

**Faculty iPad Proposals
Spring-Summer 2011**

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Kate Bredeson, Theatre

I write to apply for the faculty Ipad program. I am interested in using the device in several ways in my teaching. I see it primarily as a tool in THEA 161, the class that is part of the faculty-directed show, which I teach once/year. I think it will be a valuable aid for recording text in rehearsals, bringing in music and other media to the rehearsal room, and in taking production and rehearsal notes and then transmitting them quickly and efficiently to the company. In more detail, I plan to use the Ipad in my teaching in the following ways:

1. To bring it into my rehearsals (part of THEA 161) for note-taking and archival purposes during rehearsals (laptops are too distracting and paper notes can take too long, are hard to see, and difficult to decipher after the fact). I am hoping that the Ipad will be less distracting and also provide for a greater clarity in the quality of notes, as well as the easy distribution of them to the student performers and production team. I move around the room a lot in rehearsal, and it is difficult to move my laptop with me all the time, and I think the Ipad will be a great easy-to-manipulate device.
2. I saw dance professor Hannah Kosstrin use the Ipad in rehearsal to bring in music cues for dance and improv moments, and I feel strongly that this will be very useful to me and my students in our rehearsals. She had the device on stage with performers when choreographing a dance moment, and I imagine myself using it in similar ways when directing a play as part of THEA 161.
3. To use the device as well for communication between THEA 161 and 162—sharing ideas during production and design meetings, note-taking and collating, image-sharing, and music-playing.
4. I see the device as helpful in my conferences as a place to keep notes on student contributions, as well as keep a log of the student-generated questions that lead off each conference, which I then could quickly and easily send to students via email or Moodle to keep a record of the conference inquiries. I think the Ipad would be great for this purpose especially—as a tool in the conference room where notes and a list of questions could be kept each session, and then distributed to the entire conference. I would also use the device for keeping attendance records and rosters of paper marks and IRIS comments at four and eight weeks. I am interested in it as a place to store texts we read in conference.

These are the major ways in which I anticipate using the Ipad, though I look forward to discovering other ways to use it. I am most attracted to it as a lightweight device that can seamlessly move from office to home to classroom to rehearsal space, where I can keep notes and correspondence that will help conference and the rehearsal process.

Michael Breen, History

I am applying for credit to purchase an iPad under the iPad Program for Faculty. My interest in using an iPad in my teaching and research grows out of my earlier experience helping to test the Kindle DX for classroom use. While the Kindle ultimately did not prove satisfactory because of limitations in its note taking capacity, its slow page turning, and the difficulty navigating between sections of a text, I still felt it had real potential for future use in scholarship and teaching. The iPad, from what I have seen of it, addresses most of the Kindle's shortcomings and also offers a number of additional features that make it a potentially exciting tool for teaching and research.

One of the practical benefits of the Kindle, especially for someone like me who travels a fair bit and needs to read a lot of journal articles, papers, and books, is the ability to carry large numbers of books and documents in such a relatively small machine. It is so nice to not have to worry about how many books, journals, or folders I can fit into a bag when I go somewhere. Where the Kindle was slow and cumbersome, especially when it came to downloading and using PDF files, the iPad seems to be far better. I especially like the ability to download PDFs of articles directly from databases like JSTOR and Project Muse, which is not possible with the Kindle. I am also very excited by the fact that several apps allow one to annotate and mark up a PDF file in the same way one could with a paper copy. I use a lot of PDF documents in my teaching and research, ranging from e-reserve articles in my classes, to the kinds of articles mentioned above, to copies of rare books which can now be downloaded via Google Books, Gallica (the e-library of the Bibliothèque Nationale de France), and other databases. It would be a tremendous benefit for me to be able to keep these materials on one machine that would allow me to use them in a way that resembles the use of paper and physical books. As a PDF and eBook reader, the iPad seems to be a vast improvement over the Kindle.

Another attractive feature of the Kindle was the ability to purchase and download books almost instantly via wireless connection. While many scholarly books are not available yet via Kindle, some are and if that number grows in the future it would be an exciting development. With academic presses cutting back on publications for cost purposes, some kind of shift towards e-publishing seems inevitable. I would not be surprised if in 10 or 20 years most scholarly monographs appear primarily in an electronic format, especially if Readers like the Kindle become prevalent. The iPad seems to be the next, and better, step in this direction. With the Kindle app, one can continue to use eBooks purchased for Kindle. Apple's iBook app and apps for other platforms only increase the number of books available this way.

In my teaching, I can foresee several potential uses for the iPad. For instance, I have already taken to having students submit assignments electronically and then commenting on papers and exams by using Word's "Track Changes" feature. This is somewhat limiting and cumbersome, however. With the iPad and the PDF annotating apps that exist for it, however, I would be able to comment on electronic versions of papers, thesis drafts, and other assignments in a manner that resembles the way I comment on paper versions. At the same

time, though, I would be able to keep, organize, and easily access copies of a student's work, successive drafts of an assignment, and other work without filling up filing cabinets. I would also be able to access these documents much more readily, even when I am not in my office. This would be extremely helpful, especially in HUM paper conferences and thesis meetings.

