

In the implementation of a 1:1 iPad program data driven decision-making would heavily influence me. I would gather input from students, parents and other teachers regarding 1) access to internet at home, 2) current technology devices owned 3) personal feelings towards the program 4) knowledge of ubiquitous apps 4) currently held technology skills associated with my subject area. The answer to these questions would help me to know how often to assign Internet related homework. It would provide direction as to which apps and media skills need to be taught to any of the groups. It would also provide insight into the motivation students will invest in the use of the iPad and allow me to design instruction to promote positive interaction with the technology.

Current research regarding 1:1 iPad initiatives will also inform my student-centered technology integration. Current research, both in the article read for class this week and others I've read, suggest that using technology to "drill" skills has shown a negative impact on student learning and motivation. This tells me to save iPad assignments (as opposed to the students using tools to accomplish low order comprehension drills themselves) for problem solving simulations, evaluation, synthesis and creative assignments or assessments. Further reading will arm me with knowledge as to proper use of technology in creating timelines, journals, primary document viewing and many other content related learning.