

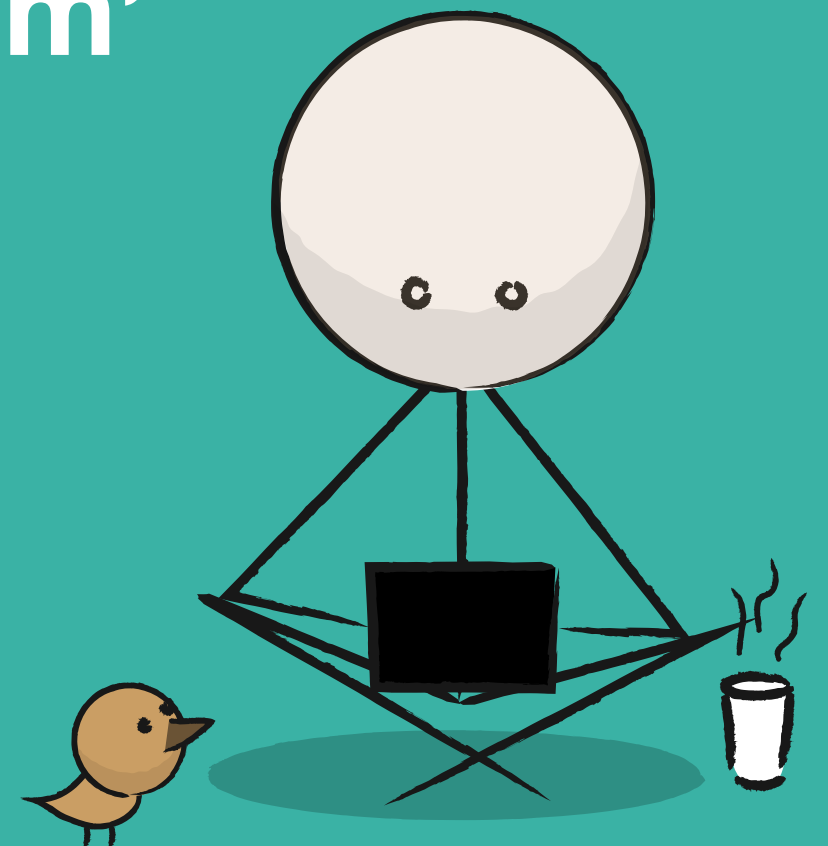
MiTE Conference 2015

**The First International Conference on Mobile
Technology in Initial Teacher Education**
23rd 24th January 2015, Galway



‘Mobile Technology has the ability to change how we Teach, Learn & Assess. Students can now learn when, where and how suits them best & Initial Teacher Education can play a central role in the integration of this technology in the classroom’

MGO mobile technology integration vision



Welcome from the Head of the School of Education, NUI Galway



On behalf of the School of Education I am delighted to welcome all participants and attendees to the Mobile Technology in Initial Teacher Education (MiTE) Conference this weekend. The School of Education at NUI Galway is very proud of our achievements to date in leading and supporting the integration of mobile technologies in our initial and continuous teacher education programmes. Enhancing the quality of teaching, both within our own programmes and in schools, through our graduate teachers, is a core mission of the School and this Conference will add considerable knowledge and capacity to our endeavours. In particular, I wish to commend our colleagues, Conference Organisers, Seán Ó Grádaigh and Sinéad Ní Ghuidhir, on the impressive array of speakers, contributors and workshop themes which feature over the two days.

Mary Fleming

Dr. Mary Fleming

Focal ó na Cathaoirligh

Message from the Chairpersons



A Chairde,
Fearaimid fíorchaoín fáilte romhaibh go Gaillimh inniu, chuig an Chéad Chomhdháil Idirnáisiúnta i dteicneolaíocht shoghluaiste in Oideachas Tosaigh Múinteoirí, MiTE 2015!

In 2013, the Diploma Gairmiúil san Oideachas Teacher Education Programme instigated a 1:1 iPad deployment on a pilot basis, to evaluate the affordances of mobile technology on a teacher education programme. We could never have envisaged the benefits, the changes, the advances and the advantages to us, to our students and to the participating schools as a result of this endeavour.

Mobile Technology has the ability to change how we Teach, Learn & Assess. Students can now learn when, where and how suits them best. In the past there was a limit to knowledge in the classroom in the form of 'the book', or 'the teacher' who was seen to be the oracle of all knowledge. Mobile Technology in schools has broken that knowledge ceiling and has the ability to democratise education as a result. Students and teachers now have the tools which facilitate self-directed teaching & learning.



Knowledge can now be personalised, localised and tailored individually. It is no longer confined to the limits of 'the book'. Initial teacher education can play a central role in the integration of mobile technology within teaching and learning in the classroom.

This conference will celebrate the possibilities and explore the challenges of integrating mobile technology in ITE and also in the broader field of education, in order to promote best practice by teachers, students, schools and indeed all stakeholders.

We hope you will be inspired by the many and varied speakers this weekend, and that you will leave empowered and enriched by what you have seen and heard.

Bain taitneamh as MiTE 2015!

Le gach deá-ghuí,

Seán Ó Grádaigh *Sinéad Ní Ghuidhir*

Seán Ó Grádaigh & Sinéad Ní Ghuidhir
Co-Chairs of Mite Conference 2015

Keynote Speakers



Professor Punya Mishra

Punya Mishra is a professor of educational technology and director of the Master of Arts in Educational Technology program at Michigan State University. He is nationally and internationally recognized for his work on the theoretical, cognitive and social aspects related to the design and use of computer-based learning environments. He has worked extensively in the area of technology integration in teacher education which led to the development (in collaboration with M. J. Koehler) of the Technological Pedagogical Content Knowledge (TPACK) framework, which has been described as “the most significant advancement in the area of technology integration in the past 25 years.”



Dr. William Rankin

Dr. William Rankin is Director of Learning on the education team at Apple Inc., with special responsibility for promoting and enhancing innovative teaching and learning. Prior to joining Apple, he worked as an academic in higher education for 24 years, concluding his time as a Professor of English and Honors College Fellow at Abilene Christian University in Abilene, Texas. As ACU’s Director of Educational Innovation, he helped design the world’s first one-to-one that gave every student an iOS device as a platform for exploring next-wave mobile learning.

