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**Burden, K., Hopkins, P., Male, Dr. T., Martin, S and Trala, C (2012) *iPad Scotland Evaluation***

**Abstract**

Evaluation of tablet use (in particular iPads) in Scottish schools, covering the following:

- How does the use of tablet devices (e.g. iPads) impact on teaching and learning?
- What do learning and teaching look like when students and teachers have access to a personal tablet device?
- How does personal ownership of a tablet device by students impact on parents and other carers?
- What are the leadership and management implications associated with the shift to a tablet device strategy for schools?
- What models of professional learning and development are effective in supporting the take-up of tablet devices by teachers?

**Main findings**

Use of tablet devices like the iPad facilitated the achievement of many of the core elements required within the curriculum framework and could be further developed.

Personalised devices, such as iPads, transformed access to and use of technology inside the classroom, resulting in many benefits, including:

- wider range of learning activities than previously;
- many teachers explored alternative activities and forms of assessment for learning.

Personal 'ownership' of the device was the single most important factor for successful use of iPads as this:

- increases interest and engagement;
- promotes autonomy and self-efficacy;
- encourages students to take more responsibility for their own learning;
- may also contribute to more inter-disciplinary activity.

The individual possession of and early familiarisation with the iPad by teachers was seen as being responsible for the significant 'buy-in' and low level of resistance from teachers:

- It engaged both teachers and students equally well.
- School and local authority management teams commented that the deployment and effective use of iPad technology had been the most easily accepted, successful and problem-free initiative they had ever witnessed.

As a result of the pilot initiative, schools are reconsidering their existing technology deployments with a view to more mobile provision.

The device brought about significant changes in the way teachers approach their professional role as educators, resulting in:

- more collaboration between them and students;
- students coaching peers without the intervention of the class teacher;
- more students enabled to express their creativity and engage in peer assessment and group critique;



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- the learning community extending beyond the academic to include a partnership between students and teachers who work closely together;
  - students reporting improved quality of teaching.

Parents are more engaged with school and their child's learning when the iPad travels home with the student:

- Most parents believed that students should be allowed to use mobile technologies in their school before they reach the secondary stage.
- Over 80% of parents considered the pilot project to have been valuable for their child despite its short duration.
- Over 90% of students believe the iPad helped them to learn more and to learn more difficult concepts and ideas better.
- Some 75% of parents felt that their children were more willing to complete homework.

Education departments and services were helpful towards the iPad initiative and supported its use, although corporate systems sometimes found this challenging:

- Concerns surrounded data security and eSafety, but schools felt that corporate structures should place more trust in schools and students.
- Schools felt that the appropriate use of the Internet is a behavioural and educational issue that they could address.
- Schools saw many central or corporate eSafety protocols as unhelpful and counterproductive, preventing them from making full use of iPads.
- Physical safety of the devices was unproblematic. Students displayed high levels of responsibility and care, even when taking iPads home.
- The devices were simple to operate, robust and reliable, although a number of bulk maintenance and upgrading issues remain to be resolved in schools.