



A report of teachers' opinions toward using smart tablets as learning and teaching tools by teachers and students in two government model schools in Dubai

تقرير عن آراء المعلمين نحو استخدام الألواح الذكية كأدوات للتعلم والتعليم في مدرستين نموذجيتين في دبي

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### Abstract

Educators and stakeholders couldn't ignore the technology deep impact on young children and adult. It becomes the government of the UAE priority. The ministry of Education introduced Education Vision 2020 which emphasizes the use of advanced education techniques including the new technologies. Smart tablets have been applied in numbers of schools, so they tend to utilize the smart tablets as the main day-to-day teaching resource for introducing and practicing the context. This study examines teachers' opinions toward using smart tablets as learning and teaching tools in two model schools in Dubai. The research demonstrates the different approaches related to the selected area. This research asks the following questions, the first one is the What are teachers opinions and attitude about using smart tablets as learning and teaching tools in the classroom. The second is What kinds of tasks do teachers and students typically use smart tablets in the classrooms for. The third one is What do subjects teachers views about the positives and negatives of using smart tablets in classes. The results have shown their the teachers positive attitude toward the result of applying the smart tables as a teaching tool.

### المخلص

لا يمكن للتربويون وصانعي القرار تجاهل تأثير التكنولوجيا العميق على كل من الأطفال والكبار. لقد أصبح استخدام التكنولوجيا أحد الأولويات في دولة الإمارات العربية المتحدة. لقد اعتمدت وزارة التربية والتعليم رؤية التربية 2020 والتي تحث على استخدام تقنيات التعليم الحديثة، بما في ذلك التكنولوجيا المتطورة. لقد تم تطبيق استخدام الألواح الذكية في عدد من المدارس، وأصبح استخدامها كوسائل تعليمية يومية لشرح الدروس الجديدة والتدريب عليها. وتبحث هذه الدراسة عن آراء المعلمين نحو استخدام الألواح الذكية كأدوات للتعلم والتعليم في مدرستين نموذجيتين في دبي. يوضح البحث الأساليب والنظريات المختلفة المتعلقة بموضوع البحث. يطرح هذا البحث ثلاثة أسئلة، السؤال الأول ما هو آراء المعلمين وانطباعهم حول استخدام الألواح الذكية كأدوات للتعلم والتعليم في الصف. السؤال الثاني يستفسر عن ما هي نوع الأنشطة التي يستخدم فيها الطالب والمعلم الألواح الذكية. والسؤال الثالث ما هو رأي معلمي المواد عن تأثير استخدام الألواح الذكية الإيجابي والسلبي في الفصل. بشكل عام كان النتائج تدل على الانطباع الإيجابي للمعلمين نتيجة استخدام الألواح الذكية كأداة للتدريس.

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**Chapter one**

## **1.1 Introduction**

The huge development during the 90s showed a big growth in various kinds of technological devices and equipments such as computers , internet and software. The educators and teachers couldn't ignore the big technology waves which affected and shaped different life fields. Advances in teaching methodologies and resources have made possible the introduction of new technologies in schools. The technology affected and molded our new generation's life style who are described now as 'digital native'. They spend many hours playing different kinds of technology such as i pads and computers comparing with other activities. Educators couldn't ignore the technology deep impact on human both young children and adult and a crucial role that technology and smart tablets play in education as well as in everyday life.

The UAE Ministry of Education is working on the ICT in Schools Project in co-operation with sheikh Mohammad Bin Rashid ICT project. This study intends to obtain insightful information about the teachers' opinions about the use of smart tablets as learning and teaching tools by teachers and students in the classroom. The growth in teaching methodologies and resources have made possible introduction of new technologies in schools. The UAE government support this field by providing a huge budget to improve and support this area.. Additionally MoE 2021 vision stressed the utilize of ICT in all schools. Thus schools and educational companies started to use ICT and smart tablets in particular . The researcher is interested to find out more about this area because it has relation to her field of specialization.

## **1.2 The significance of the research**

The government of the UAE new vision, particularly Sheikh Mohammed Bin Rashid Al Maktoum vision which emphasized the use of ICT equipment and smart tablets in teaching.

“Our children deserve the best services. Developing education according to the best standards is of national importance and is a key component of UAE Vision 2021,”( Shaikh Mohammad Bin Rashid,2012).

