

**Inquiry into Use of iPads in the Library Learning Commons:
Peel Teacher Librarian iPad Exploration Project
Peel District School Board**

Project Summary

October, 2012 – June 2013



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Inquiry into Use of iPads in the Library Learning Commons: Peel Teacher Librarian iPad Exploration Project –Peel District School Board

Part I –Project Framework

Overview

This inquiry was initiated by a need to explore the potential of incorporating iPads as tools to support student learning within the context of the school library learning commons. The planning and facilitation team consisted of the library coordinator, an instructional technology resource teacher and a team of school library support/ library automation technicians. Selection criteria required that participating teacher librarians have a comfort level with technology and also that they were in school libraries with access to Wi-Fi. The team chose two teacher librarians from Peel secondary, middle and elementary (primary/junior) schools – six teacher- librarians in all. Each teacher-librarian was given 4 iPads on loan to use in their school libraries for the duration of the project. The project consisted of two rounds of learning. For the second round, a teacher-librarian from The Woodlands Secondary School participated as an extra. Her experience was different from the rest of the group as she had access to 10 iPads that the principal had just purchased for the school library.

For both rounds, participating teacher-librarians were released for two full days of facilitated professional learning. In both rounds, the morning of the first day was devoted to facilitated learning and the afternoon to planning, exploring iPad function, and time for teacher-librarians to familiarize themselves with Kidblog . The Kidblog site continued to be a forum for professional dialogue for the duration of the project. Round Two participants were added to the Kidblog so that both groups could benefit from each other’s experiences. The blog was used to share ideas, troubleshoot problems and it is hoped that it will continue to serve as an ongoing platform for online dialogue to facilitate professional learning. The duration of the project was initially six weeks for each round, but due to work stoppage issues, the timeline was extended by approximately three weeks for Round One. For the second release day which came at the end of each exploration period, teacher-librarians shared their work in a carousel format and also had time to finalize their written reflections outlining their learning journeys. Finally, following each exploratory round, participants completed a survey based on how iPads were used in their library learning commons. The results are included in this project summary.

Facilitated learning for the second round of this project followed a similar format as the first round. However, based on our learning from Round One, facilitated learning for Round Two was geared more specifically to supporting specific areas of learning such as comprehensive literacy or the Inquiry Process as delineated in [*Together for Learning School Libraries and the Emergence of the Learning Commons: A Vision for the 21st Century*](#). Within the context of this overarching goal, teacher-librarian participants created personal theories of action for their inquiries.

General Flow for Rounds One and Two

Flow for Day 1		
Minds On	Quote: “Students appear to have natural abilities to use emerging technology. But the reality is, while students easily grasp the entertainment and communication value of the devices they use, they need to be taught how these tools can be used in learning and critical thought. This is a task for the	Discuss using TPS

	Learning Commons.” Clip showing how students quickly become comfortable using technology today	Popcorn out comments and discuss application to our work
Project Goals	Open, informal inquiry –related to acquiring as much information as possible about use of iPads in the library learning commons	Discussion
Project Info	Explain framework for the project and answer any questions	
Demonstration	Show examples of Apps and discuss how they can support teaching and learning –demo some good examples	
Clarifying Process	Take questions before lunch so we have time to review over lunch hour	
Lunch		
Theories of Action	Create theories of action using “if/ then” statements to frame inquiries	Enter statement into Kidblog
Planning	Discuss and plan some ideas for implementation Introduce Kidblog and have each TL post one comment/blog	

Flow for Day 2		
Minds On	Video focusing on teaching with technology	Share out connections to our work
Digging Deeper	Demonstrate SAMR Model and discuss how it might be used to help us understand how to use iPad technology beyond substitution Make connections to Blooms Taxonomy (demonstrate models and discuss their potential and limitations) Invite group to make connections to their experiences so far	Discuss prompts with elbow partner and share out in whole group discussion Provide opportunity to share connections to their work
Open Forum	Provide group with opportunity to discuss their highs and lows	
Carousel	Each participant has 15 minutes to share their learning in presentations to the whole group	
Lunch		
Sharing the Learning Journey	Time provided for participants to write their stories	Stories will be shared in final report

Logistics

- Four iPads were loaned out to each school
- iPads were set up with generic Peel email accounts and password logins by Learning Technology Support Services
- A common set of security questions with corresponding answers were set up for each iPad

- iPads were preloaded with both free and purchased Apps
- Apps were organized in alphabetical order and administrative Apps were set apart in a separate folder

Logistic Issues

- As this project was initiated prior to the Volume Purchase Program and the Apple Configurator System , the loading of Apps was cumbersome, as set up process had to be done for each iPad individually –the new program offers a solution to this problem
- Apps were copied from one password login in order to speed up the process, but this resulted in problems when Apps needed to be updated since the password from the original iPad could not be verified

List of apps originally loaded onto iPads

App Name	What it Does	Cost
Book Creator	An e-book publishing app. Design and create your own picture book/family book and be able to read it in ibooks	\$4.99
BookMyne	Allows you to check for items on your library catalogue	Free
Calculator	Combines a normal and scientific calculator	Free
Comic Life	A photo comic creation app. Includes speech balloons, photo filters, comic lettering, templates, shapes, shadows and effects	\$4.99
Dictionary.com	Online dictionary with definitions, spell check, word origins, example sentences, audio pronunciations, Word of the Day and more	Free
Dictionary - Merriam-Webster	Online dictionary with definitions, spell check, word origins, example sentences, audio pronunciations, Word of the Day and more. This app offers voice search to let you look up a word without having to spell it	Free
EasyBib	Create accurate MLA, APA, and Chicago style citations by either scanning a book bar code or by typing the name of a book. Can also build and manage a works cited list	Free

App Name	What it Does	Cost
eBook Search	Free books added to your ibooks, Kindle, etc. Includes Gutenberg project titles for many of the classics	Free
Educreations	Becomes a recordable whiteboard. Create a video tutorial, an animated lesson, add commentary to your photos, etc.	Free
Encyclopaedia Britannia	Online version of the Encyclopaedia Britannia	Free
Garage Band	Create, record and play back music using sampled instruments. There is also an option to download either free or purchased lessons for guitar and piano	\$4.99
Google Earth	A virtual globe, map and geographic information program	Free
Google	Internet Search engine	Free
Haiku Deck	Creates presentations	Free
iBooks	An e-book application that allows you to download books	Free
iMovie	A video editing app which allows you create and edit your own movies	\$4.99
Library E-Resources (link to our database)	Quick link to get you to Peel's available databases	Free
Pixstop	Shoot and score your own stop-motion animated film	Free
Podcast	Delivers podcast programs of audio files, video files, documents, or any combination of the three	Free
Popplet	An app for mind-mapping, brainstorming, and idea-collection	\$4.99
Prezi Viewer	Allows you to view and edit your Prezi presentations on the iPad	Free
Qwiki	Online search app that creates interactive, multimedia presentations of information	Free
ScreenChomp	Record and sketch ideas or create tutorials to a recordable whiteboard	Free
Skitch	Allows you to draw or visually	Free

App Name	What it Does	Cost
	annotate anything that appears on the tablet's screen. Can be done from a new or existing photo, a webpage, screenshot, map or a blank screen	
Voicethread	A collaborative, multimedia slide show that holds images, documents and videos and allows people to leave comments either by voice, text, or webcam	Free
Word Collage	Create word collages from text that you provide	\$0.99
YouTube	Access the YouTube videos	Free

Sample List of Apps Suggested by Project Participants

App Name	What it Does	Cost
I Annotate	Reading and writing –Secondary School	\$9.99
Good Reader	Alternative to “I Annotate”	\$6.99
Notability	Note-taking App (not suitable for shared devices)	\$7.99
Evernote	Note-taking (not suitable for shared devices)	Free
Pearltrees	Social book-marking tool	Free
Tunein Radio	Streams radio stations around the world (Secondary)	Free
Photo Editor by Avery	Photo editing App	Free
QR Crafter	Generates and reads QR codes	Free
Piccollage	Allows creation of scrap book pages –easier than Comic Life	Free
Video Download	Downloads videos for future viewing (recommended for teacher use only)	Free

Key Findings

Teacher-librarians were very eager to participate in exploring iPad use in the school library learning commons. Participants were open to discussion of successes and challenges and willing to take risks as they explored questions that arose throughout the course of the inquiry. Details of both successes and challenges are delineated in the participant Learning Journeys that appear below.

The blog was an effective forum for staying connected and sharing ideas. Even for those teacher-librarians who were less experienced with the use of Kidblog as a sharing tool, the platform became an effective place to generate ideas for their own practice.