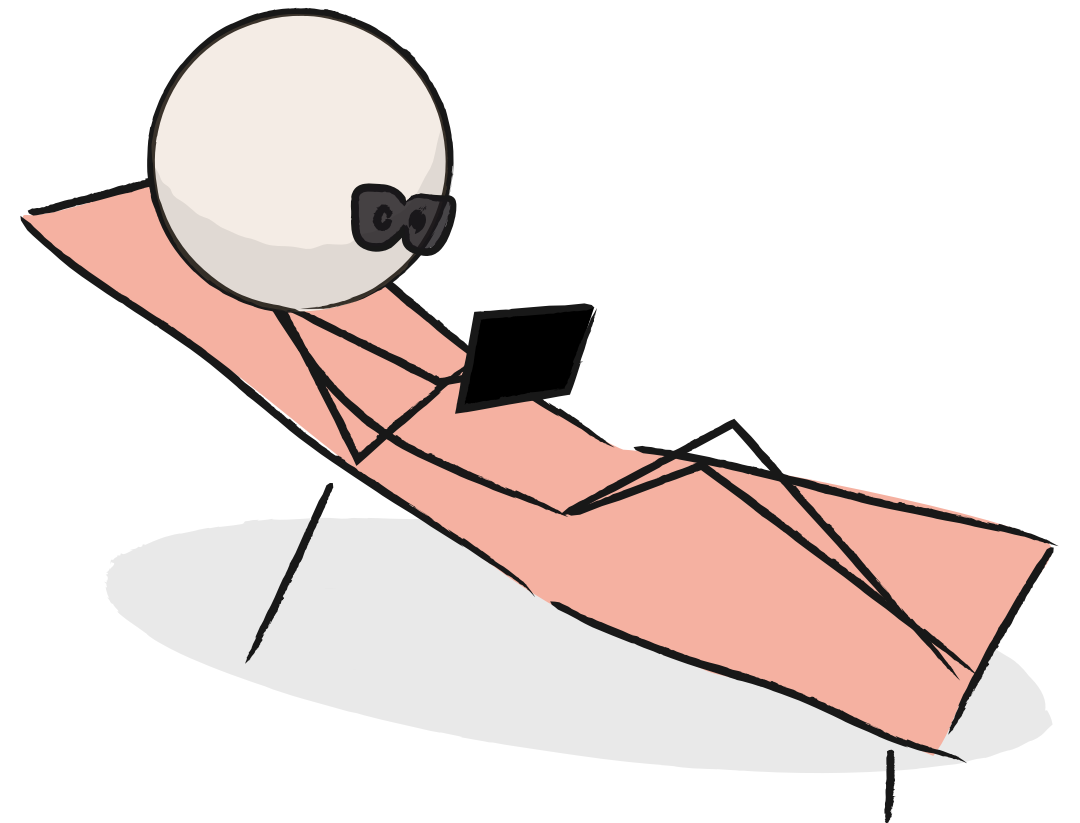
Friday Schedule

8:30-9:00	Registration		
9:00-9:20	Welcome & Oscailt		Dr. James Browne, President, NUI Galway
9:30-10:00	iTÉ: The use of iPads on a second level Initial Teacher Education programme		Dr. Brendan MacMahon, Sinéad Ní Ghuidhir, Seán Ó Grádaigh, School of Education, NUI Galway
10:00-10:30	The shifting perceptions, attitudes and beliefs of pre-service teachers: the impact of equipping ITE students with personal tablet technologies		Dr. Kevin Burden, Faculty of Education, The University of Hull, United Kingdom
10:30-11:00	Mobilization and Transformation		Dr. Sharon Russell, Systemwide Director, CalStateTEACH, California State University, USA
11:00-11:30	Coffee Break		
11:30-12:00	Mobility in Teacher Education: The Technology Tango Online and On the Ground		Professor John Ittelston, CalStateTEACH, CSU, Monterey Bay, USA
12:00-12:30	Teacher Education: affordances and barriers		Professor Linda Clarke, Institute for Research in Social Sciences, School of Education, University of Ulster, Northern Ireland
12:30-1:00	Designing Digital Storytelling: Creative Technology for Reflection in Initial Teacher Education		Dr. Bonnie Long, Educational Technologist, School of Education, NUI, Galway Ireland
1:00-2:00	Lunch		
Parallel Sessions			
	Room A		Room B
2:00-2:30	Students' Attitudes to Digital Textbooks	Keith Young, PhD Candidate, Maynooth University	Inclusive Education with Tablets - IncluEdu Mr James Northridge, Director, UrAbility/ Atempo Ireland/Austria
2:30-3:00	A Framework Towards Enhanced Engagement with the History of Education for pre-service Teachers	Paul Flynn, PhD Candidate, School of Education, NUI Galway	A Technological, Pedagogical and Content Knowledge (TPACK) Framework in the context of a Social Networking Site used for Academic Engagement Matt Glowatz & Dr. Orna O'Brien, Management Information Systems University College Dublin
3:00-3:30	Creating a niche multimedia and educational portal in a linked data environment	Dr. Marcus Ó Conaire, Developer, R&D Ard-Media, Germany	'School in a Box' in an Adult Literacy Setting in Mozambique Linda O'Sullivan, Directorate of Creativity, Innovation and Research, IADT Dún Laoghaire, Dublin
3:30-4:00	iPods, Apps, Animation, Action! A Case Study analysis of the impact of the iPod Touch Project on classroom practices and creativity in Irish Schools	Dr. Miriam Judge, School of Communications, Dublin City University	Practitioners as Innovators: Investigating tablet integration through the development of the TPACK framework using Action Research Dr. Frank Kehoe, Educational Technologist, University College Dublin
4:00-4:30	Coffee Break		
4:30-5:30	Keynote Presentation	Professor Punya Mishra, Michigan State University, USA	
7:30	Conference dinner (Galway Bay Hotel)		

Saturday Schedule

8:30-9:00	Registration		
9:00 - 9:30	Welcome		Dr. Mary Fleming, Head of School of Education. NUI Galway
9:30-10:15	Embedding Mobility across an ITE Programme: iPad on the MGO Teacher Education Programme	Sinéad Ní Ghuidhir & Seán Ó Grádaigh, School of Education, NUI Galway	
10:15-11: 00	Reaching all learners: Accessibility on iPad		Thomas Creighton, Technology Made Easy, APD Tutor
11:00- 11:15	Coffee break		
Parallel Sessions			
	Room A	Room B	Room C
11:15-11:45	Brian Daly GAFE (Google Apps for Education) and Cloud Computing	Kenneth Nally Teaching with Twine, Digital Literature and Gaming's Makey MaKey	Aedamar Frawley Teaching Mathematics using a Mobile Device and a VLE
11:45-12:30	Martin Browne From policy to practice - Using Mobile Technologies for Assessment and Evaluation in a school environment	Joanna Norton Creativity, Pedagogy and Mobile Technology	Keith Young Using mobile technologies to teach English
12:30-1:00	Alberto Pian iPad to Enhance Literacy	Fionn Delahunty & Darren Kelly Creating a mobile app for education, for students, by students	Ailish Ryan Effectivness of online revision tools and meeting student's demand
1:00 - 1:30	Lunch		
1:30 - 2:00	Emma Suatman Gallagher SSE Literacy Link and CPD: mobile devices as integral operator in a whole school literacy strategy	Seán Ó Grádaigh Student teachers creating authentic personalised and localised content using iBooks Author	James Northridge Does one size fit all? Using tablets for Literacy and Numeracy
2:00- 2:45	Mark Finlay Informing Learning through Mobile Technologies	Tobias Schnitter & Martin Fritze How to enhance your iBooks with external widgets	
2:45 - 3:30	David McMahon & Seán Gallagher A continuum for using video in an active learning environment	Cormac Cahill 21st Century Storytelling in a Primary School Class-room with an iPad	Siobhán Ó Sullivan Virtual Classrooms: managing resources and assessment online
	Keynote Speaker Followed by a synopsis video of MiTE Conference	Dr. Bill Rankin, Director of Learning on the education team at Apple Inc.	

Friday's Speakers



Dr. Kevin Burden

Faculty of Education, The University of Hull, UK

The shifting perceptions, attitudes and beliefs of pre-service teachers

The impact of equipping ITE students with personal tablet technologies

Although pre-service teachers are expected to demonstrate their ability to integrate technology into their pedagogical practice, they are often deterred from doing so by technical problems and their personal lack of skills, sometimes referred to as 'first-order barriers,' external to the student (Ertmer, 2005). More recently attention has shifted to the internal factors which inhibit teachers from using technology such as their own attitudes and beliefs (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur & Sendurur, 2012), and this line of investigation has started to reveal interesting insights and subtle nuances which suggest the effective adoption of technology by teachers is indeed a 'wicked problem' resistant to simple solutions or quick 'fixes' (Borko, Whitcomb, & Liston, 2009). The relationship between these 'second-order barriers' and the espoused theories of learning which pre-service teachers bring to their training is complex and under-researched and this is particularly true in relation to the growing popularity and use of mobile technologies in pre-service

teacher education programmes and training (Churchill, Fox, & King, 2012). This paper addresses this lacuna through the lens of an empirical study situated in a pre-service training programme at the University of Hull. Since 2012 students on the one year PGCE programme have been supplied with an iPad to enhance their own learning during the university based elements of the programme and to support their integration of technology during their two teaching placements. In 2013-2014 this included just the secondary school trainees (n= 150) but in 2014-2015 this was extended to include the primary trainees (n = 90). As researchers we are investigating many different facets of this two year pilot but this paper focuses specifically on the evidence and findings collected in respect to the 'second-order' barriers which we have identified including student's evolving attitudes and beliefs about mobile technologies and the relationship with their subsequent behaviours and use of the technology in the classroom. Initial findings indicate that prolonged exposure and use of a mobile device (in this case

the iPad) by pre-service teachers challenges many of their existing attitudes, not just about technology but about their pedagogical thinking and values and the kind of teacher they aspire to be. In effect it challenges students to reconsider their personal and professional identities and for some students this amounts to a transformational experience. However, the relationship is not a simple one and students are still confronted by genuine 'first order barriers' such as the reluctance of their school based mentors to engage with mobile technologies and the actions of school 'gatekeepers' such as IT technicians, who curtail their freedom to act in ways which are congruent with their espoused theories of learning. These dilemmas and issues are discussed further in the paper which explores how pre-service teachers' attitudes and beliefs about the value of technology evolve over the course of a one year programme and what effect this has on both their espoused theories of learning and their enacted practices in the classroom.

