iPad Classes – Frequently Asked Questions
(2013 and 2014)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Question posed from parents</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Future considerations</td>
<td>What happens to students who expect to be entertained when they get to high school/other places and don’t have this technology?</td>
<td>This is an opportunity not obligation. Whilst we will share with our feeder schools our process and we hope to work with our local state high schools to set up come continuity for the students, we have no direct control over the delivery of high school curriculum.</td>
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<td>Assuming all goes well - would you consider bringing a second class on line half way through 2014?</td>
<td>We would need to consider a full 12 months reflection of the process in its entirety. There will be no mid-year changes to classes.</td>
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<td>What about the social implications of an “elite” class?</td>
<td>The image we will project and promote will be of a “different pathway”. This idea of “elitism” will not come from our staff and I would encourage our community to do the same.</td>
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<td>Research</td>
<td>What about the Research about attention span of this generation?</td>
<td>iPad class or not – will not change the attention span of this generation.</td>
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<td>Are we just “pandering” to our students? They expect to be visually stimulated at all times.</td>
<td>This is not pandering; good teachers are always looking to change their practice when implementing the curriculum.</td>
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<td>Pedagogy</td>
<td>If iPad class is teaching “engaging pedagogy” why don’t other non-iPad classes?</td>
<td>Teachers are always trying to ‘engage’ their students. (see previous answer).</td>
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<td>Will there be transparency in the pedagogy?</td>
<td>Yes - we see no difference in the communication process for every class. Each year levels plans collaboratively to ensure consistency.</td>
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<td>EQ policies</td>
<td>Will Ed QLD be ok with the school accessing stuff that’s not explicitly approved?</td>
<td>Any applications downloaded in supervised school hours will be approved by the teacher. Applications downloaded outside of school hours will be managed in line with the digital citizenship contract and our Responsible Behaviour Plan.</td>
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<td>Security</td>
<td>What security is in place to prevent students from downloading apps without teacher knowledge?</td>
<td>The security will lie in the digital citizenship contract signed by the student and parents. During school, teachers will supervise the use of the technology like we would in any technology lesson.</td>
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<td><strong>Behaviour considerations</strong></td>
<td><strong>Streaming of classes</strong></td>
<td><strong>Independent workers</strong></td>
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<td>What happens when the class has no “behaviour management” children? They will have to be dispersed between the other 3 classes which creates difficulties for teachers and students.</td>
<td>How will the classes be “streamed” if the entry level is on a random basis?</td>
<td>Will there not be a need for independent workers?</td>
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<td>Although we will be employing a random selection, we will be using a variety of selection criteria, the same as when we allocate classes at the end of each year.</td>
<td>As mentioned in the previous answer, although random, there will be a mix of different student abilities, behaviours, identified skill sets etc. based on current student data. Within the class there will exist the opportunity to stream as is currently utilised in non-iPad classes.</td>
<td>For optimal success, we have based this process on motivation rather than the term “independent”. For a student to be an independent worker, it starts with the motivation to acquire and refine the skills of independence in the environment to which they are in</td>
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<td>Research skills</td>
<td>Loss of research skills and abilities. How will this be addressed? Which search engines will be used?</td>
<td>Research skills are made up of skimming and scanning, chunking, identifying main idea and supporting ideas to name a few. Whether this is done by using books or electronically, the skills taught are skills that can be applied to either. Exposure to both written and electronic media will be used as we as digital citizens use it in everyday life.</td>
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<td>Computer glitches</td>
<td>What happens when there are computer problems? What happens when one student’s iPad doesn’t work or they leave it at home?</td>
<td>As in a regular classroom, we adapt and keep the momentum of the task at hand. As in the agreement there is an increased responsibility to have the tools for learning ready for the day. There will be provision for students to access most lessons/activities via traditional methods if required.</td>
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| Benefits of iPads | What is the benefit of the iPad apps over a traditional non-iPad lesson? | For the teacher: You can personalise the learning for every student with so much more efficiency. Once focused lessons are complete or if students finish work quickly you can set individual tasks for a student to be extended or consolidated. This happens in a normal class however it requires the teacher to set, photocopy and design activities – which all takes time. For the student: The apps are interactive and intuitive which can usually provide immediate feedback and assistance if the child gets ‘stuck’.
A Year Level specific apps list is produced and distributed to all selected students. These must be installed prior to Day 1 in the iPad class. The major benefit of apps and technology is that it is intuitive and interactive.
Teachers don’t work 9-3. There is no expectation that children will be available 24/7 however if they have questions and teachers are available to answer then they will. We don’t think the teachers will be seeking out children on weekends.
We have been very transparent here.
The iPad class is about different not better. iPads don’t do the teaching. You are asking the school to present data that compares teachers and we will not do that.
We expect to see improvement with every student. The teacher makes the difference, not the tools.|
| Apps | What apps are used and what are the educational benefits of these apps. | |
| Outside of hours support | An example was provided at the information session that a staff member responds to emails on the weekend. Is that the expectation that the children are available 24/7? | |
| iPad vs non-iPad class data (student performance) | Are you able to provide comparison of results from non-iPad class (the year before) to 6 months after iPad class implementation? Therefore December 2013 report card results compared to June 2014 results. Would you expect to see an improvement? | We have been very transparent here. The iPad class is about different not better. iPads don’t do the teaching. You are asking the school to present data that compares teachers and we will not do that.
We expect to see improvement with every student. The teacher makes the difference, not the tools. |
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<th>Opportunities for students requiring Extension or Learning Support</th>
<th>What extension activities have been implemented this year and how does this work? Please show examples.</th>
<th>Extension is selective to individual students and can have a variety of forms. The use of technology itself extends or provides remediation due to their intuitive nature. Students can be extended by adding additional content, providing external services (i.e. BrainWAYS) or varying the expectation of both performance and quality of input into final pieces of assessment. Extension also includes focusing on lessor strengths and other areas of the curriculum i.e. sport and music. Similar for students requiring support.</th>
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<td>English</td>
<td>How is the Ipad used for English? Do they download worksheets and would these be the same worksheets used in mainstream class? In relation to English, how do they work differently?</td>
<td>See work book examples below. For C2C units – the students on Ipad can get the PDF writable version to download to their Ipad. Otherwise we photocopy the worksheets in both classes.</td>
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*This is the same piece of writing across all Year 4’s, based on 'The Twits' story by Roald Dahl*