In Round One iPad use was perceived as a more “natural fit” for cross curricular use in elementary versus secondary schools –students in one secondary school questioned the purpose of having iPads

over Netbooks or laptops in the school library. When asked to elaborate they suggested that their needs are better met by equipment that facilitates typing assignments, creating PowerPoint presentations or conducting research for projects, tasks they felt were not effectively supported by iPads. Interestingly, this sentiment did not surface with the Round Two secondary students. It may be that by focusing the work on a theory of action related more specifically to critical literacy or the inquiry process, teachers created learning environments where students' minds were more open to new ways of using iPads as learning tools. This was particularly evident in the vocational school where students participated enthusiastically in their iPad projects. Future exploration might include creative use of iPads in the secondary school library learning commons. For example, teacher-librarians might encourage the use of Apps such as Popplet in the exploration phase of Inquiry and Haiku Deck or iMovie in the Creating Phase.

Without exception, teacher librarians noted the challenge of taking the iPad from the functionality of a personal device to that of a collaborative teaching tool. In most cases, teacher librarians saw the iPad's greatest potential when it was being shared in partners, triads or groups of four students as they discussed the task at hand, extended each other's ideas and came up with creative solutions to problems through experimentation and consensus.

Feedback Highlights from Project Participants

- "Introduce the iPads to more and more teacher-librarians through further iPad Pilot Programs. Thank you for a wonderful experience as it has enriched my own knowledge and awareness of using information technologies with staff and students."
- "I'm still learning, at the outset I stated that I wanted to know what the iPad could do that the PC couldn't. They are portable, they have integrated cameras and they have integrated Apps."
- "Just do it! Try it, don't think about it too much, waiting for time or worrying about whether things will work or not."
- "Using the iPads with Kindergarten to grade 5 students, staff and I experienced the following: students were engaged; behaviours were appropriate; students handled the iPads responsibly and carefully; talk was always on topic and if anything, the odd reminder was needed to lower the volume of voices that sometimes got too loud from excitement."
- "Students helped each other and worked together with very little guidance or prompting from the teacher."
- "At the mere mention that iPads were going to be used students were motivated to read/write/talk/plan/research."
- "We are enthusiastic about integrating the iPads into our Library and School Learning Commons."
- "It takes more time to plan lessons using iPads; however, the engagement is exponential and worth the time put into the planning."
- "It is exciting to see the students so keen to show their creativity!!!"

What's Next?

Teacher-librarian participants felt that one of the most valuable aspects of this pilot was having the opportunity to explore a new technology within a supportive environment. As a key resource at the centre of the school learning commons, the teacher-librarian is in a position to work and learn collaboratively with teachers and students. It is therefore important to, as one teacher-librarian stated in her feedback, "introduce the iPads to more and more teacher-librarians through further iPad Pilot Programs." It is only through this kind of focused learning and exposure that teachers can further their knowledge and understanding of teaching effectively with technology.

One strategy to provide ongoing support will be to encourage the teacher-librarian project participants to continue using the Kidblog to share their challenges and successes and perhaps even add other interested teacher-librarians to the blog. In addition, their learning journeys will be posted on the Teaching and Learning Website so that teacher-librarian colleagues can glean information about challenges and opportunities they can expect to encounter as they embark on their own iPad learning journeys. Library Support will also offer facilitated learning sessions that include hands-on experiences with educational Apps. In fact, an iPad learning session scheduled specifically for teacher-librarians was full within a few days of posting! Peel teacher-librarians are certainly keen to move forward in the area of teaching with technology. It is this enthusiasm, coupled with opportunities for focused, job embedded professional learning that will drive our learning in this area.

Part II Inquiry in Action: The Teacher-Librarian Learning Journeys

Stories from Round One Participants

Maria's iPad Learning Journey: Our Story -"iPads in the Library" (Elementary School)

Introduction: B.G. Public School is a K-Gr.5 elementary school in a high needs area of Malton/Mississauga (Social Risk Index =5.683). This diverse population has a high number of English Language Learners. The school has neither iPads nor WIFI capacity, although installation is scheduled for late spring. Since B.G. Public School is a true learning community, staff is always looking for new ways to support student success. 21st Century Learning is a key focus as new and effective ways of incorporating technology are constantly explored. The purpose of B.G. Public School's involvement in this "iPads in the Library" pilot was to provide staff and students with access to iPads and learning opportunities that already exist at some schools in Peel. It was hoped that having the iPads in the school would facilitate dialogues around technology and pedagogy, staff collaboration, student engagement and potential benefits and issues associated with using iPads as teaching and learning tools.

Pre-Survey: In early November, staff and students were informally surveyed to determine the number of people who had access to and previous experience using a personal iPad. Only five staff members reported owning an iPad (or a tablet) and only 1 reported having used an iPad in relation to teaching. Of our students, about 20% said they had a family member at home who owned an iPad (or a tablet). When asked about having used an iPad, either at a friend's or a relative's house, 20-50% of our primary students and 60-90% of our junior students said they had, the likelihood increasing with age. Students said they used the iPad (or tablet) to listen to music, look at photographs, to take photographs or videos and to play games (i.e., Temple Run, Subway Surfer, Gravity Guy). A few junior students talked about using an iPad to get onto the internet to do research or to access TumbleBooks and one student mentioned using Facebook.

Our Journey: Here are some steps taken and highlights as staff and students learned together.

1. Staff were informed of the pilot via email, the communication binder and staff meetings. All were provided with an annotated list of the apps that were already loaded on the iPads. All teachers in the school were invited to participate in the iPad Pilot.
2. All Ontario Curriculum documents were downloaded onto one iPad which was used by staff when attending conferences, AQ courses as well as the network meetings.
3. The administration supported the iPad pilot by encouraging discussions and providing time at staff meetings for staff to explore the iPads, share experiences and show samples of student work. A teaching assistant shared with staff information she learned at a workshop

and then handed out an additional list of apps for supporting early oral, reading and writing development. This list was later shared with other pilot project staff.

4. The Resource Teacher (RT), Early Literacy Teacher (ELT) and Instructional Technology Resource Teachers (ITRT's) were informed of the pilot and asked to provide support. The RT and ELT took the opportunity with each grade team during OFIP PD sessions to demonstrate a couple of uses of various apps. The ITRT came in and worked with a special education teacher and a small group of special education students. Together they made an iMovie about anti-bullying/friendship.
5. iMovie proved to be a popular app as a few classes made movies together. The primary special education class worked together to make a movie about themselves as superheroes which supported team-building and created a positive class climate. The Gr.5 students had the chance to work in groups and choose their own movie topic (i.e., healthy living, government elections, scientific matter). Students planned, collaborated and integrated their learning.
6. The teacher-librarian used the iPads with all Kindergarten to grade 5 classes during library time. The November lesson with grades 2-5 supported the school-wide Social Justice focus on peace. While the teacher-librarian read and discussed with students the book *Somewhere in the World: A Book About Peace*, students worked in groups and used the iPads to create a word collage of thoughts, feelings and actions in connection to peace. The January lesson with grades 3-5 supported the Social Justice focus on the Rights of the Child. Students used the iPads to create a Comic Life poster to show what they learned from various media sources. All student work was displayed on the library bulletin board.
7. Teachers used the iPads in a variety of other ways with students. Reading behaviour was recorded. Gymnastic routines were video-taped. Grade1 students acted as reporters and talked about seasonal changes. Sometimes the iPads were used to create products that integrated student learning. In other activities, the iPads were used to photograph or record student work and presentations. Then upon viewing, there was opportunity for self and peer assessment which allowed for the discussion of success criteria and immediate re-recording and application of new learning.
8. Teachers downloaded additional apps and used these in their work with students. These included Evernote, Going Places, Sentence Magic, Memory Match, ABC Phonics, Magic Spell and Phonics Genius.

Post-Survey: In early February, staff were informally surveyed about their iPad experiences. Half the staff reported having handled an iPad at least once during the 3 month pilot; whether to try out the apps, download additional apps, share and view student work, or facilitate student use of the iPads for teaching, learning and/or assessment purposes. There were limitations in using some apps due to lack of WIFI. There were some challenges in saving student work as it was not always possible to transfer files to a memory stick or a computer. Discussions started as to best procedures for iPads storage, retrieval, sign out parameters and the like. Photographing and videoing with the iPads was relatively easily done and provided quick access to students for self and peer assessment and making connections. It was consistently mentioned that when iPad's were involved, student engagement was high, behaviours were positive and the iPads were handled with care – which had been an initial concern for staff. Overall, the general feeling is that Brandon Gate P.S.'s involvement in the "iPads in the Library" pilot proved to be a positive learning experience for all.



A word cloud containing names and terms: heba, gaurav, explaining, communicating, respecting, loving, Charles, teaching, freedom, inclusive, creative, naazim, helpful, caring, farhan, joy.