Professor Linda Clarke

Institute for Research in Social Sciences, School of Education,
University of Ulster, Northern Ireland

Teacher Education: affordances and barriers

This paper reports on a pilot project which is jointly funded by DCAL (the Department for Culture, Arts and Leisure) and the Faculty of Social Sciences at Ulster University.

The work builds on a considerable hinterland of Education Technology research in Initial Teacher Education within Ulster where successive 'waves' of technology have been deployed and evaluated over the past 40 years. Like Selwyn (2011), teacher educators considered that iPads seemed to provide a distinctively engaging, mobile and multifunctional device offering a convergence of the affordances of many of the previous devices. By April 2014 there were over 10,000 iPads (ITeach figures) in use by teachers and pupils within schools in Northern Ireland (c.330,000 pupils). iPads were loaned to those student teachers and staff who did not have their own and some basic creative apps were provided. Initial training for both tutors and students was provided by Nerve Centre staff. Students were encouraged to use the iPads to enhance both their own learning and their teaching.

Some data has been collected across the year about the use of iPads by student teachers during the initial pilot phase (n=84). The paper will report on this data in respect of deployment, affordances (uses, purposes) and barriers to use. On a rating scale of '1' to '10' where '1' was 'no impact', and '10' was 'complete transformation', the students indicated how far the use of iPads had affected their learning during their course. Rankings were clustered between 3 and 6. Most students rated the effect of iPads as '4' (22.86%), in close second place was '6' (20.25%), in third place was '5' (15.18%), and in fourth place '3' (12.65%). The lowest rating of '1' was given by 2.53% of students, and '2' was given by 8.85%. The highest rating of '9' was given by just 3.79%, although '8' was awarded by 6.32%. The mean was 4.84%. No respondent awarded a '10'. There was one nil response. Using the same rating scale of '1' to '10', the students were asked to rank the effects the iPads had on their practice in schools where '1' was no impact and '10' was complete transformation. Most students rated the effect of

iPads during school experience as '1'. High rankings were given by just three, that is, two said '10' and one '9', with a varied distribution between the lowest and highest rankings. The mean was 4.35% - this compared unfavourably to the anticipated mean of 7.06.

There were two main types of barriers:

- Technical (reported by 60/84 students) – for example, linking to projectors/whiteboards and lack of wifi.
 - Pedagogical (7/84) – issues of time and confidence.
- In addition, on the second teaching practice, two schools would not permit the use of iPads as this was deemed to be in contravention of school policy which permitted only the use of school-owned equipment. The students were also asked about how the university-based training could be improved. They requested more subject specific training and more advice on overcoming technical barriers – where this is possible.

Paul Flynn

PhD Candidate, School of Education, NUI Galway, Ireland

A Framework Towards Enhanced Engagement with the History of Education for Pre-Service Teachers

Formal discourse on the relevance of foundational studies to initial teacher education (ITE) suggests that engagement with the history of education has declined over recent decades. (Beach & Bagley, 2012; Kerr, Mandzuk & Raptis, 2011; Crook, 2002) While ITE programmes aspire to reconcile the history of education with the learning experience of pre-service teachers, this foundational study remains a peripherality. (Clarke, Lodge & Slevin, 2012) A review of pertinent literature reveals a dearth of work carried out on enhancing engagement with the history of education using educational technology, suggesting a new paradigm is needed. (Kerr et al., 2011) Mobile educational technology provides a portal for a personalised exploration of the history of education. Placing such studies within a ubiquitous platform may establish a cogent personal engagement and challenge the peripherality that the history of education is experiencing. (Kerr et al., 2011; Clarke et al., 2012) Tentative explorations in this field of study that stem from pockets and backpacks may present opportunities for students

to establish assured connections with ideas about teaching and learning. (Mishra, Koehler & Kereluik, 2009) This paper outlines a design-based research (Brown, Collins, 1992) pilot project, 'Give Your TWO-CENTS Worth', aimed at exploring how engagement with the history of education can be enhanced using mobile educational technology, in a computer supported collaborative learning (CSCL) environment. (Hoadley, 2002; Stahl, 2004). Specifically examined is how such an engagement aids pre-service teachers examine past educational experiences, explore their contemporaneous position in education and discover their relationship with the history of education not yet written. Analysis of initial data indicates enhanced engagement and an increased perception of the relevance of the history of education to professional development.

Matt Glowatz & Dr. Orna O'Brien

Lecturer, Management Information Systems, University College Dublin, Ireland

A Technological, Pedagogical and Content Knowledge (TPACK) Framework in the context of a Social Networking Site used for Academic Engagement

Research into the use of social media for academic purposes is increasingly emerging. Such research suggests that a social networking site (SNS), such as Facebook, could be used as an innovative tool for teaching purposes. However, much of previous research has focused on outlining the experience of students and the empirical evidence to date reports how a SNS may develop a higher level of academic engagement amongst students. In addition, research in this field has overlooked review of the pedagogy involved in utilising a SNS for education purposes successfully. Previously, Koehler and Mishra (2009) proposed the TPACK framework to explore the relationship of technology in teaching which builds the basis for this research. This paper explores the suitability of the TPACK framework in the context of utilising SNSs and reviews its relevance to the adoption of a SNS as a teaching tool. As today's student cohort utilises mobile technologies for both private and academic purposes, the authors also identify innovative mobile initiatives to be

implemented as part of an individual's curriculum design on the basis of TPACK. This paper explores the suitability of the TPACK framework in the context of utilising SNSs and reviews its relevance to the adoption of a SNS as a teaching tool. As today's student cohort utilises mobile technologies for both private and academic purposes, the authors also identify innovative mobile initiatives to be implemented as part of an individual's curriculum design.

Professor John Ittelston

CalStateTEACH, CSU Monterey Bay, USA

Mobility in teacher Education: The Technology Tango Online and On the Ground

CalStateTEACH is a statewide public university online and site-supported teacher preparation program developed to provide access and equity to teacher candidates from diverse underserved schools. In 2010, the program launched a one-to-one mobile learning initiative utilizing the revolutionary interface of the iPad and was designated an Apple Distinguished Program and awarded the AACTE's Best Practice Award of the Innovative Use of Technology in 2013-14.

