

1:1 iPad

Project Proposal



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Introduction

The iPad has challenged traditional views of the role of technology in education. For decades instructors have often been in the role of trying to reduce the use of technology in their classrooms since it was seen as a distraction to students who “should” be paying attention to their instructors.

Over the years, technology has become a prominent, if not required, element of education. The element, however, was largely in the form of desktop computers or laptops that students would use to produce their work. The iPad changed all that.

The iPad is not simply a computer or even a portable computer; it is a portable multi-media consumption and creation device. As the iPad has been adopted by students and teachers across the lifespan studies have revealed that the device can be a tremendous asset to the learning experience.



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As with any technology integrated into the classroom there are challenges. The Social Interactionist models of learning have posited that learning results from an interaction between the student, the teacher, and the material. Technology, thrown into the mix, introduces another “player” whereas students’ interactions with knowledge, with the teacher, and often with each other are mediated through technology. This is the case in

all aspects of computer mediated communication such as Facebook, Twitter, and all the different Learning Management Systems (Blackboard, Canvas, and Schoology for instance).

Special care must be taken to ensure that the adoption of such technology is well thought out and preparations are made to create a positive learning environment. This may entail a review of the expectations of both students and instructors of the technology, expectations of each other, and expectations as to efficacy of this method of instruction.

Despite the concerns, however, the pace of progress in our society moves forward and we are faced with the fact that mobile technology is rapidly replacing the desktop and laptops that we use. E-learning is rapidly evolving into M-learning as students (and often teachers) are demanding the ability to do their work not only at any time, but at any place.



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The workplace is also transforming in similar ways. Specific to this proposal, the field of Mental Health has largely adopted the use of mobile devices for many aspects of their work. Kennebec Behavioral Health, for instance, utilizes iPads to collect intake and mental status information when someone is coming in for an appointment. Caseworkers out in the field also use mobile devices to collect information from their clients. Through telecommunications the information from these devices is sent to the central office for immediate use.

The purpose of the proposal is to secure institutional support to move KVCC into the

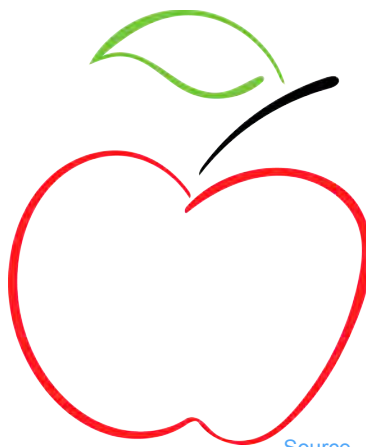
next frontier of integrating technology and teaching. By adopting a mobile learning platform and andragogy KVCC positions itself as a leader in the State of Maine. Moving toward mobile technology is also inline with the expectations of more and more incoming students who have been familiar with mobile learning solutions, in particular the iPad, for years.



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Proposal

I'm proposing to introduce a 1:1 iPad program in the Mental Health Program beginning Spring 2016. The 1:1 program would ensure that every student in the Mental Health program would be issued an iPad. We are developing online curriculum, support materials, tutorials, and in-class pedagogy to support the use of these devices.



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Timeline for Program Implementation - Summer 2015

Goals for Summer 2015 include:

1. Develop the policies and practices that will support a program-wide adoption of the 1:1 iPad Program.
2. Provide Faculty with access and training on the device so that they may explore how the device may change their approach to teaching both online and face-to-face.
3. Development of iPad-centric andragogy across the Mental Health curriculum.
4. Preparation of the Alfond classroom to support iPad implementation.
5. Attend Apple event in NYC



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Developing Policies

Stephen LaRochelle and I visited Lynn University in Boca Raton, FL in late May. We were introduced to their own 1:1 iPad Program and the solutions they came up for their challenges. Here are the proposed policies and practices that I believe would make this program successful.

