Welcome Note

Welcome.

On behalf of the organising committee of the 1st International Conference on the Use of iPads in Higher Education (HE), I would like to warmly welcome each one of you to this event and to Paphos.

We are privileged to have as our two keynote speakers Prof. John Traxler (University of Wolverhampton), and Prof. Marcus Specht (Open University of the Netherlands). Each one of them will offer a different perspective on the instructional potential of iPads for Higher Education.

We are also privileged to have delegates attending this conference from far and wide, including Australia, Belgium, Canada, Cyprus, Greece, Japan, Israel, Netherlands, Poland, South Africa, Switzerland, the United Arab Emirates, the United Kingdom and the United States. Each delegate brings his or her own expertise, insights, concerns and expectations to this gathering.

This conference seeks to provide a common forum for the varied forms of research on the use of iPads in HE, and to explore innovative models of learning using this computer tablet. You are invited to contribute and share insights about the use of iPads for teaching and learning in HE. Ultimately, we seek to encourage research, debate, reflection, and exchange of ideas on the use of this tablet in HE.

Lastly, I ask you to stay engaged with the presenters, keep us proactive with your questions and debates, and help us shape the future of this conference by sharing with the members of the organizing committee your ideas.

On behalf of the organizing committee,

Dr. Nicos Souleles
Conference Co-chair ihe2014
CONTENTS

Committees ....................................................................................................................................................... 7
Keynote Speakers .......................................................................................................................................... 8
Prof. John Traxler .............................................................................................................................................. 8
Prof. Marcus Specht .......................................................................................................................................... 9
Conference Program ................................................................................................................................... 11
+ Thursday, 20 March 2014 ........................................................................................................................... 11
+ Friday, 21 March 2014 ................................................................................................................................ 12
+ Saturday, 22 March 2014 ........................................................................................................................... 13
Abstracts ......................................................................................................................................................... 14
‘Using iPads as a dynamic learning tool to develop skills in graphic communication and enhance spatial awareness’
Elisabete Cidre, University College London .................................................................................................. 14
‘iPadagogy: iPads as drivers of transforming practice in teaching education’
Paul Hopkins and Kevin Burden, University of Hull ........................................................................................ 15
‘iPads as collaborative tools to enhance biological identification skills in the lab and field’
Sarah L. Taylor and Trish Procter, Keele University ...................................................................................... 16
‘Using the Keynote App as a research tool: A case study in medical education’
Veronica Mitchell, University of Cape Town .................................................................................................... 17
‘Embedding the iPad as a learning and teaching tool: a case study of staff and student perspectives in a Management School’
Mary Morrison, University of Southampton Management School ................................................................. 18
‘Give them a fishing rod... - the use of iPads by education students’
Liat Eyal, Levinsky College of Education ........................................................................................................ 19
‘The use of the iPad in a first-year introductory Physics course’
Brandon van der Ventel and Richard Newman, Stellenbosch University .................................................... 20
‘Bridging the Gap: Preparing the App generation for Higher Education’
Rebecca Osborne and Sabba Quidwai, Fairmont Preparatory Academy, CA .................................................... 21
‘iPad - The focus of possibility and potential’
Keynote Speaker Prof. John Traxler, University of Wolverhampton ............................................................. 22
‘Student perceptions of the success of an iPad based reading discussion project’
Emily Saavedra, Dawn Murray, Higher Colleges of Technology, Dubai ......................................................... 23
‘iPads at the University of Western Sydney: initiating institutional transformation’
Lynnae Rankine and Dennis Macnamara, University of Western Sydney ...................................................... 24
‘iPad use in fieldwork: formal and informal use to enhance pedagogical practice in a Bring Your Own Technology world’
Brian Whalley, Derek France, Julian Park, Alice Mauchline, Victoria Powell and Katharine Welsch, University of Sheffield ................................................................. 25
‘Student Teaching with iPads: Incorporating Modern Digital Tools in Teacher Preparation’
Kimberly L. Tohill, The Pennsylvania State University .................................................................................. 26
‘Exploring How Educators Incorporate iPads in Learning and Instruction: Expectations, Experiences, and Reflections of Education Students and Faculty in a Digital Media Master’s Program’
Benjamin Baab and John Bansavich, University of San Francisco ......................................................... 27

‘Using iPads to increase the level of student engagement in the peer review and feedback process’
Anita Backhouse, Ian Wilson and Daniel Mackley, York St John University ........................................... 28

‘Implementing iPads as Personal Learning Devices: Making the Paperless MBA Possible’
Sharon Altena, Queensland University of Technology .................................................................................. 29

‘Adoption and Knowledge Continuum in an iPad Enhanced Classroom: A working note’
Oliver Young and Richard Tresidder, Sheffield Hallam University .......................................................... 30

‘iPads, Coffee and Cake: Becoming experts together - Informal learning with iPads at the University of Southampton’
Fiona Harvey and Tamsyn Smith, University of Southampton .................................................................... 31

‘How can tablet technology change learning and teaching?’
Keynote Speaker Prof. Marcus Specht, Open University of the Netherlands ........................................... 32

‘Using iPads to enable cultural change in Technology Enhanced Learning: A case study’
Steven Furnell, Plymouth University .......................................................................................................... 33

‘Comparing student and faculty perceptions on the instructional value of iPads in art and design education’
Stefania Savva and Nicos Souleles, Cyprus University of Technology, Hilary Watters and Angela Annesley, Falmouth University ........................................................................................................... 34

‘Designing mobile learning activities for Outdoor Learning’
Hagit Meishar tal, Arnon Medzini and Yael Sneh, Oranim College and The Open University of Israel .......... 35

‘The Usability, Functionality and Acceptance of iPads in Healthcare Practice: A Study of Physiotherapy and Occupational Therapy Students on Placements’
Arinola Adefila and Lynn Clouder, Coventry University ......................................................................... 36

‘A case study on using the iPad to encourage collaborative learning in an undergraduate web development class’
Aekaterini Mavri, Fernando Loizides and Nicos Souleles, Cyprus University of Technology ..................... 37

