Executive Summary
Oklahoma State University/Apple iPad Pilot Program

During the Fall 2010 semester, five sections of two courses across two colleges and two campuses participated in the Apple iPad Pilot Program. Professor Bill Handy, School of Media and Strategic Communications, and Professor Tracy Suter, Ph.D., Spears School of Business led the project. In addition, Professor Bobbi Kay Hooper, Ph.D., School of Media and Strategic Communications, included the pilot in a larger pedagogical study. The full report follows. Below is an overview of the key outcomes.

1. Did the iPad increase or decrease expenses? While difficult to fully quantify, there is evidence to suggest a **decrease in student expenses** with maximum integration. Electronic versions of student textbooks were less expensive than traditional textbooks. If a student were to purchase e-books, the possible saving could cover the iPad hardware costs in two semesters. The university could also benefit from decreased paper and printing costs while the use of "cloud" computing could reduce future network storage needs.

2. How was the iPad used among students and faculty? iPad use had professional and personal benefits. Focusing on professional benefits, students were able to use the iPad in ways that outflanked a traditional computer, be it laptop or desktop. The iPad also was used as a substitute for paper and pen. **Faculty were able to explore and recommend course-specific apps** (i.e., software) to enhance the learning environment. Given the size and scope of Apple's App Store, there were thousands of educational software possibilities plus having a built-in Web browser made the Internet more readily available.

3. Was the integration of an E-Reader an enhancement or detraction to the academic experience? **The responses were mixed.** On the one hand, students liked using the iPad to house their textbooks and suggested it promoted more reading. On the other hand, reactions from the beginning-of-the-semester expectations of planned use to the end-of-the-semester actual use saw e-book reading exhibiting the greatest change, a substantial decrease. Students thought they would use the iPad as an e-reader but did not do so as much as initial planned.

4. Was the integration of the iPad an enhancement to the academic experience? Self-report responses by pilot students indicated that **75 percent agreed or strongly agree** with the statement, **"I think the iPad enhanced the learning experience of this course."** Upon more detailed review, that number jumps to 92.8 percent among students who owned a Mac and falls to 70.4 percent among students who owned a PC. Survey results also showed only 3% of students in one course would opt out of the iPad course for an identical course which didn't include the iPad.

    From a faculty perspective, the greatest benefit was having uniform hardware and software available across the class. Said differently, faculty knew all students had access to the same learning tools. This was critical when planning assignments and class activities.

In sum, the iPad pilot was a very valuable program for OSU to undertake. The instructional mission of the university is important and continuing to investigate means to enhance the instructional mission positively serves many university constituents. Because of the overall improvements to the academic experience of both faculty and students it is our recommendation the University should consider the full deployment of iPads for all students.