According to Dr Easa Bastaki (2011) “We are building the UAE ICT sector, and one of the ways that we can instill interest in this field is by engaging the country’s youth”. Additionally the researcher has had the opportunity to observe and experience the kinds of approaches, methodologies and resources which teachers use in the classroom in some of UAE schools. Also the researcher got the chance to look through a lot of references and resources such as books, journals and websites around the use of technology and smart tablets in teaching and learning . A great deal has been written by education theorists and practitioners about the way can smart tablets impact on various aspects of the teaching/learning process.

### **1.3 This research asks the following questions**

1. What are teachers opinions and attitude about using smart tablets as learning and teaching tools in the classroom?
2. What kinds of tasks do teachers and students typically use smart tablets in the classrooms for?
3. What do subjects teachers views about the positives and negatives of using smart tablets in classes?

## **Chapter two**

### **2.1 Education in the UAE**

“The United Arab Emirates has experienced considerable improvements since its establishment. Particularly, the education sector has undergone ambitious overhaul. There has been significant investment in infrastructure, administration and delivery systems. Worldwide partnerships and joint ventures have been established aiming at implementing best international practices aligned with national goals that support human capital development. The aim is to facilitate the transition of the country to a knowledge-based, sustainable and diversified economy”. (National Qualifications Authority, 2013, p.13)

## **2.2 ICT usage in Education in the United Arab Emirates**

Developing ICT sector becomes the government of the UAE priority where a huge budget has been given to support this area. The ministry of Education introduced Education Vision 2021 which emphasizes the use of advanced education techniques and strategies, as well as enhance the innovative abilities and students self learning skills. The schools and the educational institutes have been pushed to integrate the ICT with teaching. Teachers in UAE government schools tend to utilize the course books as the main day-to-day teaching resource for introducing and practicing the context. This is mainly because it embodies the UAE curriculum and because assessments are based on its contents. At this moment, the schools’ principals and teachers should be accepting the change as a result of the ICT new trend and be able to improve the skills to able to integrate the ICT with teaching. According to (National Qualifications Authority “The most pressing issues in the agenda of education reform in the UAE have been to build educational capacity, encourage technical knowledge and innovation in the curriculum, introduce international quality assurance frameworks to raise standards, and measure performance” ( 2013, p.13).

## **2.3 launching Smart Learning Initiative**



A huge project has been launch with cooperation between the Ministry of Education and the Telecommunications Regulatory Authority. It the Mohammad Bin Rashid Smart Learning Initiative. The project started in September 2012 with 18 schools from grade 6 to grade 9

“Revolutionising the way education is provided in the country's public schools, His Highness Shaikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE and Ruler of Dubai, yesterday launched a new smart learning initiative that will transform classrooms as well as integrate teachers, students, parents and administrators into a single e-platform. The Dh1 billion Mohammad Bin Rashid Smart Learning Initiative is part of the UAE Vision 2021 and will be introduced in four stages over five years” (Shafaat Shahbandari.2012).

The project will provide students with new technical and learning environments. Every pupil with have a table PC with high speed networks. The project will be introduced over five years to include all public schools. "The project will prepare future generations to face the new challenges of the new world more confidently," (Mohammad Bin Rashid, 2012)

## **Chapter three**

### **3. ICT in education**

#### **3.1 ICT**

There is general agreement that technology has an important role in the classroom. Technology “conforms with different intentions of language teaching programmes such as psychological, linguistic, cognitive, social and cultural.” (Brewster, Ellis, and Gail, 2002). Moreover, technology gives “contextual support which is essential in helping the class understand the language, particularly during the early stages of learning” (*Salaberri, 1995, p.40*). Similarly, Neuman, Copple, and Bredekamp (2000) suggest using different multimedia for helping English learners: “use multimedia such as videos, pictures, and concrete objects to create connections ...” (2000, p.55).

### **3.2 Teachers’ attitudes toward ICT and smart tablets.**

Teachers attitudes play a crucial role in the successful use of ICT in education which is influenced by the teachers’ beliefs. “Attitudes are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent” (Gardner, 1985). Using smart tablets is more than dealing with devices, software and screens. It is about the teachers’ confidence and attitude toward using those equipments in the classroom.

