E-learning and OER
Palestina

A cooperation between Belgian Technical Cooperation (BTC)
MoEHE Palestine
KlasCement (Ministry of Education Flanders, Belgium)

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E-learning project

E-learning curriculum in Palestinian Primary and Secondary Education

funded by
Context

Education in Palestine

• 1.2 million students (*one third of the society*)
• Very young population
• 3,000 schools
• High enrollment figures (*97% NER in primary education*)
• Challenging environment

Ongoing transformation of education

• Quality
• Leave no child behind (accessibility & Inclusiveness)
• Relevance
Project objective

Introduce ICT in 288 pilot schools to enhance student-centered learning and to allow Palestinian students to acquire 21st Century Skills
ICT as an enabler for student-centered learning

E-learning and ICT were not a goal in itself, but a means to

• Improve quality of teaching and learning
• Increase Accessibility & Inclusiveness
• Enhance student-centered learning
• Allow students to acquire 21st Century Skills
  critical thinking, learning to learn, problem solving, global citizenship, digital literacy, ...
• Support a new way of teaching

Target groups

• Students (age 10 to 15)
• Teachers
• 288 schools
• Ministry of Education and Education District Offices
If education is a chemical reaction, ICT@E would be the catalyst.
Comprehensive approach

- School-Led Initiatives (R1)
- Teacher Portal (R2)
- Teacher Training (R3)
- Action Research & Policy advice (R4)

Student-Centered Learning

Piloting educational innovation
- robotics for STEM, digital whiteboards, mobile apps, tablets
School-Led Initiatives (R1)

**288 schools participated**
(Geographical hubs – Accessible to all schools)

**Competitive fund for ICT equipment for schools**
(Marginalized & hard to reach schools)

- Bottom-up approach: schools defined own ICT needs

**Teachers creating Learning Objects**

- Teachers developed Learning Objects using ICT
- Accessible Learning Objects to all teachers
- Surf on enthusiasm of early appliers (champions)
- End of project: 1,600 learning objects developed and uploaded to teacher portal
Digital Teacher Portal to connect teachers (R2)

- Platform where teachers share learning objects with each other (*peer-to-peer*)
- Attractive interface and design
- Developed and hosted by MoEHE
- Partnership with KlasCement (*Flemish teacher portal*)
- Big promotional campaign in 2016 gave boost

See: www.elearn.edu.ps
Teacher Training (R3)

• Over 1,200 teachers trained on how to use ICT in education
• Focus on the teacher as a facilitator in the learning process
• Training manual developed
• High quality training (raising the bar)
• Excellent ownership by MoEHE
• Training is now being scaled up to 14,000 teachers
Piloting innovation (1 of 2)

Mobile Learning

- Use of tablets in education piloted in 15 schools
- Teacher training for 53 schools on innovative teaching methods making use of tablets in learning

Digital whiteboards were piloted in 15 schools

Mobile Applications

- 475 students developed mobile applications
- 25 ministry staff trained as trainer (ToT)
- Mobile apps exhibited at annual technology fair for students
Piloting innovation (2 of 2)

Robotics for STEM education
Science, Technology, Engineering & Mathematics

• LEGO robotics were provided to 12 schools
• Training manual developed
• Teacher Training for use of Robotics in education (Regional TOT)

• Very positive outcomes on
  - student-centered learning
  - teacher and student motivation
• Scaling-up to other schools (hubs)
Learning from pilots: Action Research & upstream policy advice (R4)

Exhibitions of School Initiatives & Peer-to-Peer Workshops

Intensive monitoring & evaluation of pilots
- Annual exhibitions
- Project monitoring
- KAP survey (Knowledge, practices and attitudes)
- Large Action Research capitalizing on project pilots (Future Cafe)

Upstream policy advice: 6 Policy Papers to fuel the Palestinian policy on digitization in education

Findings also relevant for other countries
In short

- Successful pioneer and promotor for digitisation in education
- Comprehensive approach – A combination of
  
  *Content*
  
  *Technology*
  
  *Education for All (Accessibility & Inclusiveness)*
  
  *Teacher training*
  
  *Collaborative work*
  
  *Monitoring and Learning*
  
  *Policy driven*
  
  *Bottom-up approach - flexibility*

- Full ownership by MoEHE
- Good sustainability – Activities continued by MoEHE
- Strong partnership between Palestine & Belgium
Way forward

• Keep the momentum …
• Awareness within & outside Palestine on project achievements and outcomes
• ICT as a tool that enables education to unite the nation, increase inclusiveness & maximize accessibility (teachers and students)
• Creation of PPP model for relevance and sustainability
• Further integration of approach within national plans, budgets and programmes
• Keep investing in digitisation and innovation in education (games, STEM, …)
KlasCement: OER Network

