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**The Impact of COVID-19 on Foreign Language
Teaching in Israel and Germany**

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ja nein (da die Arbeit personenbezogene Daten enthält)

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1. Introduction

The COVID-19 pandemic has changed many aspects of our daily lives drastically and abruptly. This applies in particular to the school context as “education was one of the profoundly disrupted fields affecting almost 1.6 billion students in over 190 countries around the globe” (UNESCO, 2020). Soon after the novel virus began to spread in the beginning of 2020, schools in many countries had to be partially or completely closed to contain the illness. “By mid-April 2020, 94 per cent of learners worldwide were affected by the pandemic” (United Nations, 2020, p. 4). Depending on the available resources, countries found solutions to facilitate remote teaching. For most countries this meant that education was provided with the help of the internet. This has forced teachers to quickly adapt to the new circumstances.

This research explores how COVID-19 has influenced teaching and learning with a particular focus on foreign language teaching. The study is based on a series of group work sessions that were recorded in May 2020 as part of an international telecollaboration project with Israeli and German teachers in training. The recordings were transcribed, codified with an inductive approach and interpreted through a conventional qualitative content analysis. The differences and similarities of how the school systems in Israel and Germany reacted on the COVID-19 crisis are identified and compared with previous studies in this field.

The thesis starts by exploring the previous research on remote learning caused by the pandemic and on the effects on the teachers and students. The disruption that school closures caused in their learning and their daily lives came with a number of challenges. Multiple authors (A. Al-Samiri, 2021; Moundjid et al., 2021; Wright, 2021) found that a lack of motivation, increased distractions in the home learning environment and the lack of social interaction were the main problems the students faced. Teachers reported that they faced technical difficulties and were concerned about growing inequality caused by various factors such as insufficient technical resources (Grewenig et al., 2021; Hoofman & Secord, 2021).

Although educators and governments generally faced similar difficulties in regards to continuing education during the pandemic, different countries decided for different solutions. For some, there were also limitations such as insufficient internet connection throughout the country so that individual regional solutions had to be created. This will also

be explored through examples from a variety of countries around the world, ranging from developing countries such as Morocco to more wealthy countries.

In general, technology played a crucial role during this time as it made the continuation of learning possible at a distance. Chapter 2.3 will discuss the use of technology in foreign language teaching. Using technology to support language learning is not a new idea. In fact, teachers and researchers have experimented with computers in the language classroom for almost as long as the technology has existed (Heim & Ritter, 2012, p. 11). Nevertheless, when learning moved to the virtual classroom, all teachers and students had to look into the subject. The digital tools that were used during the pandemic and how this might affect the integration of technology in future language learning lessons will also be reviewed.

Even considering the numerous challenges and negative effects that remote teaching brought, this experience does not have to be viewed in an exclusively negative way. Moving forward, it can act as a learning opportunity to inspire positive development to language teaching in the future. The goal is to analyze problems in order to help overcome similar issues in the future and to examine the positive aspects in the interest of carrying as many of them over to the physical classroom.

Similar questions were explored in the research conducted in this thesis. In total four group work sessions that were recorded in May 2020 as part of an international telecollaboration project were recorded, transcribed and analyzed. The participants of this project were teachers in training who were studying at Kibbutzim College of Education, Technology and the Arts in Israel and Ludwigsburg University of Education in Germany. In intercultural groups, the participants discussed and reflected on their experiences of teaching English as a foreign language during the COVID-19 pandemic. The changes that participants noticed when they switched to online teaching, be they positive or negative, are discussed here and compared with previous studies.

As schools in different countries took different approaches to online teaching, another point of focus will be the differences and similarities in the experiences of teachers in Israel and Germany. To cope with these challenges, the participants used digital tools to connect with their students. Which tools were mentioned and how successful the participants deemed them will be a topic as well. Finally, the research examines what conclusions the teachers

drew from their experiences of teaching English during the COVID-19 pandemic and what lessons can be learned for teaching foreign languages after the pandemic.

In short, this study aims to answer the following research questions:

- Which aspects of teaching a foreign language remotely during the COVID-19 pandemic were particularly challenging for teachers and students?
- How did the experiences and perception differ between Israeli and German participants?
- Which role did digital tools play in their online teaching?
- How should foreign language teaching change in the future as a result of the positive and negative experiences gathered during the pandemic?

To underpin the participants' claims and to connect the results of this study with the existing literature, there will be a section that compares the findings to the results of other studies. The objective is to contextualize these claims, to investigate whether they are in agreement with other findings or discuss critically why they are not.

2. Literature Review

This chapter will give an overview over the research that has already been conducted on how COVID-19 changes teaching and learning all over the world. The enormous disruption in life and education caused by the pandemic forced teachers and learners to adapt and to try to continue lessons in new ways. With schools closed, all participants had to overcome a variety of problems and difficulties in quickly adapting from face-to-face lessons to remote learning.

The first section will explore what aspects of this drastic change students and teachers saw as especially challenging. The COVID-19 pandemic is a global issue and affected learners in over 190 countries worldwide (UNESCO, 2020). While many countries faced similar problems when it came to education, there were also significant differences in how each country dealt with school closures. Especially poorer and less developed countries faced additional challenges compared to wealthier countries (United Nations, 2020, p. 5). Therefore, the second section will illustrate the different effects that the pandemic had on teaching in various countries by comparing examples from around the world.

To make remote learning possible while schools were closed, teachers used a number of different tools and technology. Most of the learning was moved online, using websites, apps and video-conferencing tools, though some countries also relied on means of communication other than the internet such as television programs (United Nations, 2020, p. 13). The third section will be focused on digital tools that were and still are used in foreign language teaching before and during the pandemic. Furthermore, it will discuss specific websites and apps mentioned in the literature.

Finally, there will be a summary of the conclusions drawn in literature about what educators can learn from the sudden changes the pandemic brought. As of October 2021 only 14 countries still deal with country-wide school closures, compared to 148 countries in May 2020 (UNESCO, 2020). Students and teachers who are returning to their physical classrooms now have to adapt once again and optimize learning for the future, using their experiences of their remote-learning.

2.1. Challenges of COVID-19 Related School Closures

When teaching had to change from a physical classroom to online learning, teachers faced a number of challenges that came with that transformation. One of the main concerns was that the sudden switch to online learning had negative effects on students' motivation. A student's motivation to learn is a key factor for their success and is therefore "one of the most prominent concerns discussed in ELT [English Language Learning]" (A. Al-Samiri, 2021, p. 150). Al-Samiri (2021) reports that language educators across Saudi Arabia observed a lack of their students' motivation since the beginning of the pandemic. It is, however, not a regional problem. In a study conducted from February to October 2020, researchers surveyed over 1000 English language instructors in 99 countries and found a lack of motivation among students one of their top concerns (Wright, 2021). The reasons for this lack of motivation may lie in several factors such as lack of social contacts, the absence of the communicative element of language learning, increased distraction or a feeling of getting left behind.

Face-to-face communication is an important part of learning a foreign language and while some aspects could be simulated in online learning, many students struggled with the lack of visual input in the online setting. Al-Samiri (2021) stresses that "ELT theory and evidence argue for the importance of non-verbal input and facial gestures in language learners' development. Visual cues are crucial for communicating critical information that conveys the overall meaning of the verbal message" (p.152). More generally, social interaction and two-way conversations are not only necessary for students' progress but also for their well-being. Online interactions are perceived as less natural and lessons tend to become one sided with learners only passively listening (Moundjid et al., 2021, p. 42).

From a student's perspective, school is more than just learning; it is also an important place to socialize with peers. The lack of social interaction in remote learning makes many students feel alone and disconnected from their peers (A. Al-Samiri, 2021, p. 150). There is also concern that the long period of social isolation while schools were closed might interfere with their development and decrease their ability to form social connections later in life (Hoofman & Secord, 2021, p. 1072). Many teachers worry about their students' mental health caused by the minimal interaction through remote learning in a development phase in the students' lives when friends and peers are important for them.

Hoofman and Secord (2021) emphasize that this also and especially applies to older students:

High schoolers have lost a great deal during this pandemic. What should have been a time of establishing more independence has been hampered by shelter-in-place recommendations. Graduations, proms, athletic events, college visits, and many other social and educational events have been altered or lost and cannot be recaptured. Adolescents reported higher rates of depression and anxiety associated with the pandemic. (Hoofman & Secord, 2021, p. 1074)

Learning from home also made focusing on the lesson more difficult for some students. They were often “distracted by siblings and other family members who are also learning or working remotely” (A. Al-Samiri, 2021, p. 150). Furthermore, learners had to be more self-reliant during this time and some students had difficulties with time management and self-discipline (Moundjid et al., 2021, p. 42). These students would have benefited from the support teachers could give in a classroom but which they could not get at home.

The different level of support that is available to students at home is one reason why school closures during the pandemic might widen existing gaps between students. Wright (2021) found that 51% of the surveyed teachers thought that their students progressed slower during this time while 28% stated that their students progressed faster. This might indicate that some students benefited from the new way of learning while others were left behind. Analyzing the changes in overall time spend learning, Grewenig (2021) found that the reduction of learning time “was significantly larger for low-achieving than for high-achieving students” (p. 14). Existing problems increased with the sudden shift to online learning and students who already had been at a disadvantage before the pandemic were struggling even more. “The gap for those already at a disadvantage because of socioeconomic class, language, and special needs are most severely affected by the COVID-19 pandemic school closures and will have the hardest time compensating” (Hoofman & Secord, 2021, p. 1077). A study conducted among students in the United Kingdom, which is comparable to Germany in many aspects such as wealth, development and regional proximity, explored the reasons why these students were struggling more with online learning than their more fortunate peers:

School closures are almost certain to increase educational inequalities. Pupils from better-off families are spending longer on home learning; they have access to more individualised resources such as private tutoring or chats with teachers; they have a better home set-up for distance learning; and their parents report feeling more able to support them. Policymakers should already be thinking about how to address the gaps in education that the crisis is widening. (Andrew et al., 2020, p. 3)

Another challenge that online teaching and learning brought was to make the best out of the available technology that was sometimes found lacking. This affected different countries in different ways and on different levels. Many teachers and learners had to deal with “insufficiently designed learning materials, weak internet connection and unavailability of equal online as well as technological scopes to all teachers and learners” (Hossain, 2021, p. 46). In addition to systemic differences between countries that will be discussed below, this also disproportionately affected already disadvantaged learners:

Different students have wildly different technological and material resources available to them: while some may enjoy fast, reliable connectivity with good bandwidth, many do not; while some have convenient, quiet places for study, most do not. These are not, of course, mere individual variabilities: they map onto structural inequalities, of class, gender, ethnicity. (Yandell, 2020, p. 263)

Regarding all the problems that switching to online learning during the pandemic created or intensified, Mounjid (2021) remarks that “it is a good idea to differentiate between online learning/teaching and Emergency Remote Teaching” (p.41). Some of these difficulties are not inherent to the medium but are rather due to the extreme circumstances and lack of preparation. With careful planning and preparation online learning can be successful. This is why one goal of this thesis is to explore positive elements of remote learning during the pandemic that can be added to teachers’ repertoires to expand their education methods.

2.2. Effects on Education all over the World

Learning and everyday life has changed drastically for students and teachers all over the world. While the pandemic has influenced everyone in some way, the impact varied from country to country as governments took different approaches to safety measures and school closures. One important factor when it came to the ability to deal with the crisis in

education was the level of development a country had. The following example illustrates how significant this difference is:

The ability to respond to school closures changes dramatically with level of development: for instance, during the second quarter 2020, 86 per cent of children in primary education have been effectively out of school in countries with low human development – compared with just 20 per cent in countries with very high human development (United Nations, 2020, p. 5).

Researchers in many countries have analyzed the impact of COVID-19 on learning and school in general as well as foreign language learning in particular. When comparing the results, it has to be kept in mind that the focus is usually on the researchers' own country. For example, Grewig et al. (2021) mark from a German perspective that “reports from many countries indicate that the organization of distance-teaching activities was challenging and caused major problems not only in Germany” (p.13). When they criticize that Germany has been lagging behind in providing and using digital technology in the classroom and might therefore have been in a disadvantage during the pandemic (Grewenig et al., 2021, p. 13), they are comparing Germany to other wealthy, highly developed countries.

In Saudi-Arabia, the sudden need to switch to the online classroom left many students and teachers struggling to quickly learn how to do the new tasks that came with it (A. Al-Samiri, 2021, p. 150). To make online learning possible, teachers had to step up and help their students and “English language instructors have had to take on a technical support specialist's role, teaching students, among other things, how to download, upload, and share their work” (A. Al-Samiri, 2021, p. 150). Even though the transition had its challenges, the country had the resources and infrastructure to make it possible. At the start of “the 2020-2021 academic school year, the Saudi Ministry of Education launched a national Digital Teaching Platform (DTP) called *Madrasati* (meaning my school)” (A. Al-Samiri, 2021, p. 149). This meant that students of all ages could log onto the centralized platform to access their lessons and learning materials. Online lessons were spread out over the day to avoid overwhelming the network. Students still faced technical problems such as incompatible devices, sound interruption or problems login in to the platform but they were mostly not due to a basic lack of equipment and infrastructure (A. Al-Samiri, 2021, p. 151). One reason that led to the centralized structure of Saudi online education were privacy concerns about

using products of big foreign companies such as WhatsApp or Zoom (A. Al-Samiri, 2021, p. 153).

Schools and universities in Ukraine also successfully moved to online learning at the beginning of the pandemic. Even though technical difficulties were a factor as well, Venzhynovych et al. focus more on the impact the new learning environment had on how material was learned and taught. They report that the variety of methods grew when learning had to be done remotely. This meant that “during the spread of Covid-19, teachers changed their lecturing approach because the student was tired of sitting in front of the screen for 90 minutes, losing attention and concentration” (Venzhynovych et al., 2021, p. 102). Through platforms like Moodle, students now learned more through projects and asynchronous lessons that allowed them to learn the material in their own time. The example of Ukraine’s Uzhhorod National University shows that while the pandemic brought a great number of challenges, it can also be seen as an opportunity to try new ways of learning. To improve their foreign language programs, especially English, the university developed several projects. Language learners could now benefit from online lessons held by foreign lecturers and other native speakers (Venzhynovych et al., 2021, p. 103).

For less developed countries, the problems may outweigh the positive changes in education that the pandemic might have brought in other countries. Mounjid et al. summarize the situation in Morocco as follows:

In a developing country like Morocco, technical, educational, and socio-economic problems all function as roadblocks to effective teaching and learning. One of the main issues is the absence of any formal teacher training to teach online. Moroccan teachers do not receive training in online education in either the public or private sectors as much as they undergo training that includes ICT [information and communications technology] use in face-to-face instruction. Internet access is another issue, along with students' demotivation (Mounjid et al., 2021, p. 39).

Challenges like decreased student motivation and lacking preparation of educators to teach online can be found in developing and wealthy countries alike. Infrastructure and socio-economic problems, however, affected countries like Morocco disproportionately more. Many students were not able to afford the internet costs and therefore could not join online lessons. This was seen as the most prominent challenge by about 73% of teachers. Another

major challenge, mentioned by about 69% of teachers, was access to a sufficiently fast and reliable connection as some regions were unable to get good internet (Moundjid et al., 2021, p. 47). Another aspect that made online teaching especially difficult for female teachers in Morocco was the social attitude and expectations in regards to gender. This is because “the widespread social and cultural expectations of women looking after the children at home have worsened because of the lockdown. Therefore, female teachers were under pressure to manage their careers as well as maintain the functioning of the family” (Moundjid et al., 2021, p. 49).

Researches in Guyana found similar challenges for teachers and students. Oyedotun (2020) describes an inequality in access to online resources „as there is no internet accessibility in many of the villages in the hinterland areas where some students and staff are domiciled” (Oyedotun, 2020, p. 2). Furthermore, some learners and lecturers were missing the devices that were necessary for successful online learning as they had no laptops, computers or tablets available to them. Even those who had a device and an internet connection did not always have a smooth learning experience. The reason for this was the inconsistent power supply because “unlike the developed countries, Guyana is yet to guarantee a stable power supply as there are occasions of power-cuts during the delivery of lectures, affecting both students and lecturers” (Oyedotun, 2020, p. 2).

Countries with such infrastructural problems found a variety of solutions. The government in Bangladesh, for example, where the majority of students do not have internet access, decided to deliver classes via television because almost every family in the country owns a TV (Hossain, 2021, p. 47). Thailand, on the other hand, encouraged asynchronous classes as accessible lessons that also were meant to promote autonomous learning and learner-centeredness (Thumvichit, 2021, p. 23).

2.3. Technology in Language Learning before, during and after the Pandemic

Teaching a foreign language is only effective when learners have an active part in their learning. Using technology can help to give students agency and motivate them to explore the foreign language on their own or in groups so that their learning process is less dependent on the teacher (Hobrecht, 2004, p. 12). People recognized these benefits as soon

as the technology became available and thus the idea of using computers and other digital tools in the classroom is not a new one.

Ever since personal computers became available, researchers have looked into how they can be used in the language classroom. This approach is often referred to as computer-assisted language learning (CALL) (Heim & Ritter, 2012, p. 11). Along with developments in software and hardware, the use of technology in the language classroom grew from simple vocabulary activities to multimedia experiences and collaborative online projects (Heim & Ritter, 2012, p. 14). Heim and Ritter (2012) describe a variety of technology related activities that can be beneficial for the language learning process. Examples are online communication like e-mails or forums, collecting information on the web to social software like Wikis, or podcasting. These tools were generally available, depending on what equipment a given school provided but were far from being used as a standard in every language classroom (Heim & Ritter, 2012, p. 193).

Even online and distance learning are phenomena that existed long before the pandemic began and were implemented in higher education relatively early. O'Malley and McCraw found in 1999 that students at the time believed that they could learn the same material through online learning as they could with traditional methods though they tended to still prefer traditional methods (O'Malley & McCraw, 1999).

Distance learning stayed relevant in the field even before the pandemic. In 2016, Romanuik analyzed which distance learning tools were popular among foreign language teachers and examined their role in language learning. *Moodle* and *Google Classrooms* were among the most mentioned tools. Romanuik concluded that both of them, along with other online tools were "suitable for developing foreign language teaching methods, as they have all the functions necessary to effectively develop reading, speaking, listening and writing skills. Therefore, the choice of one of them will depend entirely on the personal preferences of each teacher" (Romanuik, 2016, p. 323).

Before the pandemic, these distance learning tools were mostly used in addition to face-to-face instruction in a blended learning model. This changed when schools were forced to move entirely to remote learning with the spread of COVID-19. The role of technology in teaching changed therefore drastically, making it hard to compare results of the blended learning model to the current situation (A. Al-Samiri, 2021, p. 150).

With the start of the pandemic, teachers and students had to rely heavily on technology in order to continue their education. As mentioned above, different countries resorted to different kinds of technology. While the overall most popular medium for distance learning was the internet, many countries, especially in Asia and Africa, also used television and radio to reach their students (United Nations, 2020, p. 5).

Al-Samiri (2021) describes how selected television channels were used in Saudi-Arabia to ensure that everyone could receive lessons. She also mentions specific online platforms that hosted synchronous lessons during the pandemic such as *Telegram, Zoom, Teams, WebEx, and Blackboard* (A. Al-Samiri, 2021, p. 150). *Zoom* and *Teams*, along with *Skype* also “played a vital role in helping teachers, schools, and universities to ensure the continuity of learning and teaching” (Moundjid et al., 2021, p. 39) in Morocco in this time. Video conferencing software seems to be the most vitally used digital tools. One reason for this might be that they enable teachers to switch to remote learning quickly by using many of the same methods they would use in a classroom and adapt them to the online environment. They also provided a way for students to communicate with the teacher and each other. Oyedotun (2020) also names some additional means of communication that were used by educators and learners in Guyana:

Forms such as GoToMeeting, Skype, WhatsApp, ezTalk, e-mail, BlueJeans, and Zoom were used in addition to the Moodle platform used by the university. Based on the relatively positive experience of many colleagues with the use of the Zoom platform, the university purchased Zoom Enterprise versions for use by lecturers. (Oyedotun, 2020, p. 2)

To take advantage of the full range of possibilities that the virtual classroom offers, some teacher also began to use other tools. There is a variety of “technology-based resources that are being increasingly applied to fruitful teaching and learning in the mode of reciprocating tools and devices including whiteboard, multimedia projector, mobile phones, TV channels, social networking websites, MOODLE, Podcast, web quest, website, ebooks, e-journals, encyclopedia, e-dictionary and some more virtual resources” (Hossain, 2021, p. 45).

As education is slowly returning to in-person classrooms, one can only speculate which changes in the use of technology in the classroom will prevail and which will be left behind

after the pandemic. Heim and Ritter remarked in 2006 that one factor that keeps teachers from using much technology in their classrooms was that there was simply not enough equipment available (Heim & Ritter, 2012, p. 186). A lot had already changed in the years since then but COVID-19 served as a wakeup call and forced the governments to consider an increase of technology in schools. This might lead to investments in even better equipment for schools so that students in the future may benefit from more technological solutions.

Another problem of using technology in language teaching has been that “so far a lot of technology use takes place due to the personal commitment of individual teachers and the normal situation in schools ranges from basically no technology use at all to the whole organization of course work taking place through, for example, a blog or other online tools” (Heim & Ritter, 2012, p. 193). These dramatic differences between different schools and classrooms may be reduced in the future. Even schools and teachers that previously did not have a lot of personal investment in technology in the classroom now started to use technology in their teaching. How this trend is continued after the pandemic is up to teachers, schools and governments but it may lead to more classrooms that adapt technology in teaching.

There are many benefits in using digital tools to enhance the classroom experience. They can “provide students with access to non-traditional sources of information, increase the efficiency of independent work” (Venzhynovych et al., 2021, p. 96) and facilitate more individualization in the learning process. Another benefit is that using more technical aids in the future can reduce psychological and physical barriers and help to better adapt the learning process to the individual needs of the students.

With all these benefits and possibilities for future classrooms in mind, it should not be forgotten that not every student has the same access to technology and there are different levels of media literacy among students in every class. In their policy brief, the researchers of United Nations urge educators to consider how the use of technology impacts the most marginalized students:

At the same time, strongly relying on technology will not on its own bring effective learning for all children, especially the most marginalized. It will be necessary to ensure that as children have better access to the internet, stronger parental support and greater availability of learning materials will enable maximum benefit more from

any digital solutions. Low-tech and no-tech approaches should not be forgotten for those who have limited access to technology. Overall, countries need to plan to ensure children from the poorest households will not continue to be left behind. (United Nations, 2020, p. 24)

Technology in the language classroom was a topic of discussion long before the pandemic and will likely remain one long after it has ended. The spread of COVID-19 and the switch to remote learning has led to many students and teachers using different or new technology, especially video conferencing software. How the use of technology to teach foreign languages will keep developing in the future remains to be seen and should be carefully considered as it has many benefits but may also increase inequality among students.

2.4. Lessons from the Pandemic

Some researchers made careful suggestions what educators might take away from the pandemic to improve their teaching in the future. An encouraging aspect of this challenging time is that “the massive efforts made in a short time to respond to the shocks to education systems remind us that change is possible” (United Nations, 2020, p. 4).

As mentioned above, the use of technology saw a major change during the pandemic. Venzhynovych et al. speculate that realizing how useful technology can be, especially in foreign language teaching, might lead some language teacher to use these technologies more in the future. They go on to name the specific problems computers in the language classroom may solve in the future:

Computer technology allows you to solve various educational problems: understanding of language phenomena, formation of linguistic abilities through language and speech exercises, automation of speech and speech actions, creating interesting communication situations. (Venzhynovych et al., 2021, p. 104)

Oyedotun agrees that both teachers and students expanded their technological repertoire as “Moodle and other platforms that were under-utilised before COVID-19 became intensely utilised and widely-used during this period” (Oyedotun, 2020, p. 2). These platforms that proved to be helpful and were successfully used during school closures can be used in addition to face-to-face teaching in the future and optimize the learning experience.

Furthermore, students have become more accustomed to include online resources in their learning. This can be beneficial for English as a foreign language learner in particular. Because English is the main language used on the internet and incorporating the internet in English lessons has reduced the entrance barriers, this “resulted in the incidental learning (i.e., learning without the intention of learning) of English which occurs through exposure to the language informally” (A. Al-Samiri, 2021, p. 154). Venzhynovych et al. also emphasize that through authentic texts and communicating with native speakers, the internet creates opportunities to encounter the language in a natural environment inside and outside the classroom (Venzhynovych et al., 2021, p. 102).

The experiences during the pandemic might also change teachers’ attitudes to student feedback. Teachers were able to get feedback from students while they were still working on their digital course material. Thumvichit states that “listening to students periodically during the course may help eradicate barriers that prevent them from learning” (Thumvichit, 2021, p. 28) and therefore encourages teachers to keep finding flexible ways to check on their students during a course.

While teachers and students may have learned a lot from the pandemic-forced remote education, Thumvichit also acknowledges that effort of individual teachers are often not enough to bring sustainable change or to achieve the desired results and “thus institutions and government should provide them with concrete support and detailed pedagogical guidance” (Thumvichit, 2021, p. 34).

Affouneh and Burgos propose six key elements that institutions and governments should consider when creating an action plan for education in times of crises in the future (see Figure 1). They stress that a “coordinated, caring and sensible action plan that involves every single layer, individual and stakeholder in the educational ecosystem” (Affouneh & Burgos, 2021, p. 13) needs to be created and constantly

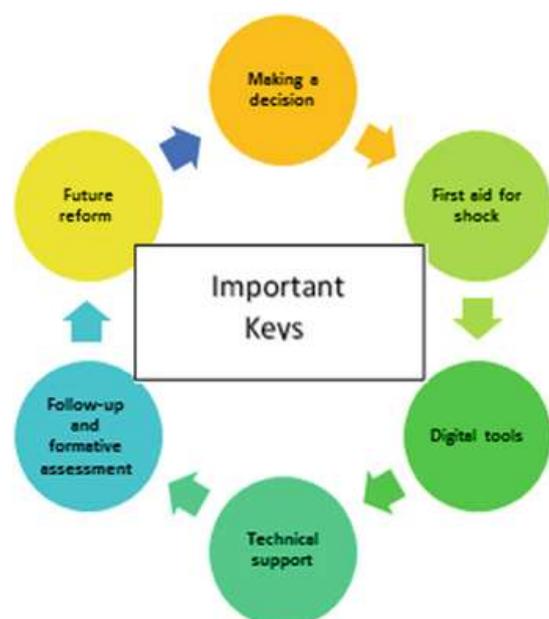


Fig. 1 Important Key Elements for an Action Plan for Education in Times of Crisis (Affouneh & Burgos, 2021, p. 14)

reconsidered and developed further in order to be better prepared for emergencies in the future.

In order to facilitate quick and confident decisions in case of crisis, there should be established communication channels between different layers of the education system as such decisions involves and affects everyone within the system. A disruption caused by emergency situations such as a pandemic is a shock for everyone involved and an action plan needs to include steps to create new routines to make students and teachers more secure in their new learning situation. Clear communication can also help to avoid rumors and panic. Another factor is to have user-friendly digital tools and platforms as well as technical support for these tools in place so that switching to online learning can happen as smoothly and quickly as possible. We seem to be at a point in the current COVID-19 crisis where assessment and thought for future reforms are in focus. During and after a crisis feedback and data should be gathered in order to improve the action plan and to analyze how the experience might reshape the institution and education in general (Affouneh & Burgos, 2021).

When digital tools are in place to ensure that learning can continue at all, Psoinos reminds language teachers and researchers to refocus our efforts on the pedagogy we use in online and offline settings. He claims that digital tools should remain only tools while the focus should be on the subject matter:

Educational policymakers, administrators, decision-makers, but most of all, teachers, need to pause and reflect on the experience we have had with emergency online teaching thus far so as to gain insight into the nature of the new teaching environment, classroom and curriculum-related decisions, and our practices which will, in turn, enable us to assess and rectify these accordingly. (Psoinos, 2021, p. 119)

During the COVID-19 pandemic, all actors that are part of education, from students and teachers to governments and institutions, have gained valuable experiences that will have an impact on the future.

3. Methodology

3.1. Data Collection

This research is based on conversations between German and Israeli teachers in training that were recorded and transcribed. These recordings were made during a collaborative course that was part of the DIVA Project and captured discussions in intercultural groups. The following chapter will provide background on the project as well as introduce the course and its participants.

3.1.1. The DIVA Project

DIVA is an acronym that stands for “Digital and International Virtual Academic Cooperation”. Funding for the DIVA project is provided by the German Federal Ministry of Education and Research and the German Academic Exchange Service (DIVA, n.d.). The project began in 2020 and is planned to run until the end of 2021 in an effort to explore the possibilities of digital teaching and learning and to ensure the continuity of international exchange in higher education during the abrupt transition to digital teaching (German Academic Exchange Service, n.d.).

The project brings together educators and students from three international partner institutions. These institutions are *Ludwigsburg University of Education* (Germany), *Kibbutzim College of Education, Technology and the Arts* in Tel Aviv (Israel) and *Charles Darwin University* in Darwin (Australia). The overarching goal of this collaboration is to use existing partnerships and establish new connections in order to develop new ways of digital teaching and learning and to “foster intercultural competences of pre-service teachers and teacher educators, as well as their ability to work in a team” (DIVA, n.d.).

The part of the DIVA project that serves as a basis for this research is a shared course of the *Ludwigsburg University of Education* (LUE), *Kibbutzim College of Education, Technology and the Arts* (KC). This particular collaboration builds on a pre-existing partnership of German and Israeli educators through the project “*Extended Telecollaboration Practice*”. This project has facilitated exchanges between students from KC and German students from Karlsruhe University of Education and since 2015 also from LUE (Extended Telecollaboration Practice, n.d.).

3.1.2. The Participants

The participants were 43 pre-service English teachers from Ludwigsburg University of Education in Germany and Kibbutzim College in Israel. The 25 Israeli and 18 German participants had different experiences in terms of educational background, age and teaching experience. The teachers in training from Israel all had a degree and most of them had years of work experience in various fields before entering their one-year teacher training program. This meant that there was a much greater age range in the Israeli group, containing adults of all ages. The German group was more homogenous with most of the participants being in their twenties and in the process of completing their Master of Education. They tended to live in the region around Ludwigsburg while the Israeli teacher students had their residences spread out all over the country.

Another difference between the groups was that at the time of the collaboration, the Israeli group generally had more teaching experience during the pandemic. The reason for this is that the German program separates theoretical and practical segments of teacher education while the Israeli teachers both attended lectures and gained practical experience in the classroom within a given week. In both groups, there was a mix of teachers in training that aimed to teach in primary and in secondary school.

3.1.3. The Course, Activities and Circumstances

The collaboration consisted of four synchronous sessions held over Zoom in May 2021, though only the last two will be analyzed for this thesis. For all four sessions, student teachers worked in fixed intercultural groups of 2-3 participants from each country. In total 7 groups were formed. The course followed a structure that had been used in previous telecollaboration projects, including the three stages information exchange, comparison, and collaboration (Waldman et al., 2016, p. 181).

The first session was reserved for getting to know each other. The focus was on exchanging personal information and interests as well as sharing something about the place where they live. To achieve this, participants marked their hometown on a map and shared a picture of a personal artifact via *Padlet*. During the second session, the teachers in training had the chance to talk about and compare their professional perspectives by sharing more pictures through *Padlet* and discussing them within their group.

In the third session, each group filled out a *Google Slide* asking for positive aspects of teaching during the pandemic that they want to keep when going back to the classroom. On another slide they had to write negative experiences they had during online teaching that they would rather leave behind after going back to the classroom. The goal was to exchange, compare and contrast the experiences that student teachers in each country had during school closures due to the spread of COVID-19.

By this point, the participants had established communication with their teammates outside of the Zoom sessions for example via *WhatsApp* or e-mail. This helped them to organize their collaboration on the shared piece that they had to work on during the fourth and last session. Together, each group created a poster or presentation stating and illustrating some key principles for teaching English after the pandemic.

This was topical, especially for the participants from Israel as the country had relatively high vaccination rates compared to Germany at the time and was in the process of going back to physical classrooms. Germany, meanwhile, was in a strict lockdown and was still teaching exclusively through distance learning. Halfway into the collaboration, just before the third session, the situation changed for Israeli students and teachers as a different kind of emergency forced them back to remote teaching. During this time the country dealt with political upheavals and missile attacks.

3.2. Data Analysis

3.2.1. Transcription

The group sessions were recorded and transcribed afterwards. The focus of this research lies in the content of what participants said and therefore a simple transcription is used without describing all the actions of the participants. On the one hand, this approach omits paraverbal and non-verbal information, on the other hand, it allows better readability and decreases the time necessary to transcribe the material (Dresing et al., 2015, p. 23).

A detailed transcription system like GAT (Gesprächsanalytisches Transkriptionssystem – Conversation Analytic transcription system) was therefore not needed. Instead the transcription follows a few simple rules adapted from Rädiker and Kuckartz (see Rädiker & Kuckartz, 2019, pp. 44–45):

1. A new paragraph begins every time a new speaker takes turn. The paragraphs are separated by blank lines to increase readability.
2. Each paragraph is marked with an abbreviation that indicates the speaker to ensure the anonymity of the participants (I1, I2, I3 etc for Israeli students; G1, G2 etc for German students, T for instructors). These abbreviations are in bold writing.
3. The transcription is done word-by-word, not phonetically or summarized. Dialects are mostly adapted to Standard English with the exception of a few commonly used variations such as “kinda” that are used to represent the tone of the statement better. The word order is noted down as spoken by the participants even if it does not follow the grammatical rules.
4. Punctuation is added to make the text understandable in the written form.
5. When speakers hesitate or draw out their last word, this is marked with “...”
6. Non-verbal vocalizations such as laughing are noted in parentheses and cursive writing.
7. Gestures, actions and other comments are marked in parentheses.
8. Passages that are inaudible due to background noise or the transcriber’s inability to understand the language are indicated by (XXX).
9. Any information that would compromise the participants’ anonymity such as e-mail addresses are left out and replaced with _____.

3.2.2. Analysis

The sessions were analyzed in qualitative content analysis, a method that is characterized by being category-based, research question oriented and systematic (Mayring, 2019, p. 2). The goal of content analysis in general is “to provide knowledge and understanding of the phenomenon under study” (Downe-Wamboldt, 1992, p. 314). Qualitative content analysis is “one of numerous research methods used to analyze text data. Other methods include ethnography, grounded theory, phenomenology, and historical research” (Hsieh & Shannon, 2005, p. 1278).

