to get source documents and maps in their studies (Glenn Para 13).

iPads further encourage the use of essay grader or think book to enhance the quality of writing (Glenn Para 13). This enables the users to improve their writing skills and writing quality. The iPads also have an application that aids in lesson planning. Learning stations are also created by the teachers for the students, where the students are enabled to perform different study activities.

However, the use of iPads alone is considered by the author to be inefficient in learning and require to be accompanied with other aspects. For instance, when the teachers are planning the lessons programs for the students, they will require to have designed a lesson plan before the implementation of the iPads since iPads alone cannot be efficient to plan lessons. The author has also considered a situation where students tend to get lazy from continued use of the Ipads where for instance the students get reluctant to carry research for their assignments and instead just copy and paste work.

In conclusion, the positives and advantages of integrating the technology of iPads in classrooms outweigh the disadvantages and negative results. This is evidenced by the advantages brought out by the author, which include enhanced flexibility in undertaking the studies for both the students and the teachers. The flexibility is achieved as a result diverse applications that are available for both the teachers and the students. Another advantage is seen in the ease of obtaining the applications required in learning, whereby students can easily purchase or download the applications using the iPads. Another advantage is that the iPads eases learning,

since teachers can use them to create video clips to demonstrate topics that appear to be difficult for the students. Also, iPads allow cloud computing thus enabling the students to easily save and share their work online.

In addition, the iPads make teaching and learning to be less tedious whereby there is minimal paper work thus more of learning and teaching activities are enhanced by use of the available applications. The technology also provides applications that are used for all the levels of study since there are applications that suit the young students, middle, as well as old students. The iPads also enhance the improvement of skills, due to the availability of applications that support the skills for instance the applications in support of artistic skills as well as those in support of writing and reading skills.

On the other hand, there are drawbacks that as well result from the integration. These include the cost of purchasing which is far much high for some students. Another drawback is that the iPads tend to make the students lazy in their work whereby they opt to copy and paste work from the internet instead of carrying out thorough research for their assignments. There is still a limitation in that the iPads can only be used up to some level, for instance where the teacher needs a lesson plan and has to come up with their own efficient plan to later implement in the applications available in the iPads.

80

I do not understand your argument. Why add more when is answering the opposition?