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Oraib Mango CD Summer 2013

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DATE SUBMITTED: 5/19/ 2014

Title of Grant Award: Course Development Grant (Summer, 2013)

Project Goal: The project aimed at redesigning an Arabic language course, College Arabic II, to integrate the use of iPads to promote active student learning and increase student engagement and motivation. The use of iPads aimed at providing the students with opportunities to practice effectively all communicative skills and work collaboratively to produce work that can be saved and shared with the teacher and other students.

When Implemented: Winter 2014

Brief Description of the Project:

The project allowed students to use iPads in the Arabic language classroom to work collaboratively as well as individually on mini projects in the classroom using and combining the different language skills to reach higher levels of language proficiency. Different apps were used to design and develop integrated activities in the ARAB 102 classroom and include: StoryKit, Educreations, ScreenChomp, ShowMe, and others. These apps allowed students to use the Arabic text combined with audio and voice recording in addition to images and different forms of visuals that cater to the different learning styles of students.

How the Project was Implemented:

In winter 2014, students in Arabic 102 used the iPads in the classroom to practice different language skills including speaking, reading, writing and listening. Students used different apps to create mini projects that enhanced their language skills using visuals, text, voice recording and listening to each other's contributions to practice different functions that included introducing oneself, describing family members, introducing classmates, expressing food likes and dislikes, describing places, naming objects around them, and other functions.

The apps that were used included: Educreations, Storykit, Screenchomp, ShowMe, Doodlebuddy, and Aviary.

Results of the Project: The iPads enhanced the learning of Arabic for students in the class providing them with a multisensory way of practicing the language using a medium that caters to their different learning styles: visual, aural and kinesthetic. Students learnt by doing. According to a survey given to them at the end of the quarter, all students indicated that they would like to use iPads again in their learning and they all agreed/strongly agreed that it helped their learning.

Additional Comments (Lessons Learned, Insights, Future Plans, etc.)

I plan to use iPads in future Arabic classrooms. I found out that it is more important to have students become comfortable with one or two apps rather than use many apps. I found that Educreations was the most popular app with students. I also found that while most students were very excited about using the iPads, some were a bit worried about using technology. However, after the first two times using them, they became very comfortable and were excited to show me their creations and to explore new features that they used creatively.

Most of the students had not used iPads before using them in the Arabic class. By the end of the class, they had learnt new skills, gained more confidence in using technology, and had developed new ways to express themselves creatively in Arabic.