The program responded to:

- 1) the educational paradigm shift necessary to meet the challenges of a global economy (Partnership for 21st Century Skills, 2008 and Carroll, 2007);
- 2) the uneven integration of technology in rural and high poverty urban schools (Becker, 2006, Warschauer and Matuchniak, 2010);
- 3) the need for teacher preparation to prepare candidates in educational technologies and technology literacies (Lei, 2009 and Educators, Technology and 21st Century Skills: Dispelling Five Myths, 2010); and
- 4) the need to provide the curriculum and clinical experience to enable candidates to understand how technology intersects with content and

pedagogy and to make connections among technology, content and pedagogy (Harris, Mishra & Koehler, 2009; Koehler & Mishra, 2010; Mishra & Koehler, 2009; Mishra, Koehler, Zellner and Kereluik, 2012)

The iPad provides continuous access to the tools of teacher preparation and is the candidates' window to both personal and professional social networks. It has become the hub of instruction in academic coursework as well as in the classrooms where candidates practice teaching and collaborate with school site mentors. Candidates utilize the iPad to present content to children and to support children in making and demonstrating content. Technology provides assistance and support for candidates to differentiate in innovative ways. The CalStateTEACH program's technology practices provide a cost effective model to re-conceptualize teacher preparation by integrating today's 21st century curriculum and mobile technology; providing incentives for faculty innovation; modifying clinical practice to deepen reflection, communication, and collaboration; engaging candidates in collaborative project based teaching experiences; and collaborating with underserved urban school

partners to provide training for P-12 teachers working with pre-service teachers. The success of this educational technology initiative provides a design for a robust integration of educational technology and teacher education using a relatively inexpensive hand-held device that can be disseminated to urban and rural classrooms. This low cost supports the sustainability and dissemination of the technological innovations. New models for teacher assessment created by the program to measure new skills such as collaborative teaching, problem-based teaching, and real-life technical applications are available for replication, modification, and dissemination. Candidates complete their preliminary credential in one calendar year and are encouraged to complete their MS in Instructional Science and Technology at CSUMB. MIST is an interdisciplinary program that integrates information technology, instructional design and learning sciences, responding to the increasing demand for professionals who understand learning theory, instructional design and technology, interactive media design and development, assessment and research.

Dr. Miriam Judge

School of Communications, Dublin City University, Ireland

iPods, Apps, Animation, Action!

A Case study analysis of the impact of the iPod Touch Project on classroom practices and creativity in Irish Schools

The Horizon Report (2011) argued that mobile technologies merited close attention as an emerging technology for teaching and learning particularly as devices such as iPods, smartphones and tablets represented viable alternatives to heavier, more expensive laptop computers and envisaged their widespread adoption as tools for learning as imminent. In light of this report the Computers in Education Society of Ireland (CESI), a voluntary organization which promotes the use of ICT in education, initiated the iPod Touch Project. This project which aimed to explore how handheld mobile devices such as the iPod Touch could be used to enhance teaching and learning took place over the two year period 2012 to 2014. Seven schools representing the primary, post primary and PLC sectors who were supplied with 30 iPod devices and a mobile kart system by CESI, for a period of 2-3 months per school, participated in the project. Research support for the project was provided by Dublin City University who awarded a six month full time research fellowship to an

academic member of staff to conduct research on the project. Using a case study methodological framework (Stake, 1995; Stufflebeam & Shinkfield 2007; Yin, 2009) to guide the research, the researcher used a combination of qualitative data gathering tools such as classroom observations teacher interviews and student focus groups to explore the following key research questions: In what way do the iPod Touch devices help to promote innovative and effective teaching and learning?

- How well do these devices support and enhance the Irish curriculum?
- What impact, if any, are these devices having on students learning including attitudes and achievements as well as exploring pupil's interaction with these new learning tools?
- Do teachers exploit the full range of the devices' teaching and learning capabilities or are certain activities preferred to others – if so why and what does that tell us about educational change?
- What are the barriers to effective use of these

devices and how can teachers and schools overcome these barriers?

- In what way do the devices differ in the educational setting and are their respective affordance capabilities more suited to different age groups or different students?
- What are the pedagogical aspects, technical issues and professional development needs of teachers as they integrate these new technologies into their classrooms?
- In what way can the devices be best used to complement and augment existing school based technology tools to enhance the overall student learning experience?

This presentation will discuss the project's main findings, in particular the advantages and limitations of the iPod Touch device as a teaching and learning tool and the way in which the device was used to support classroom practices and creativity.

Dr. Frank Kehoe

Educational Technologist, University College Dublin, Ireland

Practitioners as Innovators

Investigating tablet integration through the development of the TPACK framework using Action Research

As technology is becoming more ubiquitous in the education sector, many schools and colleges are now embracing the use of tablets, with many more contemplating making this move and endorsing this recent technology. In many places there has been an urgency to get tablet devices into the classroom, with tablets offering lots of potential to school management, students and teachers. This has caused some haste, with tablets being introduced without the necessary complete planning for the full aspect of this technology to be successful.

This research concerns the integration of tablet devices into the Further Education classroom using Action Research, from the teacher's viewpoint. Teachers should be one of the main components in the tablet integration process, but in many schools and colleges they are not being advised or mentored enough when integrating this new technology into the classroom for the first time. Based on the outcomes of this research, a new framework is developed, which is devised from an existing

framework known as the Technology, Pedagogy, and Content Knowledge framework – TPACK (Mishra & Koehler, 2006). This new framework, TPACK-TAB, offers a guide and scaffold so that teachers can work together in small communities and follow a plan for integrating tablets using cycles of Action Research which encompasses all of the three knowledge aspects of the project, Content, Pedagogical and Technological. This framework has the potential to change how tablets are integrated into the classroom by teachers and can be used as a template for schools and colleges about to start their journey with tablet technology. The opportunities for tablet use in the classroom and the potential for content creation now and into the future are also answered by this research. All of these will serve as important original additions to the existing limited literature on tablet technology, but can also assist teachers currently in the classroom on a practical level with tablet integration.

Dr. Bonnie Long

Educational Technologist, School of Education, NUI Galway, Ireland

Designing Digital Storytelling Creative Technology for Reflection in Initial Teacher Education

Creative Technology for Reflection in Initial Teacher Education: Designing Digital Storytelling A digital story is a short, 3-5 minute video, produced by someone who is not a media professional. The creation of a digital story includes incorporating multimedia components such as still images, music, video and a narration in the author's own voice. This paper discusses the results of a four year PhD study which examined the use of digital storytelling as a method of enhancing pre-service teachers' ability to reflect on their practice. Reflection represents a foundational, core developmental activity in teacher professional education. Reflection can, however, prove challenging, and even problematic, particularly for novice, pre-service teachers (Calderhead, 1989; Hatton & Smith, 1995; Korthagen, 2001; MacLeod & Cowieson, 2001; Moon, 1999). Narrative and technology potentially afford possibilities to render reflection more engaging and interactive (Barrett, 2005). Employing a design-based research (DBR) methodology, the research reported in this paper explored whether and how digital storytelling - as a potential synergy of narrative and technology - could be designed and deployed to enhance reflection in initial teacher education. Positioned in the context of

similar developments and innovations internationally, this research is inspired by, and builds on the extant international research in the field of digital storytelling. Following a DBR process, the research utilised a theoretically-informed design framework: R-NEST, which arose from the identification of key issues, or themes, during the review of the literature. The R-NEST model further emerged in the context of iteratively developing and adapting the digital storytelling intervention, informed by key relevant theories in education, namely reflection, narrative, engagement, sociality and technology. This framework was utilised, in three major design cycles, on a longitudinal basis over a period of four years, to explore systematically the development of a digital storytelling intervention with 308 pre-service teachers. The intervention was evaluated using a range of products from the design process, including the pre-service teachers' completed digital stories, their 'working portfolios', online discussion boards, a post digital storytelling questionnaire and qualitative feedback. The data derived from these evaluations were the subject of critical analysis, informed by the R-NEST design model. The contribution of the research to the

understanding of digital storytelling as a technology-enhanced reflective process for pre-service teachers is significant and threefold.

- Firstly, the research establishes systematically the potential of digital storytelling as a technology-enhanced reflective process for supporting and augmenting reflection in initial teacher education.
- Secondly, through the detailed articulation of a longitudinal and repeatable DBR process, the research demonstrates practically how a digital storytelling intervention was designed and developed to enhance reflection in an initial teacher education program.
- Thirdly, the study contributes to advancing design research, producing a design model: R-NEST, which can be adapted and adopted by other design researchers, educators and education technologists, in designing digital storytelling to enhance pre-service teachers' professional practice learning.

Although beyond the immediate scope of this study, this robust R-NEST design model could be adapted to support the design of technology to enhance professional learning in other disciplines.

