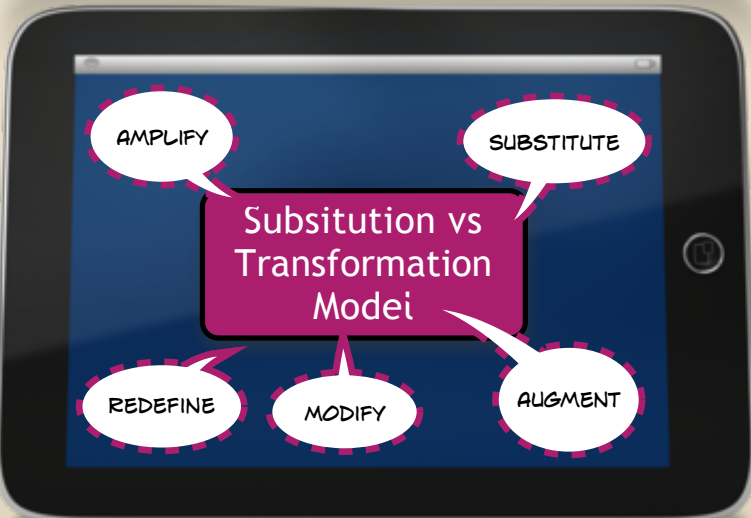
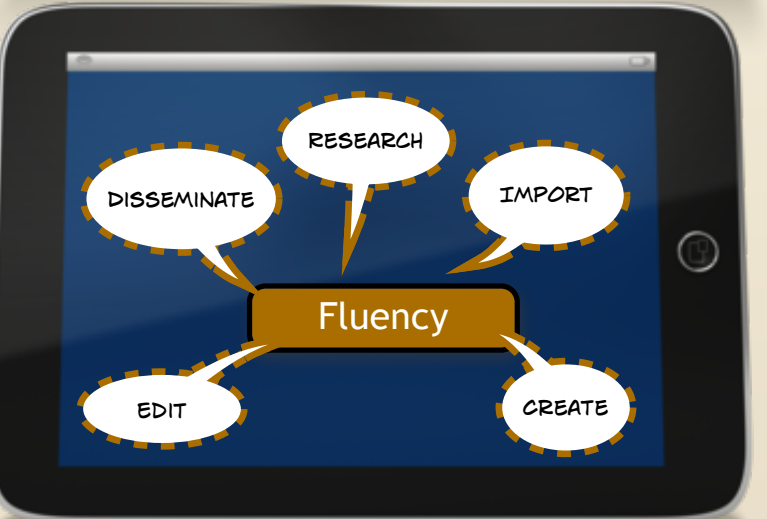
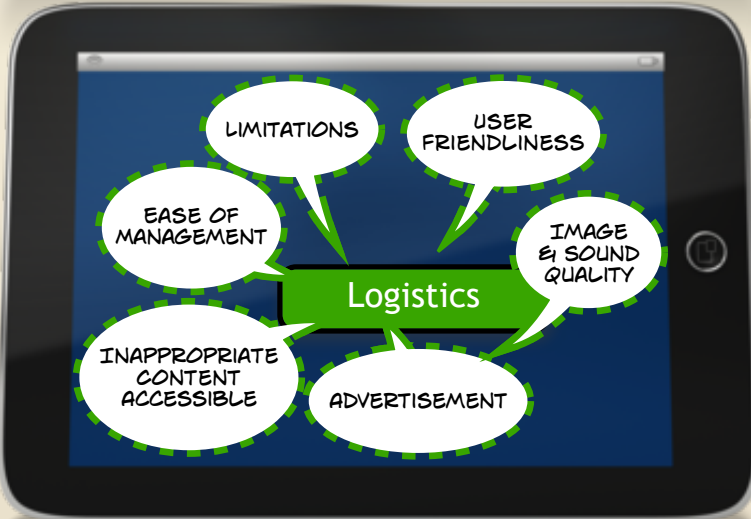
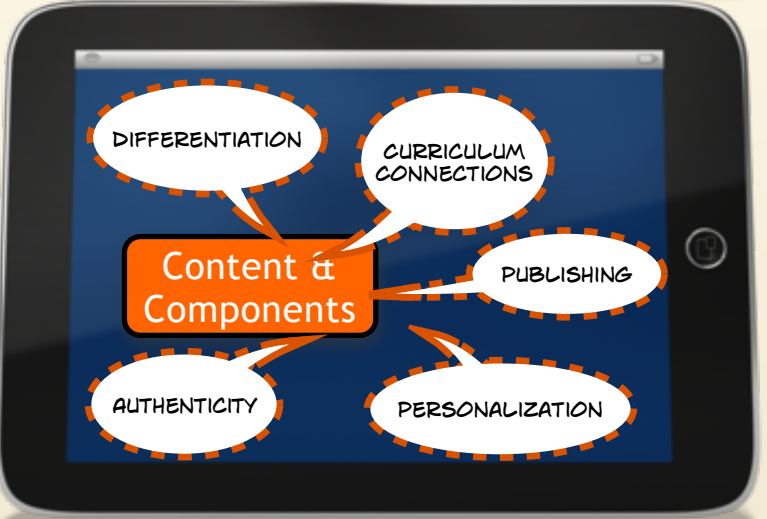
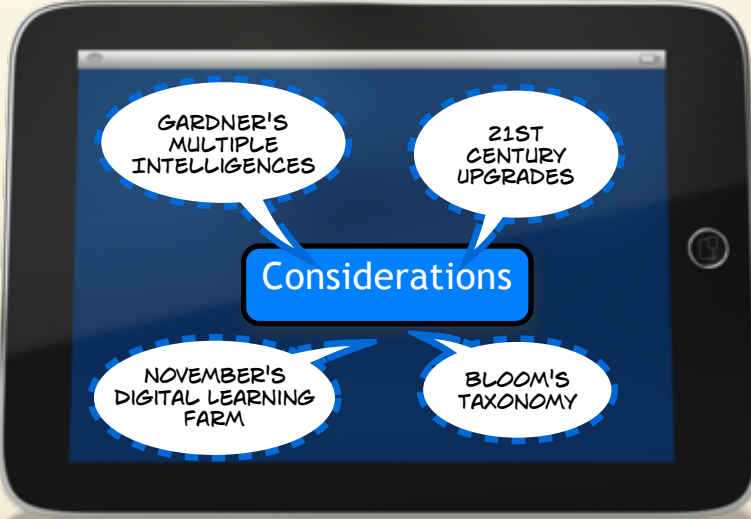


