2011-12 Duke iPad Course Investigations

During the 2011–12 academic year, participating Duke faculty investigated how the use of iPads impacts students’ educational experience in the following ways:

- By allowing students to access online interactive materials, etextbooks, iPad applications such as Inkling or Kno, or other new media sources in place of traditional textbooks, coursepacks, and other printed materials.

- By using the iPad2 camera to highlight ways in which the use of camera-equipped iPads can support course use of traditional types of media equipment such as web cameras, video cameras or still cameras. Examples include videoconferencing applications and student-created multimedia.

Proposed Uses

Courses that were supported by CIT typically used iPads in multiple ways rather than a single use. Areas that faculty and students explored with iPads are listed below:

**Honors Chemistry - Steven Craig**
This course abandoned the traditional “textbook/lecture” classroom format in favor of team-based learning and open educational materials accessed via the iPad.

**Contemporary Turkish Composition - Erdag Goknar**
Students used iPad apps and multimedia capabilities to record, observe, and work with dialogue and visual expression to help think of language in cultural contexts as dramatic performance.

**Clinical Anesthesia Practicum (School of Nursing) - Sharon Hawks**
Nurse Anesthesia students used e-textbooks delivered via the Kno iPad app. They also explored using iPad apps and information access in the clinical setting.

**Marine Megafauna - David Johnston**
Dr. Johnston’s custom-designed iPad app, Cachalot, was used by students to access all course materials. They also used several mapping applications like ArcGIS and Google Earth.

**Marketing Management - Cheryl Lin**
The course textbook was made available to students using the Coursesmart iPad app. They also accessed a number of course materials online that were, in the past, distributed on paper.

### CIT-Supported iPad Courses 2011-2012

#### Fall 2011

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<th>Course No.</th>
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<th>Instructor</th>
<th>No.of iPads</th>
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<tr>
<td>Chemistry 43</td>
<td>Honors Chemistry</td>
<td>Steven Craig</td>
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<td>Markets and Management 161</td>
<td>Marketing Management</td>
<td>Cheryl Lin</td>
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<td>Documentary Studies 211S</td>
<td>Documentary Writing</td>
<td>Duncan Murrell</td>
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<tr>
<td>French 101</td>
<td>Advanced Grammar/Writing Workshop</td>
<td>Deb Reisinger</td>
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<td>Nursing N442</td>
<td>Sexual and Reproductive Health</td>
<td>Kathy Trotter</td>
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<td>French 119</td>
<td>Reading for Pleasure</td>
<td>Clare Tufts</td>
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#### Spring 2012

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<td>Turkish 102S</td>
<td>Contemporary Turkish Compositions/Readings</td>
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<td>Nursing 529</td>
<td>Clinical Anesthesia Practicum</td>
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<td>Biology 127</td>
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<td>Theater Studies 185A</td>
<td>Theater Studies Production</td>
<td>Jules Odendahl-James</td>
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Teaching Turkish using iPads
Erdağ Göknar
in Turkish Studies used iPads to teach the Turkish language in a number of ways, including using the iKaragöz and Karagöz & Hacivat Turkish Shadow Play apps to use traditional storytelling art to create scenes through character. The goal was to introduce this traditional art form as a means of developing cultural understanding while practicing language in scene/context.


Theater Studies Production - Jules Odendahl-James
Students used the devices to capture and organize entries for a production blog as they produced the musical “Ragtime.”

Documentary Writing - Duncan Murrell
iPads were used as the primary course tool. Students used the devices to consume information from the web, course readings, marked-up assignments, etc. They also used the devices to create both traditional text-based and multimedia-enriched assignments.

French Grammar/Writing - Deb Reisinger
Students used the devices for writing and submitting assignments, and the instructor used hers for providing feedback to students using applications like Noterize. Students could also purchase an electronic version of the class textbook.

Major Findings

1. iPads as e-textbook readers

Most students find the iPad to be a supplement to, rather than a replacement for, their course textbook. Students like the fact that the iPad offers them the ability to “carry” multiple textbooks inside one relatively light device. Many mentioned that they didn’t feel that the annotation tools provided by e-textbook publishers matched the act of writing in the margins of a physical textbook. Also, some students expressed that they were confused by the process of having to obtain e-textbooks from multiple publishers using different apps.

2. iPads as devices for accessing content

The number of applications being developed for the iPad continues to grow, and faculty are increasingly able to find useful specialized applications that they can incorporate into their course curricula. We have found that this is typically a more successful approach than attempting to adapt iPad apps that weren’t necessarily designed for a particular activity.

Teaching Turkish using iPads

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This year, CIT’s program did not include funding for iPad apps; most projects used free apps or other types of content typically purchased by students. Some faculty did identify apps that they wanted students to purchase, and some students expressed concern about these additional course expenses, despite the fact that these apps were typically inexpensive.

The ability to access the internet quickly and easily on the device is seen as a very positive feature of the iPad, and students use it for this purpose quite frequently. Students found it difficult to navigate some websites that had not been optimized for use on mobile devices, and also to access some course materials that weren’t formatted for, or saved in file formats that could be used on, an iPad.
Using iPads to explore the role of digital media in Theater creation, study, and teaching

Jules Odendahl-James in Duke’s Department of Theater Studies had students enrolled in the program’s Theater Production course, who spent the semester producing a performance of the musical “Ragtime,” use the video and audio capabilities of the iPad2 to capture the growth and development of the artists and the production as a whole.

“It was a great way to document the progression of the choreography and also just to help the students go back and review because we didn’t have a lot of time to reteach movement.”

-Monica Hogan, Duke senior and assistant choreographer for “Ragtime”

Production Blog: http://sites.duke.edu/ragtime/

3. iPads as devices for creating content

When entering text on the iPads, many users preferred an external keyboard to the “soft” keyboard that is native to the device. Also, some mentioned that they had difficulty “writing” on the screen (when this was an option) because of the thickness of the line that was drawn. This was true regardless of whether or not they used a stylus.

The cameras on the iPad2 are useful tools for capturing audio and video quickly and easily. Faculty and students whose courses involve creating high quality multimedia projects have found that the resolution of the camera is not sufficient for creating pictures and video that is considered to be “professional quality.”

Looking Ahead

During 2012-2013, instructional use of the iPad will be investigated in the following ways:

1. Using iPads to Engage Students In Class

CIT will loan iPads to faculty (and students enrolled in their class) who agree to integrate apps designed specifically for use inside the classroom into their curricula. Faculty whose applications are accepted will be asked to participate in specific project planning and evaluation activities, and to share information about their experience using the iPads with CIT.

Additionally, the Link will offer faculty teaching in classrooms within that space the ability to use an iPad cart for a single class period at a time. CIT will provide assistance with planning and assessment to faculty who wish to take advantage of this cart.

2. e-Textbooks – Producing and Consuming

CIT will loan iPads to faculty who agree to use iBooks Author, or a similar program, to build an e-textbook to use with future classes, or to faculty (and students enrolled in their class) who agree to use e-textbooks to replace traditional course materials. Faculty whose applications are accepted will be asked to participate in specific project planning and evaluation activities, and to share information about their experience using the iPads with CIT.

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