*The same work is completed, however the student's book in the non-iPad class is thicker due to the resource sheets and photocopies being glued in. With the Ipad class, the same resource sheets are used electronically, writing on the screen as applicable using the stylus.*
| Maths | What apps are used for maths? Are Maths lessons purely done on the iPad? How does a typical maths lesson operate? For example, does the teacher discuss the particular topic and show examples to the class (as they would in a mainstream class) and then the children go onto their iPads to do the work? Children who work quicker - do they continue with extension work? Do they learn their lessons themselves on the iPads? | The best app in the room is the teacher. The teaching is done by the teacher. The apps are primarily used for consolidation of the teaching. The flipped classroom concept allows students to see a video of the lesson (whether that be from the actual class or a ‘how-to’ video on YouTube) then perform the task. This is one way that students extend their own learning and take responsibility for it. |

| MATHS BOOK – Year 4 iPad class APP. USED | MATHS BOOK – Year 4 iPad class NUMBER FACTS |
| MATHS BOOK – Year 4 non-iPad class TEXTBOOK | MATHS BOOK – Year 4 non-iPad class NUMBER FACTS |

A Targeting Maths textbook (aligned to the Australian Curriculum) is used for non-iPad classes, whereas the iPad classes use the app. version of the same textbook

Similar NumberFacts are taught across all Year 4 classes
| Science, History and Geography | In relation to history, science, geography how is the iPad used?  
Do they use it to download worksheets?  
I would assume they also use it to research information on a particular topic they are discussing and would do their projects on the iPad?  
How does this differ from non-iPad classes? | The use of textbooks, atlases and other reference material is available for all students.  
iPad classes have some benefit in using apps to replace some textbooks.  
See work book examples below. |
| --- | --- | --- |
| Value for money – if your student is already an engaged learner | If we have a child who already is engaged with learning, what other reason would there be to invest $1000 in this program? | This is not just about engagement. It’s about the ability for students to own their learning anywhere, anytime.  
The main reason to invest in this program is that you believe it to be future orientated and an exciting opportunity for your child/children.  
If a parent needs to be convinced or cannot commit to participate in the iPad class, chances are that involving themselves or their child/children will not be successful. |
| ACCESS | Can we opt in or out of the iPad class? | Yes but only annually. Decisions are made for class design on an annual basis and no changes are made during the terms. |
2014 APPS List for Year 5