A word cloud containing terms and names: visiting, helping, consideration, Jaskirat, environment, teaching, recycling, donation, Anantdeep, respectful, Josh, planting, joining, Abeer.

Janice's iPad Learning Journey (Middle School)

When I learned that I would be part of the iPad pilot, I was extremely excited and my students were thrilled. One of my hopes was to use the iPads to build the reading community by having students recommend books to students, but I was tired of book trailers and I wanted to try something different. I also hoped to use the iPads to support teachers who were looking at alternative forms of assessment by using the recording tools such as Garage Band, the video camera and Educreations to provide evidence of learning.

One of the challenges that I encountered was simply keeping track of which student product was located on which device. Another challenge was one of time management; I now know for certain that some of the very best student products do not fit into the constraints of a class period.

Flexibility is key!

Out of all the things that we did in our time with the iPads, by far my favourite would have to be the Book bytes. When students returned

a book they were excited about, I asked if they would be willing to create a 30 second video and have their photo taken. I explained that their video would be viewed by someone who had that book in their hands, and was considering whether or not to sign it out. The completed videos were posted to a password-protected site. I then created a QR code linking to the site. I purchased some clip-on name tags from Staples, and inserted the QR code plus the person's name on the tag, which I then clipped to the book.



I then downloaded a free QR scanning app to the iPads so that when students came in and they saw a book that had a name tag clipped to it they could scan the code and it would take them immediately to the student video. This created quite a bit of excitement and conversation about books @ our library. When the iPads weren't available, students could still visit the site - they just had to use the old-fashioned method of typing in the URL at a desktop computer. Although the pilot is now over, Book Bytes are definitely something that I will continue to use especially next year when we implement BYOD.

I was so impressed by the possibilities afforded by the iPads in the library that I ended up purchasing one of my own just so I could continue my learning. Thank you for the opportunity to be part of such an exciting pilot.

Sandy's iPad Learning Journey (Elementary School)

My first reaction - excitement about being part of a pilot project!!! Second reaction - apprehension, since I'd never touched an iPad before. Third reaction - time for some online and first hand research

about iPads, before a trip to the Apple Store. Of course, I needed my very own to practice on before our first iPad Project meeting. (Didn't really need it, but WANTED it.) With some help from my twelve year old son and the excellent introduction I received at our first meeting, I was soon feeling up to the challenge. Once I was back at the school, I found out that I was not alone in my limited experience with this new device. Using an iPad was new for many of the teachers on staff too. So, I knew that having the four library iPads would be a time for exploration and new learning - how would I integrate the technology into my library program and how could I help other teachers to feel more at ease with the new technology? (especially since the school had purchased twenty-five iPads)

S.H. Public School is a Kindergarten to grade 5 school. We have thirteen Kindergarten classes, seventeen grade one to three classes and nine grade four and five classes. As teacher-librarian, I like to see all of the primary classes every week and the junior classes bi-weekly. Our time together is spent celebrating literature - having fun, learning new concepts and making thoughtful connections to the materials we read. I set these times up with before, during and after reading experiences. I believe that "novelty" is one of the best ways to activate our brains and help us to become fully engaged. I'm always looking for "neat and new" ideas - ENTER FOUR LIBRARY IPADS PLUS MY OWN.

The following chart outlines some of our experiences

iPad Pilot Project		
	App	Use
Before	Popplet	Remembrance Day - "Who Was the Woman Who Wore the Hat" by Nancy Patz. The author of this story wrote this book in response to a woman's hat she'd seen on display in the Jewish Historical Museum in Amsterdam. I set up 14 hat stations, 9 with actual hats and chart paper and 5 using the "Popplet App." I wanted the students to use their imaginations and brainstorm who might have worn the hat, what was s/he like, when did s/he buy it and where did s/he wear it? (grade five)
	Book Creator	"11 Experiments that Failed" by Jenny Offill. I photographed a different experiment on each iPad and organized the photos into mini books using the "Book Creator App." In small groups the students read through the experiments and then brainstormed possible outcomes of the experiments. (grade two)
	Video Download	Blue Spruce: "Kate and Pippin" by Martin Springett. I downloaded a clip of Kate and Pippin from Youtube using the Video Download App." This App allows you to download videos from any site to watch later without internet connection. (primary)
During	Safari	Tumblebooks Library for Mobile Devices. Tumblebooks for Mobile Devices is a new site accessed through a browser and available to those with a school license. It is very similar to the online version. New material is being regularly added. (primary)
	Rindin the Movie	Bully Awareness and Prevention: "Rindin the Movie App" is an award winning 8 minute animated movie app. Rindin is a puffer-fish who is teased and excluded by the other fish, until he saves the day. (primary)

	<p>Be a Buddy, Not a Bully</p> <p>Captain McFinn and Friends</p> <p>Video Download Kindle</p> <p>Garage Band</p> <p>Video Download</p> <p>You Are Stardust</p>	<p>Bully Awareness and Prevention: The "Be a Buddy eBook App" (\$1.99) is a story about sharing, fairness and friendship. Discussion questions are provided at the end. (primary)</p> <p>Bully Awareness and Prevention: "Captain McFinn eBook App" has interactive illustrations, an anti-bullying pledge, and personalize photos activity option. (primary)</p> <p>Bully Awareness and Prevention: "McGruff-Anti-Bullying Film" from Youtube. (Junior)</p> <p>"Goodnight iPad" - Excellent example of and eBook. (\$13.99) (Junior)</p> <p>Winter: "Snow Sounds" by David A. Johnson. The students used the "Garage Band App" to create sound effects for this onomatopoeic poem. (grade two)</p> <p>Blue Spruce: "Here Comes Hortense!" by Heather Hartt-Sussman. This story takes place in an amusement park. Like the characters in the book, the students experienced the thrill of "The Behemoth" and "The Leviathan," through Youtube videos. (primary)</p> <p>Blue Spruce: The "You are Stardust App" (\$) explains how the artwork for the story was created. Students can create their own dioramas. They can learn more about the author and read along with the 3-D interactive story. (primary)</p>
After	<p>Word Collage</p> <p>Photos/iMovie</p> <p>Popplet</p> <p>Video</p> <p>Book Creator & Doodle Buddy</p>	<p>Remembrance Day: "A Poppy Is To Remember" by Heather Patterson. Students worked in small groups to generate lists of meaningful Remembrance Day words, which they entered into the "Word Collage App." (grades two and three)</p> <p>In response to the Tumblebooks story <i>Lewis Cardinals First Winter</i>, students dramatized animals preparing for winter. I used the "iMovie App" to film their actions. (grade one)</p> <p>Bully Awareness and Prevention: "Nobody Knew What To Do," by Becky Ray McCain. Students brainstormed strategies for dealing with bullies. I integrated some photos from story to help focus their responses. (grade two)</p> <p>Winter: Students learned an action song called "I'm a Little Snowflake." I used the no fuss iPad recording feature to create class dance videos. (kindergarten)</p> <p>As follow up to "Bully Awareness and Prevention Week," we made class books entitled "How Full is Your Bucket [at the Library]. The original book is by Tom Rath. Actual photos of the students showing kindness in the library and graphics using "Doodle Buddy App" made excellent illustrations. I used the "Book Creator app" to publish the</p>

		books and record small groups reading their pages. (grade one)
	Comic Life	“One Smile” by Cindy McKinley. This book is about “random acts of kindness.” Small group photos were taken and students used speech bubbles to share examples of when they had put a smile on another's face. (grade 2)
	Sticky Notes for the iPad	“Dear Santa, Please Don’t Come This Year” by Michael Twinn. The story is about the real message of Christmas giving. Students wrote short ideas on the iPad "stickies" about how they could help others in need and our environment. (grade 3)
	Video Download	Jigsaw Video activity - small groups watched short Youtube videos about actual people who have helped others. (grade three) Follow-up to “Kate and Pippin” - other unusual animal friendship videos (primary)
	Voicethread	Students type, record or webcam Silver Birch Express book reviews. (junior)

Classroom teachers, the students and I learned together - from the very basics of how to turn the devices on, to taking photos and video, to interacting and responding to various Apps. The students were highly motivated - showing excellent cooperation skills and working well collaboratively. They also demonstrated respect and care for the iPads. Working in the library with classroom teachers definitely increased our comfort level with these expensive and highly powerful teaching devices. Many teachers commented that they felt more confident to sign out the mobile iPad lab.

Participating in the iPad Project provided many rich and very positive experiences. Challenges were minimal. The biggest challenge for me was connecting my iPad to LCD projector. With help from "techie" colleagues, I finally got the VGA and sound cables properly connected. Forty minute time blocks and four iPads made for some rushed responses. A couple of lingering questions I have are regarding the procedure for paying for Apps and downloading Apps on multiple devices. These are questions that we, as a staff continue to talk about.

