

International Experience With Teaching at Primary School in Jerusalem in Pandemic Time – Interview and Discussion

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About methodology

- ▶ I conducted the research in a Christian private school in Jerusalem. The school is attended by Arab Christian and also Muslim students.
- ▶ The school runs a kindergarten, first and second grade as well as pre-university preparation.
- ▶ During the day, there was a discussion with six teachers, as well as two interviews with the teaching coordinator for the first grade.

Discussion With Teachers in school in Jerusalem and Interviews with Coordinator for First Grade.

- ▶ **Summary of conclusions:**
- ▶ Initially, when the pandemic started, the school started using WhatsApp to communicate with students (a few weeks), then it started using a classroom with online learning (partially).
- ▶ At the beginning of the school year (autumn 2020), they started with a full online schedule.
- ▶ Teachers often used videos during the courses.
- ▶ Teachers mainly used multiple choice tests and individual online testing.

Advantages and disadvantages of online teaching

- ▶ In general, teachers felt that online teaching is more time-consuming for them and they have more work to do with preparation.
- ▶ Teachers describe that it was more difficult to find motivation to work. They also state that it was more difficult to motivate pupils.
- ▶ Some students attended classes irregularly. (However, specific dates cannot be given, I don't have enough data).
- ▶ The teachers saw the advantage of online teaching in the fact that they did not have to go to work every day, they could teach from the comfort of their homes, which saved them time spent traveling to and from work.
- ▶ Another advantage is that the students learned to work in an online environment.

Technical equipment of the school

- ▶ The technical equipment of the school was rated rather as insufficient.
- ▶ Some teachers lacked an employee computer or laptop, camera, etc. The school received state support in the autumn, which partially (but not completely) improved the lack of technical equipment.
- ▶ Some pupils only used a mobile phone to connect to the lesson, which was also not considered ideal by the teachers, especially during testing.

Conclusion

- ▶ When comparing my own experience from several researches that I conducted in the Pilsen Region, we can generally state that the teachers and the coordinator shared similar experiences as the Czech teachers.
- ▶ The insufficient technical equipment of the school was partially improved during the pandemic. It was similar in schools in Pilsen region. Although most of the schools directly in Pilsen were technically well equipped. (However, here I am based only on my own experience and on several interviews with elementary school teachers in Pilsen and parents of elementary school students).
- ▶ We can perceive a bigger difference in online teaching. In the investigated school, pupils completed all lessons online every day (except at the very beginning of the closure). In most Czech primary schools, only some subjects were taught online.