1. Institutional support for the 1:1 iPad Program for the entire Mental Health program beginning Spring 2016.
2. Students will be charged a fee of \$150 per semester for a maximum of 4 semesters after which the iPad then belongs to the student.
3. KVCC should enter into a lease agreement with Apple to provide the iPads to students and to ensure that we have enough on hand to implement a "self-insurance" plan for lost/broken/stolen iPads.

- a. Lynn University started with the Apple Care option however this proved to be cumbersome.
 - b. Lynn University developed self-insurance policies which provided for a new iPad to a student whose iPad had been lost, stolen, or broken without question. They built in a fee structure.
 - i. First incident - \$50 deductible
 - ii. Second incident - \$100 deductible
 - iii. Third incident – The student had to pay to replace the iPad
 - c. Lynn University reports that they have had very few problems with this aspect of the program
4. Technical Support – Lynn University reported that they did not add any additional IT staff to support the iPad Program. They did add an individual to manage the exchanges of iPads to students whose devices were lost, stolen, or broken.
- a. Stephen LaRochelle and his team have agreed to provide this service via the Learning Commons
 - b. Since this is a pilot program involving approximately 90 people, the initial implementation of the program should not be too taxing. (Lynn introduced over 3000 devices in one semester.)



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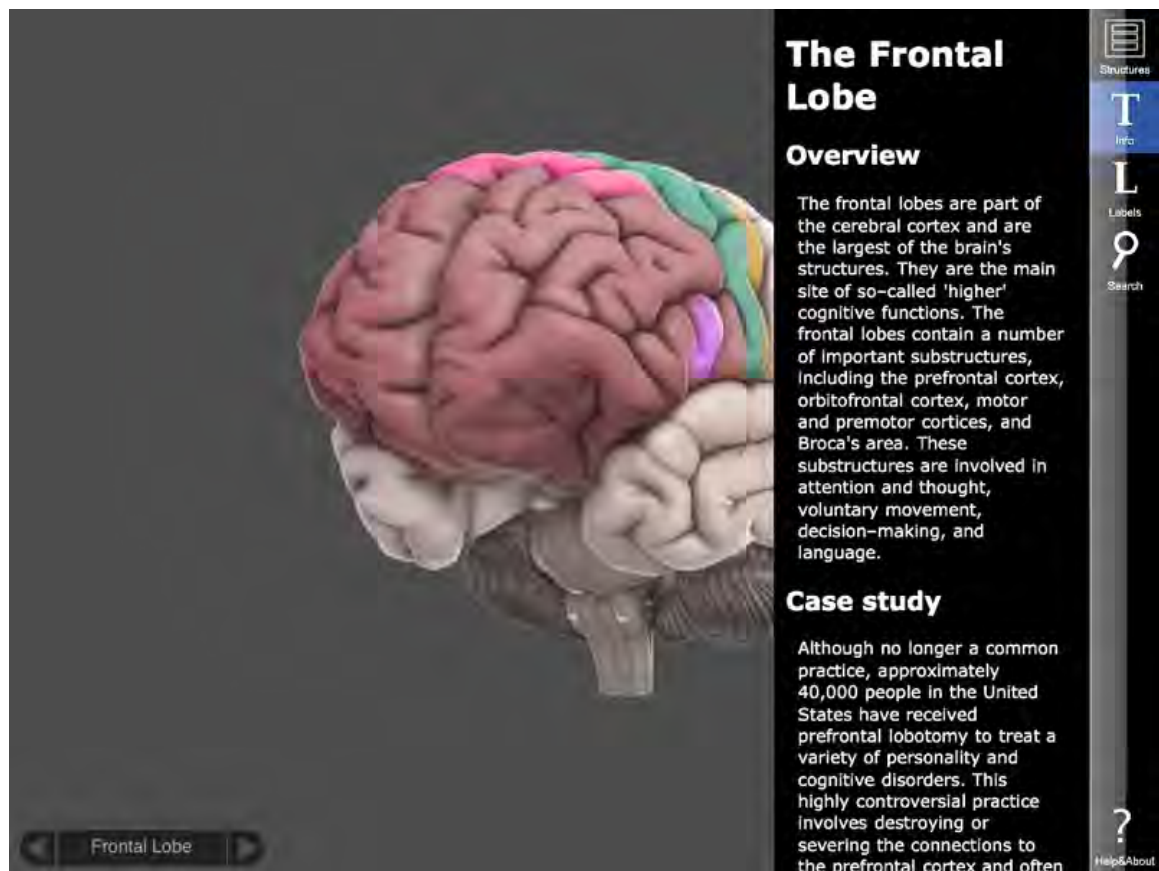
Faculty Access