The teachers who have a positive view to ICT and smart tablets realize the potential use of ICT and smart tablets within the classroom. They believe the use of new technology might enhance their students’ performance. “the teacher’s experiences of ICT in the classroom is affected by a number of factors, some similar to the children’s attitude to and experience of technology and some related more specifically to the teacher’s role and expectations. The teacher’s beliefs and values about the nature of education and schooling affect how life in the classroom is organized and managed, and the background experience of and attitude to new technology will also affect the role it plays in that classroom.”(Avril Loveless, 2003. p.120).

### **3.3 Teachers’ characteristics, confident and the ICT use.**

Relevant studies discussed many aspects related to teachers' characteristics and their ICT beliefs. Factors such as, teachers' age, gender, and teaching experience can shape their beliefs and attitudes. "A large number of studies have focused on finding the role of teachers' personal characteristics and demographic variables such as age, gender, and years of teaching experience in their ICT use in the classroom" (e.g., Robinson, 2003; van Braak, Tondeur, & Valcke, 2004; Bebell, Russell, & O'Dwyer, 2004). Researchers showed that older teachers and those with more experienced teaching tend to use ICT less than younger teachers. Educators have attributed this finding to teachers' limited skills in ICT and tend to be less confident to try new techniques. (Van Braak et al., 2004; Bebell et al. 2004 ).

### **3.4 ICT and teaching**

#### **3.4.1 The Role of ICT in Teaching .**

Therefore, teachers should use technology as a teaching tool because "...children have a greater immediate need to be motivated by the teacher or the materials in order to learn effectively" (Ur, 2005 p. 288). Many researchers have written about the changes happening in education as a result of mobile devices and smart tablets. "Teaching and learning foreign language through technology has become a new trend in foreign language education all over the world. Technology is playing a greater role during class and home study, as computer-assisted instruction and interactive media technologies supplement the traditional use of the chalk and the blackboard". Computers started to become an effected tool to be used in the classroom to teach the language "an overview of the developmental history of computer-assisted language learning (CALL) shows that ICT tools have been actively and widely used in language classes from the initiation of computers into the world due to the fact that language teachers have always been the pioneer of using innovative teaching tools in their classes" (Amiri, 2000).

"iPads needs to be considered as an educational tool that can support learning. They have the potential to afford new opportunities for learning if accompanied by student-centred pedagogies and authentic learning experiences. Given the preponderance of apps available in the iTunes App Store, teachers need to make

critical and informed decisions when selecting apps”. (Kristy Goodwin, 2012.p. 11)

### **3.4.2 Teachers’ attitudes toward ICT and smart tablets**

“EFL teachers use ICT tools for preparing teaching materials and activities to be used in teaching pronunciation (Lee, 2008), grammar (Al-Jarf, 2005), vocabulary (Tsou, Wang, & Li, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel & Ercetin, 2009), and writing (Chikamatsu, 2003). They also use technological tools such as PCs, laptops, or mobiles in the classroom for instructional delivery very effectively and frequently. Learning applications prepared by teachers/students or commercially produced ones such as drills, tutorials, and computer-based tasks are used in the classroom to promote collaborative learning of English skills (Beatty & Nunan, 2004). Furthermore, EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication (Mahfouz & Ihmeideh, 2009). In this way technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy”.

## **3.5 ICT , smart tablets and learning style and Multiple Intelligences**

I pads and smart tablets are good ways to cater to different learning styles. Teachers can integrate the knowledge of pupils’ learning style using technical tools such as Mobile devices, I pad smart tablets. The knowledge of multiple intelligences (MI) informs teachers’ ideas about the different learning styles that children have.

### **3.5.1 What does intelligence mean?**

Gardner defines intelligence as “the capacity to solve problems or to fashion products that are valued in one or more cultural setting” (Gardner & Hatch, cited in Smith, 2002).

### 3.5.2 The importance of considering the Multiple Intelligences (M.I) and the link between technologies (smart tablets)

Gardner states that there are different kinds of intelligences and different ways that children learn (cited in Smith, M. K , 2002). Sternberg and Wagner (1993) agree that there are different kinds of *intellectual functioning* (cited in Trawick- Smith, 2003, p.350). Smith (2002) proposed that, Gardner's theory has been strongly accepted by many in education. Furthermore, he mentioned that educators benefit from knowing about the intelligence theory for designing classrooms and sometimes whole schools. The theory confirms educators' experience in schools where it shows that learners think and learn in different ways. In light of what Gardner states, the teachers can apply the knowledge of MI in the UAE school when they plan to use a variety of technologies such as smart tablets.