This method is often used in research that is focused on the content or contextual meaning of a text or when working with data that are not easily quantifiable (Hsieh & Shannon, 2005, p. 1278). Mayring describes his goals when first developing the method in the 1970s as follows:

The principle idea behind the qualitative content analysis was to build upon the rule-based systematic principles of the quantitative content analysis. Furthermore, to develop and substantiate qualitative procedures that didn't exclude quantitative analyses (category frequencies) for a variety of qualitative text analysis tasks (summarizing, explication, structuring of text material). (Mayring, 2019, p. 2)

In order to explore the contents of a text as objectively and reliably as possible, the data are analyzed “through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p. 1279). Segments of text are sorted into categories called codes with the goal to organize and analyze them.

The creation of these codes can take a different form, depending on the text and research question. For this project, an inductive or data-driven approach was chosen. As opposed to a deductive approach, where the codes are derived from theory and are pre-determined, the inductive approach begins with a blank slate (Mayring, 1988, p. 75). During the process of coding, categories are constantly created, adjusted and re-organized according to the information found in the texts (Rädiker & Kuckartz, 2019, p. 103).

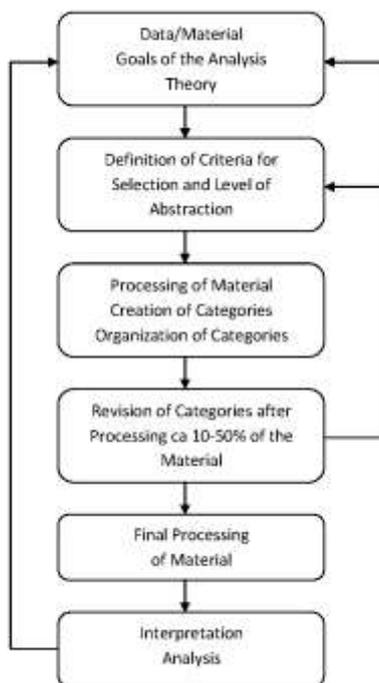


Fig. 2 Process of Inductive Category Creation
(translated from Mayring, 1988, p. 75)

Kuckartz (2014, p. 73) claims that the creation of categories is an active and creative process that is necessarily also somewhat subjective and the created categories usually do not coincide when created by two different coders. This process can, however, follow a certain structure to ensure that fitting and meaningful categories are created. For this research, the structure was based on the one outlined by Mayring and illustrated in Figure 2.

Even though the creation of codes can differ from person to person, the application of codes to the text should be objective and reproducible (Kuckartz, 2014, p. 73). To achieve this, researchers rely on the

codebook which includes descriptions and examples of each code so that others may know how to apply them to the text.

For this project, a number of codes have been created relating to positive and negative experience the participating teachers had during the COVID-19 pandemic, as well as their plans and wishes for the future. An overview over the codes is provided in Figure 3 while the full codebook can be found in the Appendixes.

1 Changes during COVID-19	3 Language Teaching
1.1 Negative	4 Technology
1.1.1 Teacher Well-Being	5 Age-Specific Aspects
1.1.2 Lack of Control and Insight	5.1 Younger Children
1.1.3 Practical Aspects	5.2 Older Children
1.1.3.1 Technical Problems	6 Changes for the Future
1.1.3.2 Distractions	6.1 Transition back to "Normal"
1.1.4 Impact on Learning	6.2 Systemic Changes
1.1.4.1 Increasing Inequality	6.2.1 Teacher Education
1.1.5 Student Behavior	6.2.2 Resources and Infrastructure
1.1.6 Social Aspects	6.2.3 Exams
1.1.7 Solutions	6.2.4 Asynchronous Learning
1.2 Positive	6.3 At Classroom Level
1.2.1 Social Aspects	6.3.1 Skills to Teach
1.2.2 Student Behavior	6.3.2 Emotional Needs
1.2.3 Digital Tools	6.3.3 Social Aspects
1.2.4 Smaller Groups	6.3.4 Methods
1.2.5 Convenience	6.3.4.1 Using Technology
2 International Comparison	6.3.5 Role of Teacher
2.1 Germany	
2.2 Israel	

Fig. 3 Codes used in Analysis

4. Results and Discussion

Analyzing the data showed that there were many aspects of teaching during and after the pandemic that were mentioned by many participants. While some observations were nearly universal and discussed and agreed upon in almost all groups, there were also aspects and ideas that were controversial or that participants felt ambiguous towards. In this chapter, the results of the analysis will be described and discussed, beginning with the negative and positive changes in language teaching described by participants. Even though participants from Israel and Germany tended to agree on many points, a portion of this chapter will be dedicated to analyzing the similarities and differences between their viewpoints as each country has a unique perspective on the situation. It became apparent when analyzing the data that technology played an important role for all the participants during this time. Therefore, the specific applications and technological tools that the participants mentioned will also be discussed. Finally, there are the participants' ideas, hopes and fears for the future which will be subject of the last part of this chapter that indicates what might be learned from the experiences the participants had when teaching during the pandemic.

4.1. Changes during COVID-19

The beginning of the pandemic and sudden shift to remote learning has caused dramatic changes in every sector of the education system. As such, it also impacted the participants of this research in their daily lives. The circumstances which forced schools to move online were not joyous ones and the sudden change and lack of familiar routines caused many problems for teachers and students. After growing accustomed to the new situation, however, the participants also found some aspects that had changes for the better.

4.1.1. Negative Changes and Challenges

Adapting to a new medium of teaching during an emergency situation has caused many difficulties for the teachers in training. This is indicated by the fact that negative changes were mentioned much more frequently than positive ones. In fact, measured by the absolute number of segments that contained mentions of positive or negative changes, negative changes were discussed twice as often.

Figure 4 illustrates how frequently a certain sub-category occurs in relation to all mentions of negative changes during the COVID-19 pandemic. It can be seen that the segments are distributed fairly evenly over a number of categories.

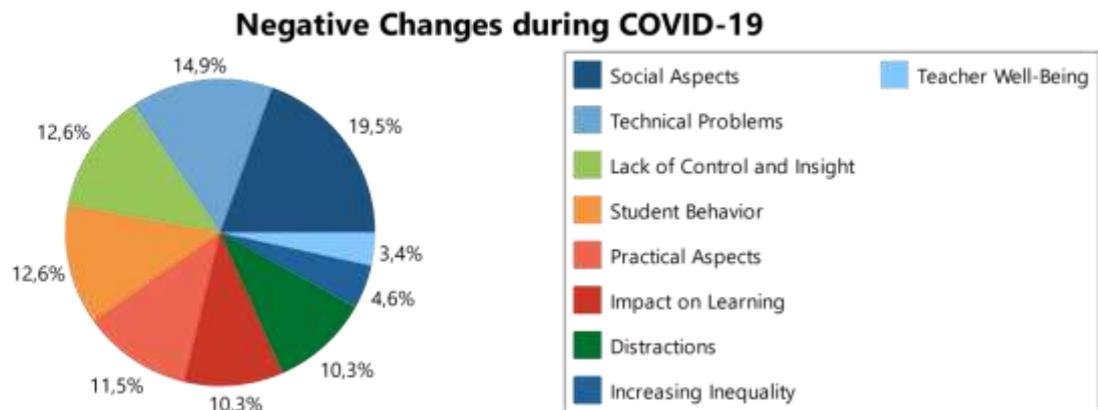


Fig. 4: Negative Changes during COVID-19 by Number of Individual Segments

Social Aspects

The participating teachers were mostly concerned of the social consequences of online learning. Six of the seven groups talked about the negative influences remote learning had on various social aspects of their school days. They were worried about their students' social competences and their emotional well-being. The extreme situation posed significant social and emotional challenges on the students that one participant assessed as being much "more intense than in regular school" (Group 5, Session 3).

Isolation and loneliness were also mentioned multiple times. Five teachers in training expressed independently, in different conversations that the children not being able to see their classmates and friends was a problem. For many students, school is where much of their socializing happens even without contact restrictions because of COVID-19. Being unable to meet their friends in class deprives them of this contact. One participant described a student of hers for whom this was particularly challenging:

"I work with handicapped children and at the moment I'm taking care of a girl with autism, she's 11. And so they don't have school anymore and she doesn't have many friends and for her, especially with autism, it's very difficult uhm with social interactions and keeping friend and even winning friends. So for her it was very important to go to school and she was always so happy to see her friends and she loved to go to school and now she doesn't have any contact to any other kids. Her father is very strict about the Corona rules and very aware so she can't go outside and play with the kids." (Group 2, Session 3)

It became challenging for many of the participants to maintain a close relationship with their pupils as well. As reasons for this they cited turned off cameras which created a feeling of talking to just a screen instead of a person and the inability to make eye contact. Some reported misunderstandings, especially with younger children who tend to be very literal and were now also missing out on non-verbal cues needed to understand for example sarcasm.

Some felt that the teacher-student-relationship was reduced to only an instructional one during remote learning and was missing the more personal elements. One participant remarked: "Sometimes at school, I feel like I'm not only their teacher, I'm their psychologist, I'm their kind of parent" (Group 6, Session 3). This sentiment was echoed throughout the groups and many participants felt that their relationships with students weakened during remote learning. Others, however, saw an improvement in this area as they had to pay more conscious attention to their students' emotional state.

There were also some solutions that teachers had already found to deal with this problem. One suggestion was to use Zoom sessions without any specific agenda that would enable students to socialize with each other or to create a space like this within a lesson in the form of breakout rooms. Another suggestion was to schedule check-ins with individual students either as private calls or after a lesson when other students have already left.

Student behavior and lack of control

Problematic student behaviors and a lack of control on the teachers' side are next on the list of most frequently mentioned negative changes. These issues were discussed in five of the seven groups.

Participants reported a lack of motivation, participation and discipline in their classes. While they did their best to design engaging lessons, online-classroom management proved to be difficult. One participant expressed her feelings on the subject as follows: "I felt like a policewoman, you know, do this, don't do that, no!" (Group 6, Session 3)

The lack of discipline also extended to learning habits that changed dramatically with remote learning. The teachers described students who overslept frequently, did not show up to meetings, or only participated selectively when the lesson was enjoyable. Generally, the participants were very sympathetic and understanding as their students were learning and living under exceptional circumstances. They were worried, however, that this neglect of

good learning habits would make returning to the physical classroom very difficult for some students.

Contributing factors to why the teachers felt that classroom management had become more difficult in a remote setting was that they had less control and there were barriers to even gain an overview over their class. The most prevalent problem that was mentioned in this regard was that they could not see all of their students for most of the time. Pupils did not turn on their cameras or did not all appear on the screen when screen sharing. Therefore, the teachers could not see who was paying attention or who needed help. With this crucial immediate feedback missing, teachers could not react as they would do in the classroom and participants feared that students would get left behind.

Teachers also had no insight into what their students were doing when they worked on their tasks. They could not see what they were writing down, whether they were working at all or how much the parents were involved in completing the tasks. One teacher described an especially drastic example of this:

“We had no control! They could be looking at us but they could be playing, you know, on their phone or doing all, doing whatever. I had a kid once who recorded himself looking at the screen and taking his earphones off and trying to take his earphones and putting it back on and then putting it into the computer and having technical problems and switching his camera off and switching it back on and he wasn’t even there, it was a recording.” (Group 1, Session 3)

Additionally, even if the teachers had the impression that someone was not paying attention or needed help, it was more difficult to resolve the issue. In the classroom, teachers often quietly have conversations with individual students in these cases while the others are working on their own. In an online format this is not possible in the same easy and natural way.

One participant described the discrepancy between her perception of the online lessons during and after the lockdown. She explained how she saw a lot of positive aspects in remote teaching and had the impression that the online lessons were successful overall. When the children came back to the classroom it turned out, however, that many students

had not learned a lot, especially when it came to more technical topics such as grammar. The participant named her inability to see what her pupils did on the other side of the screen and her inability to make sure they actually worked on their exercises as reasons for this. She summarized:

“At the end of the day, they didn’t do anything. Their private teachers did it or their parents did it for them or their brothers and their sisters. They didn’t actually do the work and so it was so hard to actually see who’s actually with you and who’s not with you as a teacher.” (Group 1, Session 3)

Some participants had tried to find solutions to these problems in their online classes. Two participants named splitting the class into smaller groups so that there are fewer pupils to focus on as a helpful measure. One teacher emphasized the importance of communicating expectations clearly. Stating goals and expectations openly to both parents and children is “a precursor to preserve discipline” (Group 2, Session 4) in her opinion.

Practical Problems, Technical Issues and Distractions

In addition to interpersonal difficulties, the participants also faced a number of practical and organizational problems. Practical problems such as distractions and technical problems appeared in 32 individual segments which is the biggest sub-group among the negative changes, suggesting that they were discussed more at length.

Over a third of these segments were on the topic of technical problems that came with online teaching. One of these problems was an inadequate internet connection. Particularly the German participants complained that their students were unable to use their cameras for fear of overwhelming the connection. Another problem was that not every student had access to the devices required to ensure a good learning environment. This increased inequality among students, according to participants, as the ones affected by this tend to be the ones who are already at a disadvantage. A solution that some participants have seen put into action at their schools was that teachers and schools provided the missing devices to ensure that all students could participate.

Technical difficulties such as connection problems, audio and video cutouts and software errors also directly affected learning. In this statement a participant expressed what many other were also saying - these difficulties made learning less effective:

“Because there’s lots of technical difficulties, they may not be able to hear you clearly, you can’t do specific activities. So I think that that part of the lesson, like the actual lesson be- became less effective due to COVID and I think shou- could be improved by going to the physical classrooms again.” (Group 3, Session 3)

Another factor that affected the children’s learning negatively was distraction while studying from home. This was mentioned nine separate times by various participants. Students would do other things on their computer without their teacher realizing it, or they had parents or siblings working in the same room. Even the teachers were not immune to being distracted by their home life. One teacher in training described teaching from home as more challenging than teaching in the classroom because of “having to spit attention and be a mom and a teacher” (Group 1, Session 3).

Because the sudden shift caused by the pandemic rendered many of the routines of everyday school life useless, the participants also faced some organizational issues. In the beginning of the pandemic, scheduling lessons and communicating times with students was named as difficult and chaotic. Later, organizing exams in a fair and safe way became another challenge.

Direct Impact on Learning

The limitations and challenges of an online learning environment affected students differently but had often a direct impact on their learning experience. About half of the comments on this also mentioned inequality. There are several reasons that were discussed why remote learning placed struggling students in an even harder position. One reason is that, as mentioned above, students from less wealthy homes often did not have the ideal technology and were also more likely to share a room with a sibling. One teacher expressed her concerns as follows:

“Kids backgrounds play even a bigger role. Because you can’t really level the playing field for kids cause not all kids have computers, not all kids have great internet connections, not- you know, some homes you have four kids work, right who share one computer and so forth, so I think that’s a big issue. Is that this year we’re continuing that and we’re not providing the kids the access they need, then the gaps widen...” (Group 5, Session 3)

It also became harder for teachers to provide the level of support some students needed so the children had to rely more on themselves and their parents. This also increased inequality and created challenges for children who already did not have as much support from home. The fact that remote learning forced students to be more self-reliant was also mentioned as a positive effect of the situation. However, this benefited mostly the students who were already strong learners while children who were already falling behind struggled even more.

Even without considering socio-economic status or parental support, student with some learning styles were at a disadvantage. Participants stated that they would ideally include all senses in their lessons to offer as many learning opportunities as they could which was not possible in the online format.

In times when schools were partially opened and the physical classroom could be used under restrictions, there were still some limits that impacted learning. There was the additional barrier of masks which restricted foreign language teaching in particular as pronunciation, for example, became difficult to teach.

Overall, it was stated four times in separate conversations that lessons became less effective during the pandemic. One participant even going so far as to calling “the whole thing [...] a waste of time” (Group 1, Session 3).

Teacher Well-Being

There were only a few comments about the negative effect that remote teaching had on the well-being of teachers as the participants put their focus mainly on the impact for the students. One group criticized that there was little connection among colleagues during the time of online teaching. This led to a feeling of being alone with the new situation and prevented teachers from supporting each other. Without the support they needed, some teachers felt overwhelmed by the challenges they had to face.

Another participant described how the mixing of work and home life with a double burden. As a mother whose children also attended online lessons, she had to divide her attention between her own children and her students. This required her to multi-task which would add a significant amount of stress.

4.1.2. Positive Changes

Even though there were many problems, the participants also found some positive aspects of the changes brought by COVID-19. Figure 5 shows that most of them especially appreciated how the transition to remote learning encourage them to use more digital tools to support learning and the convenience it allowed.

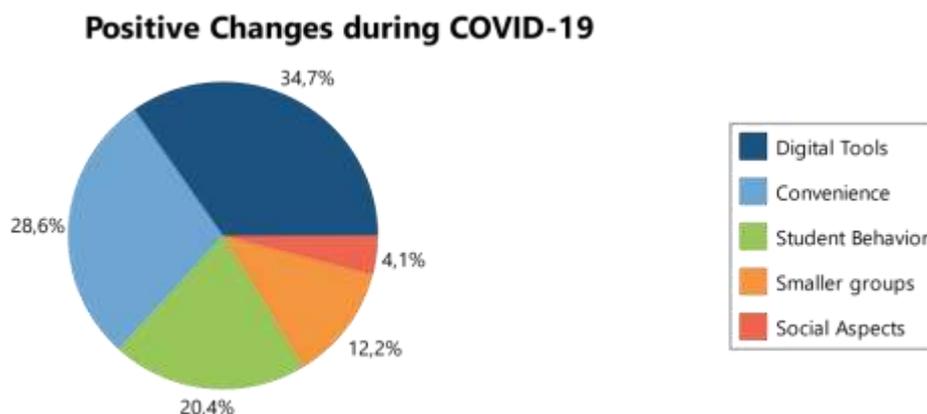


Fig. 5: Positive Changes during COVID-19 by Number of Individual Segments

Digital Tools

Six out of seven groups agreed that they generally liked using more digital media in their lessons. According to some participants, the COVID-19 pandemic forced schools to invest in software and technical equipment that had been lacking beforehand. Some of the digital tools the teachers already had at their disposal but the requirements of the remote setting also provided the motivation for teachers to learn how to use them as they became a necessity rather than an optional supplement.

One advantage of using these digital tools that participants mentioned was that it provided easy access to online resources and break out rooms for group work. In this regard, some would even prefer the online setting as it ensures that each group can work undisturbed while group work in the physical classroom can be loud and chaotic.

Another positive aspect was that learning via digital means can reduce mental barriers for some students. Creating an online presentation that can be recorded beforehand might be less stressful than presenting it in front of the class while still promoting speaking skills and encouraging students to explore the material. This was brought up by one teacher as an example.

Participants also found that digital tools were helpful to them when it came to differentiation. Students have different needs and can benefit from materials that fit their competence level and learning style. Teachers stated that they were able to provide more variety with the help of digital tools than they could have in the physical classroom before the pandemic.

Finally, video conferencing software and collaborative online tools made collaborations over a distance possible. This applies to students in their homes across a single city, as well as to international collaborations which are an asset especially in foreign language teaching to support cultural understanding and to provide authentic communicative situations.

Several specific applications, software and websites were mentioned throughout the conversations. Which ones were used and named most often will be explored in chapter 4.3.

Convenience

Being able to teach from the comfort of their own homes brought many conveniences that the participants appreciated. This includes wearing more comfortable clothes and being close to their own kitchen and coffee machine. Some also felt that they had more time and energy to focus on their lessons because there was no commute to and from school and some organizational processes such as making groups for group work were streamlined.

Students Behavior

While the period of remote learning had a negative impact on the behavior of some students, other students even showed an improvement. Several participants think that it encouraged independent learning especially for older students and will enable them to take more responsibility in their learning process. However, one participant also remarked that this is not equally true for all students and mainly benefits the more advanced learners who can now work at their own pace.

Teachers also reported fewer disruptions during lessons, enabling pupils who were eager to learn to do that without distractions. One teacher described her experience with this phenomenon:

“Zoom is great, all the trouble maker students, they don’t even, in my class, they don’t even, you know, attempt to, have no attempt to get into lessons. So you are left with the nice kids and you study and it’s very peaceful, it’s very quiet.” (Group 5, Session 3)

One the other hand, this peace and quiet can be deceptive as other participants have pointed out. The quote above shows already that the quietness results from not including all students which is not a desirable outcome even if it is easier for some students and teachers.

Many teachers claimed that remote learning influenced the attendance of some students negatively, whereas others were pleasantly surprised that this was not true for all students. One participant discovered that some of her students who had trouble to come to school were actually more interested in learning than she had thought. They worked hard on their online tasks and had other reasons for not showing up in person. For those students, online learning was arguably more beneficial than attending or in their case not attending physical school.

Social Aspects and Smaller Groups

Some teachers mentioned liking the smaller groups they had during the pandemic. Classes, especially in Israel, were divided in half for video conferences. For in-person capsules, the groups were even smaller sometimes. This meant that the teacher had more capacity to focus on each student individually.

One participant had her elementary school aged child next to her during one session and asked him what he liked about learning during COVID-19. One aspect he liked was the smaller groups. When asked about why he liked that, he explained that the teacher picked him more often and he got to participate more.

One participant also found that the online setting encouraged independent group work and illustrated it with an example from her experience:

“It can teach them how to collaborate and work with peers, together. You know, to get the work divided and to decide uhm what to do. We had uhm a presentation about uhm the Guinness Records, the Guinness Records, about all kinds of uh funny records of Guinness, like the longest hair, the tallest person, the longest tongue and that was a lesson to learn the superlatives, the -est, the verb, longest, shortest, widest or tallest or whatever. So they had to go and find uhm something funny that they want to look up on Google and write it on the slide, put a picture on the slide and write down a sentence with that superlative and then they had to present it in class. So uhm it was really nice but you had to see how they collaborated with each

other. One looks for that, the other one writes the name, the third one presents in class.”

Not all teachers agreed on this point. In fact, some claimed that online learning had mostly negative effects on the group dynamic and social skills of the students. While many teachers had difficulties to maintain a close relationship with their pupils and keep track of their emotional needs (see chapter 4.1.1), some grew closer to their students as they were forced to pay conscious attention to their relationship.

4.2. Differences and Similarities between the Countries

In general, most participants agreed that there are a lot of the same problems in both countries and many similarities are shared. In big proportions of the conversations, this was indicated by the fact that teachers from both countries very often agreed on individual issues. Most results in the previous and following chapters allotted to one of the two countries because there were participants from both countries expressing the same sentiment. Nevertheless, when they were asked specifically about differences between the countries, many groups also expressed directly that they saw both countries confronted with similar issues. One group concluded that they had the same problems with online teaching because “it’s an international problem” (Group 6, Session 3).

Upon closer inspection, however, there were a few differences both in the statements mentioned by the participants as well as in which issues they tended to name. About 62% of negative changes from the pandemic were brought up by an Israeli person. While this is significantly more than half of the total negative segments, it can be expected as Israeli participants also made up a bigger share of the conversation over all. One reason why only about 40 % of total turns were taken by German participants could be that there were simply more Israelis than Germans present. The positive changes were even more likely to be brought up by an Israeli person with about 73% of positive mentions coming from a KC student. With regards to other content, there was no significant difference found in which specific issues German or Israeli teachers discussed.

When it comes to predictions and visions for the future, almost 80% of systematic changes were proposed by an Israeli person while changes at classroom level were distributed roughly equally between the countries. Content wise, there was only one category that was represented significantly more by one country. Israeli participants tended to talk more

about emotional needs of students than German teachers in training. One possible explanation for this difference could be that Israeli participants had more practical experience while the Germans were more focused on theory.

In several groups, the participants also found differences between the countries. One difference that came up in one group is the role of the ministry of education and differing levels of freedom for schools and principals to make their own decisions. An Israeli participant suggested that allowing principals more autonomy might be helpful in situations of crisis such as the pandemic. They explained that in Israel “the decisions are mainly made by the ministry of education”. Being asked if they perceived a similar problem in their country, a German participant answered that while also not completely free, principals in Germany could “decide a lot” (Group 2, Session 4).

A big difference in the teachers’ daily lives was mentioned by an Israeli teacher as an explanation to the German group members. A school week in Israel consists of six days compared to just five in Germany: “I don’t know if our German colleagues know, that in Israel we have six days of study a week” (Group 5, Session 4). Their German group mates did indeed not know this.

The experience of teaching during the pandemic also differed in many aspects. In two groups, German teachers complained that their students were unable to turn on their cameras due to insufficient internet connection. This was not a problem their Israeli team member had encountered; one participant even remarked that in her experience bad connection was mostly only an excuse that students made up.

In Israel, most classes were split into smaller groups when they were taught online. Therefore, Israeli participant reacted with surprise when their German group mates told them how many students were in their online class. This difference might be connected to the different approaches Israel and Germany took to remote learning that might have lead German teachers to consider small groups in synchronous online session to be unnecessary.

From the start of the pandemic, Israeli students were taught almost exclusively via synchronous online lessons. Germany, meanwhile, had more asynchronous lessons where students were given a package of exercises for the week and only sometimes had

mentioned other video conferencing software, Israeli participants more often seemed to refer specifically to Zoom.

Another tool that was used as part of the project itself and was therefore naturally discussed more often was Padlet. Padlet is “a web 2.0 tool which can be used to share information, images, audio or video files on virtual walls” (Deni & Zainal, 2018). Participants stated the ability to combine different forms of media as particularly useful for certain tasks.

Multiple Israeli participants introduced their German team mates to a platform called NearPod that was mostly new to the German teachers. NearPod describe themselves as “the leading instructional platform that merges formative assessment and dynamic media” (Stoczko, 2021). It offers a combinations of interactive lessons, games and videos as well as tools to track the students’ progress. The pandemic was responsible for a massive growth in its user base so that NearPod “was used to teach 19.5 million lessons in 2020” (Stoczko, 2021).

The instant messaging app WhatsApp is used by the participating teachers mostly to communicate with other teachers. Though there were some Israeli participants who mentioned using WhatsApp to communicate with students or parents. The app is widespread among students and also used by many adults in their free time. Therefore, communication via WhatsApp was seen as more convenient than phone calls or e-mails. The reason why German teachers did not mention using it in a professional context might be that they were all in Baden-Württemberg where the means of professional communication are regulated relatively strictly. There have been discussions about privacy concerns in Germany about US-based companies in general and WhatsApp in particular. Some federal states, Baden-Württemberg among them, forbid using applications like WhatsApp in the school context. The only legitimate means of communication are via phone or e-mail (Kaufmann & Köppe, 2017).

Other tools that appeared frequently in the conversations were Kahoot and Quizlet which support live quizzes via website or app. Quizlet has the additional feature of flash card based learning. Wordwall is also a platform that offers learning games and exercises, though they are more diverse than Kahoot quizzes. Participants named Wordwall especially as being helpful in a language teaching context as it provides easy access to a variety of games and exercise formats that are useful for language learning such as word searches or hangman.

One participant explained why she liked using the Book Creator in her classes, describing it as “a tool where you can create like an e-book and you can put videos in it or links or you can write something or put photos in it and so on” (Group 5, Session 4). This example emphasizes once more the underlying connection among many of the participants’ favorite digital tools: the combination of various different forms of media. In addition to the text and images that are part of the traditional schoolbooks and lessons, these tools provide opportunities to include video and audio as well as interactive elements.

Video has become more important when students and teachers were not able to see each other in person. This applies to live video conferencing and showing pre-recorded educational videos equally. One teacher expressed that in her experience “sometimes when you show students a little film, it, it changes the whole lesson, I think, because it’s something real” (Group 6, Session 4). The video response platform FlipGrid that was mentioned by some participants takes this concept a step further and allows students to create and upload short videos themselves to contribute to a shared project.

4.4. Lessons from the Pandemic

Remote teaching during the COVID-19 pandemic is an exceptional and extreme situation. As discussed above, there were many negative consequences and reasons why teachers were looking forward to going back to physical classrooms. However, this does not mean that everything will be the same as it was before the pandemic. There will be differences that develop as a byproduct of the change in learning culture and there will be conscious efforts to preserve and utilize the positive changes in the future.

The participants discussed their vision for the future of foreign language teaching and teaching in general. They shared their hopes and concerns about what this experience, universally shared by students and teachers throughout both countries, might mean for the classroom going forward.

More than 70% of the segments where participants talked about what they would like to change in the future as a consequence of the pandemic were changes that could be done by individual teachers at a classroom level. Through reflection of their own teaching experience they drew conclusions and made predictions for their own behavior in the future which will be the subject of chapter 4.4.1.

In contrast to that, there were also some changes proposed that are out of the power of individual teachers and require systemic changes on a school or even nationwide level. These propositions will be discussed in chapter 4.4.2.

4.4.1 Changes at Classroom Level

As Figure 7 illustrates, the themes that were most frequently mentioned emphasize the emotional well-being of students, the change in teaching methods to include more technology, and the social dynamics within the group.

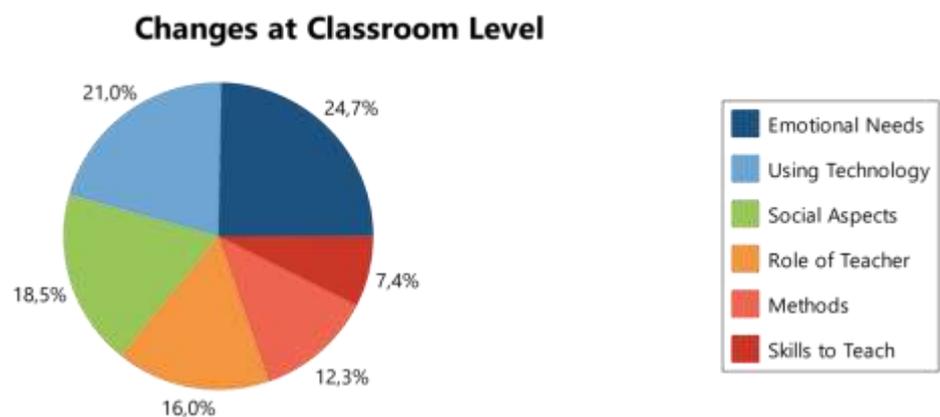


Fig. 7: Changes at Classroom Level by Number of Segments

Emotional Needs

While the role of a teacher has always included more than just conveying knowledge, the pandemic highlighted the importance of the student-teacher-relationship. Five of the seven groups talked about wanting to focus more on their pupils' emotional needs than they did before the pandemic. The state of crisis during the remote learning period created a need for teachers to pay special attention to students' emotional well-being and many of the participants would like to keep paying attention to the students in this way.

Being more aware of students emotional needs can take very different forms depending on the individuals and the group dynamic. As such, this abstract idea might not be very helpful unless it is specified into concrete ideas about how it could be implemented in the classroom. The participants came up with more specific examples and ways to achieve this goal.

One idea was to consciously invest time and energy in the relationships to the students as well as encourage connections between peers. More group work could encourage pupils to strengthen their connection to each other and gives the teacher a chance to talk to smaller

groups of students at a time. As teachers, they also want to be accessible and to show interest in the children's personal problems. One participant shared a method that she had already implemented:

“Every two weeks we give the kids a paper. On it, it says, at the top of the paper it say how are you doing? Literally says how are you doing. Each child fills out the paper, folds it and gives it to the teacher. It's called how are you doing? So this is the personal way in which a student, pupil can tell the teacher how they are, nobody sees it, it's confidential.” (Group 1, Session 4)

Checking in with students is an important part of maintaining a good relationship to them. One participant also emphasized that a relationship is always a two-way street and that being authentic and honest as a teacher is just as crucial. While lessons were held over video call, students were able to see their teachers in a different light and occasionally even got an impression of their home lives. A participant remarked: “The kids connected way more deeply like all of a sudden we became real people to them. And the con- it strengthened the relationship“(Group 3, Session 4). Teachers always need to find a good balance between professional distance and a personal connection with their students. The observations described above might indicate that the teacher-student-relationship could benefit from shifting this balance slightly more to the personal side when lessons are back in classrooms.

The adaptation of lessons and learning environments to consider emotional needs was also a topic of discussion in several groups. Two groups agreed in the importance of creating a safe space for the children to learn and express themselves. This includes a learning culture where students know that they are allowed to make mistakes and learn from them without being punished or humiliated. One group talked specifically about implementing this in a foreign language class. Because language is both the subject and the medium, there is a chance to give pupils the space to express themselves while simultaneously learning the new language.

“It also gives the students a place to kind of express themselves. So it's not that they're learning English, it that they're also allowed, you know, talking about the challenges that they have. So it's creating that kind of space, create projects for uh projects as a way of learning uh in order to express themselves” (Group 6, Session 4)

A related aspect that came up in one group was managing pupils' energy levels in an empathetic way. One of the benefits of online learning was that students who had difficulties sitting still were able to move around without disturbing other students. The participants now want to "built that relationship with them so they feel comfortable, [...] so you can find solutions together" (Group 3, Session 4).

Teaching Methods and Using Technology

Not only the emotional challenges gave teachers new perspectives on how they plan to teach in the future, there were also considerations in regard to how they plan to convey the content of their lessons. Three groups want to focus more on differentiation and individual solutions in their lessons to suit students with different learning styles and competence levels. They also mentioned favoring project-based lessons and including more real life situations in their teaching so that students can relate the content to their own experiences.

In order to keep pupils engaged, the participants also want to continue using games and other fun activities. During remote learning, this was a necessity to keep students following the classes but it can also help to improve motivation in face-to-face lessons. One participant also proposed to use the physical aspects that are possible in the classroom more consciously, like gestures or dancing or "some kind of exercise" (Group 4, Session 4).

All groups mentioned that they want to use technology extensively in the classroom after the pandemic is over and take advantage of the tools they got familiar with during remote learning. Some participants hope that using more digital tools will encourage students to participate actively and make differentiation easier. They also see potential in keeping structures that were implemented during remote learning to make homework more collaborative and efficient.

