


6-21-2013

iPad Use Among Freshmen Honors Students [Summary Report]

Pat Maxwell

The College at Brockport, pmaxwell@brockport.edu

Follow this and additional works at: <https://digitalcommons.brockport.edu/drakepubs>

 Part of the [Higher Education Commons](#), and the [Higher Education Administration Commons](#)

Repository Citation

Maxwell, Pat, "iPad Use Among Freshmen Honors Students [Summary Report]" (2013). *Library Publications and Presentations*. 20.
<https://digitalcommons.brockport.edu/drakepubs/20>

This Presentation is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in Library Publications and Presentations by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

iPad Use Among Freshmen Honors Students

Background

- Beginning with the 2013 academic year, the Honors Scholarship includes an Apple iPad for each freshman student admitted to the Honors Program at the College at Brockport. The iPad offer is a recruitment incentive. The Honors Program does not require iPad integration into Honors coursework or other activities; however it was anticipated that freshmen, Honors Academic Planning Seminar instructors, and peer mentors might use the iPads for presentation, writing, communication, and/or reading. Each incoming Freshmen Honors student was issued an iPad on the first day of school. They also received a keyboard case for the iPad, purchased with Honors Program funds.

Research Purpose & Design

- In order to justify the expenditure of College funds for iPads and any follow-on support, it is important to assess (1) the efficacy of the iPad as a learning tool, and (2) whether the iPad is a persuasive incentive. Specifically, the research asks:
 - What is the extent and nature (types) of use of the iPad among freshmen Honors students?
 - What is the level of satisfaction regarding the iPad in terms of (a) campus support, (b) student use, and (c) the keyboard case?
 - Did the offer of an iPad influence candidates to enroll in Brockport's Honors Program?
- At the beginning and end of the Fall 2012 semester, Freshmen Honors students were invited to complete pre and post online surveys containing questions about technology for learning and the iPad specifically. For example, "Which device are you most likely to use for each of the following activities..." Device choices include smartphone, PC, laptop, iPad, e-Reader, pen/paper. Other questions measured agreement with statements such as, "The iPad did not enhance learning in my Honors seminar" or measured level of satisfaction using the iPad for various activities such as accessing ANGEL or performing research using Library databases

Results

- Of the 73 incoming Freshmen Honors students who received iPads, 31 completed the pre-survey; 39 completed the post-survey. 23 freshmen completed BOTH surveys.
- Extent and nature of iPad use:
 - 84% of participants use their iPad several times a day; 63% use their laptop several times a day (*Figure 1*).
 - Students are installing and testing mostly free apps; there was a wide variety of apps chosen for word processing and PDF reading/annotating. Types of apps used most frequently for classroom (or study) are:
 - Note keeping (50% of participants)
 - VMware (39%)
 - File sharing (32%)
 - PDF readers (21%)
 - Productivity such as schedules and to-do lists (21%)
 - Study tools such as flashcards and tutorials (21%).

Figure 2 shows specific apps named by students.

- Students use the iPad in tandem with their laptop. They turn to the iPad for music, photos/videos, social networking, tracking assignments, scheduling, reading, and research.
- Students want to use the iPad in the classroom as part of a lesson plan, for presentations, and for note keeping. They want to learn how to do each of these activities effectively.
- By the end of the semester, 20% of participants reported replacing at least one of their devices in favor of the iPad when tracking to-do lists, listening to audio, or watching videos.
- Level of satisfaction with the iPad:
 - 76% were satisfied/very satisfied with campus Wi-Fi; 84% did NOT need Help Desk assistance.
 - 73% were dissatisfied/very dissatisfied with the ability to access ANGEL from the iPad.
 - Participants were divided in agreement whether the iPad enhanced learning or contributed to knowledge, skills, and personal development (see Charts 1- 4).
 - 48% were satisfied/very satisfied with the keyboard case; 37% were neutral.
- iPads as incentive: 69% of respondents agreed/strongly agreed that the offer of an iPad influenced their decision to attend the College at Brockport.