During these past months, I've learned that the "sky's not the limit" with an iPad. The technology keeps getting better and new Apps are constantly being developed. I look forward to rocketing to iPad outer space.

Barbara's iPad Learning Journey (Secondary School)

My school board lent selected school libraries four iPads in



order for teacher-librarians to experiment with how to implement such technology in schools. Here's a summary of what I tried and, yes, Michael Jackson somehow came up during this experience:



1. Lunchtime book trailers using [iMovie](#): Only two students took the job seriously. The rest spent their time taking random pictures. ALL participants personalized each device. Students who did participate took many shots of books, but did not automatically add narration, video or text. They needed more time and guidance to shape their trailers. So...#2
2. I wanted to have a whole class create book trailers for a class assignment, but the issue of time, work action, and only four iPads nixed the possibility. Technology in education will only work if everyone has access 100% of the time. Otherwise, why adopt technology, if you are unsure if you'll be able to use it when you need it? It becomes a burden. Teachers will stress about access; lack of access becomes a reason for students to not complete their work. An example of where 100% access to technology has been successful at our school: Each classroom has a teacher computer and a projector. No one has gone "back" to using the overhead projector.
3. Introduced apps to teachers who are trying to implement the flipped classroom. They loved apps such as [ScreenChomp](#) or [Educreations](#).
4. I let some grade 12 boys borrow the iPads during their spare while they were doing group work. They wanted to be able to access the internet while still gathered around a table. On the downside, they did spend a lot of the time taking pictures of each other (!)
5. At lunch I sat with the four iPads on a table. Only senior students came over. Four out of six participants were boys. Their reactions: iPads are good for BYOD, but they thought for schools it would be cheaper to buy Android or Microsoft tablets; otherwise, they felt it would be a waste of money. One student was particularly emphatic about that. He said he would get very angry if we spent money that way. He preferred the idea of buying Netbooks. Regarding the iPads, the students liked the portability factor and thought they would use [ScreenChomp](#) and [Garageband](#) in the future. They didn't like the fact that they could not use Flash and said that the iPad was just an overgrown iPod: a bigger screen, but less portable.
6. At the end of an MLA workshop with grade 9s (we used the [EasyBib](#) app), a group of mostly boys played with Google Earth and asked Siri questions like: What's the meaning of life? Is Michael Jackson still alive?
7. I was giving grade 12s a lesson on research using [HaikuDeck](#). One of the slides I had created with [Notability](#). Instead of copying the text from the slide, I was able to email the students the document straight from the app.

8. Using the VGA cable to teach with iPad was great! Here's how to connect an iPad to interactive whiteboard: <http://www.whiteboardblog.co.uk/2013/02/how-to-connect-your-ipad-to-your-interactive-whiteboard/>
9. Finally, I spoke to a student who had his own iPad mini. He loves it. Right now, he takes class notes on it and plans on using it at university next year to download textbooks. I recommended that he check out [Notability](#), [Evernote](#) and [Google Docs](#) as writing tools on the iPad. For reading, I suggested he look at iAnnotate and perhaps Citelighter (although I wasn't sure if it worked on Apple products). Presently, I'm using [iBooks](#) to download materials for an online course.
10. I ran out of memory! I downloaded some TV episodes in HD and found that my 16G iPad nearly burst. Would recommend more memory...if you're interested in buying an iPad for yourself.
11. Also, check out free access to online Microsoft Word, PowerPoint, [OneNote](#), and Excel via [SkyDrive](#) on your hotmail, live or outlook account. Only [OneNote](#) and [SkyDrive](#) have dedicated apps. The rest you have to access through a browser. Ironically, I've found that you can only access all the features if you use the browser.

Viki's iPad Journey @ F.C. Senior Public School (Intermediate)

I feel fortunate to have been a part of this Exploratory. I can surf the net for hours and find incredible apps and ideas on how to effectively incorporate technology into my teaching practice and the practice of my school staff, but there is something to be said about the face to face meeting of peers and the rich discussion that is gained from hearing about their experiences. I have also gained some wonderful new contacts of teacher -librarians at other schools within our board and in other divisions, which I find so rewarding.

My situation I feel was a bit different from the other TL's in the project. Others struggled with a lack of Wi-Fi or a lack of technology aside from the devices we were given. I am very fortunate to have a Principal who has made it a priority to reflect and support Peel's initiative of 21st century teaching & learning. Teachers who have also expressed an interest in learning and using an iPad in their class have been provided with one to use. About 3/4's of our school is Wi-Fi at this point and at about the same time that I adopted the 4 iPads provided to us through this workshop, our school also bought another 6. Having 10 of these devices was simply incredible! It was the right number to be able to create effective group sizes and at times allowed for a couple extra that could be used on a one on one basis. Many of the intermediate classes in our school quickly began making good use of the devices and created some of the following:

Book Trailers (Grade 7 and 8)

Promotional videos connected to a class novel study on *Divergent* by Veronica Roth

Science research and presentations using Explain Everything on oil spills

Health PSA's

Music apps for a history of music unit (planned for April)

Art apps to support a photography unit in Visual Arts

Stop Motion (PixStop) for a science project on the water cycle

Book Creator used to create a video and text recreation of a picture book story

Research

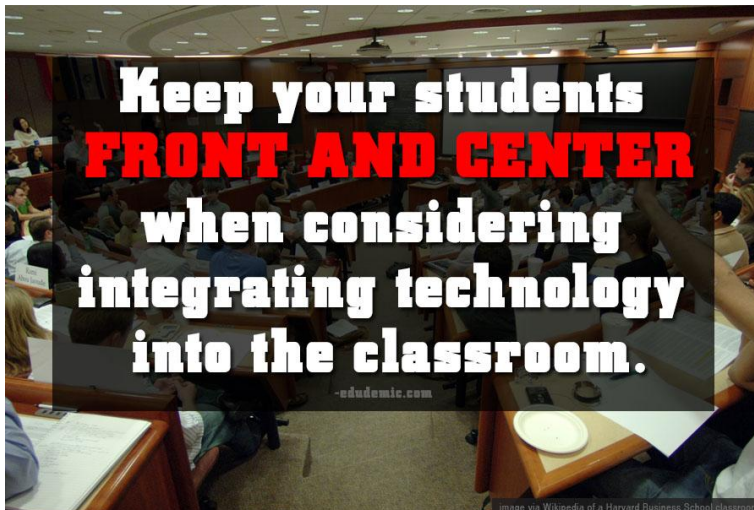
Challenges

- I tried to download a Green Screen app for a group who was trying to do some filming for a storybook they were creating. The quality of the results were poor compared to what I get on my pc's video editing software and I was hesitant to invest in a paid app just yet.
- Digital Citizenship was an issue with a group having their work deleted by another class. Discussions were had around this and thankfully we have not had any further issues.
- Charging without a proper cart can be a struggle. I have flipped a breaker or two with the amount of devices plugged in around my office.
- Making sure staff follow proper checkout procedures and when that doesn't happen, the reliable return of chargers in particular.
- The iMovie trailers proved very easy to use and provided a very polished result. Other groups who did not want to be bound by some of the limitations of the trailer struggled to put together a high quality product with the project function. A free app called Splice was downloaded and that worked well as an alternate option.

Hopes

My hope is that I continue to grow in my ability to incorporate the use of technology into our Library Learning Commons in a positive and effective way. I want to continue to be a support to the staff and students in our school and hope that I can encourage those staff who are unfamiliar and/or nervous to try embedding technology into their practice or as a production tool for students.

I found the following photo on Edudemic.com, a favourite education and technology site I like to frequent that provides me with lots of links for my monthly Library Newsletter. I felt it was appropriate!



Stories from Round Two Participants

Karen's iPad Learning Journey –Reflections of my Inquiry into Use of iPads in the Library Learning Commons (Elementary School)

Being a part of the iPads in the library group was a very valuable learning experience. It is always a bonus to be able to collaborate, and learn from other teacher-librarians. I found the blog extremely helpful as a forum for professional dialogue and learning.

K.S. is a small K to 5 school with a population of approximately 170. Presently, our school has 12 iPads for student use. I found this to be a very good number, as we were able to pair students up, which meant they were always collaborating and problem solving together. It was wonderful to see the high level of engagement in each planned activity. The students required very little guidance throughout the lessons, and it was evident that the learning was both enjoyable and successful. The iPads were also a great motivating way of continuing our search for ways to effectively embed technology into the planning of our curriculum maps.

The apps I tried out with students from grades one to five are listed below. If I had to highlight the top two lessons that I felt were most effective, I would have to say the lessons on Six Word Memoirs using Haiku Deck with grade fours, and the use of QR codes for grades 2 (Water Cycle) and grade 5 (Energy).

