

## **ABSTRACT**

This study explored the pedagogical integration of the iPad to enhance the teaching and learning of Grade 10 Life Sciences in two schools in the Gauteng Province, School A and School B. School A is a public school with the majority of learners coming from the townships. School B on the other hand is a private school with the majority of learners coming from privileged families in the country. The study sought to explore how teachers and learners from the two different socioeconomic learning contexts are using iPads to enhance teaching and learning of Life Sciences. The study also explored the challenges that are faced by teachers and learners when they use the devices in the classroom. Qualitative data were collected through teachers' and learners' interviews, lesson observations and document analysis. The findings of the study indicated that iPads have great potential to transform the teaching and learning of Life Sciences in the studied schools. The use of iPads resulted in more time on task on the part of learners, increased independent learning, and improved skills to search for information. The study revealed that meaningful use of iPads requires adequate training of teachers through subject-specific technological professional training. Furthermore, the study showed that effective integration of iPads requires reliable wireless connection, technical support, consistent grid power supply and mechanisms for overcoming learners' distraction as a result of social networks and games available on the iPads.