The iPad Pilot Program Project Charter provides the following description of the iPad Pilot Program.

“In an effort to explore the possibilities of integrating mobile devices into the academic curriculum, a pilot program has been initiated. For this pilot, a small number of mobile devices (iPads) would be purchased and distributed to participating faculty to be used in the classroom for 2 – 3 weeks. The participating faculty will define learning outcomes and assessments for their part of the pilot and will identify apps and accessories to make the iPads useful for their particular program. Assessment of student learning outcomes will be completed after the trial and recommendations will be forth coming from that assessment.”

For the pilot, 20 Apple iPads, a portable charging station and some accessories were purchased. See Appendix E for the budget. Four faculty members agreed to participate in the project. They were

- Instructor A, Education, used iPads Jan 20 – Feb 6, 2015,
- Instructor B, Heath and Physical Education, used iPads Feb 9 – Feb 27,
- Instructor C, Art, used iPads Mar 2 – Mar 27 and
- Instructor D, Business and Accounting used iPads Apr 6 – Apr 24.

Each faculty member wrote a proposal with some outcomes. (See Appendix A). Each instructor was given 3 weeks to use the iPads. They were scheduled such that there were a few days between each use for Ken Wiegman to reset the iPads and load applications the instructor requested. There was some money set aside for purchasing applications and accessories. For example, Instructor C requested the purchase of a specific stylus for each iPad so that students would have better control for drawing.

Students were assessed at the end of the time period. Assessment scores from the students are attached in Appendix B. Ken and Lisa met with the four faculty members to interview them about the pilot at the end of the semester. These comments are summarized in Appendix C.

The pilot outcomes listed in the Project Charter were

1. Management of distribution of iPads and applications.
2. Process for integrating tablets into the classroom for different academic programs.
3. Practice in writing learning outcomes and objectives.
4. Assessment of the process.
Management of distribution of iPads and applications

This process went very well. Students reported a high score (4.86 out of 5) that the iPads were set up and ready to use. Faculty also reported the setup was easy. Ken contacted each faculty member to find out which applications were needed, acquired them and pushed them to the iPads. The only problem was the Apple ID. In this case a unique ID maintained by Ken was used to install applications and therefore updates were tied to this particular ID. Thus an instructor could not add or update applications themselves.

It is necessary to have a minimum of 1 - 2 days between checkouts so that iPads can be reset. If students use their personal credentials, this is a potential security problem. One recommendation is that students should not set up their email on the iPads and if they do, documentation should be presented on how to remove those credentials before they return the iPad.

Ken was also in charge of ordering accessories. In this case it was ordering styluses for the Art app. How this is handled in the future is discussed in the Recommendations section of this report.

No one asked for training. There was some indication that one or two students could have used some help.

Process for integrating tablets into the classroom for different academic programs.

The process began with a request for use of the iPad cart. See Appendix A. Once the four instructors were identified, we negotiated with them about when they wanted to use them. This turned out to be very easy. All instructors wanted to use them at different times so there was no overlap. The process then was

1. Ken set iPads to factory settings.
2. Ken acquired and pushed requested apps.
3. Apps and accessories were delivered to instructor.
4. Instructor was responsible for securing the iPads.
5. Instructor returned iPads to Ken at the end of the period.
6. Ken sent out survey to students.

Practice in writing learning outcomes and objectives.

Faculty were encouraged to contact B.J. Reed, director of the Teaching and Learning Center if they needed help in writing learning outcomes.

Assessment of the process

Assessment was accomplished in two parts. First students who participated in the classes were surveyed (See Appendix B). Secondly, Ken and I met with faculty to talk about their experience. See Appendix C.

Observations from student and faculty comments

1. Students liked having this opportunity. Generally the scores show this. Their biggest concern was charging. The charging station was always located with their instructor. Not having charging cables made it hard to work outside of class. One suggestion was
to create charging stations in various locations on campus so the students would not need to keep track of a cable.

