



2012 HAWAII UNIVERSITY INTERNATIONAL CONFERENCES  
EDUCATION, MATH & ENGINEERING TECHNOLOGY  
JULY 31<sup>ST</sup> TO AUGUST 2<sup>ND</sup>  
WAIKIKI BEACH MARRIOTT RESORT & SPA  
HONOLULU, HAWAII

# INTEGRATING THE IPAD TO THE UNIVERSITY CLASSROOM: EXAMINING EFFECTS ON STUDENT PERFORMANCE AND SELF-EFFICACY IN USING TECHNOLOGY

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Today's children, parents, and practitioners are engaging with digital media devices for a variety of uses including social interaction, entertainment, health, identity, and acquiring knowledge. It is imperative that educators understand how to use digital media devices to not only enhance instruction to reach various learning styles, but to also remain relevant and practical to today's society. This project investigates the ways that a classroom set of iPad2s can be integrated in to the higher-education classroom to promote student learning and self-efficacy in the use of technology. Specifically this project investigates the following questions: 1) How does the use of the iPad2 during the course enhance students' understanding of course content? 2) Will lessons that integrate the use of the iPad2 improve students' attitudes and self-efficacy in using technology? 3) How will introduction of the iPad2 in the classroom influence student collaboration?

One hundred students from four sections of two different child development courses are compared for this project. The two sections of each course were all taught by the same instructor with the same content, exams, and assignments. Results show that the iPad sections averaged significantly fewer absences than no-iPad sections, had significantly higher final exam scores, felt more computer literate at the end of the semester, and felt technology improves collaboration in the classroom more so than the no-iPad sections. The findings from this study will go to inform the use of educational technology, in this case, touch-screen tablets to determine how they impact the learning experience.