iPad App Evaluation for the Classroom



iPad App Evaluation for the Classroom

Considerations

BLOOM'S TAXONOMY

Remember: The app requires students to remember facts.

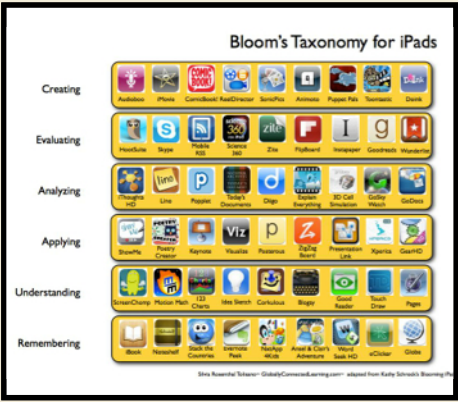
Understand: The app requires students to demonstrate understanding of a concept.

Apply: The app gives students the opportunity to apply what they have learned.

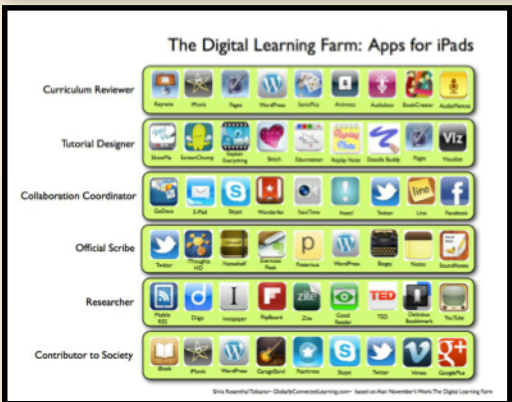
Analyze: The app supports students' efforts to analyze data, content and concepts.

Evaluate: The app facilitates students efforts to evaluate information in a variety of media forms

Create: The app allows students to create a variety of products, demonstrating evidence of their learning.



NOVEMBER'S DIGITAL LEARNING FARM



Tutorial Designer: App provides opportunity for students to create tutorials to teach about their areas of expertise and help classmates and peers.

Official Scribe: App allows students to take notes, collaboratively document content and learning in the classroom. App allows to easily share notes.

Curriculum Reviewer: App allows creation and dissemination of materials created to help peers review curriculum content.

