Faculty of Languages & Translation Project

Implementing E-Learning in Schools.

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Project Summary

- **Project Idea:** As an outreach to the school community, the project involves working with teachers and pupils in schools. The idea is to develop and implement a teaching unit using WebQuest, which is an education website, as a demonstration to both teachers and pupils on how it functions as a teaching and learning device.
  Pharos students develop a teaching unit and it is implemented in the school. Pupils interact together and with Pharos students in completing the task. All the work is done online and pupils are free to work on it at home or in a group which means it saves classroom teaching time. The

final submitted product is assessed using a rubric and both pupils and teachers respond to an online questionnaire to provide feedback on the experiment. This project will impact the teaching/learning process in a positive way. The impact of WebQuest is that it can be simply designed online and is extendable to the teaching of any subject in the school curriculum.

- **Project Phases:**

1. The first phase was a meeting involving student and supervisors, school principal and staff. The meeting included orienting them to the focus of the project. It was established that neither the school nor the teachers were familiar with WebQuest and were enthusiastic and eager to learn about it. Pharos students met the school pupils and they interacted and questioned them about their interests and needs. The meeting helped to identify the secondary level students wanted an increase in interactive tasks. The admitted that the school did provide a lot of interaction but felt that the study load was taking up too much time.

2. In the course of more meetings, the school teachers identified and suggested the teaching unit needed which is for the pupils, from the secondary national level, to write an essay about e-learning. This focus was essential because the duration and scope of the project is limited. At the same time teachers were instructed in and shown how the website can be manipulated to match a variety of teaching approaches.

3. Pharos students started to develop the teaching unit while discussing the details with the project supervisors and school teachers. A rubric was developed to assess the students' essays. Also developed was a student

and teacher questionnaire which is administrated online. This is to provide feedback on how they all felt about the experiment.

4. The implementation phase involved dividing the selected pupils into groups since it was decided that the task should be completed in group work. Students must respond online to every task given and Pharos students provide feedback. In the final phase of the work, the pupils hand in the essays

5. Conclusion: the results of the questionnaire are analysed and notes are taken of the positive and negative responses. This phase involves the publishing of the Riada/Pharos teaching unit on the WebQuest site. This will give Riada teachers access to all published teaching units on the site. This is a rich source of information that serves the teaching of any subject in the school curriculum.

- **Project Aim:**

  o To involve Pharos students in developing a teaching unit and interact with school pupils.

  o To take both school pupils and teachers through the process of working with WebQuest.

  o The developed WebQuest is will involve a different kind of interaction between pupils and teachers.

  o To include school teachers and pupils in interacting with a flexible online educational website.

  o The experience can be easily transferred to other teachers and subjects in the school curriculum.

- To demonstrate the impact of user-friendly technology that can be designed to promote learning.
- To actively involve Pharos students in an authentic and practical teaching experience that is not theoretical.
- To provide the opportunity for school teachers to access published teaching/learning units in all subjects.

Recommendations:

1. To implement e-learning on a wider scale in the Egyptian school system as it ensures more interactions while learning.
2. Online activities are appealing to young learners and they interact positively to working online.
3. To ensure the required reaction from pupils it must be implemented slowly and provide sufficient support until pupils can interact and complete tasks independently.
4. To support teachers in schools experimenting with online educational resources.
5. To help and support teachers to make full use of the different facilities provided on the web.