

NOMINATION FORM
COMMISSION ON HIGHER EDUCATION SERVICE LEARNING COMPETITION

Institution
Francis Marion University

Title of Project
Using Ipads to Promote Math Skills of Students with Learning Disabilities at a High Poverty School in the Pee Dee region of SC

Project Director
Dr. Daljit Kaur

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Establishment Date of Project
Fall Semester 2014

Unit That Administers Project
School of Education, Francis Marion University

Total Number of Students Involved
20 (10 FMU teacher candidates and 10 public school students in a self-contained classroom at Wallace Gregg Elementary School in Florence, SC)

PLEASE ANSWER THE FOLLOWING QUESTIONS REGARDING THE NOMINATED PROJECT
(Insert your answer after each question.)

1. For purposes of this competition, the Commission on Higher Education defines service learning as college student learning at any level and in any situation that is *linked* in a direct, hands-on fashion to the resolution of a problem or concern in a target community outside the institution *and is related* to a college course with some type of reflection activity. How does your project meet the parameters of this definition?

In the fall of 2014, 10 teacher candidates from Francis Marion University's (FMU's) School of Education provided one-on-one tutoring services using iPads to promote math skills of 10 public school students with learning disabilities at Wallace Gregg Elementary, a local high poverty public school in the Pee Dee region of South Carolina. The students tutored had specific learning disabilities; they were below grade levels in math and had below average scores on Measures of Academic Progress (MAP) testing in mathematics. The emphasis of this service learning project was on service learning experience, STEM Education, students with learning disabilities and a high-poverty school.

FMU teacher candidates are required to take EDUC 310, a technology course designed to teach them how to effectively use technology in K-12 classrooms. This course is aligned with the International Society for Technology in Education (ISTE) standards and one of the standards require students to be able to select and use applications effectively and productively. In this course, teacher candidates explore and learn how to use different types of technology including content specific applications (apps) on iPads to enhance learning. This service learning project allowed teacher candidates to apply the technology skills and knowledge about how to use different types of apps from this course to teach students struggling with mathematics using iPad technology in a real K-12 classroom.

Teacher candidates met with the students involved in this project at Wallace Gregg Elementary school for two hours each week for five weeks to help them improve their math skills using iPads. For the weekly tutoring sessions, the teacher candidates created a brief lesson plan which included the math topic, the standard, the lesson overview and the name of app to be used with the topic. They searched for apps related to the math content standards provided by the cooperating teacher to help students with the math topics assigned for each week based on their individual learning needs. The apps were then approved by the technology course instructor (project director) to make sure they met the learning needs of the students and aligned with the math content standards.

Teacher candidates were also required to reflect on each session which included the reasons for choosing the app, whether or not the app was effective, if there were any necessary changes to be made for the subsequent week and the things that the teacher candidates learned about themselves as tutors and the learning habits of the students tutored. At the end of five weeks, they were required to put together a group presentation regarding their overall service learning experience. At the conclusion of the project, the teacher candidates had to fill out a survey designed to assess the effectiveness of the project. The results from the survey are being currently analyzed for publication.

According to the National Science Foundation report (2007), "In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, all students need to develop their capabilities in

science, technology, engineering, and mathematics (STEM) to levels much beyond what was considered acceptable in the past” (p.2).

Most students in high poverty schools in the state of South Carolina do not have much access to technology outside of the classroom. These students must have additional assistance through the use of small group instruction and opportunities to explore learning using technology. The iPad provides opportunities for extra individualized practice by allowing students to work with interactive educational apps (Ensor, 2012).

Technology not only motivates children of poverty but is also helpful for students with disabilities. In South Carolina, the percentage of school-aged children with disabilities enrolled in public schools is between 85% and 89.3% (US Census, 2010). Most of these students come from poverty and can benefit from technology resources at school which they might not otherwise have access to. Research indicates positive impact of using iPads with students with disabilities. In a study conducted by Price (2011), students with autism showed a significant increase in information acquisition with the use of iPads. There are several apps that can help learning disabled students compensate for their particular disability.

