

## BLENDED LEARNING BEST PRACTICES

### Template

<b>The use of Facebook in education</b>	
11/2020	Author: Mr. Jan Evensen Educational Manager in Fønix Fønix AS Norway
Element	Guiding questions
<b>Type of document</b>	Information sheet
<b>Publisher</b>	Fønix AS
<b>Target audience</b>	<p>Low skilled employees in the Norwegian SkillsPlus program.</p> <p>The SkillsPlus program is the major Norwegian program designed to improve basic skills in the adult population in the areas of literacy, numeracy, oral communication, and ICT</p> <p>SkillsPlus assumes a collaboration between companies and training providers in Norway. The target group is employees in companies that are at risk of falling out of the labor market.</p> <p>The program offers a combination of different skill areas that are tailored to the companies' needs. Specific competence - or linked to formal competence in the form of a trade certificate (VET).</p> <p>The program is basically based on traditional classroom teaching - but in recent years has to some extent opened for elements of digital education</p>
<b>Field</b>	Basic skills training and vocational training in companies. Language training for migrant and employees with non-Norwegian language.
<b>Objective</b>	<p>The aim of this practice is to create secret closed secret groups on Facebook in the beginning of a training program.</p> <p>Then we invite all students in a course to be part of the group.</p> <p>Then Facebook are functional as learning platform and tool for communication between the students during the complete course.</p>

<b>Location /geographical coverage</b>	Closed, secret groups on Facebook been used as a supplementary to digital education and classroom education in all kind of courses and training in Fønix in 2021.
<b>Introduction</b>	<p>Facebook is free for use, and most students are already members of Facebook.</p> <p>With a closed secret Facebook group, it is not visible for anyone else that the participants.</p> <p>You do not have to be active on Facebook to join, but if you are not on Facebook from before, you have to open an account to be part of the group. However, your personal profile can also be secret and closed.</p>
<b>Stakeholders and Partners</b>	<p>Students: Adults (over 18) outside or inside the labour market. Jobseekers with need of basic skills training, vocational training and / or language training.</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>
<b>Financing Body</b>	Fønix AS through regional authority; The municipality of Sandefjord, Norway. Special funding from the Ministry of Norway through SkillsNorway.
<b>Context</b>	<p>Facebook is device-neutral, as it works on any internet-enabled device, including: PC, laptop, tablet, smartphone. Most people use it on smartphones, and it is always available.</p> <p>This is a very cost-efficient methodology</p> <p>The students get a lot of extra motivation because they get a feeling of being part of something new and exciting at the same time as the use of Facebook seems less frightening as a communication channel.</p> <p>With Facebook there is a personal, social, and informal tone between the participants.</p> <p>Teachers can give quick feedback and keep the students active and curious.</p> <p>Continuous messages in chat conversations in the comment fields ensure that. The students communicate between each other on Facebook, it strengthens the social contact.</p>
<b>The main objectives</b>	Our teachers and trainers are educated in the use of Facebook as learning platform.
<b>The description of the practice</b>	When we work with ZOOM or Teams, the teaching can be filmed and posted on streaming so that the participants can watch the teaching sequences later on Facebook.

	<p>The conference system – ZOOM or Teams - are the backbone of the digital classroom. It allows sharing of files, photos, videos, and applications.</p> <p>The chat function in Facebook is always available to participants, both to communicate with the group or between individual participants.</p> <p>We have also experienced that the students takes pictures from workplace an add them to Facebook.</p> <p>The teacher can also give messages and post exercises and tasks. It is a great advantage that the teacher at any time can monitor who has read what, and so ensure that the information has reached all students.</p>
<b>Outcomes of the practice</b>	Easy to use, more individual contact with teacher and students, flexible and fun.
<b>Success Factors</b>	Very easy to use. Most teachers and studentst are already on Facebook.
<b>Constraints</b>	None
<b>Lessons learned</b>	<p>Statements from teachers:</p> <p>“For me, this has worked very well. I post tasks on Facebook and send out information and messages there. Use of Facebook has a low threshold. The medium can be used on several platforms: PC, tablet, mobile. If there's something people carry with them most of the day, it's the mobile phone! Thus, the participants are available at all time.”</p> <p>“During the lectures on ZOOM or Teams, a good deal of chatting occurs. The students contact each other and communicate with me afterwards on Facebook.”</p> <p>“With only the use of ZOOM or Teams, I found it difficult to get people talking. An extra PC and use of Facebook solved the communication problem.”</p> <p>“Now I post not only programs, dates, and the names of the participants, but also the study material there - movies, animations and links. Everything looks great. The participants are encouraged to post the material they come across themselves so that everyone can enjoy it.”</p> <p>“If you are traveling, say on a train or bus, you have the classroom in your pocket and can take a learning or rehearsal session when appropriate. If a participant is on holiday, Facebook learning can be taken up "occasionally". If someone has been ill, it is easy to make up for the neglect.”</p> <p>Positively surprised at how well (simple) the technology works.</p>
<b>Sustainability</b>	Very high. Most teachers and students are already familiar with the use of Facebook, and are very often already members of other groups on Facebook.

<b>Development of the practice</b>	In Fønix we establish closed secret group on Facebook for all courses involving adult students.
<b>Conclusion</b>	Positively surprised at how well (simple) the technology works.  The use of Facebook as learning platform in education with adults is motivating and always create a good learning atmosphere in class.
<b>Related resources that have been developed</b>	We have not developed any resources on the use of Facebook in Fønix, but it is easy to find relevant resources and guides on Internet.
<b>Language(s)</b>	Englis and Norwegian
<b>Contact details</b>	
<b>Name</b>	Jan Evensen
<b>Company/Institution</b>	Fønix AS
<b>Address</b>	Nygårdsveien 82, 3211 Sandefjord, Norway
<b>Telephone</b>	+47 905 39 610
<b>E-mail</b>	Jan.evensen@fonix.as