

# Summary Reports

Updated 05/06/14

2013-2014

## Embracing Taiwan's Nuclear Future?



Google Map pictures of locations where students collected data; Lan Yu and Ken Ting nuclear reactor effluent site.



Students using Probeware to measure the background radiation of Taiwan's nuclear Power Plant, Waste Facility and Pacific Ocean.



### Project Successes

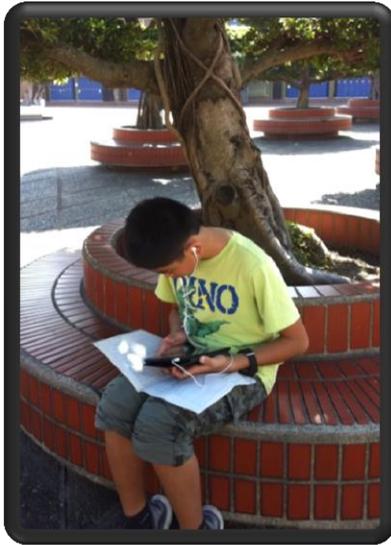
1. Students reflected upon their own use of energy and the growing issue of nuclear power use in Taiwan and the world.
2. The project mushroomed from going to visit the Ken Ting effluent site to going to Lan Yu to see the present waste storage facility. Hopefully, this trip will continue to be a part of the IMPACT program at MAK.
3. Students were able to collect data on background radiation, and water samples in three separate areas of the island to test for radioactive contamination.

### Future Development

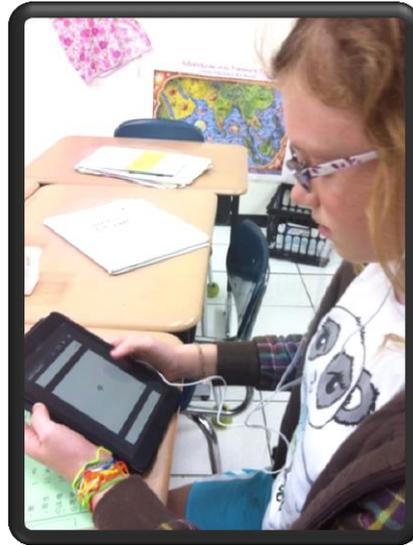
1. Data needs to be stored and saved to create longitudinal data in the future.
2. Procedures and experimental methods can be examined and refined.
  - a. Drawing water directly from the effluent
3. Purchase of dosimeter (s) next year could further enhance the studies.

2012-2013

## Interactive Chinese Language Learning



Student is recording the composition they wrote using SuperNote.



Student is using ear phone to help them review vocabularies on Quizlet.

### Project Successes

*First, differentiating instructions:* Students were able to work at their own pace by using the iPad to look up information, check on words they do not know, or watch educational but fun sitcom/idioms and stories. Having iPads with well-designed lesson plans freed up the teacher to assist students who need one-on-one instructions and keep advanced students challenged with more difficult but fun tasks.

*Secondly, students initiate their own learning:* With iPads in class, students are eager to get on the iPad to search for information, look up words, or use different apps to further their learning ([Quizlet](#), [Edmodo](#), [Air Video](#), [WordMover](#), [Doodle Buddy](#), etc.) An average of **81%** of students used the iPad in class to work on their classwork or look for information each day.

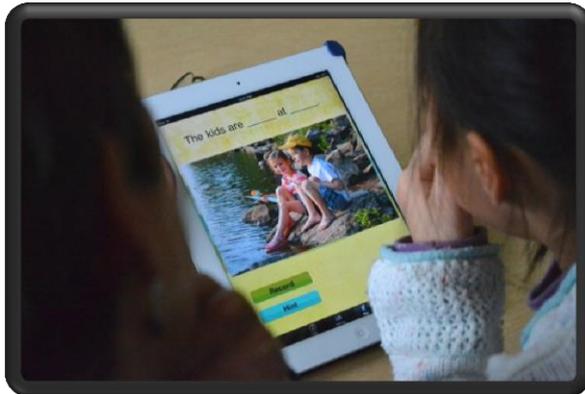
*Thirdly, reach all four language skills (speaking, listening, writing and reading) and the goal of making learning fun:* The user-friendly design of the iPad has been extremely helpful in assisting students in all four of these skills.

As useful and fun as the iPad is, without the following elements, the result can be “not so useful and not so fun”.

1. Well-designed lesson plans: the iPad is not to be a pass time tool or the “savior” of a boring topic. Whatever is done in class using an iPad should be a way of learning the content area. Without thorough planning, it can be a disaster.
2. Thorough run through: The teacher using the iPad needs to run through the lesson plan as if she/he was one of the students because lots of problems students will be facing are different from teacher’s login.
3. The teacher should orient students on how to take care of the iPad with good procedures and rules.
4. Re-direct student’s mindset of using an iPad: it is not just for playing games and watching movies, but it is also a very useful learning tool.
5. Needing one set of iPads for each classroom rather than sharing iPads between classes: In order to reach the goal of #3 and #4 mentioned above, easy accessibility of iPads is crucial. Just like classroom management/classroom procedure, students get used to the routine and they know what to expect. Getting used to using the iPad as a tool of learning should become a part this routine.
6. Using iPads is not for everyone: Be aware of and be understanding of student’s frustrations using the iPad. Different learning styles result in different reaction when using.

2011-2012

### *iPad for ELL and Special Needs*



iPads have the potential of putting the resources from the Internet at the students' finger tips. This can help teachers make their lessons more dynamic for their students, integrating technology at the student's desk.

There are many educational iPad apps available for the elementary students, but this resource is limited for teachers who work with older students. There are two categories of apps. One focuses more on content, which is easy to use but students could quickly lose interest. The other focuses on utility, which can adapt to student interest and level, but may take a long time for the teacher to set up.

Overall, the effectiveness of the iPads depends the most on the teacher's willingness to spend time learning the technology. The teachers who were excited about getting an iPad took the time to find apps and integrated them into their lessons. The others who were simply handed an iPad gave up quickly after they realized that it would not run flash in its browser.

If a teacher doesn't think outside the box, the iPad is just like an encyclopedia that sits on the bookshelf. On the other hand, when a teacher learns to integrate this technology, it can be a digital whiteboard, voice recorder, math manipulative, interactive story book, .... The possibilities are endless.

### ***The Sky's the Limit – Teaching Our Kids to Explore God's Glory Through His Creation***



The purchase of these telescopes has greatly increased enthusiasm among students about the prospect of night sky viewing. Students are interested in going up to the roof on "sky view evenings" and we have tried to interest parents and families as well. The telescopes allow us to have access to the majesty of God's creation by looking at planets, stars, and the moon in a hands-on way rather than through the textbook and photographs. Having students use telescopes to see these celestial bodies brings their sixth grade Earth Science curriculum to life whether they are in Earth Science, have been in Earth Science, or will be. It's a memorable experience to observe God's handiwork through a telescope.