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The \$1B iPad debacle in Los Angeles schools- what is

your opinion? Dr. Mark Taormino Instructional/Education Technology Professional Integrating any technology into education requires careful planning and execution. It is rarely a flawless process. We continuously learn new things as we go along. However, one key to technology implementation is to control the controllables. That is, follow the research and examples of others. Don't fall victim to marketing hype and unfounded expectations. While all of the facts are yet to emerge, the decision by

news articles.

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the LAUSD to pull back the iPads is worrisome because it suggests a + Follow Dr. Mark lack of thorough initial planning. Here is my take on the situation, with some hyperlinks embedded in the article to access some of the relevant http://www.examiner.com/article/ipads-los-angeles-schools-taken-back

iPads in Los Angeles schools taken back examiner.com The Los Angeles Unified School District (LAUSD) is under fire for an iPad implementation that has gone iPads..

Comments

awry. It was reported on October 2, 2013 that all Like (4) . Comment (19) . Follow . Reply Privately . 3 days ago

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Tom Layton Online Learning Visionary It is not the technology. It is the implementation. With every wave of new technology the pattern is the same. It is not the lack of planning, it is because of the planning that technology fails. I do not Tom

know how Los Angeles Unified School District rolled out the program, but it was probably

kids get them. They attend training for a day or less and they must report/prove that they are using the devices the way the district has determined they should. The software is selected by district specialists. The applications have been chosen to support an outdated curriculum. The apps are not chosen for student collaboration. Students should not be allowed to interact with other students using any type of social media. Students should be forbidden to take the device home. Parents should not be encouraged to interact with their children using the device. (All eyes on the teacher.) Do not allow any software that students would like to use if it resembles a game. How to do it right. Give iPads to teachers who have been talking about them in faculty meetings or in the break room. Begin asking teachers if they would like to have an iPad and ask what they would do with it. Those that say "I don't know. I would just like to see what it can do" should get iPads first. After 6 months ask them to tell you what they discovered. Try to avoid not fair that other teachers have them. After six months announce that all iPads will be taken of money to buy/update apps. Avoid reading any research on the use of iPads in the classroom. Like • Reply privately • Flag as inappropriate • 2 days ago

giving the device to teachers who only want the machine because other teachers have them. Take the iPads back from teachers who do not want more of them. Do NOT be "fair" in the distribution of the technology. Give more iPads to the teachers who are boring everyone in the faculty lounge about all the cool things it can do. NEVER give it to any teachers who want an iPad because it is away. Take back the machines of teachers who do not complain and give them to teachers who say "If I just had a few more of these things. . . " Stick with iPads. Avoid other brands. Save a pool Dr. Mark Taormino Instructional/Education Technology Professional Tom - LAUSD was dismayed by hacking to enable social media. It seems social media is against the policy of the district. While I might not agree with restricting social media, it needs to be planned and organized. Students generally will use social media for entertainment rather than academic pursuit if it is not structured. It's a difficult shift for schools to use social media for

academic collaboration; this is not unique by any means to LAUSD. It also appears that students

used social media rather than pursue the academic purpose of the devices. This has many root causes, and should not be a surprise. It was amateurish to think many students would not know how to reset machines. That's poor planning at a very basic level. The biggest challenge with any technology is teacher training. It is usually little more than a check box. The pedagogical roots of how to use technology is often ignored because of time constraints. Leaving teachers to figure it out works for only a small percentage of teachers. Most

will ignore the technology and stick to their knitting. A hands off approach does not work for most teachers, However, including teachers in an ongoing discovery process is a cornerstone of successful programs, but requires a lot of hands on leadership. Schools really do not dedicate sufficient resources to that process. They usually secure the hardware, put it our there, and call it complete. That is major reason why so many technology initiatives fail to deliver results with respect to increased learning achievement. I have to disagree with you respectfully about not reading research. The research need not necessarily be scientific and empirical, but surely the lessons of others are instructive. There is also a marked difference how curriculum is created for techno based learning vs. strictly classroom based. We cannot ignore important principles when planning a technology