Key to the success of this plan is to have iPads in the hands of all Faculty who will be teaching these classes (both face to face and online) by the Fall of 2015. This will allow us time to introduce the devices, provide training, and leverage the experience to explore

appropriate apps and applications of the device.

Through funds available in the TAACCCT IV Grant I have been able to purchase 10 iPads and will be distributing these to Faculty for their use in teaching the Mental Health classes in the Fall of 2015.

Faculty will only possess these iPads as long as they are either developing or actually teaching Mental Health classes. They remain the property of the College and are checked out and managed through our existing Library system.



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Faculty Training

Mark Kavanaugh and Stephen LaRochelle (along with his entire Library team) are prepared to provide both proactive and reactive support to Faculty on the utilization of the iPad in the classroom and online.

This process has already begun.

iPad-centric Andogy

Through a creative application of instructional design theory and technology, the process of transforming the Mental Health curriculum into an iPad-centric one is already underway. This transformation, however, is being done in a way to ensure a compatibility with standard course delivery practice in case the iPad Project does not come about. (This means that the materials we are generating will also work within our standard course delivery methods.)

Within the context of the TAACCCT IV program each of the core Mental Health classes has been slated for significant redesign and development. Teams of two individuals, a Content Expert and an Instructional Designer will work together on each course to develop materials that are compatible with the iPad, meet the accessibility requirements of public education, and are compelling and engaging.



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Through the development of this enhanced curriculum, special attention is being placed on the opportunity to leverage the iPads capabilities. If Faculty and students are both in possession of an iPad then we can be assured that they have each of the following and we can design engaging activities accordingly.

- Digital camera and editing software
- Digital video camera and editing software

- Word processing software
- Spreadsheet software
- Presentation software
- Audio recording and editing software
- Music creation software
- Multimedia development software
- Social Media access
- Online research tools
- Disability access tools and resources
- Digital book readers compatible with iBook, Nook, and Kindle
- PDF viewing and creation
- Scanning software
- In-class response system software (similar to in-class clickers)
- Note taking software
- Apps specific to the content of the different courses



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This development is also ensuring that the program develops a comprehensive assessment strategy to measure learning outcomes specific to the State of Maine requirements for MHRT/C certification and to meet our own Essential Learning Outcomes benchmarks as outlined in our Institutional Assessment Plan. These specific processes have been under development for two years.

Alfond Classroom Preparation

Lynn University suggested that we do two things to enable the face-to-face classroom to be accessible and amenable to iPad use.

1. Purchase and install an Apple TV and connect it to the classroom projection system.
2. Enhance the wireless access points in the classroom to increase bandwidth for numerous simultaneous iPad connections.
3. Develop Faculty Instructions to manage the use of iPads in the classroom.

Apple TV

Through the TAACCCT IV Grant I have purchased 5 Apple TV devices. The IT team at Alfond has already installed the Apple TV in the one classroom where all the Mental Health classes have been scheduled.



