AFTER MORE THAN THREE YEARS OF FOLLOWING ONE LAPTOP PER CHILD SCHOOL PROJECTS, THE TIME HAS COME TO PROPOSE SOME RECOMMENDATIONS FOR MAKING THE IMPLEMENTATION PROCESS AS SEAMLESS AS POSSIBLE. MANY CHALLENGES REMAIN, WHICH IS PAR FOR THE COURSE WHEN INTRODUCING INNOVATIONS INTO EDUCATION. NEVERTHELESS, THESE RECOMMENDATIONS AND WINNING STRATEGIES WILL HELP SCHOOL STAFF, TEACHERS, STUDENTS, AND PARENTS STEER CLEAR OF THE MAIN PITFALLS, OR AT LEAST PROVIDE THEM WITH WAYS TO COPE WITH THE CHALLENGES THAT LIE AHEAD. THESE STRATEGIES ARE GROUPED UNDER FOUR SECTIONS: TEACHERS, STUDENTS, PARENTS, AND GENERAL RECOMMENDATIONS FOR THE SCHOOL.

TEACHERS
1. **Train teachers before students.** Teachers should be taught how to use the iPad as early as possible before any student project is launched.
2. **Train for a variety of teaching practices.** Teachers should be trained how to use the iPad for a variety of classroom teaching practices.
3. **Education apps for all academic subjects.** Teachers should be aware of the many apps that are designed for specific school subjects, and they should be ready to explore them and introduce them into their teaching practice. Too often, teachers think that there are no apps for their particular subject. They are wrong. There is an enormous number available, and it is simply a matter of finding the most suitable ones for their needs.
4. **Class management.** Teachers need to know the most effective class management strategies, especially when each child has his or her own laptop, iPad, or other smart device.
5. **Textbooks.** Teachers should find out as early as possible all the electronic textbooks that are available and test them out with other teachers before buying them for their students.
6. **Provide individual and group time.** A key concept is “variable geometry,” whereby teacher training is flexible enough to accommodate individual and situational needs. For example, a ped day could be devoted to the project. Other schools have used lunchtime team meetings where teachers can exchange ideas about iPad use. Both individual and group training should be considered in order to help teachers realize the educational potential of the iPad.
7. **iBooks.** English language teachers should demonstrate their enthusiasm about reading digital books to inspire their students to read more, or just to rediscover the joy of reading.
8. **Learn to write with online tools.** English teachers should also embrace the use of digital tools so that their students can improve their writing, and maybe catch the writing bug.
9. **Mathematics and technologies.** It is critical for math teachers to use the many available iPad apps and resources with their students so that they can practice after school. At the end of the day, students will acquire better math skills.
10. **Quiz the students.** All teachers should use apps that allow them to quiz students in class (e.g., Socrative, Kahoot). Studies have long established the pedagogical value of classroom quizzes. The iPad offers an extraordinary range of quizzes that can be integrated into classroom teaching.
11. **The Flipped classroom: checking up.** Teachers who use a “flipped” classroom approach, for example, by assigning students a video to watch at home, need ways to check on whether (or not) the work has been done when the students return to class.
12. **Constantly engage.** Teachers must ensure that each child is engaged in learning on the iPad. Students quickly lapse into distraction if they are not continuously supervised.
13. **Instill routines.** Routines are key to avoid time wasting, especially during transitions. They also help prevent the distractions that technologies offer.
14. **Teachers’ skills.** Teachers should beware of the myth that students are technology wizards. Of course, students are adept at gaming and social networking, but teachers remain the experts when it comes to teaching and learning. Still, teachers must find ways to channel their students’ love of technology so that they use their iPads for learning as far as possible.
15. **The iPad versus the pencil: finding the right balance.** Teachers should know that it is normal to strike a balance between classroom time with and without the iPad. “Unplugged” time can actually be beneficial, although lengthy periods when students are not allowed to use their iPad can also lead to restlessness, making class management, teaching, and learning more challenging. There are no clear rules or miracle recipes. Each teacher has to find the right balance.
STUDENTS

16. **Accountability for appropriate use.** Many measures need to be put in place so that students are accountable for using their iPad for learning, at school and after school.

17. **Informed digital citizens.** Students should be educated in the multiple issues of digital citizenship, including the positive and negative potential of the Web (e.g., cyberbullying).

18. **Strict but fair rules.** It is important to establish, in collaboration with students, strict but fair rules for iPad use at school. Parents should also be informed of these rules and provided with regular reminders.

19. **Information literacy.** One of the chief benefits of the iPad, according to the students themselves, is access to information. All schools should foster the development of information literacy in all students (e.g., information search, best tools, correct citation).

PARENTS

20. **Information and training sessions for parents.** All schools should hold at least one mandatory training and information session for parents.

21. **Regular updates.** All schools should aim to regularly inform parents of the benefits, challenges, and activities associated with the iPad implementation project.

22. **Recommendations for iPad use at home.** All schools should provide parents with a list of recommendations for at-home use of the iPad for learning and reflection.

23. **iPads for everyone?** All schools should contemplate a funding strategy to enable the maximum number of students to benefit from this type of learning tool.

RECOMMENDATIONS FOR THE SCHOOL

24. **The educational mission of the iPad.** Schools that shift to iPad use in class should first and foremost align it with the educational mission. The objective of iPad integration should always be to enhance learning.

25. **Vision for the future.** All schools should have a vision for the pedagogical and administrative integration of education technologies. Rather than starting from scratch, this vision should build on previous achievements, incorporate existing standards, and should include a clear roadmap for the future.

26. **Functional technology choices.** Schools must ensure that their chosen technologies (e.g., Internet, Apple TV) work well and consistently when the students are present. For example, in an iPad classroom, devices are wirelessly connected to a projector.

27. **Strategies for downloading textbooks and apps.** Schools must consider various alternatives for buying and downloading textbooks and apps. The repercussions for students must also be considered: does the school download and install everything, or do the students do it themselves?

28. **Regularly poll education stakeholders.** Schools should regularly find out what teachers and parents think in order to make appropriate adjustments to established projects.

29. **Publish achievements.** All schools should regularly publish students’ achievements (academic and extracurricular) on various media sites (e.g., school website, Facebook, Twitter, Youtube).

30. **Proactive technical support.** All schools should establish adequate technical support systems that are appropriate for their needs. They should ensure flexible, adaptable technical and pedagogical support according to the principle of variable geometry.