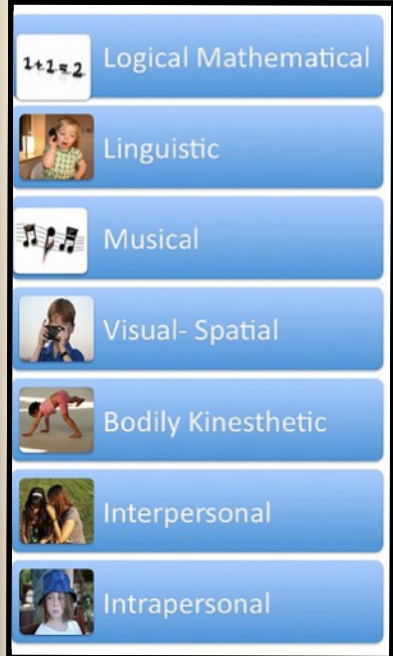
Collaboration Coordinator: App allows students to communicate, collaborate, and connect with collaboration partners around the world.

Contributor to Society: App helps students raise awareness, solve problems and disseminate findings to help others and make a difference.

Researcher: App facilitates easy access to information to evaluate, analyze, categorize, curate, organize, store and disseminate their findings.

NOVEMBER'S DIGITAL LEARNING FARM

GARDNER'S MULTIPLE INTELLIGENCES



21ST CENTURY UPGRADES

THE APP SUPPORTS:

- communicate
- connect
- create
- collaborate
- critical thinking
- Basic Literacy
- Digital Citizenship
- Media Literacy
- Information Literacy
- Global Literacy
- Network Literacy

iPad App Evaluation for the Classroom

Content & Components

BASED ON AND ADAPTED FROM "EVALUATION RUBRIC FOR IPOD APPS" CREATED BY HARRY WALKER

AUTHENTICITY

TARGETED SKILLS ARE PRACTICED IN AN AUTHENTIC FORMAT/PROBLEM BASED LEARNING ENVIRONMENT.

CURRICULUM CONNECTIONS

APP SUPPORTS AND PRACTICES SKILLS AND LITERACIES THAT STRONGLY CONNECTED TO THE CURRICULUM CONTENT.

PERSONALIZATION

THE APP OFFERS OPTIONS TO IMPORT YOUR OWN IMAGES OR VIDEOS TO PERSONALIZE CONTENT.
APP FACILITATES PERSONALIZED WORKFLOW.
APP SUPPORTS STREAMING CONTENT OF OWN CHOOSING
APP CONTRIBUTES TO ORGANIZATION AND CURATION OF USER'S LEARNING

DIFFERENTIATION

APP OFFERS FLEXIBILITY TO ALTER SETTINGS TO MEET STUDENTS NEEDS. APP DOES NOT IMPOSE ANY LIMITS TO GROW SKILLS AND CREATE.

PUBLISHING

THE APP ALLOWS USERS TO EASILY EXPORT OR EMBED THEIR CREATION IN A VARIETY OF FORMATS AND DIRECTLY TO VARIOUS PLATFORMS (EX. BLOG, WIKI, FACEBOOK, TWITTER, FLICKR, YOUTUBE, ETC.)



iPad App Evaluation for the Classroom

Logistics

DOES THE APP DISPLAY INAPPROPRIATE OR DISTRACTING ADVERTISEMENT? DOES IT EMPHASIS IN-APP PURCHASES?

ADVERTISEMENT

USER FRIENDLINESS

LIMITATIONS

DOES THE APP HAVE CERTAIN LIMITATIONS DUE TO BEING A "LIGHT" OR FREE VERSION? (EX. LENGTH OF AUDIO RECORDING, AMOUNT OF PROJECTS ALLOWED TO CREATE, ACCESSIBILITY TO CONTENT, ETC.)

DO ADDITIONAL "PACKETS" HAVE TO BE PURCHASED TO HAVE ACCESSIBILITY TO FULL POTENTIAL OF APP?

IS THE APP EASY TO USE FOR STUDENTS?

DOES THE USER INTERFACE SUPPORT FLUENCY (WORK FLOW) AND IS IT INTUITIVE?

IS EXTRA CLASSROOM TIME NEEDED TO BE SCHEDULED TO "EXPLAIN" THE APP BEFORE STUDENTS CAN WORK INDEPENDENTLY?

WILL STUDENTS NEED TEACHER SUPPORT DURING THE USE OF THE APP?