Here is a brief outline of some of the lessons:

Doodle Buddy	Introduction to the iPad for grades 1, 2, and 3. I used it for barrier games where they had to draw simple shapes/pictures using various drawing, shape and color tools.
Puppet Pals	Used for Blue Spruce books. Grade 2 students took pictures of the book covers and used Puppet Pals to retell the story before voting.
Educreations	Used with grade 1 in 2 lessons as a lead-in to Explain Everything app
Explain Everything	Used with grade 1 in preparation for their culminating task, which was to take a photo of their energy poster, and explain and justify their text/drawings. The lesson with me was a practise, where they took a photo of a scene from a Franklin book (chosen by me) and explained what season they thought it was, justifying their answer using arrows, drawing tools, and recorded voice.
Explain Everything	Used with Gr. 2 class to take a picture of an image, and explain the water cycle using arrows, drawing tools, and their recorded voice.
Book Creator	Used with grade 4 to create simple pattern books for kindergarten reading buddies. A planning sheet was created first. They took pictures of their drawings, and this became the illustrations for their books.
Qrafter	Used with grades 2 and 5 in a library scavenger hunt where students had to scan various QR codes placed around the library and seek out important information about either the water cycle (grade 2) or plastic water bottles and their impact on the environment (grade 5)
Haiku Deck	Used with Grade 4 to create Six Word Memoirs (your life in six words). This then morphed into Six Word Memoirs from the point of view of a medieval character. These were shared at a school assembly.



Example of a Six Word Memoir - Haiku Deck Grade 4



Planning sheet for Book Creator Grade 4



Scavenger Hunt using QR codes Grade 2



Using Explain Everything Grade 2

Some of the challenges were keeping students from erasing other's work. We tried to always record the iPad number assigned to student pairs, however there were still a few instances where students did not claim responsibility for something deemed inappropriate. Although our storage and charging system was not ideal for the duration of this project, our principal has recently purchased a proper iPad storage/charging cart so this problem will be solved moving forward.

Being a participant in this project was extremely valuable. I was able to work with every teacher in the school, with the exception of kindergarten. Thank you so very much for allowing me to be part of this wonderful learning journey. I look forward to continuing this leadership role within our school next year.

Stephanie's iPad Learning Journey (Secondary)

The W.S. Library Learning Commons requested to join this pilot project, having just purchased 10 iPads. With the support of our administration we launched the iPad project and were thankful to get this support from Library / Curriculum and Instruction and Support Services. We purchased the iPads to; engage our digital natives, support different learning styles, level the playing field, and offer a new learning tool that has options that are not available with our current PCs. I approached and collaborated with teachers that I know are flexible and innovative.

The learning curve has been steep, yet the ease of this technology makes it an engaging journey. That fact that these are personal devices has created some challenges with security; for example, the removal of images and student product from the camera roll, and the installing of email addresses required to upload completed projects. Having said this however, the teaching possibilities offered by this technology has truly inspired and engaged us as teacher-librarians! iPads offer opportunities for critical thinking, student engagement, media creation and production, and who knows what else that we still have not figured out yet! With our students, we successfully followed the “apprenticeship learning” philosophy of H. Jacobs in *Curriculum 21* and spent little time teaching the APPs. As a side note you will notice in the following write up that I include our students as collaborators. We all valued and appreciated their initiative, innovation and patience in sharing their expertise with us!

PixStop APP- stop-motion (free) National Film Board of Canada

Collaborated with art teacher, Patricia Whittingham and grade 10 art students.

Currently the students are limited to using Flash. PixStop stop-motion APP offered another way to create animation.

Learning Commons Process

In the library 15 minutes was spent introducing PixStop, and sharing my *Book Swap* PixStop animation.

<http://www.youtube.com/watch?v=q7dYLCv6pn4>



Students, divided into groups of two or three, selected manipulatives (feathers, washers etc) to create their own first steps animation and explore the possibilities of the APP.

One week later the class returned having created storyboards, manipulatives /characters and backdrops. A variation of the theme was an animated sequence where one object follows another- which students interpreted various ways. They had three periods to complete their project with the theme of “The Chase”.

Problems and Solutions

- The APP itself has several problems. On one occasion it jumbled the order of the pictures, (think total nightmare). The NFB assures us that an improved version of this APP will be available for September 2013.
- Creating a steady position for the iPad to take the pictures in their stop motion was of concern. Profile and bird’s eye angles were created by filming off the edge of tables, study carrels, utilizing a customized (...bent) book shelf stand and using the iPad case itself.
- Music on iPads is limited to the free downloads we accessed for them so many students decided to load their film into other software such as iMovie or Premier to add sound.

- Unsuccessful uploading to the Camera Roll was problematic. Students solved this using their phones to “film” their animation on the iPad and then upload it to Youtube or iMovie to add music.

Results and Comments

- Students remained enthusiastic and on task, despite problems with the APP for some groups.
- The iPads created a lot of need for collaboration and problem solving to create a successful animation product
- The ease of this AAP enabled great creativity as the technology flows easily. For example students can quickly (assuming that all is well with the PixStop APP) upload to Youtube, email it, upload to iMovie and make further edits. Comparatively with PC technology users are continuously changing file formats , waiting for downloads and finding technologies to be incompatible.
- The iPad’s mobility and the ease of the APP added greatly to the creation process as the technology was so very user friendly, when it worked.
- Next we will share the animations students created in the library and also with staff as they wait for a staff meeting to start
- There are great opportunities for learning through stop-motion film making in science and math and their applications. For ideas to explore I asked a few students, they suggested; change in gravitational potential and kinetic energy, mitosis, and chemical change. We will introduce this idea to teachers next year.
- Purchasing a stop-motion APP that does not have problems is planned



The Ball Dance

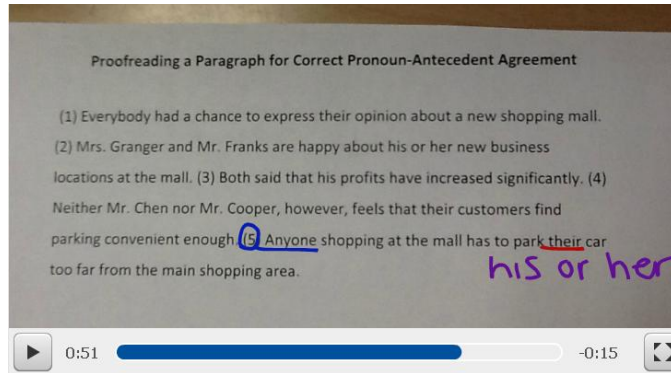
EduCreations APP

Learning Commons Process

For this project, I collaborated with Ms West and her grade 10 applied English students. Ms West decided that the iPad technology may enhance a grammar component in her course. Each pair of students was given a grammatically incorrect paragraph to analyse and correct. They reviewed the paragraphs in class before arriving in the library and had collaborated on what corrections needed to be made. The range of difficulty of each paragraph challenge was connected to the skill levels of the students.

An exemplar paragraph was created by myself and shared to illustrate the task to the students. Using the document camera to project the iPad, this very simple APP was explained in two minutes. Students then had the period to photograph their paragraph and then record their voices and annotations explaining the problems and their corrections. Later on, the videos were shared in class, an audience added authenticity to their efforts.

<http://www.educations.com/lesson/view/antecedent-agreement-paragraph/8145629/?s=Tve2pN&ref=app>



Problems and Solutions

No problems here. The App worked like a charm for everyone. Students used email to get their assignments to their teacher.

Results and Comments

Students loved the iPads and remained on task. By collaborating they decided on the voice recording and drawing techniques best suited to their assignment. Using the pause to organize and set up their next idea worked well. Students rehearsed their ideas and reviewed the corrections; how to clearly articulate their ideas quickly became the focus. This was a fresh approach to a traditional lesson. Ultimately, students all completed their work, spent a lot of time mastering their communication of ideas and had fun.

Explain Everything APP

Learning Commons Process

A portion Mr. Connochie's and Mr. Brandow's Grade 10 Enhanced history *Decades* assignment required that students analyse primary documents, old yearbooks, to find evidence of trends, fashion, and attitudes to substantiate their research findings. Students used their cell phones to document their finding in the archived yearbooks. Jodi Cardillo, a Woodlands Teacher-Librarian used this APP to great effect to illustrate how Primary document research can be done from our school year book collection. Google images of popular culture representative of the decade being studied were analysed and then yearbooks were searched for primary evidence. Due to time constraints at semester end students were not able to use this APP as a presentation tool.

<http://www.educations.com/course/lesson/view/1980-yearbook-lesson/7994933/>

To view Jodi's EduCreation you will need to create a free EduCreations account.



