Writing and Reading with Tablet Devices: A Conceptual Framework for Teachers

My presentation will report on an empirical study of the Apple iPad in advanced writing courses. It argues that five areas will have a direct bearing on the ways in which tablet devices are integrated into higher education: device features, literacy practices, pedagogical elements, institutional structures, and industry practices. Teachers who hope to enhance the work of rhetoric and composition, including technical writing, will need to engage these areas in a direct manner. I conceptualize these areas in a heuristic teachers can use in their own contexts.

Thursday, October 4, 2012 at 4:10 p.m. in BU 121

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