"I think that is one of the greatest things that came from having to teach online that we all had to kind of step up our technology game and to, you know, we digitalized more and I think it would be a shame if we would lose this by not using all these tools we've now acquired not more after COVID." (Group 3, Session 4)

The importance of technology for intercultural learning was another point the teachers made. Through technology, students from different countries all over the world can connect and learn from and with each other. Some cited their current collaboration as an example

while one Israeli participant even presented an example from her teaching experience. She used Zoom in school to encourage intercultural connection and included one of her German group mate in the project. She described this project which combined intercultural learning and language learning as follows:

“I had an English day at my school two days ago and I needed people from different countries and Megan uh volunteered to do my person from Germany so she’s spoken for the entire seventh grade so 250 students uhm about Germany”
(Group 1, Session 3)

Social Aspects

The relationship between the students and other social aspects were also topics of discussion. Maintaining these relationships was challenging during the time of remote learning. The fact that students and teachers could not physically see each other for such a long time reminded some participants “that learning is social, we learn from other and with other even if at a distance” (Group 2, Session 4).

To support social interaction after the pandemic, teachers suggested including teambuilding and bonding exercises in the lessons, especially directly after returning to the classroom when they have not seen each other in a long time. The goal is to encourage communication and interaction, rebuilding a sense of belonging and group solidarity that might have been lost or weakened during the time apart.

Another idea was to strengthen social connections by having the pupils work together in and outside of the class room. This can be done through group projects in combination with collaborative homework and the use of technology to stay connected to peers.

Role of the Teacher

There were also personal aspects and qualities that participants want to change in their role as teacher. Three groups discussed how they want to use their experiences during the pandemic to be more flexible in the future. The uncertainty and abrupt changes that school closures and remote learning brought, called their attention to the many things that could deviate from the way they had planned. Therefore, several teachers mentioned that they want to be more prepared in the future and have a back-up plan in case it is needed. One

example would be to prepare a lesson that uses technology but also have an idea of what to do when the technology is not available.

Some groups also mentioned that they had to find creative solutions and learn new skills in order to adapt to the new teaching and learning environment in remote learning. This made them realize how much there is still to be learned and resulted in the desire to be more creative and open to new approaches in the future. A participant explained how he felt that the pandemic encouraged him to be more open to trying new techniques:

“Because I feel like that since we’re so set in our ways that sometimes it feels weird to do something that feels new, fresh and creative but COVID-19 kind of had us do that and to continue with that and to embrace it in the classroom”
(Group 3, Session 4)

Skills to Teach

The difficulties that learners experienced during the pandemic highlighted some skills that participants thought should be systematically taught in school. Multiple groups mentioned that COVID-19 promoted self-learning among students as they did more independent research through the internet. While this is, in itself, a positive development, it can become problematic when there is no proper instruction on how the research should be done. Students should not be left alone with the task to figure out how to find reliable information online. Technology was not frequently used or discussed before the pandemic, especially in primary schools. Therefore, media literacy lessons are needed to teach these skills. One participant provided the following reasons to why such lessons are necessary:

“Some sort of a learning unit about the endlessness of information online because you know, children are engaged in, you know, researching and going online and doing everything online and I think it’s very important to teach them, you know, criticisms, how to make sure that they’re finding information on, you know, save sides for them” (Group 1, Session 4)

Beyond the research and learning aspect of media literacy, some teachers also focused on online communication as a skill that children have to learn and thus should be brought up in school. Communicating via instant messaging apps like WhatsApp or via social media has become an important part of students’ everyday lives. They should be taught how to

recognize the limitations of the medium and how to use those tools in a healthy and positive way.

4.4.2 Systemic Changes

One participant criticized that the improvements mentioned in the chapter above lead to additional work for individual teachers who already have plenty of responsibilities. The group agreed that the weight of creating positive changes as a result of the disruption through COVID-19 should not exclusively be placed on the shoulders of teachers. Other groups also realized that in some aspects, systemic changes were desirable. As the participants could only speak from their experience, the proposed changes which will be described in this chapter should be seen rather as wishes than as goals. These changes have to be made on a school or nationwide level and it is neither in the power nor the responsibility of individual teachers to realize them on their own.

One of the teachers observed that by organizing remote teaching during the COVID-19 school closures, the ministry of education as well as schools and teachers were better prepared for other emergency situations, one of which had promptly arrived in Israel.

“I must say that, you know, now during that we have a emergency time here in Israel uhm the speed that, at least my school moved from regular learning to online learning was so fast because of COVID.” (Group 5, Session 4)

Based on these observations, the group concluded that having an emergency plan for future disruptions like this would be beneficial. Since this would include scheduling, providing resources and other administrative preparations, such a plan would have to be implemented by the ministry of education.

Another strategy that might help education systems to react more quickly to exceptional circumstances in the future would be to allow schools and teachers more freedom to make their own decisions. Especially Israeli participants suspected that making decisions on a regional level instead of having to wait for the ministry's decision that had to consider the whole country would have speed things up in the beginning of the pandemic. German participants did not feel that this was a problem in Germany. Government officials will have to hold a delicate balance between giving schools and teachers enough freedom to act

quickly in the best interest of their students and not leaving them alone to fend for themselves when there is a nation or even worldwide crisis to manage.

Furthermore, two groups suggested shorter, more compact lessons as those have worked well for them during remote learning. As reasons they named the students' short attention spans and the additional time for relaxation and to establish interpersonal connections. While "shorter lessons, more to the point and what the students should really get from the lesson" (Group 4, Session 4) could be implemented by individual teachers in the classrooms, it might be interesting to discuss it as a systematic measure since many participants agreed on this point.

One important positive change during the pandemic was the smaller group size where the teacher had more time for each student and could pay more attention to them. Adding another teacher to a classroom while keeping the number of students the same would have a similar effect, as one participant pointed out. Both solutions, however, would require more teachers and potentially also more space and can therefore only be realized on a systemic level.

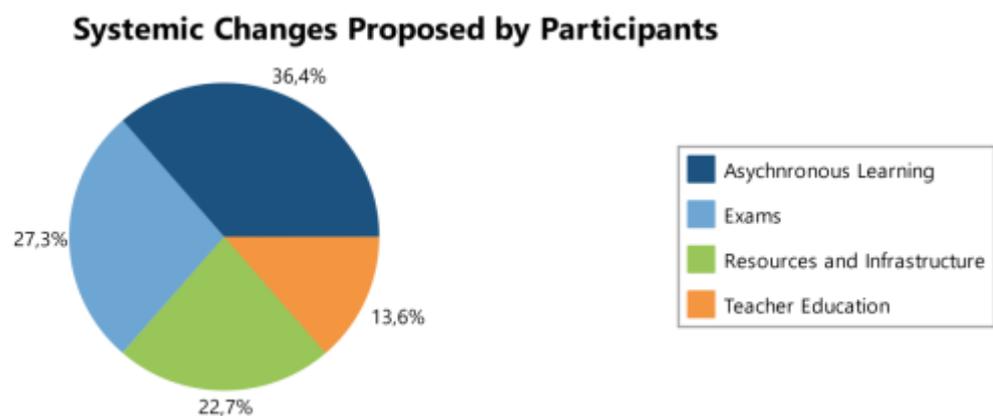


Fig. 8: Systemic Changes by Number of Segments

Asynchronous Learning

As Figure 8 shows, keeping some form of asynchronous learning even after going back to the physical classroom was the systemic change that was discussed most. One group debated in depth how this could be possible.

The goal would be to offer students who benefited from remote, asynchronous lessons a similar learning environment within a normal school routine. It would cater to learners with

different needs for example students who can concentrate better when working alone. The challenge is to combine asynchronous and synchronous lessons in a way that is fair to all students while also manageable with the available resources. There was one group member whose school already had a concept for how they could include asynchronous teaching in the future:

“In my school, they wanna do once a week next year that you can choose either to study, you must, I mean, you still just to study in school itself or you want to study through the Zoom and so. So do you want one day a week that you can have the choice cause they do understand that for some students, they uhm they gain more from the Zoom. Maybe not for most of them but for some of them, it’s much more peaceful and nice to study from home, so we’re going to offer it.” (Group 5, Session 3)

Even though this would make school more flexible and could benefit some learners while students who learn better in the physical classroom could still attend the lectures, this is only an option for older students. The group members remarked that this idea might be feasible for high schools but elementary school children need to be supervised and cannot stay at home alone.

Exams

Two groups talked about how difficult traditional exams are for students who are used to working at their own pace and to lessons mostly consisting of creative activities and games. As teaching developed from strictly frontal teaching with pen and paper, one participant suggested that “we start thinking about these conservative exams. If this is really worth it or, I don’t know, if there are just other methods to look what the children have learned on an individual level” (Group 5, Session 4).

Participants described how standardized tests and matriculation exams had already been criticized before the pandemic. Now, with the shift that remote learning caused, many teachers think that learning to repeat the material for the exam “like a parrot” (Group 5, Session 4) does not align with their other teaching goals. One participant predicted that exams will change in time but also emphasized that preparing students for these tests after the disruption through COVID-19 remains a challenge in the short term.

Resources and Infrastructure

Another area where the teachers saw the need for systemic change was the installation of necessary infrastructure. Schools and governments need to provide devices, software and reliable internet connections in schools in order to make effective use of technology in the classroom possible. While the participants had many ideas and ideals about how they want to use technology to support learning in the future, they will only be able to put this into practice if they are given the required resources to do so.

One group discussed the dangers of students using their personal smart phones in class. They expressed the need for a school phone with educational applications and limited access to social media. After some discussion, they agreed that for this purpose a bigger screen would be beneficial and tablets would be more desirable than phones. Devices and software specifically designed for the classroom exist but they have to be purchased and introduced to teachers and students. The group only discussed the negative consequences of using technology that students already own and apps they already use. It can, however, also be a chance to motivate students and encourage them to keep learning in their free time (see chapter 5).

Teacher Education

Finally, some participants claimed that there should be changes in the teacher's education to help them deal with the challenges and changes that COVID-19 brought. A negative effect of switching to online teaching was that teachers often did not have the support they needed and felt alone in figuring out how to deal with the new situation. On the one hand, teachers already have learned a great deal about teaching with technology. On the other hand, this learning period extends beyond the pandemic. Therefore, teacher education should include more information on digital media. As there are already efforts to increase awareness in this area for teachers in training, those courses would be especially relevant for continuation training for teachers who are already in service.

In the discussion about professional freedom that one group had, a participant also pointed out that teacher can only make individually tailored decisions if they are confident in their ability to do so. Unconventional solutions and methods that might benefit a given class will not be used if teachers do not know those options or are not comfortable to use them. For this reason, teacher education should provide the necessary tools and practice their use to empower the teachers to make those decisions.

Transition back to “Normal”

Even though the participants reported, predicted and proposed many changes as a consequence of their experiences during the pandemic, there will also be some aspects that will be similar to the time before COVID-19. Either way, the transition back to the physical classroom poses some challenges to students and teachers. The following thoughts and concerns that the participants mentioned about the transition back to the physical classroom can be seen as a snapshot from the time of data collection. Because both countries have been at least temporarily back in school since the end of the group discussions in May 2021, some of the short term problems might already have been solved. Nevertheless, these comments can provide valuable insights into the teachers thoughts at the time.

A few participants, who only experienced online teaching so far, were worried about classroom management. When returning to the classroom, some circumstances were going to be very different with groups being larger and meetings being face-to-face. Another aspect some participants want to focus on directly after coming back to the physical classroom was team building. Developing a positive group dynamic in a group that for a long period of time had only seen each other remotely or, in the case of split classes, not seen each other at all was seen as very important.

As described above, many participants observed that the gap between advanced and struggling students had widened through remote learning. While some students might have kept up well, some have also missed a considerable amount of material. In an effort to bring everyone up to a similar skill level that can be built upon in the future, one participant recommended to start with revisions. This might also help pupils who have lost some of their disciplined learning habits to find the way back into the structured school life and give them time to readjust to a regular schedule.

Another topic that was discussed was the use of media, for example whether or not children should be allowed to use their phones in school. Since the rules had been different during remote learning compared to before the pandemic, there might be some aspects that could change or are unclear once back in the classroom. The group did not reach a conclusion other than that the terms may have to be renegotiated in this regard.

Finally, one participant urged their fellow teachers to be generous with their students in the beginning. The transition back to the classroom will take time as well as patience and may be difficult for both teachers and students.

5. Comparison to Literature

In this chapter, the concerns and ideas that participants expressed during the group work sessions will be compared and contrasted with corresponding findings in literature. The goal is to provide a wider picture and to contextualize these results within the previous research.

The participating teachers described their difficulties when teaching online and expressed their concern about an increase in the pressure and the workload on individual teachers due to the recent developments. Wright (2021) found evidence that online and blended learning are more time consuming to prepare. In his worldwide survey among instructors of English as a foreign language, 69 % of participants agreed that they spent more time designing and preparing lessons (Wright, 2021). Al-Samiri also found that “online learning and teaching are more time-consuming than in-person classes” (A. Al-Samiri, 2021, p. 152). One reason for this phenomenon might be that teachers were working in an unfamiliar environment when they started teaching online and had to learn how to use the technological tools efficiently. Another reason might be that digital media is still less pre-prepared. While non-digital materials like school books have been developed and refined for decades, teachers often have to carefully consider and alter digital content or even create new material themselves.

Another concern mentioned by the teachers in this study was that students did not make enough progress during remote learning and that online teaching was inefficient. This is also in line with the findings of other studies. Moundjid et al. (2021), for example, state that in their survey of Moroccan teachers, “58.9% of the participant teachers thought that their students did not benefit from online classes” (Moundjid et al., 2021, p. 48). When it comes to learning a foreign language in particular, Hartshorn and McMurry (2020) explain that the opportunity to speak in English lessons was reduced greatly when learning had to move online which had a negative impact on learning the language.

One participant of this study went so far as to call the remote teaching period a waste of time. There are no direct findings in these studies that contradict the sentiment that online learning was less efficient. It can be assumed, however, that the majority of students did at least learn some things during the remote lessons. Researches might have a biased view in this regard because they mostly concentrate on the problems and negative consequences of the pandemic as this could provide useful indicators for future actions. Exploring difficulties

and deficits caused by the shift to online learning is beneficial because schools, teachers and policy makers can learn from them and find ways to better support the learners.

As a result of the observation that online teaching seems to be less effective, the proposition of some participants to start the on-site lectures with revising the material is also discussed in literature. It is supported by Andrew et al. (2020) who recommend “offering extra resources and additional support to students to help them catch up once they are back at school” (Andrew et al., 2020, p. 17). Providing support for learners who fell behind because of the pandemic is especially important to offer equal opportunities to all students no matter what their socio-economic background is. As discussed in chapter 2.1 and confirmed by the participating teachers, there were enormous differences in regards to support and resources that were available to the students which widened pre-existent gaps between learners.

There are already numerous efforts to reduce the opportunity gap. The German government announced an investment of two billion Euros to help children and adolescents in the aftermath of the pandemic. This includes measures to support institutions who offer leisure facilities such as holiday camps, to help with social development and mental health, as well as to offer academic support (Bundesministerium für Familie, Senioren, Frauen und Jugend, 2021). As part of this effort, the program „Lernen mit Rückenwind“ was launched in Baden-Württemberg. It aims to help struggling students to catch up with the material they missed over the course of the pandemic and to ensure equal chances for all students. A special focus lies on the subjects Mathematics, German, and English, as well as the class levels that are crucial in a student’s biography such as the fourth grade, the year before switching to a secondary school and the year before graduation in the respective secondary schools (Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2021).

The influence of the pandemic on the students’ use of phones and social media was discussed by the participants of this study and is also discussed in literature. Santos et al. (2020) reviewed a variety of studies from different countries from all over the world. They found that 30% of the analyzed studies indicate an increase of the students’ screen time during the isolation caused by school closures and social distancing measures. Some of the studies even showed evidence of digital dependency of the students (Santos et al., 2020, p.

8). Furthermore, they reported that screen time was increasing across numerous devices and that even very young children were affected:

Due to the absence of the school routine and to physical distancing, an increase in children's and adolescents' use of technologies has been observed, such as cell phones, computers and electronic games. In fact, exacerbation in the use of television and portable interactive media, such as smartphones and tablets, has been verified, even in children under two years old. (Santos et al., 2020, p.3)

These findings are in accordance with the impression of one of the participants in this study who expressed that “the kids are really, really addicted to the screens” (Group 5, Session 2). Even though using technology was inevitable during remote learning, it might be hard to change these habits and return to a healthy amount of screen time. While an addiction to social media, video games, or the internet in general is a problem, this does not automatically make the media and technology problematic or unusable in a school context. Going forward, it will be a challenge for teachers and parents to support children in developing healthy media habits and using these tools in a productive way.

Many participants named instant messaging app *WhatsApp* as an application they used to communicate with students and parents during school closures. They also criticized texting as it distracts students from their school work. Martinez and Appel (2020) analyzed how twenty-two English as a foreign language students in Spain used the *WhatsApp*. They found that the students used various group chats to connect with each other and to exchange personal messages, but they also used the messaging app to communicate about the course material. When asked what aspect of using the messenger the students thought to be most beneficial to their learning process, most mentioned speaking tasks in the target language via voice memo and video as well as being able to resolve doubts and questions quickly (Martínez & Appel, 2020, p. 212). Martínez and Appel concluded that a very beneficial but unintended activity within the *WhatsApp* groups was the “unexpected exchange of memes and stickers related to the topics of learning activities; all these in the target language” (Martínez & Appel, 2020, p. 213). This example shows that instant messengers which are often framed mainly as a distraction from school work can be used to promote language

learning by encouraging students to use the target language and engage with the course material beyond lessons and homework.

The concerns about screen addiction and using media in a healthy and productive way lead to another point that the participants of this study brought up. Making media literacy a central topic in the classroom is an important part of teaching students how to navigate in the modern world. The COVID-19 pandemic strengthened the role of digital media in everyday life and demonstrated to the participants how crucial these skills are. Mays (2021) states, in agreement with the participants, that while information is readily available on the internet and students are using this resource more and more, they cannot be expected to learn online research skills without guidance. Because simply finding information is not enough, “engaging with information in ways that transform information into knowledge usually requires active mediation with support from more capable others” (Mays, 2021, p. 166).

Acquiring these skills is essential for children and adolescents because they will encounter situations where they have to navigate in the digital world and find, assess, and contextualize information in many areas of their lives. Since there are many ideas on how to add digital elements to the traditional classroom, these skills will also be necessary for their future learning. Mays urges teachers to consider the requirements in terms of self-reliance and independency that students might face through a change in methodology and to prepare them adequately:

It should be noted, however, that an approach based on self-directed learning already assumes a high level of self-efficacy on the part of students. There is reason to question whether traditional schooling typically prepares students for such autonomy and self-regulation, and there may well be need for specific support consciously to develop such dispositions and skills at the start of the student’s learning journey. (Mays, 2021, p. 168)

Most of the participants in this study expressed the intent to integrate more digital tools in their face to face lessons. Aiming to combine the advantages of online learning that they experienced during the pandemic and the benefit of the physical classroom, they suggested introducing a blended learning model. This is also discussed in literature where it is concluded that this approach “attempts to make the most of ftf [face to face] and online

teaching and learning features. As the name suggests, blended learning courses combine physical presence in the classroom and activities performed online” (Psoinos, 2021, p. 2).

Introducing more technology in the physical classroom has, indeed, the potential to benefit students greatly. As the participants stated, it can increase individualization and make lessons more divers and flexible. Mays comes to a similar conclusion:

In fact, the move toward digitization and online learning opens up the possibility of a multitude of different pedagogic models and practices within the same institution, as different programs seek to meet the needs of different target audiences in different contexts for different learning purposes, in as flexible a way as possible. (Mays, 2021, p. 164)

Nevertheless, it should be noted that digital media is not a cure to all problems and is not equally applicable and useful in all situations. Ghanbari and Nowroozi (2021) claim that while the growing interest in using technology in language teaching has been a trend for many years now, “many scholars have counted several impediments for the effective application of technology in different language learning contexts” (Ghanbari & Nowroozi, 2021, p. 1). In a similar vein, Ossiannilsson warns against imprudent decisions:

Caution is needed to prevent overshooting our initial response to the potential of online education in these challenging times. We could do a great disservice to our learners and their communities if we do not recognize that in the long term, designing good online education is complex, and it differs from emergency remote teaching. (Ossiannilsson, 2021, p. 107)

Mays also predicts that the “general trend toward greater use of technology will continue” (Mays, 2021, p. 164) and that it will be a challenge for educators to implement these measures wisely and to balance the pros and cons in the future.

Since teachers need to be equipped to face this challenge, Mays suggestion of teaching the teachers are in line with the propositions that the participants of this study made to include more information about digital technology in teacher education. Mays stresses that the starting point of designing a learning unit needs to be scientifically founded knowledge about teaching and learning. In turn, this can influence how media is used in the classroom. He warns that learning should not be framed around technology. Instead it should be

informed by the teacher's pedagogical competence, using technology only as a tool. Successful learning "requires specific pedagogically informed design decisions to use media and technology to achieve specific educational purposes" (Mays, 2021, p. 166).

In order to acquire the competence to incorporate technology in the classroom in a beneficial way, teachers need support in learning this. As the participants stated, this applies especially to teachers who are currently in service and whose initial training rarely focused on digital media. This is in accordance with Mays who expresses this as follows:

Teacher identity is formed over years of experience from being a learner in school, then as a student teacher in college and then as a classroom teacher in a school. For most teachers currently in service, these experiences were all framed by engagement in a physical space. Most teachers will need time to move into the virtual space, probably initially through technology-enabled learning and then blended learning approaches. Teachers also need reassurance and support in this journey. (Mays, 2021, p. 171)

In times of emergency remote teaching, all teachers had to learn how to use digital media, irrespective of their lack of formal training in the subject. While they presumably gained many skills by just using the tools, the pedagogical insight that is required to ensure the effective implementation of digital tools in the classroom can only be achieved by systematically training and supporting current and future educators.

In addition to the concerns of the negative influences of the pandemic on the students' academic success, the teachers participating in this study were also worried about the pupils' mental health and their general well-being. They indicated that they want to put a special focus on interpersonal connections when returning to the physical classroom in order to help with loneliness and isolation. According to studies exploring mental health in children and adolescents during the pandemic, the participants' fears are warranted. School is an important space for children to socialize and to get the required support. School closures not only prevented students from meeting their friends, they also introduced unfamiliar challenging situations and not all students had the support they needed to master them. Although this does not directly lead to mental illness, it can be described as a risk factor (Kölch & Schepker, 2021, p. 147).

Santos et al. found an increase in depression in children and teenager during the pandemic as well as an increased occurrence of other symptoms of mental illness such as loneliness and anxiety, restlessness, stress symptoms, melancholy and chronic tiredness (Santos et al., 2020, p. 8). They also noted that there seems to be a link between depression and increased time spent on social media which as stated above was the reality for many children and adolescents.

The isolation and loneliness caused by school closures and social distancing measures is one of the main reasons for this development. Santos et al. call social deprivation a “risk factor for deterioration of mental health, including depressive symptoms, anxiety, fear, post-traumatic stress and insomnia” (Santos et al., 2020, p. 11).

Combating these mental illnesses cannot be the sole responsibility of schools and teachers. Regardless, teachers have noticed their students’ struggles and feel responsible for their well-being to a certain degree. There are ways for schools and teachers to do their part to support pupils in this regard. One way in which schools can offer support is to employ school counselors and educate teachers on how students can get in contact with a mental health professional. Especially for older students, teachers could make mental health an explicit topic that is discussed in class and provide ideas and exercises that help them to look after their emotional well-being.

Bertram and Pascal (2021) analyzed the needs of young children in the UK after they were back in the classrooms. Their research focuses on early childhood education and is based on sentiments the children expressed through play and storytelling. They found that the children tended to express desire to regain their daily life and routines, socialize with friends, play for extended periods of time, be outdoors and have access to authentic and honest information about the current situation (Pascal & Bertram, 2021, p. 32). In their basic form, their findings may also be applicable to older students.

One way to promote the emotional well-being of students that was suggested during this project was to create spaces within the school day where pupils can connect to their peers. This is in agreement with Kölch (2021) who recommends allowing plenty of time for play and movement outside during the breaks and group work to strengthen peer connections during lessons (Kölch & Schepker, 2021, p. 148). Strong connections with peers and friends have a positive impact on the emotional well-being, act as a balance and counteract risk factors for

mental illnesses. This is because “peers with good relationship abilities reduce changes in mental health and this favors adolescents' resilience” (Santos et al., 2020, 12).

Being authentic and honest with students was another topic that participants viewed as important to emotionally support students. This makes the teacher more approachable for the children and gives them a positive example when it comes to showing emotions and admitting mistakes. It also includes having open conversations about current events which is especially relevant as the spread of COVID-19 continues. As mentioned above, even very young children have a desire to access authentic information about topics that influence their life (Pascal & Bertram, 2021, p. 32). Therefore, teachers need to find ways to explain COVID-19 related news in an age appropriate manner. When teachers are open with their own fears and emotions, as far as it is appropriate, the students might be encouraged to express their concerns as well. This opens the possibility to talk about emotions such as anger, frustration or fear and explore ways to handle them together (Kölch & Schepker, 2021, p. 150).

While teachers are doing their best to support their students, other parts of the education system have to take up responsibility as well. The participants in this study claimed that systemic change is necessary in some areas and that schools and policy-makers had the power to bring significant change. Moundjid et al. (2021) also came to the conclusion that the resources to facilitate online learning and use of technology should be provided to teachers. They demanded that teachers are “offered free internet access and devices to work online with their students” (Moundjid et al., 2021, p. 50). They also indicate that systemically incorporating online learning into the education system needs further research which has to be funded and initiated by the ministry of education (Moundjid et al., 2021, p. 50).

The hope that the experiences from the COVID-19 pandemic will make education systems better equipped to deal with future crisis is stated by the participants of this study and is also shared by other researchers. Ossiannilsson suspects that “following the pandemic, the new normality will be about change, reorientation, agility, quality and sustainability. This period of time has also prepared us to deal with and respond to other crises” (Ossiannilsson, 2021, p. 109). However, this will require conscious decisions from governments and policy-makers and will not happen automatically. Affounh and Burgos (2021) demand:

Education leaders have to rethink the schools' and universities' existing infrastructure, pedagogical resources that suit online learning, capacity building of teachers and students' readiness for this movement. These obstacles have affected the continuity of education for many students in the affected countries, and digital justice has not been a priority for educational policymakers to begin with. (Affouneh & Burgos, 2021, p. 12)

Finally, the participants of this study also suggested changes in how exams are conducted in the future. They criticized that standardized tests and formal exams do not represent the students' progress appropriately, create unnecessary stress and sometimes even force a teaching-to-the-test mentality where the focus is on the test rather than the learning. Ghanbari and Nowroozi also support the thesis that viewing assessment as feedback in order to improve and learn is beneficial as "increasing formative assessment and providing detailed feedback can enhance the quality of the students' assignments" (Ghanbari & Nowroozi, 2021, p. 2).

Exams were impacted because "the transition from the physical classroom-based traditional assessment to a virtual one caused by the outbreak of COVID-19 has had a far-reaching impact on different aspects of the classroom-based assessment" (Ghanbari & Nowroozi, 2021, p. 3). This might act as a catalyst to implement other systematic changes to the way exams are conducted. Further discussions are necessary in this regard as the online exams during remote teaching caused mixed reactions. Some teachers reacted positively, some "were concerned about the internet connection, the validity of their assessment, and the poor students' enthusiasm" (Ghanbari & Nowroozi, 2021, p. 4). From the students perspective, Hartshorn and McMurry (2020) listed the assessments as one of many factors that added to the stress levels of students in this time. Others, such as Chung and Choi (2021) found that students were generally content with the new form of assessment.

6. Conclusion

As the spread of COVID-19 disrupted education all over the world, teachers and students adapted. The new situation brought a number of challenges and changes for everyone involved. In order to use these experiences in a productive way, it is important to understand what changes occurred during this time and what implications they hold for the future.

Previous research in comparison to the results of this study suggests that there is a great deal of overlap in the challenges that teachers in different countries faced. A common theme is a change in student behavior and a lack of motivation as well as increased distractions in less than ideal learning conditions at home. Classroom management became particularly difficult since teachers had little control and oversight over what their students were doing during remote teaching.

Some changes in behavior can be attributed to worsening mental health due to the isolation during lockdowns. There is evidence that the lack of social connection in this time increased the risk of mental illnesses such as depression for children and adolescents. This will continue to be relevant long after the pandemic since students and teachers will need time to heal and to rebuild their connections. The teachers participating in this study named some measures that can be implemented in classrooms to encourage social connections such as group work but there is also a need for systematic support organized by schools or governments.

Remote teaching also had a direct impact on the students learning. While some children thrived in the new environment, many struggled to keep up with the material. As online learning often required more self-reliance, the students who were already more advanced and more independent than their peers benefited while students who were struggling before the pandemic were left behind. These students will need well-directed support and special attention from their teachers. There should be time to revise and to make up for the material they missed.

Another challenge that teacher around the globe had to face were practical problems, most of all technical difficulties. The kind of technical problems varied by country and ranged from student having difficulties logging in to video conferences to being unable to reach all

students via the internet as there was no internet connection in remote areas of less developed countries. The pandemic revealed weak points of the infrastructure that was available to schools, teachers and students. These insights can help governments and policy-makers to make improvements for the future. The findings of this study as well as previous literature show that it is necessary to provide resources and stable digital infrastructure for schools so that they are better prepared for future emergencies and can enable their students to benefit from the positive effects of technology in the classroom.

For the purpose of remote learning, schools relied heavily on technology which demonstrated its strengths and weaknesses. Many teachers found that digital media can have a positive effect on learning. Therefore, integrating it in the physical classroom in an effective way should be a priority in the future. This necessitates not only the willingness of teachers to learn about new technology but also requires comprehensive information on this topic in teacher education and advanced training. Furthermore, using technology for the sake of using technology is not productive. For this reason, further research should be conducted to ensure that these methods are used in the most effective way possible.

The two countries that this study is focused on, Israel and Germany, were similar in the difficulties they experienced. They are also comparable insofar that remote teaching was based mostly online and that there were similar resources available for online learning. Nevertheless, some aspects were approached in different ways. While Israeli students learned exclusively through video conferences with their teachers and classmates, German students often had asynchronous tasks which they worked on independently.

The research conducted in this thesis provides insight into the changes and implications that teachers from Israel and Germany saw within their classrooms. Added to the body of research that already exists on the topic from various other countries, it can help to understand the status quo in education at this point in time. The changes during remote learning have been explored as well as the teachers' wishes and predictions for the future.

After lockdowns and school closures, many students are now back in the physical classroom even though the pandemic is not yet over. The next step for researchers, teachers and policy-makers is to monitor which of the predicted changes are actually occurring in classrooms and to plan and which can be implemented through active intervention.

7. References

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8. Appendixes

Codebook

Segment Category	Number of Segments
1 Changes during COVID-19	0
1.1 Negative	0
1.1.1 Teacher Well-Being	3
1.1.2 Lack of Control and Insight	11
1.1.3 Practical Aspects	10
1.1.3.1 Technical Problems	12
1.1.3.2 Distractions	7
1.1.4 Impact on Learning	9
1.1.4.1 Increasing Inequality	4
1.1.5 Student Behavior	11
1.1.6 Social Aspects	17
1.1.7 Solutions	14
1.2 Positive	0
1.2.1 Social Aspects	2
1.2.2 Student Behavior	10
1.2.3 Digital Tools	17
1.2.4 Smaller groups	6
1.2.5 Convenience	14
2 International Comparison	6
2.1 Germany	12
2.2 Israel	9
3 Language Teaching	9
4 Technology	50
5 Age-Specific Aspects	0
5.1 Younger Children	2
5.2 Older Children	4
6 Changes for the future	0
6.1 Transition back to "normal"	10
6.2 Systemic Changes	14
6.2.1 Teacher Education	3
6.2.2 Resources and Infrastructure	5
6.2.3 Exams	4
6.2.4 Asynchronous Learning	7

6.3 At Classroom Level	9
6.3.1 Skills to Teach	6
6.3.2 Emotional Needs	20
6.3.3 Social Aspects	15
6.3.4 Methods	10
6.3.4.1 Using Technology	17
6.3.5 Role of Teacher	13

1 Changes during COVID-19

Description: *Changes during COVID-19* is a placeholder code used to organize subcodes underneath it. The code itself will not be applied to any text but will be used to organize related codes regarding positive and negative changes the participants perceived during the pandemic.

1.1 Negative

Description: *Negative* is a placeholder code used to organize subcodes underneath it. It will be used to organize related codes regarding specific subsets of negative changes perceives during the pandemic.

1.1.1 Teacher Well-Being

Description: The code *Teacher Well-Being* refers to negative changes caused by COVID-19 that led to personal issues for teachers and endangered their well-being according to participants.

Example: "Teachers were, not having break-downs, but like, I can't do this and it's just so hard being so along and the loneliness of it all."

1.1.2 Lack of Control and Insight

Description: The code *Lack of Control and Insight* refers to any mentions of problems teachers faced which are caused by reduced insight in and control over their students' learning process.

Example: "I thought we could also add that you, as a teacher you don't have an overview what children actually do at their own and in which tasks maybe the parents do a lot or maybe they do everything."

1.1.3 Practical Aspects

Description: The code *Practical Aspects* refers to changes in the organization of everyday life and school life that were perceived as negative or challenging. It is also used as an organizing code for the subcodes *Technical Problems* and *Distractions* that represent specific practical aspects that were mentioned multiple times.

Example: "Scheduling, yeah! Cause, like, there was no schedule. Like, everyday was like we waited, we waited every night, we waited for the, like, next day or every week for the next week. We were like really living in the moment."

1.1.3.1 Technical Problems

Description: The code *Technical Problems* refers to instances where participants mention technical difficulties they or their students encountered during their online lessons such as bad internet connection or lack of equipment.

Example: "Because there's lots of technical difficulties, they may not be able to hear you clearly, you can't do specific activities. So I think that that part of the lesson, like the actual lesson be- became less effective due to COVID and I think shou- could be improved by going to the physical classrooms again."

1.1.3.2 Distractions

Description: The code *Distractions* refers to problems for students and teachers caused by distractions in their learning environment while teaching and studying from home.

Example: "Some of them are for example, have parents with low income that don't have a room for themselves. So it was- when I sit, sat next to my sister it was always really loud and the pupils were not able to speak freely because there was no room"

1.1.4 Impact on Learning

Description: The code *Impact on Learning* relates to instances where the participants saw direct negative changes to their students' learning caused by the pandemic. It is also used as an organizing code for the subcode *Increasing Inequality* that describes how these impacts affected students differently.

Example: "If we think, if we think about learning as, you know, we wanna uh involve all the senses, right? Like, the differences of children, we can't really do that."