Social Events ................................................................................................................................................. 38
+ Welcome Cocktail ...................................................................................................................................... 38
+ Conference Dinner .................................................................................................................................. 38

Travel Information ....................................................................................................................................... 39
+ Travelling Around Paphos ....................................................................................................................... 39
Public Buses ............................................................................................................................................... 39
Local Taxi Services ................................................................................................................................... 39
+ Getting Back to the Airport ..................................................................................................................... 40
Private transportation to the airport .......................................................................................................... 40
Public Transportation .................................................................................................................................. 40
COMMITTEES

+ Organizing Committee
  ▪ Dr. Nicos Souleles – Co-chair, Cyprus University of Technology
  ▪ Dr. Salomi Papadima – Co-chair, Cyprus University of Technology
  ▪ Miss. Stefania Savva – Local organising chair, Cyprus University of Technology
  ▪ Dr. Fernando Loizides – Local organising chair, Cyprus University of Technology
  ▪ Mrs. Hilary Watters – Local organising chair, Falmouth University
  ▪ Mrs. Angela Annesley – Programme chair, Falmouth University
  ▪ Miss. Demetra Perdiou – Committee administrator, Cyprus University of Technology
  ▪ Miss. Vera Touringou – Committee administrator, Cyprus University of Technology

+ Reviewers
  ▪ Dr. Andri Ioannou – Cyprus University of Technology
  ▪ Dr. Jane Costello – University of Newfoundland
  ▪ Dr. Fernando Loizides – Cyprus University of Technology
  ▪ Dr. Marguerite Koole – Athabasca University
  ▪ Prof. Tony Shannon – Karl Von Busse Institute of Design
  ▪ Dr. Nathaniel Ostashewski – Curtin University
KEYNOTE SPEAKERS

Prof. John Traxler

Professor of Mobile Learning, Director of the Learning Lab, University of Wolverhampton, UK.

Biography

Prof. Traxler is an honorary member of the Interdisciplinary Science, Education, Technologies and Learning group at the University of Glasgow and a Research Fellow at Mobile Studies in Ningbo. He is a Founding Director and Vice-President of the International Association for Mobile Learning, Executive Committee Member of the USAID Education Alliance, Associate Editor of the International Journal of Mobile and Blended Learning and of Interactive Learning Environments. He is on the Pearson mLearning Think Tank, Research Board of the Association of Learning Technology, the Editorial Board of Research in Learning Technology and IT in International Development.

He was Conference Chair of mLearn2008, and has guest edited six special editions of peer-reviewed journals devoted to mobile learning including Distance Education, UNESCO Prospects and an African edition of the International Journal of Mobile and Blended Learning. John has co-written a guide to mobile learning in developing countries for the Commonwealth of Learning, is co-editor of the definitive book, Mobile Learning: A Handbook for Educators and Trainers, with Professor Agnes Kukulska-Hulme, with a second book, Mobile Learning: the Next Generation, due to be published in 2013. He is co-authoring a book, Key Issues in Mobile Learning: Research and Practice, with Professors Norbert Pachler ® and John Cook.

He has written 30 book chapters on mobile learning, and talks and writes frequently on the nature and consequences of connectedness and mobility on learning, knowledge and societies. He is currently developing the world’s first online masters course in mobile learning, and is on the UNESCO Policy Advisory Team for mobile learning. He has been a speaker at numerous conferences. He has started projects for Palestinian refugees with UNRWA, as well as working with the South African Department of Basic Education, working on mobile learning and teacher training. In the spring of 2012, he started projects in Turkey and Tanzania. He was one of the facilitators for the first MobiMOOC course in early 2011 with over 200 active students and facilitated the second in September 2012.
KEYNOTE SPEAKERS

Prof. Marcus Specht

Professor for Advanced Learning Technologies, Centre for Learning Sciences and Technologies, Open University, Netherland. Director of the Learning Innovation Labs.

Biography

Prof. Marcus Specht received his Diploma in Psychology in 1995 and a Dissertation from the University of Trier in 1998 on adaptive information technology. From 1998 until 2001 he worked as senior researcher at the GMD research center on HCI and mobile information technology. From 2001 he headed the department “Mobile Knowledge” at the Fraunhofer Institute for Applied Information Technology (FIT).

He is currently involved in several national and international research projects on competence based life long learning, personalized information support and contextualized and mobile learning. His research focus is on Mobile and Contextualized Learning Technologies, Learning Network Services, and Social and Immersive Media for Learning.

Prof. Specht is a member of ACM, IEEE, the SIKS and ICO research schools in the Netherlands and is an Apple Distinguished Educator. In 2012 he was conference co-chair of the mLearn conference in Helsinki and in 2013 he became President of the International Association of Mobile Learning.
CONFERENCE PROGRAM

+ Thursday, 20 March 2014

9.00 - 10.00 Registration desk open

10.00 - 10.30 Conference Opening

Session One - Session Chair: Stefania Savva

10.30 - 10.50 ‘Using iPads as a dynamic learning tool to develop skills in graphic communication and enhance spatial awareness’. Elisabete Cidre, University College London.


11.20 - 11.50 Break

Session Two - Session Chair: Stefania Savva

11.50 - 12.20 ‘iPads as collaborative tools to enhance biological identification skills in the lab and field’. Sarah L. Taylor and Trish Procter, Keele University.


12.40 - 13.00 ‘Embedding the iPad as a learning and teaching tool: a case study of staff and student perspectives in a Management School’. Mary Morrison, University of Southampton Management School.

13.00 - 15.00 Lunch Break (Hotel restaurant open between 12.30 – 14.00)

Session Three - Session Chair: Salomi Papadima

15.00 - 15.20 ‘Give them a fishing rod... - the use of iPads by education students’. Liat Eyal, Levinsky College of Education.


15.50 - 16.40 [Facetime event] ‘Bridging the Gap: Preparing the App generation for Higher Education’. Rebecca Obsorne and Sabba Quidwai, Fairmont Preparotory Academy, CA.