Problems and Solutions

It is this APP that we are most excited about. Due to delays in getting our new iPads up and running we were much too late in the semester to find a staff member with time to collaborate and launch this APP with a class. Capturing images, film clips, annotation and much more makes this a powerful teaching tool.

Results and Comments

Love this APP. The history teachers involved in this project have expressed an interest in using Explain Everything with their students next year.

Next Year's Plans

Hardware

We will most likely hold at 16 iPads. Three Kensington iPad locks have been purchased so that students can access the iPads independently after handing in their student cards.

Research APPS

Information based APPS to aid research will be purchased. Virtual tours for history, science, copies of virtual textbooks used in math and science, and APPS that are content based such as Planets 3D Molecules, and Elements will also be explored. Other areas of interest are APPS that support physics and music programs.

Collaboration

Next year we will start early finding our partners to work with. The goal will be to collaborate with classroom teachers to create lesson plans that will develop our students critical thinking skills. We hope to enrich student learning by introducing them to Apps that promote creativity in music and art subjects and delve further into media production by using iMovie to create podcasts using Spreaker DJ. As a teacher-librarian in charge of creating an engaging Learning Commons, the iPads have opened up another avenue of learning. It is evident that the iPad is an excellent tool for learning through collaboration; it seems the best strategy is one iPad for two students.

Publishing on Youtube, creates a real audience and motivates and increases student engagement. I dream of a film festival of student projects that celebrates their creativity, academic achievements and enthusiasm for learning.

We are enthusiastic about integrating the iPads into our Library and School Learning Commons. “Within a Learning Commons, new relationships are formed between learners, new technologies are realized and utilized, and both students and educators prepare for the future as they learn new ways to learn”(Together for Learning, School Libraries and the Emergence of the learning Commons; A vision for the 21st Century).

Fatma's iPad Learning Journey: Taking the “i” out of iPads and Sharing the Device: iPads in the School Library Learning Commons (Intermediate)

I would have to admit there was some trepidation when I agreed to participate in the iPads in the Library Project. I have used the iPhone and the iPod but now I was going to be using the iPads and would be responsible for teaching students how to use them effectively as a shared device. Taking a personal device to a shared device was going to be a challenge.

There is always a desire to share new technology with the staff but a lot of the time, it seems that we are transferring tasks we did with paper and pencil to a computer (Substitution on the [SAMR](#) model). With iPads, instead of being accountable to the staff, I wanted to be accountable to the students.

Highlights

The first challenge I put upon myself was designing a day where students could come into the library and use the iPads (before staff). The information gathered on this day would inform how I would share the technology with the students (in terms of rules and expectations) and it would clearly show engagement and how the technology could be used in the classroom. Students explored many different applications under the theme of Digital Citizenship. One student from each class came to the library, allowing us to have a mix of grade 6, 7, 8, ASD and ICOM students

There are even more highlights:

- Grade 6 exploration of *The Fantastic Flying Books of Mr. Morris Lessmore* (the APP, the movie, and the book) using Comic Life
- ICOM students using Popplet, Screen Chomp and eResources to research and share information about a European Explorer (Social Studies) and organizing ideas while reading *Shannon and the Dream for a School* using Popplet
- Grade 7 Geography (Skitch, Explain Everything and Screen Chomp, and Scan Codes to create a Natural Disasters Museum in the library)
- Grade 7 and 8 Language- Literature Circles (Haiku Deck, Padlet, and iMovie to make book trailers)
- Grade 6 Art Teacher creating Claymation videos (iMotion HD)

Challenges

When thinking about the SAMR model, I learned that the experience changes depending on the students, the teachers and most importantly the planning. It takes more time to plan lessons using iPads; however, the engagement is exponential and worth the time put into the planning. I also came to accept that there is *no way that I will always* be the first to try something out and that it is important to take the time to use an APP in more than one way before moving on to the next one.

Hopes

My hope is for teacher-librarians to continue to find ways to engage and support teachers and students with the use of technology and books. The library was busier than ever when the iPads arrived and were put to use. The use of iPads has inspired my creativity and reinvigorates the debate for the importance of the school library, not just for books, but also for triggering innovative use of technology when teaching and learning.



ipads in the
library.m4v

Student Video (double click on icon)

Cynthia's iPad Learning Journey: iPad Challenges, Successes and Special Moments (Secondary)

Challenges

Coming from the world of Blackberries and not iPhones, it was a bit of an adventure getting used to touch screens and the Apps. However, I was very happy to have the opportunity to be included in this adventure!

I totally understand that the iPad does not need internet to be functional but it does make it more convenient to produce/create/complete different tasks. The wireless internet was installed at my school the week before the iPads had to be returned. There really is an advantage to having the wireless to gather information. The one thing about this study that was great was that it gave myself and some of the staff members the opportunity to have hands-on training with this new device. This helped myself and others overcome our nervousness at using new technology. It also gave us the opportunity to change the way students produce their work!

Successes

The Instructional Technology Resource Teacher did a great job of introducing us to a few apps, and let us have to opportunity to explore what the apps could do. This was great because it was the perfect amount of information to start importing photos and manipulating them. The training and the opportunity to play/work with the iPad built my confidence in using new technology for teaching and learning. Looking at the SAMR chart really makes you rethink how technology can enhance or change the work that is currently done in the classroom. I really want to move from the Augmentation Stage and into the Modification Stage....but that will not be overnight.

The Apps that I worked with were: Word Collage, Haiku Deck, Book Creator and iMovie. Most of my time was spent learning tricks for using the camera (i.e. shot angles, etc. with the students) and using iMovie to create videos with student work and a "commercial" for our Cosmetology Salon to put on our school's website.

Special Moments

Some teachers felt that they didn't have the time to spend working on an iPad project and were totally surprised when I could take a handful of photographs and produce an iMovie in minutes. As projects were brought down to the Library to be put on display I photographed them and made a thank you video. The students were impressed with seeing their work shown so professionally AND so quickly.

The last project is still on-going and has encouraged our Technology Head to consider purchasing an iPad. I took 4 pictures in the Cosmetology Salon and created an iMovie to give several of the senior students some ideas. They staged 15 shots and then turned them, and some voice-overs, into a commercial for Cosmetology that can be used on our school website. It is exciting to see the students so keen to show their creativity!!! They are also learning a lot about photography and setting up shots. A handful of students were involved in the final production stage. They are already excited about planning a new "commercial" for next year!

Other Comments

The opportunity to talk to other Teacher-Librarians and Support Staff was so valuable. We were able to learn from others successes and/or problems and ask questions. During our debriefing session, so many apps, programs, and other ideas for incorporating technology were shared. I left with so many ideas to share with other staff and students. Even though I will never be ahead of the technology, through experiences like this, I think I am running with the pack!

On another side of things....with using technology such as this there is an entire list of other things that we need to consider.....who is responsible for the equipment? who maintains it? who pays for apps, wires, adaptors, etc.? who makes sure things are charged and ready to go?....and on and on. Teacher-Librarians and Library Information Technicians already have a lot of responsibilities. This could become another full-time job. Just something to think about.

The whole idea of using a shared device also creates some concerns about students losing work but perhaps we need to rethink what type of assignments we would use the iPad for, at the secondary level. Perhaps 76 minutes is enough time to engage students in a creative piece that demonstrates knowledge, skills, etc.

By the way...I was lent four iPads with 4 different colour cases. This was really convenient because people knew which one their pictures, etc. were on without having to check barcodes! I would purchase the variety of case cover colours!

Thank you so much for the opportunity to be a part of this research!!!

Irene's iPad Learning Journey: Pilot Project Reflection (Secondary)

For me, the iPad Pilot Project has been a success, but not without a few hiccups along the way. When I started, I was an emergent learner in terms of my iPad knowledge. I do own an iPhone, so I was familiar with the basic platform and I have an iTunes account and Apps, but I had never used an iPad before this.

This project has re-energized me and given me a much-needed boost. It has helped me in a number of ways. First of all, it has allowed me to make connections with teachers who don't usually use the Library for research with their classes. Initially, I approached a few teachers with smaller class sizes (as I only had 4 iPads to work with), and told them that I had these iPads and wanted to do something meaningful with them. Immediately, a teacher "got on board", as she and another colleague were working on an Action Research project and loved the idea of incorporating the iPads into their students' research questions. One teacher taught French as a Second Language (FSL) and the other English Language Learners/Dialect (ELL-D). A third teacher was also intrigued. She came back to me the same day and we figured out a way her students English Language Learners (ELL-A) could use Book Creator to complete their summative assignment.

We started work almost immediately. The FSL and ELL-D students were doing an inquiry project. For the FSL students, their research question had to have something to do with France. Students did all of their brainstorming on the iPads, using the Notes feature to keep track of the sites they found, as well as taking notes to help them formulate their inquiry question. They were also responsible for finding an App to use for their final project. Some used Book Creator, others used iMovie, while others used Video Scribe.