implementation. I would agree with you that teachers do need professional latitude to experiment and find what works for their students, but they also need guidance from experts. Technology can promote and foster individualized learning and there are important principles for teachers to recognize as part of the curriculum planning. Outdated curriculum is indeed a major issue, especially that many schools are following common core. I recently had a discussion with K-12 admins and there were grave concerns about packaged content (apps) with the stamp of common core, when in reality it is outdated and not properly aligned with CC.

If schools select a device for students, then one brand is preferable to avoid compatibility and

results. Given the cost of the iPads, schools can slash that cost in half, and still meet the educational objectives. It just requires careful planning, not serendipity. Hoping to back into

support issues. However, technology is vehicle, and the iPad is not necessarily the only choice for all student levels or environments. There are many schools using other tablets with demonstrated

success often leads to failed technology initiatives. There is a lot of room for disagreement because tablets are still emerging. We are beginning to see a segmentation toward other tablets that promote higher levels of productivity vs. consumption. The Microsoft platform will continue to make inroads into high school and higher education because of the ability to run Windows software and not just apps. Being brand agnostic will open many other alternatives to schools beyond just what one vendor has to offer. Schools need to combine the learning needs with the features of the delivery device.

In the end, any computer can potentially deliver content. Not just a tablet. It is about the curriculum and how the technology is used to support associated learning objectives.

Nora T. likes this marion mcnab Head of School Computing at City of Glasgow College I think many in education truly believe technology (tablet - android, ipad) is the saviour for failing

I truly believe that any tablet or computer is only another teaching tool but we need to invest in

I also agree with you that in education we need to read the research in this area as we will learn

Thanks for your response. I'm looking forward to reading more in this thread.

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developing the teachers in how to use this technology.

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Pl's and is the answer for everything.

marion mcnab Head of School Computing at City of Glasgow College I think many in education truly believe technology (tablet - android, ipad) is the saviour for failing Pl's and is the answer for everything. marion

Dr. mark, I believe you may have misread Tom's comments. He was stating his opinion of how LAUSD probably went through their implementation. All of his points are probably pretty accurate which has led to the unfortunate situation they now face. We can only hope that they regroup, seek outside expert guidance, and develop the proper rollout plan. Like • Reply privately • Flag as inappropriate • 2 days ago

I thought the situation with LAUSD was totally predictable. My former students would have found their way through security measures in no time. Then again, I would have secretly, subversively supported these efforts. But I'm a former high public high school teacher who is now unschooling

my 7.5-yr-old son because I honestly believe the industrial, mass production approach to education is fundamentally broken and not effective in the digital age or for a flat world. I think

students-washington-state) and there have been some cases recently filed over these issues by the ACLU. The issue is due to explode in time. And I hope it does because a student's rights do not stop once they enter a classroom, though many schools would like this to be the case and do more to restrict/curtail learning than encourage it. There's a major problem with using digital technology if you are creating a dichotomy between (overt) academic or educational material online vs. entertainment material which may inadvertently be educational or more overtly educational in the right context. I beg to differ here. The creation of a cartoon by students in a history class can be both. And where would we put PBS Cyberchase for younger kids or the Professor Garfield site? There seems to be a considerable engagement problem with teens here. At least that's my take based on what I've read from the East Coast. Teens are alienated. Some are perhaps bored. If you've got this level of inventiveness, inquisitive, creativity, and divergent thinking with teens, why isn't the school system using this energy to their advantage or channeled in more appropriate ways? Why not ask the teens how to play a role in creating an effective digital policy that meets both the school's criteria and doesn't trample on their civil liberties? Disillusioned and alienated teens will always find a way to get back at a school system, regardless. Isn't there a way to reach those teens instead? I'd have them become gaming experts on x, y, z if it engages them. Digital technology is going to revolutionize education. Schools may attempt to control what students learn in a classroom and how they learn, but these efforts will be limited outside of it. And that fact is only going to escalate with the widespread use of digital technology. Can educators see the forest from the trees or not? What is the big picture here? Why do schools exist? Is it about the teachers filling kids' heads or it is about the kids' learning who they are and what they eventually want to do with their lives? We live in a flat, global, digital world now, yet our schools are stuck in the industrial, mass production, analog, printed world. Open Source? Why isn't open source seen as alternative to expensive proprietary systems? MS and Apple are costly and have restrictive licensing policies. It doesn't cost any money to use xtramath.org or many other apps today. Many are freely and openly available and accessible. Like • Reply privately • Flag as inappropriate • 1 day ago Dr. Mark Taormino Instructional/Education Technology Professional @Bob - In the middle of Tom's post there was a sentence "How to do it right." I took that to mean he was then suggesting how-to's. Perhaps I misunderstood. None the less, there has been some good discussion in this thread.