In the years to come, I can easily see the iPad becoming a standard teaching and classroom tool. A good percentage of the readings for my courses are already e-reserve texts, usually journal articles. As more books come on-line, it is likely that at least some course books will also become available in this format. It would not be surprising if, in a few years, iPads began to replace, or at least supplement, books in the classroom. This has exciting potential for the teaching of History. Every year, more material becomes available on-line, ranging from archival documents and rare books, to maps, images, music, and other materials. My Junior Seminar students, for instance, frequently make use of the digitized records of London's main criminal court, the Old Bailey. As more archives put some of their resources on line, students will have access to resources ranging from tax rolls, to baptism and burial registers, to court transcripts. To date, my students have mostly used these materials in their papers, but with the iPad, I can easily see having class sessions where we access and discuss documents and sources from online databases and websites, thereby opening up entirely new pedagogical possibilities. Having an iPad now would enable me to better explore these possibilities.

The iPad is also attractive to me as a research tool. Not only would it give me the ability to access books and articles more readily, as mentioned above, its portability also makes it particularly appealing for research trips. With a keyboard and a word-processing app such as Pages, the iPad could easily replace my laptop as a note-taking tool in archives and libraries. This might seem like a minor thing, but when traveling, any reduction in size and weight is welcome.

In sum, I think my teaching and scholarship would benefit greatly from having an iPad through the iPad for faculty program. I am excited by the possibilities it offers and would like the opportunity to further explore it as a teaching and research tool.

David Dalton, Biology

I currently use Powerpoint for all my classroom teaching (Bio 101/102, Bio 322 (Plant Physiology), Bio 431 (seminars) and various Bio 530s (MALS). I seldom use Powerpoint for labs, but I could definitely make use of the touch screen and free-hand drawing features of an iPad for lab use. Typically lab material needs to be presented interactively and iPad will be the ideal format for doing so. I am particularly interested in projecting lab manual descriptions and then marking up and highlighting on the projection. This would be the ideal way to emphasize time flows of protocols and to point out potential pitfalls.

Currently students often are asked to enter data on the chalk board so that the results can be compiled for class use. The iPad would be a powerful format for collecting

these data, for providing a convenient way to view and discuss, for permanent documentation, and for later distribution electronically to the entire class.

I expect to use the iPad for marking-up lecture notes and annotating images. I would use the iPad as my lecture guide, thus eliminating the printed notes I usually have handy.

Also, I would use the iPad to show relevant animations for both lab and lectures.

Ann Delehanty, French

I am applying to take part in the iPad test program for Reed. I just recently switched back to using a Macintosh as my primary laptop for work and I am very curious to see how I can integrate the iPad with my MacBook for use in the classroom.

I would propose to use the iPad in the following arenas of my teaching:

- Note-taking in Humanities 110 lectures. This would be a non-intrusive way to take notes and would allow me to collect my notes in an electronic forum. I believe that the keyboard limitations of the iPad might be a problem for me (I understand that there's no apostrophe on the main keyboard) so I am curious to try it out to see if I can work around that since it's such a flexible device.
- Storage location for informal drills, exercises, and other language exercises. I use the classroom computer daily when teaching French 210. I am curious to see if I can be more efficient by carrying an iPad with me to class which houses all those exercises, etc.. I think it will make it easier for me to locate things and will obviate the need to carry my laptop to class (which I prefer not to do).
- Show images/text quickly in all classes. If I can preload images/text to the iPad and pass it around, I think that I will be able to have more flexibility with digital images and *realia* than I currently do.
- Book-reading: if it's possible to load books into the iPad and easily read them (such as the series of newly scanned books from the seventeenth century from the *Bibliothèque nationale*), this will be a huge boon to my research. There are tons of books that I need to download and I've just been looking for an easy way to read them online.
- Calendar software. If the iPad will allow me to have a calendar easily accessible (without needing to get into my Google calendar via the classroom machine), this will allow me to set up appointments quickly with students.
- I'm interested to discover other ways that the device might be of use. I only hesitated so far because I was concerned about synching up between my PC and the

iPad. Now that I have gone back to Macintosh, it seems like this will be easy to do (perhaps it was easy to do before, but I didn't want to go through the hassle).

Libby Drumm, Spanish

I would like to experiment with iPad technology in teaching within Hum 110 and courses within the Spanish department. Within Hum 110, the ability to download and annotate readings would be very helpful, both as a means to prepare for class and in my role as chair of the course for next year. I frequently review suggested readings for the course and the ability to easily reference these files and move them between my office computer and the iPad would be extremely helpful. More importantly, I plan to use the iPad in lecture for note-taking and annotation of the materials that the lecturer provides. One goal for next year is to develop a series of maps covering the materials added to the syllabus last year. iPad technology is potentially a good means to catalogue these materials, especially if projection in the classroom is as easy as my colleagues have led me to believe.