16.40 - 17.00 Conference Day 1 Close

18.30 - 20.00 Welcome Reception
Session One - Session Chair: Hillary Watters & Antigoni Parmaxi

9.15 -10.15 Keynote Speaker Prof. John Traxler, University of Wolverhampton. ‘iPad - The focus of possibility and potential’.
10.15 -10.35 ‘Student perceptions of the success of an iPad based reading discussion project’. Emily Saavedra, Dawn Murray, Higher Colleges of Technology, Dubai.
10.35 - 10.55 ‘iPads at the University of Western Sydney: initiating institutional transformation’. Lynnae Rankine and Dennis Macnamara, University of Western Sydney.
10.55 -11.25 ‘iPad use in Fieldwork: formal and informal use to enhance pedagogical practice in a Bring Your Own Technology world’. Brian Whalley, Derek France, Julian Park, Alice Mauchline, Victoria Powell and Katharine Welsch, University of Sheffield.

11.25 - 12.00 Break

Session Two - Session Chair: Antigoni Parmaxi

12.30 - 13.00 ‘Exploring How Educators Incorporate iPads in Learning and Instruction: Expectations, Experiences, and Reflections of Education Students and Faculty in a Digital Media Master’s Program’. Benjamin Baab and John Bansavich, University of San Francisco.
13.00 - 13.30 ‘Using iPads to increase the level of student engagement in the peer review and feedback process’. Anita Backhouse, Ian Wilson and Daniel Mackley, York St John University.

13.00 - 14.30 Lunch Break (Hotel restaurant open between 12.30 – 14.00)

Session Three - Session Chair: Nicos Souleles

14.30 - 15.00 ‘Implementing iPads as Personal Learning Devices: Making the Paperless MBA Possible’. Sharon Altena, Queensland University of Technology.
15.00 - 15.20 ‘Adoption and Knowledge Continuum in an iPad Enhanced Classroom: A working note’. Oliver Young and Richard Tresidder, Sheffield Hallam University.
15.20 - 15.40 ‘iPads, Coffee and Cake: Becoming experts together - Informal learning with iPads at the University of Southampton’. Fiona Harvey and Tamsyn Smith, University of Southampton.

15.40 - 16.30 Open discussion/Panel “Future Directions”.

19.00 - Late Conference Dinner
CONFERENCE PROGRAM

+ Saturday, 22 March 2014

Session One - Session Chair: Fernando Loizides

8.45 - 9.45 Keynote Speaker Prof. Marcus Specht, Open University of the Netherlands. ‘How can tablet technology change learning and teaching?’.


10.15 - 10.35 ‘Comparing student and faculty perceptions on the instructional value of iPads in art and design education’. Stefania Savva and Nicos Souleles, Cyprus University of Technology, Hilary Watters and Angela Annesley, Falmouth University.

10.35 - 11.00 Break

Session Two - Session Chair: Fernando Loizides

11.00 - 11.30 ‘Designing mobile learning activities for Outdoor Learning’. Hagit Meishar tal, Arnon Medzini and Yael Sneh, Oranim College and The Open University of Israel.

11.30 - 12.00 ‘The Usability, Functionality and Acceptance of iPads in Healthcare Practice: A Study of Physiotherapy and Occupational Therapy Students on Placements’. Arinola Adefila and Lynn Clouder, Coventry University.

12.00 - 12.30 ‘A case study on using the iPad to encourage collaborative learning in an undergraduate web development class’. Aekaterini Mavri, Fernando Loizides and Nicos Souleles, Cyprus University of Technology.

12.30 - 13.10 [Facetime event] ‘Nearpod: the easy way to make lectures interactive’. In this remote presentation from Dubai, Steve Bambury and Luke Rees, the founders of www.ipadeducators.com, will demonstrate the versatility of the Nearpod app for lecturers. Delegates will take part in a live session and experience this interactive app first hand.

13.10 - 13.30 Conference Close

13.30 - 14.00 Lunch Break (Hotel restaurant open between 12.30 – 14.00)
‘Using iPads as a dynamic learning tool to develop skills in graphic communication and enhance spatial awareness’

Elisabete Cidre, University College London

Abstract

This paper will present interim reflections on an ongoing pilot educational project being undertaken with the 2013-2014 new undergraduate cohort of Planning students in the three existing programmes at the Bartlett School of Planning (BSP) in University College London (UCL): Urban Planning, Design and Management (UPDM), Planning and Real Estate (PRE) and Urban Studies (US). The main purpose of this project is to enhance the University-level agenda for key transferable skill development (academic; self-management; interpersonal, but most importantly, communication) via active production of design (e-)artefacts of paramount value for employability in the Built Environment – the (i-)portfolio. It also aims to contribute to wider pedagogical and theoretical debates on the nature and value of the use of technology in Built Environment higher education. The project is developed in two stages, over the academic year. During terms 1 and 2 (October-December and January-March), the project will pilot the use of iPads as a dynamic learning tool in graphic communication, and will explore the potential of technology-enabled features and utilities to improve student engagement and foster individual learning. In terms 2 and 3 (April - June) the project will pilot the use of iBooks as a dynamic learning resource in phenomenological pedagogy, with the aim of building on the capacity for our graduates to become ‘reflective practitioners’. It will do so by promoting the co-development of i-portfolios as design (e-)artefacts that enable and reinforce the values of self-regulated and flexible learning and ongoing personal/career development.
Abstracts

‘iPadagogy: iPads as drivers of transforming practice in teaching education’

Paul Hopkins and Kevin Burden, University of Hull

Abstract

The tablet computer (iPad) offers a range of affordances to the teacher and learner in higher education, including mobility, social interactivity and customisation (Kearney, Schuck, Burden & Aubusson, 2012), and the standards (standard 3) for trainee teachers in England require that teachers ‘successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing’ (DfE, 2013). This project is exploring the broader professional learning of teachers, occurring within the university and on vocational placement and in the students’ home. Using a mainly qualitative approach of student logs and questionnaires and interviews with both tutors and students, it is looking at how the presence of such technologies in the hands of an entire course cohort affects the nature of learning and teaching, including the move towards an inquiry based rather than a delivery model. The data will be analysed using an inductive thematic coding method. In addition, the project seeks to explore the wider institutional impact of mobile technologies for learning and teaching purposes, including the pedagogical and logistical consideration across and beyond the institution.
‘iPads as collaborative tools to enhance biological identification skills in the lab and field’

