## Annex 1: Focus Group Protocol for MSC

Instructions for the Focus Group Leader:

The main purpose of these questions is to lead to question number 9 asking for a story describing a change. The previous questions set the context and climate of the discussion, but we do not want to focus on them. So you must use them in order to create a comfortable feeling of discussion, but you should avoid

* arguments (acknowledge all points of view without taking a position),
* complains (just sooth them and explain that they will have an opportunity to express their opinions in writing as well)
* in depth discussion on the pedagogical or technological issues (remind them that you are not an expert and that time is limited)

You do not need to follow the exact sequence of the questions, nor the exact wording. Depending on the situation you could even skip one or more of the questions, so long as you get them to tell you a story that relates to a change in their school stemming directly or indirectly from the e-learning initiative. It can be a change in their own teaching, in the attitude of the students, in the relationship among the students, in their skills or knowledge. We want it in the form of a story, not as a conclusion.

Introduce yourself and the purpose of the interview. Explain that their anonymity is ensured –if they want to state something eponymously they will be able to do so in the system that will be set up. Stress that it is their experience and their opinion that count.

Instructions for the secretary of the interview

Remember that keeping notes is inherently threatening. Do so unobtrusively but not secretly. Tell them that they will be able to see your notes if they want and make corrections (ask for email addresses). Allow them to say things “off the record” and respect it. You may ask them to rephrase it on the record.

Questions Outline

1. In the “Strategic Plan” of the Ministry of Education[[1]](#footnote-1), “*student-centred learning*” is mentioned as one of the general principles of the Message of the Ministry of Education and Higher Education “2011-2013”. How do you understand “student-centered learning”? Do you agree that it is an important goal? Why? Has it affected your teaching? How?
2. What do you understand when you hear the term ‘e-learning’? Has e-learning been introduced in your school? How? Can you give me an example? A synonym or another term for a similar thing?
3. In the “Strategic Plan” of the Ministry of Education it is mentioned that “*the modern approaches in education move more towards the use of ICT in education and moving along the lines of Electronic Education Initiative”* (p. 46) Have you been using ICT in your school? In your own teaching? How?
4. In the “Strategic Plan” of the Ministry of Education it is mentioned that *“The Palestinian education system still needs to move towards meeting the competence needs and requirements in the 21st century”* (p. 36). How do you understand the term ‘21st century skills’? Is this something that has been introduced in your school? How? Can you give me an example? Is this different from what has been going on in your school in the past?
5. Are you aware of any efforts by the MoEHE to promote e-learning/learning towards 21st century skills? Who is part of this effort? What was exactly introduced as part of this effort? How was this done? What do you think is your role in the MoEHE efforts to promote e-learning/learning towards 21st century skills?
6. Do you feel that you, yourself, have 21st century skills? If so, how did you acquire them? If not, what are you going to do in order to acquire them?
7. Looking back over the period in which e-learning has been introduced to your school, was there any change:
* in students’ learning towards 21st century skills?
* in the learners’ attitudes towards learning?
* in the learning outcomes?
* in your teaching approach?
* in the classroom/school climate?
* in the roles of teachers and students in the classroom?
1. If yes, what changes have you noticed [in each of the above domains]? Can you give me examples?
2. From the changes you told me, what do you think was the **most significant change**? Please tell me a specific example/story that shows the change you are talking about.
3. What do you think is needed to be done differently (by you/your colleagues/your school administration/the Ministry) in order to achieve more significant changes [in each of the above domains or all of them collectively]? What challenges have you encountered and how have you overcome them (if you have)?

After the interview

After you interview each individual, take a few moments to jot down any first impressions or important points you want to remember. When you get home, add any other ideas or thoughts you have about the interview; if you don’t do it fairly soon after the interview, you will forget things. Read your notes carefully (or listen to the audiotape for each individual you interviewed, in case you used a tape recorder). Review and add to your notes from the interview and **summarize** each individual’s thinking and understanding of change in **one page** or less. Read the story many times and make sure it ‘answers’ question #9 from above. Add the details to identify the story: the serial number; the title; the date and place recorded; the name of the person who documented the story; some details about the storyteller (specialization, gender, school, region).

🡺The one page summary will constitute what we call **Level 0 story**

1. p. 23 of “Education Sector and Cross-Sector Strategy 2011 – 2013” [↑](#footnote-ref-1)