Within my Spanish teaching, the ability to access and annotate articles on my course Moodle and elsewhere will be extremely helpful. I am most intrigued, though, by the ability to store and manipulate images. An easily accessible file for images to use in my language class will be a big help (again, especially if projection is easy) and I would like to experiment with the tablet's recording capabilities.

Wally Englert, Classics

I was really happy to see the iPad Program for Faculty has extended its program. I did not apply when the original round of proposals was due in Fall 2010 because I was not familiar enough with the capabilities of the iPad to have a clear idea of how it might fit into my teaching. I am enthusiastically applying in this round, and I envision using the iPad in three major ways in my teaching.

I will be teaching again in Hum 110 all next year, as well as courses in Latin and Greek both semesters. I plan to try using the iPad (1) in taking lecture notes in Hum 110, (2) reading pdfs of secondary material in both Hum and my Latin and Greek courses, and (3) exploring annotating student papers I receive in pdf form.

First, the iPad looks like it would be an excellent way to take notes of colleagues' lectures in Hum 110. I currently take notes by hand in paper notebooks. This has been a good system over the years, and I have never brought my lap tap to Hum lecture to take notes because of the bulk and vertical screen. The iPad looks like it would be a good middle ground, since note-taking software now has the capability to simultaneously take notes and make an audio recording of the lecture, and have the notes keyed to the lecture. In addition, not having a screen between me and the speaker would be a good thing.

Second, the idea of not having to print off paper copies of pdfs for my courses so I can read them on a high resolution screen like that of the iPad seems appealing. Reading pdfs on my lap top, though possible, is not always as convenient as having a paper copy because of the bulk of the laptop, its resolution, and the relative clumsiness of making notes and bringing my lap top to class so I can read the pdf on screen. I would like to try bringing all of my pdfs to class on the iPad, and see how it functions compared to working with printed copies in class.

Finally, I look forward to testing the student paper reading and marking capabilities of the iPad. I normally make my comments by hand on hard copies of student work, and would love to try the iPad to see if I could move to paperless submission and marking of student work.

Thanks for considering my proposal. If selected, I will be very interested to test these capabilities of the iPad in my classes next year, and to see if more uses develop as I go.

Rebecca Gordon, English

I would like to apply for an iPad to test its usefulness in a multitude of teaching situations. Next year I will be teaching Humanities 110 and, in my own department, Introduction to Film (200-level, fall) and Documentary Film (300-level, spring) Like several of my colleagues, I am interested in using the iPad as a way to read, annotate, store, find, and send PDF files. We use a number of PDFs in Hum 110 via e-reserves, and the classroom I teach in is quite small; thus, having a smaller pile of papers to sift through while standing up or leaning against the computer console would be quite helpful (cleaner, more efficient, more comfortable). At this stage of the semester, my freshmen rarely print out secondary sources, or even primary sources, for they have already spent considerable money on printing; I see the iPad as a cost-saver that, as Alex Montgomery-Amo pointed out, is also not as obnoxious a piece of machinery as a laptop in the classroom. I assign a number of e-reserve readings to my students in Introduction to Film, as well; though most of these are obtainable in one anthology of film readings, that anthology is expensive. Using the iPad instead of printed out e-reserve documents means less downloading, less printing, less paper, and less ink. For grading purposes, too, being able to read and annotate students' papers as PDFs makes tremendous sense, especially as my film courses tend to be large, and the accumulation of papers can get weighty.

Most important to me, though, are the video capabilities of the iPad 2 for a film studies classroom. The video mirroring capability of the new iPad is very appealing, as are its upgraded imaging capacities. Currently I use my laptop to create video clips from DVDs that I then show in the classroom via the overhead projector. This has worked well and is standard practice among other film/media professors. The iPad 2 suggests the possibility, though, of capturing images elsewhere, loading them into an iPad application, and being able to "zoom in" on a particular frame or series of frames: this is not a capacity of the laptop's DVD player function, and the iPad is small enough to bring into a classroom in

addition to a laptop/DVD if necessary. The iPad also makes it possible to upload and view student films on an easily portable screen.

In October 2011, Reed College will be hosting a Mellon 23/AALAC Collaborative Workshop on Film and Media in the Liberal Arts. Having an iPad available for logistical help (organizing records, emailing the participants, cellular capabilities in a pinch, etc.) will be helpful, but could also form part of our workshop's conversation about the ever-greater convergence of media forms on multiple formats, which includes a multiplicity of screens and a shift in what one could call "screen culture." Our field is, at its research edges, as aware of the new multitude of screens and viewing formats as our students are, but our pedagogy and curriculum are still firmly situated in the cinema or the television – we want to change this, but understanding the capacities of these new screens for telling stories or showing images is central to doing so.

