



This document addresses some of the educational myths about iPads. We hope it will give you some key justification points and address any concerns in relation to technology in the classroom. Nevertheless, it is not an attempt to glorify iPads. The benefits of considered pedagogy and the role of a great teacher cannot be replaced by any device. In Finland, a country recognised as having a model educational system, iPads have come to the classroom. In a recent interview, Pasi Sahlberg, a Finnish educational leader stated, "High schools are in the middle of education technology discussions right now. I believe it is time for students to use the same tools that they will use in their work lives".

Myth #1: "Who needs an iPad? My laptop can do everything I need in class!"

A modern, active learning environment can be hindered in options by laptops. Furthermore, the vast majority of common daily classroom tasks, across most school faculties, can be more easily achieved with the iPad and the right app for the task at hand.

Myth #2: "Teachers will no longer be teaching, students will just be playing on the iPads!"

The 21st Century has given the young person tools and services that offer a power to drive one's own learning. Teachers and parents nowadays need to consider their respective roles and how they are developing young people to achieve a deeper learning by discovering, experimenting, collaborating and reflecting. Ultimately, the solution to this problem is not the creation of a 'walled garden' removed from reality. Rather, the development of life-long learners who act responsibly by claiming ownership of their learning.

Myth #3: "iPads cannot play Flash!"

Despite the fact that there might still be a limited number of tools that require Flash, their numbers are rapidly dwindling. These days, the vast majority of websites and online tools have adapted to suit the iPad. Even Adobe - the creator of Flash - has stopped developing Flash, opting to focus on HTML5 instead.

Myth #4: "Student interact on will decrease; they will rarely communicate effectively with each other."

In groups of two or three, students have shown tremendous ability to work together on iPad projects. Students have no concerns about sharing their work processes, and, in fact, teach one another very successfully. Even in a one-to-one setting, students are willing to help each other when needed. When projects are completed, they are very excited to share them with the rest of their class.

Myth #5: "There is no USB connection on an iPad: How do I save and import my files?"

Depending on the faculty, through the combined use of iTunes U, GoodReader, Turnitin and AirDrop, it is now easy to distribute, share and collect student work effortlessly. In addition, by eliminating the need for USB sticks, the school community reduces its collective plastic footprint and ensures that all work between students and teachers flows reliably and securely.

Myth #6. “The iPad is only a consumption device.”

Adults are often happy just consuming information but young people soon get bored. From *Book Creator*, *iMovie* and *ExplainEverything* to *Nearpod* and *Green-Screen* filming, students much prefer making things to express what they have understood from the teacher, research and each other. Effectively weaving these tools into the daily routine is what makes the iPad a powerful device for teaching and learning.

Myth #7. “The iPad does not work within Microsoft environments or with Android.”

Well, actually, yes they do work in Microsoft Environment, as of March 2014. The caveat is that you need an Office 365 subscription to be able to edit documents and all Education Queensland students and staff have an Office 365 subscription that allows them to use it on up to 5 devices.

Adapted for AHS. Based on a collaboration between iPad Educators Steve Lai and Richard Wells