The ELL-D class had a similar project, except they had to focus their inquiry on a social issue in India (most of the students are from India in this class). Topics included: arranged marriage, dowries, female infanticide, poverty, and the caste system. They too used the iPad for all stages of the research, as well as for the final product. We ran into some trouble when the students wanted to use a paid App for their final product, but we worked around it in the end. There were also some issues with downloading videos into Book Creator, but a very resourceful young man in one of the classes showed us TD Downloader (a free App), which allows you to embed You Tube video clips into Book Creator.

This brings up a very important point. Even though the three classes were working on their projects separately, there was a lot of help from one group to the other, with me as the intermediary. If we had a problem in one group, I'd ask a student in the other group, and almost every time one of the students had a "fix" for the problem. This was very empowering for the students—they were definitely the experts here. I learned so much from them, and I feel that my level of expertise has grown exponentially.

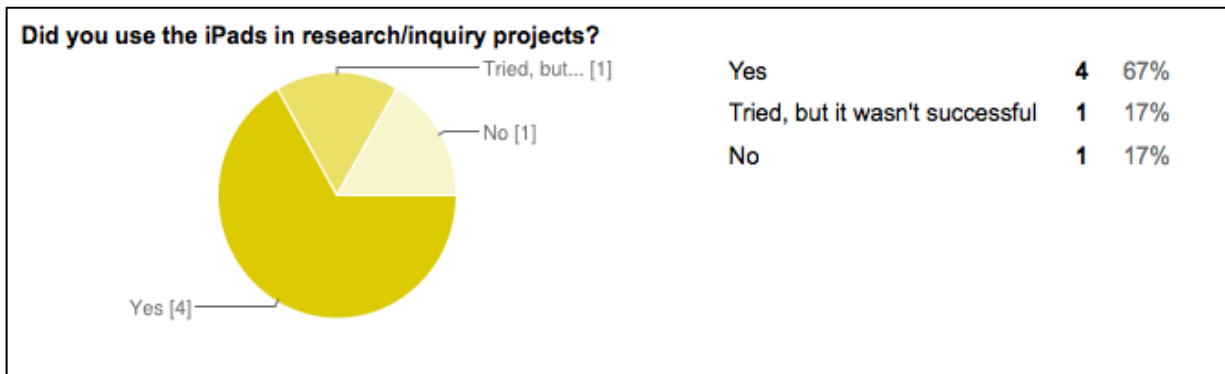
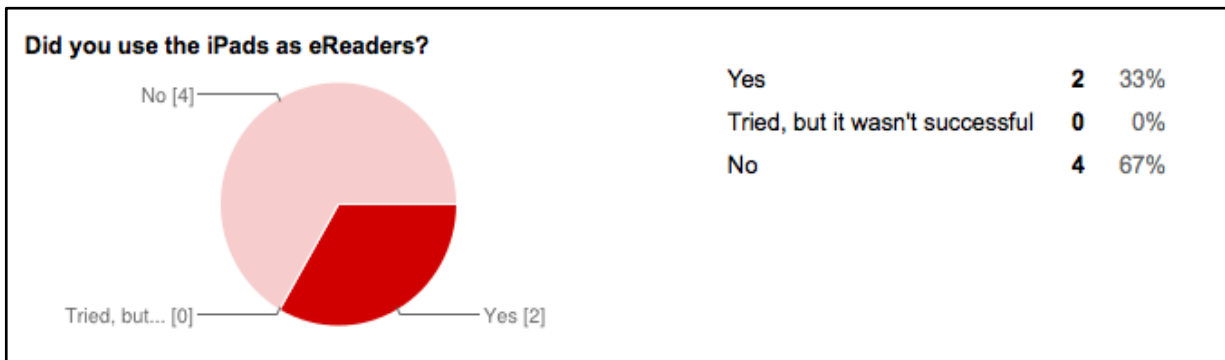
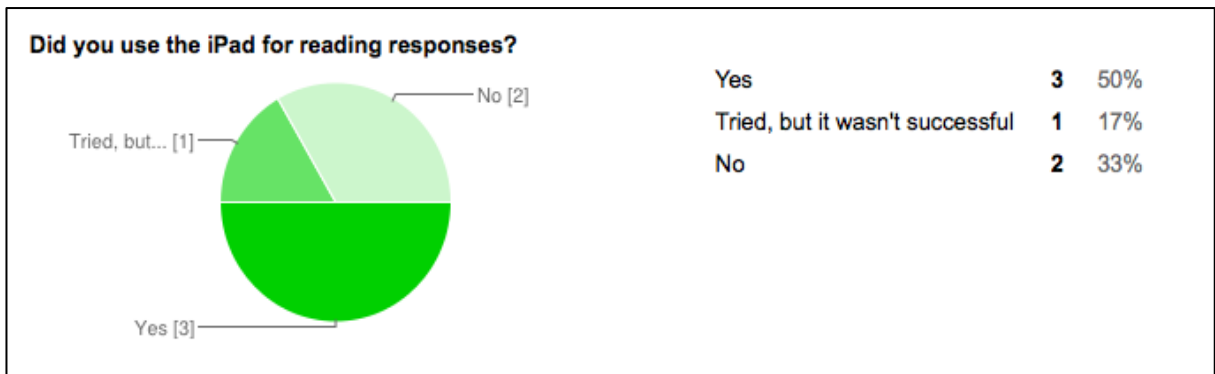
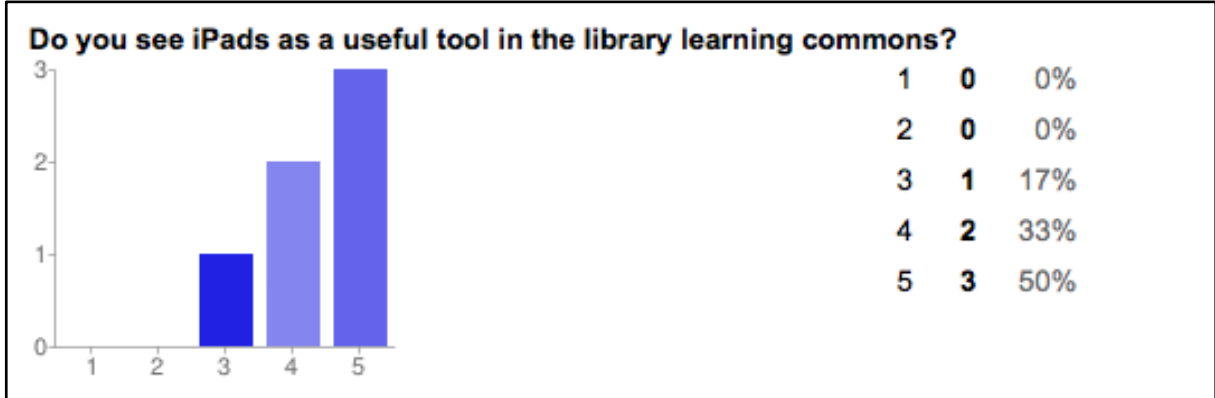
The last group I worked with was the ELL-A group. Most of these students (I worked with 7 of them, very closely) have been in Canada for under 6 months. They worked with Book Creator to create a book about themselves. In class, they did the writing about different aspects of their life, and when they came down to the Library I showed them how to put this in to Book Creator. They had to include pictures, so we used Aviary, Pic Collage and PS Express for these. We also used Word Collage. There were some issues sending the final products to the teacher to mark (email wouldn't work as the files were too big), but again, we found a way around it with the help of our Instructional Technology Resource Teacher. In the end, I learned so much, as did the classroom teachers I was working with. As a result of this project, students who had never set foot in the Library now became daily visitors. One of the students (from Haiti), had a very limited level of English. I showed her how to translate documents into Haitian Creole, and she was enthused.

In the end, I am so happy to have taken part in this pilot project. I have learned so much, but more importantly, I have been able to pass along that knowledge to some of the students in our school who need it the most—those who are new to our country and who do not have access to the technology in their own homes. I was able to meet students and work closely with them, forming relationships for years to come. Thanks so much for the opportunity.