Dr. Brendan MacMahon

MGO Programme Director, School of Education, NUI Galway, Ireland

iTE: The use of iPads on a second level Initial Teacher Education programme

Mobile technology is now embedded in everyday life and offers a wide range of possibilities for teaching and learning in schools. In Ireland, the potential of information and communication technology (ICT) in an educational context is recognised in the National Digital Strategy (Department of Communications, Energy and Natural Resources 2013) and explicitly outlined in recent major national policy on education. The National Strategy to Improve Literacy and Numeracy among Children and Young People (Department for Education and Skills, 2011) includes digital media in its definition of literacy and stresses the role it can play in all aspects of education from early childhood to adulthood. At post-primary level, a new Framework for Junior Cycle (Department of Education and Skills, 2012) positions digital media as a key element in student learning, and the development of ICT skills is emphasised within the self-evaluation process in schools to ensure that students become active learners 'during lessons and outside of lessons' (Department of

Education and Skills 2012). ICT is now also a mandatory element of all initial teacher education (ITE) programmes, with student teachers expected to demonstrate knowledge and understanding and use it 'effectively to aid pupil learning' (Teaching Council, 2011). A forthcoming National Digital Strategy for Schools will aim to promote best practice with technology in Irish classrooms and to co-ordinate how ICT can be 'effectively used in teaching, learning and assessment across each of these policy initiatives' (Butler et al., 2013).

Research on the use of iPads in initial teacher education is limited, however. This paper outlines a research study on the impact of 1:1 (one-to-one) iPad deployment on the *Dioplóma Gairmiúil san Oideachas* (Professional Diploma in Education), a one year, Irish medium, initial teacher education programme for post-primary teachers in Ireland. Irish medium schools are to the forefront in adopting mobile technology for use by teachers and pupils. As a result, iPad was a course requirement for all

student teachers accepting a place on the programme in 2013-14, making it the first initial teacher education programme in Ireland to adopt iPads 1:1. The specific purpose of this study was to investigate if, and in what way, iPad supported the professional learning of student teachers on the programme and to examine the impact on their pedagogical approaches to teaching, learning and assessment. Findings show that new spaces and networks are created which enable feedback, sharing and peer-learning. Using iPad as a tool for pedagogical design also facilitates the development of TPACK and the integration of technology within student teachers' approaches to teaching, learning and assessment. Implications for initial teacher education providers and the integration of technology within schools are outlined.

James Northridge

Director, UrAbility/Atempo, Ireland/Austria

Inclusive Education with Tablets - IncluEdu

The fast proliferation of smartphones and tablet computers indicated the trend towards mobile use of ICT, expected to equally innovate learning and teaching in numerous ways, including individualised, anytime and mobile access to learning opportunities for all. Research suggests a profound effect of tablets on pedagogy and on learners who appear to have greater engagement with learning and collaboration with peers increases (One-to-one Tablets in Secondary Schools – An Evaluation Study, 2013). For learners with special needs, mobile technologies allow for an even wider individualisation of learning materials and adaptation to personal learning styles. Due to the powerful built-in accessibility features mobile devices are much more accessible than desktop computers. Yet, educational organisations like schools are often not ready to adopt mobile technologies and to realise their potentials for broader inclusion. Only about 25 – 30% of learners are taught by teachers who have had a compulsory ICT training in their own education (DG Communications Networks, Content & Technology, 2013). Key findings of the Survey of Schools: ICT in Education report (2013; p. 20) which

benchmarked access, use and attitudes to technology in 31 countries, were:

- 1 Orientation towards capacity building for ICT pedagogical expertise at school level
 - 2 Increasing professional development opportunities of teachers with regard to ICT use in teaching and learning
 - 3 Provision of technical and pedagogical support to implement ICT in teaching and learning
- The Strategic Partnership “Inclusive Education with Tablets - IncluEdu” will directly respond to these findings and develop, test and implement outcomes relevant to stimulate a wider uptake of ICT in teaching and learning to increase the level of inclusion. IncluEdu will support a wide array of educational organisations in this process of change, with a particular focus on compulsory education. The primary aim of this three year European project is to create an innovative, European-wide, modularised further education programme for, and network of, education providers by exploiting the huge potentials of tablet computers for wider inclusion of learners with special needs. The aim is that these organisations gain the necessary competencies to successfully

introduce mobile technologies such as tablets to support inclusion within their organisation. Project outcomes are individualised courses that cover sets of teaching and learning scenarios using tablets, and guidelines, best-practice examples and materials. Schools that want to use mobile technologies, finally will also be able to connect to the network of other educators to exchange and to get support in implementing ICT in teaching and learning. In summary, the project will contribute to enhancing the professional development of teachers and management staff of schools and other educational organisations by innovating and increasing the quality and range of continuing training, particularly with regard to implementing ICT-based methodologies to increase the organisation's level of inclusiveness and its capacity to adapt their quality of learning provisions to the fast pace of developments in inclusive education. (Project started in September 2014 and will run for 3 years, with a number of international partners: Ireland, Austria, United Kingdom, Finland and Germany).

Dr. Marcus Ó Conaire

Developer R&D, Ard-Media, Germany

Creating a niche multimedia and educational portal in a linked data environment

The creation of a novel and niche content aggregator is presented here in terms of its development to date and motivations for its creation. The key areas of interest are discussed; firstly why create such a platform from scratch? If mandatory organizations already looking after this, does this represent duplication of efforts? The second is audience reach and sustainability. From what is outwardly visible at this stage, the project can be presented first of all in terms of its base portal (including germane research and development), and secondly, the high-access educational platform iTunes U, with which it is linked. The former is discussed in terms of its effectiveness as a result of language-specific solutions supporting the platform; its function as a catalytic vehicle for the dissemination of previously unavailable content that has not been heretofore the domain of traditional archives. The latter is discussed in terms of its effectiveness of reaching a large in international and education-centered audience.

Linda O'Sullivan

Directorate of Creativity, Innovation and Research,
IADT Dún Laoghaire, Ireland

‘School in a Box’ in an Adult Literacy Setting in Mozambique

School in a Box in an Adult Literacy setting in Mozambique Literacy levels in Mozambique are at 50% of the total population and less in rural areas. Only 30% of students finish primary school and around half of those progress to secondary school. Many of the dropouts from primary schools end up in Adult literacy centres. These centres are often co-located with schools, in rural areas, often without access to electricity. The average age of students is 13, most of whom are female. The average qualifications of the teachers are 7 years primary education with 3 months teacher training. None have used technology other than a simple mobile phone before, and most live without electricity. This project aims to explore the potential of IADT's School in a Box technology and methodology for improving participation and learning in adult literacy in remote environments in Mozambique. The project is co-ordinated by the UNESCO office in Maputo, and collaborates with Ministry for Education and the local adult literacy teacher training agency. Technology: School in a Box

comprises of an iPad connected to a projector and powered by solar battery and solar panels. Content creation apps are pre-loaded onto the iPads, as well as some other content support apps. The iPad is used as a content creation tool, as well as a delivery tool in the classroom. It is a whole class solution, as one kit is provided per classroom. Methodology: Training was carried out in 3 stages for this project by a Portuguese Apple Professional Development trainer; each training session lasting 3 days. The first was for Ministry for Education staff, with the emphasis on building skills in creating content using simple content creation apps. The second training was for the adult literacy teachers. The third training session took place in early April 2014, and the emphasis was on integration with curriculum and lesson plans, with a blended approach. Existing content is sparse. The SIAB methodology focuses on working with the teachers to identify areas of learning that teachers and students struggle with, and collectively explore how solutions can be found using the iPad. All

content created is linked to lesson plans and curriculum. Regular monitoring and evaluation activities are carried out by local partners. Baseline measures have been taken, attendance and progression are being recorded, and measures are being repeated at intervals during the study. Early Findings: **Teacher Skills**; training time with teachers who have never used technology before can be short. Apps provide essential support to teacher skills, with a blended approach working most successfully. **Content**; a bank of content linked to lesson plans integrated with curriculum can be created very quickly, supported by apps. **Disruption**; the introduction of the SIAB disruptive technology is forcing participating teachers away from heavy reliance on rote learning and repetition. **Sustainability**; training on SIAB technology and methodology can now be carried out by local teacher training agency, who also manage content locally. The project is wholly owned by the local partners.