ALL PRICES ARE APPROXIMATE

ENGLISH
- Spelling City (free)
- My Word Sort (free)
- Word Domino (free)
- Bluster (free)
- Letris (free)
- PuppetPals HD (free)
- StoryBoards (free)
- Showbie (free)
- Creative Genius on the Go ($0.99)
- Mad Libs (free)

MATHMATICS
- Numb3rJam (free)
- Mathemize (free)
- GeoBoard by Math Learning Centre (free)
- Calculator for iPad (free)
- Mad Addition (free)
- Tap Tap Blocks (free)
- Mr. Turbo (free)
- My Times Tables (free)
- Targeting Maths S ($9.49)
- Maths Invaders ($0.99)
- Geometry 4 Kids ($0.99)
- My Script calculator (free)
- Pizza Fractions (free)
- Tangrams (free)

PUBLISHING TOOLS
- ShowMe (free)
- Educreations (free)
- Haiku Deck (free)
- Explain Everything ($5.99)
- Tools4Students ($0.99)
- Screen Chomp (free)

MEDIA APPS
- iMovie ($5.49)
- Tellagami (Free)

SCIENCE/HISTORY/GEOGRAPHY
- Amazing Space Journey (free)
- Google Earth (free)
- There's nothing Like Australia (free)
- National Geographic (free)
- Convict Road (free)

OTHER
- Wurdie (free)
- Student Clicker Socrative (free)
- Top Tic Tac Toe (free)
- Aurasma (free)
- Discover Digital (free)
- Word search (free)
- QR Code (free)
- Scan OR Inigma (free)
- Pic Collage (free)
- Phoster (free)
- Dictionary App (Free)

NOTE TAKING / WORD PROCESSING
- Notes (from Apple - free)
- Pages (from Apple - $10.49)

PLEASE NOTE
SOME APPS MIGHT NEED TO BE INSTALLED AS AND WHEN NEEDED IN 2014
2014 APPS List for Year 4

Note Taking / Word Processing
- Notes (from Apple - free)
- Notability ($0.99)
- Pages (from Apple - $10.49)

English
- Spelling City (free)
- My Word Sort (free)
- Book Creator for IPad ($5.49)
- Word Domino ($0.99)
- Bluster (free)
- Letris (free)
- PuppetPals HD (free)
- StoryBoards (free)
- Showbie (free)
- Creative Genius on the Go ($0.99)
- Mad Libs (free)
- The Twits iBook (Roald Dahl) $7.99
- Shadow Puppet (free)

Mathematics
- Numb3rJam (free)
- Mathemize (free)
- GeoBoard by Math Learning Centre (free)
- Calculator for IPad (free)
- Mad Addition (free)
- Tap Tap Blocks (free)
- Mr Turbo (free)
- TanZenLite (free)
- My Times Tables (free)
- Targeting Maths 4 (only available in 2014) $9.49
- Maths Invaders ($0.99)
- Geometry 4 Kids ($0.99)
- My Script calculator (free)
- Pizza Fractions (free)
- Tangrams (free)

Publishing Tools
- Show Me (free)
- Edulcreations (free)
- Haiku Deck (free)
- Explain Everything ($5.99)
- Tools4Students ($0.99)

Media Apps
- iMovie ($5.49)
- Tellagami (free)

Science / History / Geography
- Amazing Space Journey (free)
- Google Earth (free)
- There's nothing Like Australia (free)
- National Geographic (free)
- Convict Road (free)
- Digimac (free)
- Tinkerbox (free)

Other
- Wurdle (free)
- Student Clicker Socrative (free)
- Top Tic Tac Toe (free)
- Aurasma (free)
- Discover Digital (free)
- Word search (free)
- QR Code (free)
- Scan QR Inigma (free)
- Pic Collage (free)
- Phoster (free)
- Dictionary App (Free)
- iBooks (free)
- Bump (free)
- Apps Gone Free
- Fill-a-pix (free)

All prices are approximate.

Please Note
Some apps might need to be installed as and when needed in 2014.