Marat Grinberg, Russian

I would be very interested in obtaining an iPad to be used for my teaching and research purposes. There are a number of ways in which I would be able to employ it:

- 1) I would like to use it to record HUM 110 lectures and take notes during those lectures. Based on my conversations with the colleagues who already have an iPad, I know that using it for HUM 110 lectures is particularly effective;
- 2) Both in HUM 110 and particularly in upper-level seminars I am using many PDFs of secondary sources. Having an iPad would enable me to access these sources in an efficient and mobile way, without having to print them. Annotating these sources and projecting them with annotations for students in a classroom would be beneficial as well;
- 3) Both in the Fall and Spring semesters of next year, I will be teaching a film course. Creating a library of films and downloaded images on an iPad – many films can be directly downloaded from Netflix – to be used in preparing for classes and during class sessions would be indispensable;
- 4) Creating a library of electronic books on an iPad would be extremely useful both for teaching and research, i.e. having an easy access to these volumes in a classroom and when traveling to conferences. Thanks to Google library many books that are not available even through inter-library loan can be easily downloaded.

These would be some of the essential uses of an iPad for me. I am confident that as I learn to work with it and familiarize myself with many of its applications, it will become integral to my teaching and research process.

Tamara Metz, Political Science

As I sit in my office downloading final papers, and reviewing this semester's courses, I am struck by a surprising thought: I really could have used an iPad this semester. Why is this surprising? Well, I was using Pine as my email application until about a year and a half ago. And not because I'm a retro-hip techno-geek. Au contraire. I'm a super-slow adopter. When I find something that works, I figure, "Why change?"

Enter, Moodle. This one snuck up on me. Perhaps it was the exceptional Moodle support I've received over the years. (Thank you, Trina.) Perhaps it was my obsession with organization. Whatever the case, and despite what I'm told are its many shortcomings, the Moodle has become a central feature of all my courses. Everything from linked syllabi, student papers, and weekly student discussions flow through the Moodle. For the first few years, I used the Moodle merely as a repository; I downloaded and printed everything we uploaded. Ah, but then I learned I could comment on PDFs. Now much of my review of student work happens on my computer. I still have to download and print student comments I want to take into class. All of which explains why I was struck by the thought: I really could have used an iPad this semester. Now that I'm used to reading student work in electronic form and communicating with students through the Moodle, the utility of an iPad is perfectly clear to me.

In a similar vein, though not directly related to my teaching: I frequently review manuscripts for journals, presses, or most recently, to read a draft of a novel (Pete Rock asked me to read his latest effort. Lucky me). In all of these cases, being able to read the documents on an iPad would be a great improvement over masses of 8.5 x 11 paper.

I write to request the College's support of my acquisition of an iPad. I believe that both my teaching and research would benefit.

Jan Mieszkowski, German

I would like to explore the usefulness of an iPad for teaching close reading. In discussing literary works in the classroom, it is difficult to record the steps of the exegesis such that the students have a common record of their progress with the material that can be updated as they work through it. Typically, the professor periodically recapitulates the conversation or makes notes on the blackboard to document the relations between the various claims that have been advanced. These kinds of summaries inevitably introduce a degree of abstraction, and while they are helpful for some students, they confuse others and can distract the group from its focus on the reading at hand.

In offering the possibility for projecting a text that can be manipulated and annotated in the course of the lesson, the iPad may have the potential to transform the minute-to-minute mechanics of the literature class. I would like to use this device next fall in my Hum 110 conference, particularly for the sessions on epic and lyric poetry. I would also like to test it

in my Intermediate German course, which has a substantial literature component. Depending on the success of these experiments, I would plan to continue exploring the role of the iPad in the classroom in my upper-level literature seminar in the spring.

Ellen Millender, Classics

I have long wondered how technology could improve my Reed history and language conferences, which rely upon close readings and synthesis of primary texts and secondary scholarship. While the Moodle has improved the ease of accessing such materials in my conferences, current iPad technology could improve my pedagogy, particularly my ability to navigate quickly through all the assigned materials. As I proceed through my conferences, I often feel slowed down as I move among the primary texts, the secondary articles, and my notes on both. I want to find a smoother way to integrate the notes into the primary and secondary materials and to access them easily in order to help the students move through the texts more deeply and seamlessly. I also want to be able to annotate efficiently the texts and secondary works with the questions and thoughts raised by the conference. After researching some of the iPad applications, particularly the programs iAnnotate and Simplenote, I believe that the iPad could fundamentally enhance both my research and my teaching, especially in my Greek and Latin conferences.

Next year I will be teaching Greek history (Classics 371), intermediate Greek (210), advanced Greek (311), and intermediate Latin (210). It would be incredibly helpful if I could annotate the Greek and Latin texts and accompanying secondary works as we go through them via iAnnotate. By keeping track of the problems or questions that the students have with the languages as well as their thoughts on the assigned works, I would gain a better idea of the following: (a) the aspects of Greek or Latin grammar that we need to review; (b) the sections of the Greek and Latin texts that are particularly difficult and for which I may have to provide these and future students with more grammatical commentary; and (c) the historical, literary, or rhetorical issues that particularly interest the group and that may form the foundation of research papers. By means of such annotations, I could, in other words, keep a running commentary on our work and produce documents in these classes that would aid my teaching of these and future language classes. I would also like the opportunity to turn some of these conference notes into guides that can help the students conduct close textual analyses of the Greek and Latin texts. Such intra-textual commentary would help the students gain a more visual sense of the order and shape of the language as well as the relationship between rhetoric, meter, and content. Since the iPad2 has projector capability, I could also put such commentaries up on the screen when we have to deal with particularly thorny textual or translation issues. Finally, I hope that one day an application will allow whole conferences to work together more efficiently on the scanning of Latin and Greek poetry on the iPad screen rather than the blackboard.