Dr. Sharon Russell

Systemwide Director, CalStateTEACH, California State University, USA

Mobilization and Transformation

CalStateTEACH is a statewide public university online, site-supported teacher preparation program developed to provide access and equity to teacher candidates from diverse underserved rural and urban schools http://www.calstateteach.net/index.php?page=video_player&video_id=9. In 2010, the program launched a one-to-one mobile learning initiative utilizing the revolutionary interface of the iPad and incorporated 21st century knowledge and skills and research in cognition and brain function to prepare tomorrow's teachers into a revised curriculum <http://www.youtube.com/watch?v=zVbJ9IRntUM>. The goal was to prepare creative, collaborative and reflective teachers who understand the important relationships among technology, content, and pedagogy for diverse children and underserved schools. In December 2012, the program was designated an Apple Distinguished Program. The initiative responded to:

- 1) the educational paradigm shift necessary to meet the challenges of a global economy (Partnership for 21st Century Skills, 2008 and Carroll, 2007);
- 2) the uneven integration of technology in rural and

high poverty urban schools (Becker, 2006, Warschauer and Matuchniak, 2010); and

- 3) the need for teacher preparation to prepare candidates in educational technologies and technology literacies (Lei, 2009).

The project's initial intent was to modernize the curriculum, optimize the use of technology as a tool for learning and teaching, and reduce the digital divide across urban and rural partner schools. It ended up transforming every aspect of the program: the conceptualization of curriculum, the definition of candidate outcomes, personalization of faculty development (Harris, 2008) creation of e-supervision tools, and the automation of business processes and the unit assessment system. Mobilization led us through automation to holistic transformation (Salcito, 2012). The iPad provides continuous access to the tools of teacher preparation and is the candidates' window to both personal and professional social networks. It has become the hub of instruction in academic coursework as well as in the classrooms where candidates practice teaching and collaborate with school site mentors.

Candidates utilize the iPad to present content to children and to support children in making and demonstrating content. The expectation of using personal mobile devices within the classroom invites innovation from teacher candidates. Technology provides assistance and support for candidates to differentiate in innovative ways. CalStateTEACH teacher candidates acquire new 21st Century knowledge and skills, use new media literacies and digital tools, work on collaborative teams, create new strategies and techniques, use appropriate technologies for teaching and learning, and create new spaces for teaching and learning. CalStateTEACH collaborates with its public school partners in transformative processes by supporting professional development of present teachers and creating new models of clinical practice (AACTE, 2010 and Drew, Mims, and Persichitte, 2012).

Keith Young

PhD Candidate, Maynooth University, Ireland

Students' Attitudes to Digital Textbooks

This study examined students' attitudes to the use of digital textbooks in Irish post-primary schools. The use of mobile devices and digital textbooks in these schools now exceeds 10% of students nationally and represents significant expenditure of time, resources and effort in the creation of mobile learning programmes across the education sector. Recent international studies and media reports concerning the acceptability and cognitive impact of e-readers to students at all levels of education highlight the need for more in-depth research. This study took a narrow focus on user acceptance in the post-primary sector and was set within schools that had adopted mobile devices for students. Administered through an anonymous student questionnaire, the study examined aspects of students' usage of, and attitudes towards, digital textbooks on their personal tablet computers.

The focus areas included:

(a) students' usage of their mobile device; particularly how often they used it as an e-reader versus other types of usage,

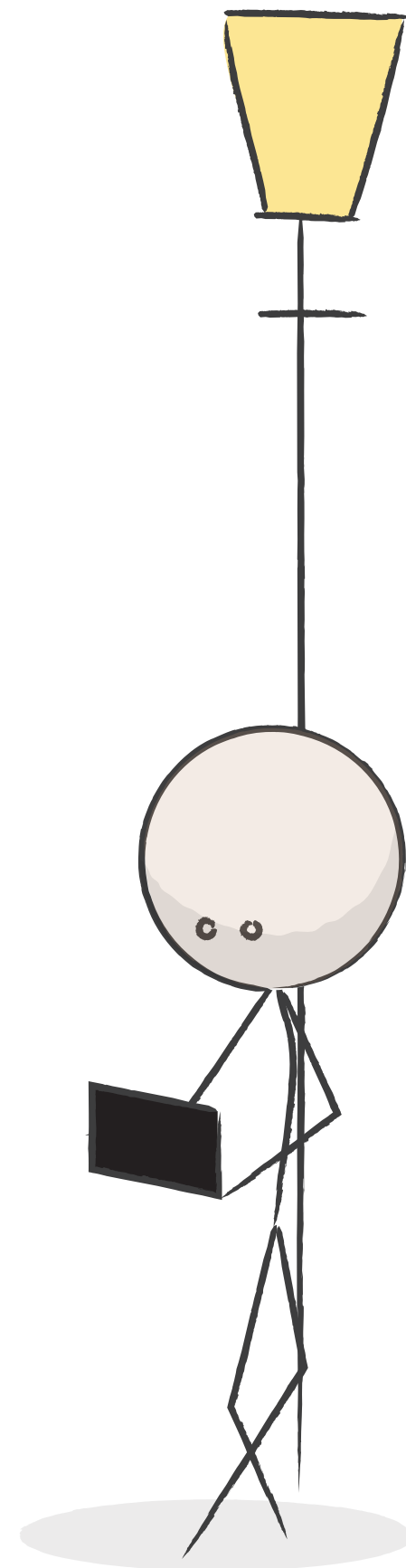
(b) whether students supplemented the content from digital textbooks with other resources from the internet,

(c) to quantify what proportion of educational content comes from the digital textbook alone, and

(d) to understand students' preferences for reading and engaging with textbooks: whether digitally or in print.

The results will allow schools to make more informed decisions about whether to focus on e-reading (and the resulting lighter schoolbags) or to focus on other potential benefits of mobile learning as they develop their technology initiatives. Schools will also benefit from bringing the student voice into the decision-making process, a voice largely absent at the outset of these projects. Mobile learning has the potential to enable and enhance reforms currently underway in Ireland's education system; the degree to which it is used and the students' role in shaping that will be relevant to future teachers.

Saturday's Speakers



Dr. Martin Brown

PDST, Ireland

Dr. Martin Brown is an advisor with the Professional Development Service for Teachers. He works with schools and teachers throughout the country to integrate ICT into teaching and learning, the purpose of which is to enhance: learner outcomes; student experience; and teacher practice in a pragmatic and purposeful way.

From policy to practice - Using Mobile Technologies for Assessment and Evaluation in a school environment

Abstract:

Assessment has come to the forefront of educational policy and practice both nationally and internationally. This has also occurred in tandem with the introduction of other parallel initiatives such as School Self Evaluation and, recognition of the need to improve student literacy and numeracy competencies both at a system and school level. From policy to practice, the focus of this workshop is to demonstrate the benefits of and ease of use to which mobile technologies (e.g. Kahoot, Mentimeter, and Socrative) can be used to enhance evaluation and assessment practice in a school environment.

Cormac Cahill

Carrigaline Educate Together National School, Cork, Ireland

Cormac is a Primary School Teacher currently working in an Autism Unit at Carrigaline Educate Together National School in Cork. He is a graduate of Mary Immaculate College in Limerick and also holds a Masters Degree in Digital Media Development for Education from the University of Limerick. He is also an Apple Distinguished Educator.

21st Century Storytelling in a Primary School Classroom with an iPad

Abstract:

The Irish are renowned for their ability to tell stories. But storytelling has evolved from the oral traditions of old. 21st century children are seeking access to 21st century tools to tell their stories. This presentation showcases and takes you through the steps involved in a project undertaken (and instigated) by the children in an Autism Unit using an Apple iPad which encompassed Gaming, Comics, Digital Books and a Movie (Overall winner of the Fís Film Festival in 2014). While this project was undertaken in a Special Autism Unit the steps involved would be invaluable in any classroom.