2. It should be fun! If the use of the iPads is too complicated or cumbersome to manage then it won’t be fun and therefore won’t be engaging students.

3. Faculty did not really ask students if they had iPads and could use their own. We are not sure if this would complicate things or make them easier.

4. Timing is an issue. It does take some planning on the part of the faculty member to fit the use of the iPads with curriculum. Related to this is a review of apps. In one case the app that the professor wanted to use was not available with this Apple iOS.

5. Faculty agreed that “short term” could be defined as no longer than 4 weeks.

6. It became clear that faculty have different ideas about how to use the iPads. In one case the iPads were used only during class. This was partly due to the size of the class (> 20) and also the nature of how the instructor wanted to use the app. In all other cases, students took the iPads with them and used them outside of class as well as during class.

Recommendations

1. Checkout periods should be no longer than 4 weeks. If faculty want to check out iPads for longer than 4 weeks, they should discuss purchasing iPads through their department.

2. Apple ID’s should be created by the instructor’s department so that any apps and accessories are the responsibility of the department. The department can then choose to allow the accessories to be kept with the iPads or within the department. Directions for setting up Apple IDs and purchasing apps will be provided in a binder that is with the cart. This ID should be unique and not their personal Apple ID.

3. In order to help track the iPads, a checkout sheet template will be provided with the cart that an instructor can Xerox and use to assign iPads to each student.

4. iPads are located at the Helpdesk when not in use.

5. The cart will be delivered to the instructor prior to the checkout period. It is the responsibility of the instructor to securely store the cart when not in use during the checkout period.

6. ICET/TLC can oversee advertising, a form for reserving the iPads during the semester and keeping a calendar (thus coordinating checkouts) that the Helpdesk can also see. ICET/TLC can also assist with in-class training if needed. The Helpdesk would be the contact point for any hardware issues or questions about apps. ICET/TLC would then have opportunity to encourage presentations by faculty on how this short term use of iPads enhances teaching. The reservation form could ask for outcomes as a means for documenting their use.

7. The warranty expires after 3 years from the date of purchase. Therefore, it may get costly to make repairs after that point. Under warranty there is a $50 charge for any repair. Who pays this cost during warranty needs to be determined. We were under budget for this project so one suggestion is that some money be set aside for servicing iPads. What to do after the warranty period expires still needs to be determined.
Appendix A
iPad Cart Request

• Briefly describe how you plan to use the iPads with your students.

• List 3 – 5 learning outcomes you wish to achieve by integrating the iPads into your current curriculum. If you need assistance with writing these, please contact The Teaching and Learning Center at 608.342.1798

• Identify the iPad apps you intend to use or any accessories you may need.

> **An account code will be necessary if there is a charge for the apps. The purchase of additional hardware accessories will also be the responsibility of the individual or department requesting the use of the iPads. If purchasing apps, please ensure that you have a generic Apple ID that you use to install the apps on the iPads. For more on how to create an Apple ID follow this link:** [https://appleid.apple.com/account](https://appleid.apple.com/account)

• Preferred dates when you would like to use the iPads.

• Will you require assistance in training you or your students at the start of your check out period? What will you need help with? (eg. General use of iPad, application assistance etc).

In accordance with the project plan, you agree to the instructor responsibilities and understand your role as the instructor in this pilot. Please refer to the iPad Pilot Project Plan for details about this.

______________________________________________  __________________
Signature
Date
Instructor A’s Proposal
iPad Pilot Jan 2014 Project Proposal

ITS will be purchasing 20 iPads that will be stored in a wheeled card. They will initially be used in the spring semester for instructional engagement of students. Please fill out the following form to document your segment of the pilot. We are looking for a maximum of 5 faculty members. Coordination of the use of the iPads will be determined after we have reviewed the forms.

- Briefly describe how you plan to use the iPads with your students.

I will use the iPads to show my students iPad applications they can use in their classrooms. This will be part of my EdMedia Apps (tchng 4020) class.