Current iPad technology would at the same time greatly benefit my own work, because I often teach texts that form part of my research. The last time that I taught the fifth-century historian Herodotus, the students kept providing incredible insights concerning specific passages in the text. During our discussions I also repeatedly came up

with ideas for both current and future research on Herodotus. Unfortunately, I rarely managed to keep up with and record these insights during conference, which moved very quickly; and I found it almost impossible to resurrect them in my office hours later. Even though it is possible to annotate PDF files and to take notes on a laptop, this process is far slower and more cumbersome than the process via iAnnotate and Simplenote. I would also like to be able to annotate a number of different kinds of files, not just PDF files. I am finally getting the chance to teach Herodotus again during the fall of 2011, and I would like to confirm my theory that the iPad can greatly enhance my close readings of ancient texts both inside and outside the classroom.

Noelwah Netusil, Economics

I request an iPad 2 to explore using annotation software such as iAnnotate and to determine if the projection capabilities of the iPad 2 can be used in classes that involve projecting results from papers, displaying graphs, and watching videos. I attended the faculty discussion about iPads on Wednesday, March 30th and was encouraged by the discussion about iAnnotate and other annotation software. I can imagine using annotation software as I prepare classes, but a more intriguing use would be to see what students have highlighted as the most important, confusing, or surprising parts of a reading. If possible I would compile their annotations before class to see if there are common themes—that would allow me to clarify points that students struggled with and to compare points that students thought were important to my list of key findings.

Several colleagues mentioned that drawing was a challenge on the iPad, but one use that I'd like to explore is projecting graphs that I draw in class on an iPad. I could then save the images and post them on Moodle. I use colored chalk on a blackboard when drawing graphs in class and OmniGraphSketcher when creating graphs for problem sets, exams and my notes. I found an iPad version of OmniGraphSketcher, so I'd start by exploring that program¹.

I am teaching Introduction to Economic Analysis in the spring of 2012, so receiving an iPad during this cycle would give me enough time to determine if it would be appropriate to use a graphing program in that class. Students and colleagues often ask me to recommend a graphing program, and I've been recommending OmniGraphSketcher, but I'd explore other graphing programs as part of the iPad for Faculty Program.

¹ <http://www.omnigroup.com/products/omnigraphsketcher-ipad>

Kathy Oleson, Psychology

I attended Wednesday's lunch on the first wave of faculty use of the iPad with great interest. I am new to these types of technology; I just got my first iPhone over spring break. However, as a social psychologist, I see great potential for the iPad's use in the classroom

this fall when I teach Social Psychology (a large primarily sophomore level course) and The Social Self (a small 400-level research intensive course).

My plan is to explore the iPad's potential as a medium that my students and I could use to both collaborate on group work and through which we could experiment with social phenomena (e.g., exploring the impact of a group on decision-making, social loafing, social facilitation.) At this point, I have little knowledge about what is possible in this realm. I do not know of programs that have already been created, but I was inspired by Kris Anderson's idea that one could ask students to brainstorm possible apps as a class project. Last fall a student in my Social Psychology class used Google Wave for a class assignment in which he was applying principles of persuasion. In researching Google Wave recently, I learned that it is no longer being developed (although there seem to be spin-offs from it), but I wonder if there are iPad apps for similar types of socially shared spaces to collaborate for class research projects or to play around with to demonstrate and explore collective phenomena. To implement some of my ideas for socially shared spaces, I would need access to more than one iPad. However, my sense is that if I received an iPad through this program, I would be able to borrow a couple iPads (Kris Anderson has one; in talking with Trina, she thought that I could likely borrow one if I were using it for a specific in-class session.) Some students in my classes might also have iPads.

In addition, the potential for the iPad to facilitate easy access to resources was highlighted during Wednesday's lunch discussion. The idea that I could easily pull up a relevant article, video, website, or so forth on my iPad during a conference discussion was an exciting one. When I taught "The Social Self" three years ago we would often pull up webpages on the laptop in the classroom to run ourselves through demonstrations or learn about scholars' latest research on a topic that we were exploring. The iPad seems to hold great potential in this regard.

Finally, I am interested in learning more about the promise for the iPad to be useful for data collection and analysis. Many noted during Wednesday's lunch that there were not currently apps to run data analysis; it is not clear to me that particularly powerful statistical programs (like Stata, sas) are going to be available soon, if at all. But if the enthusiasm that individuals were expressing for the potential of apps to improve and become accessible quickly was warranted, I am excited to explore potential uses of the iPad for my Research Design and Data Analysis class. I do not teach that course again until next spring, so I will have time to explore options and learn more about what may be in development in that arena.