Thomas Creighton

Apple Professional Development Consultant, Ireland

Thomas is an Apple Professional Development Consultant (APD) providing teachers/ educators and the agencies that support them with extensive training in the field of mobile technology in the classroom and 21st Century Learning design. He works with all levels of the education system and with a keen interest in accessibility, he examines technology to see how it can support a wide range of learners with different needs and abilities. He can be contacted to arrange Professional Development courses for you at thomascreighton@mac.com

Reaching all learners: Accessibility on iPad

Abstract:

This demonstration will focus on the built-in features of an iPad which can help to provide additional support for learners in the areas of vision, audio, literacy, physical and motor, as well as controls to help you keep students focussed on a task.

Brian Daly

Adamstown Community College, Dublin, Ireland

Brian Daly teaches in Adamstown Community College (ACC), a Dublin and Dún Laoghaire Education and Training Board school, located just south of Lucan, Dublin. He is also the founder of scoilscamail.ie, an innovative, teacher-driven EdTech startup. Brian has taught for over 20 years and is passionate, but realistic, about the integration of technology in schools.

The Cloud at the Chalkface

Abstract:

Cloud computing is destined to become an integral part of the educational landscape. Google Apps for Education (GAFE) is one Cloud solution used by many Irish schools. In this presentation Brian Daly outlines the practical benefits to using GAFE in a school environment. From routine administrative tasks to collaboration, communication and teaching this presentation will appeal to all those interested in using a “Cloud”.

Fionn Delahunty

Psychology Student, NUI Galway, Ireland

Darren Kelly

Biomedical Science Student, NUI Galway, Ireland

Dr. Sharon Flynn

Assistant Director, Centre for Excellence in Learning and Teaching (CELT), NUI Galway, Ireland

Fionn Delahunty and Darren Kelly are both second year undergraduate students at NUI Galway, studying Psychology and Biomedical Science respectively. Fionn is a freelance social media manager and website designer.

Darren has interests in research, science outreach and is Vice-Auditor of the University's Neurological Society.

Sharon Flynn is assistant director with the Centre for Excellence in Learning and Teaching at NUI Galway. She has a particular interest in the use of technologies to support teaching and learning in Higher Education.

Creating a mobile app for education, for students by students

Abstract:

A team of students and staff came together this year to create a mobile app for NUI Galway students, led by the students themselves funded by the Student Union Explore initiative. This cross disciplinary team used market research to choose the most important services to the student population. The application was developed without any knowledge of coding or app development, using only the "Mosaic" system by Blackboard Inc. This presentation will show how students can lead the development of their own application along with support from a range of staff to create a mobile application that neither could make alone. The team have presented this topic at national and international conferences.

Mark Finlay

Regional Advisor, PDST, Ireland

Mark Finlay is a regional advisor with the PDST (Professional Development Service for Teachers). He is seconded from Bushypark N.S. in Galway city. Mark has delivered a range of ICT courses for PDST and is currently involved in course design in a range of primary curricular areas such as numeracy, assessment and active learning through ICT. Mark worked in the ICT industry prior to working in education.

Informing Learning Through Mobile Technologies

Abstract:

This presentation will focus on the effective use of mobile technologies to inform learning in the classroom. The session will focus on methods of enhancing learning in the classroom through the use of sites such as Scoilnet, Britannica School, Google Cultural Institute and Instagrok.

Aedamar Frawley

Learning Data – Irish Educational Technology Company & Post-Primary Mathematics Teacher, Ireland

Primarily my experience lies in teaching post-primary Project Mathematics to all levels. My experience ranges from working with young people from minority groups, teaching EFL to adults and teenagers as well as post-primary Mathematics and English. I am very interested in and enthused by the use of technology as a tool to encourage, motivate, and captivate learners. In the future I hope to do further study and research at third level to investigate what type of ongoing professional development is required for the inside classroom keep up with the rapidly changing outside real world, how to determine meaningful usage and ascertain the essentials components to create safe usage and support structures within schools in order to successfully incorporate technology into twenty-first century teaching and learning.

Teaching Mathematics using a Mobile Device and a VLE

Abstract:

The presentation will map my own journey from university to the classroom. I will discuss:

- Looking at the level of technology used from my own experience as a learner
- Shedding the fear of not being the expert in the classroom
- Being open to change and how to begin using a tablet for interactive board in the class
- The transformation in my teaching and previous behaviour and beliefs
- Remarking the reaction from my students (expanding teaching and learning beyond the text book, time and space)
- Using VLEs and teaching going forward
- Extending student device usage beyond e-readers

Emma Suatman Gallagher

Marino College, Dublin, Ireland

Emma is an experienced teacher of Irish and English. She is the Literacy Link teacher in Marino College and delivers CPD through PDST TiE in the area of literacy and numeracy using mobile devices. Emma completed her Masters in Education and Training Management specialising in e-learning at DCU in 2011. Her thesis looked at using animation to support NQT induction and mentoring, it was selected for publication in EJOLTS and presented at the international DIVERSE conference 2011.

SSE, Literacy Link and CPD: mobile devices as integral operator in a whole school literacy strategy

Abstract:

This presentation will be a practical exploration of the use of mobile devices, in this case iPads, to facilitate whole school data gathering, analysis, evaluation and CPD in an urban DEIS school with 1:1 iPad deployment. It will show the interplay of the School Self Evaluation process and the role of the Literacy Link teacher, while addressing the development of staff digital literacies in the organisation of CPD. The session will be of special interest to schools utilising Google Apps for Education.

David Mc Mahon

Regional Advisor, PDST, Ireland

David Mc Mahon is a regional advisor with the PDST (Professional Development Service for Teachers) since 2011. He is seconded from Scoil Chríost Rí in Ennis, Co. Clare. David is involved in the design and facilitation of PDST Technology in Education term - time and summer courses in a range of primary curriculum areas such as literacy, numeracy, assessment and active learning through ICT.

Seán Gallagher - Deputy Director of the PDST (Professional Development Service for Teachers) with responsibility for ICT. Seán has been in his present role since 2012. He is seconded from the post of Principal of Attymass National School, Ballina, Co. Mayo. Seán is involved in the design and facilitation of PDST Technology in Education term - time and summer courses in a range of primary curricular areas such as literacy, numeracy, assessment and active learning through ICT.

Seán Gallagher

Deputy Director, PDST, Ireland

A continuum for using video in an active learning environment

Abstract:

This workshop will focus on a variety of tools to assist in the use of video in the classroom for both teacher and pupil activity. Teachers and pupils can find and select hours of video content of immediate relevance to their respective teaching and learning. Simply referring a student to view a video piece at one end of a continuum to building a range of activities and quizzes into an existing video, a range of online applications make working with video a very engaging and fruitful process. This workshop will demonstrate how these online applications can be introduced to Irish classrooms.

Kenneth Nally

Balla Secondary School, Mayo, Ireland

Kenneth has taught English and History at Balla Secondary School since 2004. Prior to this he taught as part of NUIG's Centre for Irish Studies and English Dept. He teaches in a single terminal "connected classroom" where students' mobile devices are used at times.

Teaching with Twine, Digital Literature and Gaming's Makey MaKey

Abstract:

This presentation will explore the use of Twine in the classroom. Twine is an online tool for creating hypertext games. Although it requires no programming knowledge it facilitates students in developing text games in the mode of the 'build your own adventure' books while also being capable of incorporating sound and visuals.

The session will look at the possibilities Twine offers for:

- active and collaborative learning and creativity across the curriculum
- exploring the complexities of decision-making in areas such as SPHE and CSPE
- introducing students to programming and coding

James Northridge

Director, UrAbility/Atempo, Ireland/Austria

James experiences the challenges that come with dyslexia on a daily basis and knows its impact on education and life all too well. He is fresh from tackling the Dragons on RTE's Dragons Den in May and ended up winning an investment for his business UrAbility, which supply's assistive technology training and software to schools, colleges and businesses around Ireland. James has a background in IT, business & disability, he has a MSc in Rehabilitation & Disability Studies from UCD and studied his undergrad in UCC in Business Information Systems. He has previously worked in IT roles with UCD, Accenture & PA Consulting. Having also worked for Ahead (Association for Higher Education Access & Disability).

