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 (Balansкат, 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.