DOES THE APP ALLOW FOR TRANSFERABLE SKILLS LEARNED FROM USE OF OTHER APPS?

EASE OF MANAGEMENT

DOES THE APP SUPPORT MANAGEMENT FOR CLASSROOM USE?

DOES THE APP ALLOW CREATION OF COMBINED CLASSROOM FILE?

DOES THE APP FACILITATE EASY ACCESS FOR TEACHER TO ASSESS STUDENT PROGRESS?

CAN STUDENTS EASILY SHARE FINAL CREATION?

DO STUDENTS NEED INDIVIDUAL LOGIN NAMES TO BE ABLE TO USE THE APP? CAN TEACHER CREATE STUDENT IDENTITIES UNDER ONE ACCOUNT?

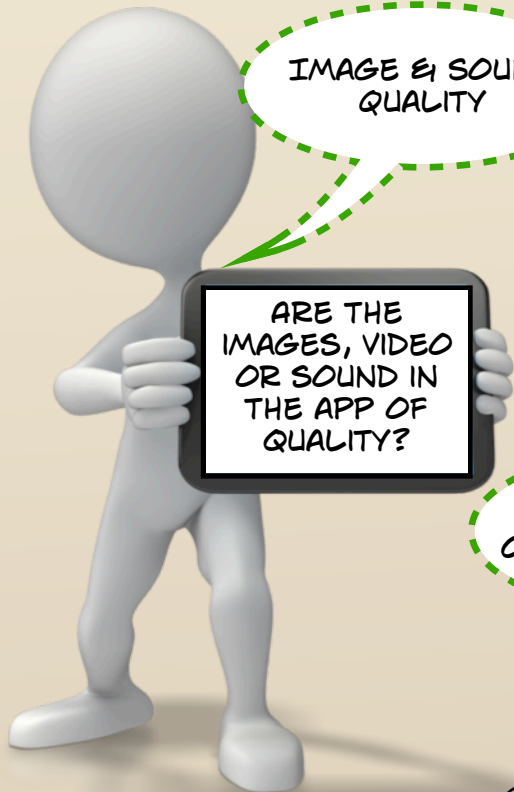
IMAGE & SOUND QUALITY

ARE THE IMAGES, VIDEO OR SOUND IN THE APP OF QUALITY?

INAPPROPRIATE CONTENT ACCESSIBLE

IS THE APP CONNECTED TO A COMMUNITY OF USERS?

HOW IS THIS COMMUNITY MODERATED? CAN ACCESS TO INAPPROPRIATE CONTENT BE FILTERED OR BLOCKED?