- *Linguistic intelligence*: focuses on students' ability to learn new knowledge , then the use of this knowledge and information to achieve different tasks, so students will read and write while using the mobile devices and smart tablets on their own.
- *Logical intelligences*: will be used as well where students need to analyze problems and think logically. The students also have to understand the logical procedure for completing for example crosswords. Students also have to be able to navigate the exercises following logical procedures.
- *Visual intelligences*: This links with the “picture smart” child. Like designing PowerPoint slides show.
- *Musical intelligence*: the ability to identify and create musical tones and rhythms. Like using songs and chants that students can find and listen to different audios from the internet.
- *Interpersonal intelligence*: learners can work in groups to finish different tasks and each one can be an effective member in his group.
- *Intrapersonal intelligence*: students can work individually while they are working in the class and completing tasks. The students can work alone bringing their own personal understanding and language skills to the assignment.

### **3.6 The effect of the use of smart tablets on student motivation in the classroom**

Learners should feel interested while they are learning, and motivation plays a big part in this. When learners are motivated, they are able to acquire the knowledge more easily and their achievement will improve. Teachers should surround the students with creative and supportive environments all the times to stimulate their motivation. ICT and smart tablets in particular can play a crucial roles to enhance the learners' attitude.

If we can make our classrooms places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn (Lightbown and Spada, 1999, p.57).

“The affective filter’ is an imaginary barrier which prevents learners from acquiring language from the available input” (Lightbown and Spada 1999 p.39). That mean when learners are motivated their affective filter will be low but it will be high if they are unmotivated and stressed. Therefore, teachers can use smart tablets in teaching because “...children have a greater immediate need to be motivated by the teacher or the materials in order to learn effectively” (Ur, 2005 p. 288). Additionally, Ur (2001 p93) recommends computer and smart tablets technical tools to increase learners' motivation: “younger and adolescent learners in particular find the use of computers attractive and motivating” (Ur, 2005 p.190-191).

## **Chapter four**

### **4. The study**

#### **4.1. The context**

The schools where the research was conducted are two model preparatory schools. The students are all UAE nationals. Most of the students' parents are educated and they generally show a strong desire for their children to do well at school. There are strong links between the schools' teachers and the parents. English (and other subject teachers) have their own classrooms which are well equipped with a variety of technical resources such as: computers, TVs, CD, audio and overhead projectors. Both schools applied Sheikh Mohammad Bin Rashid Smart Learning Initiative in grade seven. Both schools follow the ministry syllabus which is the basis for student assessment.

## **4.2 .Methodology**

“Identification of appropriate data collection and analysis techniques will provide focus for the study and contribute to the understanding and resolution of the problem” (Adams: Action Research Primer n.d.). A wide range of data collection tools can be used to collect useful information and to help in the research process. It's important to use several tools partly to suit different situations and partly to collect data in different ways about the same thing to confirm and strengthen findings and conclusions. This research used only quantitative approaches. The researcher gathered quantitative information by conducting questionnaires. (Snap Survey Software, 2011) Quantitative Research “is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population”(Snap Survey Software, 2011).

### **4.2.1. Questionnaire**

The questionnaire (see appendix 1) included many questions about teacher's ICT skills and experiences inside and outside the classroom. It had questions about the software programs and the social networks. Also, it measured the teachers' characteristics and attitudes toward using ICT and smart tablets in the classroom as well as their point of view toward smart tablets onlearning. Some questions were designed to know more about the purposes of using smart tablets and the effectiveness of using them by both students and teachers.

The study applied the open- ended to examine selected aspects concerning the smart tablets use to enhance learning and the teachers' attitude toward using smart tablets "Questionnaire is a job analysis method, it to be completed by job-holders and approved by job-holder's superiors, are useful when a large number of jobs are to be covered. A questionnaire is a quick and efficient way to obtain information from a large number of employees."( Davi Ngo, 2012). The questionnaire included different questions related to teachers opinions about using smart tablets to enhance teaching and their attitude toward using smart tablets in the classroom .

#### **4.3 Reliability and Validity**

Validity and reliability are two crucial aspects of research design is to assess the data and make sure that the information gathering instruments will assess and measure what it is the researcher supposed to measure. According to James P. Key "Validity can be defined as the degree to which a test measures what it is supposed to measure" where he defines " reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials".