Sarah L. Taylor and Trish Procter, Keele University

Abstract

According to the Chartered Institute of Ecology and Environmental Management, today’s biology graduates lack the key species identification skills required by prospective employees. This mismatch between students’ skills and employers’ requirements has serious implications for employability after graduation. Interactive species identification apps on mobile learning devices, such as iPads, have the potential to encourage active engagement with the process of identification and provide a means for students to (re)connect with nature. A pilot study funded by a Keele University teaching innovation grant and School of Life Sciences teaching equipment grant investigated the potential of iPad educational apps to boost species identification skills. Working in pairs, twelve final year undergraduate students were given one hour to locate eight target trees on the Keele campus using the Here&Near app and then utilise four tree species ID apps (FSC trees, ForestXplorer, LeafsnapHD and Isoperla’s TreeID) to identify the tree species. The students completed pre- and post-activity evaluation questionnaires and produced a post-activity reflective audio commentary using Fotobabble. The pre-study questionnaire revealed that 92% of students thought tree ID apps would aid identification skills, while only 50% of students agreed that iPads would facilitate collaboration. The post-study evaluation revealed that not all tree apps were equally useful in learning, along with a transformation of student opinion regarding the collaborative aspect of the activity. The second phase of the study is to embed a modified version of the tree tour into a first year undergraduate practical, and evaluate how this affects the ability to correctly identify trees on the lab exam. The preliminary results from this study indicate that a group-orientated collaborative problem-solving approach encouraged communication and development of skills based on all their senses (visual, verbal, etc.).
ABSTRACTS

‘Using the Keynote App as a research tool: A case study in medical education’

Veronica Mitchell, University of Cape Town

Abstract

Research in medical education has traditionally drawn on scientific evidence using quantitative methodologies. However, qualitative methods now bring new insights into the humanistic elements of healthcare. In the health sciences, traditional methods of data collection can now be transformed by the affordances of new technologies. The iPad enables alternative types of engagement with research participants. For instance, movable images can provide avenues for data providing deeper insights into individual experiences. The Keynote application (app) offers such an opportunity. In a recent Masters research project in Higher Education Studies, the iPad was used as a valuable tool to draw on students’ critical reflection in terms of their obstetrics practical curricular task. Using a simple image on the Keynote app of the iPad, this project involved undergraduate medical students, who shifted the images to indicate their assessment of their personal growth. By talking to their actions as they adjusted the size and position of symbolic circles, the iPad acted as a vehicle to facilitate deeper reflection revealing richer insights. The novelty of using the tablet plus the added sensory input contributed to a deeper student engagement. As products of individual student insights, these images were interpreted to indicate shifts in students’ knowledge, empathy and reflection from their fourth year Obstetrics experience to their insights two years later in their final year. The findings from this project demonstrate how the iPad fosters personal meaning, thereby enhancing the quality and efficacy of our educational practices.
‘Embedding the iPad as a learning and teaching tool: a case study of staff and student perspectives in a Management School’

Mary Morrison, University of Southampton Management School

Abstract

This paper considers the use of iPads in the University of Southampton Management School. The iPad is an extremely popular mobile technology device and has broad educational application, as demonstrated by the research and case studies at primary and secondary school level. Rather less has been documented about the iPad at HE level, but even at the University of Southampton, where there is no formal support for using them, they are increasing in popularity. The Management School invested in tablets to experiment with mobile assessment in 2012, and this gave some insights into the potential and limitations of tablet use in higher education. However, when staff and students on the Master of Business Administration (MBA) programme were provided with an iPad at the beginning of the 2013-2014 academic year, this presented an ideal opportunity to consider this in more detail, and examine the perceptions and practice of the two user groups. A questionnaire was designed and made available to all MBA staff and students at the beginning of the semester, which collected some quantitative data but also invited open comment on a number of issues. Semi-structured interviews with a small subgroup of participants gave further detail. The results of this initial research are presented here, and indicate that while the overall reaction is positive – acknowledging the benefits of ‘new’ technology or different ways of teaching and learning – there are also barriers to uptake or use. For instance, students used the iPads quite extensively in the first week, and indicated that they had underestimated the potential of the iPad as a learning tool (even if familiar with their use in a business or personal setting). Staff also explicitly stated that they saw considerable potential in iPad use in their teaching and were happy to trial new technology. There was a clear preference for more support in their use, even from experienced technology users. The intention is to revisit the group at the end of the first semester to consider progress and changes in practice.
ABSTRACTS

‘Give them a fishing rod... - the use of iPads by education students’

Liat Eyal, Levinsky College of Education

Abstract

This study attempts to present the variety of possible uses for mobile technologies, and iPads in particular, in the learning process. The objective is to evaluate a unique implementation model that was tried out at a teacher training college. The methodology is based on a qualitative research paradigm. The findings show that students use the iPads in various contexts: (a) for ongoing personal use, (b) for planning lessons, (c) for active integration in the classroom, and (d) for creating and developing content and games. These findings are presented in a chart that shows the different uses as levels in a hierarchical taxonomy.
ABSTRACTS

‘The use of the iPad in a first-year introductory Physics course’