James Pommersheim, Mathematics

I envision using the iPad for my teaching both in the classroom and in thesis meetings, as well as for presentations on the road. In the classroom, I would like to begin keeping my own mathematical teaching notes on the iPad, rather than paper notes, which I currently use predominantly. This would have the advantage of easy access during class, as I could

flip through displayed pdf's easily as needed. This would also allow me to create a preliminary pdf version of classroom notes, which could be distributed to the students, and later turned into a more complete set of notes. I also plan to use the iPad for visual demonstrations of graphs and geometrical concepts, by hooking up the iPad to the projector when necessary. There are many instances, especially in abstract algebra and number theory class, where visuals are essential. Some of these I currently have on old-fashioned overhead slides, but they would work better as animations on an iPad. I also have a nice demo of the evolution of random walks on a circle, which I could use in my linear algebra class. In addition, I would like to record portions of my lectures, again for use in preparation of written notes, and for distribution and for help in formally writing up lectures.

The iPad would also be used to aid in thesis advising. Frequently, meetings with thesis students are spent helping the student read and understand recently published papers in the field. Often this involves a detailed derivation of equations for which the student must fill in steps omitted by the author. This involves going back and forth between working on the blackboard and looking at the equations in the paper. I imagine this process will be aided greatly by having an iPad in hand or nearby the board, so that the student can easily see the blackboard and the reference at the same time. Thesis advising also often involves teleconferencing. For example, this year I regularly participated in three-way conferencing with my student and a expert in Singapore. Due to the time difference, these conferences had to take place in the evening Pacific Time, so it would have been convenient to have the portability of the iPad to allow these conferences to take place at various locations, rather than the office.

Finally, the iPad would be extremely useful for presentations on the road. I frequently end up lecturing and working in small groups with high school students. In these situations, the iPad will allow me to create graphs of functions and perform number-theoretic calculations that will help make abstract mathematical concepts accessible to these students.

Traci Reeves, English

Tablet devices like the iPad are changing the way in which the public accesses and interacts with the moving image. As such, we have a responsibility to both assimilate the advantages of this new technology to universal pedagogical practices and respond to the transformation of mass media as it retraces the contours of the cinema and media studies discipline. My proposal seeks to accomplish both these goals in the classroom.

Recently I have discovered the DVD reproduction software Handbrake and have begun the process of ripping movies that I access frequently for teaching purposes to my home computer. By storing them in iTunes they are easy to access and sync between my Apple devices. I would be particularly interested in exploring the advantages of iPad's portability and capacity that would allow easier access to a larger library of films in the classroom. Often, a film example comes to mind mid-discussion that would have enlightened the

conversation but because I failed to see its relevance during class preparation, I am reduced to simply detailing the scene without visual aid. With the iPad, scenarios like this one would be eliminated. Students would be exposed to a larger repertoire of films and gain more opportunities to develop a critical visual eye. Coincidentally, the iPad itself and its antecedents (iPhone, laptops, etc.) will be objects of inquiry in the a course I am planning to teach next year as the increasing digitization of cinema is a topic that will be explored in depth.

Minh Tran, Dance

I wish to apply for your consideration in the Ipad Program for Faculty. I am hoping the new technology and capability of the Ipad will deliver an efficient way for my class planning and teaching at Reed. I have been with the Dance Department since 2008 as .5 FTE Faculty. The following are few examples that I hope to put this device to task:

. Research for articles and books: In the dance department, the focus of my conference courses are in Southeast Asian dance traditions through civilization, dance composition & choreography in autobiography. I am constantly searching for articles and text books that are up-to-date and relevant to the topics that we are covering in class. Using this device for research, reading, and making notes not just within a confinement of my office or on a desktop but anywhere on campus or at home in preparation for class materials and leading the discussion in class would be much more efficient and beneficial.

. Materials for projection in class: I use my laptop and projector to engage my student in class lecture. Most of my classes are scheduled in the Gym II Sport Center where i have to set up the infrastructure for this projection environment. With the portability of the Ipad, (and of course there is a lot more that I need to learn regarding the Ipad's capability in this area). I wouldn't have to lug the laptop around and worry about its battery life if I have two classes in a row.

. Class planning: In the studio base such as dance technique and composition classes, all my class planning (details of exercises for the class and notes on the dance phrases) up to this point are still on paper either hand written or printed out from my computer. Having a laptop is not possible because of its size and display in the class as we move quite often. I would get much more benefit having my class plans stored in an Ipad during the class for its accessibility and mobility. In addition, this would allow me to make notes on my teaching at the end of class in a much efficient way.

. Using Itune and Garage Band applications in the Ipad for music management and remix/composition for the dance classes that don't have live accompaniment.

Ipad is an amazing advance in technology. I am curious to find out what capabilities this device has that would enhance my teaching. Hopefully this device will enhance me to be a better educator in the future.

Thank you for your consideration and I look forward to hearing from you.