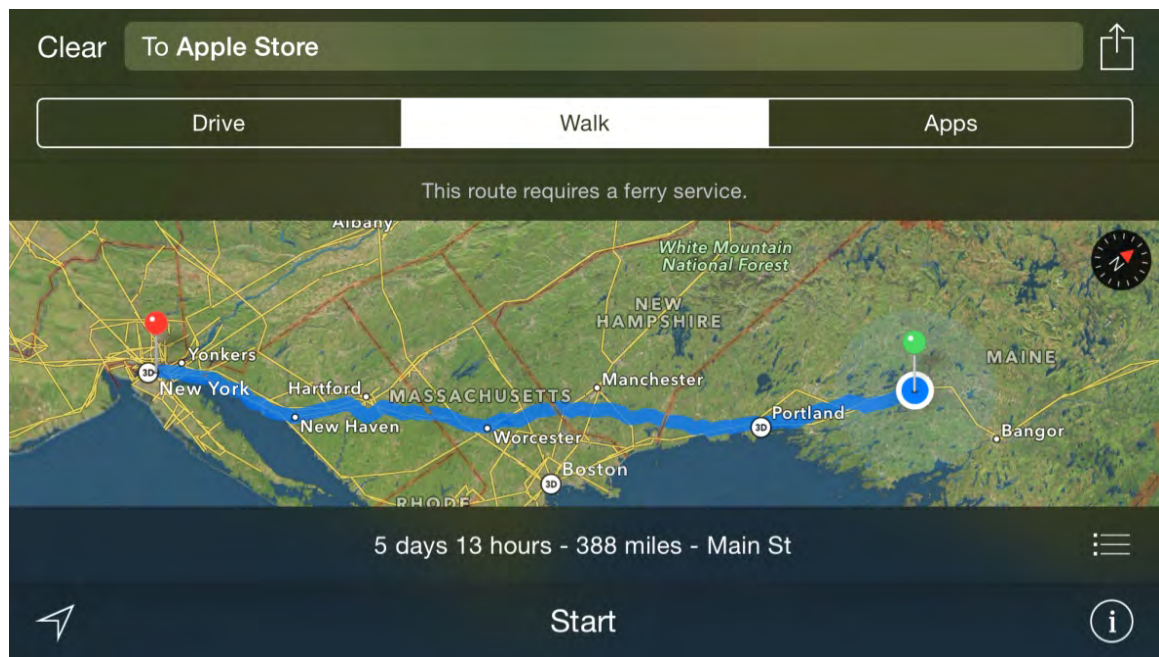
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Enhanced Wireless

The IT team is aware of the need for additional WI-FI access points in the classroom and is currently exploring existing resources to add additional connection points in the Alfond classroom.

Faculty Instructions

Kevin Casey has experience in the development of policies and practices within the classroom to ensure a positive experience when many devices are connecting at once. He has agreed to develop instructions that will be given to Faculty who are teaching with the iPad.



Apple Event in NYC

Apple has invited six people from KVCC to participate in an event they will host in NYC. Individuals slated to go include:

- Dr. Jon Connelly, Academic Dean/Vice-President
- Kevin Casey, Dean of Information Technology
- Dr. Mark Kavanaugh, Chair, Social Sciences
- Stephen LaRochelle, Director of Library Services
- Barbara Bartley, Librarian
- Carrie Hall, English Faculty

Timeline for Program Implementation - Fall 2015

Goals for Fall 2015 include:

1. Orientation of current and entering students regarding the expectations for the Spring 2016 roll out of the iPad Project.
2. Completion of all course updates and enhancements for each of the 10 core classes in the Mental Health program.
3. Transformation of all textbooks in the program to eBook format.
4. Consideration of Alternative LMS and Institution-wide Analytics Tools
5. Faculty- and Student-based Focus Groups for the application of iPad technologies in the Program



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Student Orientation

Beginning in the Fall of 2015 all students in the Mental Health program will be required to take MHT 101: Mental Health Seminar during their first semester. Along with other “first year” content, the course introduces students to the technology requirements of the program.

This “Lesson Plan” will be made available to ALL students in the program during a special event (both online and face-to-face) during the semester when we introduce the existing student body to the iPad program.

Course Updates

The updates to the entire MHT curriculum are on track to be completed by the end of the Fall 2015 semester.