Brandon van der Ventel and Richard Newman, Stellenbosch University

Abstract

We report on a pilot project to investigate the use of the iPad in a first-year introductory physics course. This device has revolutionised the delivery of multimedia content, the nature of social networking and the additional feature of ‘apps’. However, it is important to study how it can be effectively used and in a pedagogically sound manner. This is particularly relevant at university level, where there is a higher volume of work (compared to school), much greater class size and a greater demand on student’s time. A course in physics offers additional challenges, such as mastery of conceptual issues, algebraic manipulation and numerical implementation. To effectively implement the iPad, we used a four-component model based on: (i) flipped learning, (ii) an interactive classroom, (iii) the use of learning apps, and (iv) the use of e-textbooks. These components were identified, as there are apps available for the immediate implementation in the teaching environment. We discuss each of the apps, which were used, and how they were implemented. We also look at a number of challenges, which are specific to iPad usage at university level, but within an African context. Our findings indicate that the students received the flipped learning aspect and the interactive classroom very positively. Due to the large number of students, involved app usage was limited to demonstrations in the formal contact periods.
ABSTRACTS

‘Bridging the Gap: Preparing the App generation for Higher Education’

Rebecca Obsorne and Sabba Quidwai. Fairmont Preparotory Academy, CA

Abstract

Higher education is a critical need for any country. An educated population places a lower burden on social services and federal and state spending. Moreover, according to the National Center for Public Policy and Higher Education and the Southern Regional Education Board (2004) individuals with more education earn a higher income, resulting in higher tax revenue, increasing the economy. However, there is widespread concern in the United States about the growing number of students failing to graduate high school or complete a university degree. The National Center for Public Policy and Higher Education and the Southern Regional Education Board (2010) reported that nearly 60% of first-year college students must take remedial math and English courses, which do not earn college credit, in order to succeed in the classes in their major. Their high school curriculum, college preparatory courses and standardized testing failed to ensure readiness for their university courses. This paper addresses the growing disparity between the demands set upon students at the university level and the preparation for student success at the high school level and suggests some strategies for closing this gap.
ABSTRACTS

‘iPad - The focus of possibility and potential’

Keynote Speaker Prof. John Traxler, University of Wolverhampton

Abstract

In the course of this century the mobile learning community has shown that mobile systems can enrich and enhance the content and practice of higher education, can extend the reach and constituencies of higher education, can challenge the theories and higher education and can enthuse and engage its students; much of this activity did not scale, did not sustain, did not embed and implicitly presented problems of equity and access. The movement to bring-your-own-device (BYOD) seems to offer potential for progress, resolving tensions between institutional systems versus personal systems. The iPad encapsulates and exemplifies these issues in a very stark and contemporary way. This talk will place the iPad in this larger and potentially problematic context.
‘Student perceptions of the success of an iPad based reading discussion project’

Emily Saavedra, Dawn Murray, Higher Colleges of Technology, Dubai

Abstract

This article presents findings from an action research study that examined student perceptions of an iPad based, learner-centred reading project for English language learners in a tertiary educational context in the United Arab Emirates (UAE). Students participated in the Reading Discussion Project (RDP), which consists of five discussion events, over the period of one academic semester (approximately three months in length). The RDP was designed to increase the awareness of global and local current affairs in an effort to minimise deficits in general knowledge. The RDP required learners to develop individualised content using the applications ‘Creative Book Builder’ and ‘iBooks’ to create interactive teaching and e-learning materials on their iPads for peers in their cohort. These materials were the basis for student-led small group discussions. Subsequent to the discussions, surveys were administered to students to encourage self-reflection of their experiences. All responses were attitudinal and self-reported, with students citing improved reading skills and increased levels of self-confidence as a result of having participated in the RDP. The findings are classified into four main categories: (i) student self-perceived levels of confidence pre- and post-discussions; (ii) perceived value of producing, utilising and discussing peer created content; (iii) topics selected by students for academic discussion; and (iv) self-recognised improvements in reading skills, namely vocabulary expansion, knowledge of textual organisation and a broader understanding of global and local current affairs. The overall positive trend of responses and the self-perceived growth in skills and abilities indicate that this project is a worthwhile addition to the reading component of the Pre-Bachelors Foundations English Language Preparation Program curriculum.
‘iPads at the University of Western Sydney: initiating institutional transformation’

Lynnae Rankine and Dennis Macnamara, University of Western Sydney

Abstract

Universities across the globe are embracing the digital world in various forms. Massively open online courses, gamification, flipped classrooms, blended learning and tablet devices offer students the possibility of greater flexibility in how and when they learn, and the continuation of their learning throughout their life and careers. This paper describes the background and rationale for a three-year plan to blend all units and courses and the impact over 12,000 iPads had on transforming UWS. It includes the hows and whys of the iPad rollout and the impact of one of the largest such implementations in the higher education context. It focuses on the macro institutional ramifications, including pedagogy, professional development and professional practice as well as student learning. The paper seeks to highlight how the iPads are both a symbol and a device for organisation and curriculum transformation.
‘iPad use in fieldwork: formal and informal use to enhance pedagogical practice in a Bring Your Own Technology world’

Brian Whalley, Derek France, Julian Park, Alice Mauchline, Victoria Powell and Katharine Welsch, University of Sheffield

Abstract

We report on use of iPads (and other IOS devices) for student fieldwork use and as electronic field notebooks. We have used questionnaires and interviews of tutors and students to elicit their views on technology and iPad use for fieldwork. There is some reluctance for academic staff to relinquish paper notebooks for iPad use, whether in the classroom or on fieldwork. Students too are largely unaware of the potential of iPads for enhancing fieldwork. Apps can be configured for a wide variety of specific uses that make iPads useful for educational as well as social uses. Such abilities should be used to enhance existing practice as well as make new functionality. For example, for disabled students who find it difficult to use conventional note taking iPads can be used to develop student self-directed learning and for group contributions. The technology becomes part of the students’ personal learning environments as well as at the heart of their knowledge spaces – academic and social. This blurring of boundaries is due to iPads’ usability to cultivate field use, instruction, assessment and feedback processes. iPads can become field microscopes and entries to citizen science, and we see the iPad as the main ‘computing’ device for students in the near future. As part of Bring Your Own Technology/Device the iPad has much to offer, although both staff and students need to be guided in the most effective use for self-directed education via development of personal learning Environments.
‘Student Teaching with iPads: Incorporating Modern Digital Tools in Teacher Preparation’