for free. I love a touch-screen, too, but not that much.

students to perform well, you should be sure that they are very familiar with the devices they'll be testing on. In two steps, Common Core implementation has led us to 1-to-1. But since a keyboard is a requirement for online Common Core testing, tablets are a poor choice. Especially since, when it comes time for the test, you have to use a keyboard, not that touch-screen you've gotten so used to.

I don't know where the \$1 billion figure comes from, but giving a \$700 iPad to each of 640,000

battery life. So why not a netbook? Chromebook for \$250 retail, and Google Apps for Education

As far as the wisdom of this program: it is a reaction to the impending need for students to take online tests as part of the Common Core test. The Common Core requires that all students be tested online, so it's a short leap to, "We need a device for each student." And if you want your

Tom Layton Online Learning Visionary If the students who hacked the iPads were in middle school, you can probably stop worrying about their future employment. If the kids were in elementary school, notify the press. As for the keyboards. They would just slow the kids down. Like • Reply privately • Flag as inappropriate • 1 day ago

One only has to look to higher education where most students roundly reject tablets because the functionality is too limiting. There is really nothing one can do with a tablet that cannot be accomplished with an alternate device. Conversely, there are many things a tablet cannot do that a PC platform can. It is interesting how schools are trying to move curriculum to more constructivist principles which requires students to create content. The written word and keyboard input remains a primary vehicle. The rejection of that in favor of a touch screen is foolish denial. I might also mention that many laptops also have touchscreens. Touchscreen do have an important place in some education environments, but much less so at secondary levels than elementary.

Daniel is also correct about security. However, because of legal issues with equity of access, it is not so easy to take away a device from a student permanently. While that sounds logical, it is not a workable solution. Better security is needed, and other platforms offer more choices than Apple.

Apple is reportedly working on a custom security profile for LA, but that remains to be seen.

insist the district go back to the drawing board and justify the use of technology from a

In the end, LA should rethink that entire selection of iPads. It was reported that each device cost \$678, plus the keyboard, plus a cover, plus software, plus support costs. The project has been estimated at about 1 billion dollars. Makes no sense for something not yet proven to deliver significant educational gains. Especially given the common core needs for keyboard input, the tablet is being shoe horned into the environment it would seem. Someone needs to step up and

Again, lack of research and planning is the root cause of this debacle.

Daniel

Daniel Riordan

district!!!

explored.

Dr. Mark

Cindi

gary bass - 🖺 ADE

Owner, On-Tech Consulting, Inc.

