Can PDA’s Make a Difference?

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Abstract

Do personal digital assistants (PDA’s) have the potential to be a useful technology tool for students and teachers? During Semester Two, 2005 and in 2006 Christ Church Grammar School embarked on a PDA trial to see just how effective this technology could be. This presentation outlines the objectives of the trial, the technology used including demonstrations and detailed feedback from the students involved.

Phase 1

Introduction

In August 2005 Christ Church Grammar School commenced phase one of a PDA trial with fifteen students and three staff members. Detailed objectives of this trial are listed below. However, in summary the core objectives of phase one was to evaluate the logistical, technical and operational elements required to run PDA’s in a school environment. For this reason the fifteen students that were selected for the trial were finalised from a pool of nominees. We were after students with a mixture of technical skills.

Detailed Objectives of Trial – Phase 1

• To test operationally how wireless (802.11) PDA’s will integrate into our existing domain, for web access, email, file access
• To test the functionality of using a PDA as a note taking device when paired with an external keyboard
• To explore whether students are likely to use PDAs as a digital conduit between home and school
• To test functionality and value of various PDA applications; graphics calculators, Inspiration, eBooks, etc
• To raise awareness about possible future uses of PDAs by staff and students.
• To assist in establishing criteria for any wider deployment in Semester 1, 2006.

Evaluation of Trial

All students in year 4 – 12 were surveyed on technology use and attitudes and communication skills prior to the trial to provide baseline data for a number of school purposes. The students involved in phase one of the trial had their responses to the survey tagged for future identification and analysis. Students involved in the trial were interviewed before the trial commences and at the completion of it. Student participants were asked to complete a questionnaire in order to provide a self-assessment of the effect of the trial.

Students during the trial were expected to make regular contributions to the project blog which will provide a complete record of the progress of the project and the contributions of the participants.

An email mailing list was established to provide communication between the trial group. This list was also used to gather feedback on a regular basis.

PDA Trial Preparation

There were a number of decisions to make before commencing this trial, the biggest of which was to determine what hardware / platform would be best suited based on our objectives and our IT environment. With PDA’s there are three main platforms (operating systems), Palm, Windows Mobile and Symbian. The other consideration was the choice between a dedicated PDA or a Smartphone (mobile phone with PDA functionality). Whilst it was deemed that Smartphone technologies had
much to offer it was felt that a phone component would ‘cloud’ the objectives of the trial and add an additional layer of complexity. Depending on the outcome of phase 1 and 2 of the trial it was considered that SmartPhones could form the basis of further studies.

One Palm PDA (LifeDrive) and one Windows Mobile PDA (HP iPAQ rz1710) were purchased and tested against a set of criteria, like any hardware decision making process each device had both its advantages and disadvantages. The decision process was made easier by the availability of good educational PDA based software for the Palm. Prior to making the final decision I was fortunate enough to attend the American National Educational Computer Conference in Philadelphia (June 2006) where I attended a number of PDA based workshops and met with a number of PDA hardware and software vendors. At the time, and from the demonstrations, I saw there was no doubt that Palm was the dominant platform and had by far the largest range of third party educational software from both a user perspective and as an administrator to a fleet of PDA’s. In conjunction with evaluating the platform types it was also necessary to review the hardware capabilities of each device. The hardware selection criterion was based on the following wish list;

- Inbuilt Wireless (802.11)
- Bluetooth (many of our desktop and laptop computers have inbuilt bluetooth)
- Reasonable storage capabilities or at least ability to expand to 1GB
- Audio Recorder
- External Keyboard option
- Ability to mount as a shared drive (not essential, but desirable)
- Ability to access network drives via wireless (not essential, but desirable)

After much consideration the Palm LifeDrive was selected as the device that would be best suited for this trial. In particular, its 4GB hard drive, and ability to easily mount as a shared drive on a computer desktop was seen as a significant advantage.