Tamara Venit-Shelton, History

I write to apply for the faculty iPad program. Having read the reports from the first pilot program and having attended the recent discussion on March 30, I anticipate three areas in which such a device would be useful to my teaching:

- 1) **Class Preparation:** Many of the reports mentioned that the iPad facilitated course preparation by making reading more portable and easily assembled and annotated. I frequently find myself traveling, often between states, while reading for class, writing class notes and lectures, and distributing reading on the Moodle, etc. I believe the iPad would allow me to streamline my work. I could carry more of my reading with me when I am on the go. I could upload PDFs of journal articles, access Moodle, and perhaps even replace some of my hard copy books with e-books. The apps that seem most appropriate to this function are Goodreader and iAnnotate (for reading and annotating), iBooks, and DropBox (which I already use to shuttle documents between my work and home computers). It also seems that I could carry an entire semester's worth of reading on the iPad and easily refer back to previous weeks reading in any given class.
- 2) **Grading:** Three years ago, in an effort to reduce paper usage, I decided to go paperless with my grading and now have students submit their papers and thesis chapters via e-mail or dropbox. I was interested to read reports that faculty had success using the iPad to comment on papers (once they were converted to PDF). Here the app Goodreader (in combination with Google Docs) seems to be the most useful to making grading, commenting, and responding to students easy and portable.
- 3) **Projection of images, sound, and video:** I frequently use digital images of archival sources (manuscripts or other documents, maps, photographs, paintings, and other images) in class, either as part of a lecture or as part of projects. With the iPad it would be easier to zoom in on particular aspects of a digital image and even annotate with the stylus while projecting it onto a screen or to pass the tablet around the classroom for closer, individual scrutiny. In effect, the iPad would allow me to bring archival materials into class and give students hands on experience working with them in ways that I have not been able to do. In my classes on twentieth-century U.S. history, I also incorporate films or short videos and occasionally music. The iPad could consolidate this media in one place and allow me to play and project them from one device.

These are the immediate purposes to which I would put an iPad, but I also anticipate that as students increasingly adopt this technology and bring their own tablet computers to

class, I could see using the iPad as a digital blackboard. Currently, I have students work in small groups and present their work to the class on the board. Usually, these assignments have to be simple and brief as it becomes time consuming to have several groups of students write up their work on the chalkboard or whiteboard. If there were as many as four iPads in the classroom, we could use the projection capabilities to display and toggle between student groups, comparing their projects quickly and efficiently. I think it makes sense to invest in learning about this technology now so that I can incorporate it into my teaching as it becomes more commonplace.

Thank you for your consideration.

Kjersten Whittington, Sociology

Recent press coverage of the Kindle and iPad's capabilities and conversations with colleagues at Reed have impressed upon me the potential of positive pedagogical outcomes from the iPad (or tablet) technology. In this proposal I seek support for the purchase of an iPad, primarily to explore both the pros and cons of implementing tablet computing in the classroom, and become proficient at using the device before the start of the fall 2011 semester.

I became interested in tablet technology during Reed's initial investigation of the Kindle in the classroom. Although I did not formally participate in the Kindle program, at its conclusion I borrowed one from the college to explore how I might use it or a similar device in my classes. For a variety of reasons – many of which have been addressed at length in Reed's report - I did not find the Kindle likely to hold many classroom advantages. In particular, it was not seamless in its implementation of annotation procedures and navigation, and had difficulty reading multiple file types. In addition, its single use purpose (reading files only) did not seem to reduce the number of devices I needed to be pedagogically productive. For example, having the Kindle did not preclude me from *also* needing to have an additional laptop around to draw up notes and/or handouts for class. The fact that the device only served to add weight and limited functionality to my daily experience seemed to severely limit its teaching usefulness.

The iPad device appears, at the outset, to reduce some of these barriers. Reports from others suggest that annotation and navigation on the device is much more intuitive. More importantly, the ability of the device to function as a multi-use purpose opens up opportunities for the iPad to accomplish more than the Kindle. For example, the iPad contains many of the relevant software programs to read and prepare/prep for a course (i.e. the ability to use word processing, spreadsheet technology, and slide creation software covers most of the needs that accompany course prep tasks). I'd like the opportunity to see if the device is able to accomplish these tasks as fruitfully as others claim.

In the classroom setting, most appealing to me about the iPad is its ability to quickly and easily access information while also being mobile. Having the iPad in class would allow me to quickly assess class information for students, for example. I could tell them if they had turned in all of their homework/memos, for example, or access a paper or document they had previously sent me. Because my calendar is online, I could schedule meetings with students on the fly, reschedule missed classes or appointments, or access the school

calendar. I could also quickly email students copies of handouts if they request them, look up content when questions arise, or email out weblinks directly. What is interesting to me, however, is that many of these tasks could be accomplished with a laptop or judicious use of moodle, however. One reason that I would like to investigate the iPad is to see if the portable nature of this technology represents something new to the classroom setting that I haven't been able to use before. Like the Kindle, I'm worried that the iPad may just be another device to bring to the classroom in addition to handwritten notes or a laptop, and the benefits may not outweigh the cons.

