## Annex 7: Level L4 Stories

**1 List of L4 Stories**

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| **Story ID** | **Story-teller/s** | **School/s** | **Directorate/s** | **Story Title** |
| B No5 | Nahid Saleem | AlAwdah Primary School for girls | Bethlehem | Learning English with Drama |
| B No9 | Amal Salim Shaer | Marah Rabah secondary for Girls | Bethlehem | I love my School- e-Laboratory Initiative |
| H No18 | Muhammed Jaradat | Saer Secondary School for Boys | Hebron-North | Innovation and Creativity |
| H No37 | Sami Ghannam | Sarra Secondary school for boys | South Hebron | Interesting Math |
| J No15 | Mustafa Amarneh | Zabda secondary school for boys | Jenin | School e-portal to enhance communication with students’ parents |
| R No22 | Nida Abed Rabbuh | Khawla elAzwar Secondary for girls | Ramallah | e-Learning provides active learning environment |
| R No32 | Mahasin Al-Reemawi | Qasim Reemawi Secondary for girls | Ramallah | E-Learning transfers education to be student- centered learning |
| R No37 | Ayat Daraghmeh | Az-Zubaidat Secondary for boys | Jericho | Employing dramatization for teaching science |
| H No20  J No12  N No35  R No23  R No29 | Suraiah Fdelat  Zainab Saba'neh  Zaheeda Awad  Rula Faqih Rimawi  Lmaees Ameen Abdo | 1st Fawwar Primary Girls' school  Qabatiya secondary school for Girls  Deir Estia Primary school for girls  Deir Nizam Secondary school  Aisha Om Almomenin Primary school | Hebron- UNRWA Qabatiya  Salfit  Ramallah  Jericho | Lesson learned from using ICT with English Language Learners |
| H No33  N No29  N No44 | Ahmed Ateya Titi  Rania Shreim  Maisoon Nada | Ja’far Primary school for boys  Omar ben Abed ElAziz’s for Girls  Balata Primary School for Girls | South Hebron  Tulkarem  Nablus- UNRWA | The Impact of using ICT in Teaching Math |

**2 Full Text and Metadata of L4 Stories**

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| **Date** | 5/6/2014 | **Session Start** | 1:10 | | **Session End** | 3:15 |
| **Story Teller** | Nahid Judah Mahmoud Saleem | | **School Name** | Al-Awdah Primary School for girls | | |
| **Would you like to show up your name as a storyteller?** Yes | | | | | | |
| **Story Title**: Learning English with Drama  Noticeable problems faced me and my students in reserving knowledge and in the learning process itself. The problems were categorized in: low level achievement, doing homework assignments, interaction in the classroom, negative attitudes towards learning English, low level of motivation, basics of the English language and poorness in general knowledge.  To overcome these problems, I used the ICT tools (computer& internet) in the classroom and the social media (school web-page in the face book). Furthermore, I used videos, worksheets, scratch, games and internet exams where students make use of it; in addition students used the power point presentations and downloading videos on the school web-page in the face book under the supervision of the teacher where she provides the students' work with the on- going feedback, advice and counseling.  Results of using the e- learning: high achievement with the percentage from 20%-30%, communication through the face book increased motivation as the cases of two students in the 10th grade section (z) where their GBA in the first semester improved from 72%-73% to become in the second semester 89%-90%, increased interaction, students became more active participants in the class and towards learning the English language and doing their homework. Moreover, moving towards research, reading and learning using playing games on the internet. Students' enthusiasm increased using the face book 4-6 times a week where they discuss with each other, present examples, asking questions, providing students with web-sites, worksheets and exams. Social and national values were reinforced through using the face book to talk about immigrant villages, Palestine history and the right of return to homeland where refugee student uploads topics and pictures about their homelands; furthermore, they talked about it later in the classroom and in the daily morning activities.  Some of the obstacles faced us while implementing e- learning: not all students have an account on the face book, crowded curriculum and shortage of time.  We recommend to construct a web- page involves all teachers of the same subject, professional development for teachers, educational aids, training sessions on using ICT tools and communication. Verifying the curriculum to be an open –ended curriculum where the chance is open for creativity. | | | | | | |