Transformation of all Textbooks to eBooks

As part of the update to the curriculum course resources are being examined and explored. This is a key component to getting “buy in” from the students. The cost of the device (\$600 over the course of four semesters) will be offset by decreased book and material costs.



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LMS and Analytics

During this semester the Instructional Technology Committee will be spending time reviewing alternatives to our Blackboard Learning Management System and possibly the utilization of an external Analytics tool to address the needs of Institutional Assessment (LiveText).

Focus Groups

Individual Faculty and student groups will be convened to explore how the iPad may be used in the classroom along with the expected ways that have been incorporated into the standard assignments.

This will primarily focus on face-to-face andragogy and the opportunity for highly interactive use of the iPad in the classroom.



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Timeline for Program Implementation - Spring 2016

Goals for Spring 2016 include:

1. Roll out of the 1:1 iPad Project for every current student in the Mental Health program.
2. Development of an “Unboxing Event” and “iPad Orientation” event just prior to classes beginning.
3. Role of the Library is refined
4. Ongoing support of the Program through Focus Groups and Formative Assessment.

Project Roll Out

All students will be contacted and informed of the roll out process during the previous Fall semester. Expectations and policies will be reviewed during the Fall semester as well.



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Unboxing Event and iPad Orientation

The Faculty in the Mental Health program along with the Library Staff will hold a special event for all the participating Mental Health students to distribute the iPads and provide technical support to set them up. This orientation will build upon the expectations that students attained during the Fall semester including the following:

- Setting up and personalizing the iPad.
- Setting up an Apple ID to access iTunes, iTunes U, and the App Store.
- Access to course materials – LMS and iTunes U.
- Access to eBook resources for individual courses.
- Orientation to the standard apps on the iPad and course expectations.



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Role of the Library

The Library staff will have provided ongoing support in the development of this initiative. Ongoing, the Library will provide the following services:

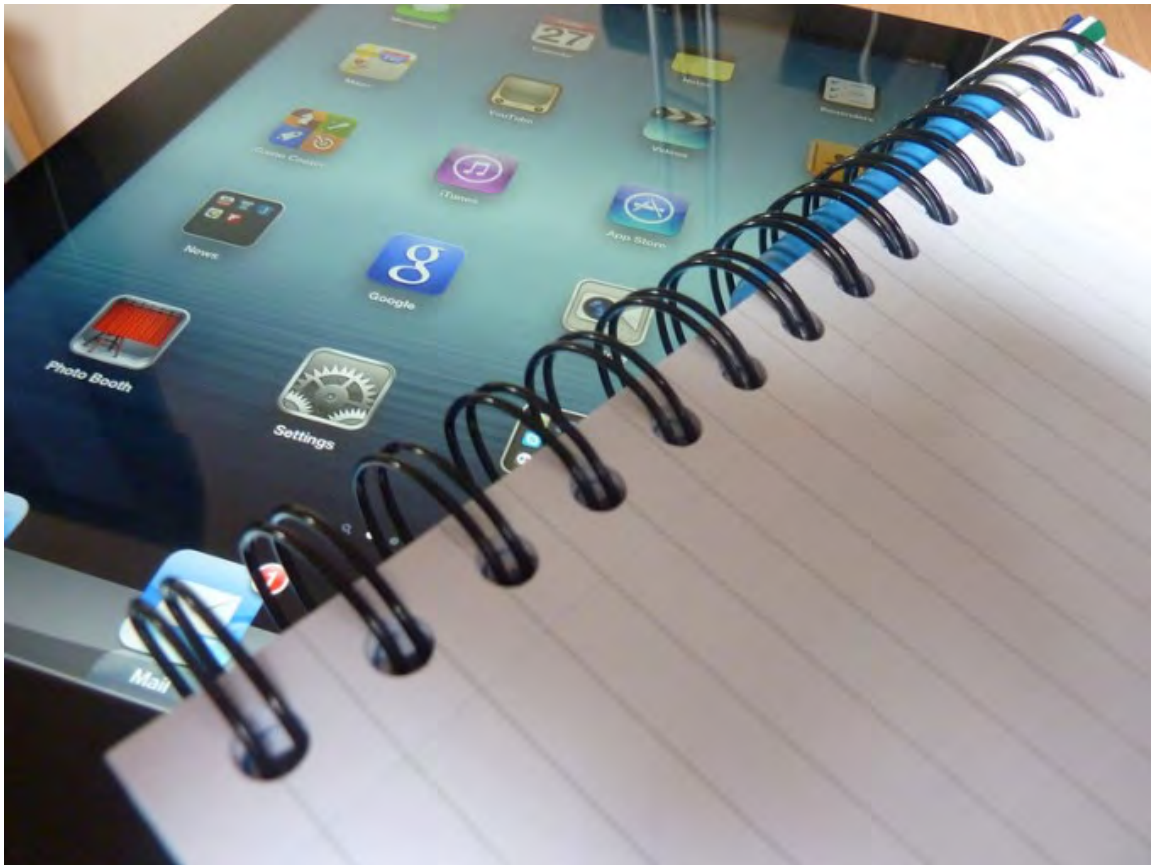
- Copyright Clearance Support
- iBook Author Training
- iPad Support – Ongoing training, workshops, apps for both faculty and students
- Volume Purchasing of Apps
- Lost, Broken, Stolen Replacement Service
- Rollout of the iPads each Semester – orientation and training

