



iPad evaluation – 2015

Introduction

The evaluation took place during Spring 2015 following the introduction of one-to-one technology for Years 7 -10.

Years 8 -10 have been using the technologies longer (previous academic year) with year 7 starting in October 2014.

The survey took the form of an on line survey available to all students, staff and parents. Questions were grouped into two themes:

1. How easy was it for respondents to assimilate to the new technologies?
2. How has the introduction of iPads enhanced learning both in the classroom and at home?

The number of responses per group are as follows:

1. Students - 448 responses out of a possible 780 representing a sample of 57%. Responders came equally from all four year groups.
2. Teaching staff - 42 responses out of a possible 70 representing a sample of 60%
3. Support staff - 16 out of a possible 66 representing a sample of 24 %
4. Parents - 211 out of a possible 790 representing a sample of 27% (assuming one response per family). The responses are evenly spread across all four year groups.

How easy was it for respondents to assimilate to the new technologies?

When one-to-one technologies were being considered iPads were chosen as a significant number of students and staff were already using apple products. Consequently the majority of both staff and students indicate that the iPads have been easy to integrate into the classroom context, with students being slightly more positive in their responses. Staff have found it easy to resource and use new applications (Apps). Staff have had more technical issues when compared to students. Support staff responses show that, for those that have them, iPads have been easily assimilated into their work and that they are generally easy to use. There have also been few technical issues.

The majority of parents believe that the scheme is good value for money, that iPads are easy to use and that the technologies have easily connected to home broad band services. They are also satisfied with the school support systems both technical and other eg welfare and social.

In summary the introduction of iPad technology has been handled effectively with the scheme being seen by the majority of responders as a positive move, value for money and few technical, welfare or social issues. Any that have arisen have been handled effectively.

How has the introduction of iPads enhanced learning both in the classroom and at home?

All responder groups agree that the introduction of iPads has made a significant positive impact on the way lessons are being planned and delivered.

Both students and staff indicate that iPads are being used in lessons for over 50% of the week. These are spread equally between KS3 and 4. Support staff report that they improve motivation for students and improve progress.

In School Use

Usage is high in English, Mathematics, Science, MFL and Enrichment, as reported by both staff and students. Usage is less in the humanities and design and technology subjects. iPads are used least in Dance, Drama and Child Development.

Within subject areas the main types of use are research, submitting and receiving work, creating and taking video with podcasts, reading and word processing being amongst the lowest.

Outside the classroom

The technology is being used to send and receive homework with the pattern of use reflecting the subject distribution.

Beyond school, for students, the overwhelming use of iPads is for playing games and social media. Whilst staff are setting research tasks as well as completing work they too are expecting students to use games and social media to enhance learning.

15% of parental responses highlight the social use of iPads and the length of time students are using them. Some parents feel unable to control the length of time their child spends on the iPad.

20% of parental responses requested more support on how iPads can be used for school work, research etc. as well as advice on limiting their child's use.

Many agreed that the online safety sessions were useful but should have happened earlier in the project.

General

Students and staff view the introduction of iPads as highly motivating, with parents being less positive; approximate 48% of responders disagreeing. All agree that iPads are effective in easing collaboration between students, staff and parents.

Students and both teaching and support staff are positive that the introduction of iPads has improved the overall quality of work, with parents being less sure. Again a similar pattern emerges with progress, with the majority of staff and students being very positive and parents significantly less so.

Students strongly believe that the introduction of iPads has raised levels of achievement with staff being less sure whilst still remaining positive. Parents seem to need more evidence before they can decide.

Conclusions

From a technical, financial and organisational aspect, the introduction of iPads into Manor has been a success.

Whilst noting that we are just over a year into the project, the majority of subjects are using the technology effectively. A small number of subjects are either not using iPads for a significant number of lessons, or do not at this stage view iPads as integral to learning of that subject.

Students and staff have very few concerns on the use of iPads within school. Welfare issues are centred around use of social media and 'unsafe' practice by students at home. These concerns are not singular to iPads as a number of serious issues have arisen from mobile phone and PC technology.

Most negative comments from parents centre around 'iPad addiction', social networking etc. with a small number commenting on the technology not being used as fully as they thought it would.

Recommendations

1. That we reintroduce the iPad 'innovation group'. The remit of this group should be to further monitor the use of iPads both from a curriculum delivery and social point of view. This group could be made up of faculty iPad champions and some welfare representation. There should be a lead from either a Director of Learning/Faculty leader or someone from the Wider Leadership Team. A governor may also be appropriate (preferably a parent governor).
2. Regular (Half-Termly) opportunities for parents to meet with key staff, both curriculum and welfare, to discuss how iPads can be used to enhance the learning experience, deal with any technical issues and support parents on the social use of one-to-one technology.
3. Undertake further research to ensure that students and teachers are making the most of iPad technology. This should include fact finding to other institutions and learning from best practise from across the country.
4. Annual eSafety sessions should be offered to parents in a similar way to child protection for staff.