**Field Researcher:**

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| **Date** | 5-5-2014 | **Session Start** | 1:30 | **Session End** | 3:05 |
| **Story Teller** | Amal Salim Shaer/ school principal | | **School Name** | Marah Rabah secondary school for Girls | |
| **Would you like to show your name on the story?**  Yes | | | | | |
| **Story Title:** I love my School- e-Laboratory Initiative  The important change in my school is the change of the teachers and the student’s attitudes towards e- learning. The start was weak because of the lack of skills; later we win the competition of the “electronic lap” 2010-2011. This project provides our school with computers and one laptop, so we started self-training, making use of other experiences with the help of the teacher of technology. We used the power point, movie maker, videos. Moreover, during the year 2012-2013 we computerized 100 lessons which affected positively the school environment as: increased interaction, cooperation, drama, class activities as( “ I am a teacher”), and school activities (which is the additional extra class per Thursdays to enhance students participation which raised from 20-100%; such activities: technology, designing, acting dancing, reading and research ) among teachers and learners, establishing on -line groups, using the face book, then the establishment of a “friend’s technology club”. Teachers moved from complaining from e- learning to be supporters to learners and themselves, facilitators to the learning process, saving their effort and time, affecting students with fun and entertainment using e- learning.  Furthermore, students invented two devices: the “smart electronic hanger” which is sensitive to water; the “magnetic board” . School changed to be the friend of the student: teaching life –skills, to communicate in/outside the school; evaluation changed to be an authentic one using application, research and portfolios. As a result, an example of a weak student in all subjects moved to be an” A” student during the five years. Another example is the increased communication with parents through the e- school following grades, worksheets as remedial activities and as a kind of competition between teachers which enhanced computerizing lessons (a teacher computerized one unit using videos, pictures and other details with the help of the students).  Despite all this, we still need organized training to overcome the difficulty of the shortage of ICT skills, our tries were simple in facing this problem as explained previously. Another difficulty was the hatred of e- learning and moving towards new learning techniques, changed by training sessions, following up with the new learning knowledge as drama, building capacities, brain storming, group work.  It should be done in another way to be more fruitful: first organized training sessions, extra free time for the teacher of technology, establishing an academic portal for the e- learning production to be available for all schools, to save time and effort, communication with parents and seven proposals are given to “Palestine Inspiration”. | | | | | |

**Field Researcher:**

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| **Date** | 2-6-2014 | **Session Start** | 10:55 | | **Session End** | 12:40 |
| **Story Teller** | Muhammed Yousef Jaradat | | **School Name** | Saer Secondary School | | |
| **Would you like to show your name on the story?** Yes | | | | | | |
| **Story Title:** Innovation and Creativity  The school has adopted e-learning and technology in several fields and by using different techniques. Therefore, such techniques have been affecting students’ performance concerning their self-dependence, creativity, characters and all of which will help them improve themselves after school. This will increase self-confidence and better understanding of information.  It is worth mentioning one of the most crucial techniques in e-learning which is an educational building block. This one is very much connected with an educational subject in biology for both 11th and 12th grades- scientific stream. The main topic of biology was the DNA. The DNA subject was carefully chosen since most students usually complain about it and ask their teachers to repeat its lessons different times to realize it.  Be honest to God, repetition of the lesson was extremely exhausting and the situation was also difficult before adopting the educational building block. It was hard because the topic of the lesson was abstract and this creates a problem in the students’ side of understanding it. Therefore, I transformed the whole topic of DNA into e-learning lesson via certain programs such as Flash. Such programs facilitate the comprehension of the different processes that occur in the DNA and Protein in such an interesting way that attracts students’ attention as well as increases their motivation to learn in a short time if compared with the previous situation. So, this helps greatly to solve a students’ problem that they kept asking about many times.  As I noted, technology and e-learning have a positive effect in sparing time and students’ results (if we compare the number of lessons before and after the adopting of e-learning)  I also sent my students some tentative exams via Gmail and on Google drive. This enables students to log on in a certain time to be examined in certain topics for a specific time.  And of course, the exams were sent to me back and I use some programs such as excel to grade and give immediate feedback of students’ sheets whether for the subjective or objective set of questions. This process will give students a chance to be examined at their houses before they take the official exams.  Nevertheless, one of the most important obstacles that face us in e-learning is the internet service that is not available in some houses because some families refuse the idea of internet access in their homes.  **Field Researcher**: | | | | | | |

