

## Annotated Bibliography

### Do one-to-one iPads improve student learning?

Church, M. J. (2011). *Using Voice To Print Technology to Improve Student Writing*. Milwaukee, WI.

This action research report studied the opportunity for student improvement in writing afforded by the program, Dragon Dictate Naturally. The research was carried out on students with learning disabilities and focused on intervention through iPads in a 6<sup>th</sup> grade classroom. This report can be used to validate subject specific Apps available on iPads capable of providing student-first solutions. That the report and research were completed by a teacher lends support to the findings and suggestions provided therein.

Crucius, C. (2010). *What impact does instructional technology have on the teaching, learning, and using the 6 traits of writing in high school English students?*.

Catherine Crucius used technology tools to demonstrate and measure the effectiveness of instruction through technology in a number of ways after determining that her traditional style of teaching was no longer achieved the desired results. She focused on using what she already knew about multiple intelligences to pair technology to specific learning types. Her research found that technology instruction raised achievement levels and also resulted in positive attitudes towards the class and less direct instruction time. Her research warns, however, that technology can give access to so much information it becomes overwhelming for students. Her study shows that technology (including the use of iPads) can indeed lead to improved student learning if it is monitored.

Hanson, G. (2011). *Comparison of the use of textbooks and computer-based curriculum: behavior analysis*.

The goal of this research was to determine the impact of technology instruction of student behavior, which has a causal relationship with student learning. The technology was never the only means of instruction. This project studied a class using only a textbook and a class using the textbook and the Accelerated Math Program. Gary Hanson conducted his research in 6-8<sup>th</sup> grades. All teachers are well aware of the effect student behavior has on learning. This action research offers solutions for

improved student learning through, not academic intervention but, behavioral intervention, another side effect of technology integration.