

In Fall 2020 and Spring 2021, I assisted with an iPad pilot with the hopes that combining OER textbooks with technology and supplemental instruction would show increased academic outcomes for Dual Credit students in a rural setting.

The school I selected for my part in this pilot is Jarrell High School located in Jarrell, Texas. These students had limited access to technology; they were assigned JISD-owned Chromebooks, which often were outdated and in need of repair. The other barriers to access included some unnecessary firewalls, which limited their ability to perform research on the ACC Library website. While access to a library database is a crucial component for learning, despite several attempts to reach out to JISD administration and IT Services, this was an issue that was not able to be resolved. Another barrier to access was slow internet speed, both at JHS (for students who elected to return to the high school campus) and at their homes. Because Jarrell is rural, internet speed on their Chromebooks was often inconsistent and lagging both at school and at home.

During the Fall semester, I provided ACC-owned iPads, stylus, keyboard and charging components to one section of students, in addition to a paid subscription for the IAnnotate application. This solved two major barriers to access immediately; through the use of iPads, students were able to complete research without a firewall and because an iPad uses less bandwidth, students were able to connect to their online course with less interruption. During this time, I also incorporated iPad and IAnnotate curriculum into my syllabus so I could teach students to take notes, highlight and engage more frequently with their OER textbook. In terms of academic outcomes, I was able to compare the grades of my class that participated in the iPad pilot with my other section of students at JHS who were not offered the opportunity. Here are my findings:

JHS Pilot Class	Non-Pilot Class
25% increase of basic skills (annotation & problem solving)	4.5% had lower final grades
15% increased understanding of topics	61% reported they spent an hour or more struggling with technology over the course of the semester
12% higher final grades	78% stated they would borrow an iPad if given the opportunity
30% satisfaction with the course (based on course evaluations)	56% reported they had to borrow technology in order to complete assignments
86% enjoyed the incorporation of technology in the course (taking digital notes, using IAnnotate)	67% stated they would enjoy a technology component in the course

These results are based on surveys conducted with both sections of my JHS ENGL-1301 and ENGL-1302 students at the end of each semester. Ultimately, I feel that an iPad Borrowing program for Dual Credit students is beneficial in many ways. It eliminates

barriers to access, provides students with an additional layer of technological support in their academics, and allows instructors to integrate technology into the classroom in ways students may not be familiar with, but can ultimately help create a more seamless educational experience for them.

-Sarah Stayton, Associate Professor for Composition & Literary Studies

#1

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Q1

Grant Information

Project Title: iPads for Increasing Dual Credit Engagement with Open Educational Resources (The DC OER Initiative)
Project Lead Name: Lauren Watson
Grant Number: IG 2020-02

Q2

What product and/or process was developed?

We developed a system for checking out iPads to Dual Credit classes on ISD campuses.

Q3

How has the product/process been implemented?

In the virtual classroom during 2020-2021, we utilized the iPads for annotating OER materials and textbooks.

Q4

What type of student outcome was anticipated?

Student grades would increase with access to the technology and the iAnnotate app would help increase engagement with class materials such as the OER textbook. We also hope that having tablet technology would increase use of the OER over non-tablet classes.

Q5

How was this outcome measured?

Qualitative observation during the semester by the professors, data from Blackboard, and an end-of-semester survey.

Q6

What was the actual student outcome of the project?

Engagement with materials was increased in class and outside of class versus a class without iPads. It was also observed that students, in general, had better access to ACC websites and materials because of the iPads versus an ISD-issued device. Because some of the anticipated plans were scrapped due to the pandemic, observation of the effectiveness of the Apple TVs was not possible.

Q7

Based on this outcome, what revisions would you recommend?

Without a doubt, the iPads were useful to students especially in a literature class where annotations are important to achieving course outcomes. Running the program again this time in person would be recommended with the use of the Apple TVs approved from the original grant. This method would allow for better documentation of student engagement with texts during class. The virtual classroom meant we could only observe engagement qualitatively during live class sessions or through the limited data available in Blackboard. It was definitively shown that dual credit students should have the same access to technology as traditional ACC students and that faculty involvement in the process increases student engagement in the iPad borrowing project.