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| **Date** | 2-6-2014 | **Session Start** | 11:00 | | **Session End** | 1:30 |
| **Story Teller** | Sami Mohammed Ghannam | | **School Name** | Sarra Secondary school for boys | | |
| **Would you like to show your name on the story?** Yes | | | | | | |
| **Story Title:** Interesting Math  The real change is the use of technology that affected positively the learning process in/ out school where the school becomes a different place to everybody .The student (Safwat) in the 10th grade is an example of this change, moreover, teachers’ belief of the role of the new learning strategies of the 21st c skills. So, to face this challenge and to take responsibility, we started with ourselves and the stakeholders to transfer the effect of this change upon students: cognitively, behaviorally and to enhance their consciousness level. School changed to be a the student's friend by the use of internet, social media, mobile phones , imagination , multiple intelligences, procreate communication in/ out school using e- learning( technology) as a bedrock in the class teaching.  Teachers and students become more exited in different levels with the support of training sessions, activities, workshops, and society consciousness for merging them to use the ICT tools in/outside the school. All this affected students cognitively, behaviorally and embodied in the character of the student (Safwat) to be the perfecter/ optimal in the school. The change is also occurred in the role exchange of teachers and students where students become a source of knowledge, too. Techniques are changed to motivate students to deduce knowledge not just to use knowledge, multiple intelligences, discussion, learner centered approach, ICT tools, authentic evaluation, high cognitive levels with the help of the stakeholders in planning ,objectives, teaching morals with the belief of this theme during one year a qualitative changed occurred in my school , later we participated in the project" Palestine Inspiration" about school environment ,society and enhancing consciousness. Furthermore, violence reduced and controlled in our school, students participation increased, enrolling in projects (the young teacher), in/outside school interaction, parent participation, using e- learning tools as: internet, mobile phones, data show, videos, scratch program, games, virtual laps, acting, assimilation, imagination before application and practicum, interactive workshops, fun and entertainment among teachers and students where all are involved in the process of change.  Change happened even if it is venial but noticeable on the level of students' performance, achievement results is varied according to individual differences .However, they are all better than before and it is along all levels depending on the individual differences. We need time to achieve noticeable real change. The Ministry promotes for the project but without the continual following up which forms a difficulty in implementation. Lastly, I gained the 21st c skills through the training sessions with the Amid East and the Educational training program.  **Field Researcher:** | | | | | | |

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| **Date** | 5/6/2014 | **Session Start** | 10:30 | | **Session End** | 12:30 |
| **Story Teller** | Mustafa Yousef Amarneh | | **School Name** | Zabda secondary school for boys | | |
| **Would you like to show your name on the story?** Yes | | | | | | |
| **Story Title:** School e-portal to enhance communication with students’ parents  I am a school director, I usually face a lot of problem in communication with parents to monitor and follow up their children because most of them work in agriculture for long hours.  Upon entering my son to the university I noted that the university news and marks uploaded at the portal, I started looking for the possibility to make something similar so we can communicate with parent whenever we want, because I believe that it will improve students achievements, but the cost was not affordable till I found company who cooperate with school and makes especial offer to construct this portal for 1000$ cost, I collect this money from social community donors, and we launched the portal at the begging of this year 2013/2014 so it included a public site for the school and page for every teacher to upload summaries or questions or activities also the Portal contains the names of all the students in the school so that parents are provided daily for marks within a special account for every student and every parent in addition to attendance reports and behaviors, besides mutual correspondence between student and teacher, teachers and parent and director and parents  This portal affect student grade significantly comparing the grade for this year with the previous year, the success rate was increases from 45% to 60% and this is because of the active communication between teachers and students and between parents and the school has contributed significantly to raise this percentage.  **Field Researcher:** | | | | | | |