I’m well versed in a number of apps that enhance learning and student achievement; I will do further study to explore trending apps.

- List 3 – 5 learning outcomes. If you need assistance with writing these, please contact The Teaching and Learning Center at 608.342.1798

- Students will be able to speak, demonstrate, and blog with fidelity about at least three apps they can integrate into lesson plans for future use.

- Students will be able to navigate accessibility functions on the iPad for students with special needs.

- Students will be able to speak, demonstrate, and blog with fidelity how the iPad can be used as a transformative tool in the classroom by using the SAMR model of technology integration.

- Identify the applications for the iPad and any accessories you need for your segment of the pilot.
Many of the apps that I’ll promote are free. I assume you only want to know which paid apps I would like to explore. I do buy a fair amount of apps, but I think I could just start with this list.

- Explain Everything ($2.99)
- iMovie – I think we already own.

I will use modeling clay, iPad tripods, and legos for stop animation. I’m hoping to find School of Education funds to pay for those supplies. They already bought three iPad tripod adaptors.

- When in the semester do you want to use the iPads? Please keep in mind that 1 -2 days are needed between each of the pilots segments to reset the iPads for the next instructor.

I’m flexible and will make it work at any time.

- First 3 weeks
- Second 3 weeks
- Third 3 weeks
- Fourth 3 weeks
- Fifth 3 weeks

- Will you require assistance in training you or your students at the start of your pilot segment? What will you need help with? (eg. General use of iPad, application assistance etc).

I will need no help. I just need charged iPads.

In accordance with the project plan, you agree to the instructor responsibilities and understand your role as the instructor in this pilot. Please refer to the iPad Pilot Project Plan for details about this.

Instructor A ____________________________ 12/16/2014
Signature
Date
Instructor B’s Proposal

iPad Pilot Jan 2014 Project Proposal

ITS will be purchasing 20 iPads that will be stored in a wheeled card. They will initially be used in the spring semester for instructional engagement of students. Please fill out the following form to document your segment of the pilot. We are looking for a maximum of 5 faculty members. Coordination of the use of the iPads will be determined after we have reviewed the forms.

• Briefly describe how you plan to use the iPads with your students.

Use of the iPads will be linked to community and environmental outreach. The students will be using the iPads to conduct an Environmental scan using the School Health Index on-line tool and also research a variety of grants, selecting one that could be used to financially support activities within their districts SHI Module “Action Plan.”

- Initial assessment
- Action planning – including timeline and expected outcomes
- Grant Research and selection
- Creation of a method of assessment of the expected outcomes within the action plan.

• List 3 – 5 learning outcomes. If you need assistance with writing these, please contact The Teaching and Learning Center at 608.342.1798

The SHI Grant Research/Group Project is designed to:

a. Develop awareness of the scope of for comprehensive School and Community Health Literacy development.

b. Research both instructional and grant resources to support community and environmental health.

c. Enhance personal pedagogical skills as they relate to the pre-service health education competencies in the content areas of community and environmental health.

• Identify the applications for the iPad and any accessories you need for your segment of the pilot.

QR code reader, other than that we will be using Google forms and docs.
• When in the semester do you want to use the iPads? Please keep in mind that 1-2 days are needed between each of the pilots segments to reset the iPads for the next instructor.

- First 3 weeks
- Second 3 weeks
- Third 3 weeks
- Fourth 3 weeks
- Fifth 3 weeks

• Will you require assistance in training you or your students at the start of your pilot segment? What will you need help with? (eg. General use of iPad, application assistance etc).

NO, at least I don’t think so 😊

In accordance with the project plan, you agree to the instructor responsibilities and understand your role as the instructor in this pilot. Please refer to the iPad Pilot Project Plan for details about this.