Charts

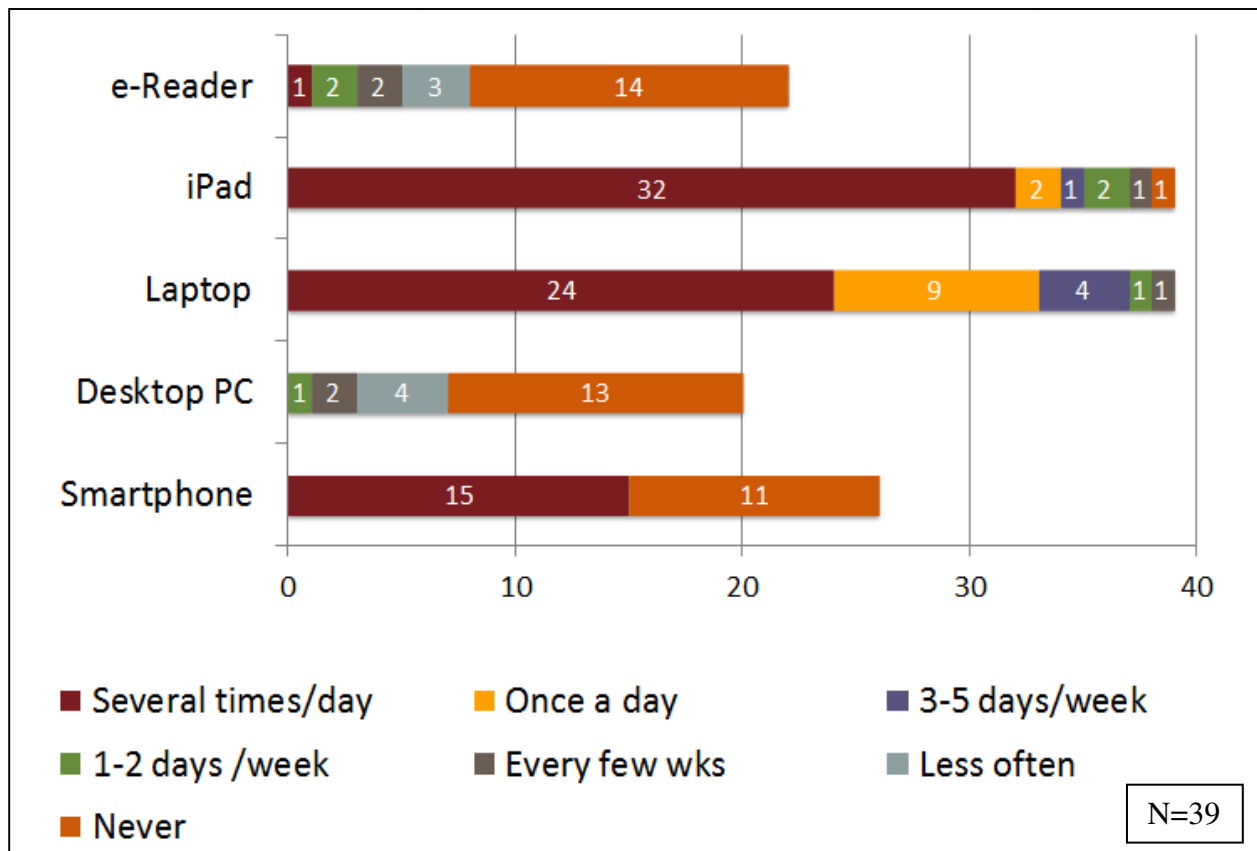


Figure 1. Devices Used by Participants (and Frequency)

Figure 2. Most frequently named iPad apps for classroom use. The larger the icon, the more often it was named by participants. Identified from left to right by rows:



Row 1: Evernote, Patrick Calculus, Calendar, VMware, Dropbox, TotalRecall, Calculator.

Row 2: Doceri, Notepad, Safari, Mail, Notes, Google Search, Google Drive.

Row 3: Notability, Reminders, iBook, Flashcardlet, PDF Reader, WordProcessor.

Row 4: Documents, Notebook, StudyBlue, eNotes, iStudiez, Thesaurus, Merriam-Webster Dictionary, PowerOne, Nova, Google Earth.

Row 5: Newsstand, PDFnotes, Google Chrome, GoodReader, QuickOffice, Smart Office 365 HD, Pages, AudioNote, Adobe Reader, SmartOffice2.