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| **Date** | 3-6-2014 | **Session Start** | 9:30 | **Session End** | 11:30 |
| **Story Teller** | Nida Abed Rabbuh/ Principal  Nuha Taher/ Teacher  Samaher Shahin/Teacher | | **School Name** | Khawla Bent elAzwar Secondary school for girls | |
| **Would you like to show your name on the story?** Yes | | | | | |
| **Story Title:** e-Learning provides active learning environment  The planning and implementing of the initiative "computing genetics unit, science curriculum, 10th grade," came within a larger context of the school trend towards the computerization of the teaching plan, to provide each lesson with electronic resources, and work on the development of teaching plans and update it continuously, and therefore does not can limit the impact of technology to this initiative alone, but the effect is the result of the development of a set of lessons  the school conducted a study on the level of the teachers and students to compare between the teachers before and after the use of technology, and the comparison between the teachers users of technology and non-users, and it was a clear difference to the performance of teachers users of the technology after engaging in those experiences, in terms of the diversity in the use of more interactive teaching methods that focus on the roles of students in learning process increasingly.  One important factor of this initiative is teamwork, where the initiative came as a result of a concerted effort between teachers from three schools, a dramatic shift on the method of the teachers who used to work individually to prepare lessons and submission, as well as work collectively between teachers and lab technician, which led to a difference the role of the computer lab and activated within the educational process which is reflected on the performance of students, and encouraging them to work as teamwork  On the level of the students, it was a clear difference on student performance on achievement tests between before and after the use of technology, as well as between classes that are using technology and those that still rely on traditional ways, as well as the differences were evident in the learning activities and involvement of students in the information-gathering activities and brainstorming, focus on the skills of cooperative education and the division of roles and critical thinking, and develop the skills to use technology in the preparation and presentation of lessons, leading to more interaction with the learning subjects and achieve real changes in roles in the classroom.  Still there are Obstacles that limited the impact of the initiative on learning climate in the school, most notably is the lack of "adequate" infrastructure to extend the experience to other classrooms and all aspects of the educational process, as well as the lack of follow-up of the initiative and the administrative obstacles allow developed it in next years, and the low level of training quantitatively and qualitatively, on the one hand there is a sufficient number of training courses that include all teachers, on the other hand the low level of training, and do not achieve the ambition of teachers, which hinders the development of skills in the form required for the development of the education process.  **Field Researcher:** | | | | | |

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| **Date** | 3/6/2014 | **Session Start** | 9:30 | | **Session End** | 10:40 |
| **Story Teller** | Ayat Bahajat Daraghmeh | | **School Name** | Az-Zubaidat Secondary School for Boys | | |
| **Would you like to show your name on the story?** Yes | | | | | | |
| **Story Title:** Employing dramatization for teaching sciences  Although my school had no Internet and no computer sets , I made up my mind to use the LCD projector and my personal laptop to enrich the teaching materials of Science . Moreover, I was able to create a Facebook group for 11th Grade students in the literary stream. We named this group ‘Az-Zubaiadt Secondary School Lab ‘where students’ experiences and activities were posted to the group. Such initiative was a natural outcome of my participation in Al-Qattan Foundation's workshops on using drama in education. My participation motivated me to apply what I have learned in these courses on my 8th Grade Students. Consequently students were able to make use of dramatization in science lessons such as playing the role of the cell, producing an analogical image between the cell and the school naming the parts of the cell after the school facilities and departments in addition to playing the role of a scientists and inventors dramatically. This, of course helped to improve students’ achievement and enhance their love and respect for me as a teacher although they were male students taught by a female teacher. Such situation contributed to reducing violence, and reduced the incidence of failures among the students. Once, the school principal told me that the 11th Grade students are noisy and trouble-makers in most classes except for my classes. Then, one of the students told me that he loved the unit which talks about genetics because he felt that It is very close to reality, and he studied it in a different way using different methods of presentation.  **Field Researcher:** | | | | | | |