Kimberly L. Tohill, The Pennsylvania State University

Abstract

Technology provides infinite and exciting opportunities to improve both teaching and learning when it is integrated into authentic learning experiences in meaningful ways. In an effort to explore and evaluate new technologies, world language teacher certification candidates in a university teacher preparation programme were provided with iPad 2 devices for use during their final year of academic study, which included student teaching. Because of the in-depth and longitudinal examination of data, document collection and analysis, participant interviews, and small sample size, this research agenda is presented as a case study using phenomenological thematic analysis. Examination of the participants’ experiences resulted in the emergence of four main themes that characterised their use of technology: students and technology, teachers and technology, affordances of technology, and infrastructural issues of technology. A significant finding of this study is that participants did not use the iPad 2 devices nearly as much as expected. This study highlights the need for further research in the area of educational use of iPads for both pre- and in-service teachers in addition to how attitudes towards technology affect classroom integration.
Exploring How Educators Incorporate iPads in Learning and Instruction: Expectations, Experiences, and Reflections of Education Students and Faculty in a Digital Media Master’s Program

Benjamin Baab and John Bansavich, University of San Francisco

Abstract

The provision of iPad2s to students and faculty in a digital media and learning Master’s programme afforded a unique opportunity to investigate holistically the iPad usage patterns of pre-service and in-service educators. The purpose of this two-year, descriptive, mixed methods case study was to explore student and faculty iPad use expectations, experiences, and reflections. Approximately 56 graduate education students and 7 faculty participants reported their iPad use in school, professional, and personal activities via online surveys, in-person interviews, focus group discussions, and classroom observations. Thematic content analysis of participant responses and observations identified usage clusters, such as e-document reading, communicating, collaborating, Web browsing, and note taking. Over the two-year period, observations revealed how these educators developed their iPad-related knowledge and skills, and increasingly relied on the iPad to accomplish school, work, and personal tasks. Participants reported that their initial expectations about iPad use were met, and suggested continuation and expansion of iPad use in the programme. Investigating participant expectations, use and reflections provided a framework for understanding the technology implementation project.
‘Using iPads to increase the level of student engagement in the peer review and feedback process’

Anita Backhouse, Ian Wilson and Daniel Mackley, York St John University

Abstract

This investigation explored the use of iPads in a Higher Education (HE) setting in order to evaluate how and if they could enhance an already established approach to peer review and feedback. The context centred on a cohort of 140 pre-service teacher education students engaged in small group assessed activities in one of their modules. Although some aspects of the existing formative assessment process worked well, the level of student engagement in peer review was felt to need improvement. An opportunity to explore the use of iPads in group work and collaborative learning environments arose as part of the York St John University (YSJ) iPad Project. The management and deployment of the iPads was based on Apple’s ‘institutional’ model (Apple Inc., 2013a), and was informed by the YSJ technology enhanced learning quality framework. A practitioner research methodology involved collaboration between the tutors, students and technology enhanced learning adviser. Qualitative analysis of student and tutor verbal and written feedback and reflections, questionnaires and observations provided an insight into the level of enhancement attained. Following the eight-month investigation, a number of findings emerged that highlighted that the use of iPads significantly increased the level of student engagement. Both tutors and students became critical reflectors of the technology as well as formative assessment practice. Although the institutional management and deployment model played a significant part in the adoption of the technology for the tutors and in the level of student engagement it also contributed to a level of disruption. The tutors and students were able to critically evaluate the effectiveness of the iPads in terms of time, workload and enhancement of the peer assessment and feedback process for the future.
ABSTRACTS

‘Implementing iPads as Personal Learning Devices: Making the Paperless MBA Possible’

Sharon Altena, Queensland University of Technology

Abstract

In 2011, Queensland University of Technology’s Graduate School of Business formulated a digital learning strategy, and embarked on a three-year journey to transition the Executive MBA from a paper-centred learning environment with paper-based study guides, timetables, forms, textbooks and notebooks to a fully paperless environment by the end of 2014. This paper reports on how iPads have been implemented as Personal Learning Devices (PLD) to achieve the paperless MBA. It discusses the challenges faced, how these have been overcome, key learnings, and recommendations applicable for others considering a paperless classroom through the use of iPads and other tablet technologies. An action research methodology using focus groups, observations, open-ended informal discussions with students and student surveys has been used to guide the transition to a paperless learning environment. Although this research is still ongoing, preliminary findings indicate that as long as adequate, targeted iPad learning interventions and ongoing support is provided to students, the iPad can be used effectively as a PLD.
Abstracts

‘Adoption and Knowledge Continuum in an iPad Enhanced Classroom: A working note’

Oliver Young and Richard Tresidder, Sheffield Hallam University

Abstract

This paper explores the relationship between the use of iPads in an educational setting and the various levels of engagement by users within a technology enhanced learning environment. The research undertaken for this paper demonstrates that existing models of interaction are inappropriate, and do not recognise the complexity of the individual’s interaction with the iPad. This interaction is determined and influenced by their levels of knowledge and philosophical relationship with technology in general. It can be argued that we need to understand not just the relationship with technology, but also the ongoing transition in the learning environment through the utilisation of mobile technology that enables ‘mobile’ learning. This paper is based on the initial findings from quantitative and qualitative data collected during the first cycle of the pilot study.
Abstract

The iPad (® Alternative Devices) Coffee Club has successfully brought together an informal support structure for individuals who are interested in using iPads within their academic and professional working lives at the University of Southampton. This paper specifically looks at the informal environment for the adoption of this technology, and refers to how, despite the university not specifically having an implementation policy, the iPad has become the most popular tablet used by academics and professional service staff. A mixed methods approach was undertaken to identify the impact that these events were having on staff and students professional and personal lives. Information we obtained allowed us to gather feedback to make changes to the existing structure. The monthly sessions are based around social, informal learning, and this paper provides detail on how they have been organised and developed, discussing additional support, and concludes that the informal network could be developed nationally to provide a network of Coffee Clubs to enable staff and students to become experts together.
'How can tablet technology change learning and teaching?'

