

BLENDED LEARNING BEST PRACTICES

Template

The use of iPads in language training for migrants	
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Element	Guiding questions
Type of document	Information sheet
Publisher	Fønix AS
Target audience	Migrants in Norway learning norwegian language
Field	Language training for migrants
Objective	<p>For migrants Fønix deliver the Integration Program on behalf of the municipality of Sandefjord. As part of this program Fønix oversee the training of more than 300 migrants every year.</p> <p>The main purpose with training for migrants is to help them use the Norwegian language and help them to enter the Norwegian working life.</p> <p>The use of iPads as an educational tool is an important best practice from our work with migrants.</p>
Location /geographical coverage	All teachers in Fønix – working with migrants – use iPads in their educational practice.
Introduction	<p>The use of iPads is an important methodology in teaching Norwegian. iPads are used on all levels and tracks 1-3, from A1-B2.</p> <p>The use of iPads in language training enables a faster progression with more adapted teaching to the individual.</p>

Stakeholders and Partners	<p>Students: Adults migrants coming to Norway and enrolled into language training at Fønix.</p> <p>Institution: Fønix provide “Work Preparatory Training” for people who need to establish necessary basic job skills, lifelong career guidance, language training and work-related integration for migrants.</p>
Financing Body	<p>Fønix is 100% owned by the municipality of Sandefjord, and the training of migrants are ensured financial under the Norwegian Introductory Act.</p> <p>This act ensure all migrants the right to receive a specific number of training hours in Norwegian language.</p> <p>Immigrant integration - Kompetanse Norge</p>
Context	<p><u>Organization:</u></p> <p>1-1 iPad, ie each participant has their iPad. Fønix currently leases the tablets.</p> <p>An iPad manager who makes sure to prepare machines for all participants and teachers, as well as reset and delete upon submission.</p> <p>Lightspeed (MDM system) that controls the iPads, assigns apps, adds groups / classes, updates, and organizes the practicalities.</p> <p>Fønix are responsible for training of all employees in the use of the various apps / programs. A key to good and educational use is that employees know how to make use of the iPad.</p> <p>Preparation of detailed operating instructions for the various apps / programs</p> <p>Apple TVs and speakers in every classroom for viewing.</p> <p>All iPads come with earplugs and a microphone for training in listening comprehension and oral skills.</p>
The main objectives	<p>To enable the migrants to learn the norwegian language in a best possible way.</p>
The description of the practice	<p><u>Educational use:</u></p> <p>iPads are used on all levels and tracks 1-3, from A1-B2.</p> <p>The use of iPads in language training enables a faster progression with more adapted teaching to the individual.</p> <p>Reading texts, making own books, playing educational games, making films.</p>

	<p>Using Showbie as a platform for submitting and handing out assignments as well as communication and feedback between teacher and student.</p> <p>Showbie – Your classroom, connected.</p> <p>iPads are especially useful for training in oral skills.</p> <p>Participant reads texts, receives feedback from other students or teacher, repeatedly with improvements based on guidance. Where previously one could hear one and one loud in a classroom, now whole groups can practice oral skills at the same time.</p> <p>Less use of paper-based teaching materials, more use of digital tools such as blackboard books, listening exercises and other digital resources.</p> <p>Meets most digital requirements and goals in the curriculum using the iPad.</p> <p>Used for practice in advance of exams / Norwegian tests, among other things through the tool Get ready where everyone has their own user.</p> <p>Provides far greater opportunities for use in practice by taking photos and films from the workplace and using this further into Norwegian language teaching.</p> <p>Can also be a communication tool that allows the participant to follow large parts of the Norwegian teaching even if the student is in practice (work outside the school) several days a week.</p> <p>Symbol and image-based tools are very useful in relation to newly arrived participants and participants without schooling from their home country (illiterate).</p> <p>Increases the opportunity for self-study in leisure time and during holidays.</p>
Outcomes of the practice	Several years of use have shown us that the use of the iPads contributes to faster and better learning.
Success Factors	<p>All participants have their own unit, with professional apps assigned by the school.</p> <p>Stable and good network that is up and running.</p> <p>Qualified teachers who can make use of the tool, and realize that the iPad is not a method, but a tool.</p>
Constraints	None
Lessons learned	The learning outcome is improved after using iPads as part of the language training.

Sustainability	<p>All participants must have their own iPad, with professional apps assigned by the school.</p> <p>This is not very expensive. The prices of iPads are falling, and the iPad can also be rented.</p>
Development of the practice	<p>From a pilot projects three years ago, iPads are now used in language training for migrants in Fønix on all levels and tracks 1-3, from A1-B2.</p> <p>That means that all students and teachers in language training for migrants use iPads daily.</p>
Conclusion	<p>The learning outcome is improved after using iPads as part of the language training.</p>
Related resources that have been developed	<p>Fønix has developed som manuals and textbooks, but unfortunately only in Norwegian.</p> <p>This is links to some useful external resurces:</p> <p>Why should we use iPads in education? (academia.co.uk)</p> <p>10 ways to use iPads in classrooms Bosstab</p> <p>18 iPad uses: How classrooms are benefiting from Apple's tablets Higher Ed Dive</p>
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