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## 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*

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# 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.