1.1.4.1 Increasing Inequality

Description: The code *Increasing Inequality* relates to instances where the participants perceived existing inequalities among their students that were heightened by distance learning.

Example: "So the pandemic created more of a distance between the medium, the advanced and the ones falling behind. It's just made the differences grow larger. Because in some way in this Zoom and uh distance learning, you know, there's not a direct thumb on the pulse of one of the students."

1.1.5 Student Behavior

Description: The code *Student Behavior* refers to instances where the online learning environment changed student behavior in a way that the participants perceived as negative or challenging.

Example: "I mean you partially see it also in the uh the university seminars that students or uh yeah they don't want to talk. Uh sometimes in group work, there's just silence."

1.1.6 Social Aspects

Description: The code *Social Aspects* relates to any mention of COVID-19 impacting social relationships in the school context. This includes the relationship of teachers and students, peer relationships and general social and emotional changes.

Example: "Closeness or the close relationships are kind of, yeah, distorted via Zoom, via digital tools, right?"

1.1.7 Solutions

Description: The code *Solutions* relates to ways the participants found to successfully deal with the challenges that were discussed.

Example: "I also call a student at the, I'll also call uhm different students at uhm the end of uh each lesson and have a private talk and ask them how they felt after that lesson" (as a solution to the challenge of maintaining personal contact to her students and fulfilling their emotional needs)

1.2 Positive

Description: *Positive* is a placeholder code used to organize subcodes underneath it. It will be used to organize related codes regarding specific subsets of positive changes perceives during the pandemic.

1.2.1 Social Aspects

Description: The code *Social Aspects* relates to any mention of COVID-19 impacting social relationships in the school context in a positive way. This includes the relationship of teachers and students, peer relationships and general social and emotional changes.

Example: "It can go both ways but it can teach them how to collaborate and work with peers, together."

1.2.2 Student Behavior

Description: The code *Student Behavior* refers to instances where the online learning environment changed student behaviors or their learning styles in a positive way.

Example: "Sometimes the Zoom is nice because the uh let's say the more involved students have quiet. No one disturbs your class."

1.2.3 Digital Tools

Description: The code *Digital Tools* refers to technology and online tools being mentioned as a positive change brought by the pandemic.

Example: "Uhm, another thing that I liked uhm you can use many technology methods, different technologies in order to get them engaged into the lesson."

1.2.4 Smaller groups

Description: The code *Smaller Groups* refers to positive effects of splitting classes into smaller groups during the pandemic.

Example: "What was good in the COVID is that we did have the classroom that was divided into two since then we had a class with 40 students and now we have a class of 20 or 18 students."

1.2.5 Convenience

Description: The code *Convenience* refers to statements where the participants mention increased comfort or convenience as a benefit of teaching remotely.

Example: "You have your coffee from your kitchen, you don't need to wake up so early. There are many things that are very nice to teaching in the pandemic."

2 International Comparison

Description: The code *International Comparison* refers to aspects of the pandemic experience as compared to other countries. It is also an organizing code for the subcodes *Israel* and *Germany* that specify aspects that differ between the two countries.

Example: "We have the same problems with online teaching. - International, it's an international problem."

2.1 Germany

Description: The code *Germany* refers to instances where the German students described aspects that were specific to their home country.

Example: "I think we in Germany we had, like, uh weekly lessons and every Saturday or Sunday there was the whole work for the week. And they also got everything on one day so they had enough time to do all their exercises or lessons."

2.2 Israel

Description: The code *Israel* refers to instances where the Israeli students described aspects that were specific to their home country.

Example: "I don't know how it is like in Germany but in Israel the ministry of education has a very large ehm ehm like, they, they don't allow principals to make many, like the decisions are mainly made by the ministry of education."

3 Language Teaching

Description: The code *Language Teaching* refers to instances where the participants reference foreign language teaching in particular when discussing teaching during and after the pandemic.

Example: "Teaching with mask, it's not only the difficulty of wearing a mask, that it's hard, you know, to talk with a mask. But it's also when you teach a different language, you really have to see the lips and listen to the tones."

4 Technology

Description: The code *Technology* refers to mentions of specific technology, tools or applications that the participants used in their lesson during the pandemic or plan to use in the future.

Example: "Yes, different tools like the Padlet or something, yes."

5 Age-Specific Aspects

Description: *Age-Specific Aspects* is a placeholder code used to organize subcodes underneath it. It will be used to organize related codes regarding aspects of the pandemic experience that are especially relevant for *Younger Children* and *Older Children*.

5.1 Younger Children

Description: The code *Younger Children* refers to aspects of the pandemic experience that participants remarked as especially relevant for younger children in elementary school.

Example: "They are very concrete, very literal until age eight, nine. And only then can they start to understand hidden meanings and sarcasm or... so how do you understand sarcasm when it's used online?"

5.2 Older Children

Description: The code *Older Children* refers to aspects of the pandemic experience that participants remarked as especially relevant for older children in middle and high school.

Example: "In an ideal world, I think that one day a week to do asynchronous lessons can be a nice idea that students can- obviously it's only for high school ages, right? Because, because kids need to go to school every day and they can't stay by themselves but for high school students it can be a nice idea, one day, you learn from home."

6 Changes for the future

Description: *Changes for the Future* is a placeholder code used to organize subcodes underneath it. It will be used to organize related codes regarding changes that the participants want to make or hope will be made as a result of the experiences during the pandemic.

6.1 Transition back to "normal"

Description: The code *Transition* refers to difficulties that participants see in the transition back to physical classrooms and changes they want to make to help their students to make the transition.

Example: "But we struggle with that, to get them back, uhm I don't know if it's on track because maybe we should not teach that way anymore but as long as the, the exams are still in the same way we did it, sit down, you read an article, you have questions and all that stuff, uhm I feel it very hard for my students to go back to it again."

6.2 Systemic Changes

Description: The code *Systemic Changes* refers to changes that participants hope might result from the experiences during the pandemic but can only be made at a school or even country-wide level. It is also used as an organizing code for subcodes relating to specific changes that came up multiple times.

Example: "But if we think, if we think from like a school wide uhm effort, then maybe the idea of, of being more aware of what your colleagues are teaching"

6.2.1 Teacher Education

Description: The code *Teacher Education* related to aspects that participants see as essential for teachers to be taught in the future.

Example: "Yeah, and I mean, we need, I think we need more, like, digital... we need to be more flexible with digital media in general and learn about how to use them."

6.2.2 Resources and Infrastructure

Description: The code *Resources and Infrastructure* relates to improvement in technological resources and infrastructure that participants deem necessary in the future.

Example: "So the school needs to provide this uh this technology for the students."

6.2.3 Exams

Description: The code *Exams* refers to changes in student assessment that the participants would welcome in the future.

Example: "I don't know, maybe it can't uhm be put like into reality but but that we start thinking about these conservative exams. If this is really worth it or, I don't know, if there are just other methods to look what the children have learned on an individual level"

6.2.4 Asynchronous Learning

Description: The code *Asynchronous Learning* refers to ideas how the benefits of online learning might be preserved in the future by introducing an element of asynchronous learning at a school-wide level.

Example: "In my school what they are going to, to do, is that one day a week, you can chose one lesson to do on Zoom uhm The student needs to go to school uhm four days a week and one day, on the fifth day or whatever, students can chose either to come to school or to stay at home and to learn"

6.3 At Classroom Level

Description: The code *At Classroom Level* refers to changes that participants want to make in their classrooms as a result of the experiences during the pandemic. It is also used as an organizing code for subcodes relating to specific changes that came up multiple times.

Example: "Shorter lessons, more to the point and what the students should really get from the lesson."

6.3.1 Skills to Teach

Description: The code *Skills to Teach* refers to skills and competences that participants perceive as important to teach students in a post-COVID world.

Example: "Some sort of a learning unit about the endlessness of information online because you know, children are engaged in, you know, researching and going online and doing everything online and I think it's very important to teach them, you know, criticisms, how to make sure that they're finding information on, you know, save sides for them"

6.3.2 Emotional Needs

Description: The code *Emotional Needs* refers to changes participants want to make in order to fulfill their students' emotional needs when returning to the physical classroom.

Example: "I don't know how you experience it in Germany, here many kids were depressed and like really low. So the teacher had to be more sensitive and be aware of what's going on, to pay more attention"

6.3.3 Social Aspects

Description: The code *Social Aspects* refers to aspects of teacher-student relationships as well as peer relationships that participants think will have changed after the pandemic and it includes ways in which they want to encourage social interaction in the classroom.

Example: "Maybe also some indoor activities. Like we said, some breathing activities or bonding or team building because they haven't seen each other in Germany for a year? I think? So... maybe that would be nice"

6.3.4 Methods

Description: The code *Methods* refers to changes in the way participants want to teach in the future. It is also used as an organizing code for subcodes relating to specific changes that came up multiple times.

Example: "Yeah, bring it to, bring it to the real world situations as an experience in real life eh and teach eh in projects. I mean, take a project and you make the lesson around it. You take a topic and it's like, bring it to real situations in life."

6.3.4.1 Using Technology

Description: The code *Using Technology* refers to instances where participants mentioned that they want to use more technology in their classrooms in the future.

Example: "Since Covid, we have implemented the whole video thing. Flipgrid is cool. It's cool to be in touch with people from afar but we should also be able to do it in the nature."

6.3.5 Role of Teacher

Description: The code *Role of Teacher* refers to changes the participants want to make in their own behavior and qualities they want to embrace in their role as teachers.

Example: "Don't be afraid to innovate or don't be afraid to be creative. Because I feel like that since we're so set in our ways that sometimes it feels weird to do something that feels new, fresh and creative but covid kind of had us do that and to continue with that and to embrace it in the classroom."

Transcripts

Group 1 Session 3

I2: My husband just said "No problem but the house is a mess" yeah

G1: Ah, we can't see

G2: No, we can't see that

I3: Well, I2, he can start tidying up

G1: Yeah, I just wanted to say that

I2: All day, he wouldn't have tidied the house and yeah but he is a teacher as well so he was reeling today. Because I studied today so it was my day off but he he works at a school that's closed today so he was zooming today uhm and I just ...

I3: I was zooming, I was with my students in the morning, that's why I missed the lesson. I was, I couldn't uh I had to be with my students this morning so I missed the morning class

G1: Ah okay. Okay!

I3: Right, uhm, so who wants to share the, the, the form?

G1: The document

I3: The document, yeah, uhm

I2: i just want you all to know ,and I'm gonna put G1 on the spot here, that I had an English day at my school two days ago and I needed people from different countries and G1 uh volunteered to do my person from Germany so she's spoken for the entire seventh grade so 250 students uhm about Germany and about the breakfast that no one knew how to say again and they all asked what it was and then uhm they had to make sausages first thing in the morning uhm but uh and so, G1, that was fantastic, thank you so much and yeah

G1: No problem!

I2: And so, those are our seventh graders, yeah!

G2: That's awesome!

G1: Thank you, I had a good time!

I2: They did too.

G1: Yeah! It was very nice, very, very nice

I3: I'm glad uh I2 you got to do it, I remember last week

G1: Yeah. Yeah, but the students, they, they were really good in English. I was surprised, yeah. They were very very good.

I3: That's excellent! Well, I2 is an Excellent teacher, you have to...

G1: Yeah!

I2: Oh, they weren't all my students but yes, they uhm they all prepared questions and there was (??) and they filled in the forms and the questionnaires and uhm yeah it was, it was really wonderful yeah

G1: Nice experience

G2: Okay, so...

I3: Uh G2, do you wanna share? Should I share the

G2: I can try, I have never done that before but I can try, wait a second. Uhm...

I3: Share screen. Oh good! There you go, wow!

G1: Uhm...

I3: Uh, I like that picture as well

G2: (laughs) thank you! A suitcase, that's it, right?

I2: Yes!

G2: But I need to get that one... Can you see what I'm doing?

G1: Yes!

G2: No?

G1: Yes, we can see!

G2: Oh yes, pretty good!

I3: That works

G2: Okay

I2: Working!

G2: Where do we have to go, I think we have to...

I3: First one!

G2: Is first one right?

I2: Yes, yes!

G2: Okay! Fine... Group members! Uhm should I just write the, without the surnames or...?

I3: Yeah, because there are no other I3's, G2's, I2's and G1's so

G2: Okay!

I2: Well, there is another I2, I3! But it's good that you remember her

I3: Oh! (*laughs*) I didn't mean anything against her.

I2: Ah-ha, ah-ha!

I3: I don't remember which courses everyone takes, some people don't take this course and the other. Does I2 take this course? I2, does I2 Schwarz take this course?

I2: Yeah, yeah, yeah! She's here!

I3: Sure, okay!

G2: Okay, should I write Ari and who's it, Adi? Should I write them down too?

I3: Uhm yeah, maybe in parenthesis?

G1: Yeah!

I3: Maybe in parenthesis because they're not here today?

G1: Ja!

G2: Okay so, I...

I2: In, in brackets!

G1: Ja! In brackets, okay

I3: I2, please, the british way has to win!

G1: No

I2: There was uh there was an uncomfortable silence after you said parenthesis so I thought alright, let's ...

G1: Explain these (*laughs*)

I3: It's really the same thing. Okay...

G2: Okay! So next slide.

G1: No, I think we stay on that slide, or?

I3: Ja, in the open suitcase write down [anything you would]

G2: [Ah, yeah, you're right there okay]

I2: Anything that you like hm teaching durin COVID 19 pandemic uh huh to keep for the future and uh

I3: Jap!

G2: Ah, yeah but hm, I2 and I3, I think you have way more to say than G1 and I do, so would you like to start?

I2: You can put all the students on mute! (everyone laughs)

I3: Absolutely! Yeah... You don't have to wear anything else apart from do your make-up and change your t-shirt and keep wearing pyjamas

G1: Ja (laughs)

I2: Aaand you can do the laundry in between the Zoom and you can do other stuff in between zoom

I3: Yeah, comfortable clothes, I2, let me uhm yeah. Comfortable clothes and then uhm but we're not gonna be able to use it in the future. I mean we're gonna be in the classroom again which we are. In the next few days we'll probably be on zoom. But I like it that the whole classroom is there and not capsuled. Because three weeks ago we cancelled capsuling because most of Israel is vaccinated so we're back in in school classroom but I liked it that all the kids, the kids loved it that they were all together and uhm that they didn't have to capsule separated from from friends. I love all the digital aid like the zoom, the different platforms that I could use uhm I loved it, it was, it's excellent uhm for teaching uhm and I use it in class but less. You know, on zoom it's great

G1: Ja!

I3: What else? Uhm you could sleep erm I could sleep 15 minutes more in the morning, 15 minutes, that's it but it was great

G1: (laughs) most important

I3: Erm what was...

I2: What was good in the COVID is that we did have the classroom that was divided into two since then we had a class with 40 students and now we have a class of 20 or 18 students. So... I wish that would, that would've stayed but they brought it back up to entire classroom classes. In smaller classes you can see each child more, there are less invisible pupils which there tends to be when your teaching such a big class

I3: Ja! Uhm and what you liked about teaching during COVID 19 and will try to use in the future? Okay so, I would try to use that, the digital aids uhm also I kept in very close contact with my, with my pupils uhm emotionally erm supporting those you couldn't uhm I feel like I was even in, even closer than I would have been er teaching in the actual school uhm, you have to be because for weeks and weeks and weeks you could only see them online. So that's important. What about you, girls? G1 and G2? Have you? You have no... I mean you didn't, yeaah, we said you don't have any practical...

G1: No not really!

G2: Uhh, I mean I did uh my apprenticeship uhm from what was it? November until February but since the middle of december, there was uh you had to wear masks and then there was a Notbetreuung so that means that only those kids uh were or attended school whose parents had to

be working uh so it was pretty different and I personally couldn't teach anymore so I was just there to take care of them uh so it was pretty different so I can't really say anything about teaching experience unfortunately.

G1: Yeah, me neither. I would've also said that digital aids uh I like them but I can't really say anything about it

G2: Jep! Should I write anything uh down except than what I already did or is that okay?

I3: I think it's plenty. No? I2? What do you think?

I2: Yeah, it's good. I'm constantly amused that there's so much noise here but yeah it's fine! Yeah! We're good, yeah, we can continue!

G3: I2 and I3, so I teach as well and for me, I had more time to focus actually on teaching uhm in those zoom session. Did you feel the same as well? Cause when I'm in class, when I'm uh when I have there's someone here who has a problem, this person forgets their material uh teachers wanting something from you and when I'm sitting in front of my zoom meeting, I have time to just focus on the students. Did you find the same? Or did you have a different experience

I2: Do you wanna say something, I3?

I3: Uhh, I... I thought like you until I went back to school and then what happened when I went back to school, I realized that the students didn't learn anything. Uhm, they were either playing on their computers while they were with me uhm or they were just not connected, they found it so hard to concentrate on the zoom, sitting sometimes five, six, seven hours in front of a computer uhm so as a teacher I felt wow I'm getting through so much stuff cause the classes were smaller and uhm I'm being interrupted less and like you said, everyone's coming to class, they've all got their books at home and so it's much easier, no ones got the excuse that haven't got their you know their stuff with them, their books with them. But now that we've come back to school, everyone has been given tests and it's just really not what we had hoped for and we realize now, all the teachers, I have done a, I teach junior high, I3 teaches elementary school so I don't know how much you're doing but we've really seen that all the grammar that we did, all the English teachers, all the grammar in one area or the other, like, nothing uhm so for technical lessons they didn't learn anything whereas I felt like the lesson went really well because I had my slides and I had the exercises and they sent it back to me, you know, through the WhatsApp or through the mail, all the stuff that they did but at the end of the day, they didn't do anything. Their private teachers did it or their parents did it for them or their brothers and their sisters. They didn't actually do the work and so it was so hard to actually see who's actually with you and who's not with you as a teacher.

G3: Yeah, I totally understand! Did you have the feeling that you kind of maybe even lost some students?

I2: Oh yeah! Oh for sure!

G3: Even emotionally and socially, they're just gone

I2: Yes, they're gone and they haven't come back to school since

I3: Yeah, definitely! uhm With me, I did elementary, my English pupils fifth graders, uh some of them did not connect, some of them connected and uhm blackened their screen uhm some of them did not uhm listen, did not learn the material er we had, we already two exams, two tests, levelwide

tests since then after each quarantine, after each chunks of weeks at home and uhm not all of them have been there. Uhm, my personal, my home uhm we did go through the materials, we did not have any discounts uhm The ministry of education has demanded and we did uhm we tested them all and we have the grades and we have the, the, we know that in some areas they're weaker, some areas they're stronger and we have a plan how to promote the weaker ones and what to do with the mediocre ones and business as usual and... but some of the things have not been absorbed. Usually the grammar, both in Hebrew and English. Uhm because I teach this and that. It's not the same but I do agree that uhm when I had them on Zoom and when I have them now again, unfortunately, they're right in front of my eye. It's so easy for me to uh to call on someone or to see their faces because I mean they can chat with each other but I, it, you know, they're right there with their parents in the background, behavior is different and there's a big change. A lot of pluses to this Zoom thing. I mean, when, when you have the whole classroom back in in school uh other challenges, behavioral ones, especially now in spring and the hormones and

G1: (laughs)

G3: Thanks for sharing! I totally, I totally understand. I have a class of 22 students but only six girls so the rest of them are boys. So I totally understand what you are referring to and yeah, thank you for sharing!

I3: Sure!

G2: Uh, I wrote that lot's of students down into the closed suitcase? Uh because I suppose that that's a thing which is not beneficial for any teacher and also emotionally. I hope that's okay? Okay! Are there any other things? That I could, should write down?

I2: What's to forget, what would we prefer to forget? I would, well, it's pretty hard to say. I don't know if if... I don't know if we had but I'm thinking of the words wasted time.

G1: M-hm?

I2: The whole thing was a waste of time

G2: Cause they didn't learn anything?

I2: They didn't learn, I think, I think it should've been done maybe in a different way but that's like what the Ministry of Education tells us to do. So we do what we're told to do but I think it was a waste of time educational wise for the kids. We had no control over them like you do in a classroom. Like I3 said how she can see each and every one of them. We had no control! They could be looking at us but they could be playing, you know, on their phone or doing all, doing whatever. I had a kid once who recorded himself looking at the screen and taking his earphones off and trying to take his earphones and putting it back on and then putting it into the computer and having technical problems and switching his camera off and switching it back on and he wasn't even there, it was a recording. So the kids like got really clever with the whole Zoom... Just like we got better as well as we went along. At first we were like hhhh what is this? How do I share a screen, how do I do all this stuff but surely they got the hang of it as well.

G1: M-hm

I2: So uhm It was just very, very long hours as well, sitting in front of a computer. I mean, I had days from 8:30 straight sitting in front of the computer till like 3:30. Uhm so I'm uh and we're adults, you know, we can kind of handle it but for kids... it was too much in my opinion uhm and you know,

we're not even talking about back pain and neck pain and the kids as well, you know, physically we all just became, you know, got a big arse and uhm you know, went to the (???) you know, every other week. So physically it was very hard as well

I3: M-hm, the back ache! Ja, I mean, new back ache, upper back ache, for sure because of this! Uh for me it's also the interaction with my son who's much older and uhm issues with him, schooling and his emotional wellbeing while I'm home. I'm upset because he just came in with some message that he got and I have to look at it right now and I didn't even explain that I'm with Germany, I'm just in class and he knows how busy I am with jobs and with school and everything so that's.. being home while working is two things... I mean, you're home and he is virtually an adult so. Thie I would have, I mean, I would love to, to put in a suitcase an uhm go back to normal, yeah

G2: So what should I write down? Sorry, I was uh

I2: Uhm coping with distraction? Like being distracted by like home stuff as well?

G2: Yeah, yeah!

I3: Yeah, having to spit attention and be a mom and a teacher and a provider and you know, yeah

I2: You're good, I3! You got this!

I3: Yeah! And also the fact that between teachers, there's not contact! You feel kind of alone, you feel all alone, you don't see anyone during the break or, you know, that like togetherness amongst ourselves and we also needed to talk.

G1: M-hm!

I3: Uh and a lot of the, a lot of the attention was put on the kids and rightly so, I'm not saying not, however, teachers were lost as well. Teachers were, not having break-downs, but like, I can't do this and it's just so hard being so along and the loneliness of it all.

G2: Uhm our session ends in 40 seconds. Sorry to interrupt you. And really thanks for sharing! That was really informational! Uhm In case that this uh get's lost as soon as we leave, I'll just take a photo of it so that we have it.

I2: It's on the Google-form, I think it's there

G2: I hope so!

I2: Yeah!

G2: Okay!

I2: And we didn't have a siren! Wo-hoo! We're still here!

G2: Yay! And I hope you won't have any!

G1: Yes! And thank you for sharing everything!

G2: It was very nice to hear you! Stay, stay healthy

G1: Stay save!

I2: Yeah, we have our bomb-shelter, yeah, we're good!

Group 1 Session 4

G2: I guess, we're waiting.

G1: Yeah! Hello!

I2: I'm there!

G1: Hi!

G2: Hello!

I1: Hello. Hi

G1: How are you?

I1: [We're alright]

I4: [We're good]

I4: We're doing better today

I2: Hanging in there. Where's I3? Oh, she doesn't have internet. Oh no, where's I3, oh there she is, huh!

I4: Yay!

G2: Hi!

G1: Hi I3!

G2: I think I have to shut my curtains a bit

I2: No but why? Then the plants won't have any sunlight, no photosynthesis

G2: But otherwise you can't see me (laughs) Oh, it's not really better, okay.

I2: You closed the wrong one

G2: What?

I2: You closed the wrong one, the wrong blinds

G2: (laughs) no I think it's the right one but not enough. Anyways...

I2: Still good

I3: I1 were you buisy in the last few days, just say yes or no, that's all

I1: Uh (???)

I3: No comment?

I1: No comment.

I3: That's enough for me. Okay. Alright, moving on! Uh, the paper?

G1: M-hm

I3: Okay, so uhm

I4: Do we wanna just open a presentation or a word document or a google doc?

I3: Yeah! PPT or uh?

I4: Whatever

I3: Yeah let's do ppt because then you have separate slides and small sections

I2: But it's a poster, it's like one, if it has to be a poster it's just one

I3: No, we turn it into a pdf! So... whatever you want. Bottom line: whatever you want

G1: I don't care (laughs)

G2: Me neither

I3: I2, are you opening something?

I2: No (laughs)

I3: You're not?

I2: No

I3: Okay

I2: I'm here with my (???) (shows her phone)

I3: Yah, me too! With my mom

I2: Sorry, we have an app that basically says, can you see it? Hold on!

G2: Not yet!

G1: No, not really

I3: Put your finger on it and it will uhm focus, if you put your finger on it. Not so close, woman!
Farther away

I2: Oh it's because I've got the back but it says like, it gives you a, an alert when there's a missile attack so it says missile and rocket attack, missile attack, enter the protective room and wait 10 minutes but it's not near me, it's like down south. But so we keep, so we're like... yeah sorry, we will have this app uhm to tell us when we need to run. But we're good!

G1: That's good!

I2: We're good.

G1: Great!

I3: Uh okay, so uhm... I am going to just open a new ppt and we'll turn it into pdf later cause this way. Not that you guys care so just wait until I open something and uhm... share it... with you. Whatever. I like this one, I'll use this one! You'll see! Wait...

I2: The suspense is killing us, I3!

I3: I know! There it is. I don't even know what

G1: Oh!

I3: What is this? Hold on! I don't need any of these, I'll just. No, it's not good! No goog, no good!

I1: What's the language?

I3: No that's the normal uhm latin like, Lorem Ipsum is always like, you see it in forms, it stands for "here is where you put your text" so it's standard

I1: But maybe it's in romanian

I3: Very similar because- ohhh what? Okay. Because they're very close if you listened attentively in October or November uhm oh! Who opened this? Okay. Who opened this?

G1: I2!

I2: I did!

I3: I2! There you go

I2: Is that what we want? Then it's like, then we can all add to it cause on like google uhm docs

I3: Yeah but I, yeah but we want it to be different slides, yeah, good! That's what we need. Wait! Don't close it!

I2: No?

I3: Open it!

I2: (???)

I3: (???) You're gonna be the one who writes

I1: Do as she says, I2!

I2: Alright. Okay.

I3: So we said uhm post-

I2: We wanna do an emotional one

I3: Yeah, so post Corona... teaching practices, right?

G1: Jap!

I2: Covid...teaching...practices

I3: Not Covid 19? I mean I don't mind

I2: Is it gonna make you happy?

I3: Yeah, we're good.

I1: Yes, you do

I3: You don't need the hyphen and so space. Yeah good, alright, good, okay uhm you want a subtitle?

I2: No? Oh, so you want this to be like...

I3: Yeah that's the first slide, so you open another slide

I2: Alright.

I3: I4, how are you feeling?

I4: I have a terrible cold, that's why I'm quiet cause I'm all stuffed uhm

I3: But otherwise?

I4: Otherwise, we're fine. We're home, running to the, to the uhm basement in the building every time we need but we're okay, we're good!

I3: I2, what the heck?

I1: I love Pixabay

I2: I'm tryna get-

I3: Oh, there was a good Covid one!

I2: This one?

I3: Uh, either the zipper or... the one, the one with

I2: This is good!

I3: The one with the map. Yeah! I was pointing with my cursor on the one I talked about but this is good! This si great!

I2: Alright... make it bigger...jap, there you go

I3: Sehr gut?

G2: Sehr gut!

I1: Alles gut

G1: Wunderschön!

I3: Wunderschön! Unglaublich, ja!

I2: Alright, okay

I3: Und jetzt?

G1: Und jetzt?

I3: Ja?

G2: So cute!

G1: Where did you get these word from?

I3: Das weiß ich nicht! Ich weiß nicht.

I2: Nein!

I3: Nein? Alright!

G1: Great!

I3: Uhm okay, so what was that first thing? I'm going to look back at the WhatsApp, okay?

I2: Back to the WhatsApp?

G2: Applications to use in class was the first possible topic

I2: What was it?

G2: Applications to use in class

I3: Yeah! That's uh uh oh yeah!

I2: It was more like uhm emotional side, right? It was less like teach-

I3: No, she's right! The first one is applications to use in class, that was the first. Like, we can use Kahoot and Wordwall and

I2: Fun games

I1: Jigsaw puzzles

I3: If I write something hat, is that our chat? No

I2: I don't know

G1: Oh I don't know

I3: Nevermind. But you guys have the list in your WhatsApp, so

G1: Yes!

I1: It's just us! Not everybody, only the room if you write in the chat

I4: Only us, yeah!

I3: Okay

I2: What other slides do we have?

I3: We have the uhm

I1: Jigsaw, jigsaw puzzles

I3: Ed and the puzzle or whatever you call it

I2: Which one? EdPuzzle?

I3: Edpuzzle

I1: Yeah yeah EdPuzzle

I3: There's also that robot, bot, what's his name?

I4: What? Bitmoji? No

I2: No

I3: The padlet, obviously

I2: Oh padlet

I3: To share everything together

I4: Quizlet

I3: Yeah quizlet, jep... Okay... Uhm...

(they type and search in silence)

I4: Are we focussing on the emotional aspects of learning during Covid?

I3: The next one's, yeah I'm, I'm putting it in the chat, the list that like we suggested. I'm just putting it in the chat

I4: I have it

(they type silently)

G2: Perfect! Thank you, I3!

I2: Alright, I'll get the pictures up. Okay, alright, so that's just the basis. And the next one was the emotional one, right?

I3: Yeah, interpersonal communication with the pupils and their parents, keep track of emotional challenges they might have

I1: Uh I3, I3 put it in the chat so you can copy it from there. Thank you, I3!

I3: Sure thing! Oh, if you want you can delete the whole second part, like, giving more group work, yeah

G2: On a third slide, yeah!

I3: So let's give like the, the... colon and then give examples, it could be like a phone system, a phone buddy system. Right, like, I know who to call when there is an issue or whatever so phone buddy system... And then uhm the communication tree, you guys know it? Uhm I'm asking the Israelis. It's like a tree

I2: Oh yeah, one calls that one, yeah!

I3: Yeah! So each one knows uhm the teacher to the students and uhm... next! Uhm... My coteacher just wrote No way, watch the news!

I1: They just fired the, to the north

I3: We were hoping to go back to school on Sunday

I2: Nooo, let's be optimistic! Let's say on Zoom... uhm contact with the school uhm counselors, no?

I3: Yes uhm yeah, there's usually a counselor, school counselors and psychologist yeah... And uhm we have something called uhm every two weeks, every week it used to be but every two weeks we give the kids a paper. On it, it says, at the top of the paper it say how are you doing? Literally says how are you doing. Each child fills out the paper, folds it and gives it to the teacher. It's called how are you doing? So this is the personal way in which a student, pupil can tell the teacher how they are, nobody sees it, it's confidential. No parents lay their eyes on it, so

G1: Okay, that's good!

G2: That's a cute system, yeah!

I3: It's lovely. I have all of them. At the end of the year, I'm giving it to them in a nice folder with my remarks. Uhm... so it should be a, let's say biweekly, could be monthly, it doesn't matter, I mean but we should state a period, yeah. I2, let's open a school together!

I2: (laughs)

I3: Alright, what else? Any suggestions, people? Four is not a good number, five is good so let's think of a fifth one... Uh good! (Anit-bullying) Programm! Yeah okay.

I2: Cause they're all online, they're all, I don't know

I3: Ja, ja, their lives are digital, yes

I2: Oh I1, get off the phone again!

I3: He's gonna go

I2: He's got us on mute! Look at that, he's put us on mute

I3: Yeah, well

G2: I can stop that (laughs)

I3: If it has to do with the, what's happened

I2: Oh he's not doing Corona stuff, there's only like two Coronas here, I think

I3: No! If it has to do with the news then he's gone, he's gonna go. Alright! Let's do the next slide!

I4: I just want to add that if you're putting the anit-bullying which should be there, it's very important, I would also add uhm like some sort of a learning unit about the endlessness of information online because you know, children are engaged in, you know, researching and going online and doing everything online and I think it's very important to teach them, you know, criticisms, how to make sure that they're finding information on, you know, save sides for them

G2: That's a good point!

I3: What's true and what's false!

I4: And also about the limitations of communication uhm with online media, just like rel4ng a WhatsApp message as grown ups, you know, we're much more equipped to dealing with, you know, rel4ng some sort of transcript and you know I hope we interpret it correctly but children can really uhm interpret just like ordinary WhatsApp messages in different ways and it's important to, you know, it's important to just recognize the limitations of such , ofthis kind of communication

I3: They are very concrete, very literal until age eight, nine. And only then can they start to understand hidden meanings and sarcasm or... so how do you understand sarcasm when it's used online? Like the mimic, the facial uh expressions, you don't have the voice. You have syntax, you have, you have, like... somebody says... I don't know. The teach- I3 has, I3s hair is naturally blonde and someone writes "Yeah, right" so small kids would not understand this is a tease, they would think, yes! That's right! And around age eight, nine, around that age they can start to understand hidden messages and so it could be choice of words... And it's not naturally blonde, obviously. Alright, what's the title?

(someone types "Group/Peer Work")

I3: Yeah! Versus frontal... teaching. So we prefer that and not too much uhm face time with the teacher. Just to promote work eh to promote good work habits, cooperational work habits because that's the future. I feel, I'm talking too much so uhm

I4: No, no I3, you're doing great!

G2: You're doing brilliant!

I4: You're le14ng us!

I3: M-hm.

I4: I feel that for me, this is the, this is like the main uhm I would like to convey if talking about anything important needed uh post Corona or during the pandemic, it's really uhm cause it's not just about the 21st century skills of teamwork, it's, it's more about uhm just like trying to prevent loneliness from all these children in all these v11ous ages uhm

I3: You're forcing them to socialize, for us it was natural and we're allowing them to do just that. Even the shy ones, you get the ones who feel awkward or embarrassed or whatever, they have to cooperate in small groups, it's easier for them. We facilitate their wellbeing, I think.

(someone types "teacher is available as facilitator/mentor")

I3: Yeah

I4: By the way, teamwork and when it's not frontal teaching gives them a lot uh of the time to have fun, you know, to make jokes, just to have childish fun and make fun of what they're doing and I would love to go into the break out rooms and see everyone laughing

I2: Yeah!

I3: Okay, what's next? Uhm... okay let's think uhm again of the assignment. We need to think about uh ways of like new teaching, not methods, but the new teaching of post crisis. So we dealt with the emotional, kind of, practical aspect of using apps cause these guys live online and the social aspect of getting to work together. What else do we need?

I2: Uhm I would say here that they would need as well (???). How do you say (???)?

I4: Rehab, rehabilitation

I2: Rehab from online games

I4: Any screens, yeah!

I2: Screen time

I2: Did you see what I sent in the, in the group? With the kids?

I3: Yeah! That was funny!

I2: Wait, G2 and G1, you haven't seen this but this what Zoom is like, okay? Hold on! This is what Zoom is like. Alright, check it out! Here we go

I3: Share computer sounds!

I2: Hold on... hold on. Alright, this is what Zoom is like for us.

Teacher in Video: Okay class, has anyone got an answer to question two? Anyone? Okay so if no one wants to answer, I'm gonna just pick on someone. Okay. Antonio? Antonio? ANTONIO!

Student in video: Yes?

Teacher in video: Where were you?

Student in video: Uhm I was here the whole time, my Wifi was lagging

Teacher in video: Okay then, what's the answer to number two?

Student in video: Uhm 36?

Teacher in video: Antonio, this is English!

Student in video: Oh! (closes his laptop)

G2: (laughs) that's good!

I2: And true!

I3: That as well, it's so true! They're just so not with us but yeah! Uhm

G2: I mean you partially see it also in the uh the university seminars that students or uh yeah they don't want to talk. Uh sometimes in group work, there's just silence.

I2: M-hm

I3: Yeah, this is true for older kids. I mean I2 teaches middle school. Right, I2? So that's, these are your kids. My kids are eight and nine so... cuter and a bit more cooperative and they look different when they not, they don't cooperate. But this is teenagers, this is I2s field.

I2: Cause they have, cause your kids have the parents in the background. So they're kind of like ohh, they know the parents are listening to what you're doing as well, I3. And the teenagers are just stuck in their room, the parents don't even know what they're doing and they're just somewhere else but yeah!

G1: I can imagine!

I3: Uhm should we add a last slide about getting them outside together? Let's do that?

Ms Topaz: Are you guys ready?

I3: Last slide!

I2: Outside the school, like freetime? Or outside the building?

I3: Outside school!

Ms Topaz: Do you need more time?

I2: (typing) Extra...

I3: We need five minutes! Five minutes

Ms Topaz: Five minutes, okay!

I3: Activities that we organize! That we make them.

I2: So it's compulsory?

I3: Class! Outside class! It is compulsory that you get out of your house and move yourself before we begin Zoom. Scavenger hunts and then classes and uhm uhm go get like, science class. Go get two plants uhm but you know, move everything outside. As much as we can. Hold classes outside, outdoors uhm yeah treasure hunt, yeah!

G2: Oh you have two T's

I2: That's what we do! Being generous

I3: uhm, I mean, even literature, doesn't matter, you can sit in a circle and read, you can do scientific, you can do experiments outside. I, anything that has to do with nature, you now!

G2: Or paint outside!

I3: Uh yeah! Oh yeah! Yes! Yes! Absolutely just sit down and and paint. Uhm...yeah. Creativity!

I2: (???) How do you say (???)? Frustration!

I3: Frustrations, yeah! Unleash your creativity! Free form uhm yeah

G1: M-hm!

I3: In nature? Maybe? No?

I2: Okay, then!

I3: Okay... we have time to add pictures if you want.

G2: Yes!

I2: Yeah, we're gonna have pictures

I3: Yeah, let's do that! It'll make it perfect.

G2: Uh and then you wanted to convert it into a pdf or what was the plan?

I3: Uhm yeah! If we need to hand it in, I think a pdf is perfect.

G2: Okay!

I3: Once it's all colorful and professional like... Are you looking for nature?

I2: Here we go, the class outside with the snow! More like German than Israel but

I3: Oh sure, sure I'd love to be there now! Oh yeah!

I2: Oh, this is nice!

I3: This is so cute!

G2: That's really pretty!

I3: Oh, it's perfect! I2, how did you do-

G2: I'd love to have that much snow again! What di you say?

I3: I2, I'm surprised you have a Hebrew operating system! I2?

I2: Yeah, me too! Uhm it's actually my kids' computer

I3: Ah okay, nevermind.

I2: But then Covid started and I needed the computer so I just took it from then.

I3: Of course! It's a hierarchy

I2: Exactly! Okay, so we have this group/peer work versus frontal teaching so what picture should we put here?

I3: Kids together! Just a bunch of kids together.

I2: Oh no, we dont'want this! children...

I3: Yeah! Uhm you won't find any- Why don't you chose just pictures like you did with the nature, no? You know what I mean? Like photos, yeah.

I2: Oh this is nice with the hands!

I3: Yeah!

G2: Or the one with the sunset!

I2: Which one?

I3: Ah! But they're too

G2: The one on the left side?

I3: Yeah, they're too small.

I2: But this one?

I3: They're tiny! We need uhm

G1: More children, or?

I3: Yeah!

G2: Yeah that's true!

I3: Aww, the baby in the - the hand look good!

G2: What about the hands?

I3: Yeah, the hands look great!

I4: Yeah this one!

G2: No!

I3: No, yeah this! This one!

G2: How can you tell the difference between your letter? To me, it just looks the same (laughs)

I2: I don't read Hebrew, I just know where it is so I know what I have to click on it, I barely, I barely read Hebrew. Alright!

G2: Oh okay!

I3: That's why I asked her why her operating system was in Hebrew cause we're all like deep into English. (say something in Hebrew)

I2: Here we go.

I3: I just toled her that is was beautiful

I2: You just had a go at me, why are you changing it, it was really nice!

I3: That's what I think!

G1: Sounded like it!

I2: Alright, here we go, interpersonal communication. Oh no, not that one again! Uhm

I3: Okay so we need teenagers talking. Okay... I don't see a lot of kids talking. What is this? I2? We need kids talking. Uh okay uhm what about the kids at the table?

I2: What about this one?

I3: No, I mean he has a beard

I2: Most of my eighth graders have beards, darling, you're just in elementary school

I3: Yeah, yeah, no I have two boys, they're all above eighth grade, yeah. Why aren't there- oh They're very old.

G1: Yeah!

I3: Look at the muscles on him

I2: Yeah but he looks lovely.

I3: Thank you, I2! Yes! Yes, indeed my darling, yes! Maybe uh just write something else uhm like teenagers, just write teenager, let's see what comes up

I2: Oh no, they're closing the room! Alright I'll

I3: Teenagers...what about the kids at the desk? With uh... or the girls walking together?

I2: This one? This one?

I3: Okay, this is okay, yes, yes, yes! Great, yes, yes! You can switch the picture to be in the background and then if you don't care about the writing but nevermind, no. Nevermind, nevermind

I2: No, tell me!

I3: No, no (speaks in Hebrew)

I1: It should be order, right click, order

I2: Right click?

I1: Order

I2: Oh order, send backwards?

I3: Yeah but the one that I mean, there's a top click. Okay and now if you change the font to white, everything is visible

G1: Yes, perfect!

G2: Looks good!

I3: It's not good because of their hair (speaks in Hebrew) Ah, there's a problem with the girl with the white shirt so just make the picture smaller. God, I talk too much!

G2: (laughs) It's okay! Since the sessions are closing in a few seconds, minutes, I don't know, I wanted to say that it was wonderful with you guys

I3: Ditto! It was very nice to - wait we have one more slide to add a picture to and now I realized it's being recorded

I2: Alright, I'll do it once we're offline and then uhm

I3: Here we go! This is good!

G1: That's good, perfect!

G2: That's good, yes! (laughs) Those faces!

I3: It's amazing!

G2: Thanks for doing it, I2! Adn thanks for talking, I3! (laughs)

I3: That means you guys have to present it

G2: Oh no! (laughs)

I2: Yah, oh yes!

I3: G1 and G2, yes, be prepared!

I2: Alright,so I have sent you guys the link to the form in our chat uhm so

I3: You can save it as, you can like file save as pdf, I think, and then...

G2: And then just send it to the WhatsApp group or...

I3: Ah you know what? I think I need to do it, I think we need to do it on a computer. To take what you have sent us and then I got to my computer, I download it

I2: Ah here we go, download, dowload pdf. Here we go, there we go

G2: Digital competence!

I2: Can you see the pdf?

G2: Yes!

I2: Alright!

I3: It's very nice! Wait, you need to write our names! Don't you have to write our names? As presenters?

G2: I don't know. I don't, I don't think so because we uh like on our Moodle page we download it er no we upload it uh

G1: separately

G2: Yes!

I3: Okay

I2: Alright!

G1: Oh no!

I3: We're gonna go!

G2: We can stay in touch.

I3: I've been trying to tell you, I, I, was, I had this three weeks or whatever excursion in Germany and in Bavaria eh Bavaria, little cities in the south of Germany, I was there when I was 18. Do you know those beautiful like 12th century tiny, tiny towns? Ancient towns? How do you call the southern area in Bavaria?

G2: Mh-mh

I3: Romantik Straße area?

G2: I don't know

G1: No idea!

I3: Anyways, I had a beautiful time there, it was amazing! It was like a postcard. I've been meaning to tell you for like a month! I was so serene and swans and everything was so beautiful! Anyway

G2: Okay, bye guys!

Group 2 Session 3

I6: Or we have to, I guess, to say the positives and negatives and someone- is it, I'm actually not at the computer. Is someone at the computer to write it down? Or do we not have to write it down?

G5: I can, I can write it down

I6: Okay! I'm sorry, I'm not uh

G5: No problem!

I6: I can write it but then you can't see me

G4: Thank you! I was just gonna say that some of the effects on the language teaching or teaching in general would be that, maybe it's something positive too? But also can be negative, you have to teach yourself new skills, new ways to reach out to the kids. Maybe you gotta buy new equipment like do you know those, like, I don't know how to call them. They are holding your phone or your camera so you can write on it or pin something for them or I5w them mathematics or something. You know what I'm talking about?

I5: M-mh.

G4: Uhm, just some different type of equipments like usually you'd be in class, you would write on the black board. But you can't do this now, you gotta have a good camera, you need a setting that can portray you well so everybody can see everything properly. And you cannot, like, hold a camera, it's moving and nobody can really see anything so maybe you have to buy new equipment. Teachers have new skills which can also be a good thing uhm I think we are lucky, our generation knows much more about computers and things like this uhm so definitely that. Yeah, you gotta get used to it and change our ways of teaching. And be more flexible, much more flexible so uhm I heard that you also have to do a survival kit? Did your teacher call it that way? Uhm our teacher called it a survival kit, for example if you have to jump in for a teacher, maybe he has fallen sick and you have to teach his class for an hour or two. So that you have something which uhm you always got with you and you are prepared to , to make some kind of games or something.

I5: H-mh

G4: So you could compare it a little bit like this, like, I don't know what's gonna be tomorrow, will be have a presence lesson, will we be in school or will I be at home, so you just gotta be prepared for everything and be always ready with different materials and different skills and tasks, yeah.

I7: I'm gonna share something in the chat and you can copy from the chat to the document, Lizzy. One of my tasks in the first semester, I wrote something about it. It's about uhm advantages, benefits and disadvantages of uhm this eh the new digital era because of the world pandemic and how a teacher always needs to keep updated in order to maintain her students engaged and fully participate. There's also a difference between uhm uhm I forgot that word... two different types of participants, active versus passive, meaning even if a student has his camera off most of the time it doesn't mean he's not participating, it just means he has a different learning style. And he prefers not to see himself on the screen because he has social issues or he doesn't feel goos that day or he has pimples or something like that. So that's also an issue I'm investigating for one of my courses.

I6: M-hm, makes total sense.

(silence)

I7: I'm not taking the (??) off because I'm afraid the siren will catch me in the street

I6: Well, they said, they run at six o'clock, right?

I7: Yeah and uhm til now they did uh keep their promises

I6: At least they're reliable. You gotta give them that.

I7: Yeah! Reliability

I6: They said, they're gonna attack last time at nine, they did. I think it was actually 8:45 but, you know, they stick to their plans

I7: Yeah!

I6: I hope this will end soon!

I5: Uhm I remember in the beginning of the Corona pandemic I was teaching in another school and because the teachers were force to uh send online uhm tasks uhm while, you know, we were not yet teaching so much by Zoom but we were sending like online tasks like that are asynchronous, like, they don't have to do it in real time and we noticed that some students who would struggle to I5w up to school, like a lot of our students were like uhm like at risk and, you know, a lot of them didn't want, didn't really I5w up to school before the pandemic but then during the pandemic we realized that a good part of them started to do the work from home. And so it became clear, or you know, we didn't know uhm that, that some students who don't some, it's not that they're not interested in sch-in learning or in the schoolwork itself. They probably have these other reasons that they don't I5w up in school so we actually, like, I guess in some way it gave us a better picture of some of those students, like, maybe we were judging them for not wanting to learn or study but actually it maybe was all these other factors of maybe feeling bullied or maybe feeling, like, lonely in school or maybe feeling uhm yeah social anxiety or whatever, you know, whatever school makes them feel but the learning itself, they were willing to do. So that's kind of positive, I guess, like, I think depending on how the teacher uh plans to shift their way of teaching, they can make learning happen not only uhm in the classroom but also outside, like out in the homes, especially for those who have like trouble maintaining their motivation to keep I5wing up to school every day, so I don't know what that would be, it's like, yeah, uh I don't know what the key, you know, how to summarize that but...

G4: That's very interesting

I5: Yeah, uhm I'll put mix learning the, the electronic

G4: Maybe just that some students prefer to study at home, study from home to ging to school

I5: Yeah!

G4: And uhm are yo done with what you wanted to say?

I5: Yeah, yeah, yeah!

G4: Okay, so that's definitely very interesting and the other way around, like, some kids, they really don't like it to study at home. Me for example, I prefer the online semester much because I can focus much better. For me any small noise it distracting me and when I'm tired, like, I could take a nap or I

could just do it to hours later and I can do it in my own time when I'm ready, when I'm able to focus so I also prefer that very much and I have seen myself getting better grades and also just really being so much easier for me but the other way around, like I told you I work with uh handicapped children and at the moment I'm taking care of a girl with autism, she's 11. And so they don't have school anymore and she doesn't have many friends and for her, especially with autism, it's ver difficult uhm with social interactions and keeping friend and even winning friends so for her it was very important to got to school and she was always so happy to see her friends and she loved to go to school and now she doesn't have any contact to any other kids. Her father is very strict about the Corona rules and very aware so she can't go outside and play with the kids. So I wanted to say that if we make uhm online lessons, then maybe we I5uld focus also on giving the kids much time and chance to interact with each other like we do it right now in a breakout room or do activities together, just get that interaction going. Have this contact at least in the internet, if you can't have it in real life, could be an important point also

I6: It's very hard, it's very hard right now for kids with special needs!

G4: Ja! For all kids but I gues especially... Maybe some of us are just happy we have our peace at home sometimes but others are there missing their friends, missing the interaction very much, yeah.

I5: Yeah, I wonder if the teachers in Israel, when they're on Zoom, they, they, like, create Zoom sessions just for hanging out for the, between the students, do they do that? Or have they done that?

I7: Well, sometimes if Ronny, uh I guess not hanging out but sometimes Ronny if she sees, my house teacher, if uhm the children are, you know, not engaged or tired from the prior lesson or it's the first lesson of the day, then she still meets her objectives but she does it in a, you know, in a fun way, in a different way. Make them more participate and talk about the topic in a different way rather than just uh to uhm stick to the course book. But Ronnys students is like nothing I've ever seen before. Most of them are very, you call them (???), very gifted, they're very brilliant and they speak English very well and she lets them do most of the work in uh presentations and slides and they do like amazing work

I5: Mh! Which school?

I7: (???)

G4: Out time is over? Did you see it?A few seconds

I7: Oh, okay

Group 2 Session 4

G5: Okay so now we're recording, yeah, it's recording. And I can share my screen so that you can see what we're gonna do. Uhm mh mh

I7: So I can eat while it's recording?

G5: Yeah, I think the sound is more important. Yeah. Okay...

I8: What can we learn from the Covid 19 pandemic

G5: It's meant, considering digital tools like Kahoot or the padlet or even Zoom meetings, is there any advantage we want to use in the post Covid era? This is the basic question

G4: Should we uhm answer the question separately?

I7: I told you, I have like a full paper on it

G5: A full paper?

I7: You know, like two pages if you wanna use it

G5: Yeah we can, just G4, what was your question? If we can work on the uh what do you mean with different questions? I think this is the basic question, isn't it?

G4: Uhm we have two questions, like, on one hand what can we learn from the Covid 19 pandemic and then like how does that influence our teaching?

I8: Yes, exactly! I, I was thinking, I thought we must come up with a few uhm hoe do you say, I7, (???)?

I7: Erm...

G5: Hey Beverly!

T1: Hi guys!

I7: Like regulations? Regulations is what you mean?

I8: Beverly what would be the uh have you left, Beverly?

G5: She's here

T1: No, I'm here!

I8: Ah so what would be the...

I7: Principles! Principles

I8: Oh the principles, principles. What are the principles of teaching post Corona era, right?

T1: M-mh!

I8: Okay! Ehm so I, I can add a few as well if you uh, I7 do you have the list in front of you?

I7: What list? What are you talking about?

I8: You, you said you have a list of like uh

I7: Yeah I have a few things that I wrote before in a paper.

I8: Ah okay!

I7: Hold on!

G5: I will write

G4: G5, are you writing? Or should I?

G5: I can do it!

G4: Thank you!

I8: Yeah, thank you!

I7: Do you want me to, to copy it to the chat so I'd be easier for you?

G5: Maybe you can summarize or paraphrase some important things?

G4: Cause we should keep the presentation brief

I7: How many pages?

G4: He just said uh a brief presentation

I7: Okay! One second!

I8: I have one principle to add if you would like

G5: M-hm? Go for it, perfect!

I8: So I would say that the one principle is balance between ehm balance between personal, personal attention to a specific student rather than like talking to everyone through the Zoom. Because usually in the Zoom it's very hard to... to see everyone, I don't mean see physically but like see on an emotional level. So I think it would be better if like uhm once, you know, if, if these studies uh carry on going, carry on on Zoom, I think maybe balance between being one on one with the student and like seeing everyone together.

G5: Alright! This is interesting because I always thought if I see all the students on one big screen, I do not have this quality of going near one student but you think that's an advantage, not a disadvantage, right?

I8: Ehm , no! I, I actually think it's a disadvantage... right? Because you said that you see it as an advantage?

G5: No! (laughs) This is confusing! I think it's a disadvantage to not be able to go close to one student via Zoom

I8: Exactly! Exactly

G5: This is all, yeah so, I think we meant the same.

I8: Ah, we meant the same thing, okay.

G5: Yeah, okay, so uhm the closeness or the close relationships are kind of, yeah, distorted via Zoom, via digital tools, right? So I'll write it down.

I8: Right, but I think, but I think besides presenting the problem, we need to kind of suggest what would be, what, how to solve this type of problem

G5: You mean if we continue using Zoom meetings for example?

I8: Exactly!

G5: Yeah! Maybe, would a solution be, sorry, I'm talking all the time, just one idea. Would a solution be to split up into smaller groups where the teacher is only responsible for three or even two students but we have to yeah and share the time, it's kind of difficult but that could be an alternative.

I7: I also call a student at the, I'll also call uhm different students at uhm the end of uh each lesson and have a private talk and ask them how they felt after that lesson

I8: And maybe have more breakout rooms amongst, with the students amongst themselves.

G5: M-hm, that's right!

I8: I apologize if you're hearing this in the background

G5: Yeah, no problem!

I7: Yeah, I8, it's kind of uhm

I8: I'll mute myself.

G5: Yeah, sorry! If you have something to write, please write it down, yeah. I just have a hard time finding the right words to summarize this?

I7: Close relation to the pupils or students?

G5: M-hm. Just, maybe it's just the feeling, the feeling of a close relation that is more apparent in classes, in presence classes

G4: Uhm, I'm not quite happy with the second headline, uhm what can we take in for the future of teaching English as a foreign language. How exactly did you say that again, I8? And your teacher about principles?

I8: Yes, I think it was more...

G4: He's frozen

I8: or principles for teaching...

G4: I can't hear you, I8

I8: Oh, I just, I just said it would be principles for teaching post Corona era

G4: M-hm or teaching in post Corona era, or?

I8: Yes!

I7: I've added a few thing in the chat if you wanna copy from them

G4: (???)

I7: Why, I8, (???)

G5: Well, I think, what's meant with principles, yeah principles and also activities. I think

I8: Lot's of noise here, sorry!

G5: Yes, that's not problem, I8! It's alright!

I7: It's so funny that we hear the imam now speaking!

G5: M-hm, yes! This is intercultural learning, wooh! Uhm what I thought or what mister uhm mister Schwab told us is also if there are uhm things like platforms like Kahoot or the padlet or Google Docs or even Zoom itself the we find advant- advantageous and are gonna use it in the post Corona era and I thought this is actually a great opportunity to do intercultural learning uhm itself when we connect our students to students from abroad! From international countries, other continents, I think this is great to do projects, maybe? And yeah to think to globally or interculturally think about what do we wish for for the future, what can be done better in the world, how can we save the environment, just connect culturally...

I7: To connect and uh think of uh like grouping for projects like you said, global, global issues. We used one of our technology courses uh Flipgrid, we also did it with a foreign country. I don't recall if it's another country from Germany or United States, I'm not- I don't remember but we uhm recorded videos

I8: Yes, I7, it was from, it was from the United States

I7: United States

I8: So there was another class and we had to kind of correspond with the, each student and write on their Flipgrid

I7: And also record a video on Flipgrid

I8: Ahhh, right! That is correct.

G5: I don't know Flipgrid, that's new for me. Can you define it?

I7: [It's]

I8: [So], just in general, I'm sorry for interrupting, I7! I think just in general we have a specific course, I don't know if it's been a course that is taking, that has been taken for many years but right now it's like a technological course on how to add in all types of technologies and different types of apps into the lesson. So besides Flipgrid, there's like a whole list of, you know, all these websites that are good to, where you can embed, you can embed video clips and you can embed pictures and photography into the lesson

I7: It's, they are used to motivate and engage the students to fully participate during the lesson and because sometimes a uhm a regular Zoom, just talking to them and using the whiteboard, yo know, you can lose their level of participation

G5: That's right!

I7: So it's, it's, it's uhm basically to maintain uhm uhm engagement and participation

G5: And this kind of fits to the, the sentence right here: one of the major challenges is to preserve discipline, participation and maintain the students engagement during the lesson. So this is kind of a fitting thing here, right?

I8: Right, definitely! That could be a good idea!

G5: Alright!

G4: Should we always give some examples how we could do that?

G5: I think that's a good idea! I don't know if we have to?

I8: You mean like give examples of the actual apps and the actual websites?

G4: For example, yeah!

I8: So we have Neo eh Newpad, Neopod? I think, right I7?

G5: I don't know how to spell that! Neopad, like this? No?

I8: Ah, wait a second, wait a second and I'll tell you. Yes uhm so it's N E A R P O D

G5: N E A R, sorry, N E A R?

I8: N E A R P O D

G5: Ah okay! Nearpod, okay!

I8: Right! And then you've got Padlet which is P A D L E T

G5: That I know! Yeah, thanks!

I8: Okay and then you got, then you've got Flipgrid which is F L I P G R I D

G5: Right, yeah!

I8: And I think you also have Bitmoji

G5: I don't know that, please spell it?

I8: Eh B I T M O J I

G5: Okay! Bitmoji! Oh I actually looked that up, it's interesting, I didn't know that! Okay, perfect!

I8: There's a whole, so there's a whole list. I don't know if I7 might be able to send you ehm I7, do you maybe have the list on your desktop?... Oh well...

G5: For examples, I'd say that's quite good! It's various

I7: Eh, she sent it us to, via uhm sheets, right?

I8: Yeah, I think so, I'm also looking for it at the moment so that we have many more other uhm examples. Uhm, I7? Bababababa-ba Well, I don't have it at the moment. Well...

G4: Are you not talking about Bitmoji, like the emojis in WhatsApp? Right?

I7: Oh, I have it! I have it!

G4: That's good!

I8: Ah there okay!

I7: But how can I share it from Docs? I really don't know

I8: So I think it's just a matter of copy and pasting... the content. I put you to work, huh I7?

I7: Yeah!

I8: Well, anyway, besides all those examples, cause they're many, we're like learning about ten or twenty different uh websites eh but I think the whole idea is to embed many technological ehm embed into the lesson many technological eh options, technological tools!

G5: Yeah and it's so hard because not every student has the means or a computer, a laptop or even good uhm yeah connection to the internet so this

I8: Uh-huh, that's correct!

G5: Yeah so we need

I7: I have noticed that uhm bad connection is mostly an excuse for them not to participate or open their cameras

G5: Yeah that can also be or yeah, yes, yes

I7: I added another thing

G5: M-hm!

I7: It's in chat, if you wanna use it or not, I don't know.

I8: Ah! (???) I think we've got an essential, oh is this the link from... wait... oh maybe from the spreadsheets, I7, maybe you can put the sp- the link

I7: I, I, I don't know how to do it, I8, it's in my phone, in my Google Docs and uh it doesn't let us share

I8: Ah okay.

I7: Wait, let me see if I can...

I8: No, no it's okay, it's okay! Nevermind!

G5: Oh, I7, yeah you wrote something about the connection to the parents and how they handle the online arrangements of their students. Is that right? I'm just reading

I7: Uhm uhm it's a precursor to preserve discipline and in order to do that you need to like create an informative policy or document, okay, and it says specifically the details uhm the guidelines and the teachers expectations. And this document should be uhm shared at the beginning of the school year with the parents as well, not just the students. So both students and uhm and parents will know what is expected from them uhm behavior uhm and learning-wise, like discipline, etiquette, Zoom etiquette

G5: Alright! Zoom etiquette, yeah!

I8: I'm trying to think, when they say post Corona, do they mean that things will carry on looking like, like things will carry on being digital? Or classrooms will... will, will go back to being normal classrooms?

G5: I think, i, I understood it like, if the time comes when classrooms look like normal, old day classrooms again, which digital tools will we still use? Even if we can go back to the presence, yeah

G4: And what did we learn during the pandemic ?

I8: Ah!

G5: What do you mean like

I8: Well, in that case, in that case, I would, this is more general, this is regardless of ehm the actual material being studied but I think giving school principals more, more eh power, more legitimacy to, to make decisions. I don't know how it is like in Germany but in Israel the ministry of education has a very large ehm ehm like, they, they don't allow principals to make many, like the decisions are mainly made by the ministry of education

G5: I guess in Germany, G4 correct me if I'm wrong, the directors, no is it director? The head, head, headmasters

G4: Principal?

I8: Headmasters , principal, yeah!

G5: They can decide a lot. They can decide a lot uhm so... if you said that your headmasters are not that, they're not free at, absolutely but they can decide on a lot of things. So I heard about schools uh who also did the, did Zoom meetings a lot before Corona and just used it and uhm yeah I think you have possibilities

I8: Yeah, but this is for example, I think, a difference uhm a large difference between Germany and Israel and therefore... I just think, I'll give you an example: there was one school, as you said, uhm I think it was you, Lisa, that ehm that that there is no means, there is no technological means at the school and therefore there's not... there is no way for students to be able to to join Zoom because he doesn't have the means

G5: Yeah, this is a problem

I8: And this type of principal, right so this principal, this headmaster might say, okay, if the, if the students can't afford buying laptops or anything, we should try and find a solution like allowing the students to come and use the schools computers

G5: Yes, yeah! Or just gather money and do projects where you gather money to provide your students with this, yeah! And you think, or you say uh in Israel that's not really happening or possible?

I7: No,no,no,no,no, it's happening, it's happening, wait, wait, wait! Most of the young people have computers, laptops and smartphones, most advanced iPhones. Even in the young ages in Israel, most of them. If they are like lower economi- uhm uhm populations, like in certain cities, the uh the city hall provides them, either the school or the city hall provides them. There is no way that this past year, the Zoom era, that there were students left home not learning in front either a computer or a smartphone. They, they, they either buy them or they either lend them, there's no way!

G5: Yeah great! That's a great backup! That sounds rather good.

I7: And as i said uhm people uh uh my nieces are in kindergarten and they have smartphones, you know, this is, this is the way, this is our culture here, everybody has something.

G5: Yeah our generation is pretty much technologized. Is this a word? You know what I mean?

I7: Yeah! I actually prefer to teach on Zoom, uh I only taught face to face when I was a student in law school and I was doing some work for my scholarship. But uhm this past year, my practicum was uhm on Zoom, I need to go back like in a week or two to teach face to face which would be the first time for me. I love Zoom, I can sit however I want uhm I think uhm it's more engaging. Even though sometimes you lose them, but I think there are more fun uhm ways and activities to implement teaching in a different context. So I don't know, I love it, I feel like I ,I ,I ,you know, I,I 'd be better teaching a lesson via Zoom rather than I need to plan in two weeks a lesson and I have no idea how I'm going to, you now, present myself.

G5: M-mh! That's really interesting! Okay... Uh what I also thought would be a great alternative for uhm the... rather alone kind of homework would be to get the, to get uhm a link for a Google Docs for the students that they can see what others are doing, what other are working on and

I8: Ah! Share the...

G5: Like we doo right now

I8: Share their uh mh-hm

G5: So share a platform where they can yeah work together and not only on their own

G4: I just put that on the next slide, if you can check?

G5: Alright...

G4: Not forgetting that learning is social, we learn from other and with other even if at a distance

I8: M-hm

I7: I eh, I have added another issue... the issue that uhm the teacher need to, you now, loosen up uh from her control and also let uhm give freedom to the students

G4: Sorry, I didnt't get you?

I7: Oh, I said, I just added another comment to the chat

G4: Ah!

I7: Talking about uhm the teacher uhm you know uhm to let go of her self control and to allow the students uh freedom, moments of truth and free speech

G5: M-hm

I7: Like, to shift the lesson and to, to still meet your objective but to do it like in a different way, not necessarily according to your lesson plan

G4: So, be flexible

I7: Yes, very

G5: Oh yes, you have to be! Okay, G4, you wrote that sentence with ensuring success etcetera, that's yours, right?

G4: Jep!

G5: Okay...

G4: You can change it anyhow you like to and we have to uhm include some of the things I7 put into the chat. Should I copy it?

G5: Yeah, that would be good!

G4: Into the slides for now and then we can make it a bit shorter?

(typing silently)

G4: I7, maybe the things uhm are you, did you also the presentation?

I7: No, I didn't

G4: No? Maybe, if you can click on the link that I posted into the chat?

I7: Okay.

G4: And I did copy your uhm your text inside, so you know more than us what you exactly mean with those principles, maybe you can help us to make them a little bit shorter

I7: Okay

G4: That would be nice.

I7: Which slide did you add them to?

G4: Uhm the forth slide

I7: The fourth one, okay

(typing silently)

G4: We are actually getting a grade for that presentation, is it the same for you?

I8: Ehm I think so, right, I7?

I7: M-hm! I7 is chocking, one second!

G4: Oh, oh sorry! Take care!

I8: Oh man! I7, don't choke!

I7: Uhh my goodness, I'm sorry, what did you ask?

I8: We, we asked if you're okay, if you're feeling fine

I7: I'm fine, I'm fine!

G4: And if you are also getting a grade for this little presentation

I7: A grade?

G4: M-hm

I7: I think so, yes! Cause I did see a rubric, I8?

I8: Yeah, yeah, yeah! I know we

I7: To upload assignments

I8: Right so we're gonna be getting a grade as well

I7: Yeah, okay I'm working on it!

I8: I think, were we told that we have half an hour to like work on this and then present?

G4: We have five more minutes! Or no? Should we, I don't know, maybe we already have to go back to the-?

G5: But they would call us back, wouldn't they?

I8: Exactly!

G4: Oh that can be any moment!

I8: Let's plan, they just throw us back into the pool of, of, of uh Zoom conversations

G4: Then we should finish up very quickly!

G5: Yes, yeah, we have some good points!

G4: uhm let me have with slide 3 to make it all look a little bit more uh einheitlich? G5?

G5: Eh, uhm aesthetically pleasing?

G5: i don't , I'm not quite sure if, I just read the first paragraph, if this is fitting to the questions we were asked, so what are we gonna learn or did we learn uhm from our now used digital tools?

G4: Uhm which slide are you on?

G5: Uhm it's the fourth slide

G4: I think I7 is working on it at the moment

I7: Yes, I'm working on formating

G5: But do you think?

G4: Yeah, I also think that we should focus more on what did the Covid 19 changes of teaching what did this teach us and what did we learn from it?

I8: They're closing the rooms now

G5: No problem, we have some solid points, guys, it's alright!

I8: Yes! I, I also don't mind that uh like giving it to, like adding a few ehm how do you say? I7, how do you say eh (??) like if you eh ehm ideas. Who are missing today? It's Sho and? Julia! Right?

G5: Yeah, both of them , yeah. We have time to upload this presentation until June the 2nd so we can, we can upload it today but also it could be on June 2nd

I8: Add some more things

G5: Yes, right! So we can just leave that for now, make our minds up, make up our minds, make our minds up? Nevermind! And then just wait with the uploading so that we have the feeling with it, okay?

G4: And anytime you need the link, you can find it in the WhatsApp group

I8: Oh great, great, G4, thank you! Amazing, so eh

G4: Was this our last meeting because I don't want to stop seeing you guys

G5: We have the WhatsApp group! That's good

I8: We can correspond on the WhatsApp group, yeah!

G4: Every wednesday! two, three o'clock or four o'clock at your time we have a facetime (laughs)

I8: That would be interesting but eh yeah mainly I think it's a good think to like compare the two different ways of education because ehm I've heard, I've spoken to some German people when I was in India and remember the German educational system being very inspiring and I was thinking like wow! Yeah cause I studied education also a long time ago so I was just thinking wow, there's so many thing that the Israeli system can learn from the German system

G5: Do you have an example?

I8: Yeah, I think we were talking, I was talking to these tourists about eh Hauptschule? And the way, and the way, already in Hauptschule one could decide whether they want to be in a, like a technological type of school or a more... ehm like, like Israel used to have a type of system where you would be put in a eh like, maybe I7 can help me, like a (???)

I7: professional school

I8: Yes, so, Israel used to have an option of going to professional school versus a ehm Uni

I7: (speaking Hebrew)

I8: Okay, I7 is not at her best right now. So eh, it was or professional school. So what is Hauptschule? Hauptschule is like the secondary, is like middle school, right?

G5: I don't know the terms, we have these three layered system, okay we, uh we can continue this talk in our WhatsApp group then

I8: Okay, okay

G5: Yeah, because in Germany, it's various, so have different kinds of schools to distribute our or not distribute, it's really kind of interesting

I7: I'm just gonna, okay I'm just gonna add some visuals, okay, to the presentation.

G4: Yeah, alright, thanks a lot for this!

G5: Thank you guys! Thank you so much, it was so good talking to you, I felt so much at ease, it was really a pleasure, thanks for everything and your engagement and everything!

G4: We will keep in touch for sure!

G5: And stay save!

I8: Thank you, thank you very much! And good luck to you too!

Group 3 Session 3

I10: I'm gonna try to find the doc again cause I opened it and then I have to click on it

I10: Okay, found it

I10: Can you see it?

G6: Jep

G8: Ja

I10: Okay, so I think... Three, right?

I10: Okay? So I'm gonna write y'all's names

I10: But it's funny cause now that I am on share screen I can't see how to spell peoples names correctly. So it's äh- we have- I äh I'll put I9, I know

I9: [Yeah, all right]

I10: [Can you guys] write your names for me?

I10: [Ahh I'm gonna]

I11: [I'm sorry] could not hear that?

I10: Uhm, I9 I know, can you guys spell your name for me?

I10: G8, is it like this?

G8: Ah, with C in front of the K but that's pretty good!

I10: Okay, right

G8: Like most Germans don't get it, get that much right cause it's complicated (*laughs*)

I10: G8 and then we have, uhh, just jump in, ladies, because I can't see anything. Is G7?

G7: Ja, right, with one L (*laughs*)

I10: Okay, it's not letting me type all of a sudden. Ah, there we go!

I10: G7 and... G6? Like that?

G6: Ja!

I10: Okay

G6: Without an H

I10: Pew! Okay, without an H, right? Okay, so. In the open suitcase, write down anything you like about teaching during the Covid 19 pandemic and will try to use in the future and explain why. (*laughs*) Can I tell why I really like it?

G8: Please!

I10: Because I, yeah so, like go to my kitchen and make tea on my break (*laughs*) I get to make my meals and be in the comfort of my home.

G6: M_hm

G8: Yeah, absolutely!

G6: Yeah, we haven't thought during Covid but that's also nice as a student being in the comfort of our own home

I10: H_hm, I guess I would say teach

I10: Anybody else? I'm sorry did you say- cause I couldn't hear cause my daughter- I'm sorry I couldn't hear, there was plastic crincling

G6: Äh, what I said?

I10: Yeah!

G6: Yeah, I just said uhh that it's being äh at home in the comfort of our own home is also nice as a student because we are not teaching right now so

I10: Oh right! Uhm, jaaa

G8: Ja, it's really hard for us to think about because we don't really teach, we haven't really taught during Covid either. Uhm but I think one of the developments that is really beneficial for future classrooms is that uhm we got more digitalized because that was something Germany was heavily lacking in. Like internet in schools, you know, computers, laptops in schools, whatever. And I think and hope that that has improved due to Covid. Which is something that I obviously appreciate but other than that... Eff Covid, dude no, just no, hate it

G7: [I-I]

I9: [I'm actually] a little

I9: Oh, oh sorry, go ahead

G7: You can go (*laughs*)

I9: Okay, sure. Ehm, no I was just gonna add on to what G8 said about uhm you know I'm also- I wasn't like- I'm not like a very tech-savy person and teaching during the Covid has like forced me to you know become more creative and look for ways to engage the students through Zoom. Uhm, it just opened a new world, you know. Something very very- ja, i didn't have any experience in and I think I'm gonna miss it (*laughs*) definitely like the comfort of like being home and yeah I don't know

G8: Yeah, I get that, you get so used to staying at home. Uhm, I work from home too due to Covid and I had to go into work and go to Stuttgart which is the capital city of our state to work there for the first time in like four months or something and I hated the thought of even leaving the house to go to work like it was so natural obviously before because I just did it every week but then when I

had to do it after like staying at home for a long period of time I just, I just almost couldn't bring myself to going outside so I completely get that.

G7: It's hard

G8: Ja

I10: I had a real hard time, I remember after the first lockdown which was like in March and then I was just like so happy to be at home with my kids after like being- having a really buisy years and like four hours a day of privates and then I'd get home really late and then I was like tired of it and I wanted a break and the pandemic hit and I was like wooooooh. And then they wanted me to suddenly teach for second grade and then I was doing it and it was like really light. It was really fun and uhm then like we had to go back and i was like noooo, I really cried, I have to say, it was really hard and I really ju- and then the second time it was like a little less hard and then it- but it just goes to show that how adaptable we are as like a species. Like, we are so adaptable, it's unbelievable, we can get used to almost any condition. It's unbelievable.

G6: It's true

I9: I was really happy that we don't have to go back to classes like, I thought we would go back to seminar (???) but I yeah, I was like praying- It's so comfortable to learn too. Do you wanna go back?

I10: I'm mixed cause i have some really close friends I'd like to see on a regular basis that I met through the Zoom. So, but then we just took it into our own hands and like we meet on a regular basis uh outside of the Zoom and then- so that kind of fixed it. But I think if the Zoom had not been an option I'd be like: og god, here comes a really heavy day, wednesday, all day, not gonna see my kids, really rough. And then I think that- being able- the kids feel me at home you know and I can make dinner on the break really quickly and then it won't take me like half an hour on the bus. It actually takes much more, I have to sa goodbye and I'm very, I like, I like, I'm very social so it would take time to say goodbye to Beverly, to my friends. It would take ti- you know what I mean and then until I got the bus so this is much more like efficient, let's just say. I think I wanna add that. Uhm... teaching on, on Zoom, uhh is more efficient. Uhh in many ways, no waiting for bus. Speak correct English. No need to wait for the bus, no uhm, it's hard to have, make an excuse of being late. *(laughs)* uhh what else? I'm really surprised at this excersise, that we were given this excersise when you guys aren't teaching. Aren't you guys a little surprised?

G8: I am! I'm actually surprised by your point cause I completely agree. Like, that's a very good point, I hadn't thought about it this way. Uhm but I think that the classes themselves, like standing in the classroom teaching that that has become less effective uhm via Zoom, at least that's my impression . Because there's lots of technical difficulties, they may not be able to hear you clearly, you can't o specific activities. So I think that that part of the lesson, like the actual lesson be- became less effective due to Covid and I think shou- could be [improved by] going to the physical classrooms again

I10: [All the time]

I10: So in the closed suitcase write down the things that you'd prefer to forget and explain why. In addition to what you just said, all the times we froze in a ridiculous face

(multiple people laugh)

I10: on the screen

G8: The students screenshotting it, posting it on Instagram (laughs)

I10: In front of our students eyes and times we spent four hours sweating on a lesson plan and didn't go through because internet- the internet was crap, I don't wanna say crap on the document so I'm gonna say dody

G8: Yeah, that felt like

G6: Did you do a lot of synchronous teaching with your students or do they also work on their own a lot?

(I10s son talk to her in Hebrew?)

I10: Sorry, guys, okay

G6: [No worries]

G8: [Totally fine]

G6: Uh I asked uh if you do mostly synchronous teaching via Zoom with your students or do they work on their own? Also?

I10: I9, do your students ?? asynchronous?

I9: Can you- I'm sorry, I heard you cut off, what was the question?

G8: [Whether]do you mainly teach synchronously, sorry, I was just-

G6: [Do you]

G6: Yeah.

G8: Hoping that she-

I9: Uh, synchronously! Yeah, yeah, synchronously! Live. I've never done an asynchronous lesson.

G8: Cause I feel like that's fairly popular over here but mostly due to, you know, [not that great of a]

I10: [lack of technology]

G8: Yeah! Lack of technology, exactly!

I10: Uhm, yeah, I also, I only do synchronous cause I work with really young students. I once had them like go and prepare a play. Like a scene and then they had to come back and uhm in costume, play it out but I uhm, that's not really asynchronous. That's just a task, giving them a task for homework.

G6: Yeah, [I hear]

I10: [Another]

I10: closed suitcase, just uhm, I have to tell you guys what I've said, I had that in the lockdown when the kids where not at school then I uhm was teaching them when they were-

(audio cuts off)

I10: and twice like each-

(audio cuts off)

I10: each capsule. But then there is no way I could walk into so many classes, so, you know what they did? They zoomed me in on the Whiteboard, like I was this huge presence in their room live and I would teach them while they were sitting in their chairs. So they listen to me and can see them through the computer, you know like only the half that the computer is pointing at? And then they're like watching me on the big screen. So that was crazy, I mean, I was actually so happy to go back into the classroom just because of that.

G7: Did that work? The whole .. thing?

I10: It didn't, i mean I would do like a song and then I would- I had, I have a puppet that I told you guys that I teach with and so like I would try to think of like a set induction to be funny so like do you remember for ??? we were gonna talk about adding the candles so i did this whole stick where like uhm I was going to uhm light a candle

(audio cuts off)

I10: make it and to

(audio cuts off)

I10: painting like a TV, you know what I mean?

G6: M_hm

I10: Uhm, that was engaging. Repeat (audio cuts off) oral repetition, now, now, using the shared screen, you know, we're learning a letter today. This is how we write the letter, you know, and then having the teachers walk around and see if they're doing it right but it was bad. It was bad because I need to walk around and I need to see if they're writing it correctly and that they're doing it and it was like, you know, they're not supposed to in Israel learn how to read and write anyway in second grade. So I just thought, well, we're just introducing the letters in the meantime, telling stories, reading stories or whatever, so, yeah, it's challenging...

G8: It is, yeah

I10: Can you guys imagine...? Oh no!

G8: One more minute

I10: Can you imagine anything that would be like in the closed suitcase? Just from your experience being students?

G8: Ah, its really hard

I10: laughs

G8: [Can the ma- like I legitimately]

I9: [I think that's a good point]

G8: Yeah, sorry, go ahead

I9: No, no, I was just gonna say that the point of like... of eh, being eh getting frozen and everything. I... I think that was like one of the main things, I can think of.

G8: Yeah, things not working, not being able to do stuff like you planned it, that's ...

I9: Yeah!

G8: Hate that!

I10: Okay, alright guys, so good to talk to you!

G8: Yeah it was!

I10: We're gonna get kicked out of here in a minute but it's really nice seeing you guys, I'm so happy

G8: Absolutely! [All the best to you guys]

G7: [Yeah, thank you for telling us]

G8: And thank you very much, yeah

I9: Bye, guys!

Group 3 Session 4

G8: Hi!

I11: Hi!

G8: How are you guys?

I11: (nods) Hey

G8: Not doing [to great- eh to good], I10?

I10: [You guys]

I10: I'm a little so so today

G8: M_hm

I10: I'll be more quiet than usual.

G8: Okay, got you. I'm sorry 'bout that! We'll be fine hopefully.

I10: I'm sure

I11: Ohh you guys...

I10: Talented bunch here

G8: All right, so...

I11: We're waiting for I9, right? Is she... I didn't see her

G8: I don't, I don't think she's here. I checked in the previous room, she's not here

I11: Okay

G8: And she told us last time that she's like very close to whatever city it was, I can't remember, that is really close to the border so probably she is in shelter

I11: Probably won't join today, yeah

G8: I mean, we'll see. Hopefully she'll come but uhm I think we should get going. In case she's not- oh she IS here!

I11: Oh here she is! Hi I9!

G8: Hi I9!

I9: Hi guys, sorry! How are you? How are you all?

I11: I'm okay (*everyone nods*) Hanging in there!

G8: Yeah, we're good. I- I-

G6: Yeah, nothing to complain about here

G8: Ja, no.

I11: Those pictures you took are beautiful, G8! They're really nice.

G8: Thank you!

I11: They're a good opening.

I10: Wow, wow, wow

G8: Thank you very much! I'm not super, like, proud about a lot of those pictures but especially the most recent ones I like a lot. Like, the earlier ones aren't that good and I thought they might still work as like backgrounds. And I kind of tried to create some posters or like some of the pictures that you guys sent in the group already. Something that comes close to that. And I could share them just real quick. That is not by any mean, like any, anything final, I just wanted to

I11: It's a draft! A draft.

G8: It's a draft, yeah, to just have a look at how things could look like. I sent you thos pictures via WhatsApp adn that is also like something I came up with that could be a form of actually like having these pictures and then involve some form of text to explain what we actually mean by that.

I11: Yeah!

G8: Because we could- we could go with just those pictures themselves with like a little bit of text or we could do those pictures with some text underneath where we explain it a little further. But, you know, again, by any means, it's just a draft, just something I thought would be cool for us to take a look at if we like it or not.

I11: Yeah, I- I- I like this direction! I think it's good, like maybe do like six images with six values that we believe in and then maybe one big mission statement

I10: *(thumbs up)*

G8: Oh, she cut off

I10: You froze, I11!

G6: I think we should definitely have some extra text maybe explaining it a little bit more? We have the picture above, highlights and yeah

G8: Oh, she's back! I11, sorry, you cut off

I10: I11, can you hear us?

I11: I can hear you, oh, you didn't hear me?

G8: No, you cut off, sorry

I11: Oh, I'm sorry! No, I was saying that I think the direction is good. I like it a lot. I think we could do like five images of G8s with five values that we all believe in and then one big mission statement? Maybe that could be the-

I10: Yeah and embellish. We can go into it more deeply. Like not- not too- you know, very briefly just talk a little bit more about what each one- what we mean maybe

G8: And that's what you meant, G6, right?

G6: Yeah, sorry, I hope I didn't cut you off uhh cause I didn't hear you, sorry

I11: I think I have a bad connection so I'm sorry

G8: You're fine. Yeah, I think it's important to somehow, not that specific way that I chose now for the graph, but in some way, shape or form I think we should explain the pictures a little more further because without that for someone like an outlander it might not mean a whole lot and might not mean what We mean by it. So, I think that'd be great, so maybe we should come up with a way how we could do that

I11: I think is a good way, like, this is a good way what you sent

G6: Yeah!

G8: Yeah [I wasn't really]

I11: [Like the image and then] underneath it-

G8: Yeah. I'm not happy with the design but like just, you know, picture and text underneath it, I think that could work, yeah

I10: Uhm, I think that uhm we can think about what uhm really about this whole Zoom experience worked. Like if we can nail five things about what, you know what we're gonna, what we did last week of take forward with us uhm into the classroom or in situations where we're suddenly brought back into the Zoom like we are here which is like part of why I'm such a mess today cause I'm so tired of Zoom. Ugh, like I just can't, I'm at the point where I can't take it. Anyway so

I11: Yeah, yeah, it's hard! We need physical interaction, human interaction

G8: Yeah, for sure, jap

I9: definitely

I11: I10, I'm hugging you (*I10 and I11 make hugging motions*)

G8: Yeah, it's a hot mess right now.

G6: Okay, so do we start with the like spotlights what we think worked, what we want to take into the future

G8: Yeah, uhm, yeah, I agree with that! Let's try to come up with like, I think I11, you said it, like six different main topics or things that we would like to, you know, promote. Hmm, one of the things I

chose for the draft is something I would like to continue with. The "Embrace Innovation" is something that is really important to me because I think that is one of the greatest things that came from having to teach online that we all had to kind of step up our technology game and to you know, we digitalized more and I think it would be a shame if we would lose this by not using all these tools we've now acquired not more after covid. So I'd love to kind of continue with this.

I11: Yeah that's a good one, Embrace technology.

I9: Yes, definitely!

G8: Okay, awesome so that is one

I9: Maybe, I thought uhm I wrote something uhh that to embrace kind of like changes like uh sudden changes and

I10: Like adjustments, you mean?

I9: Adjustment, exactly! It relates a lot to what G8 said with technology. Suddenly, you know, having to work with what you have and uhhh

I10: Like taking it to another level, like, creativity, like being super creative and accessing our thinking out of the box

G8: M-hm

I10: In order to make it work, you know, like maybe even talk about uhm a certain, coming to a certain spirit, you know

G8: Maybe something like don't be afraid to innovate or don't be afraid to be creative. Because I feel like that since we're so set in our ways that sometimes it feels weird to do something that feels new, fresh and creative but covid kind of had us do that and to continue with that and to embrace it in the classroom

I10: Oh you know, something that I really learned this year because I teach from home and I had to uhm you know and I noticed in my children's Zooms was the sense of humor like the teachers not trying to hide their not being like, it was like, being real all of a sudden became part, like the children suddenly running into the room and asking for help for Zooming asking lunch or like yeah you know like having to really just be real, be absolutely real and human in this situation. The kids connected way more deeply like all of a sudden we became real people to them. And the con- it strengthened the relationship. So I think there has to be, in order for the technology to work, there has to be this real uhh an emphasis on not giving up or like really focussing on building relationship with the students

I11: I think we have six cause while I wrote, everything that you guys all said, we have- can you hear me?

G8: Yeah!

G6: Ja!

I11: Okay, so we have Embrace Tecnology, uhm something with creativity like embrace creativity. We can make them really, I can make like little slogans out of it if we want but maybe flexibility and adaptation fall under the same like, you have to be flexible, one day you're home, one day you're

back there and maybe you're changing your seats all the time, it can come across in many things. And then I think the humanity which is the relationships. And then the last one is maybe authenticity? To always keep, I don't know, it's six, if we wanna

I10: But maybe I think human and authentic are the same

G6: M-hm.

I11: Together, okay!

G6: I think that yeah

G8: Yeah but they are great! Awesome! I think it was, it'd be great if you could like ore if we collectively could develop some slogans to have those things as compact and nice sounding as possible to put them on pictures

I11: G8, what if I were to come up with like five or six like sloganish things and you would put them on the pictures?

G8: Sure, could do that! Yeah!

I10: Or now, anybody who has an idea, just throw it out!

G8: Yes, absolutly!

I10: Now in the next five minutes or whatever

G8: M-hm.

G7: Is there also like a conclusion or something? In the end, like

I11: Gow and and bloom into wonderful young adults (laughs)

I10: You'll eat it and you'll like it (laughs)

I11: It's good for you!

G8: So one of those pictures I wrote on Support, don't suppress. Without context that might sound a little weird but what I meant with that is that you should like always obviously, you know, support your students instead of always like suppressing their emotions and their, you know, energy. If they're energetic and they're disturbing class and that's obviously not good but instead of punishing try to support them to get to a state where they're not as energetic anymore and they can concentrate and just be, you know, partners instead of like a boss or something

I10: Yeah and also you can put them on mute and you can let them jump as much as they want and then in class you can't put them on mute but you have to, you now, built that relationship with them so they feel comfortable, you know, so you can find solutions together. I like the support not suppress, definitely

G8: Coming back to the classroom after such a long time of online teaching is not only challenging for us but also challenging for the students, that is why I think it's especially important. Don't punish them for not remembering how it was to be in an like offline classroom uhm try to like

I11: Yeah I think it's just like you're saying, in a nutshell you're just saying love, just show them love and acceptance

G8: Jep

I10: But what do you guys- that also makes me think that being honest and kind of about how difficult like it is or like being very aware, maybe it's being aware of the difficulties, like creating this metacognitive, you know, you know, style or- or about this transition how it's not easy or how it's different difficult for everyone or it's different for everyone. For some it might be easy, for some it might be hard. But that there's some- create some awareness around it so that there can be- when we create like, right, perspective then there, then it doesn't seem fixed, right? It can move, it can change, it can...

So I don't know how to put that in a slogan but I feel like that connection

G8: Yeah, no

I11: It's kind of like creating a save space for them to fell like they can be who they are and they're allowed to make mistakes like like being a parents, to have empathy for them

G6: Maybe we can put these under one slogan, I dont'know what the slogan then is but I think that could be a group of things maybe?

I10: We can put like bullet points, we can put, you know, uhm, what is it? It's support not suppress and then put underneath it like a few words like what we mean like

G8: Yeah!

I11: That's a good idea!

G7: Isn't this also like the whole humanity, authenticity thing?

G8: It's part of it, I guess?

I11: Yes, that definitely humanity

G8: M-hm

G8: Okay, since we really do not have a lot of time. Because I don't like to rush this but we kinda have to, sadly. Uhm so I- I'd say we, we like get concrete now with the slogans so that I can get started with putting them onto pictures. Is that all right with you guys?

I10: Yes

G8: Because we sadly do have to

I10: We have to push. Force!

G8: Yeaah

I11: So if we're gonna like condense it into like a little list now? Cause I need to leave in five minutes, in the worst case I'll think of the slogans after we uhm have the final content but we're saying that there's gonna be six images with like messages

G8: Yeah!

I11: So we have so far uhm technology, creativity

G8: Jep

I11: Flexibility, humanity, team work which is like the support whatever

G8: M-hm

I11: And? Am I missing something?

G8: Maybe save environment?

I10: Yeah!

I11: Alright, okay! And and and and save environment, okay

G8: M-hm

I10: And uhm so save environment, let's maybe put awareness like as a point. Like awareness of- does that fit there?

G6: Yeah, I think

I11: So? G8 do you think that you could create it on google slides so that we can all if we wanna add or delete or edit the text?

G8: Ohh, I do not know how to do that, I mean if you guys could get it started I'm sure I can work with that but I never worked with it

I10: I can get a google docs started and then I can- do you want a google PowerPoint or do you want a google slides? Er, google document? And then you can, I'll send you the link and then you can do, do with it uhm whatever. One second, my doorbell just rang

I11: Sure! Uhm so, I guess, I'll- how should we go about this, you guys? Should I start thinking of a few sentences? Like

G8: I mean, since you're like dealing with the slogan, maybe the others could like try to find some information we could put below the picture? Like to formulate some sentences that, you know, correlate with the pictures and I'm creating the actual picture

I11: Yeah, [you'll find the picture]

G7: [We'll do the sentence]

G8: [And then we can put] it all together

I11: That like relates to the text

G8: M-hm, awesome

G7: You we use [sentences or bullet p-]

I11: [Do you guys want] a mission statement?

I11: Oh sorry

G7: No, you please talk, you have to go

I11: No I'm just saying, should I also think of a mission statement? Or? Or are we good?

I9: Uhm, I think-

I11: Our mission is teaching-

I9: Huh, whatever you got, I mean, is it necessary to put like a uh like a mission at the end? Or?

I11: They wrote like framework with principles and like a vision or like a mission or whatever. I guess, if it comes to my mind, I'll, I'll write it down

G8: M-hm

I10: Can you guys all in the chat write your e-mail addresses and I 'm gonna share the google power point with you guys and you can all-

I11: Thank you, I10!

G8: thank you so much!

I10: I already got it going, I just gotta put your thing

I11: Great! So guys, I'm gonna, I'm gonna get started on thinking of like uh some some like headlines and I'll send them in the group

G8: Alrihgt, thank you so much!

I9: Thank you!

G8: Bye!

I11: Thank you guys! Sorry I have to run!

G6: It's okay!

G8: It is what it is. [It was so nice to see you]

I11: [Hope there's no siren while I'm driving]

I11: I don't wanna duck and cover my head.

G8: Oh, I imagine.

G6: Yeah, I hope so too!

G8: Have a good one! Bye!

I9: So just for me to understand, so we're gonna have like seven like uhm slogans. And we're just gonna, we're gonna have like uhm bullet- bullet points and then just make like an overall sentence of all of the of of the slogans? Is that what we're gonna do? Or?

G8: I think we're just like creating like six pictures with six statements and then we're having bullet points for each of those imagines explaining what we meant by that statement. So fo example Embrace Technology, then underneath we put like, you know, use all the tools you have gathered throughout your covid learning experience. Don't lose the skills you have acquired, stuff like that. And integrate technology into your future classrooms and stuff like that.

I9: Okay

G6: Do we keep it more general like you said or do you want to put specific skills you learned in that time?

I10: G8, did you get a thing? I'm sorry. Did you get the shared doc yet? In your E-mail?

G8: Uhm, hold up! One second, I'll see

I10: I sent you, I9, I sent I11, now I'm sending G6. Just let me know when you get it.

I9: okay, I'm checking.

I10: Uff somebody else is at the door. Ohhhh, everybody, when it rains, it pours. MY daughter got it, okay. Alright here, I'm sending...

I9: I didn't get uhm

I10: You got it, I9?

I9: No, no I don't see it in my uhm

I10: Okay, hold on, you guys, maybe it's taking a second

G8: Yeah, I don't think I did either

I10: Okay, I just sent err resent it to G8 and I think the only one left is G7, hold on, well, you sent that in my WhatsApp so I'm gonna...

G7: Sorry, I didn't get it (*laughs*)

I10: Uhm, hm... hold on... copy...

G8: I think it's kind of unrealistic for them to expect us to like get this thing going in like thirty minutes. Like finish it in like thirty minutes? Interesting.

G6: We will do our best and then we'll see

G8: Yeah! I mean, I'll get the pictures done at least, in time

I10: So guys, did you check your e-mails again, I sent it ot everybody. Somehow, G8, I think I turned you into like the host of the whole thing by mistake uhm

G8: Oh! Okay! Hm...

I10: Do you guys know

I9: I didn't get it yet, I did, I refreshed the page

I10: I'm gonna copy paste the link in and then try it again in that way and then you guys have have, it's already been shared with you so it should let you in

I9: Okay!

I10: Okay, here we go. Try that!

I10: See what I mean about like being so tech-savvy like I don't even know if it's

G8: I sent you a request for me to access this

I10: Oh, okay, cool!

I9: Ja, it's also asking me

I10: I get it. Hey, I got the request, now I'll say

G8: Hey, that's something. Cool!

I10: And then we can, we can proceed. Here we go. Uhm open... oh god! Why is it making me re-sign-in that so annoying! Okay, it is gonna make me do that every time? That's so bizarre, it should be... are you able to get in? G7? Wait, loading, here we go

G7: Ja...

I10: Now guys, try again! Is anybody able to get in?

I9: Uhm, let's see?

G8: Yeah, I think we, for now we should just finish the pictures honestly because we have like five minutes or something

I10: Ja, then you can copy, then you can copy paste it

G8: Yeah, so let's talk about the slogans because I don't have any idea. So the first one: Embrace Technology. We got that down. So... what could the next one be? Uhm

I10: What was the thing, what was the main word? Creativity?

G8: Creativity and ability to improvise is what [G6 put in chat.]

I10: [And what's]

I10: Maybe the picture, we can... I I see somebody's in, who's in?

G6: Eh, I'm in, I think

I10: Yay! Yes! You are! And now, G8, you should be able to get in

I9: I requested access twice

G8: Oh yeah

I9: But it didn't uhm

G8: I'm in!

G6: Ah ja, G8 is also here.

G8: Yap!

I10: It's just slow going because it's making me every single time sign in but it's, I mean, it's moving along

I9: Did you see my request to access?

I10: Yeah, yeah, I did, I just gave you, I9

I9: Ah! Okay

I10: There we go! Now it should do it, give it a second! There, now it should

I9: Now?

I10: M-hm, see if you get anything in your mailbox

I9: No, I don't get anything this far

I10: That's so weird. Do you have a gmail? Maybe it's only for people on gmails?

I9: Yeah, I do, I have uhm signing up for my gmail

I10: There I see, G8, you're in! Is that you?

G8: I'm in, jep! That's me.

I9: Oh, I got in! I got in as well

I10: Good, good, good. And now, G7, you should be able to get in. There. Okay, there, now everybody, try to get in! And I'm gonna share screen. Can I, should I share so we can see how we're working along?

G7: Ah! I got it! *(laughs)*

I10: Woo-hoo! Okay, there we are

I9: Okay

I10: So creativity, let's see. What, wha- wha- what about something like Don't be Afraid, soething about fearless creativity?

G8: Mh... M-hm, something like that, yeah! Thinking...

I9: Be like flexible like, or I don't know, maybe that goes under the adaptability? But

I10: Yeah, it does, I think

I9: Yeah, openness to new ideas, new ways of teaching uhm going beyond... what we know.

I10: Going beyond is worth it! (*laughs*) Uhm

I9: The unknown technology world, you know, embrace that

I10: Like taking the, the creativity that we had to kind of come up with from being in the Zoom and and letting that ingenuity and that uhm spirit of sp- also sportability and creativity and uhm ingenuity, you know, mh, how is it

G8: Maybe something like don't fear getting creative or something?

I10: M-hm...

I9: Eh, yeah!

G8: Something like that, I don't know, don't be afr- yeah

I10: Uhm cre- yeah No uh Have uhm I'm just tryin to put it in the class- like what are we taking out of it post-covid, right? We're kinda thinking like

G8: Yeah

I10: Cause we've been creative beforehand so what makes it special about suddenly being in the- how can we bridge it, you know what I mean? From the covid to the post-covid

G8: Because covid kind of pushed us to be creative and we should keep that up even though we are back in a familiar environment? Which is still embrace the creativity that we had to, you know

I10: Keep up the creativity!

G8: Yeah!

I10: Keep up

G8: Oh yeah, keep up the creativity, that, yeah, that could be something, that could be a slogan.

I9: M-hm.

G6: That's a good slogan.

G8: Yeah, that's, I like that! That's good!

I10: Cool!

I9: And keep incorporating it like the the the creativity you developed during

I10: M-hm, m-hm

I10: Incorporation nation! Incorporation post-zoomination

G8: (*laughs*) that's a good one

I10: Good! Into traditional environment, maybe? Or familiar? That's also good, yeah, yeah!

I9: Yeah!

G6: Familiar or traditional?

I10: Yeah, it's the same. Uhm that's enough, let's go to the next one! What do you say?

I9: Yeah! Yeah.

G8: Yeah!

I9: How much time do we have?

G8: Like minutes!

G6: Not enough (*laughs*)

G8: Not enough, yeah!

G6: How do I add a new slide?

I9: Go to the left where the white bar is

G6: Ahhh! Okay

I9: Then just click right and yeah

G8: Yeah I really got no time to polish the pictures uhm but they'll have to work

G6: Yeah but I think

I9: It's okay, I don't think they expect us to, we don't have that much time, I don't think they expect us to

G8: Yeah

I10: But your pictures also don't need any polishing, G8, they're just like

I9: True!

G8: (laughs) That's so kind, thank you!

I10: Just slap them on there!

G8: I'll I'll send them in the group because I'm working on this thing and not on my PC so if you could put it in, that'd be great.

I10: Oh yeah!

G8: If it's possible

I10: Absolutely! I'll do that right now. You sent it in the WhatsApp? Or did you send it

G8: Yep, WhatsApp!

I10: Okay!

G6: But I think Mr Schwab said

I10: Uhm, well we could at least like present our slogans and a few of the picture because

G8: Yeah, yeah, exactly!

I10: They say in Hebrew Chaval, Chaval means it would really be a shame that people wouldn't see G8s work

I9: Yeah!

G8: You guys are to kind!

I9: I I didn't realize they were your picture, m sorry, I was I was a bit lost in the conversation but they're amazing! Wow!

G8: Thank you! Thank you, it means a lot. Yeah, I'm always the kind of person that really isn't ready to like, like, I don't, I like them but I wouldn't say that they're good so it means a lot that you guys are doing that! Thank you!

I10: Hey, you guys are doing it! Someone's already put the first one on!

I9: Oh yeah!

G7: Yeah, I did.

I10: Good, G7! Amazing! I I get the second one, okay? I'm inserting.

G8: Okay, what is the next one? Technology, then we got Creativity

G7: The one with flexibility?

I9: Adaptation and flexibility or something? Was that one?

G7: Ja, I think so.

G8: Should we do it in the same style like keep up whatever

I10: Yeah uh, embrace technology, let's say, wait uhm uhh

G6: Maybe keep embracing technology?

I10: M-hm bringing the bringing the internet into the classroom. Kind of like the web world in the school, come on, we can , I can do better, we can do better! Uhm the world wide internet in the hm, I'm trying to think uhm the world wide web in the world wide classroom (*laughs*) Uhm hang on I'm trying, bring this, how do i do that to make it so I don't mhh, let's see. I can bring it forward somehow, arrange. Uhh, alright, tools, I'm really crappy at this. Keep adding uh did you send more pictures yet?

G8: No not yet because I don't have any more slogans uhm what, what should the next slogan be? Like something like uhm Create a save environment? Nah, not something like that. What else did we talk about?

I10: What was it

I9: The humanity? Was that?

I10: Humanity! Yeah like be yourself!

G8: [Just be yourself?]

I10: [If you are yourself] in front of oh- eh humanity should be just be yourself, your good day, your bad day, be yourself!

G8: Right!

I10: This is what children will connect to. Connecting to children. Connecting to your students, be yourself, connecting to your students.

G8: Should I should I write both?

I10: Wait! Oh no, I was thinking of the points already

G8: Ah okay

I10: So what were slogan? Be yourself? Or human- humanity? Be human

G6: Yeah! Uhm

I10: Be.. Oh! You know what my husband always says and I really love it? He says always like be your best, he doesn't say be your best human but if somebody's really kind, really really good, he's like, he does human well. So it's like

G8: Do human well!

I10: Yes!

G8: I could, I can put that on there, sure!

I10: Oh whoever's doing this, thank you! Is that G7?

G7: No

G6: No, [that's me!]

I10: [G6?]

G6: Do you think it's okay?

I10: Yes, yes! Loved it! You know, I'm gonna make it a little bit bigger, just a, let out a little and maybe make the so I really like the picture and make them the writing slightly smaller so they can get the impact of the pictue

G6: Yeah that's good, ja!

G8: Okay, be human well, just like that?

I10: Yes!

G8: Okay!

I10: Maybe Do human well? Or be human? Like does that make do

I9: I like do, I like how it sounds

I10: Like it turns... because

I9: Yeah

I10: Because be well in English can also be like be healthy, you know but you

G8: Yeah

G7: So what is like the slogan for the whole be yourself thing?

G8: Do human well

I9: Do human well

G7: Okay, I'll write it down

I10: I think G8 is putting it on the, on the picture

G8: Yep, right now!

G7: Oh, oh wait

I10: The bullets let's say, next to it would be like

G7: Ah okay, okay, I tried to do it

I10: Uhm, what would the bullets be uhm

G6: Let your students see the real you?

I10: Yeah! I like that! Okay, we got another

I9: So like be a a source of support. I feel like because of the situation and like the whole crisis, the global crisis, so teachers were like a source of support and like uplifting. So maybe, you know, had this role of keeping you know your students lifted maybe. Ja, I don't know how I would say it like in other words

I10: Group 3, photo, oh my god, I love it! So beautiful!

I9: It is!

I10: Okay, alright, and then what's the next one?

I9: Embrace technology

I10: Embrace technology? Wait, do human well and what was the next one? It was save space? Or was it, wait what was it?

G8: Not working on anything right now. I don't think we've settled on something.

I9: Team- teamwork? Was it teamwork?

I10: What did she mean when she said teamwork? Good, I9, that you were paying attention! I mean, I payed attention too but I didn't remember. Teamwork. What did she mean? What did we mean?

G7: I think like, I think like support the children?

I10: So like transitioning

G8: The support, don't suppress thing?

I10: Yeah!

G6: Oh yeah but I think, I think we

I10: Let's leave that support, not suppress . That's a slogan, isn't it?

G8: Sorry?

I10: Support, not suppress is a slogan!

G8: Yeah! I put that on a picture already as a draft

I9: Oh you put that up there already?

G8: Yeah, yeah that was one of the drafts, we can use that.

I10: Let's just use that!

G8: Sure!

I10: Hm, here we go, nice! You're quick, G7, is that you?

G7: Jap!

I10: And then the next one was uhm uhh and do human well, embrace technology, what was next one? Was like about uhm save space right?

I9: M-hm, yeah, yeah

G6: Wasn't that the same as [support, not suppress?]

I10: [Yes, support ,yeah] you're right. So there was another one that we said about that we wanted to move forward

G6: We had flexibility [or adapting, improvising]

I10: [Yeah, adaptivity, that's what it was!]

I10: It was flexibility and adaptivity. So also like, you know, with, that has to do with actually our ability to not, yo know, to be- Oh nooo! To to to, you know, about adapting in the classroom as well, like you see that somethings not working, you drop it and you go to something that does, like in the moment, stay in the moment! Be in the moment but together with the kids, right?

I9: Ja!

I10: Or would it be like deep breaths with your students (*laughs*) can we say something like that or is that totally crazy?

I9: No, no it's fine!

I10: Because then the bullets could also be like tren- creating awareness about difficulties and transition or you know, that kind of thing. So being adaptive, being, being flexible rather than fixed

G8: M-hm, jap

I10: What did yo come, did you come up with a slogan for that one yet, G8?

G8: No, not yet

I10: Ahhhh!

G8: Ja, we'll have to work with the four we have

I10: Yes

G6: Yeah!

Group 4 Session 3

G9: That's it! It's now recording!

I12: Is that the one? Oh, this is from one of the houses

I15: No this is the one from, from them, right? Not the one from the, what we've seen.

I12: Oh, there's the one that like uhh became viral in a way. Like, I've seen it, I've seen it. Oh, here it is

I15: Yeah yeah but explain, please eh eh

I12: Okay, I'm gonna share my screen, it's really cool! I mean, it's cool in a bad way but it still cool. Uhm

I15: I don't know if to laugh or not.

I12: Here it is! Oh wait, wait, I'll do uh some sound, some sound will help to get the idea

(Video of explosions and people shouting)

I12: Crazy!

I15: Yeah!

I12: Crazy!

I15: It looks like a Hollywood film, it doesn't look very real!

G10: So is it your protection system in the air?

I12: It is! It is and and it's, usually you see like uh one thingy and another one and then boom, a small boom, you don't even hear it. You must understand it's like uh it costs two million shekels, I don't know, it's like, half a million dollars? For one, one launch. It launches two rockets to hit one really, really cheap bomb that they make in Gaza. And so imagine the amount of money being thrown into the air for such bullshit war. And so they're just flying those little thingys, it's little, it's like a meter and a half and then our system gets it like mosquitos and like just uhm getting it, it's really, actually, it helps us a lot. Like uhh we had some like hits but they need like to throw two hundred of them at the same time and then it will miss some of them. It's like throwing in- it's not really, uh like how explain? It feels like war but it's not really like uhm there's no Hollywood, I mean there's no like big bwush. It's like uhm it's a lot of burns, a lot of fires, a lot of if you're in the house it's, it might be a problem, if you're in our car and you get hit when you're in the street, it can be bad but uhm it's- the pictures are surprising and overwhelming for Israelis as well. So don't feel weird. Like, we watch it and it's like WHAT? This is how it looks like when it's like two hundred at the same time? Like, we've never seen these pictures before like this uhm they were preparing it. I must say, they're doing a good job for, you know, for none army, for people under uh uhm long, I don't know how many years they're stuck there with no food and shelter and you know, you know the whole problem

I15: I14, how are you?

I14: I'm tired (laughs) I mean, I was actually, we didn't have the siren here but uhm we moved this week

I15: Where are you now?

I14: Same, same place in, I mean Sichon just to say uh

I15: Ah it's a little town

I12: Hey, you mustn't have said how small it is. I live in Sichon exactly like in (???) and I can, I went outside to the porch like to work out and my wife goes like "There's something in the sky" like really far, like "No, Rachel, it's really in the south, it's like two hours away from here. It's like you go out and you see small little shiny things an hour away from here, that's Tel Aviv. I mean it's really small, I mean, technically it was a clear night or a clear day, you can technically see half the country with your, you don't need any binoculars or anything. You just can look through the country, it's really small

I15: It's crazy, I was last night uh with a dinner at a restaurant with cousins of mine that came from Austria. The kid eh kids live here and they came to visit after, I think one and a half year, we haven't seen them because of the Covid and then we're sitting quietly in the restaurant and then my husband sent me an SMS "Listen, you have to get out of there because I heard in the news that Hamas is going to", I'm living in Tel Aviv in the, in the center "please, please go!" And I'm say, I was talking to my mother "What? It's insane, what, what, what's going on here?" Luckily we had two cars so I went with my mother and I told her "Listen, please come with me so I won't go alone, it was dark and then I got inside of the car with my mother, she's almost eighty years old, and then the siren started to go and, you know, we were shocked. And we just, we just entered a uh uh houses, people opened their houses and let us come in and then we went from house, from one house to another until we can uh get home. It was crazy, crazy. I was overwhelmed yesterday. It was really crazy and really scary! Running with my mother to houses of other people to get into the save, the save rooms.

I14: I'm glad you're save and sound but what a stroy with...

I15: Yeah, it was really scary!

I14: But you know something? It actually makes me feel like, I hear you and it's crazy scary but it makes me feel so good that people are opening their houses like this. This is the, the, the face of the

I15: Yeah, people were really generous, amazing! They, the first house was two kids, one was a girl, like sixteen or seventeen and she stayed along with her little brother and then she heard my mother screaming because we didn't know what to do. We said we would, he told you two minutes ago to run if your outside is really bad and it's never happened to me. Never. uh and then she opened the house and uh there were other couple of people that came and we all entered to their house and they don't know us, it was amazing. And then the uh the mother calls them to ask "Are you okay?" and then the little one said "Mommy I'm okay and I'm with ten strangers here in the house. He was really, really cute. And then another family, another family, really people were amazing, really amazing. But I don't want to go through this experience again! No!

G11: It must be really horrible to experience such a situation.

I15: Jap, I mean uh i think that, I think that the center of Israeli, Israeli I say, of Israel was never bombed like this. Maybe uh, I don't remember uh like ten years ago we had something but never like this. Maybe once you had something so I never experienced it. It's really scary and uh you know and uh frustrating, all, all this situation is really frustrating

I12: Down south, if you live close to Gaza, close I mean like, I don't know, thirty minutes or like an hour or like, Tel Aviv is an hour, maybe a little bit more, you, you have, you can't technically, you, it's really hard to live there. In the past... fifteen years? I'm talking about, if in Tel Aviv you hear the siren, you have like three minutes to get to get something, to go somewhere. In some places, they say we have fifteen seconds and if you have kids, children or whatever, you constantly need to like make sure something is covering you and it became uh a big problem. I mean, I'm talking missiles, it's like balloons (audio cuts off) so it's kind of different. I mean, it's like fighting uhm we're fighting with machinery, they're fighting with balloons and it's terrible situation to imagine there's like two, there's like two and a half million people there, there's like seven million people here. Some of the people that kill us there are Arabs, Moslems. I mean, it's, we live in mixed cities. Haifa, Lod, Rambla, even Tel Aviv, we have (???), we have people. Like, it's, it's all a mix, we live together technically uhm and I, I'm not sure why it happened. Like, what happened? What's the issue? It's about uhm Jerusalem again and stuff like that. So. Hoe does it look from far away?

G10: I don't know, it's

I15: Good, question, I12, good question!

I12: Who's, who are you blaming? I mean, of course us but... No! We're the strong dudes, yeah we're the strong dudes. Like you take a giant and you give him like a... seriously!

I14: Very good!

G9: I don't know, I haven't read that much about it so I knew about it but it's not like in every newspaper I think. I don't know.

I12: In America it's everywhere by the way.

G10: Yeah and I think

I12: Yeah

G10: No, and I'm sorry, talk, go on!

I12: No, no,no,no go ahead! Go!

G10: No, I just wanted to say that because of you, because I meet you in this room, I'm attached to the situation and therefore yesterday I went to my grandparents and my grandfather is really into all that stuff what's happening in the world and then I asked him, yeah, what about the situation in Israel and he told me about it and tried to explain me everything and yeah and I think I feel now really like attached to this country. Cause I never felt that way before to Israel because I never had like somebody to talk to and therefore I think it's different now and I don't know what to say to you because I feel so bad for you and I think you're all really brave and, I don't know, strong because you look still good and you still make fun and jokes. And I think that's really great to see that you try to, yeah get trough the situation and yeah, brave what you do there.

I15: Oh, you are really sweet to say that! And I think we all should have it because basically some radical groups are, are doing it and they're doing it all over the world and if we let them destroy our... uhm you know, we do as much as we can to, to live the spirit and not go down. Otherwise uhh

I12: It takes really little amount of people, like with our, they have, they have like an agenda or they're, like, fighting for something and they're ruining peoples lives so badly

I15: On both sides!

I12: It happens in Germany as well, like, terror, terror attacks are like the new thing. It's like everybody is experiencing it around the world

G9: Yes, yes but it's not, like, this extreme. For example we don't have, we don't have any bomb uh shelters. I don't know what to do when our siren is, like, ringing. It's like, hm, okay? Like I, I've never heard of it in Germany, in Germany, like, in any... case. So I wouldn't know what to do. I would sit here and like hm

I12: Because you are a healthy country!

I15: You are! You're right, exactly!

I12: There's only like five country in the world that you can expect a missile at any time and Israel is one of them. It's technically not he best, like, geographically, you can like choose somewhere else if you have the option. Geographically talking, like, you know, like, what are the chances that a missile is gonna fall, over my head? Hm, Israel is not the first place to be. If you wanna avoid it. The second is like Syria and then I don't know where. Technically, maybe... I don't know where. On the edges of Turkey maybe? And maybe India somewhere? In Afghanistan? So it's really, it's really weird but we live with this. When I was a kid, we went with uhm gas masks to school because it was the war, the golf war. So they sent the kids with a mask to school, it was like "Dad, what do I need a mask for?", it's like "Uhh, we have a problem, don't worry. You hear something, just put it oon your face, help your grandma. We locked you in the room" It all seems normal for a kid but you grow up, you go to the army and then you, when you travel you realize... Like in Israel you're going on a bus, people go like "I'm sorry", they're going with a weapon, like with a biiig riffle. And that's okay because it's a sunday and they're going to their bases and uh I was a solider, everybody's a solider, girls are doing it, everybody's like, the fighting is constant. I can't explain it differently, i mean, it's not something that comes as a surprise. This one is another attack out of many that happened, six months ago it happened, two months ago it happened, a year ago it happened, ten years ago.... It happens every once in a while. It's uhm it's ugh it's terrible, really to carry the, all this hatred adn I don't know how to stop it. I don't think anybody knows how to stop it right now but we'll see about that.

I15: Yeah, it's complicated. It's not like it's all the time like this in Israel

I12: No but, you don't see the fighting most of time. It doesn't get to the cities. It's like small things on the outskirts uhm or I don't know, the borders. But still, it's small, if you live in a conflict zone and Israel is a conflict zone because you can't technically take your car today and drive an hour away from your home because you're gonna meet a missile anywhere you go.

I14: You can meet a missile anywhere already

I12: Today yeah, today, yes!

I14: I mean, really, I don't feel like you are saver somewhere than, it's just like a matter of day, the matter of luck

I12: But you know what the weird thing is? I can tell, i married an American

I14: Me too!

I12: And, and, and the first question, the first question you get in Israel is like "Are you a, are you Jewish?" The first one because what are you doing here if you're not? And the second one is like "Why did you come here?" Especially if you're from America. Because why would you come here? It's like uh moving to New Jersey. Sorry.

I14: So, I'm actually gonna debate you, I12. Eh..

I12: Yeah, no, no! It's a good thing, actually, you don't need to debate me!

I14: I also married an American and after living in the States for too long, I will be here with the missiles and with everything, you know?

I12: So it's different, exactly!

I14: I mean, we just bought a house here. So I mean, we're just

I12: Me too!

I14: Ah yeah?

I12: Uhm, where did you live in America?

I14: Baltimore

I12: Baltimore, so in Florida, you go to the beach, you realize

I14: My husband is from Florida originally!

I12: What? Yeah?

I14: My husband's from Florida!

I12: So you know everybody owns a gun!

I14: Yeah!

I12: That's terrible!

I14: They're cou cou

I12: Exactly! So-

I14: They have sherif mentality!

I12: You gotta know what to look for, like, you know who your enemies are. In America you don't know, like you go to the grocery shop, you can get somebody angry and he's like gonna pull a gun at you. And it's actually legal to shoot anybody on your property and it's a weird kind of scary uhm

I14: I'm I'm scarier, I'm scarier there than here, you know, here with all the missiles, with all the terror, I feel saver. I feel, like uh, I feel like I trust my people, I feel like I trust Zahal, the IDF. I feel I, I don't know, I feel save. I feel that uhm of course, I feel like (???) is watching over us in the promised

land. Uhm but uhm it's probably not the place to be the (???) right now but uh that's how I feel, I feel save, you know.

I12: I don't, I don't feel save but uhm when you're traveling Europe, you realize what save is. When you like, people are bored! They're going to the lake with no reason. They have a lot of time and fun and there's no problem, there's no prob- no conflicts! It's really uh it's getting me sometimes, those, especially these days, like, what is everybody doing here? I have an American citizenship, I should just move, go somewhere

I15: But I think that eventually everyone wants to be with his, most of us, I'm not alking all of us but most of us wants to be with uh you know, something that binds us to our culture and the roots. Like my cousins, they live in Austria, the kids came, they came here to Israel when they were eighteen and they live here and they have al- already uh got married and have kids and now the grandparents, I'm talking about the seventy plus people, they want to come to Israel.

I14: I15, I15, I'm sorry to interrupt, I'm sorry to interrupt you, I just have to share something, I'm getting a WhatsApp note from the (???) right now. It's a uhm it sounds like we have to be close to a shelter from 5:30 pm and my kid is in a friends house, I have to go! Bye! Sorry!

G10: Be save!

I15: Bye! Oh my god!

G11: That's so unimaginable for us because uhm we are used to live in a save place and I think especially for people from my generation or the generation of my parents, uhm they do not know something else than living in a save country without wars, without any political conflicts so uhm yeah, I feel very attached as well to you and uhm

G9: It's like crying

G11: It's so scaring to hear this from you, I am... I don't have any words for this, I'm so sorry for you

I15: No, it's overwhelming, I know, and and actually, I can relate to what I12 said that once in a while when I go abroad, until Covid 19 I used to travel a lot, it's not that I'm not thinking about it. Once in a while when we get to a place, it seems to be normal although as a tourists you never know how is it to live in this place, it's not the same! As a tourist, everything looks to you, you know, like, really good but I, I cannot keep thinking like what am I doing? Maybe I should have gone with my kids to another place. But then I come back here

G9: Yeah because it's your home

I15: It's my country! I can't imagine myself leave for a long, long time, maybe a period of time but not raise my kids everywhere, anywhere else. I hope I won't change my mind

I12: And you now what? I, I tend to disagree with this because only now when I became a parent, I'm kind of a fresh parent, but uhm it looks like a madhouse. It looks like I,I,I'm probably doing something wrong if I justify my kids going with a gas mask to school, have to do the army... After all when you put your, I went to the army because it's like a compulsory thing and you've been, you grow into this, it kind of everybody do that. And if you're good, you also need to be good solider. I mean, I tried to do my best, I was a uh medic. And uhm technically when I live here now and I see this chaos and your kids, your kids ask you questions. Like what we done to the uhm..? It's a, it's a tough question to answer

I15: Because the last, I agree with you because the last, I don't now how many year of Ah you're (???) okay, so I have to. Israel is a mess, Israel is mess politically a mess. When I was uh younger, it wasn't like that but the last ten, twenty years, I'm recording uh I'm recorded but that's okay with me

I12: But it happened, it happened in 2000

G9: I can, I can stop it, if you want to

I15: Maybe?

Group 4 Session 4

G9: Hey! I started the recording so we're good.

G10: Hello!

G11: Hi!

I15: Uh what a pity, it's our last meeting. It's so good to talk to you and to be with you. Takes me out of all this mess we have here.

I12: Wie geht's?

G9: Gut! (laughs)

I12: Wie geht es ihnen? Alles in Ordnung? Gut!

G10: Very good!

I13: Hi!

I12: Yeah, Deutsch ehh you know in Universität, I verstehe besser als ich kann sprechen, so...

G10: But great job! It sounds good!

I12: It's really funny, if you speak English in a very weird accent, it's just German. Very funny! Because, and you know in Hebrew, we use schlucken or duschen, we got verbs like dusch or schluck. Very interesting!

G10: But we try our best to not have that ugly accent (laughs)

I12: Nooo! Why, it's fun! German is not ugly, it's funny

G10: A little bit.

I12: It's uh some, some languages, it's like just funny. Like thailandish is funny too, people from Thai-Thai is funny too.

I13: Thai is funny!

I12: It's like a jumpy, jumpy language, it's...

I15: Okay...

I12: Really, yeah, okay. So what do we need to do? What do we need to do?

I15: We have to work today! Unfortunately. Because last time ...

I12: Oh no!

I15: Afterwards and, you know, uhm and also, we have to, I wrote to, I was writing in the WhatsApp group that I think, we can take I14s idea and we have to but not the paper that I14 gave us, just the, the idea of positive thinking with a YouTube, she showed us and then just think now quickly of some

teaching principles to go with positive thinking post the Covid 19 era and it should be like a presentation, not like a padlet or something with activation. Last time I didn't understand that but then G9 uh you asked you uhh and he returned the answer and I got it. We have to do, so, uh I uh I suggest we do it really, really simple like uh some kind of presentation, I don't know, slide or something and write it quickly

G9: So, we actually we get some kind of grade onto it, so it's 25% of our whole grade for the seminar, so we have to do a good one (laughs) because if we are too bad, our grade will be bad

I15: Ah oh no, okay!

G9: But we have to be really good at it.

G10: But no pressure, no pressure!

G9: I think, don't you get also some kind of grade from it?

I15: Oh, eh I13 or I12, do you have a, quickly an idea, or you guys uh which tool to use? Because we should be really, really quick now, not uhhh, you know

I13: I wanna understand the concept, I'm a little confused. I didn't read anything, I just heard what you had to say. So, post Covid uhm a way of teaching? Or a tool for teaching?

I15: uh no, no, I, I, I understand that but maybe G9 and Mareike and uh G11 can explain. I think, they want us to like present some kind of teaching principles that we'll take with us uh uh past the Covid 19 era. Things that you've learned from this period of time and now you'll be using in your teaching. Something like that? And I14 suggested that, when we talked about the uh positive thinking, like positive thinking is a great tool to use with kids and pupils no matter what. So we can adjust it to the uhhh to this, this uh task, something like that. Some kind of, some kind of presentation, like a postcard- a poster, I don't know, postcard or a slide or something? And we have to write down the uh teaching principles.

I13: I, the only thing that's coming to my mind if I'm even on track, I'm really not sure, uhm is that since Covid, we have implemented the whole video thing. Flipgrid is cool. It's cool to be in touch with people from afar but we should also be able to do it in the nature. So, something along the lines of, you know, going back to our real roots of learning and sitting on the grass, to also... Flipgrid, I don't know

I15: I guess, we have to decide on a tool that we use now. Let's... how are we going to present it like in ten or twenty minutes? In a Google Slide? In uh some kind kind of presentation?

I13: Usually uh, like a Powerpoint, Google Slide is good, we could always put a video in uhm a gif, something that moves. Some text. I just don't, I don't have any ideas to add to the

I12: Why, why, let's think not, instead of solution about the process. It will be easier to figure out what from the digital tools that we discovered or know or learned about, what would be the best, like what will take us the furthest or, or the best way to talk about, like, wellbeing or positive thinking? Like, what is the best tool for that?

I15: Uh, uh the thing is that we have like fifteen or twenty minutes to also write the content so we cannot waste now like ten or fifteen minutes just to decide on about the tool

I12: We're trying to do that from the last meeting by the way and you keep on saying the same things, so I just figured, maybe if we change the way we think, maybe we'll get somewhere.

I13: Yeah, yeah, you said something and now I'm thinking of something else uhm

I12: Like, what is the best way to... there are videos about like breathing, like meditating at the beginning. I know that during Corona, uhm some teachers in my school did it. Like, they just went and showed them a video of breathing. I know that in our class, this weird year, uhm Beverly a few times, like she sings songs at the beginning, she

I13: Like, thinking time, silence is golden, thinking time, taking it in

I12: Yeah like, what are the tools, like, to do that? What's like a video, we agreed on video somehow, cause video is important. I brought it up and

I15: Are you talking about how to present it to the pupils or how we are going to present it now in class?

I12: No, right now in class! Like, how are we gonna do, like, let's, let's, let's find five or six stages, like, every lesson can be splitted into what? Like five or six pieces, depends who you are, three pieces if it's me. But uh it's, it's all an opening which is supposed to be something with positivity or uh calming or relaxing. And then the core, like, what are we teaching them? It doesn't matter if you teach grammar that day, the tool should be uhm... I don't know

I13: We could, could I see what, what, the text. Could someone show the text of what it say what we need to do specifically? Just so I could read it?

I12: I15 can probably do that.

I15: Yeah but they, like, last time just told us to decide about the tool. What we're talking now. We haven't really decided about it so I can search but it doesn't say uh

I13: In the group?

G9: But didn't say, but didn't mister Schwab say that we have to upload it uhm on the second of June? Wasn't it also this presentation or am I totally wrong?

G11: No, that's the same presentation

G9: So why do we have to present it today? Because we only have like fifteen minutes left to do the presentation and to think of what we want to say, so I'm like a bit stressed (laughs) I really don't know

I13: I'm sharing my screen. I'm just gonna share. Look, let's just be a little bit focused and then we can brainstorm. This is what was written in the beginning. I15 wrote this. As a group decide how would you present a framework or a set of principles. Set of principles is how you wanna teach, like, what's your way of teaching, right? In the post Covid era. So we should talk about what Covid has made you feel now. How do you think you will teach differently, right? What, what is, what is uhm what helps out each differently? Teaching...after Covid. Okay, like, why, what are, what uhm, more uhm uh technological, more slowly, like, let's all talk about it. Let's start slowly and then we can build up.

G9: So I would teach, for example, I would start with uh revision. For example, one week uhm revise everything like all the grammar, all the tenses, do some vocabulary tests and then after this start to, yeah, do the lesson. Because I think every student sits in front of their PC or their laptop and they're only doing what they have to do but nothing more. And they were left out of everything, like, every speaking activity, it's like, I don't know. In school, I can say, okay, now you have to talk but in front of the laptop, it's like, you only talk to little pictures of people and if they don't wanna talk, they don't talk. So, I don't know.

I13: Interaction.

G10: Maybe being more flexible, so with anything. Like, I don't know, to have a plan B if things get even worse or whatever so you have a plan B for every lesson, kind of?

I15: Yeah, it's true!

I13: Always have a backup plan.

I15: Uhh, I, I would say something about the emotional side because uh Covid was really, still, you guys still experience it, it's really stressful for the kids and it change the whole atmosphere of teaching and uh what I found out that when we came back to schools, they need to, we needed to let them to, like, uhm uhh, I forgot the word. I13, (says something in Hebrew). To ventilise, to put out their feelings and to talk about it. So maybe to let them

I13: Is this similar to what I12 said,, which is still open somewhere on my computer, about the you can do the impossible?

I15: Eh, something like that, yes. Uhh

I12: I can, I can tell you that in, in my high school, we shortened the lessons uh, we, we, we had a lot of, first of all, because teachers couldn't meet because we were all in our homes, it was a lot of disinform- like, a no information was coming back and forth, so really hard to keep in touch with a lot of teachers when you don't see them and just do a quick thing, what about this, what about that? So we had more team uh meets, so uh meetings, so we can add this as a frequent team zooming uh meetings and we, the, we shortened the lessons, we split it into twenty minutes of content, ten minutes of relaxation or something different in a fortyfive minute class. If you consider that the first five to ten minutes is just entering to the Zoom and, and they like kind of lose it really fast so it comes up to fortyfive minutes if you take like all this combined.

I15: I13, it doesn't have to be uh this one is something else. It's, it's uh... oh no, leave it

I12: Don't take it, don't take it, nevermind, don't tell me why I'm, why I make mistakes! Just say, I12, leave it alone! It has nothing to do with this.

I15: No, the Google, the Google document uhm presentation is something else, they wanted us to write down

I13: I closed it.

I12: Shortend lessons uhm private, it became much smaller and more uh personal because they let you into their homes, especially in high school, and you let them into your work room and it became like, my kids would climb on me and would be whole, like they, they, I had nothing to do, like we had

to work as we go with our, with whatever we had to do. So we had to conclusion to take all the schooling and make it more personal.

G9: I don't think that in Germany, it was the same because my little sister, they always were muted and they hadn't, there was no video. So only if they want to talk, they unmute it and

I12: No but that was the teacher, I'm the teacher so if I'm teaching and I have two kids

G9: Also the teacher was uhm, also the teacher was not on camera. It was, they shared their screen and only talked

I12: Really?

G9: M-Hm! Because

I12: Well even even shared screens can be difficult

G9: Because our internet is not as good (laughs) so

I13: What we have to propose is the way we teach now. Like, what do we stand by? Because, so when you said more personal, I wrote, the students like games, so teachers basically need to know these technology games. So they should be implemented because they're familiar with but then I also think as teachers, we should still always have the essence, like, of being a child. Like, I like the whole nature thing and like the whole like, you know, not moving too quickly. You know, you, they still need the reference of what was. Uhm so like the more personal and understanding, we already said that, already... unstanding, more personal uhm but how do we...? How are we going to, like, it's such a uh uh a vague assignment, sorry

I15: Yeah, I know, I

I13: Like, I don't really understand

I15: Yeah, That's why when you asked me, I didn't know what to tell you. It's, it's really vague, they didn't explain- maybe you guys understood uhm from Götz more? Uh it's something really uh it's not so clear

I13: It says here again "As a group, decide on how you would present". It, so when it says a manifesto or poster, I think, okay, you can put Covid and then uhm uh web. You could make one... why do I need to make a whole presentation? Or we can do slides that have each point and then what we say about it with pictures

I15: Something like that, yeah!

I13: Tell me what you guys think! I really don't know

G9: I think it's the same as you said so

I12: Let's go for it!

G9: I'm not quite sure, I thought we would have more time so our presentation would be, like, a good one but I don't know

G10: I think today is just like a brain storming so it's the first step and then later maybe we have the big, real presentation? Not maybe, like, just a mindmap, a brainstorming

G9: Maybe we could all uh add all our things into this Powerpoint because then it looks quite nice so

(silent typing)

I13: I'm just playing with it

I14: Yeah!

I13: We can do it together

G10: Uhm I have maybe another point, like, being reachable, I don't know, if I can say it like that but the students like to get in touch with you and maybe in different ways like uhm with an e-mail or the phone or whatever because some kids don't have a mobile phone

I13: Uhm wait, wait, that's really good uhm that it's, it's more uh informal

G9: Like how, how informal?

I13: Where that you can just call your, text your teacher whenever you want to

G9: Okay

I13: So that's a tool. Like, WhatsApp

I12: Yeah WhatsApp became a tool

I13: (typing) has become the way of communicating over e-mail, mostly! Uhm

G9: Become there misses the C, WhatsApp has become

I13: M-hm

G9: Yes!

I13: Uhm

I15: Did we write about, we wrote about it? That the teacher should be more technological oriented, obviously. This period of time thought us that we need to be more technological

G9: Ah, ja!

I15: Bringing schools quickly, to adjust quickly to the change, it is not the last time it's going to happen

I12: Oh! Scheduling, yeah! Cause, like, there was no schedule. Like, everyday was like we waited, we waited every night, we waited for the, like, next day or every week for the next week. We were like really living in the moment

G9: Oh really? I think we in Germany we had, like, uh weekly lessons and every Saturday or Sunday there was the whole work for the week. And they also got everything on one day so they had enough time to do all their exercises or lessons

I12: For us because it's in high school and there were, like, we had to do exams, like final exams, it was changing all the time because we had to have them somewhere. So sometimes we had it outside, sometimes part of them went into school in small groups so we can monitor and sometimes half on Zoom and I was teaching in class via Zoom to some people in class. It was complete destruction of... there was no schedule, there was, we were all lost and we just lived day by day according to what we had to do

G9: Maybe we can write uhm adjust to the uhm rules, like

I12: Adjustment, yeah, flexibility

G9: Oh yeah, but in Germany my little sister for example, she was not in uhm a class where she had to do some sort of uhm Prüfung? Was heißt Prüfung?

G11: Some tests?

G9: Ah yeah, some tests at the end of the year, all her tests where presentations, in every subject! So my mother was there sitting and do all the projects and things and every, in every lesson she had to do a presentation, no tests or some kind of that, nothing, so, yeah

(silent typing)

I15: Hold on, to adapt? I13?

I13: (laughs) I have an idea!

I15: Go on to it directly

I12: She actually takes some of our own experiences to that uh. I have like two degrees, it's the first time I'm studying anything on a formal institute and realize I did all this year, like, we did everything on Zoom. It became, for me, it was very hard, like to fit things in the head according to, like, every lecturer wants us to do something and it just piles up somewhere on the moodle and you just start to lose orientation. Like what you need to do for what week and what when and how much and is it synchronous, unsynchronous. Uhm

I15: Uhhh I, I, what we wrote before, I13, with emotional state of the kids, pupils, students, kids, uhm I think also we wrote about the WhatsApp, the connection between the teacher and the pupils. I mean, many kids, I don't know how you experience it in Germany, here many kids were depressed and like really low. So the teacher had to be more sensitive and be aware of what's going on, to pay more attention

G9: It's not only that the, that the. It's not only that the pupils here have been depressed, some of them are for example, have parents with low income that don't have a room for themselves. So it was- when I sit, sat next to my sister it was always really loud and the pupils were not able to speak freely because there was no room, there were always people of they didn't have the devices. So some of the uhm teachers or schools had to give them their laptops. So they were not able to buy laptops

I12: Or you have uh some siblings and your dad is working and your mom's working on the computer and you need like two extra computers and then your, your internet connection is too slow to hold four conversations at the same time, happened to me, so

G9: It's chaos! Complete chaos

I12: It really became different and uhm And also teachers, teachers were under an attack all the time, like, it's not only stressful for the children. Uhm as teams, we had a lot of them, especially in my school about the wellbeing of the teachers. How do we feel, how do we do? How we solve stuff, how can we help each other? Uhm weird times, yeah

G10: Maybe something like uhm give them a pause from Covid, like, the kids, everyday hear stuff about Covid and so on and maybe the teacher can give them a little pause of that and distract them from the daily life?

G9: Maybe also some indoor activities. Like we said, some breathing activities or bonding or team building because they haven't seen each other in Germany for a year? I think? So... maybe that would be nice

(silent typing)

I13: I don't know what I'm doing

I15: A slide for each uhm

I13: Okay! Uhm

I15: Let's see what we have

G9: Maybe, maybe you can add uh add connection like sort of a slide connection? Like indoor activities or teambuilding activities

I13: Teaching after Covid. We'll do something here. Per video. Oh, we could do tons of pictures of the tech tools, tech tools

I15: Oh, right!

I13: Teaching tool, like old book, like book and pen. Book, pen. I'll uh I can look it up while we're talking after uh

G9: The blackboard

I13: Yeah, yeah exactly. Blackboard, chalk etcetera. Okay, fine, that will be that page. Then here...

I15: Repeat again and again, what did you write? ... Oka, so what, should we put some kind of picture here?

I13: People talking? I don't know. See what you like, what you don't like and we can add

I15: Okay

(silent typing)

I15: Are you saving the doc?

I13: Yeah, yeah, I'll do it. We'll do, we're doing it now

I15: But save it now so it won't get lost

I13: It's not going anywhere! Alright, I'll save it. Power to the people! Okay uh do you wanna do uhm what picture of people talking? Like a gif type of thing?

I13: Whatever you feel! Go, go, do it, it's fine, we trust you. I trust you

G9: I think we don't have enough time for everything today so

I15: Oh we won't finish it, no

I13: Okay, so then tell me how to keep going

I15: Yeah, keep on, let's see what we wrote

I13: Yeah and then I can add stuff while you guys talk

I15: Okay, connection

G9: Uhm maybe uh team... building exercises?

I15: The (???), G9, the (???)

G9: Yeah! For example!

I15: Perfect! For this kind uhm kind of era especially. Or the breathing. You can do something in the beginning of the lesson uh

I13: What else?

G9: Uhm, for example talking about their issues they had? I don't know, personal things

I15: Use music, songs... uhm

G9: Or dancing, I don't know, some kind of exercise

I15: Tied in activities, physical activities or some music or, what did you say? Talking?

G9: Yeah! Like, share information with their partners

I13: They ask our positive teaching tools, what positive teaching tools? Like, I don't know what that means

G9: Do you mean, like... uh I don't know

I13: Yeah, I don't know... Okay! We got that, that, that. Here! That's good?

G9: M-hm, I think so

I13: I got a dancing picture, okay, here uhm uh could this be under connection?

I15: Uhm why under connection?

I13: Because it's like to connect to the students and have them uh

I15: Ah okay, alright

I13: Yeah, cause it's like, we wanna just like kinds throw it in. Shorter lessons, more to the point and what the students should really get from the lesson. Is there another, a better way to say this, anybody?

I15: Uh that was your uh you suggested it, right? So that you shortened the lessons

I13: Uh no! I12 did

I15: No, I12 did, yeah!

I12: What did I do?

I15: You were talking about uh doing shorter lessons, right?

I12: Yeah!