For this service learning project, FMU teacher candidates used the following ten math apps to help students with their math skills:

- Chalkboard
- Division for Kids
- Division Wiz
- Grade 4 Math
- Itooch
- Math Animations
- Number Frames
- OoOCalc
- Splash Math
- Y Homework

References

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National Science Board (2007). National Action Plan. Report from National Science Foundation. Retrieved December 31st, 2014, from http://www.nsf.gov/nsb/documents/2007/stem_action.pdf

Price, A. (2011). Making a Difference with Smart Tablets. *Teacher Librarian*, 39(1), 31-34.

U.S. Census Bureau. (2010). Poverty: 2010 and 2011 American Community Survey. Retrieved November 25, 2012, from U.S. Census Bureau <https://www.census.gov/prod/2011pubs/acsbr10-12.pdf>

2. Specifically, which segments of the college/university community does your project involve?

This project involved:

10 FMU undergraduate students (teacher candidates) from the School of Education.

Two faculty members from the School of Education.

Two staff members from the School of Education.

Two staff members from the Financial Aid Office.

3. How many students (specify degree levels to the extent possible) does the project affect?

The project affected 10 FMU students (teacher candidates) pursuing their undergraduate degrees in education. Two were from Early Childhood, six from Elementary, and two from Middle Level program. There were two Caucasian males, three African-American females and five Caucasian females. Six students were seniors and four were juniors. They were fluent in using technology and were very comfortable using the iPad apps.

The project affected 10 public school students at Wallace Gregg Elementary tutored through this project. These students were enrolled in a self-contained fourth grade classroom. Among these students were four African American males, three Caucasian males and three African American females.

4. Describe the target community or communities your project serves.

The target school chosen for this project was Wallace Gregg Elementary school. According to Wallace Gregg's 2014-2019 school renewal plan report, approximately 19% of the students receive some form of Special Education services. Nineteen percent of the students have Individualized Education Plans to address needs in speech, learning disabilities, emotional disabilities, other health impaired areas and/or occupational therapy. The breakdown for categories is as follows: Learning Disability Self-Contained (LDSC) 5.4%, Learning Disability (LD) Resource 11.3%, and Speech 9%. The percentages are even higher when the categories are divided even further because they have number of students who are speech/language as well as LDSC or LD-Resource. Eighty-nine percent of students are on free and reduced lunch which qualifies this school as a high poverty school.

This project served the following people at Wallace Gregg:

- 10 public school students with learning disabilities in a self-contained classroom
- Cooperating Teacher
- Teacher Assistant
- Media Specialist
- Parents of the students involved in the project

All public school students involved in the project had specific learning disabilities, they were below grade levels in math and had below average scores on MAP testing in mathematics. They had difficulty understanding and working out math problems. Their math skills had drastically improved over five weeks of the project. Among others who were impacted were the FMU teacher candidates who gained clinical experience by tutoring the students.

This project would not have been possible without the cooperating teacher, the teacher assistant and the media specialist at Wallace Gregg. The cooperating teacher provided the content standards and the topics to be covered during the five-week project. Teacher candidates with the help of the instructor searched for apps related to the content standards and with the help of the media specialist the apps were downloaded on the iPads to be used with students.

This project also affected the parents of the public school students involved. Parents provided written consents for their children to be involved in the project and were very happy to see the progress that their children were making and how motivated they were to practice math problems using iPads.

Based on the factors mentioned above, this school was for the perfect site for incorporating all four aspects of the project, service learning experience, STEM Education, high-poverty school, and students with learning disabilities.

5. Describe your project's effectiveness in helping to solve the problems or concerns in the target community.

This project was conducted at a high poverty public school and most of the students involved in the project did not have access to iPads outside of the school. All students had specific learning disabilities; they were behind grade levels in math, had below average scores on MAP testing in mathematics and were struggling with math.

The project was designed to promote the math skills of these students using technology and to allow FMU teacher candidates apply their technology knowledge and skills acquired in the technology course in a real classroom and make a difference. In the technology course, teacher candidates are taught how to use different types of technology effectively in K-12 classrooms. FMU teacher candidates were able to meet this goal by providing one-on-one tutoring services to these students using math apps related to the content standards and the topics they needed to learn.