_________________________________________________________  ____________________
Signature                                                   Date
Instructor C’s Proposal

iPad Pilot Jan 2014 Project Proposal

ITS will be purchasing 20 iPads that will be stored in a wheeled card. They will initially be used in the spring semester for instructional engagement of students. Please fill out the following form to document your segment of the pilot. We are looking for a maximum of 5 faculty members. Coordination of the use of the iPads will be determined after we have reviewed the forms.

• Briefly describe how you plan to use the iPads with your students.

I plan to do an extended assignment with my Drawing II class. My idea is to lead students in several in-class drawing sessions to acquaint them with the drawing apps I’d like to see uploaded (Brushes, ArtRage), while giving them a two-week to three-week homework assignment so that they could experiment with the iPads at home and have time to develop images in depth. Students would be investigating a particular drawing style, based on a variety of historical and contemporary examples I would show them in class. The assignment should preferably last at least two weeks, as it will require time for the students to gain familiarity with the drawing apps.

• List 3 – 5 learning outcomes. If you need assistance with writing these, please contact The Teaching and Learning Center at 608.342.1798.

a. Students will become familiar with the *trois crayons* drawing method, having been shown multiple examples of this approach from the 17th and 18th centuries.
b. Students will learn to adapt this traditional method to digital media, having been shown contemporary examples.
c. Students will become conversant with at least two drawing apps developed for the iPad: ArtRage and Brushes.
d. Students will become accustomed to creating, saving and modifying several versions of their work in the service of encouraging experimentation, revision and risk-taking.

• Identify the applications for the iPad and any accessories you need for your segment of the pilot.
Brushes App (Free, Apple App Store) x 20 students
ArtRage for iPad ($4.99, Apple App Store) x 20 students
Musemee Notier stylus, ($15.99, Amazon.com) x 20 students
When in the semester do you want to use the iPads? Please keep in mind that 1 -2 days are needed between each of the pilots segments to reset the iPads for the next instructor.

- First 3 weeks
- Second 3 weeks
- Third 3 weeks (THIS ONE!)
- Fourth 3 weeks
- Fifth 3 weeks

- Will you require assistance in training you or your students at the start of your pilot segment? What will you need help with? (eg. General use of iPad, application assistance etc).

I don’t anticipate any help, as I have used both of the applications I intend to introduce to my students. I only need the aps to be loaded on the tablets beforehand.

In accordance with the project plan, you agree to the instructor responsibilities and understand your role as the instructor in this pilot. Please refer to the iPad Pilot Project Plan for details about this.

Instructor C
Signature

Date
Instructor D’s Proposal

iPad Pilot Jan 2014 Project Proposal

ITS will be purchasing 20 iPads that will be stored in a wheeled card. They will initially be used in the spring semester for instructional engagement of students. Please fill out the following form to document your segment of the pilot. We are looking for a maximum of 5 faculty members. Coordination of the use of the iPads will be determined after we have reviewed the forms.

• Briefly describe how you plan to use the iPads with your students.

I will be using the IPADS in my BUSADMIN 2100 supply chain class. There is an Application by ATKearney called the “Beer Game” that I plan on using. Students have to go through several rounds and make decisions about production and inventory to meet customer needs while minimizing costs.

• List 3 – 5 learning outcomes. If you need assistance with writing these, please contact The Teaching and Learning Center at 608.342.1798

1.) Illustrate the flow of product from Manufacturer to customer.
2.) Students will be required to make decisions to optimize cost and service.
3.) Students will have clear understanding of their financial performance relative to their peers.

• Identify the applications for the iPad and any accessories you need for your segment of the pilot.
ATKearney- The Beer Distribution Game- the app is free and I will not need any accessories

• When in the semester do you want to use the iPads? Please keep in mind that 1 -2 days are needed between each of the pilots segments to reset the iPads for the next instructor.

- [ ] First 3 weeks
- [ ] Second 3 weeks
- [ ] Third 3 weeks
- [ ] Fourth 3 weeks
- [x] Fifth 3 weeks

• Will you require assistance in training you or your students at the start of your pilot segment? What will you need help with? (eg. General use of iPad, application assistance etc).
I would like the app installed on the IPAD id at all possible so that we do not have to require students to create an Apple ID and post their credit cards.