iPad App Evaluation for the Classroom

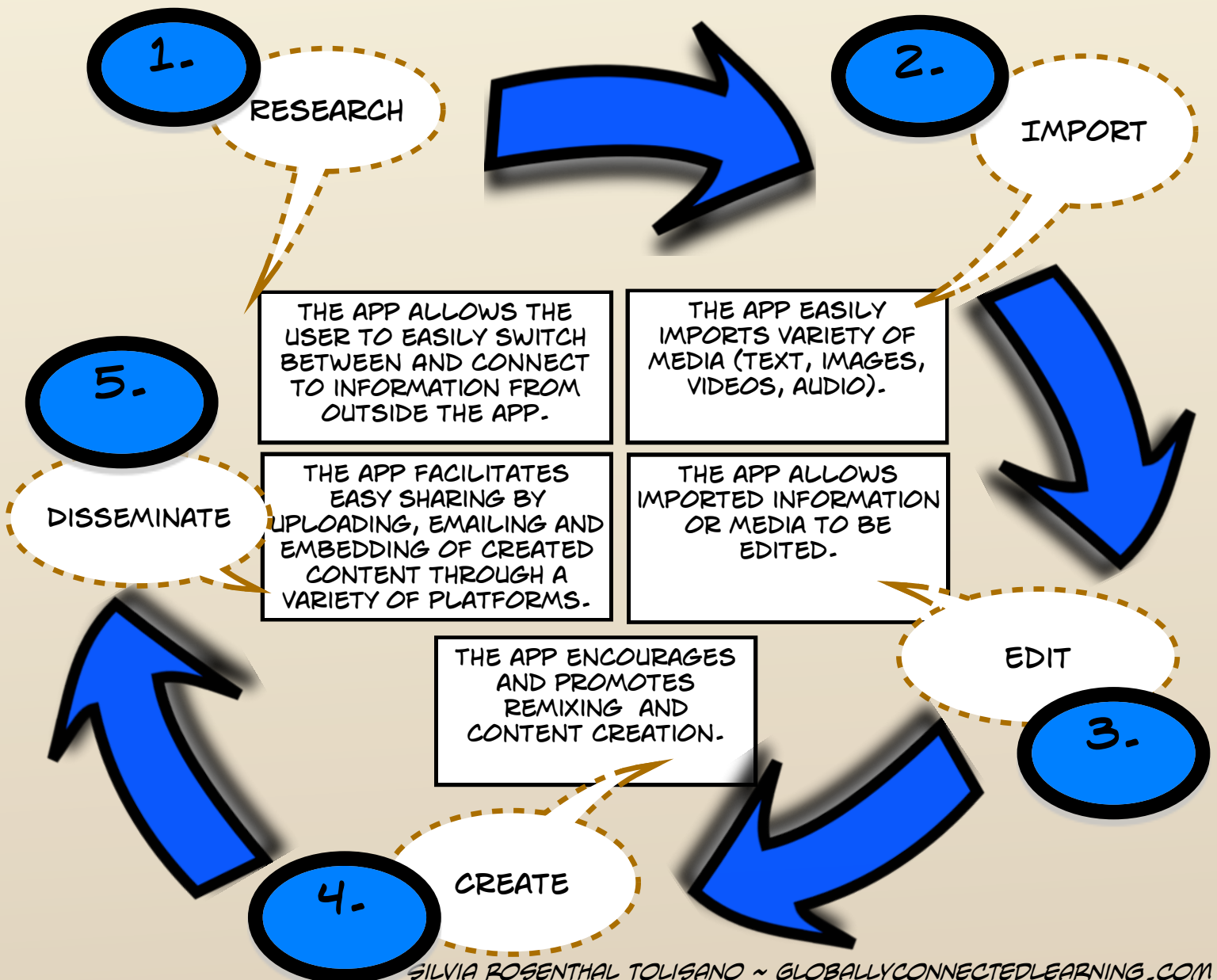
Fluency

FLUENCY IS A SYNONYM OF "SMOOTHNESS."

FLUENCY IN CREATIVE THINKING IS SEEN AS THE ABILITY TO THINK OF MANY DIVERSE IDEAS QUICKLY.

FLUENCY IN TERMS OF LANGUAGE PROFICIENCY IS COMPRISED OF THE ABILITY TO READ, WRITE, COMPREHEND AND SPEAK.

FLUENCY IN TERMS OF APPS IS COMPRISED OF THE ABILITY TO SMOOTHLY MOVE BETWEEN TASKS, SUCH AS RESEARCH, IMPORT, EDIT, CREATE AND DISSEMINATE WITHIN THE APP. DOES THE APP ALLOW USERS TO STAY WITHIN THE APP TO COMPLETE THEIR TASK CYCLE OR EASILY ALLOW A SMOOTH IMPORT AND EXPORT TO ANOTHER APP THAT SUPPORTS THE TASK?



iPad App Evaluation for the Classroom

Substitution vs Transformation Model

BASED ON RUBEN PUENTEDURA'S SAMR MODEL AND ALAN NOVEMBER'S WORK

SUBSTITUTE

APP USE IS A DIRECT REPLACEMENT OF A TASK, TRADITIONALLY ACCOMPLISHED WITHOUT THE IPAD.

EX. MATH DRILL APP REPLACES MATH DRILL WORKSHEET.

AUGMENT

USING THE APP IS A REPLACEMENT OF A TASK TRADITIONALLY ACCOMPLISHED WITHOUT THE IPAD, BUT DISPLAYS A FUNCTIONAL IMPROVEMENT.

EX. MATH DRILL APP'S VIDEO AND AUDIO ENGAGES STUDENTS VISUALLY. DIFFERENT LEVELS AND INSTANT FEEDBACK MOTIVATE STUDENTS. TEACHER RECEIVES AUTOMATED PERFORMANCE RESULTS.

MODIFY

USING THE APP ALLOWS FOR A SIGNIFICANT TASK REDESIGN.

EX. STUDENTS USE SCREEN CASTING APP TO DEMONSTRATE, NARRATE AND RECORD THE PROCESS OF SOLVING A MATH PROBLEM.

REDEFINE

USING THE APP ALLOWS FOR THE CREATION AND EXECUTION OF A NEW TASK PREVIOUSLY INCONCEIVABLE.

