### Considerations

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remember</strong></td>
<td>The app requires students to remember facts.</td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td>The app requires students to demonstrate understanding of a concept.</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>The app gives students the opportunity to apply what they have learned.</td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>The app supports students' efforts to analyze data, content and concepts.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>The app facilitates students efforts to evaluate information in a variety of media forms</td>
</tr>
<tr>
<td><strong>Create</strong></td>
<td>The app allows students to create a variety of products, demonstrating evidence of their learning.</td>
</tr>
</tbody>
</table>

### Gardner's Multiple Intelligences

- **Logical/Mathematical**
- **Linguistic**
- **Musical**
- **Visual-Spatial**
- **Bodily Kinesthetic**
- **Interpersonal**
- **Intrapersonal**

### 21st Century Upgrades

- **Communicate**
- **Connect**
- **Create**
- **Collaborate**
- **Critical Thinking**

### 21st Century Upgrades (Diagram)

- **Basic Literacy**
- **Global Literacy**
- **Digital Citizenship**
- **Media Literacy**
- **Information Literacy**
- **Network Literacy**
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.

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.).

App supports and practices skills and literacies that strongly connected to the curriculum content.

Targeted skills are practiced in an authentic format/problem based learning environment.

Authenticity

Personalization

Curriculum Connections

Differentiation

Publishing

Content & Components

Based on and adapted from Evaluation Rubric for iPod Apps" created by Harry Walker

Silvia Rosenthal Tolisano ~ GloballyConnectedLearning.com
iPad App Evaluation for the Classroom

**Logistics**

- **Does the app display inappropriate or distracting advertisement? Does it emphasize in-app purchases?**
- **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?**

**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?**

**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?**

**Advertisement**

- **Is the app connected to a community of users?**
  - How is this community moderated?
  - Can access to inappropriate content be filtered or blocked?

**User Friendliness**

- **Silvia Rosenthal Tolisano ~ GloballyConnectedLearning.com**
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?

1. Research
   - The app allows the user to easily switch between and connect to information from outside the app.

2. Import
   - The app easily imports variety of media (text, images, videos, audio).

3. Edit
   - The app allows imported information or media to be edited.

4. Create
   - The app encourages and promotes remixing and content creation.

5. Disseminate
   - The app facilitates easy sharing by uploading, emailing and embedding of created content through a variety of platforms.
iPad App Evaluation for the Classroom

Substitution vs Transformation Model

BASING ON RUBEN PUENTE-DURA'S SAMR MODEL AND ALAN NOVEMBER'S WORK

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

EX. MATH DRILL APP REPLACES MATH DRILL WORKSHEET.

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.

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.

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.

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.

SILVIA ROSENTHAL TOLISANO ~ GLOBALLYCONNECTEDLEARNING.COM
The app goes beyond basic problem solving to support imagination and creativity.

Silvia Rosenthal Tolisano ~ GloballyConnectedLearning.com

**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.

**Development**

- 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.

**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**

- The app supports students in their own learning by allowing them to go beyond rote memorization, regurgitation and reciting.

**Design**

- The app goes beyond basic problem solving to support imagination and creativity.

Silvia Rosenthal Tolisano ~ GloballyConnectedLearning.com
### Further Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
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<tbody>
<tr>
<td>Student Workflow on iPads in your Lesson</td>
<td><a href="http://ictevangelist.com/?p=853">http://ictevangelist.com/?p=853</a></td>
</tr>
<tr>
<td>Apps Taskonomy: Digging Deeper into Application of Apps</td>
<td><a href="http://balancedtech.wikispaces.com/apps+taskonomy">http://balancedtech.wikispaces.com/apps+taskonomy</a></td>
</tr>
<tr>
<td>iPads in the Classroom</td>
<td><a href="http://www.schrockguide.net/ipads-in-the-classroom.html">http://www.schrockguide.net/ipads-in-the-classroom.html</a></td>
</tr>
<tr>
<td>Langwitches Posts About iPads</td>
<td><a href="http://langwitches.org/blog/category/ipad/">http://langwitches.org/blog/category/ipad/</a></td>
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<tr>
<td>Langwitches Diigo Bookmarks: iPads in the Classroom</td>
<td><a href="http://www.diigo.com/user/langwitches/ipads_in_the_classroom">http://www.diigo.com/user/langwitches/ipads_in_the_classroom</a></td>
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<tr>
<td>Langwitches Google Reader iPad Bundle</td>
<td><a href="http://goo.gl/9E48t">http://goo.gl/9E48t</a></td>
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### iPad App Evaluation 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
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- Linguistical
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**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
- Redefine
- Amplify

**Evidence of Learning**
- Research
- Design
- Participation
- Development
- Presentation

**App Name:**

- Fluency
  - Research
  - Import
  - Edit
  - Create
  - Disseminate
Interested in Learning More about Using iPads in the Classroom?

Take a Look at the Langwitches Blog for More Articles and Resources About

Want more personalized help or consulting services? Contact GloballyConnectedLearning.com

On-Site Workshops~ Consultations~ Video Conference Sessions, Webinars, Conference Seminars, etc.

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Silvia Rosenthal Tolisano

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http://langwitches.org/blog