Based on the weekly reflections, group presentation, cooperating teacher observations, and the end of the project survey results, this project was very effective. The public school students involved in this project received individual attention from FMU teacher candidates as they worked on the math problems using the apps. The apps used with the students had sample problems and practice exercises and provided points for correct answers. Students wanted to get as many points as they could and without even knowing it, they were improving their math skills while solving the practice problems and earning points. The apps also demonstrated procedural knowledge and mathematical understanding and allowed the students to interact with the content. The apps challenged the students to think critically about the problems and motivated them to practice math. Before working with an app, the students would be unclear about how to solve certain problems but once they worked with the iPad their ability to solve the problems increased exponentially. This really helped to improve the math skills of the students and they loved learning math using the iPads. Even their math test scores had increased as indicated by the cooperating teacher.

This project provided the students at the local school an opportunity to use iPads to solve math problems, improved their math skills and helped them build a positive attitude towards math which was lacking prior to the project. The increasing motivation of students to learn math, using the iPad, was an indicator that technology can definitely help students with learning disabilities. As a result of this project, the students were motivated to learn math, they were more engaged in their learning and also started scoring better on math tests which indicates that the project was effective.

At the end of the five weeks, the teacher candidates were required to reflect on their overall learning experience. Their reflections indicate that this project was very helpful and rewarding. Here are some quotes from the teacher candidates:

"This project has been a very fulfilling experience and I am very happy that I have had the opportunity to participate in it."

"Sometimes I sat back in awe when they were using the iPads, and it was helping them understand something that they hadn't previously known how to do."

"All of the students told me they learned more using the iPads because it was more fun."

"I had a great time just watching them figure out mathematical equations that they were not used to practicing."

"I think this project was very effective in improving the students' math skills and it was nice to watch them enjoy learning."

"This experience opened my eyes to using technology in the classroom."

"I learned that I need to have more patience for students, but I have seen that every student can learn it just takes time."

"The Ipads [iPads], in my opinion, was [were] a great success because it did what any teacher wants to do, motivate their students to learn."

Success with this project has encouraged me to keep moving forward with similar projects to help students with learning disabilities at other local schools in the area.

6. Describe the degree to which your project enhances student learning while providing specific examples of the service learning activities the college students engage in. Also explain how the service learning activities reinforce or apply what the students learn in the classroom.

This project enhanced student learning in several ways. Through this project, FMU teacher candidates were able to put their academic training to use in solving a real learning problem at a local high poverty public school. They were able to apply the technology skills learned in the technology course to teach math using iPads to students who had trouble understanding math concepts and solving math problems.

In the technology course, FMU teacher candidates learn how to use technology effectively in the classroom to enhance learning and this project allowed them to do just that in a real classroom. They explored and learned how to use different types of content specific apps to enhance learning using the iPad. It was a great opportunity for them to connect theory to practice with real students with learning needs in a real classroom. They searched for apps related to the math content standards and individual learning needs of the students and used them with the math problems related to the standards. This service learning project was a great opportunity for FMU teacher candidates to demonstrate the mastery of EDUC 310 course objectives while engaging in community service. It allowed them to practice their technology skills with a diverse group of students like the ones they will teach when they begin their teaching careers.

For each tutoring session, the teacher candidates developed a weekly plan which included the math topic to be taught for the week, the standard related to the topic, the lesson overview, and the app to be used related to the topic and the standard. Please see the attached "Weekly Plan" example. The teacher candidates were also required to reflect on their tutoring session each week. In the reflection they had to include the reason/s for choosing the particular app for the week, whether or not the app was effective, if there were any required changes to be made for the subsequent week, and the things that the teacher candidates learned about themselves as tutors and about the learning habits of the students tutored. Please see the attached "Reflection" example.

Their reflections indicated growth in terms of evolving as a tutor every week as they made changes to become better teachers to help the students as much as possible. They were also able to implement the content knowledge about how to effectively use technology from the technology course to help students improve their math skills by finding and using appropriate and effective math apps. They were able to experience the power of using iPad technology along with their tutoring skills during the one-on-one tutoring sessions as they saw students getting better with their math skills every day.

At the end of the five weeks, the teacher candidates had to create a group presentation about their overall service learning experience and had to describe the various apps used during the project. The presentation indicates their understanding of the importance of using iPads with the students through this project. This was a great opportunity for teacher candidates to apply their technology skills by helping struggling learners at a local school to promote their math skills. Please see the attached "Group Presentation" power point.

Here are some quotes from the teacher candidates regarding their experience:

"This was an exceptional experience for me. It allowed me to practice my own teaching skills inside the classroom, as well as opened my eyes to a whole new style of teaching with technology."