EX. STUDENTS DESIGN AND CREATE VIDEO TUTORIALS INTENDED FOR A GLOBAL AUDIENCE AND WITH GLOBAL FEEDBACK IN MIND. THEY COLLABORATE WITH PEERS TO ADD THEIR AUTHENTIC WORK TO A TUTORIAL DATABASE.

AMPLIFY

USING THE APP ALLOWS THE USER TO BUILD UP AND DEEPEN SKILLS PRACTICED. COMMUNICATION MOVES FROM SMALL LOCAL AUDIENCE (TEACHER/ CLASSMATES) TO AUTHENTIC GLOBAL AUDIENCE; COLLABORATION MOVES FROM FACE-TO-FACE PEERS TO GLOBAL PEERS AND EXPERTS.

EX. CREATED SCREENCAST VIDEO IS BEING PUBLISHED AND EMBEDDED ON CLASSROOM OR STUDENT BLOG. TEACHER AND STUDENTS DELIBERATELY DISSEMINATE LINK VIA GLOBAL NETWORKS.



iPad App Evaluation for the Classroom

Evidence of Learning

BASED ON CONVERSATION WITH STEPHEN WILMARTH

RESEARCH

THE APP SUPPORTS EMPHASIS ON BREADTH OF KNOWLEDGE.

THE APP ALLOWS LOOKING FOR A VARIETY OF INFORMATION AND MEDIA THAT CONNECTS A MYRIAD OF SUBJECT AREAS

THE APP DEALS WITH DEPTH OF KNOWLEDGE BY ALLOWING STUDENTS TO DEVELOP THEIR IDEAS BY DIGGING DEEPER.

THE APP SUPPORTS THE DEVELOPMENT OF SKILLS IN ORDER TO TEST AND STRENGTHEN STUDENTS' KNOWLEDGE.

DEVELOPMENT

PRESENTATION

THE APP ALLOWS USERS TO COMMUNICATE IDEAS BEYOND THE TRADITIONAL TEXT BASED OR FACE TO FACE METHOD.

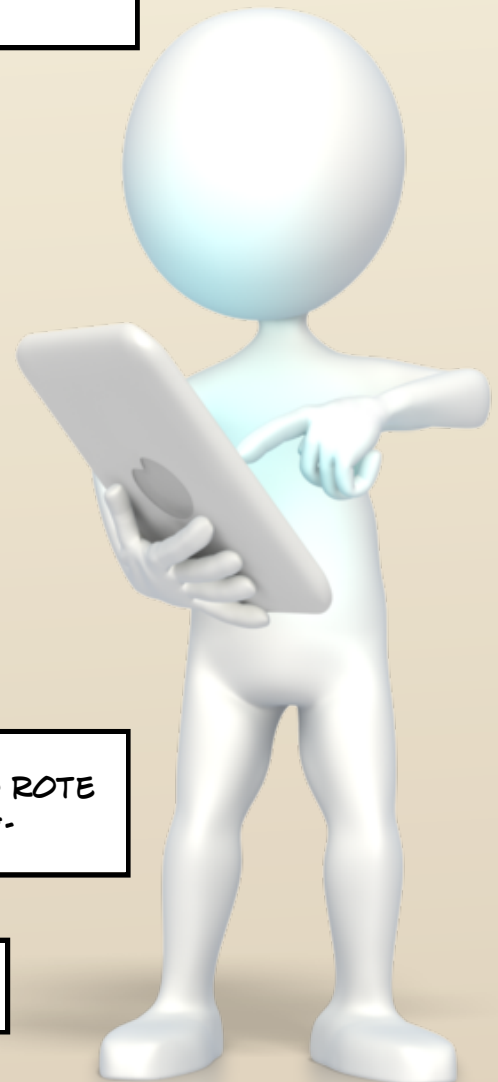
THE APP ALLOWS FOR TRANSMEDIA PRESENTATION TO A GLOBAL AUDIENCE.

PARTICIPATION

DESIGN

THE APP SUPPORTS STUDENTS IN THEIR OWN LEARNING BY ALLOWING THEM TO GO BEYOND ROTE MEMORIZATION, REGURGITATION AND RECITING.