Keynote Speaker Prof. Marcus Specht, Open University of the Netherlands

Abstract

The presentation will look at some functionalities and affordances of tablet technology. Educational practices in which tablets can offer an added value are presented. The presentation will further highlight some questions around specific developments of tablet technologies as new forms of educational content, seamless learning in multi-device settings, linking formal and informal learning with inquiry-based learning support. New forms of content for tablets offer opportunities for the easy and efficient distribution and collaboration on multimedia content and educational games. The seamless integration of tablet technologies enables new instructional designs compared to classical and print media. Furthermore, the presentation will discuss Inquiry-based learning approaches and project-based learning methodologies and how they can provide new forms of learning support in combination with flexible use of tablet technologies and cloud-based services.
ABSTRACTS

‘Using iPads to enable cultural change in Technology Enhanced Learning: A case study’

Steven Furnell, Plymouth University

Abstract

The iPad has significant potential to have a transformative effect upon teaching and learning practices in a higher education context. As evidence of this claim, this paper presents a case study that examines the approach and resulting benefits experienced when introducing the devices within the School of Computing and Mathematics at Plymouth University. The approach taken was a phased introduction of the devices, firstly amongst academic staff, then a subset of first year undergraduate students, leading to adoption across the whole School based upon the success of the earlier stages (with success in this case being judged on the basis of both user engagement – e.g. staff production and student use of materials – and positive user feedback). iPads have been provided to both staff and students, with a range of positive impacts upon the teaching and learning practices that can now be regarded as standard within the School (including podcasting, use of eBooks, and interactive services). The iPad has been key to supporting and integrating the various applications, and has delivered a significant uplift in the technology enhanced learning practices of the staff, each delivering associated benefits in the resulting student experience.
‘Comparing student and faculty perceptions on the instructional value of iPads in art and design education’

Stefania Savva and Nicos Souleles, Cyprus University of Technology
Hilary Watters and Angela Annesley, Falmouth University

Abstract

This paper compares the perceptions of art and design students and faculty on the instructional value of iPads. More specifically, this paper draws from the main conclusions of two previous studies to compare the views of the two stakeholders, using as a framework of comparison the Rieber and Welliver (1995) five-step hierarchical model of technology adoption. Briefly, in the two previous studies both students and faculty were given the freedom to use iPads for teaching and learning but without a specific task to guide their use. This bottom-up approach was deliberate and together with the characteristics of art and design education and in particular, the dominant modes of teaching and learning, provide the delimitations of the earlier studies. When comparing – in this paper – the outcomes of the previous two studies we noted that the adoption pattern was restricted mostly to the first two stages of the Rieber and Welliver (1995) model, familiarisation and utilization, with some effort from faculty to integrate iPads in curricula. We argue that integration, reorientation and evolution – the latter stages of the model - require change that can only be achieved if all stakeholders share in the process.
‘Designing mobile learning activities for Outdoor Learning’

Hagit Meishar Tal, Arnon Medzini and Yael Sneh, Oranim College and The Open University of Israel

Abstract

In recent years, there has been a significant increase in the adoption and the use of mobile technologies by students, especially smartphones and tablets. Students use them mostly for personal needs and not for learning purposes. However, these devices, which allow access to the Internet anytime and anywhere and equipped with a camera, voice recorder and GPS, have enormous potential to be used for teaching and learning, particularly in contexts of outdoor learning. This study reports a preliminary study demonstrating an attempt to use mobile technologies in an outdoor context, namely an educational trip. The study is an evaluation study of a pilot course named ‘Mobile Technologies in out of the classroom learning’ that took place at Oranim College in Israel. This course had two main purposes: the first is exposing the students to the potential of smartphones and tablets by using them as a supporting tool for learning outside the classroom. The second is teaching the students how to design learning activities while integrating smartphones and Ipads in a way that reaps the benefits that these devices can offer without impairing the outdoor experience. The paper presents a theoretical framework that links the outdoor learning pedagogy and mobile learning. The paper also presents the findings from a survey of the students’ attitudes towards their learning experience and an analysis of the learning activities that the students have designed. The findings show high levels of satisfaction and high level of performance.
Abstracts

‘The Usability, Functionality and Acceptance of iPads in Healthcare Practice: A Study of Physiotherapy and Occupational Therapy Students on Placements’

Arinola Adefila and Lynn Clouder, Coventry University

Abstract

As mobile devices become ubiquitous, healthcare practitioners are exploring how using technological support in the workplace could advance their practice, communication and learning. This paper discusses findings from a research study funded by the Higher Education Academy (HEA) in the UK, which investigated how using iPads impacted on physiotherapy and occupational therapy students’ learning, reflective practice and communication with peers and tutors during placement cycles. Similar to research carried out amongst physicians in 2009, the students found that the devices collapse ‘time and space’, because they permit users to access data and resources when moving between patients, wards and clinics (Prgoment et al., 2009). The paper also discusses how students used the iPads to interact with other professionals and patients while in hospital and community settings, as well as the usability of the devices and associated apps for improving their learning (Clay, 2010). Apps were found to be good tools for documenting individual learning histories, engaging with learning objects and developing personalised structured education (Ifenthaler & Schweinbenz, 2013). The project adopted a participatory action research approach. Eighteen student participants used iPads during their placements in a variety of settings for a period of 5 – 10 weeks. The students were supported by visiting tutors and practice educators over an eight-month period. Interviews and focus groups were conducted with students, visiting tutors and practice educators to ascertain the utility and acceptance of the devices in practice settings. The Unified Theory of Acceptance and Use of Technology (UTAUT) model developed by Venkatesh, V. et al. (2003) is used to analyse the acceptability and efficiency of the devices in clinical settings. In particular, the research focuses on why user acceptance is challenged by established practitioners, and why healthcare settings have not adapted their environs and infrastructure so mobile devices can be used more readily by practitioners.
ABSTRACTS

‘A case study on using the iPad to encourage collaborative learning in an undergraduate web development class’