PDA Functions
PDA’s can perform a range of functions and it was felt that if we could test some of these during the trial and ascertain their benefit in an educational context it would be a worthwhile process. What we did not want was to have the device or the applications drive the process and how it was used, but rather see how the device and its applications can support the classroom learning. Table 1.1 below shows some of the functions that PDA’s can be used for. In addition there are a wide range of custom applications such as attendance, assessment, curriculum content, & sports coaching.

<table>
<thead>
<tr>
<th>Office applications</th>
<th>Web browsing</th>
<th>Email</th>
<th>Graphics calculator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar, address book and scheduling functions</td>
<td>Scientific data logging and probes</td>
<td>Keyboard note taking and data entry</td>
<td>Dictation</td>
</tr>
<tr>
<td>Graphic organiser</td>
<td>RSS feeds</td>
<td>Ebook reader (many books are free)</td>
<td>Network access</td>
</tr>
<tr>
<td>Music storage and playback</td>
<td>Video storage and playback</td>
<td>Bluetooth connectivity</td>
<td>Audio storage and playback</td>
</tr>
<tr>
<td>Expansion options such as card slots</td>
<td>Ability to synchronise files and information with a computer</td>
<td>Mobile or IP telephony Podcasting</td>
<td>Still and video cameras</td>
</tr>
</tbody>
</table>

Table 1.1 PDA Functions

Phase 1 Overview & Process
Students were allocated a Palm LifeDrive with hard case, folding keyboard and zipped padded bag after obtaining parent permission for their son to be involved in the programme. In the first two weeks the fifteen students, a technical staff member and I met three times a week for training purposes. After this initial contact we settled into once weekly lunchtime meetings.

The regular lunchtime meetings were aimed as ‘show & tell’ sessions where students would
demonstrate to the class interesting application or different ways of using the PDA’s. A document camera is an essential device for these demonstrations.

In addition to these meetings students were asked to complete at least one ‘blog’ entry per week describing their experience of using the PDA (see sample blogs below). These blogs when combined with an email list provided an excellent communication channel and meant the one contact session per week was sufficient.

Students were also encouraged to involve their classroom teachers in the trial by showing them how they operated and what they were capable of doing. This actually was a very powerful way of getting staff involved and we had a number of staff that were interested in finding out more about these devices.

As some of the objectives of this phase was to see how these devices integrated into our network and their operational capability we were expecting a few technical problems. Whilst we did have a few issues they were all fairly easily resolved. In most cases they were minor problems like getting the mail client on the LifeDrive to correctly IMAP. Most of the issues we faced were with individual units which were caused by the boys downloading applications that caused the PDA to crash. We soon established hotlists via a PDA friendly website so students could see which applications caused problems. On a large-scale deployment this issue could certainly cause some support headaches.

Phase 1 Student Feedback
During the trial period the weekly meetings, one on one conversation with the students, email communication, student blogs and a final questionnaire formed the basis of the evaluation and feedback process.

Table 2.1 below summarises the formal questionnaire responses from the students at the conclusion of the trial.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think the PDA helped you to be better organised?</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>2. Did you find the web browsing feature a useful option?</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>3. Did you use your PDA for web research during class?</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>4. Did you sync your PDA with your home computer?</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>5. Do you think a SmartPhone would be a better option?</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>6. Based on this trial would you consider a PDA a useful device for students to have on a permanent basis?</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2.1 Student responses to final questionnaire

Table 2.2 below lists some common responses to other questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Most Common Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What would you consider the 3 most useful features of your PDA?</td>
<td>Email, Web Calendar, Word, Excel, note taking in class</td>
</tr>
<tr>
<td>2. List 3 frustrations you have had with your PDA during the trial.</td>
<td>Applications crashing, continued soft resets, keyboard sometimes cutting out</td>
</tr>
</tbody>
</table>

Table 2.2 Student responses to short answer questions
Listed below are some extract from the student blogs. (spelling mistakes included!).

“The PDA would be great for use as palm cards for oral presentations. It could hold a large amount of text and at the same time be easy to edit and change the speech before reading it. I considered giving a speech recently outside of school using the PDA but it was too late when I thought of the idea for me to adapt the concept.

