

Innovations in Teaching Using Technology Grant Application

1. Title of proposal: *Using iPads to Improve Field Supervision in Health & Physical Education*

2. Courses(s) or curriculum affected: PHED 35.450 Clinical Practice in Elementary Health & Physical Education, and PHED 35.451 Clinical Practice in Secondary Health & Physical Education; (future) Practicum Field Experience courses.

3. Name of applicant(s): Peter Rattigan, Shari Willis, Nancy Buhner

4. Objectives of the proposal:

- a. **Innovation-** replacing of paper and pencil observation forms with electronic forms using iPads. Supervisor will record observation scores and comments, go over them with the student teacher at the end of the observed lesson using the iPad, and email the completed form to the student teacher either immediately (using 3G wireless) or upon return to Rowan or home. The cooperating teacher can be copied and only one paper copy of the observation report need be printed (saves paper-currently four copies of all paperwork are "required"). Electronic observations are more legible and tend to contain much more information than hand written reports
- b. **Scalability-** this innovation is eminently scalable due to the fact that it can increase in use (eventually all supervisors can use this technology-this initial request for 3 iPads is for three supervisors, and we have up to 10 supervisors in the field at various times). If the use of iPads is, as expected, successful for clinical practice/student teaching, it can then be applied to Practicum classes. In some ways it is even more appropriate for these classes as supervisors often need to make several visits in one day and the portability if iPads will make them invaluable tools for evaluating and communicating with teacher candidates in the field.
- c. **Adaptability-** this technology is adaptable in several ways. First, as the College of Education moves towards Banner based assessments (for example, clinical practice evaluations are moving from paper/scantron to Banner starting fall 2011), observation forms can be adapted to communicate with Banner forms (e.g., observation ratings can be dropped into a banner form and average or final ratings can be linked to the clinical practice evaluation. Alternatively, observations can be stored on Banner using 3/4G wireless from the school site, so that forms do not even have to be emailed). Since iPads have 2 way cameras in them there is the possibility for both **scalability** and **adaptability** through two way communication with a supervisor in a virtual observation (e.g., teacher candidate can use an iPad or iPhone to videotape a lesson, observed and graded by supervisor at the office or at home, while completing the observation form, which can be shared using file sharing or email after the lesson for a virtual conference). The field observation episode can also include 2 way video conferencing. Video conferencing could be done through Facetime (Mac) or Skype.

5. Description of the specific innovation: The three identified faculty clinical practice supervisors will use iPads to visit teacher candidates in the field, complete observation forms electronically, and share them with the teacher candidate after the lesson. The completed observation form can then be emailed to the teacher candidate from the school or later when the supervisor returns to school or home. Later, observation forms may be linked to Banner and/or linked to final evaluation rubrics in Banner. See 4 a, b, and c for more details.

6. Required Instructional Technology support: IT support for the project would be minimal.

Electronic versions of observation forms already exist in MS Word form and can be used immediately. Rihab Saadedine is working with IT to develop Banner forms for COE assessments, including the clinical practice evaluation rubric. More support may be needed if/when observation forms are moved to Banner. The initial technology (completing forms electronically) is available to the three identified faculty now, and is not difficult to use. The more developed technology (interaction with Banner from the school sites; virtual observations using video technology) may require some training but this should be minimal.

7. Plans for evaluating and sustaining the innovation: The department will be implementing a teacher candidate evaluation of clinical practice supervisors in Fall 2011. We will be able to use this evaluation to gauge the effect of using iPads for clinical observations with the student teachers, and can compare feedback to those teacher candidates and supervisors not using the technology. Interviews will also be conducted with teacher candidates, supervisors and cooperating teachers to evaluate the effectiveness of the technology. The innovation is scalable and adaptable (see 4.b and 4.c), and this, along with ease of use, should make it very sustainable. As more of the technology available in the iPads and at Rowan (Banner, virtual observations and conferences) are implemented, this innovation will be able to keep up with the changes, and the relatively minor amount of training needed can be easily supplied either through IT or through the instructors already using the technology (Peter Rattigan will take the lead in a “Train the Trainer” approach, learning all relevant technology and teaching it to the other users of the innovation). Eventually, the intent is for all supervisors to be using this technology. Its usability and efficiency will provide motivation for supervisors to implement and continue to use the technology, and cut down on/remove the tedium of collating many pages of observation and evaluation forms.

8. Budget:

Item	Price	Sub Total
3 iPads, 32 GB, 3G Wireless enabled	\$729.00	\$2,187.00
3 iPad Smart Covers	\$39.00	\$117.00
Grand Total		\$2,304.00