



Apr 18th, 11:00 AM - 12:00 PM

# One Eye to the Future: A Study of Student Exploration With Google Glass

Kyle O'Daniel

*Illinois Wesleyan University*

Leah Nillas, Faculty Advisor

*Illinois Wesleyan University*

Follow this and additional works at: <http://digitalcommons.iwu.edu/jwprc>

 Part of the [Education Commons](#)

---

O'Daniel, Kyle and Nillas, Faculty Advisor, Leah, "One Eye to the Future: A Study of Student Exploration With Google Glass" (2015). *John Wesley Powell Student Research Conference*. 2.  
<http://digitalcommons.iwu.edu/jwprc/2015/ESposters2/2>

This Event is brought to you for free and open access by The Ames Library, the Andrew W. Mellon Center for Curricular and Faculty Development, the Office of the Provost and the Office of the President. It has been accepted for inclusion in Digital Commons @ IWU by the faculty at Illinois Wesleyan University. For more information, please contact [digitalcommons@iwu.edu](mailto:digitalcommons@iwu.edu).

©Copyright is owned by the author of this document.

# ONE EYE TO THE FUTURE: A STUDY OF STUDENT EXPLORATION WITH GOOGLE GLASS

**Kyle O'Daniel and Leah Nillas\***  
*Educational Studies, Illinois Wesleyan University*

## Research Question

- When given access to the most up to date technology available, what do students recognize as the potential benefits and difficulties of new technology in the classroom?
- How can students be brought into the conversation about technology integration in the classroom?

## Methodology

- Open exploration focus group of ten students
- TPACK Framework (Mishra & Koehler, 2006; Koehler, Mishra, & Collins, 2013)
- Data collected: field notes, student journals, discussion notes

## Literature Review

- Barriers to technology integration include system-level, school-level, and teacher-level barriers (Balanskat, Blamire, & Kefalla, 2006), in addition to technology-level.
- Current technologies, including laptops, IWBs, and cell phones, are not being used to their full potential (Thomas, O'Bannon, & Bolton, 2013; Türel & Johnson, 2012; Weston & Bain, 2010).
- Google Glass has seen use in the medical field (Wright & Keith, 2014; Glauser, 2013), libraries (Booth & Brecher, 2014), and higher education (Afshar, 2014).

## Benefits and Possibilities

- Join laptops and tablets as a 1:1 device
- WebQuest tool
- Assistive technology for students with physical, mental, and learning disabilities
- Glass + IWB
- Bring relevant discussions about tech and society to the classroom

## Difficulties and Dangers

- Privacy concerns – audio and video recording
- Troubleshooting and limited tech support
- Potential to be a distraction
- Price and availability
- Overall, potential benefits overshadowed by potential consequences and dangers.

## Technology in Schools

- Students recognize the need to learn how to use tech in an academic context (vs. for entertainment, pleasure)
- Tech isn't used as students expect: "We're expected to carry the laptops with us all the time along with our textbooks."

## Literature Connections

- Technology in schools is "Oversold but underused" (Cuban, qtd in Lei & Zhao, 2008, p. 105).
- Teachers as "digital immigrants" vs. students as "digital natives" (Prensky, 2001)
- Difficulties and dangers all reflect barriers to integration

## Limitations

- Time
- Accessibility (only one device)
- Students were unable to use Glass *in* the classroom

## Conclusion

- Glass is not ready for classroom use, though further research must be done on hands-on use in the classroom.
- Time, accessibility limitations
- Students are valuable resources in conversations about decisions to integrate tech in the classroom.