

# Elementary Cycle I Report



# Project Objective

Design and develop an interactive digital program for Elementary Cycle 1.

- Phase 1 - Grade 1 units in the following subject matters:
  - English
  - Arabic
  - Math
  - Science
- Phase 2- Grade 2 units in the following subject matters:
  - English
  - Arabic
  - Math
  - Science
- Design a scope and sequence for developing all units.
- Comply with the learning outcomes and themes of the Lebanese official curriculum when creating and developing content.
- Implement the pedagogy of learning through games and playing.



# Project Progress



## Completed so far:

- Published all content in Grade 1 units in Math, English, Science, Arabic.
- Content creation of all Grade 2 units in Arabic.
- Content creation of most Grade 2 units in Math, English, and Science.
- Audio recording and implementation in all grade 2 units.
- Fine-tuning and final refinement of chapters of Grade 2 units.

## Next Milestones

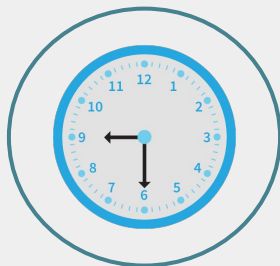
To complete by end of August:

- Audio recordings for all units in Grade 2.
- Publish all content in Grade 2 units in all subjects.

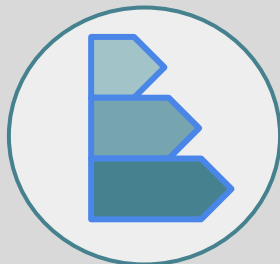
Start phase 3 and develop Grade 3 units



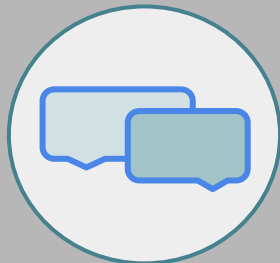
# Piloting - General Information



**Pilot Duration - 3 weeks**



**Grade Levels - Grade 1 & Grade 2**



**Languages Used - Arabic & English**

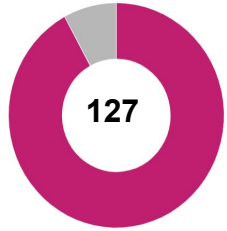
# Piloting - Sample Population



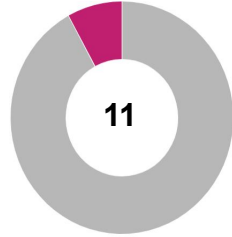
The project was piloted at the below educational institutions:

- Al Mabarrat Association - Formal - Lebanese
- Tahaddi Education Center - Non-Formal - Syrian
- Zouk Mosbeh Public School
- Nabaa - Palestinians and Lebanese

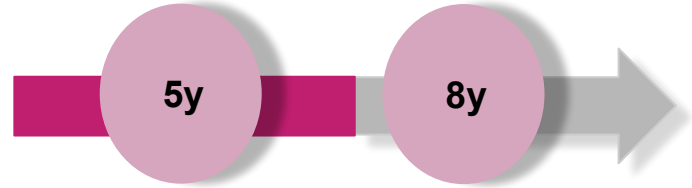
# Piloting - Sample Population



Total Number of Students



Total Number of Educators



Students Age Range



# Piloting - Outcomes

## I. The Digital Experience

### 1. Navigation Tools

Most of the students navigated through the platform very easily after the first introductory session with the teachers. Teachers shared their amazement at how fast the children learned to navigate the lessons.

### 2. Audio

The audio was clear for a significant percentage of teachers and students.

### 3. Illustrations

The feedback from teachers on the content illustrations were excellent. Educators believe that the visuals in the lessons in fact facilitate the learning experience.



#### 4. Autonomous navigation and support required

Although a great number of students navigated the platform autonomously, a few still needed support. After our field explorations, we learned that students are mostly used to interact using phones, not tablets. One of the major differences between navigating through a phone and navigating through a tablet is the fact that the navigation on phones is mostly vertical while navigation on tablets in general, and for our program in particular, horizontal.

#### 5. Content

We received great feedback from educators on the students performance. Users were able to repeat the same lessons more than once through several trials. We learned that it was mostly English lessons that were repeated as the children are not familiar with the language and it was useful to repeat part of the lessons to ingrain the language acquisition and the right pronunciation.

## 6. Motivation

Most of the students were engaged during the lesson, which shows a positive impact of the digital program on the motivation of the students. Teachers said the students were serious about the digital program and did not act as if it was only a game.

## 7. Focus

The impact of the digital program on the ability to focus of the students was positive as many of them were sitting still and focusing, thus taking the learning seriously. This was confirmed by the field visit and the teachers' feedback. Teachers shared that they were surprised by the students' serious attitude toward the program.

## 8. Improvement

Upon the program completion, many of the students showed great improvement after leaning through the digital platform.

# Challenges and Mitigation

## ❑ Language Barrier

The language was challenging for some students as the only place they are exposed to a foreign language in the classroom. Due to the repetitive interruptions of school the last few years, this exposure was minimal.

**Mitigation:** Giving the common instructions in 2 languages: Arabic and English to familiarize the students with the way of asking questions.

## ❑ Internet Connection

The internet connection throughout the country is generally unstable.

**Mitigation:** Offline boxes to install in the centers and the App that will allow downloading content to be used offline.

## ❑ Conflicting Audio

Although the audio was clear for a significant percentage of students, we faced an issue we did not predict: Our program is conceived in a way where the audio for the lessons starts automatically. When a whole class is using the program and all the audio starts at the same time, it produces a cacophony.

**Mitigation:** One solution the teachers came up with is to mute the devices and use only one device for the audio. This however prevents each student to work at his own pace but solve the audio issue.

Possible mitigation:

- Earphones
- Lower the audio