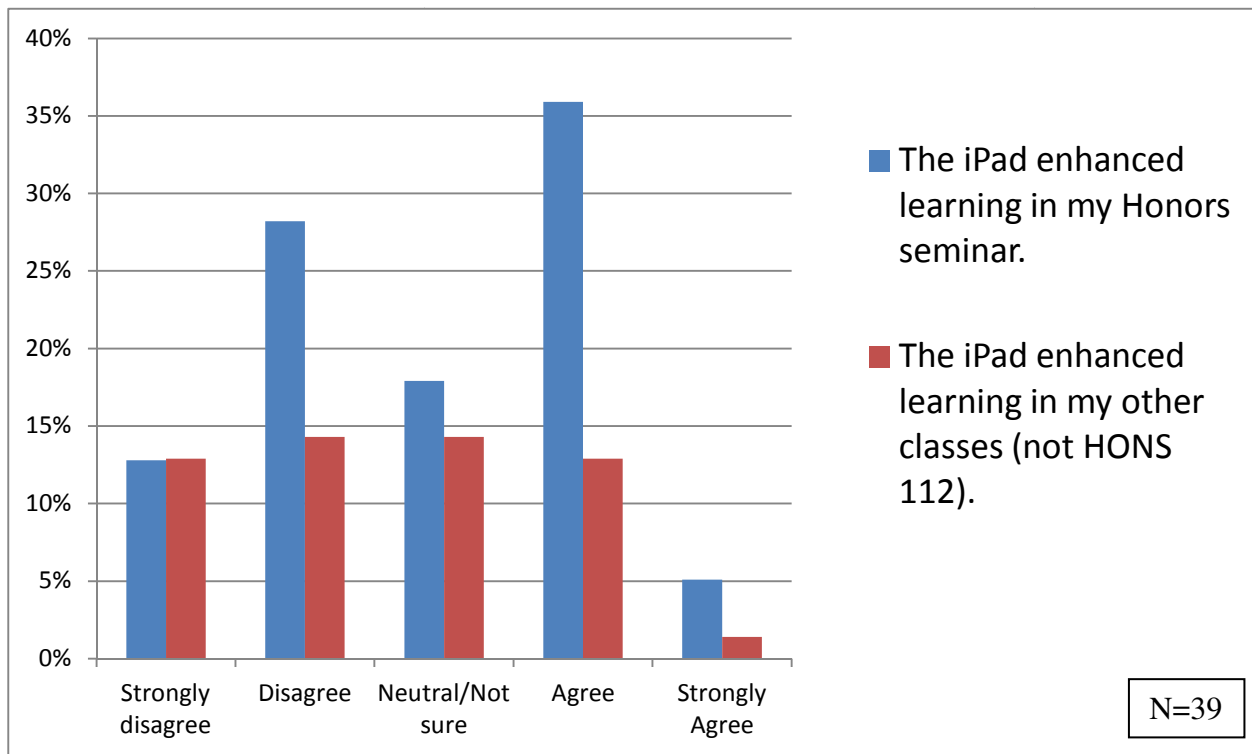


Chart 1- Participant Level of Agreement Whether the iPad Enhanced Learning

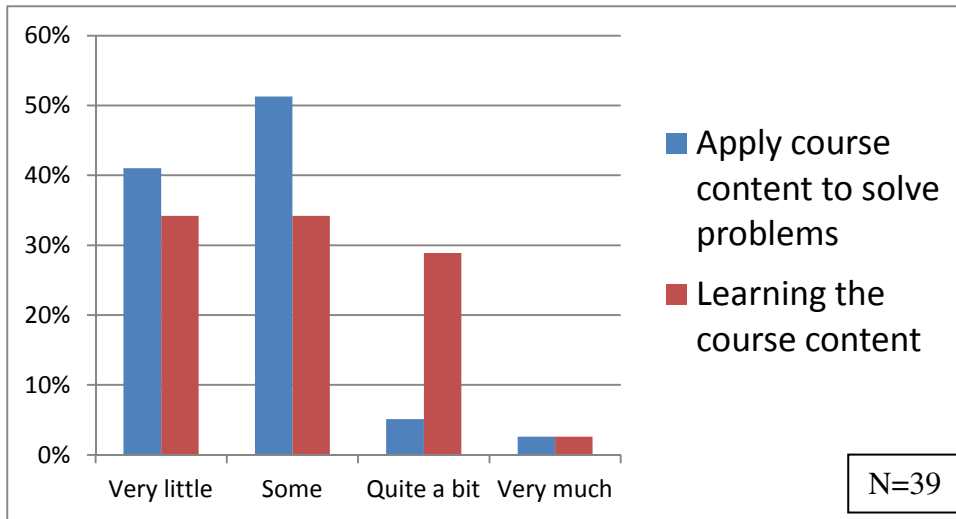


Chart 2. Student's View of How Much the iPad Contributed to their Knowledge of Course Content.