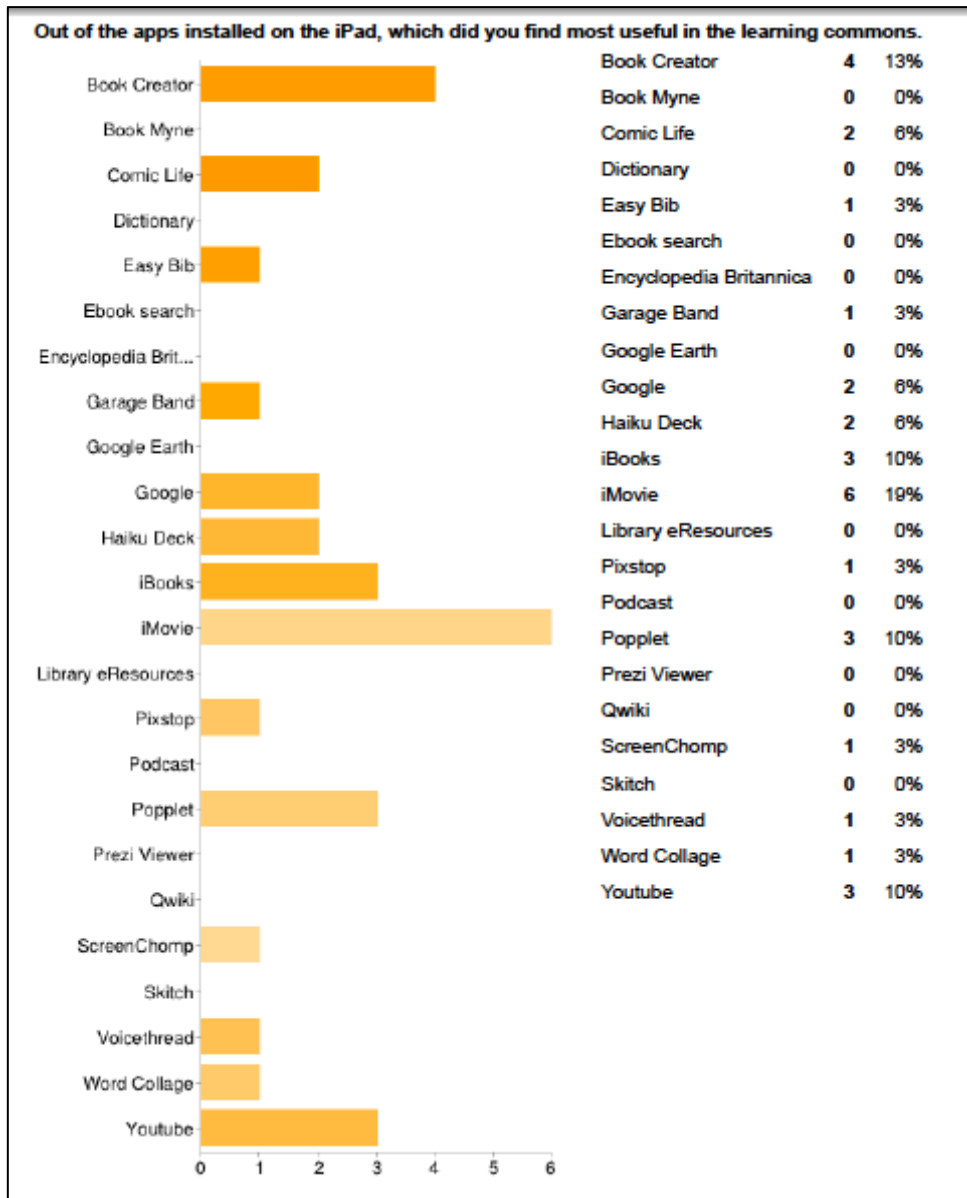
Irene

APPENDIX A

Graphs Representing Data from Participant Survey for Round One

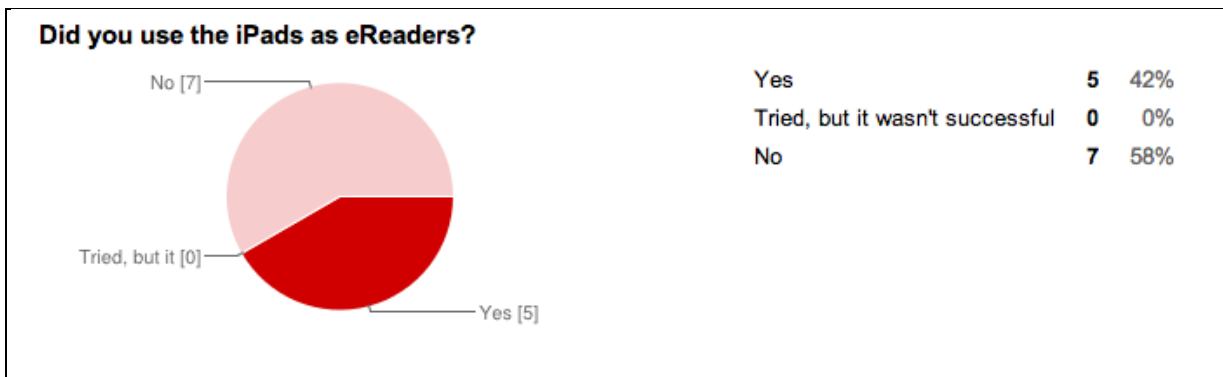
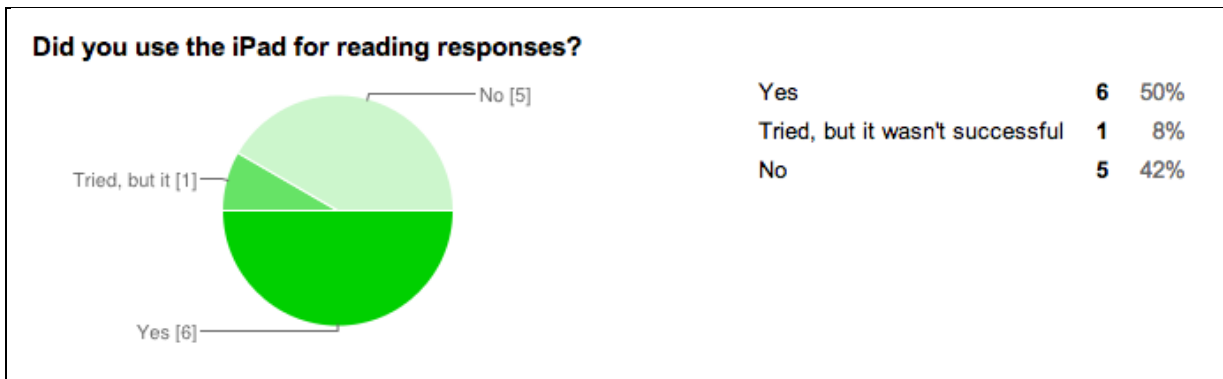
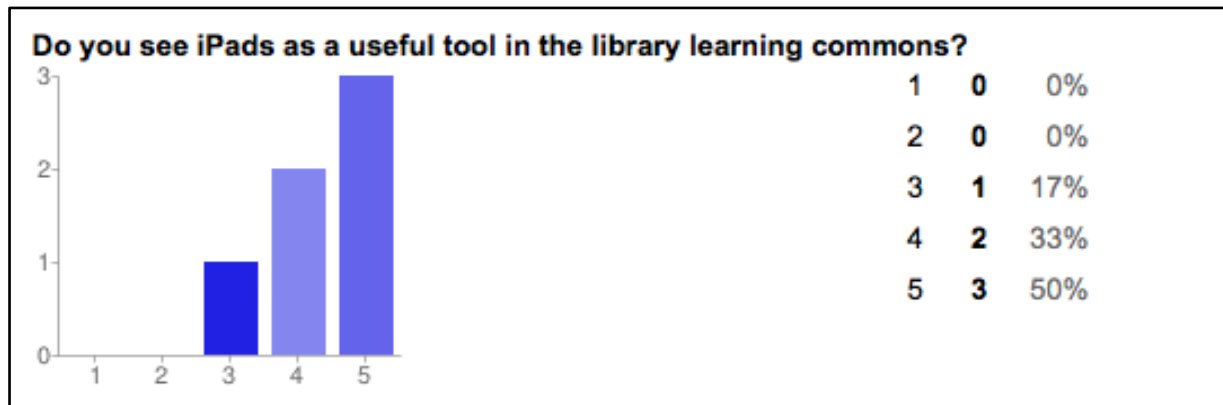


Graphs Representing Data from Participant Survey for Round One ...continued

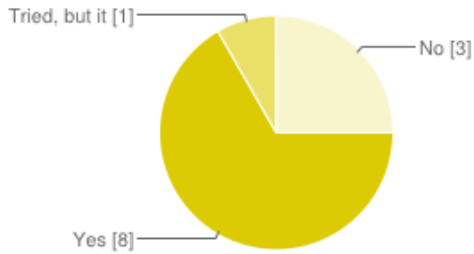


APPENDIX B

Graphs Representing Data from Participant Survey for Round Two



Did you use the iPads in research/inquiry projects?



Yes	8	67%
Tried, but it wasn't successful	1	8%
No	3	25%

Graphs Representing Data from Participant Survey for Round Two ...continued

Out of the apps installed on the iPad, which did you find most useful in the learning commons.

