

PGCE students 'get their own' iPads

This exemplar is relevant to Digital Student challenge:

Develop coherent policies for 'Bring Your Own'

At the University of Hull, primary and secondary PGCE (post-graduate certificate in education) students have been loaned iPads to support their learning on course and to help them experiment with digital technologies in the classroom. This is the second year of the project with the first year supporting a move from a lecture-based to a primarily inquiry-based model for the secondary PGCE.

This year 150 further students, including about 60 undergraduate Ed Studies students, have received iPad minis (chosen for cost and size), along with 20 EdD students and about 25 staff. Pre-installed tools include Nearpod, Socrative, iTunesU, iMovie, apple productivity tools for writing, presenting and browsing, and a number of educational apps such as Explain Everything and Creative Book Builder. Meraki is used as a MDM solution to monitor usage, manage student groups and distribute new apps as they are needed. Technical support for this number of devices and apple accounts is time-consuming and is provided by the project academics.

Initial reactions from the students has been very positive. '*There was much delight as the students were getting their devices*', and there have been observable changes in practice as they use the iPads to:

- access pre-reading and tasks, allowing face to face sessions to focus on '*talking, discussing and doing*';
- capture video and image evidence of learning and use this for documentation/reflection;
- use apps such as Nearpod and Socrative to make lecturing more interactive.

Staff also have been positive about the change in practice and the possibility to focus on higher order thinking skills and move from a more didactic to a more dialogic pedagogy.

How does this meet the challenge?

- Students are genuinely delighted to be given personal devices of a high quality.
- Students are encouraged to capture their learning and development, and undertake continual reflection and review.
- Lectures can be flipped and turned into interactive sessions: students spend more time in dialogue and model-making and less time in making notes.
- Having their own device encourages experimentation, so students are taking their own digital practices out into the classroom and innovating with a new generation of learners.

Find out more

- [Project blog](#)

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