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From Socrates to Satellites: iPad Learning in an Undergraduate Course

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ABSTRACT

Finding, evaluating and using information are necessary skills for the 21st century college student to engage in critical thinking and problem-solving. This qualitative study was conducted during the fall of 2011 at a major research institution in an undergraduate face-to-face course entitled Multicultural Education. Professors designed a course to practice these skills outside and inside the classroom. Students were randomly assigned to the problem-solving class (17) and the traditional class (18) studying multicultural education for teacher education. The iPads were issued to the students in August of 2011 to be used not only in the Multicultural Education course, but students were also encouraged to use the devices in all of their courses throughout the fall and spring semesters. Students were expected to watch videos, read assignments and complete other course assignments before coming to class to engage in problem-solving using their iPads. This paper presents observational and survey data related to students and professor engaging in problem-solving activities.

KEYWORDS

iPad; Problem-Solving; Mobile Learning; Undergraduate; Technology

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