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| **Field Researchers** | **Schools** | **Story Tellers** |
|  | 1st Fawwar Primary Girls' School | Suraiah Fdelat |
|  | Qabatiya secondary school for Girls | Zainab Saba'neh |
|  | Deir Estia primary school for girls | Zaheeda Awad |
|  | Deir Nizam Secondary School | Rula Faqih Rimawi |
|  | Aisha Om Almomineen Primary school | Lmaees Ameen Jalal Abdo |
| **Combined Story**: Lessons learned from using Technology with English Language Learners  English is one of the hard topics on students. This is why school initiatives motivated us to use several learning strategies and facilitate the learning objectives delivery, for instance:   * We used carton series such (Dora and Barbie) and others, we provide learning objectives through cartoon movies, with cooperation from the ministry of education I produce courseware about Prepositions, and made piloting for some student, they were response effectively and become more positive toward using English language. * We used I-spring program for students as actors and directors of plays. * We used educational games to teach student pronunciation. * We used social networks and e-mail. * Variety of learning strategies such as drama, role playing, internet research, and student presentations.   We noticed that the use of active learning strategy left significant impact in creating a friendly environment among teachers and students and between students themselves. Also, there was a kind of experience transfer between teachers in my school, in addition to the improvement in the students achievement appeared through the exams. Students' attitudes became more positive towards English language and improved the students’ abilities in Conversation. This appeared clear from the opinions of a lot of foreign visitors who witnessed the ability of students’ conversation skills:   * A lot of students created Facebook and e-mail accounts to participate in the project. * The student parents began to accept the idea of using Facebook for teaching and learning after they noted children improvement in English. * Increased students’ achievement especially in discussion and grammar because of practice and continuous feedback through using Facebook groups. * Non-achievable students were involved and participated effectively in their learning processes and their achievement improvement.   **Throughout these initiatives, we faced several obstacles such as:**   * Lack of teachers’ skills, ICT skills and active learning skills. * Lack of students skills ICT skills and 21st century skills * Many students don’t have Facebook account due to their parents’ desire; we sent many awareness brochures to them, and the resistance decreased. * Intensive curriculum and time restrictions. * Poor infrastructure in some schools and internet access   **Finally, our recommendations include:**   * Professional training for teachers in ICT skills and active learning strategies. * Training for student in ICT and 21st century skills. * New design for the curriculum, to have content that allows teachers to use social networks in teaching. * Improve the ICT infrastructure at schools.   **Composer**: | | |

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| **Story Tellers** | **Schools** | **Field Researchers** |
| Ahmed Ateya Titi | Ja’far elementary school for boys |  |
| Rania Mohamad Shriem | Omar ben Abed ElAziz’s for Girls |  |
| Maisoon Nada | Balata Primary School for Girls |  |
| **Combined Story:** The Impact of using Technology in Teaching Math  We, as Mathematics teachers, suffer from students bad attitude toward the subject and lack of students interaction in the classes, besides weakness in basic mathematical essential operations, we benefited from several initiatives in the use of technology in education, where we designed educational units using PowerPoint ,Flash, data Shaw to deliver learning objectives.  The impact of the use of technology in teaching math was clear in breaking the ice of the subject, interaction in the classes especially the non-achievable students, beside improvement in students attitudes toward the subject and our attitudes and beliefs toward using technology in the classes, we agreed that there is unprecedented interaction in math classes, more chance to consider the individual differences and the learning styles, and it reduce our effort in the classes  We are enthusiastic to teach using different learning strategy like group work, internet search, video, audio, and games, we designed game “who will win the million” to help students to memorize the multiplication table, and understand the multiple operation, we offer the concept in interactive and enjoyable way, we noticed that there is noticeable participation and interaction from all student and the non-achievable one in particular especially when they are work on groups, and improvement in all student achievement in general.  Our experience in using ICT in teaching had a great effect on all learning strategies. We are aware to use active learning strategies which are student centered, they noted that there is big effort in preparation to the classes but less efforts in the delivery for the learning objectives, there was noticeable cooperation between beers in preparing the learning objects which contributed to the transfer of expertise as well as between them and the teachers of other subjects  In our initiatives, we faced some obstacles, such as poor infrastructure in some schools, the lack of computers and LCD projectors, lack of internet access in some schools, and weakness of teachers’ and students’ computer skills, so we recommend conducting professional training on how to create professional educational courseware and reducing the density of the Curriculum.  **Composed by:** | | |