"I would definitely do this project again because I learned a lot about myself as well as how I can help my future students. It was a great experience."

"I have learned how effective using iPads and Apps in a classroom can be. The students I worked with were able to see math topics presented in many different ways, and they were able to solve problems and think critically."

"Being a part of this project has inspired me to want to have iPads in the classroom. It has inspired me to research and write grants when I get the opportunity to have my own classroom, so that my students can have the very best!"

Last but not least, the teacher candidates had to respond to an open-ended survey questionnaire regarding the effectiveness of the service learning project. The survey results indicate a very positive service learning experience.

7. Is there academic credit associated with the project (not necessary for submission)? If so, please explain the particulars.

There was no academic credit associated with the project. However, FMU teacher candidates involved in the project were required to create lesson plans, reflect on their one-on-one tutoring session each week and submit a group presentation related to their overall experience at the end of the five-weeks. At the completion of the project, they were also required to fill out a survey regarding the effectiveness of the service learning project. All 10 teacher candidates voluntarily participated in this project.

8. If funding is required, how is the project funded and what is the approximate annual budget for the project?

This project was funded by FMU's "Ready to Experience Applied Learning" (REAL) grant in the amount of \$2830 in the fall of 2014. REAL service learning is designed to enhance learning through supervised experience related to course work, with goals and objectives that focus on both the learning and service of the activity. Through this project, students are able to combine service tasks with opportunities that link the tasks to self-reflection, self-discovery, and the attainment of values, skills, and knowledge. The grant money was used to purchase iPads and pay teacher candidates stipends for tutoring students for two hours each week for five weeks.

9. Add any other comments you may have about your project.

Success with this project has triggered interest for continuing similar projects with other local schools in the Pee Dee region. The survey data from this project is being currently analyzed to write research papers for publication. This project will be presented at local and state conferences. Proposal for presentation has been submitted to North Carolina Council of Teachers of Mathematics (NCCTM) regional conference to be held this year.

Please take a look at the examples from this project.

You may also include supplemental information about the project (such as brochures, pictures, etc.).

Please return this form via e-mail by **February 27, 2015**, to:

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Project Title

Using iPads to Promote Math Skills of Students with Learning Disabilities at a High Poverty School in the Pee Dee region of SC

Lesson Plan

Week 3

Teacher Candidate's Name

AHamm

Student Name (Pseudonym)

John

Lesson Topic

Input/output Tables

Standard RP.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

Lesson Overview

The students had to plug numbers in input and output tables into expressions and get the answers. Also they had to evaluate expressions and choose which expression fit the tables.

App used

Splash Math

Project Title: Using Ipads to Promote Math Skills of Students with Learning Disabilities at a High Poverty School in the Pee Dee region of SC

Reflection: Week 3

Teacher Candidate's Name: AHamm

Student Name (Pseudonym): John

Lesson Topic: Input/output Tables

App used: Splash Math

Reason for choosing the app: I chose this app because there were activities that perfectly fit the standard for the day. They had input and output tables for the students to fill in.

Was the app effective in improving his/her math skills? Why or why not? For some of the students the app was effective because they got to visually see the input and output tables to put the numbers in and the app gave instant feedback if the answers were not correct. Some students needed more practice in their math fact and order of operation skills in order to fully benefit from this lesson.

What did you learn about your student? I learned that the students need some more time to work on their math facts in order to fully grasp new concepts.

What did you learn about yourself as a teacher? I learned that as a teacher you have to be flexible in order to fully be able to meet the students' needs. These students need help with their basic skills. There needs to be a time when these students can come in and use apps for basic math facts to build up those skills before they develop in these more complex concepts.

Did you encounter any problems? Please explain. The only problem that I encountered is what I have already stated above, which is that some of the expressions were too complex for the students being that they are weak in other content areas.

Will you make any changes for next week? Please explain. Next week I would like to start off the class with a review of basic multiplication and division for the students instead of jumping straight into the main lesson. A few minutes at the beginning of each lesson will be beneficial for the students as a fresh set of review before beginning the lesson.