In accordance with the project plan, you agree to the instructor responsibilities and understand your role as the instructor in this pilot. Please refer to the iPad Pilot Project Plan for details about this.

___________________Instructor D __________________________
Signature Date 12/15/2014
Appendix B: Student Survey Results. The Excel Workbook with scores for each instructor’s class is called iPad Pilot Program Composite.xlsx. A summary of comments and questions that were in common are provided below.
Appendix C
On May 8, Ken and Lisa met with Instructor B and on May 11 we met with the other instructors. A list of questions and a summary of their answers are provided below:

• **What can we do to improve the setup/checkout process?**
  
  All agreed that there were no glitches to the setup and checkout process from their perspective. One problem encountered was that one of the apps Instructor C selected was not available for the iOS. Communication is essential to make sure the tools that are needed are loaded.
  
  We had a discussion about Apple ID. Ken suggested that if each department were to create their own Apple ID, this could alleviate the problem and there were no objections raised about that.
  
  Another discussion centered on having charging cables for students or charging stations located in various buildings.
  
  The iPads were used differently by instructors. In one case the iPads were used only during class. In the other three instances, iPads were checked out to the students so they could use them outside of class.
  
  For instructors who teach in the same building that their office is located, moving the cart was not much of an issue. However, in Instructor D’s case, he taught in another building. He solved the problem by negotiating with the CSSE department to store the cart in a secure place so he did not have to roll it back and forth for each class.

• **Are you satisfied that your outcomes were met? If not why?**
  
  Mostly outcomes were met. Instructor B felt that timing was an issue. Students had covered some materials early in the semester which they struggled to remember when they had the iPads.
  
  Instructor A stated that the iPads were essential in meeting some of the outcomes in her course. Instructor C said this was a very valuable experience. Instructor C had some students who were not at all interested in using digital art tools but as they became more familiar with the app, they saw some value in using them. Also, Instructor C’s class was featured in a video about using the iPads. All agreed the iPads helped to engage students in the class.

• **How valuable is it to you to have tablets available for short checkout periods?**
  
  All agreed they liked this idea and we had some discussion about how much time is enough time. There seemed to be some agreement that four week checkout periods should be the max. If someone needs them for longer periods of time, then departments should make those purchases.

• **Would you use them in other classes?**
  
  Instructor A and Instructor B indicated they had other classes where they would use the iPads. Instructor C was not so sure. Instructor D had already discussed their
usage with another Business professor who teaches the same course and wanted to use them.

- **Would it be a waste of resource to have assigned them to you for the entire semester?**  
  All agreed that yes, it would have been a waste.

- **Other comments**
  Colleen used a form to sign out the iPads to her student. This made collecting them easier. That form is supplied in Appendix D. Ken saw the advantage of having this as well. If students had troubles with their tablet, knowing which one was assigned to the student would allow him to do some remote troubleshooting.

  Another suggestion was to have a binder with directions, the student checkout form template and contact information attached to the cart. If many additional accessories were purchased this might cause a problem with storing all the materials together.

  We discussed where to locate the iPads for future use. Having a centrally located place would be good. The Helpdesk seems to be a good location for that. Developing a calendar and reservation form online would be convenient. Get information out early so that reservations can be made well in advance of the semester.
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**NOTES**

- **Phase I**
- Total Budget: $52,785.72
- Approved: $51,283.35
- BID: $44,930.00
- Selected: $44,930.00
- Contractor-Recruiting: $51,283.35
- Total Adjustments: $0.00
- Total Budget: $52,785.72

**Phase II**

- Total Budget: $42,798.88
- Approved: $37,999.99
- BID: $30,000.00
- Selected: $30,000.00
- Contractor-Recruiting: $37,999.99
- Total Adjustments: $0.00
- Total Budget: $42,798.88

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**Appendix E**