“The airport at the library end of the FS is not assigning IP Addresses and the strength of the signal at the top of the science block is also very weak”

“I have found using word in class very good! however, is there a spell check or an application that can run like it does on word that fixes you spelling/adds capital etc. as you type? does anyone know if there is something that can be turned on to do this?”

“The battery life and charging time on this unit is very good. I am very surprised at how quick the battery charges even when the unit is fully or nearly discharged. Using wifi obviously uses the battery faster but I have not yet had a day where my battery has been flat. I charge my unit every night though”

“As we currently have an essay assignment having access to a small machine that can be used to write out essays and notes is proving to be very useful. To a degree this is more practical compared to a laptop as it’s easier to carry and smaller, however I need to be able to print off the PDA instead of having to first transfer the data to a computer; I understand this is still something that needs to be sorted and will be coming soon”

“I have used the voice memo to record what my teachers have been saying in class and if I did not understand something I stopped it and played it again. VERY USEFUL”

“I tried using Voice memo to record the concert band playing during rehearsals on Wednesday morning. The amount of noise was way too much for the little Palm, and when I played the recording back after downloading to PC it was full of crackly noise. I tried removing it using Audacity noise removal and leveling up the base a bit but it was definately not something that you’d listen to for pleasure. Maybe if it was recording from 50m away it would work. Shame we aren’t playing anymore otherwise I might try it”

“you should save work evey 5 mins ones i lost 45min of work and i had to do them at home so save work evey 5 min you dont wont more home work do you!!”

“I find Inspiration really good but it is really hard to send the doc with bluetooth!!”

“The PDA has been a valuable tool at times, I can see a real use for it in the future. If we can develop the curriculum framework that the school has, to incorporate the PDA’s into the classroom more, I can see huge potential”

“In SOSE today, I put it to good use typing up some answers to the questions”

“I am now getting used to using the pda keyboard and the thing when you just write on the screen. I have used the calendar a lot it is really handy. and now that we can get that chat thing it will be cool. I am doing a big SOSE project on it and it is a lot faster and neater than having to write it with a pen.”
Phase 1 Conclusion
Phase one was an outstanding success from my perspective. An immeasurable and unplanned consequence of the trial was the interest it created amongst the staff and student population. Any process that exposes the community to new or different technologies is a worthwhile exercise.

All objectives of phase one were met by the completion of this trial and it has enabled us to be well equipped for phase two this year.

In terms of ascertaining the value of handled technology it has provided some useful insights. There is no doubt that PDA’s can operate effectively within a school’s IT infrastructure. There would be some interesting challenges if they were deployed in a large scale, the logistics of managing a large fleet would require the use of a PDA management systems.

This part of the trial has given us the incentive to carry on with the second phase. We are now equipped with the technical knowledge to deploy these to a class of students with mixed technology skill levels. We can now really focus on determining the curriculum benefits of PDA’s and establishing just how useful they are as a collaboration tool.

Phase 2

Introduction
In March 2006 the PDA’s used in Phase one of the trial were re-allocated to a group of 13 year 9 students. The composition of the group was based on these students all being enrolled in a curriculum enrichment class. This class was aimed at providing support to year 9 students who were struggling in literacy and to compliment & support the work undertaken in English.

The aim of phase two was very much centred on the PDA being used to enhance classroom learning and to ascertain if they would promote increased student collaboration. By allocating these devices to a class it would enable further exploration as to their value.

Detailed Objectives of Trial – Phase 2
• To test the possibility of improving students time management skills and ability to meet deadlines
• To test whether peer to peer communication, support and collaboration improve readiness for learning
• To investigate whether providing students greater access to mobile technology has learning benefits
• To investigate whether PDA specific applications can improve student learning, in particular in the areas of literacy.

Phase 2 Overview & Process
The selected Curriculum Enrichment class were extremely excited and motivated about being involved in this trial. There was a real mixture of technology skills in this class, one of the students (Kai) had been involved in phase one of the trial the previous year. Having Kai involved in phase two turned out to be a real blessing. He was able to mentor and assist the other students and the teacher in the class, this was particularly beneficial when IT staff were not around to assist.