Aekaterini Mavri, Fernando Loizides and Nicos Souleles,
Cyprus University of Technology

Abstract

Since its release in 2010 the iPad has become the leading computer tablet in the market. Due to its popularity, the iPad is widely used in different higher education (HE) institutions around the world. However, the research on the use of this tablet in HE remains limited. This paper describes how the iPad was used in an undergraduate web development class to encourage collaboration through participatory exercises. Firstly, the students were provided with the tablet in order to contribute to the class exercise, and then the iPad display was streamed real-time to a projector. The device was passed from student to student, thus bypassing the need for them to individually walk up to the lecturer’s computer. This instructional approach also eliminated the use of laptops or workstations, and encouraged collaborative and active learning. Data was gathered through surveys and interviews with participating students, and a mixed methods approach was applied to the analysis. This paper reports on the user experience and the perceived learning outcomes, as well as the advantages and disadvantages of using this instructional approach for the specific lesson.
Social Events

Welcome Cocktail

**Date:** Thursday, March 20th, 2014  
**Start Time:** 18:30 - 20:00  
**Location:** Venue, Almyra Hotel

Welcome Cocktail is the first social gathering between all conference delegates. This will take place at the Almyra Hotel (Venue) and will give you the opportunity to chat with fellow colleagues while having your cocktail.

**Price for Accompanying Person:** €28

Conference Dinner

**Date:** Friday, March 21st, 2014  
**Time:** 19:00 - 23:00  
**Conference Dinner Location:** Hadjiomorfos Village Tavern, Mesogi, Paphos  
**Departure Time:** 19:00 (from Venue, Almyra Hotel - Lobby Area)

The Conference Dinner will be held at a small traditional village (Mesogi) on the foot of the hills towards Polis, a five minute drive from Paphos town. The village tavern serves excellent dishes of Cypriot cuisine and desserts, local wines and drinks will harmoniously complete the rich menu to be tasted. The event can definitely be considered an opportunity to meet and get to know your fellow delegates in a different yet relaxed environment complemented by Greek festive music.

**Price for Accompanying Person:** €50
TRAVEL INFORMATION

For all tourist information concerning sites of interest; visit the official webpage of Cyprus Tourism Organization (www.visitcyprus.com).

Travelling Around Paphos

Please visit ‘OSYP A Buses’ website at www.pafosbuses.com to find route, timetable and map that matches your preferences.

For ease of reference, bus routes 606A and 606B (Paphos Circular), route 611 (Harbor - Geroskipou Beach/Waterpark - Paphos Airport), and route 631 (Harbor Station - Petra tou Romiou) pass by Almyra Hotel - VENUE.

- One Way Ticket - €1.50
- Nightly Ticket - €2.50
- Daily Ticket - €5.00

Public Buses

Please visit the official website of Cyprus By Bus: www.cyprusbybus.com

- Intercity routes - Intercity Buses: www.intercity_routes.com
- Limassol inner-city routes - EMEL Buses: www.limassolbuses.com
- Nicosia inner-city routes - OSEL Buses: www.osel.com.cy
- Famagusta inner-city routes - OSEA Buses: www.oseabuses.com

Local Taxi Services

- Acropolis Taxis: +357 26 951584
- Anemone Taxis: +357 26 912131
- Aphrodite Taxis: +357 26 934555

You can also ask the Reception desk of your hotel to call a taxi for you.
TRAVEL INFORMATION

+ Getting Back to the Airport

Private transportation to the airport

Alternatively, whether you require a transfer to Larnaca or Paphos Airport, you can contact a member of staff at the onsite Conference Registration Desk who will be pleased to reserve a taxi for you.

Public Transportation

➔ To Larnaca International Airport:

Please note that currently, there is no direct bus service from Paphos to Larnaca Airport. However, you may use one of the following options:

Option 1:

- **Step 1** – From Larnaca Airport use the Limassol Airport Express coaches in order to reach Limassol city (Last bus stop “Saint George Havouzas” - shuttle bus stop). Please visit their webpage for more information and timetable: www.airportshuttlebus.eu.
- **Step 2** – Afterwards, use the Intercity Buses (Green Buses) to get to Paphos city (First bus stop “Pervola - Karavela”). Kindly note that intercity bus service does not operate frequently. Please visit their webpage for more information and drop off points: www.intercity-buses.com.
- **Step 3** – Use public bus to reach Harbour (Main Station). Afterwards, use the Paphos public buses to reach the hotel venue. Please visit their webpage at: www.pafosbuses.com for routes and timetables.

Option 2:

- Use Travel & Express (Intercity service taxi). For more information please visit www.travelexpress.com.cy

➔ To Paphos International Airport:

- **Step 1** – Use the public bus route 612 from Paphos Airport to reach Harbor (Main Station). Please visit their webpage for more information and timetable: www.pafosbuses.com.
- **Step 2** – Then, you can use the Paphos public "OSYPA buses" to reach the hotel venue. Please visit their webpage for more information and timetable: www.pafosbuses.com.
USEFUL CONTACT NUMBERS

Country code prefix: +357
Directory Enquiry Service: 11892

+ Emergency Numbers

Private Doctors on Call: 90 901435
Ambulance & Police: 112 or 199
Pharmacies (after hours): 90 901415
Paphos General Hospital: 26 803100

+ Other Useful Contact Numbers

Airports
Larnaca and Paphos International Airports: 77 778833

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Fax: +357 26 942818
Email: almyra@thanoshotels.com

Aloe Hotel 4*
Poseidonos Avenue, 8042, Paphos, Cyprus
Phone: +357 26 964000
Fax: +357 26 913804
Email: res@aloe-hotel.com

Local Coordinator
EasyConferences Ltd
Phone: +357 22 591900 | Fax: +357 22 591700
Email: info@easyconferences.org

If at any given moment during your trip to Cyprus, or at any time throughout your stay, you find that you require assistance, please contact +357 97 889718.
VENUE AND HOTELS MAP

Almyra Hotel
Aloe Hotel
Paphos International Airport
NOTES: