



Program Evaluation Summary

“Laptop Computer for Every Teacher”

WIZO Youth Villages – Israel

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Applied evaluation of organizational development and group facilitation

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The success of the "Laptop for Every Teacher in Israel" program, and its positive impact on both teachers and students, is highly supported by a survey conducted in 2015 among teachers who received laptops. Conducted by WIZO (Women's International Zionist Organization) for 500 teachers in Israeli youth villages, this survey strengthens the Athena Fund's philosophy and vision, that laptops (as well as iPads and tablets in Athena's other programs) are a critical resource raising the level of teachers, students and lessons. This is vital for Israel's future and key in maintaining Israel's technological advantage.

Sixty-one percent of the survey's respondents said that the laptop greatly helped improve teaching processes, and 62% said that it greatly helped update the teacher's knowledge in work-related areas. Forty-seven percent said that using the laptop in the classroom greatly contributed to a more efficient use of classroom teaching time, and participation in the program greatly helped implement new teaching methods in the classroom. Forty-eight percent stated that students' interest in the lesson topics greatly increased as a result of laptop use.

Seventy-eight percent of the respondents said that they are using the laptop to a great extent in order to find professional information, such as articles, teaching materials, presentations and exercises. Sixty-one percent of the respondents use the laptop to a great extent to prepare materials for lessons, such as presentations, demonstrations and work sheets. Fifty-five percent use the

computer to a great extent for communication with students, and 43% use the laptop to develop higher-order thinking among students.

Teachers were also asked to describe the extent to which participation in the program helps their work. Among other things, they replied that the laptop and training raised self-confidence and awareness of computer use in the classroom. Fear, resulting from lack of knowledge and control of the computer, was reduced, and the computer is a key tool in designing and teaching lessons. Extensive knowledge and operational tools were acquired, making it possible to combine theory and computerized tools, and new teaching methods were recognized.

Additional answers included familiarity with new and relevant software to teaching at various levels, organizing material and searching for new teaching materials. One teacher built a personal website to which she began uploading material for use by students and parents. Another said that she changed her teaching method, and she now uses presentations, videos, content games and articles on current events to demonstrate the subject being taught. She also uses the school's website as a platform for both tasks and communication channels. Another teacher noted that the presentation makes it easier for students to concentrate generally, saving dictation time, and (sometimes) enabling the active participation of students in the classroom. Yet another teacher noted that the computer helped organize schedules and establish effective time management, while diversifying methods of instruction and assessment of student learning.

Other responses stated that the laptop improves teachers' status in the classroom. Communication between students and the teacher was quick and efficient, with stronger ties. Relations between the teacher and colleagues at school were also improved, and cooperation was created with more professional and effective teamwork.