The students were very keen to take the PDA’s home immediately, but it had been decided to put them through a series of training and awareness sessions first before being allowed to take them home. The training session were conducted over a two week period and comprised of seven 50 minute periods. The topics covered were:
• Care of your PDA, including battery charging and external keyboard operation
• Responsibilities – where to keep your PDA when it is not being used, not allowing other students to use or borrow the PDA
• Basic functions of the PDA – contact list, diary, voice recorder, MP3 player, clock
• Internet functions – setting up to connect to wireless network, accessing WWW and email.
• Advanced functions – beaming documents to other PDA’s, installing software, managing memory.
• Applications – using Word, Excel and PowerPoint. Use of other application like the Go Know suite.

In addition to the students being involved in these training sessions the class teacher was very much involved with the sessions. Also present for most of the sessions was the school’s psychologist who had actively been involved in developing individual learning profiles for each of the students.

Classroom Activities
We had identified, with the class teacher and the school psychologist, some exciting uses of these PDA’s for these boys who are struggling with the standard English course. Examples of these uses include students to record parts of the lesson so they can listen to it again later and providing them with audio questions in addition to those on papers.

We had also identified some specialist PDA software which could potentially provide further value in the use of these devices in the learning process.

The students initially started using the PDA as an organisational tool. The calendar was populated by the students with their timetable, sporting program and any other activities they were involved in. The ‘to do’ list function was used to track homework tasks and the address book was used mainly to keep track of the email addresses for other student in the trial making it easier to post an email to other students involved in the trial.

One of the first activities undertaken in phase two of the trial was using an application by Go Know (http://goknow.org) called Free Write. Students could write part of a story on their PDA and then via iRDA exchange what they had written with another student. In a chain process after several ‘beaming’ transactions the students had compiled an entire story made up of individual student sections.

The Go Know suite of software was also used for other classroom activities, such as Pico Map for brainstorming.

Students were also set up with individual blogs and were able to also comment on a teacher lead blog.

Organisational & Support Issues
One of the issues that was apparent from the onset was the lack of IT skills of the classroom teacher had, whilst she was very enthusiastic about the technology a lack of some basic skills meant she was not confident in embracing the PDA in a 100% capacity. Support was given by IT staff and, when available this worked well. However the nature of the trial meant it was to be used on a daily basis and it was critical the teacher be able to embrace and fully utilise the PDA functions.

Student Feedback
During this phase of the trial a lot of casual discussions with students occurred. There was a mixed opinion on the value of the PDA. What was very clear from student comments and survey results was they were disappointed the teacher did not encourage them to use the devices more.

Table 4.1 below summarises the formal questionnaire responses from the students at the conclusion of the trial. These are the same questions presented to students in phase one of the trial.
<table>
<thead>
<tr>
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<tr>
<td>5. Do you think a Smartphone would be a better option?</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>6. Based on this trial would you consider a PDA a useful device for</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>students to have on a permanent basis?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 Student responses to final questionnaire

Phase Two Conclusion

This phase of the trial was a real eye opener. After the terrific success of phase one there was an assumption that using these devices with a class and tapping into the collaborative features was going to really enhance the learning outcomes. This phase started well and with plenty of initial technical support early on it was a positive experience for teacher and student.

Issues started to occur as the technical support was reduced and the teacher was encouraged to be more independent. Some negativity from the students started as the teacher was not prepared to commit to making the PDA a key classroom tool. The students did gain from having the device but the impact was not nearly as great as it could have been.

Overall Conclusion

PDA’s do have a place in some learning environments. They could be a valuable learning tool with the right administration tools and teacher training. A large, whole school, deployment would present many administrative issues, managing software updates, data backup and recovery and physical security of the devices are areas that need to be addressed. Whilst these issues are very similar to the deployment of a 1 on 1 laptop program, there would be problems unique to a 1 on 1 PDA environment.

I believe at this stage would be it might be more beneficial to have sets of PDA’s that can be used by classes for various activities, either for short periods of time or for extended periods like half a term. Science or SOSE classes going on field trips would really benefit from taking PDA’s for data logging purposes, audio note taking, etc.