THE APP GOES BEYOND BASIC PROBLEM SOLVING TO SUPPORT IMAGINATION AND CREATIVITY.



iPad App Evaluation for the Classroom

Further Resources:

STUDENT WORKFLOW ON IPADS IN YOUR LESSON
[HTTP://ICTEVANGELIST.COM/?P=853](http://ICTEVANGELIST.COM/?P=853)

APPS TASKONOMY: DIGGING DEEPER INTO APPLICATION OF APPS
[HTTP://BALANCEDTECH.WIKISPACES.COM/APPS+TASKONOMY](http://BALANCEDTECH.WIKISPACES.COM/APPS+TASKONOMY)

IPADS IN THE CLASSROOM
[HTTP://WWW.SCHROCKGUIDE.NET/IPADS-IN-THE-CLASSROOM.HTML](http://WWW.SCHROCKGUIDE.NET/IPADS-IN-THE-CLASSROOM.HTML)

LANGWITCHES POSTS ABOUT IPADS
[HTTP://LANGWITCHES.ORG/BLOG/CATEGORY/IPAD/](http://LANGWITCHES.ORG/BLOG/CATEGORY/IPAD/)

LANGWITCHES DIIGO BOOKMARKS: IPADS IN THE CLASSROOM
[HTTP://WWW.DIIGO.COM/USER/LANGWITCHES/IPADS_IN_THE_CLASSROOM](http://WWW.DIIGO.COM/USER/LANGWITCHES/IPADS_IN_THE_CLASSROOM)

LANGWITCHES DIIGO BOOKMARKS: IPADS
[HTTP://WWW.DIIGO.COM/USER/LANGWITCHES/IPADS](http://WWW.DIIGO.COM/USER/LANGWITCHES/IPADS)

LANGWITCHES GOOGLE READER IPAD BUNDLE
[HTTP://GOO.GL/9E48T](http://GOO.GL/9E48T)

iPad App Evaluation for the Classroom Checklist

BLOOM'S TAXONOMY

- REMEMBER
- UNDERSTAND
- APPLY
- ANALYZE
- EVALUATE
- CREATE

NOVEMBER'S DIGITAL LEARNING FARM

- OFFICIAL SCRIBE
- CURRICULUM REVIEWER
- COLLABORATION COORDINATOR
- TUTORIAL DESIGNER
- CONTRIBUTOR TO SOCIETY
- RESEARCHER

GARDNER'S MULTIPLE INTELLIGENCES

- INTERPERSONAL
- INTRAPERSONAL
- LINGUISTICAL
- MUSICAL
- LOGICAL-
- MATHEMATICAL
- BODILY KINESTHETIC
- VISUAL SPACIAL

21ST CENTURY SKILLS

- COMMUNICATE
- COLLABORATE
- CONNECT
- CREATE
- CRITICAL THINKING

21ST CENTURY LITERACIES

- BASIC LITERACY
- MEDIA LITERACY
- GLOBAL LITERACY
- NETWORK LITERACY
- INFORMATION LITERACY
- DIGITAL CITIZENSHIP

CONTENT & COMPONENTS

- PERSONALIZATION
- DIFFERENTIATION
- CURRICULUM CONNECTIONS
- AUTHENTICITY
- PUBLISHING

LOGISTICS

- USER FRIENDLINESS
- LIMITATIONS
- EASE OF MANAGEMENT
- INAPPROPRIATE CONTENT ACCESSIBLE
- ADVERTISEMENT
- IMAGE AND SOUND QUALITY

SUBSTITUTION --> TRANSFORMATION MODEL

- SUBSTITUTE
- AUGMENT
- MODIFY
- REDIFINE
- AMPLIFY

FLUENCY

- RESEARCH
- IMPORT
- EDIT
- CREATE
- DISSEMINATE

EVIDENCE OF LEARNING

- RESEARCH
- DESIGN
- PARTICIPATION
- DEVELOPMENT
- PRESENTATION

App Name:

iPad App Evaluation for the Classroom

LIKED THE
RESOURCE I
SHARED?

INTERESTED IN
LEARNING MORE
ABOUT USING
IPADS IN THE
CLASSROOM ?

WANT MORE
PERSONALIZED HELP
OR CONSULTING
SERVICES? CONTACT
GLOBALLYCONNECTED
LEARNING.COM

TAKE A LOOK AT
THE
LANGWITCHES
BLOG FOR MORE
ARTICLES AND
RESOURCES
ABOUT

ON-SITE
WORKSHOPS~
CONSULTATIONS~
VIDEO
CONFERENCE
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Silvia Rosenthal Tolisano

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