

Benefits of Ipad Classrooms

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Everyone appreciates that life continues to become simpler and enjoyable with new advances in technology. Today, most people appreciate technology in the classroom, whether teaching or learning. In fact, technology has simplified the teaching and learning process. Notably though, there are some challenges that users must appreciate. For instance, users may be distracted when Ipad used in classrooms develop technical issues. One needs to recharge the devices, which may distract their concentration. Nonetheless, a review of the benefits of Ipad classrooms justifies the use of Ipad in the classrooms much as there are some challenges, which justifies that Ipad classrooms are good. It is necessary to take advantage of technology in the classrooms just as it is appreciated in all other avenues.

Ipad classrooms make it easy to receive immediate feedback while ensuring all class participation. Teachers can easily communicate with students. Learning materials are easily shared, and assignments delivered easily. Rather than trading volumes of papers, teachers can share files with students. They can also administer electronic quizzes, supervise, and mark the quizzes without handling volumes of papers. That helps in saving time and resources needed for ordinary examinations (Hart, 2014). However, some applications help in managing multiple-choice questions. They post results immediately after students have completed the test or quiz. Tutors manage academic processes easily with applications customized to suit the class. Teachers can also know who have submitted assignments or even know when or how long students take to complete assignments (Catapano, 2015).

The collection and retention of materials are simple in Ipad classrooms. Excuses such as “I was absent” or “I lost it” may be avoided with the use of Ipad for learning. This is because teachers share materials electronically with the use of Ipad in the classroom (Bergmann &

Sams, 2012). Appreciably, the materials are also accessible for reference even after serving their initial purpose. Materials that could have been heavy to carry around are stored in the Ipad (Hatt, 2014). Students, therefore, can access and read from anywhere. They do not need to carry books around because the content is available and accessible from their Ipad.

Students can read and annotate without necessarily handling any papers. With marking features in some applications, students can annotate effectively as they would do with hard copies. In fact, it is easier and faster to annotate using Ipad than on paper. Further, learners can take pictures of written texts or hard copies and transfer them to electronic form for easy access (Hatt, 2014). Money that would have gone to photocopying is saved and utilized productively. Students can then annotate the transformed materials. All documents are stored in a traceable location and annotations kept permanently. Considerably, the materials can be shared easily after conversion to an electronic format (Catapano, 2015). Clearly, Ipad classes are advantageous to teachers and students as well.

In summary, Ipad classrooms are good for the learners and teachers too. Technology is gradually changing people's lives in the various avenues of life. The classroom is not an exception, which is realized with the use of Ipad applications. Students can access many reading materials online. They also store large volumes of materials in their Ipad, which saves on storage space and time needed to access the materials. In addition, teachers can administer online quizzes. The results can be published immediately especially in the case of multiple-choice questions (Bergmann & Sams, 2012). Clearly, Ipad classrooms could be the best approach in teaching much as there are some disadvantages. Issues of requiring charging or distraction are negligible when compared with the benefits.

References

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