In schools that are not as well resourced as Christ Church large quantities of PDA’s would give a greater opportunity for students to have access to technology at a much lower cost to the school then having the same number of computers. Some of the low end $200 PDA could still prove to be very beneficial.

Any large scale deployment would require the use of management systems to assist in the deployment of software and to assist in the access of student data stored on the devices. This software is available for the Palm and Windows Mobile Operating Systems.

Ultimately the convergence of PDA functions into mobile phones will mean that many students will be carrying their own devices with them that can be used as an educational tool. Smartphones capable of accessing email, web, storing files and running a range of applications are already available and in the hands of many of our students. Many parents are already paying for their child to have a mobile phone, by leveraging a bulk purchase with a carrier that would provide those interested a smartphone and access to some very attractive call rates.

Ultimately the trial has been very successful, it has generated interest amongst staff, students and parents and has had a positive impact on those involved. It has given us valuable data that would suggest a large-scale deployment would be challenging and more difficult than a 1 on 1 laptop program. It has highlighted PDA’s do have a place on a small scale, class set basis.
# RESOURCES AND LINKS

## General PDA Links

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atomic Learning</td>
<td>Provides Videos on the Basics in Operating a Palm</td>
<td><a href="http://www.atomiclearning.co.uk/Palm">http://www.atomiclearning.co.uk/Palm</a></td>
</tr>
<tr>
<td>K-12 Handhelds</td>
<td>Includes 101 uses for Handhelds &amp; software info</td>
<td><a href="http://www.k12handhelds.com">http://www.k12handhelds.com</a></td>
</tr>
<tr>
<td>Learning in Hand Resources</td>
<td>Resources for handheld computing in education</td>
<td><a href="http://learninginhand.com">http://learninginhand.com</a></td>
</tr>
<tr>
<td>Palm Software</td>
<td></td>
<td><a href="http://www.palm.com/nz/software">http://www.palm.com/nz/software</a></td>
</tr>
<tr>
<td>Power in the Palm of your Hand</td>
<td></td>
<td><a href="http://www.kathyschrock.net/power/">http://www.kathyschrock.net/power/</a></td>
</tr>
</tbody>
</table>