That said, there are a couple of applications that I think the iPad brings to the classroom setting that cannot be easily accomplished otherwise. The first is that I can effectively bring all of the course readings with me to every class. Most, if not all, of my readings are article or online-present sources. With the iPad, I can easily refer to readings to which students bring up from previous weeks. In addition, with the iPad in hand, I can easily move around the room during the classroom with all of my materials in one place. I believe this would support more student-to-student interaction during conference. Whereas I might be lecturing briefly at the front of the room for the first 10 minutes, I can quickly move to the back as students begin their discussion, without disrupting conversation by moving all of my references and materials from one spot to another. In addition, using the device to remotely "write on the blackboard", for example, using freeform notetaking applications, would allow me to remain less of a diversion to classroom discussion (through the process of standing up, walking to the board and writing on it while students are talking), and in addition, these notes could be emailed to the students after class. I also believe that the device could be particularly handy for multiple back to back sections. I like the idea that I can leave course-specific "post-it" notes electronically on the readings in the iPad, for example, without having to remember to physically bring post-it notes to class or needing to write directly on my hardcopies of the texts. Leaving electronic "reminder notes" on previous readings as they are built upon in discussion would also be useful for future years prep.

Furthermore, there are a few ways that I would like to explore the iPad technology as it applies to the specific content that I teach. In my networks course, for example, we commonly view a handful of networks at the beginning of class and use developing concepts in discussion to return to the graphs to highlight particular terms and concepts. I'd like to investigate whether the iPad technology might assist with this process. As it is now, the students (in groups) write on their own copies of the pictures (and cannot zoom), and then verbally describe their groups reactions to the class. Using the iPad, it would be possible to pull up a network picture on the device and pass it from one group of students to another. Using different colors and the applications with free form drawing capabilities, each group could highlight a different feature of the particular network – clustering, for example, or hierarchy, etc. Learning is facilitated in this process by allowing the students the ability to zoom into different facets of the picture, and directly annotate their interest areas to later share with the class. In addition, it appears that it is possible to then take the same iPad and project the jointly annotated picture on a classroom screen. This process seems more dynamic than the current way in which the task is organized.

In addition, I think the device has the potential to enhance faculty-student interaction outside the classroom. In our department qual meetings, for example, our tradition is to have students introduce topics they wish to write their exam on with their

peers listening in. Faculty then take turns suggesting authors for them to look into over the coming weeks. It is not uncommon for us to desire to search for internet sources during the meeting as students interests arise or change on the fly. The iPad seems useful for this process in that the device can be handed from faculty member to faculty member to utilize for searching or confirming sources, and then even passed to the particular student who can quickly copy any relevant citations (or have it emailed to them). It is true that laptops can also accomplish this task, but because they are bulkier to move and a bit distracting (with a screen separating the students and us), we don't tend to use them for this purpose as often as we might. In a similar vein, the iPad technology has the opportunity to make thesis meetings or gatherings with research assistants outside the office more collaborative, as its flat orientation can be easily viewed by students and faculty alike, moved from table to table, and is more portable.

I believe that it is only through personally playing around with the device that I will know which of these applications are doable and useful and which are more time-consuming than they are worth. There are complaints about the pdf transfer process, for example, that make me question whether it is easy to get files on and off the device and in the correct format. That said, there are many resources both on campus and online for most successfully putting this technology to use in the classroom. I am convinced that the iPad represents a device worth considering for the classroom. For this reason, I'd like the opportunity to use the device for a while to be able to make it most effective for these purposes. Having the ability to work with it over the summer puts me in a good position to implement these ideas in the fall semester of 2011. Thank you for considering my request, and I look forward to hearing from you!

Xin Zhang, Political Science

I have seen the increasing use of iPad among my students. Although no students used iPad in my classes last semester, this semester among the thirty-nine students in my intro-comparative politics class, at least seven students bring iPad to class and rely on it as their main device for classroom learning. Given that most students in this intro-class are freshmen and sophomores, I do expect to see increasing use of iPad among students. I recently did an informal survey among the seven students, all of them given me very positive response about iPad as a pedagogic device for class and learning.

Therefore, I'd like to further experiment with iPad for the following pedagogic uses.

Electronic reader. I have always allowed students to bring their laptops to classroom and have posted all course readings in PDF form on Moodle. Therefore, with potential deeper penetration of iPad among students, I hope to see how much students can benefit from the reduced costs of printing and purchasing books.

Annotation, note-taking and recording. This seems to be one major benefit all students like. I'd like to experiment with iPad myself to see how effective iPad is for this function.

In-class reference to and presentation of online material. I often assign online primary documents and online visual material (e.g. YouTube) for my classes. With iPad, I hope to see how it can help me to share such material instantly with students in a classroom

setting. In addition, I have required students in my class to follow certain media outlets on a regular basis. With iPad, subscriptions to major newspapers and other outlets should become easy and I'd like to see how it helps students to follow these outlets even more closely.

Although I am not totally sure whether iPad with the available apps are capable to do so, I'd like to experiment with iPad the use of clicker technology and possible big screen display in a classroom setting too.

Finally, other than these possible pedagogical uses of iPad for class, the device will also be helpful for my own research as a mobile device for reading, storage of electronic material, annotation and note-taking as well as many other potential uses that are worth further exploring.