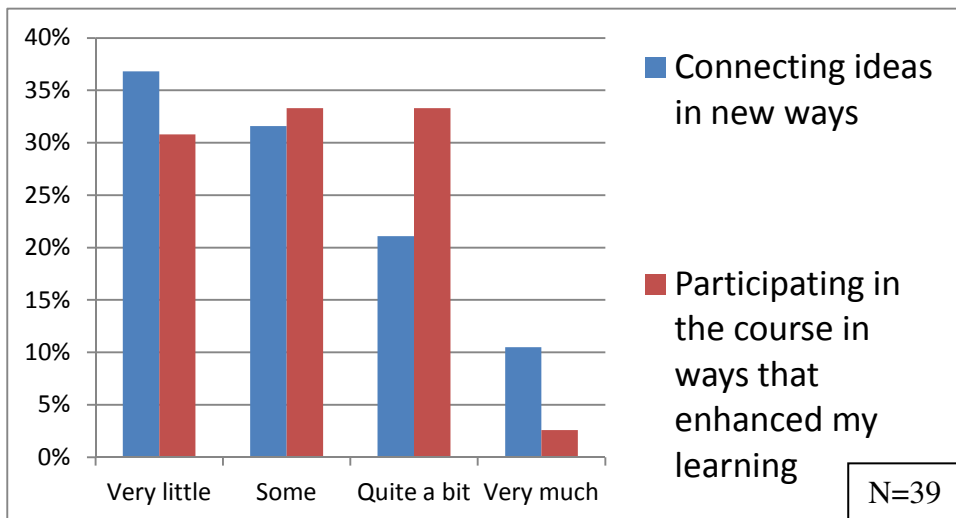


Chart 3. Student's View of How Much the iPad Contributed to their Knowledge Acquisition.

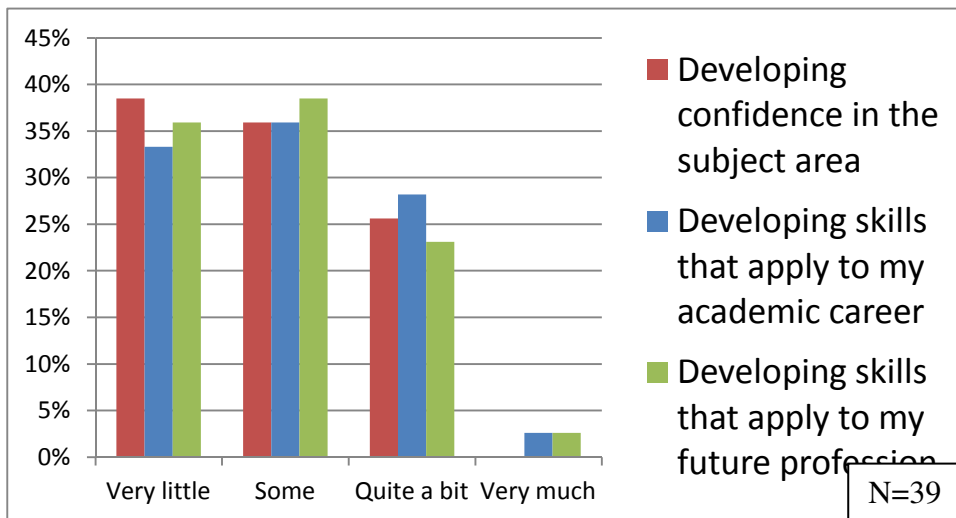


Chart 4. Student's View of How Much the iPad Contributed to Personal Development.

Recommendations

- **Implement training opportunities for faculty, peer mentors, and students**
 - Survey faculty readiness to use an iPad.
 - Recommend a core group of apps for teaching, learning and productivity.
 - LITS and CELT-sponsored workshops.
 - Encourage Honors Seminar instructors to join the iPad Users Group.
 - Continue research in how Honors Freshmen are using the iPad.
- **Identify best practices for using iPad**
 - Revisit classroom device policy.
 - Students should notify instructor if they intend to use any recording apps.
 - Digital literacy: Instructor can model best practices during class.
 - Integrate iPad apps into lesson plans.
- **Continue iPad incentive as part of Honors Program Scholarship.**

Survey Instrument

- Pre and Post Surveys available upon request from Pat Maxwell: pmaxwell@brockport.edu

Research Investigators:

- Pat Maxwell, MLS, Systems Librarian for Drake Memorial Library
- Priya Banerjee, PhD, Associate Director of Honors College