#### **4.4 Ethical considerations**

Ethical considerations are important for any researcher in order that the various participants are not harmed, disadvantaged, inconvenienced or embarrassed by the research activities. The



researcher explained to the participants what the research involve and then seeking their permission to collect questionnaires. The researcher made sure that inform participants of the reasons for doing the activity, what would happen to the information collected and who would have access to it. Moreover, confidentiality and anonymity are guaranteed. The researchers also tried to record information accurately and objectively avoiding any bias towards one point of view or another.

## **Chapter five**

### **5.Results**

#### **5.1 Teachers general Information**

The researcher received 26 completed questionnaires provided by 16 males and 10 females. All the participants had ICDL certificates and had good ICT skills. Mostly, the participants have 10 years teaching experiences and above. All male participants were from Middle Eastern countries however the majority of female participants were Emirati locals. The minimum use of technology such as computers or smart tablets such as I Pads were two hours for all the participants.

## **5.2 Kinds of activities do teachers and students use the smart tablets in the classroom**

*Online search* : use the internet access to find different information for different educational purposes .

*Download materials* : both teachers and students can download educational materials to support certain themes or enhance skills.

*Design worksheets or slide shows* : “learners can prepare slide show to present and even the teachers can prepare the lesson, the materials and the worksheets”.

## **5.3 Teachers’ feeling and opinion about the use of the smart tablets as a learning tool in the classroom**

The topic related to teachers’ feeling and their opinion about the use of the tablet as a learning tool in the classroom, the participants mentions positive views about such as:

*Administration*: “ we got professional development sessions about the use of tablet with teaching”

*Students* : “the students are so motivated either when they use the tablets or we present the data by using the smart tablets”

*Rich resources* “ Provide both teachers and students with accessible sources to enhance learning.

*Online practice and exercises*: “ can provide us with other rich materials which support the lessons ”.

*Learning styles* “using smart tables can enhance different learning styles. Some students enjoy listening while other prefer learn by looking at visual materials ”

#### **5.4 participants views about the positives of using the smart tablets as a learning tool in the classroom**

*The development in the country* : “ it’s part of Dubai vision” “ new and modern strategy ”

*Improve their ICT skills*: “both teachers and students will improve their ICT skills as a result of using the new technology and the tablets in particular”.

*Online great exercises*: “ teachers and students use the web based resources as rich resources to get extra tasks and exercises”

*Improve their vocabulary and phrases*: “both teachers and students will learn new vocabulary and phrases while dealing with the devices instructions or by accessing the websites and searching onlines”.

*Interactivity and participation.*

*Independent learners* : “ the students self esteem will increase because the students take responsibility when they use the devices because it gives them chances to work independently ”  
“the students can have the freedom to be more creative”

*Movement* : “using smart tablets or any other kind of tablets make me feel flexible, it’s not heavy like the laptop. I can carry my tablets anywhere, I can connect the internet easily”.

*Students’ motivation*: “increase the pupils interest ” “the students are so motivated when they use the smart tablets or their own tablets ”.

#### **5.5 participants views about the negatives of using the smart tablets as a learning tool in the classroom**

The participants pointed out to many negatives of using the tablet as a learning tool in the classroom

*Time* : “when I use the smart tablets, I have to prepare a –well prepared lesson- and take in my consideration all the aspect to make my lesson very effective”. “sometimes finishing the tasks might be an issue ”

*Technical problem*: “sometimes I face some technical problems with I use my own i pad, these problems have relation with battery or any other technical problem”.

## **Chapter six**

### **6. The Discussion**

The result showed that the teachers had positive attitudes toward using the smart tablets in the classroom either their education use or the student use.. It appeared that the teachers were motivated and keen to integrate the ICT with teaching. They noticed how the pupils' acquired the knowledge more easily by providing them with smart tablet. The overwhelming majority of participants with different teaching experiences years know the potential of ICT and smart tablets to enhance teaching and learning language and other practical skills. Furthermore, the study demonstrated that most of the participants joined training sessions which made them confident to use the smart tablets in the classroom. In general all the participants have the ICDL certificate and many ICT basic skills which give them the foundations to start creating some materials using different programs. From the study, it is clear that providing teachers with the needed support in the classrooms can encourage them to use these new technologies especially when the school administration has a clear ICT policy.