FMU-SOE Service Learning Project

Project Title

Using Ipads to Promote Math Skills of Students with Learning Disabilities at a High Poverty School in the Pee Dee Region of SC

Participants

10 FMU Teacher Candidates

AKoval, AHamm, AMiles, ARobinson, CSmith, HChaney, BGladden, BJeffcoat, KGorman, & SWard

10 Students at Wallace Gregg Elementary School

Names not disclosed for privacy reasons

Fall 2014

School of Education

Francis Marion University

PO Box 100547, Florence, SC 29502

Project Director: Dr. Daljit Kaur, Associate Professor of Education

Project Details

This was a five-week service learning project designed to provide one-on-one tutoring services to help promote math skills of students in a self-contained classroom at a high poverty school (Wallace Gregg Elementary) in the Pee Dee region of SC. The students who received the tutoring services had specific learning disabilities, they were below grade level in math and had below average scores on Measures of Academic Progress (MAP) testing in mathematics.

In the fall of 2014, **10 FMU teacher candidates** used iPads to tutored **10 students** at Wallace Gregg Elementary school to promote their math skills. 10 different apps as they deemed fit with the South Carolina math content standards and the learning needs of the students were used.

Please follow the presentation to learn more about the apps used followed by the overall learning experiences of the teacher candidates.

Apps Used

Chalkboard

Chalkboard is an app that uses free writing to draw and write on the iPad. There are different colors of virtual chalk to choose from, and also an virtual eraser. The app is helpful because it uses the freedom to simply write what you need on the board.

It can be used to draw pictures, write words, or even solve math problems. The multiple chalk colors it gives to choose from is helpful when highlighting a section of writing is necessary.

Chalkboard is helpful while solving math problems because of the simple flexibility to use it as a blank space to write.

Division for Kids

A fantastic app for kids to learn and practice long division on their own.

This app teaches kids simple division and long division with remainders. This app is just perfect for kids who are learning division.

My students liked that it showed you how to break down the problem step by step.

Division Wiz

This app allows you to do division problems by steps. It was very helpful for my students since many of them were struggling with basic multiplication and division facts.

This app broke down the steps of a long division problem which helped the students because they had a visual of what they needed to do.

Grade 4 Math

Grade 4 Math is an app put out by Splash Math. In the app you could choose to access many math topics from 1st-6th grade. This app covered almost every topic we had to teach during this project.

The only problem with the free app is that each topic only gave six sample problems/questions.

The students really enjoyed this app. The app was a lot like a game for the students, and even though they did not see it that way, that is what was taking place. The app was a great tool to facilitate learning.

Itooch

Itooch is an app geared towards elementary students. This app allows you to choose from four different subjects across five different grade levels. It also allows you to choose many different types of problems inside that grade level such as multiplication, order of operations, and addition. Once you are inside a mode, you can switch between practice and testing situations. This allows the student to practice until he or she understands the concepts and then the student can test on it to check for understanding.

Math Animations

Math Animations includes numbers, decimals, fractions, addition, subtraction, multiplication, division, geometry (Perimeter and Area of parallelograms, triangles, trapezoids and so on) measurement, algebra.

The math animations app demonstrated how to multiply two sets of decimals and whole numbers, and it showed them step by step.

It is an absolutely amazing and brilliant way to visually demonstrate basic math principles.

Number Frames

I thoroughly enjoyed using this app with the students. When you open the app you have a blank screen with counters, and base 10 blocks on the side.

The students enjoy using this app because they have a choice of what their counters look like and in a variety of colors. Also using this app helps with the mathematical strategy of grouping for division.

OoO Calc

OoO Calc is an app used to help facilitate learning while using order of operations.

The game allows for critical thinking because the number given is the answer that the student needs to be able to find. They must use order of operations correctly in order to discover the answer. Whether or not they get the answer correct, the app shows the steps on how to get the correct answer.

This is a good app for students who finish early, because it challenges their brain instead of doing something they already know how to do.

Splash Math

Splash Math is an app that includes grades first through fifth. The app includes a diverse amount of math topics for all the grades. Each topic comes with choices of content that goes into more detail and in-depth. Many of the topics match the Common Core Standards, and provide a game to allow the student to learn the topic.

This app is helpful because of the many different topics it covers. It is very much a "one size fits all" sort of app.

Y Homework

Y Homework is a great self-checking app for students to use. The students could use regular paper and pencil, or white board, or even the chalkboard app to complete a problem, then the student could use this app to check to see if their answer was either correct or incorrect.

When revealing the answer to the student, this app also showed step-by-step procedures for the particular problem so that the student could see where in the problem they might have made a mistake.