Ongoing Support

It will be vital that we continually explore the efficacy of this program. Metrics will be

established to measure learning outcomes and student/Faculty experiences with the iPad both in class and online.

Twice during the semester a meeting will be held inviting Faculty and students to express their concerns and successes with the program. This material will be utilized to provide ongoing assessment of the program and its effectiveness on engagement and student learning outcomes.



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The Numbers

The overall goal of this initiative is to develop a program that will pay for itself. Although there will be an initial outlay of funds from the college, these will be recouped from the additional fees we will charge students.

Leasing the iPads

According to documentation we have received from Apple we can lease 30 iPads over a two-year period for \$6,752 per year cost.

Moving into the Spring 2016 semester we will need to lease about 90 iPads in this manner. Lets assume our total enrollment for the Spring 2016 semester will be 45 students who will be with us for at least two years and 45 students who will be with us for one year.

This model is being presented with the assumption that enrollment in the Mental Health program will be a conservative 25 students per semester (50 per year, and this is head count because they get an iPad and pay a fee no matter how many credits they are taking.).

- **Spring 2016 Lease – Semester 1**
 - Lease Payment 1 on 90 initial iPads = \$10,128
 - Fee Collection = $\$150 \times 90 = \$13,500$
 - **Net Gain = \$3,372**
- **Fall 2016 Lease – Semester 2**
 - Lease Payment 2 on 90 initial iPads = \$10,128
 - Lease Payment 1 on Fall 2016 new students iPads = \$2,813
 - Total Lease Payments = $\$12,941 - \$3,372 = \$9,569$
 - Fee Collection (semester 1 students) = $\$150 \times 90 = \$13,500$
 - Fee Collection (semester 2 students) = $\$150 \times 25 = \$3,750$
 - Total Fees Collected = \$17,250
 - **Net Gain = \$7,681**
- **Spring 2017 Lease – Semester 3**
 - Lease Payment 3 on initial iPads = \$10,128
 - Lease Payment 2 on Fall 2016 new students iPads = \$2,813
 - Lease Payment 1 on Spring 2017 new students iPads = \$2,813
 - Total Lease Payments = $\$15,754 - \$7,681 = \$8,073$
 - Fee Collection (remaining students from Semester 1) = $\$150 \times 45 = \$6,750$
 - Fee Collection (Semester 2 students) = $\$150 \times 25 = \$3,750$
 - Fee Collection (Semester 3 students) = $\$150 \times 25 = \$3,750$