Nora T. likes this Daniel Riordan Owner, On-Tech Consulting, Inc. Since districts, schools and teachers will be evaluated (and compensated) based on Common Core test (PARCC and SBAC) scores, scoring well on those tests has become the principal goal of our education system at every level. Teachers have a strong incentive require kids to use the

keyboards, since keyboard proficiency will enhance test scores, which will enhance teachers'

It's a bit of an overstatement to call what the students did "hacking." It's more like a configuration change. Apple designed their device management system so iPad users could opt out: "MDM on

iOS is built with methods to ensure user privacy throughout.... If at any point a user is not

profile from their device." http://www.apple.com/ipad/business/it/management.html

comfortable with this access, they can opt out of the relationship by deleting the management

paychecks. PARCC and SBAC have made touch-screens the enemy.

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worksheets which can be done easily by lookup or file sharing...

better than locked down chrome books and net books...

Innovations&communications Advaitadigital

played by students hacking for over ten years!

although I can understand why some might.

with a solution in search of a problem.

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taps), and that removed district control. Apple designs its products to set users free, not lock them down. If you don't want to set your students free, don't give them iPads. Like • Reply privately • Flag as inappropriate • 1 day ago Dr. Mark Taormino Instructional/Education Technology Professional Touche Daniel! We must remember that iPads were created primarily for entertainment, hence the inherent design. I agree about the 'hacking' characterization; students simply knew how to reset

today/this week with US being 24th out of 24 OECD countries for numeracy, 21st for literacy suggests the testing has been a complete failure! A creative curriculum requires students to make and build, and better assessment instruments to be widely understood and applied consistently. Like • Reply privately • Flag as inappropriate • 1 day ago

Dr. Mark Taormino Instructional/Education Technology Professional While the iPad was an exciting innovation, it is doubtful it rises to the level of game changer for all students. In certain settings, particularly for students with disabilities and early childhood/elementary, we are seeing some remarkable learning outcomes. Across all educational levels, it is a very mixed bag of results thus far. While there is a lot of enthusiasm, the learning

are the game changer. If teachers learn how to use technology more effectively to promote higher levels of learning, then perhaps we can be more certain that one device is preferable to another. I continue to encourage educators to be open minded and technology agnostic. Let the curriculum and learning objectives lead to the best delivery methods and devices. Otherwise, one ends up

Cindi Meier Account Manager at IMAGINIT I see this as the lack of implementation planning. As a professional that works with schools on skills-based training of complicated (engineering) software, I can't tell you how many times we Cindi hear these two things from school administration: "The faculty don't need to know how to use the tools, the students will learn and teach them" AND "the faculty don't need to know extensively how to use the tools, they just need to know the tool in the context of the curriculum". I bet that was where this district's thoughts were in relation to the technology plan. Or, the vendor told them it was so easy, they didn't need a plan! Vendors without good skills-training plans will say that! This story provides a great example of what happens when skills-training is ignored. Faculty may have recognized what the students were doing if the faculty were better prepared! Like • Reply privately • Flag as inappropriate • 21 hours ago

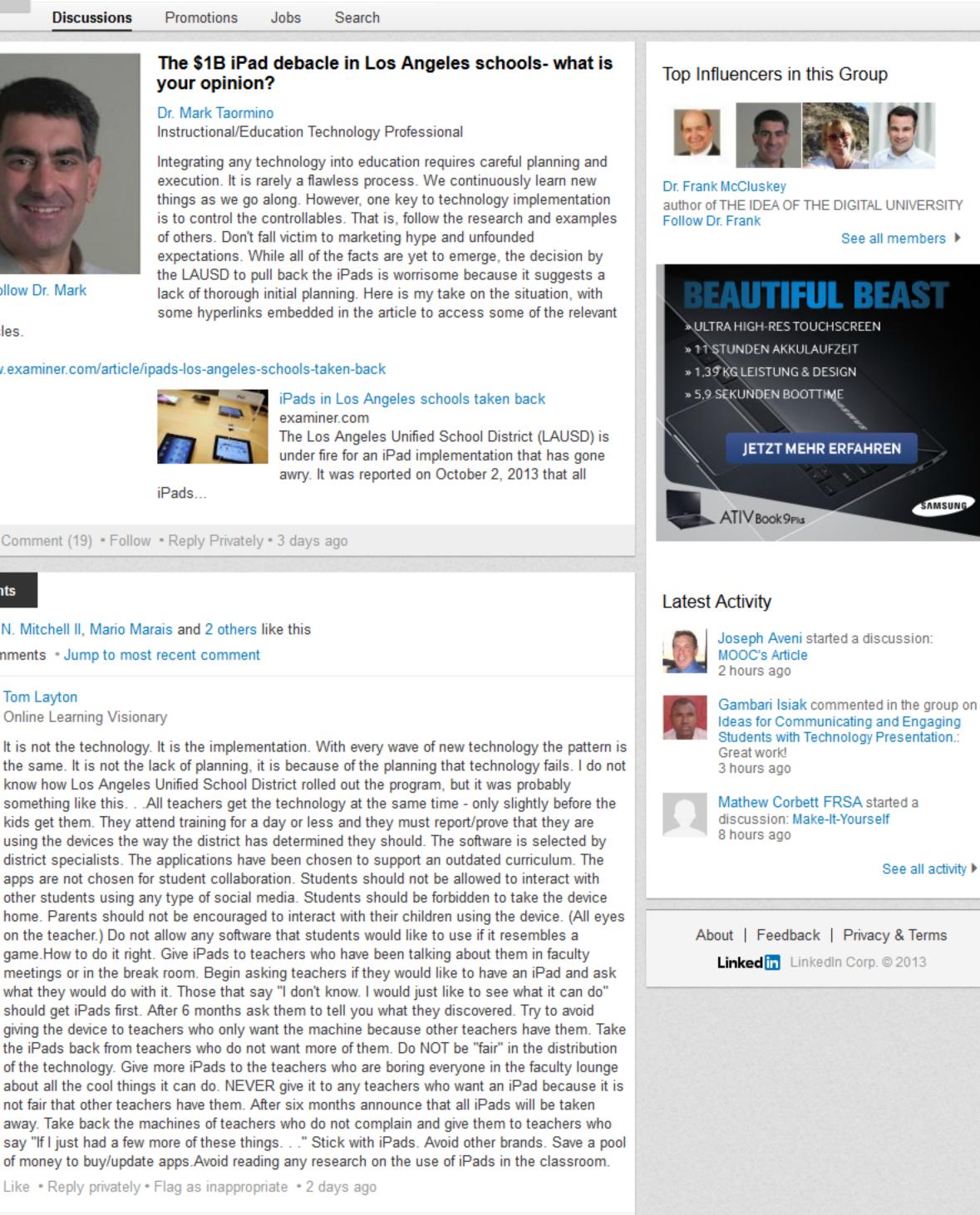
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> focus on the h/w. When I hear "the students will show you", I know this spells nothing other than complete unpreparedness, and is a sure fire recipe for disaster. Like • Reply privately • Flag as inappropriate • 20 hours ago Add a comment. Send me an email for each new comment.

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marion

I truly believe that any tablet or computer is only another teaching tool but we need to invest in developing the teachers in how to use this technology. I also agree with you that in education we need to read the research in this area as we will learn from it. Like (1) • Reply privately • Flag as inappropriate • 2 days ago Carolyn F. likes this

Bob Daughrity

Carolyn Fox

from it.

educators need to totally re-assess what the meaning of education is and the concept of student rights and responsibilities in the digital age. So far, ACLU of WA has a guide on student civil liberties (http://aclu-wa.org/student-rights-and-responsibilities-digital-age-guide-public-school-