Our Experience

AR's Experience

I have really enjoyed using the Ipads in the classroom. The Ipads allowed math to be interesting to the students. **The apps that showed students step by step helped them to understand the procedures in each problem, while allowing me to help the students with mathematical understanding.** I really wished this was something I could have done when I was still in school. The iPad also helped to challenge the students with the math skill that they were required to learn. Motivation became a major factor while using the Ipads. The students couldn't wait to get on the iPad and complete different tasks that were asked of them. **The Ipads, in my opinion, was a great success because it did what any teacher wants to do, motivate their students to learn.**

BG's Experience

This experience opened my eyes to using technology in the classroom. The children seemed to enjoy their time using the iPad in class. Some students were reluctant to practice math, but over all students were interested when we came into the classroom. I would love to have iPad available to my future students.

BJ's Experience

My overall experience with this project was amazing. I learned a lot about myself. I kind of see what kind of teacher I want to be in the future. **I learned that I need to have more patience for students, but I have seen that every student can learn it just takes time.** As a future teacher, I will make sure that my students learn to their best ability. I really enjoyed this project and I love my experience as well.

KG's Experience

I thoroughly enjoyed this experience with the students. It was very interesting to see how the students interacted with the iPads. They enjoyed being able to somewhat "play" while learning. **I think this project was very effective in improving the students' math skills and it was nice to watch them enjoy learning.** I would definitely do this project again because I learned a lot about myself as well as how I can help my future students. It was a great experience.

SW's Experience

This was an exceptional experience for me. It allowed me to practice my own teaching skills inside the classroom, as well as opened my eyes to a whole new style of teaching with technology. The kids in the class were great and seemed willing to learn. I had a great time just watching them figure out mathematical equations that they were not used to practicing. Furthermore, I was able to see their progress over five weeks which may not sound like a long time, however; the amount of growth that the students showed was phenomenal.

HC's Experience

I have learned how effective using iPads and Apps in a classroom can be. The students I worked with were able to see math topics presented in many different ways, and they were able to solve problems and think critically. The apps we used while working with the students allowed them to work independently, as well as together with me. They enjoyed working with the iPads, and I think because of the way the apps presented their math topics, the students were able to become motivated to solve and work with math. I think that iPads are very effective in a classroom and should be used as much as possible to supplement lessons.

CS's Experience

I am very glad I was able to participate in this research. I really enjoyed working with the students on the iPads. All of the students told me they learned more using the iPads because it was more fun. Finding good apps that cost, was easy. It was more difficult to find good apps that were free. However, after some looking, we found some great free apps. I would recommend iPads be used in classrooms.

AK's Experience

This was a great experience for me as a future educator. Using the iPad was a positive experience that the students got to have during the day. **Sometimes I sat back in awe when they were using the iPads, and it was helping them understand something that they hadn't previously known how to do.** For instance when we were teaching division, I used Number Frames which allowed them to have counters and use those counters in groups. This helped with the grouping process in division and allowed them to do it themselves, which helped develop mathematical understanding. **Being a part of this project has inspired me to want to have iPads in the classroom. It has inspired me to research and write grants when I get the opportunity to have my own classroom, so that my students can have the very best!**

AH's Experience

This project has been a very fulfilling experience and I am very happy that I have had the opportunity to participate in it. They all said that the iPads helped them to understand the math concepts more than they had before. They liked using the iPads because they were more interactive and they were more fun. I noticed the growth in the students along this process and how they were so eager to play the math games. There were a good amount of apps available for use but a lot of them cost money. Finding app that were free of cost was a little challenging and also free apps have more limits than the ones that cost money. Although the iPads certainly cannot replace quality teacher/student instruction, it surely gives a boost. I would gladly use iPads in my classroom along with instruction.

AM's Experience

Using the iPad's with the students was a great experience. Not only was it helpful with activities that the students could do, but it also showed step by step procedures on many of the apps I used. Many times when I did not know how to explain certain things to the students, the iPad could make sense of it for them. It really used many manipulative's and showed procedural step by step instruction for the students. I think that the students being able to interact with the iPad was a great experience for them. **Before using the iPad, I had no idea of the apps that were out there for education. I was glad to participate in this project and will be happy to use iPad's in my own classroom someday.**

Thank You!