Does one size fit all? Using tablets for literacy & numeracy

Abstract:

Technology is all around us, however are we using it in the right way? Is it being used effectively to ensure that all learners advance. In this presentation James will draw on both his personal, work and academic experiences to enlighten the group as to how we can use tablets to empower all learners. Teachers will walk away from the session with practice solutions to current issues and insights on how to best use some common apps in the classroom with learners of all abilities. He might even give a few tips on dealing with investors on Dragons Den!!

Joanna Norton

University of the Arts, London, UK

Joanna Norton is a teacher, teacher-educator and mobile content entrepreneur working at the intersection of creativity, literacy and science. She is a proponent of including more corpus-based learning within classroom practice and uses such methodologies as the starting point for mobile app development. Joanna lectures at the University of the Arts in central London and is primarily interested in the overlap between literacy, creativity and STEM. She runs creative training workshops for teachers in the area of ideas generation, pedagogy and mobile technology and is a keen advocate of STEM/STEAM education.

Creativity, Pedagogy and Mobile Technology

Abstract:

Our students and the world around us are a constant source of inspiration for lesson ideas. However, finding time to reflect and document such creative ideas takes time, especially when teaching back-to-back lessons on a daily basis. In this session, Joanna will share insight into her process of ideas generation and the role of her sketchbooks, how she aligns creativity with teaching and learning objectives and how mobile technologies are subsequently deployed to ensure students are responsible for both creating and critically evaluating their own content.

Seán Ó Grádaigh

Lecturer in Education, School of Education
NUI Galway, Ireland

Seán & Sinéad are currently employed as a Lecturers in Education in the School of Education, National University of Ireland, Galway. In 2013, they developed and coordinated the first fully integrated 1:1 mobile device deployment on an Initial Teacher Education programme in Europe. Their model integrated iPad technology in every element of the programme from using video reflection of practice to piloting remote and mobile tutor visits. The MGO (Máistir Gairimiúil san Oideachas) programme places a particular emphasis on content creation where students author and publish curricular iBooks and iTunesU courses. Seán is an Apple Distinguished Educator (Class of 2013) and provides Apple Professional Development (APD) training to schools nationwide and across Europe. Seán & Sinéad are the originators and current chairs of MiTE Conference (The First International Conference on Mobile Technologies in Initial Teacher Education). (<http://www.gratek.ie/mite2015>)

Sinéad Ní Ghuidhir

Lecturer in Education, School of Education
NUI Galway, Ireland

Embedding Mobility across an ITE Programme: iPad on the MGO Teacher Education Programme

Abstract:

Seán and Sinéad's presentation will be based on a case study. MGO (The Máistir Gairimiúil san Oideachas) is an Initial Teacher Education Programme delivered entirely through the medium of the Irish language 'Gaeilge'. It is the only programme of its kind in Ireland and is also unique in that it is the only ITE programme that has deployed a mobile device on a 1:1 basis in Ireland. We have embedded iPad in almost all aspects of the course including: iPad for micro-teaching, for remote student school placement visits, for audio and video reflection, for collaboration and peer-mentoring, in 'Educational Technologies' module and iPad for Teaching & Learning resource design and creation. The MGO programme has also conducted research evaluating the impact this deployment has on the programme and relevant data and findings will be presented. The session will also present practical examples of staff use of iPad and student work including student video reflections and iBook publications.

Siobhán O'Sullivan

PDST, Ireland

Siobhán O'Sullivan is a post-primary teacher who is seconded from Malahide Community School to the Professional Development Service for Teachers (PDST). She works with schools and teachers throughout the country to integrate ICT into teaching and learning in a meaningful way, to improve learner experiences and outcomes. Siobhán is a member of the National Executive of the Business Studies Teachers Association of Ireland (BSTAI) and is currently undertaking the MSc Technology and Learning in Trinity College Dublin.

Virtual Classrooms: managing resources and assessment online

Abstract:

This presentation will focus on the use of Virtual Learning Environments (VLEs) such as Edmodo and Google Classroom. Participants will have the opportunity to explore how the use of VLEs can be used to foster digital literacy in students, support formative and summative assessment, as well as improve student engagement.

Alberto Pian

Professor, IIS Bodini-Paravia, Torino, Italy

Teaching in high schools (IIS Bodoni Paravia Turin) and master's degrees (Viterbo, Unituscia; Tor Vergata, Rome, DOL, Polytechnic of Milan). Teacher training, e-learning, collaboration with universities, institutions, companies such as Apple and major publishers. I work with businesses to communicate narrative, storytelling, gamification, development of App. I am a consultant and trainer in projects that employ thousands of iPads in schools and businesses. I'm trainer Espero, ADE (Apple Distinguished Educator), APD (Apple Education Development). Since 1989 I have devised innovative teaching methods. I have published many books, eBooks, articles.

Effectiveness of online revision tools and meeting students demand

Abstract:

This is a new teaching. In my school the big boys, aged 19, do not read anything. Have never read a book. The initial situation is dramatic. Thanks to iPad, many apps that we used, I created a new teaching method to overcome this problem. The idea came from the famous broadcasts CSI. I suggested to the students to imitate the characters and CSI to study the literature and also to build stories. Learn to build and understand the profile of the characters in Literature. I prepared the application to do this job. My goals are simple: to love literature to my learners, helping them to develop a critical sense, learning to see things from all sides, from different angles. Understand that the truth is research. And understand that the purpose is not the truth, but the research. And then learn by playing.

Ailish Ryan

Director of mocks.ie, Ireland

Ailish Ryan is the director of mocks.ie and now irevise.com. mocks.ie is an online resource providing secondary level students with revision tools to improve learning and overall exam performance enabling students to reach their academic goals. [Mocks.ie](https://mocks.ie) the Irish Marketplace for 5 years and is currently used by 20% of Leaving Certificate students and 15% of Junior Certificate students as an additional resource to aid revision and improve their overall academic performance. Since launching mocks.ie have had over 100,000 registrations and our registrations are increasing by 50% year on year. We have just launched irevise.com for the England and Wales marketplace covering GCSE and A-Levels.

Effectiveness of online revision tools and meeting students demand

Abstract:

This presentation will cover surveys undertaken on products and services offered and proposed, willingness of students to spend on additional resources, effectiveness of existing products and services and customer testimonials.

Tobias Schnitter

Secondary Modern School Gauting,
Germany

Tobias and Martin both have an extensive experience as secondary teachers of English. They were amongst the first teachers in Germany to implement and coordinate a 1to1 iPadFsetting in their schools. They are currently involved in teacher training sessions and conferences throughout Germany – with a strong focus on a successful implementation of iPads in all different school types. As English teachers, Tobias and Martin are used to working with iBooks and they both have produced iBooks with different external widgets to enhance feedback options and the possibility to differentiate.

Martin Fritze

Secondary Modern School Abensberg,
Germany

How to enhance your iBooks with external widgets

Abstract:

This session will focus on how to get the most out of your iBooks using external widgets. We will present free thirdF party applications with a huge variety of different widgets and show how to improve your iBooks significantly (with a special focus on feedback and differentiation). Participants should have basic knowledge of iBooks Author. Anyone with a MacBook is welcome to bring it along.

Keith Young

Maynooth University, Ireland

Keith has worked in education for the last 6 years, during that time he has focused on assisting schools integrate ICT into teaching, learning and assessment. Keith has worked with over 40 schools on technology initiatives, in particular using mobile devices. Keith holds an MSc in Education Management (e-learning) and is a PhD candidate at Maynooth University with a research focus on the impact technology has on relationships of learning between students and teachers.

Teaching English with iPad

Abstract:

The workshop aims to demonstrate to pre-service and in-service teachers how to support students' creative endeavours in a revised curriculum by employing technology enhanced writing, assessment and creative processes.

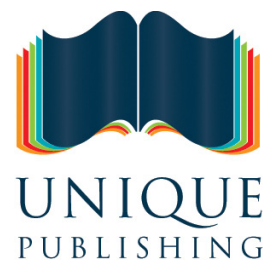
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