

## Amazing Apps

### Summary

In October 2011 Clydebank College piloted using an Apple iPad2 to use in a number of curricular areas including Beauty Therapy, Sports and Health Care. Apps relevant to each curricular area were purchased and included anatomy and human biology. Staff were trained in the use of the iPad and apps by the Learning Technologist via informal training sessions.



The following highlights the positive impact experienced:

1. Increased interest by learners in engaging with the high level of media rich content via the apps
2. Enhanced learning and teaching methods using technology
3. Improved staff engagement with current e-learning methods

### About the Institution

Clydebank College has over 11,000 annual learners and 300 staff members, located in a modern campus on the banks of the River Clyde. The College offers a wide portfolio of provision and services designed to stimulate interest in learning. The College mission is 'realizing potential...achieving success' and aims to deliver lifelong learning in an innovated and stimulated environment.

### The Challenge

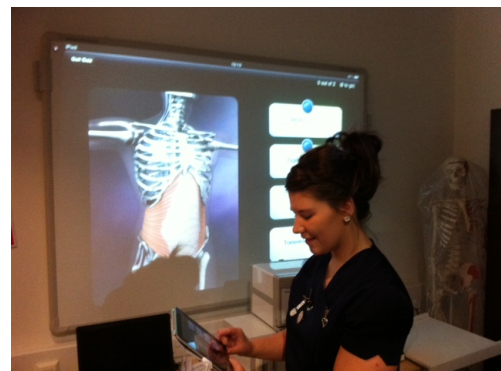
- To promote and enhance the use of technology in the classroom
- To engage learners with the use of modern technology
- To facility a varied of teaching methods using learning technologies and build on existing staff e-learning skills

# JISC RSC Scotland iTech Case Study

## The Activity

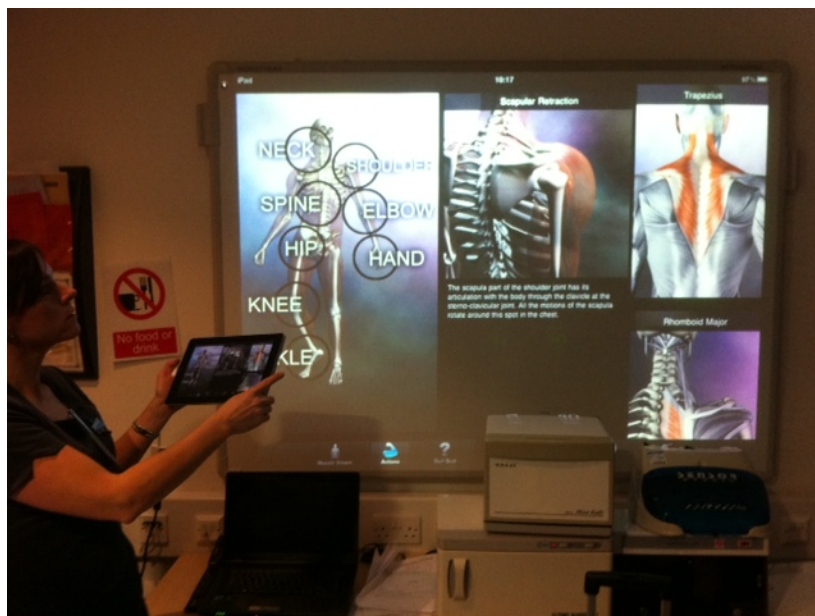
Starting in October 2011, the Learning Technologist identified the potential for an Apple iPad2 to be shared amongst 3 specific departments that could use similar applications. These were Beauty Therapy, Sports and Health Care. These 3 departments welcomed the idea of using the latest technology within the classroom and utilizing media rich content that was previously hard to come by via websites. An iPad was chosen due to its outstanding features such as 10hour battery life, thousands of apps available for a low cost, HD graphics and the simplistic ease of use. The College purchased a 16 GB iPad2 and also the VGA connector to attach it to the classroom projector allowing staff to showcase the apps to the entire class as well as a one to one basis.

Research has indicated availability of specific apps and we tested these to determine the best ones for purpose. We located detailed human anatomy apps that covered all aspects of the human body and its functions. This included nervous system, skeletal system, muscles and ligaments and movements of specific body parts. The apps provided a highly designed output that allows the user to strip apart the body and highlight specific areas, zoom in and out and read detailed definitions. The apps are extremely intuitive and easy to operate allowing a 'pick up and go' service saving time on preparation.



## The Outcomes

After 3 months of use, staff and learners were asked to reflect on their experiences with the iPad via discussions with our Learner Feedback Assistant. The feedback was extremely positive with learners stating they have benefitted from using the iPad as "it was an up-to-date technology" and "made the class more interesting than reading from a book". They felt the biggest advantage was being able to rotate body parts, access in-depth explanation of muscles and nervous system and the use of the application built in quizzes such as label the diagram.



All the students believed it is a great classroom resource as it was being played through the interactive whiteboards but would have liked more individual time with the iPad to explore the content themselves or in smaller groups. The learners highlighted the benefits of using the iPad compared to the netbooks; with faster startup times, runs faster, app content and captures the full imagination of everyone in the group. The positive feedback from learners and staff has encouraged the College to consider the purchase of more iPads which can be used on a wide scale including imaging/research purposes.

Lecturing staff also welcomed the iPad into the classroom, taking advantage of the built in quizzes and video content with the apps. Some staff booked out the iPad during their preparation time so they could specifically locate areas of interest for that lesson. They were impressed with the level of detail of the apps and the quality of the material that the apps offered, all available in one easy to use location. The iPad has quickly become a 'must have' teaching tool for these departments teaching all aspects of anatomy.

The College is therefore looking into the possibility of purchasing more iPads' to use in these departments and is actively looking to locate future apps for the use in other curriculum areas.

At a cost of less than £400, and with the average app costing £2.99, the iPad has proven great value for money. With a battery life of 10hours, it can be charged less frequently and is therefore more environmentally friendly, compared to a standard laptop/netbook.

## Summary

The introduction of the iPad has been relatively simplistic and has embedded well into the various areas curriculum without any problems. A few tips are below:

- Buy an apple smart cover – this saves battery life and protects the product
- Buy a screen cover to stop scratches happening
- Locate a cheap VGA connection. The app store will charge over £25 for this product
- Try all the free apps first, they might have what you're looking for

## Useful Links

<http://moodle.clydebank.ac.uk>

<http://www.apple.com/uk/ipad/from-the-app-store/>

## Disclaimer

*The Regional Support Centre Scotland supports the development of educational e-learning. We may refer to specific products, processes or services. Such references are examples and are not endorsements or recommendations and should not be used for product endorsement purposes.*