## Directory of Palm Applications

### General

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessa</td>
<td>Assesment &amp; Test Builder for Palm</td>
<td><a href="http://www.assessa.com">http://www.assessa.com</a></td>
</tr>
<tr>
<td>Audible Manager</td>
<td>Audible Book Reader</td>
<td><a href="http://www.audible.com">http://www.audible.com</a></td>
</tr>
<tr>
<td>Blueboard &amp; Bluechat</td>
<td>Whiteboard &amp; Chat App via Bluetooth</td>
<td>??</td>
</tr>
<tr>
<td>Cooties</td>
<td>Virus Experiment</td>
<td><a href="http://www.goknow.com/Products/Cooties/">http://www.goknow.com/Products/Cooties/</a></td>
</tr>
<tr>
<td>Docs2Go</td>
<td>MS Word/Excel/Powerpoint</td>
<td><a href="http://www.dataviz.com">http://www.dataviz.com</a></td>
</tr>
<tr>
<td>Due Yesterday</td>
<td>Student Management App</td>
<td><a href="http://www.nosleep.net">http://www.nosleep.net</a></td>
</tr>
<tr>
<td>eLearningDynamics</td>
<td>Wirelessly distribute and collect classroom assignments and study materials</td>
<td><a href="http://www.elearningdynamics.com">http://www.elearningdynamics.com</a></td>
</tr>
<tr>
<td>Endnote</td>
<td>Bibliography Manager &amp; Publisher</td>
<td><a href="http://www.endnote.com">http://www.endnote.com</a></td>
</tr>
<tr>
<td>ereader</td>
<td>eBook Reader</td>
<td><a href="http://www.ereader.com">http://www.ereader.com</a></td>
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<tr>
<td>ebooks</td>
<td>2100 free ebooks</td>
<td><a href="http://etext.lib.virginia.edu/ebooks/">http://etext.lib.virginia.edu/ebooks/</a></td>
</tr>
<tr>
<td>GoObserve</td>
<td>Classroom Observation App</td>
<td><a href="http://www.goknow.com/Products/GoObserve/">http://www.goknow.com/Products/GoObserve/</a></td>
</tr>
<tr>
<td>Idea Pad Mindmapping App</td>
<td></td>
<td><a href="http://www.nosleep.net">http://www.nosleep.net</a></td>
</tr>
<tr>
<td>Inspiration</td>
<td>Mindmapping App</td>
<td><a href="http://www.inspiration.com">http://www.inspiration.com</a></td>
</tr>
<tr>
<td>Learnstar</td>
<td>Test/competition maker</td>
<td><a href="http://www.learnstar.com">http://www.learnstar.com</a></td>
</tr>
<tr>
<td>Mclass</td>
<td>Assesment &amp; Test Builder for Palm</td>
<td><a href="http://www.wirelessgeneration.com">http://www.wirelessgeneration.com</a></td>
</tr>
<tr>
<td>Media Player</td>
<td>MPG Player for Palm</td>
<td>Included on Palm</td>
</tr>
<tr>
<td>PAAM</td>
<td>Organisational &amp; Assessment App</td>
<td><a href="http://www.goknow.com">http://www.goknow.com</a></td>
</tr>
<tr>
<td>pdaReach</td>
<td>Display the Handheld Screen on a Desktop</td>
<td><a href="http://www.junefabrics.com">http://www.junefabrics.com</a></td>
</tr>
</tbody>
</table>
Pocket Tunes MP3 & Wav Player [http://www.pocket-tunes.com]
PrintEZ Print Straight from your Palm [http://www.tribeam.com/exfiles.html#PrintEZtop]
project@hand Project Management Tool [http://www.natara.com]
QuizWiz Quiz Maker [http://www.nosleep.net]
Sketchy Simple Animation Creation Tool [http://www.goknow.com]
Snap Screenshots of the Palm Screen [http://mytreo.net/downloads/details-231.html?Snap]
Teacherpet Organisational App for Teachers [http://www.trusmart.com]

English & Languages
Thesaurus2Go [http://www.learningtogo.com]

Mathematics
ConversionToGo Unit Converter for many types [http://www.learningtogo.com]
Imagimath Maths Package [http://www.imagimath.com]
MathAmigo Maths Tester [http://www.mathamigo.com]
MobileMath Kindergarten through pre-algebra mathematics program [http://edumetricslearning.com/productsMobileMath.html]

Science
ConversionToGo Unit Converter for many types [http://www.learningtogo.com]
ElementsToGo Periodic Tables and info for Elements [http://www.learningtogo.com]
Imagiprobe Package containing software and various probes [http://www.imagiprobe.com]
Planetrium Astronomy App [http://www.aho.ch/]

Physical Education
BYOB@Home Complete Fitness Tracking and Creation App with Videos [http://www.lexabea.com]
Fitness Pro Calculator Various Calculations for Fitness [http://www.vesteon-software.com/]

Social Science
World EncyclopediaToGo World Encyclopedia [http://www.learningtogo.com]
World Book Social Science Encyclopedia [http://www.pocketdirectory.com]
Music
AeroTuner Guitar Tuner using the inbuilt Mic http://www.aerodrome.us/aerotuner/
Bhajis Loop Bhajis Loops turns your Palm into a portable sequencer and sampler. http://www.chocopoolp.com/bj_index.php
Microbe Microbe is an all-in-one electronic music studio for PalmOS© Handhelds http://www.chocopoolp.com/mi_index.php
Music Bundle Pro Various Music Based Tools and Apps http://www.rogame.com/#music
Music Gadgets A collection of 12 essential tools for musicians http://www.janasoftware.com/
Music Pal MusicPal is a midi program for the Palm handheld http://www.palmgear.com/
Tunesketcher TuneSketcher is a "memopad" for musicians. http://hand.itgo.com/handeworks.html

Hardware
Transport & Charging Various Carts and Charging Options http://www.tribeam.com