Director of Education Solutions at Presidio

Educator/technology access advocate

Like • Reply privately • Flag as inappropriate • 1 day ago Daniel Riordan Owner, On-Tech Consulting, Inc. This story and the district's reaction seem overblown. The district handed out 35,000 iPads. About 300 students (less than 1%) figured out how to get around filtering. When they did so, the district IT department was automatically alerted. They just need a simple policy like: "Hack it once, you don't get to take it home for a month. Hack it twice, you never take it home again." (The hack only affected access at home.) If you're looking for security and enterprise management, Apple is not the place to look. Apple is very good at focusing on the user experience, and security does not enhance the user experience. Why not spend half as much to get a laptop with a bigger screen, more storage, better processor, and an integrated keyboard? Oh, and much better security. OK, weight and

students would cost less than \$500,000. And I hope the \$700 figure is wrong: the highest retail price for a WiFi-only iPad is \$799, and if I'm buying more than half a million units, I want more than a 12% discount. Of course, the district will have to spend extra to get keyboards in order to use these for testing. (Oops.) Like (1) • Reply privately • Flag as inappropriate • 1 day ago Nora T. likes this

Dr. Mark Taormino Instructional/Education Technology Professional Very good points made by Daniel. Educators rarely match the appropriate technology to the learning objectives. In many cases, and likely LAUSD, a netbook or chromebook would have been a better choice from a functionality perspective and cost profile. Technolust is alive and well in the schools where decisions are based on the latest marketing hype. The issue of productivity is something I constantly mention in all tablet discussions. It usually falls on deaf ears. Tablets are not great productivity tools. The additional keyboard on a tablet is still cumbersome, with perhaps a possible exception of the Microsoft Surface. Netbooks and Chromebooks are perfectly suitable

for most learning environments, but somehow the marketing hype vis a vis the iPad trumps all

pedagogical perspective. Then the cost can be considered. That should be the least technology to achieve the learning objectives is the best solution. That might not be the latest, greatest, or sexy technology. Like (1) • Reply privately • Flag as inappropriate • 1 day ago

The students simply chose to remove their MDM profiles (I think that Settings change requires 4 the machine using the standard functionality. It's a little scary how little the adults know that are

making deci\$ion\$ vs. how much the kids know. Where are the informed voices at the school

Any device has issues..the bigger challenge is to put protocols in place which deal with the

The iPad is THE game changer! Far more creative than any other device, but can be abused

The task for schools is to transform student requirements into something more than flat

foreseeable and equip teachers with strategies which focus the device on learning...GTA has been

A BYOD strategy tends to be a race to the cheapest web device, the advantage of Apps not being

Testing/assessments will determine whether iPads have a long term place in schools..reports

Jerry Schulz Consultant for Technology Use in Education and Local Government

Some good will come out of this. One of those good things is that it will help districts

implementing future 1:1 programs (which very quickly will be 100% of districts) think through how they will handle content filtering in general and social media in particular. I'm retired from a large urban district where our content filtering software required by CIPA blocked Facebook. This wasn't

done through parameters on the device; students wanting Internet access through the district network had to log in, and then content filtering kicked in. The argument for doing this for future 1:1 implementations is that when kids are in school the district will want them to concentrate their

efforts on use of software and resources more directly aligned with the curriculum. That said, personally I wouldn't object to kids accessing Facebook at home using their district device,

achievement results are yet to be identified beyond anecdotal evidence. Likely, a tablet is another delivery device in an arsenal of technology tools. It's not one size fits all. It is always a mistake in educational technology to declare any device a game changer; it is the instructional methods that

Cindi Meier Account Manager at IMAGINIT

I see this as the lack of implementation planning. As a professional that works with schools on skills-based training of complicated (engineering) software, I can't tell you how many times we

hear these two things from school administration: "The faculty don't need to know how to use the

are former classroom teachers promoted through the ranks into tech positions. I more often than not find teachers with no academic/theoretical/pedagogical background or professional knowledge running the ed tech areas. Without someone that is truly schooled and experienced with technology, poor decisions tend to abound, repeat, and compound. There is little acceptance for

expertise outside the organizational structure. Our schools are very insulated. The use of tech in the classroom has suffered historically from lack of planning, insufficient faculty training, and a

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