- Total Fees Collected = \$14,250
 - **Net Gain = \$6,177**
- **Fall 2017 Lease – Semester 4**
 - Lease Payment 4 on initial iPads = \$10,128
 - Lease Payment 3 on Fall 2016 students = \$2,813
 - Lease Payment 2 on Spring 2017 students = \$2,813
 - Lease Payment 1 on Fall 2017 students = \$2,813
 - Total Lease Payments = \$18,567 - \$6,177 = \$12,390
 - Fee Collection (remaining students from Semester 1) = \$150 x 45 = \$6,750
 - Fee Collection (Semester 2 students) = \$150 x 25 = \$3,750
 - Fee Collection (Semester 3 students) = \$150 x 25 = \$3,750
 - Fee Collection (Semester 4 students) = \$150 x 25 = \$3,750
 - Total Fees Collected = \$18,000
 - **Net Gain = \$5,610**
- **Spring 2018 Lease – Semester 5**
 - Lease Payment 4 on Fall 2016 iPads = \$2,813
 - Lease Payment 3 on Spring 2017 iPads = \$2,813
 - Lease Payment 2 on Fall 2017 iPads = \$2,813
 - Lease Payment 1 on Spring 2018 iPads = \$2,813
 - Total Lease Payments = \$11,252 - \$5,610 = \$5,642
 - Fee Collection (Semester 2 students) = \$150 x 25 = \$3,750
 - Fee Collection (Semester 3 students) = \$150 x 25 = \$3,750
 - Fee Collection (Semester 4 students) = \$150 x 25 = \$3,750
 - Fee Collection (Semester 5 students) = \$150 x 25 = \$3,750
 - Total Fees Collected = \$15,000
 - **Total Sustainable Gain = \$9,358**

Even with the loss to providing 45 students an iPad in Semester 1 even though we would not be collecting 4 semesters of payments from them, we still realize a net gain EACH SEMESTER.

Students who exit the program prior to graduation forfeit their iPads and they are recycled into the Lease program.

Per student – Per semester breakdown

1 iPad Lease = \$112.52

1 Semester Fee = \$150.00

Net Gain on each iPad = \$37.48

Lost/Broken/Stolen Rate

Lynn University reported a 3% rate

Not counting collected fees for loss, this represents a cost of \$336 per semester to lease additional iPads.

Easily sustainable at a net gain of \$9,358

Cost Benefit to Students

This examination of benefit to students will not take into consideration the benefits of having the iPad and not needing another device. This calculation is based upon finding eBook resources to replace the textbooks in each of the MHT courses (and in the Introduction to Sociology and Introduction to Psychology courses that are also a part of the Mental Health program curriculum)

Many books are still being reviewed, however, the policy in the development of these courses is that the book will not exceed \$20.00. Most resources we are finding are free, therefore, we feel that the actual cost of the iPad and eBooks will be below the cost of used books as well.

Course	New Textbook	Used Textbook	eBook Estimate
MHT 104	\$94.10	\$56.90	\$20.00 - TBA
MHT 110	\$162.90	\$98.15	\$20.00 - TBA
MHT 112	\$145.20	\$87.55	\$20.00 - TBA
MHT 124	No Textbook	No Textbook	No Textbook
MHT 125	\$211.30	\$127.20	\$20.00 - TBA
MHT 214	\$14.45	\$9.10	\$20.00 - TBA
MHT 216	\$13.85 + \$47.90	\$8.75 + \$29.15	\$20.00 - TBA
MHT 218	\$47.30	\$28.80	\$14.00
MHT 220	No Textbook	No Textbook	No Textbook
MHT 226	\$118.45	\$71.50	\$20.00 - TBA
PSY 101	\$243.00	\$146.20	\$19.00
SOC 101	\$71.10	\$43.10	\$19.00
Totals	\$1169.55	\$706.4	\$192.00
			\$600 iPad Fee
	\$377.55 savings	\$85.60 additional	\$792