Moreover, the study showed that teachers recognize using ICT and smart tablets effect acquiring knowledge and learning because it presents the information in an interactive way. These strategies include various sorts of images, sounds and animations which interact with the students and help them to learn easily. They found using these devices are remarkable ways to present language in context to enhance language skills and also different practical skills in many subjects. The teachers have positive attitudes toward the use of smart tablets and the way it promotes the students' learning styles especially after most of the teachers became more aware about students' different learning styles. Using smart tablets can stimulate and motivate students. It provides learners with huge amount of exercises and knowledge which can go with the learners' different learning styles such as linguistic, logical, visual, musical and interpersonal learning styles.

## **Chapter seven**

### **7.1 Limitation**

In term of my study conducted place, the schools administrations are model schools and encourage teachers to use ICT and provide them with all equipment. Also the teachers in the school are showing positive attitudes toward using smart tablets. So applying the study in different schools might provide different result. Moreover, the strategies may work with other schools if they have the similar context and aspects. “The action research is more concerned with finding appropriate solutions to problems in a specific setting (e.g. the researcher’s own classroom) than with the ability to generalize to all other educational settings” (Adam: Action Research Primer).

## **7.2 Recommendation**

It is recommended for further research to apply questionnaires with different UAE schools to see the teachers attitude toward smart tablets use to better understand the factors that affect the teachers’ beliefs and attitudes toward it as well as finding more about the effectiveness of using these technology in the classroom. The researcher recommends to apply questionnaires with detailed questions for the next research. The suggested questionnaires can be done by both students and teachers to more information about the students’ own experiences about using the smart tablets. Also the questionnaires might have questions related to important aspects such as classroom management issue and students assessments.

## **7.3 Conclusion**

In conclusion, applying this study in two model schools in the EFL context indicated the teachers’ attitudes toward using smart tablets as a teaching resource. Especially in this period of time where technology plays an essential role in everyone’s professional and personal life, everyone is influenced by Technology, particularly the young learners. It is important to apply similar kinds of resources as teaching tools. The study shows the role that technology and smart tablets in practical improve learning and teaching especially where the teachers move away from traditional teaching methods.

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## **Appendix**



This questionnaire has been designed to gather information about teacher experiences and opinion on the use of smart tablets in teaching and learning

Age

(1) العمر

Less than 25	7 years	10 years	15 years	20 years	More
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Teaching experience

(2) عدد سنوات الخبرة

Less than 5	5 years	7 years	10 years	15 years	20 years	More
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(3) هل لديك شهادة ICDL وما نوع المهارات التي أضافتها هذه الشهادة لك  
Do you have the ICDL certificate / what kind of skills add to you?

.....

(4) كم عدد الساعات التي تقضيها في استخدام التكنولوجيا يوميا  
How often do you use technology during the day?

.....

(5) هل تمتلك i Pad وكم عدد الساعات التي تقضيها في استخدامه؟  
Do you have an i Pad? How often do you use it during the day?

.....

(6) ما نوع الأنشطة التي تستخدمها بجهاز الأيباد i Pad خلال اليوم  
What type of activities are you using your i Pad for?

.....

(7) هل حصلت على تدريب لاستخدام التكنولوجيا وخصوصاً الأيباد / اذكر كيفية أو نوع التدريب  
Did you get any ICT and i Pad training sessions?

.....

.....

(8) ما نوع الأنشطة التي تستخدمها بجهاز الأيباد i Pad في الفصل  
What types of i Pad activities are using in the classroom

.....

.....

(9) ما هي الصعوبات التي تواجهك أثناء استخدام الأيباد في الفصل  
. What are the difficulties you face while you apply the i Pad in the classroom?

.....

.....

(10) هل تصمم برامج أو دروس باستخدام الأيباد

لا أستخدم مطلقاً	نادراً	بعض الأحيان	غالباً	دائماً
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11) أذكر بعض البرامج التي تستخدمها في الفصل باستخدام الأياد

.....

13) ما هو هدفك من ربط التدريس باستخدام الأياد

What is your purposes of using i Pad in teaching?

.....

14) ما هي نتائج استخدام الأياد في عملية التعلم والتعليم عليك كمعلم (سواء ايجابية أو سلبية)

What is the positive and negative results of applying i Pad on you as a teacher

.....

.....

15) ما هي نتائج استخدام الأياد في عملية التعلم والتعليم على الطلبة (إيجابية أو سلبية)

What is the positive and negative results of applying i Pad on students

.....

.....

16) تعليقات أخرى other comments

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