
General Assessment
Reviewing Tabshoura Kindergarten and Tabshoura School contents
Introducing H5P plugins

Scope:

LAL is in the process of (1) reviewing its platform functionalities, adding the H5P plugins to make its usage friendly and easy, (2) validating the content by CERD and (3) adding new contents as part of the “Girls can count” project.

This process overlaps several projects:

- Validating kindergarten contents by 2 CERD experts and transforming the Kindergarten platform using the H5P plugins¹ that makes its usage friendly, especially for kids using tablets or computers.
- Validating Civic education with one CERD expert and adapting it to H5P plugins.
- Developing mathematics and sciences activities for middle school in collaboration with CERD. LAL is using the existing modules, adding activities, changing activities and adapting the content to the H5P plugins.

Objectives:

To review the Tabshoura platform and adapt it to the needs, LAL conducted a general assessment with some of its partners.

Studies:

Step 1: Field assessment

Step 2: Teachers’ workshop on designing tasks and writing questions in Science.

Step 3: Students’ interview

¹ **H5P** is a free and open-source content collaboration framework based on JavaScript. H5P is an abbreviation for HTML5 Package, and aims to make it easy for everyone to create, share and reuse interactive HTML5 content. Interactive videos, interactive presentations, quizzes, interactive timelines and more have been developed and shared using H5P on H5P.org. H5P is being used by 9 000+ websites.

One of the great benefits with using H5P is that it gives you access to lots of different interactive content types. Another great benefit with H5P is that it allows you to easily share and reuse content. The H5P community is actively contributing to improve H5P. Updates and new features are continuously made available on the community portal [H5P.org](https://h5p.org).

Field Assessment

Relevant remarks

LAL's team visited the New Secondary school on February 8 (Nagi Ghorra/ Muriel Albina/ Alex Little and Nayla Fahed) and Malala I and Malala II on February 16 (Joe Fayad and Nayla Fahed) and the Mtein school in March (Nayla Fahed and Muriel Albina).

General observations:

- ◆ All schools are equipped with a computer room.
- ◆ The 4 school directors showed enthusiasm in participating in the "Tabshoura" project, and confirmed that introducing digital resources are major issues for tomorrow's world. The 4 directors facilitate our work and field visits.
- ◆ The teachers are willing to participate actively in the project, giving their feedbacks and helping us improve the content creation.
- ◆ CERD official books are used in all schools

Schools' information:

Mtein School (Their World)

- ◆ Syrian and Lebanese refugees in morning shift, only Syrian in afternoon shift.
- ◆ Morning shift: 6 hours from 8 until 2
- ◆ Afternoon shift: 3 hours and a half (2h-5h30). Therefore, their learning program focus on basic knowledge: math, sciences and language. They do not benefit from extracurricular activities.
- ◆ Boys and girls
- ◆ Lebanese program implemented
- ◆ Disparity of levels in the same class
- ◆ Dedicated Lebanese teachers
- ◆ Carine Sobhieh oversees the introduction of ICT activities in the classroom routine.
- ◆ Carine made several relevant remarks: For kindergarten, the click is difficult to master by small children/access to Moodle is sometimes difficult/ Add more exercises.

New Secondary School (Social Society Support)

- ◆ Syrian refugees' students are enrolled in a second shift (from 3:00 until 6:30). They only spend 3 and a half hour in school. Therefore, their learning program focus on basic knowledge: math, sciences and language. They do not benefit from extracurricular activities.
- ◆ They are boys and girls
- ◆ We will be working with 167 girls (127 boys will also benefit from our work)
- ◆ We will also work with the Lebanese girls and boys (60 girls)
- ◆ The number of Syrian refugees' children in school is almost 800. It is the double of the Lebanese students that attend the morning shift. Consequently, classes are overcrowded and three students sit on a bench designed for 2.
- ◆ The school used to teach the Syrian official program and is now switching to the Lebanese program (from Grade 1 to Grade 7 for now. Grade 8 will follow next school

year and grade 9 the year after) and switching from Arabic to English for teaching Math and Sciences.

- ◆ The Math and Science teacher are both Syrian.
 - The Secondary Science teacher does not speak English and were recruited to teach the Syrian program. She is not computer literate.
 - The Math teacher has a good English level and is computer literate, she has even done some programing in college.

Malala I and II (Kayani)

- ◆ Normal schedule from 8:00 to 2:30, so 6:30 in school
- ◆ Students are assigned a level after a placement test. Consequently, there are different age groups in the same level.
- ◆ Elder girls who hasn't been to school for a while are in beginners' level. They feel humiliated by the books because those books are designed for kids, with cartoon's characters and kids' stories and instructions.
- ◆ Science teachers are Lebanese. They teach in English. They all have a teaching diploma or a
- ◆ They are all initiated to several vocational trainings: basic nursing, sewing, hairdressing and computer.
- ◆ They also have Psycho-Social activities organized by the Pedagogical Coordinator of all Kayany schools.
- ◆ Student are asked to evaluate the teaching they receive

Important conclusions:

- ◆ Those visits confirmed the relevancy of introducing digital to enhance learning skills.
- ◆ Malala's schools could benefit from 10 more computers allowing every girl to work on one. New Secondary School is equipped with Thaki's refurbished computers uploaded with contents.
- ◆ Language is an important issue. Foreign language is one of the learning barrier. We should introduce language activities in each module and a general dictionary/glossary for scientific vocabulary.
- ◆ Our activities should be adapted to different age groups. We should avoid addressing young kids only because some elder Syrian refugees are in elementary classes in order to catch up their gaps.
- ◆ Our activities should be adapted to challenged school students but we shall not simplify our contents. Just make sure our instructions and lessons are clear and formulated in a comprehensive, friendly way.
- ◆ It is important to work on designing tasks and questions.
- ◆ It is important to work on the easy access of contents and friendliness of the platform.