- [www.klascement.net](http://www.klascement.net)
- More than 100,000 members. More than 70,000 teachers in Flanders are members. Almost 50% of teachers in primary, sec. & special educ.
- Almost 50,000 learning resources (most of them [Open Educational Resources](http://www.klascement.net), Creative Commons license)
- Team of ±10 validators (part-time teachers) checking metadata, mistakes, copyright
- Part of Ministry of Education in Flanders
WHY? 13 reasons why an OER Network is one of the best investments for education

- Teachers win **time**
- Teachers see, use and reuse **good practices**
- Part of **professional development**
- **Inspiration** for new lessons or new learning methods
- Good examples for **teacher training**
- **Networking**: *Learning resource network*
- **OER**: Open content – free for all!
- Part of **IT-strategy** to digitise schools
- **Innovation** of education
- Possibility to create **connection** with other portals and content from other organisations
- One **central point** to start - Single sign-on
- Better **communication** with teachers
- **Ministry** can share content and information
Cooperation BTC - KlasCement

• We were on a mission of one year
• Five visits of a week:
  • Presenting everyone and the projects
    Inspiring Palestinian MoE & decision makers & vice versa
  • Visit focused on validation
  • Visit focused on technical issues: server, code, documentation, safety
  • Wrap up and final advice
  • Conference to present results (2 day visit)
Validation - Advice

“*The user is the content*”

- **Content**
  - It’s what teachers need!
  - Validation to find content more easily and avoid copyright problems
  - No validation on pedagogical usefulness. Trust teachers! Trust your community!

- **User**
  - List of users with search engine
  - User profile with activity on portal
Validation - Results

• A lot of learning resources were already approved and others are ready for approval

• PEOPLE: Validation coordinator (0,5 FTE)
Validation team: 16 teachers (voluntarily)
+ 16 supervisors

• Reduce the workload of supervisors
Give teachers time to validate (15% per week),
hardware and internet support (at home)

• Goal: Validation of new content within two weeks
Coding / Design / Technical - Advice

• Coding / Content: Easy to find
  • A good and fast search engine is crucial
  • But it can’t work without good metadata:
    • keywords
    • vocabularies

• Interface / Design: Easy to use
  • Demonstrate the portal in schools to see how teachers use it
  • Listen to the users
  • Log every action > Statistics
Coding / Design / Technical - Results

• Attractive new interface and design
• PEOPLE for development within the MoE
  • Technical coordinator (0.2 FTE)
  • Two developers (2 FTE)
  • One server manager (0.2 FTE)
• Training of developers in PHP & Drupal
• Time to study the code, to document, to debug, ...
• Don’t overestimate capacity of the team (eg. mobile app)
Engagement - Advice

• Ownership: It’s YOUR site
  • Bottom-up
  • Horizontal (same level)

• User engagement
  • Activate inactive users
  • Stimulate to rate, comment, share, ...

• Gamification
  • Points
  • Tips & tricks

• Keep it simple!
Promotion - Advice

• Training about writing for the web
• Communication via newsletters
  • with members
  • with future members
• Educational fairs
• Promo campaign (if budget)
• PEOPLE: PR manager (0,6 FTE)
IMPORTANT CONDITIONS
FOR HAVING CONTENT / OER

• Technology
  • Good infrastructure in schools and at home
  • Good Wi-Fi connectivity

• Pedagogy / Knowledge
  • Teacher Training for all teachers in ‘How to use ICT in the class room?’
Elearning Portal Palestine

ADVICE: TEAM – A NEW UNIT

General coordinator (120%)

- Administration (30%)
- Communication (30%)

Technical coordinator (50%)

- Server admin (20%)
- Developer 1 (100%)
- Developer 2 (100%)
- External developer (20%)

Validation coordinator (50%)

- Validators (32 x 15% OR 10 x 50%)
Some numbers

elearn.edu.ps

- 5,400 Learning Objects uploaded
  (1,600 end of project)
- 31,200 active users
  (6,500 end of project)
- More than 3.5 million hits
  (downloading & uploading e-lessons)
الطريقة الإلكترونية
 نحو تعليم إلكتروني تفاعلي مبعد

آخر الأخبار
ورشة عمل حول الحملة الترويجية للبوابة التعليمية الإلكترونية
وزارة التربية والإعلام

اختارات من البوابة
وزارة التربية والتعليم
تعلم الساعة learn clock
تعلم إجزاء الجسم

klasement مرحبًا
صفحتي الشخصية

عناصر مميزة

مصادر جديده للمعلمين
أوامر متوازي المستطيلات