I13: Yes but what's a better way to say this, I12? Cause I wrote this part. And what the students are doing

I12: Erm, more focused lessons? Like uh the content part of the lesson should be narrowed into specific uhm I don't know

I13: Narrowed content

I12: And we, we're trying not to accomplish a lot, like, every, like, small bits. Like every time a little bit uh like teaching them thirty percent of uh

G9: Yeah, less is more. I think, less is more is uh does work

I12: Just for them to get it

G9: M-hm

I13: This is connection, no?

I15: Yeah, it's the same topic. Okay, okay, it doesn't mean we have to have many slides, you know?

I13: I know! I just put different uh uhm you know (???)

I15: It's fine and it's okay, we don't have to have many slides

G10: Less is more, even here (laughs)

I15: Okay uhm

I13: There's only this, this and

I15: Okay, what is it, what did we say? Uh okay. The, the, this is communication? What's, WhatsApp has become hm communicating

I13: Oh communication

I15: Jep!

I13: Should I change it?

I15: I think so, just to communication... is there something? I have no ideas, no.

I13: Hm?

I15: No, nothing else comes uh now into my mind

G9: I would maybe say to communication like classroom uhm management also? Or some, some kind because all the, the facial expressions and the, the gest- gest- Gestik? things I don't know

G11: Gestures

G9: Yeah, gestures are missing so sometimes if you wanna make a joke and it's ironic no one gets it because they can't see how you... how you speak. Or for example the vocabularies like the th like the th. It's every, it's missing, it's eh uh especially for learners who need to visualize their speaking. I don't know if we can put it somewhere or somehow

I15: Uhm the way I understand we have to do some kind of suggestion. What would we do to overcome it?

G9: Uhm

I13: They have it in video still if you wanted to hear sounds

G9: Oh yeah, maybe you can, you can write uhm put some videos on when we do speaking activities? And we Germans, we had some speaking activities with one of our uhm professors and we had to say, I don't know, the themes or things like that and she was sitting like this (moves close to the camera) and... Or in front of a mirror, I don't know, something like that. Maybe talking activities in front of the mirror?

I13: In communication?

G9: I don't know if it is the right slot

I15: Uh I'm trying to think what more should we write?

G9: Oh maybe we can do another uh Powerpoint with uh speaking. When we have connection, communication and then like a sub-point speaking. Ah we are going back into our main room in two minutes

I13: Uhm, I should send this and someone else takes over

G9: But we have to upload it on second of June so maybe you can share this Powerpoint then with all of us so that everyone can write anything

I13: I'll send it, I'll send it in the WhatsApp group and then someone can add all of our names and then

G9: That would be nice, yeah

I13: How much time do we have left now

G9: I think we're done. It's four forty three, I think four fortyfive we're back into our rooms and then

I15: Is that the baby channel?

I13: I14 needs to turn off her sound. That's why I left my house today, I'm not with the kid

I14: Baby channeeeel

I13: Get out! (laughs) Uhm okay, just quickly, no, hm... Does anyone have good material on recycling? I need to do a lesson sunday

G11: I don't know, sorry

I13: Recycling and environment

G10: We in Germany, we have to do a lot of recycling, it's like a bin for every kind of material. I don't know if it's

I15: Which uh what grade, I13?

I13: Fifth. I had a great idea and then apparently, it's only good for like eighth graders

(baby crying)

G9: Oh I think I14 is gone. Okay

I15: Oh good! Recycling the, the (??), you're good!

I13: Uhm uh

I15: Digital, we don't have a picture of a digital book

I13: A regular book, back in the day

I15: Ah okay

I13: Are we doing like (???)? What was and what is? Uhm like a Ipad?

I13: What else did we learn? EdPuzzle

I15: EdPuzzle, I12!

I13: I like EdPuzzle

I15: Yeah, me too!

I13: It's fun! I messed up though on one thing when I did it. It's funny, like it started and you're supposed to see the visual but it got cut off. So the question is a question that like nobody knows the answer to and I didn't know how to fix it

I15: Oh, we have to leave! Okay, guys

I13: I'm sending this to the WhatsApp

G10: Ja, perfect!

G9: That would be nice!

I12: It was great!

I13: Add your names!

I12: Wait, it's the last time we're gonna Zoom, right?

G9: Yeah!

I12: We need to say goodbye!

G9: But if you want to uh talk about the presentation, we could, we can do uhh WhatsApp

I12: Oh, we need to continue working?

I13: I don't know how to spell your name

G9: If we want to

I15: It's not uh finished yet

I13: I need, I don't know how to spell your name M, M A

G10: R A I K

I13: I K and then it's G11, right

G10: Perfect!

I13: Wait, the spelling, talk so I can see your name pop up! I

G11: S A

I13: Yeah, quick!

G11: B E L

I15: That's it!

Group 5 Session 3

G13: The recording... okay I think it's recording now. I'm so sorry to hear that, I hope you're fine as well?

I16: Yeah, I mean, seriously, my thing, my kids uhm we moved here from the US a year and a half ago so my kids are not that familiar with the situation and they kinda think it's a game. Uhm it's kind of fun, you know, sleeping not in their bed and whatnot uhm so, you know, so it's okay. There are places where it, where it's kinda their everyday reality almost, so, and over there it is really hard because these kids, they grow up and they have, you know, they have PTSD, they have anxiety, things like that but uh in my, in my home so far, it's, it's okay

G13: Okay, it's good to hear that!

I16: Yeah!

I17: Yeah every, almost every apartment, not in every apartment in Israel but a lot of them have a room where the walls are thicker. So it's supposed to be like a min-shelter. Just a regular room but when there's uh, when there's a siren, you're supposed to go to that room. So it's my daughter room

G13: So it's like a room where you are safe, inside?

I18: Yes, yes but I17 didn't mention that it's only buildings built after 1991. After the, after the uhm the Iraqi Bay war ehm so uh I live in a hundred and twenty years old building, I don't have no shelter, no nothing. I need to run down one stairs eh one flight of stairs and hope for the best.

I16: Yeah you stay in the staircase, right? You go to

I18: Yeah but I am, I'm, I'm yeah but I'm the top eh level, I'm the top floor so so I need to go one stair down

I16: Yeah that's what my sister did with her kids, yeah. But I can tell, I can actually tell you a funny story maybe. So uh about a year ago we also, we had like a situation in Israel and uhm we lived in Tel Aviv which is usually not under attack but at the time, there were, you know, we thought that we will get some missiles in Tel Aviv. So they cancelled school and indeed, there was one alarm. Anyway, so when we woke up in the morning, we told our kids, we didn't know that they would cancel school. So we told our kids, who again came from America, we said "Kids, you're gonna practice today in school, practice going into a safe space. So you just listen to the teacher, you do whatever the teacher says and you're well-behaved" and whatnot. And then after a few minutes, and the reason we said it was that, you know, it's like in America where you practice, you know uh the fire drill, earth quake drill, it's the same, you're gonna practice. And then after a few minutes, they cancelled school, so we told our boys "Kids, we're staying home today, you're practicing with mommy and daddy". And then after a few minutes, there was the alarm and so they went into the uh into the staircase. And they met all the neighbors and all the kids and one kid says "They're throwing missile at us" bla bla so that's it, the bubble, my kids' bubble, you know, at that point in time just, you know, uh vanished. But uh but it's a fun story to tell, yeah! When you have your safe space at home, you can manage what messages you give to your child but if you go to like shared spaces then you can't really control what other people are saying and what messages they deliver and how stressed they are and what's the level of anxiety and whatnot, so...

I18: And you have to talk to your neighbors which is horrible

I16: Yeah, didn't you get this like, there is this like uhm fun WhatsApp kind of thing that says Today we need to, to wear our nice breaches (?) cause we're gonna meet our neighbors

I18: Meet our neighbors, yeah, yeah, saw that

I16: Yeah, anyways, so. What are we supposed to be talking about today? What was the uh the assignment?

G13: Uhm... I can look it up.

G14: I think we

I16: Like, can I look it up also or? Oh you have the resume in the chat

G12: The suitcase activity, right? Where... is it a worksheet or something?

G14: Yeah, we need to fill in facts about the pandemic, I think?

I16: Oh that's a large suitcase, how are we supposed to know about that?

I17: But what is it?

I16: Oh it's just two, okay, there are just two slides per group uhm I can try to share the screen. Oh yeah, I can share the screen if you want.

G14: Yes!

I16: So... you see that where there is suitcase and we're group number five, so we're here. Refelct on teaching during the Covid 19 pandemic. In the open suitcase, write down anything that you like about teaching during the pandemic and will try to use in the future and explain why. And then in the closed suitcase, write doen the things that you would prefer to forget and explain why. Share the content of your suitcases, is there anything you would like to suggest to your international partners that they should add to their suitcases. Okay, si I think that's what we're supposed to do.

G12: Yes!

I16: Okay! Do you want me to type it? Or would anyone else like to take uh charge?

G13: I wouldn't like (laughs)

I16: Okay, I'm supposed to write uhm group uhm members names. So we have G13, we have... who else do we have here? Uhm, I don't remember the names, guys, help me out!

I18: (???)

I16: No, i know you, I18.

G12: So my name is G12. D O M I N I Q U E

I16: And uhh, wait, I can see it now, okay, I think, I, did I spell it correctly? Okay!

G12: Thanks!

G14: I'm G14

I16: What's your name?

G14: G14! With two N

I16: G14, that's it! Like this?

G14: Yes!

I16: Okay, now we have G13, G14, I18, uh let's see how i spelled it. I can't see what I typed so... and uhm I17. We have I17, right?

I17: Yes, yes, I'm just uh he he I'm listening to everything, I'm just uh

I16: Who wrote nothing?

I18: (laughs)

I16: Did you write nothing, I18?

I18: Nooooo?

I16: Who was that?

I18: It was me, it was me!

I16: Okay, so do you want, okay, I18, then you'll be the one typing. I'm just sharing my screen but you'll type.

I18: Jala

I16: Jala! Jala means let's go and it's not even a Hebrew word

I18: No, it's an Arabic word (laughs)

I16: Arabic word, yeah. Okay, so uhm okay so let's share, what did we like about teaching during the pandemic and maybe we will then try to uh moving forward

I17: So can I say because I don't know what will happen, just uhm, i liked, obviously, sometimes the Zoom is uh sometimes the Zoom is nice because the uh let's say the more involved students have quiet. No one disturbs your class uhm only no one understands and has to reunderstand what a real class is. So uh if you're in a pandemic, the Zoom is great, all the trouble maker students, they don't even, in my class, they don't even, you know, attempt to, have no attempt to get into lesson. So you are left with the nice kids and you study and it's very peaceful, it's very quiet. You have your coffee from your kitchen, you don't need to wake up so early. There are many things that are very nice to teaching in the pandemic

I16: May I suggest though, that maybe we focus, cause they do ask here what we will try to use in the future, so I'm tinkering maybe we're supposed to concentrate on this that we can actually... not just, it

was nice but we can actually use in the future? So like, we will not be able to mute the class. We will not be

I17: It's a bummer! In my school, they wG14 do once a week next year that you can chose either to study, you must, I mean, you still just to study in school itself or you want to study trough the Zoom and so. So do you want one day a week that you can have the choice cause they do understand that for some students, they uhm they gain more from the Zoom. Maybe not for most of them but for some of them, it's much more peaceful and nice to study from home, so we're going to offer it

I16: I18, are you typing?

I18: What? What do you want me to type?

I16: I don't know, I17 spoke for like five minutes and we must

I18: Yeah, yeah but you said not to type that the zoom is nice but

I16: I just, I suggested, you can, you don't have to agree with me, I suggested taking just the things that we can actually

I18: I always agree with you, I16.

I16: Okay, well, i can give an example actually not as a teacher but

I18: Oh so give an example okay I

I16: I'll give an example and you should type it. Based on my sons experience, I think, it's easier to differentiate levels when you're zooming uhm cause at least in Israel we, uhm some teachers used some like software? And gave kids exercises in, you know, in that software and then you can, you know, differentiate and give different students different levels of uhm you know materials and so forth. I wouldn't say separate, I would say differentiate.

I18: It's a long word! (laughs) I don't, I don't like differentiate.

I16: It's like at the beginning of class, Beverly said, well, if the alarm goes off, then we will all vanish, something like that amd I'm like that's not the best way, you know, the best word to chose. Okay

I18: No but is this the right way to write differentiate? Thank you!

G13: Well, another

I18: Thank you!

G13: Sorry?

I18: Nah, go for it, go for it!

G13: Okay, uhm another thing I really like about the online lessons is some tools like the Padlet or I don't know, those things we did, for example last or the last few weeks and I think the concept of this kind of lesson so that we are interacting between Israel and Germany, it would be never possible uhm if we wouldn't have online lessons. So, I think, yeah, that's a good thing

I18: Yeah, I completely agree that the, uhm the main uh the main advantage of the Zoom is the fact that every kid sits in front of a computer with uh, or a phone, with internet, you can do. And the internet is filled with a lot of stuff you can do. I completely agree with you, G13, I have no idea how to write it down. Ehm

G13: Ehm maybe

I16: Yeah, I think what you have said is like the tools of technology, the tools to increase uhm interaction, interactivity, I don't know, what else? What else aside from interaction? I mean, cause actually it's also the, even the differentiation, so part of it is using the technology for that, right? So technology tools allow for interactivity, eh interaction, differentiation, what else?

G13: Yes, different tools like the Padlet or something, yes

G12: Maybe also motivation? Like when you can do some quizzes online with a winner at the end or something, maybe can be motivating too?

G13: Yes!

G12: If you use those tools

G14: Yes or maybe learning apps or videos, yeah

I16: I think it was als much easier to go into breakout rooms, I mean, how much time in class do we spend to get kids kind of organized, you know, saying you're one, two, thre, one ,two, three, all the ones here, all the twos here, you know, and then changing tables and seats and all the noise and then it's hard to really do group work if you hear the other in the background. So it is much easier to break into rooms, different rooms in the group work

G13: And I also think uhm the learning videos uhm, it's very good when children can look at them over and over again and... so if they don't understand anything, they can just watch it again and yeah.

I18: Alright! Wait, i need to, I have to agree with G13 again. Ehm and with you Hadal because eh learning videos enables you to differentiate between kids and you can send the strong kids to learn by themselves using those videos and you can stay in the different breakout rooms with the weaker kids and uh and teach them by yourself not using the video. I did a lot, I did it a few times with my uh actually older grades and uhh I have to say it went really well eh so it's a, it's an amazing tool

G13: Yes

G12: Ans also maybe uhm just working with a computer or with the internet in general because especially in Germany, I don't know how it is in Israel, but in Germany at primary school level, normally kids aren't used to working with, I don't know, the internet, tablets, laptops and uhm just getting in touch with this, with this new technology and also looking up thing on the internet, using it to, to grow your knowledge, maybe this is also a positive aspect. I don't know, do you use uhm the internet and tablets and stuff in schools in Israel? Is it common?

I18: There are computer rooms that you can book, in my school, in my school it was different, depends, yeah it depends oh eh the region, in what region's the school. Everything is public, all the school sytem in Israel is public but quality, if the region is richer, they can push more money to the

school. Ehm so yeah, in my school we have three computer rooms, that you can book eh but again, we have seven classe in each grade so once a month you can book that

I16: I think, in uhm in some, in some schools you can get uhm you can get computers in like laptops or I pads that come into your class but again, you need to book them and it's just, it just takes so much time. Just to, you know, then you have to kind of write, you know, who took which I pad cause everything is numbered and you just, it's a lot of work to just get the kids on the assignment, you want them to be on. So it's not very practical.

G12: Yeah, I think at our schools it's, it's the same. If we use it like, I don't know, once or twice a year maybe or I don't know in a few months, it's not really effective either.

G13: Okay, does anybody have another idea, or...should we switch to the other uhm... question?

I18: Yeah

I16: I mean, we can always go back, you know, if we have another idea.

G14: Yes, yes

I16: So, I18, oh! I'm supposed to write today

I18: Yeah, you're supposed to

I16: I'm supposed to, yeah, we, we share responsibility. Okay! Uhm... well, I think, one problem, one major problem with, with, you know, working on the computers and zooming and what not is that, that existing uhm uhm how do you say, like gaps? I don't know if gaps is the right word but like, you know, kids backgrounds play even a bigger role. Because you can't really level the playing field for kids cause not all kids have computers, not all kids have great internet connections, not- you know, some homes you have four kids work, right who share one computer and so for, so I think that's a big issue. Is that this year we're continuing that and we're not providing the kids the access they need, then the gaps widen... Even, like, even you know in... like my kids are younger, on the young side so, like, I had to put them into the Zoom, right? So like some parents- and I, I was not working at the time so that why I had time to stand like ten minutes trying to get them into Zoom and, you know, and you've seen the WhatsApp messages from the other parents. Are you in? Are you in already? Are you in? You know, things like that but some parents just didn't have the time to sit with their kids and help them get connected, so they didn't. So I just think that's, that's a big miss.

I18: Eh, social interactions are very limited when you sit in front of a screen.

I16: Absolutely! And just in general the uhm social, emotional kinda challenges that kids, some kids faced. Uhm you know, were, were more intense than in regular school, for some kids, for some kids. You know, some kids actually found zooming and not being, not having to come to school and really interacting every day and what not easier but some kids found it more difficult.

I18: Yeah, I have kids that bloomed during the Zoom period, it was the best part for them in their school life but the majority eh are on the other side of this.

I16: And I think with the other kids, it's just harder to get their attention. Cause, again, my son is young so he didn't even know that you can be on Zoom but then also in a separate window at the same time and do something else uhm but the older kids, they know and they can just, you know,

put Zoom in the background and do whatever they want. So I think it's just much harder to get kids to be, be engaged.

G14: Yes, and also the possibilities are really limited, I think. So you can not play games or do sports or yeah you're just limited to the screen

I16: Right! If we think, if we think about learning as, you know, we wG14 uh involve all the senses, right? Like, the differences of children, we can't really do that. I have fighting going on in my house, I'll be back soon.

G14: Okay!

G13: So I think the social uhm development in general is, yeah, is not good

I18: Okay! Eh social development is, social development is? I need to phrase a sentence...

G14: Yeah and there is no group work possible so

I18: You can do group work in, just in breakout rooms which is not ideal

G14: Yeah!

I18: I'll write that down, that's good. Ehm

G14: And maybe we could also put uh the internet connection there so sometimes you ju-just cannot participate, yeah

G12: Yeah, like if the infrastructure is missing, right?

I18: Yeah

G14: Or some families don't even have a computer so this could be hard for them. How is it in Israel? Uhm do they get financial help?

I18: Hmmmm there are projects eh to give the kids computers but very limited. Eh the majority use eh phones. Not the majority, I'd say half, they use the phones but uhm a lot of students have computers, personal computers eh in each room. Eh again, depends on the region, I taught in a very rich region so they didn't have any problem. Their internet is better than mine, I mean I live in, again, in an 120 year old building in Jerusalem, my internet is crap. Their internet was amazing. I, I had more internet connection problems than they did ehm but again it differs from region to region and there are places here where the kids uhm don't have internet in the house. They all just use their phones. Oh and there's the ultra religious, eh ultra orthodox sorry eh ehm Israels which don't have a smartphone at all or a computer ehm and then it's a problem, how do you teach them from eh from distance

I16: Well, I know that they got recorded lessons, like listen, they listen

I18: Yeah, they listen, they call the, you can call the Zoom by the way. You could call the Zoom and listen only from a phone call. That's how they do it.

I16: I wG14, I wG14 say one challenge as a teacher uhm is that you can't really see the entire class at the same time, you can't really get a perspective of the class and you can't really see the individual

students. Like, you can't really see if they're, if they're, you know, sometimes they get confused and we can see someone is lost, we can see someone is confused, we can see someone is not feeling well. And via Zoom we can't really see that and, again, we also can't see the perspective of the whole class, you know, we don't really see what's going on there in the class at the same time and
(breakout session ends)

Group 5 Session 4

G12: Hi!

I18: Hello

I17: Yeah

I18: Oh my god, I17, you're not in a car!

I17: Yes, we haven't left our apartment for a week

I16: Oh, I17, you left your apartment?

I17: No, we can't walk in the streets in Jaffa. I took the kids to... to playgrounds in Tel Aviv today but by foot, we don't uhm yeah

I16: So... it seems like we didn't have to do anything before class, right? I saw all the correspondence today but it sounds like we're supposed to work on it now.

G12: Yeah! We should just decide on like a program we use but nothing else, I think.

I16: Okay, well, your instructor said that you know what to do, so...

G12: (laughs) I don't know about that

I16: Cause I don't have a clue. I don't know about I17 and I18 but I, I don't have a clue

I18: We still got online book, right?

I16: What?

I18: G13 and G12, we said we were gonna do an online book, right?

G12: Yeah the, the, the G13 looked for, I don't know, what was it called?

G13: Uhm it's called book creator uhm I know it from uh primary school uhm and it's like a tool where you can create like an ebook and you can put videos in it or links or you can write something or put photos in it and so on. So you could uhm yeah make a lesson or something. I don't know if that was uhm what we had to do but I think so

I18: Yeah, it sounds cool! Sounds good!

G13: Good!

G12: But, but I thought that we just, should just write these principles together that we discussed last time and I don't know, it is a good idea as well but I don't know if it's too, too detailed, you know? If other just have like a poster with a few principles and we have... because I don't know about links or videos or pictures to put in there when we just have to write some statements? Or did you mean like examples for digital use we could use or...

G13: Uhm, I don't know, I thought uhm we had to chose like an online tool we could use after uhm Covid 19 or not?

I18: No, we just need to choose a way to present what G12 said, the principles for post Covid teaching et cetera.

I16: Yeah, I just wG14 say that our instructor did not tell us anything prior to this meeting so the only thing we know is what we just heard which was to talk about the principles we want to embrace or something but, but maybe you got different information

G12: So I thought that too, actually, the things that we put in our suitcase last time, like, the positive ones, how... so we, we should just take them and I don't know, maybe more details or more, more points, I don't know, something like that.

I16: We can raise our hands and ask for assistance if we wish to do so, I think. Right? There is a way to call, call them? Do you wG14 try that? How do we do it in the breakout room? Oh asks for- should I click ask for help?

I18: Already did

I16: Already did. That's a super star, because you did it, when they show up, you'll be the one asking

T2: Okay, here I am! What can I do for you?

I18: Eh we have a question.

T2: Go ahead!

I18: Eh well, eh unfortunately Bev didn't do any preparation for the Israelis and ehm so we just need to understand, we're supposed to present ehm the like, the basics for post Covid teaching? Not to do an online lesson that is built on the foundations of

T2: No, don't do th- just kind of really uh kind of a rough overview of what could be part of your teaching efforts after the Covid era where you include things that you've learned. So you, you might have learned a lot about technology that you would either include in the future much more than it used to be or you might include some blended activities because, because you've realized, okay, we can do that at school as well. Or you might say, no, we go back to the blackboard and we don't want to see any technology uhm anymore, we don't want these things in our, in my classroom. So then of course you have to justify that but give some kind of uh basic, a basic structure, not a detailed lesson or anything, really the main ideas of it.

I18: Okay!

I16: Can I ask another question? Last time we

T2: Yeah go ahead

I16: had a Google, a Google kind of shared presentation that we wrote on to. Do we have anything like that now?

T2: We, we said you have to agree, agree on a platform. So you can use a Google form and just send us the link afterwards but we will not have a shared one so you, we'll just put everything together on our Moodle side but you will say, okay, I have Canva, I'll have a Google slide, I have a Powerpoint that you can get, I'll send you a PDF. Whatever comes to your mind. It's really up to you.

I16: Okay! Thank you!

T2: Okay? Good! So that fine? Yeah you, you'll work, yeah of course, just go ahead!

I16: So I think maybe that's why, G13, you said about the book? That we can use that. Because, you know...

I17: Just to inform you uhm Israelis that there are sirens in (???)

I16: Really?

I18: Really?

I17: Yeah!

I18: I'm from (???) I need to call my parents

I16: Well, I think we're, we're mainly surprised because this is the first time in, since it started that we have sirens there, it's up in the north. Up until now, the north was- where is it coming from, I17?

I17: I don't know

I16: Okay,

I17: It just happens now, I don't know anything.

I16: Okay. Okay, so anyway, I don't have family in (???). Uhm okay, so it's not exactly what we talked about last time. Cause last time we talked about kind of the pros and cons and now we're expected to talk about the things that we will embrace, right? Okay! Which tool do we, do we wG14 just make a list on like Google? Or do we wG14 open another kinda technological tool? We can, we can make a song like each of us can sing one, one sentence in a song, nah I'm kidding

G12: Like a little rap or something! Uhm for me

I16: Yeah, go ahead

G12: I don't, I don't care, we can, we can use whatever, we can also make it, like, simple or

I16: Well, you know what can be cool? And I think maybe it's something that they will appreciate, I'm not sure, but there is this uhm platform where you write, you write like post-it notes on the computer. Do you know these platforms where you put the, you don't? I17, what's the name of it? Do you remember, the post-it notes?

I17: The name of what?

I16: The application uhm the you know platform where you write post-it notes and then you can move them around on the screen. You remember what I'm talking about?

I17: Ah yeah, uhm we used this so many times!

I16: We did use it a few times

Maren: Do you mean Padlet?

I17: Yeah!

I16: Is it Padlet? Maybe, like maybe we can do that. Maybe we can open a Padlet for us and then each of us can write something without us talking about it and then we can spend five minutes writing our notes and then we'll spend the rest of our time organizing the notes and trying to find like common things?

G13: Uhm I would say we could do that or we can create a Google Doc, a Google document so we all can write something about it but I don't mind

I16: It would be easier for sure. Just doing a Google Docs. I agree, it will be easier. Okay. And also we have, like, we have at least twenty more minutes so we can actually talk about it. We don't have to kind of each write our own, we can actually talk about it and one of us can type it in. Uhm, do you, do you want e to do that? I can be the, I can type in.

G13: If you don't mind that would be nice

I16: I'll open, I'll open a spreadsheet and then I'll start with that, okay? Just a second.

Maren: Just one question. So I see that you're recording, that's great. G14 is missing today, or?

G13: She's missing today, yes

Maren: Okay!

G13: She told us. I think she told Misch- eh Mister Schwab as well

Maren: Okay. Okay! That's alright

G13: Okay!

I16: Okay! So let me see if I can share my screen... okay. Ideas for, I don't know, things we will embrace

I18: My parents are fine!

I16: What?

I18: My parents are fine!

I16: Are there, are there sirens there?

I18: Yeah, yeah, yeah in (???)

I16: Ugh... okay, so we decided to just do a Google Doc uhm and just write our, I don't think I wrote embrace correctly. Anyone knows how to spell embrace?

G12: With a C, E M B R A C E , yeah!

I16: Embrace, not embarrassed or anything like that, embrace, okay. So....? I'm gonna type it in and we're all gonna share ideas, okay... uhm gonna write our names. G13, what is your last name?

G13: Raab, R A A B. Yes!

I16: Right!

G12: Same as me!

I16: I'm not sure, G12, did I spell it correctly?

G12: Yeah! Perfect!

I16: Okay. Is it the same last name?

G12: The same last name, yeah

I16: Are you related? Like, blood related?

G13: No, we don't think so

I16: Oh my god! Intersting coincidence

I18: Is it a common name in Germany?

G13: Not really

I18: Really?

G12: Yeah, I don't think so either

I16: I18, what's your name?

I18: It's fine, Kollom is fine, it's fine (laughs)

I16: Okay. I17, what's your name?

I17: Lebovitz, you don't , do you have to it's L E B O

I16: L E B O?

I17: V I

I16: Okay. When you, when you speak guys, I can see your names but when you're not then I don't

I17: Ah, okay, okay, okay

I16: So, what should I write down? I17, mute yourself cause we can hear the news

I17: As you can tell, I'm very concentrated teacher, yes uhm, I'll be the seond as always

I16: I mean, I think it's pretty hard to, to embrace those, you know, the things we did via Zoom because the Zoom enables things that regular class do not, does not, so I'm not sure exactly what we should write

(silence)

I17: I16, (speaks Hebrew)

I16: What?

I17: You, you faced the harder challenges to ingest

I16: I do, I do but I just don't like to disappoint but I feel like we're gonna disappoint Beverly today

I17: We have excuses. Uhm yeah. We said, but we discussed it last time, didn't we?

I16: Well, last time we talked about the pros and cons but now we're supposed to talk about the things, the principles

I17: No I said, I don't know if it's the principle ideas. I told you that in my school what they are going to, to do, is that one day a week, you can choose one lesson to do on Zoom uhm The student needs to go to school uhm four days a week and one day, on the fifth day or whatever, students can choose either to come to school or to stay at home and to learn

I16: But what's the reason, they're gonna do it, I17? Cause I don't see the

I17: That's uh we had a long discussion. First, number one, it's a lot of of of of uh for us as teachers, it means that one day, we need to, to do both.

I16: Right! So that's something that I don't understand that

I17: But this day that just the students that prefer that and it's another way, you know like, games, and online games and online, online missions and tasks and that's it and anyway that's why they decided we can discuss it. I mean, the idea was to... that some students like it more and it's another option of learning

I16: But I think it's one thing if you got classes on Zoom cause then you can, you know, you can plan your activities accordingly but if some are in class and some are online, it's

I17: No! It's not a Zoom, sorry, it's, it's eh asynchronic

I16: Ohhh!

I17: activities, so you either chose to come to school and to study or you chose to, to, you know do asynchronic tasks uh during the day. It's more flexible, you can wake up late, do it whenever you want. Like we had today in our uh you know, in our studies today

I16: I actually, I actually like the idea of the asynchronic kind of lessons. I, I wG14 sort of say, it's been a way of doing Zoom but I think the asynchronic does allow you more flexibility for the teacher and also more flexibility for the students because they can choose, you know, when and where and how to approach the class. And then we can also kinda include YouTube videos and like things that we usually can't because kids do not come to classes with their laptops necessarily.

I17: Yeah the only challenge with this idea is that, the idea in our school is that, as I said, because they have to offer five days of, you know, proper learning in school, it means that it's a double task for us as teachers. That we need to prepare for that day asynchronous tasks and a proper lesson in school. But as idea-

I16: But we're not gonna say, I17, we're not gonna say, let's do what I17s school does, we're gonna, we're gonna propose our own thing

I17: In an ideal world, I think that one day a week to do asynchronous lessons can be a nice idea that students can- obviously it's only for high school ages, right? Because, because kids need to go to school every day and they can't stay by themselves but for high school students it can be a nice idea, one day, you learn from home.

I16: Okay.

G12: Also maybe an advantage of that for, for children is uhm that that some of them maybe can just concentrate better working on their own, when they don't have like, I don't know how many classmates around them and noise and whatever. So maybe it's just uhm relief for some kids to just spend one time, eh one day a week at home to, I don't know, concentrate and maybe get in this work flow. Maybe that's also an advantage of this once a week asynchronous lessons.

I16: Right

G12: If you have the option to choose, if you can work better that way

I16: Right, and and also when it's asynchronous, you can give choices to your students like, you know, something that is more uhm, you know, even in (???) classes we get, that's a class we have, but she always gave us a few assignments and say choose two of three or, you know, choose five of seven or something. So students can also choose based on their interests and also based on their, you know, their preferred method of learning, like do I like to read more, do I like to watch videos more? You, know, what do I like to do. So I think it's really flexible. I think that is a really good idea, actually. Although it's gonna be hard, it's hard to implement as teachers, unless the school takes it on, not individual teachers

I17: Yeah, it's nice to be in a school decision because the whole day that the students stay at home and they decide when to do the tasks, it can happen in school. In school you can give them a, I mean, so yeah. That's, that's the whole point so... but I know that some schools, you know, in Israel, I don't know if our German colleagues know, that in Israel we have six days of study a week. Basically, officially. Many, and many schools uhm on Friday which is a half day in Israel do that already. That you can, you know like, you don't need to go to school on, on, on a Friday. Uhm because for some reason we, we teach six days a week

G13: And you got to school six days a week on Saturday or what?

I17: No, the teachers have uh one day off but we have a five uh day work, I mean, a five day working uh week but uh for the students, basically, they need to come for six days

G13: Oh wow

I17: Also, I think it's the same, I'm not sure but I think, in France it's also a six- So the, the school day is a bit shorter. Usually we finish around two or two-thirty, three but uhm what time do they finish in high school in Germany?

G13: Uhm, do you mean,

I17: Yeah in terms of, in terms of uh hours, I mean, til four, til three, til what?

G13: It depends, so we have, we have schools that uhm have lessons until, I don't know, four or something and especially primary schools, I think until one o'clock or something or twelve, twelve fifty or something. So the secondary schools, they often have until three or four, I think

I17: So we have quite a

G12: But it's just like twice a week or once a week and the rest of the week, it's til one pm

I17: So we are smarter, we study more. No, just, just uh the way the system works here because I don't know why. But the thing is that we study Sunday and

I16: What do you mean why, so that parents can go to coffee shops on Friday.

I17: Yeah, basically it's a babysitting, yeah, so yeah but you need to wake up and get the kids

I16: I got, I got the perspective of the youth here. Honey can you tell us one thing that you like about, you know, how you learned during Covid? During the Corona time? Like one thing that you would like to keep having now that you're back to school

I16s child: Uhh what from the Corona?

I16: Yeah one thing that you liked about learning in that setting

I16s child: That we didn't learn so much

I16: Okay, so teach less. What else?

I16s child: Uhm, we had capsules

I16: You liked the capsules? What, what's the reason you like to have less kids in your class?

I16s child: Uh you, they picked me more to say things

I16: Oh that's, thank you for saying that! So in Israel, they divided the classrooms into two so like capsules so that kids would be exposed to less, you know, less people. And then if, if half a class goes into quarantine, then just half is going in. But I think that's a great idea, you know, whatever he said because then kids have more opportunities to speak and ask questions and raise their hand and so forth. So I think, this is something to... How was it for you guys? Did you also uhm split classes into two?

G13: Yes! We did in Germany, yes

I16: Yeah so I think that's uh so either divide classes into two or bring another teacher which is another, you know, another way of doing the same, I think. That would be good.

G13: Yes and you can concentrate on less children at the same time and I think it's a good thing.

G12: Yeah, also yeah, as a teacher definitely I think.

I16: What else, honey? What else did you, did you like about

I16s child: Uhm, I like the teachers

I16: What do you mean?

I16s child: I had different teachers

I16: Oh, it wasn't stable. Did you prefer it this way? What's the reason you preferred it this way?

I16s child: We met a lot of teachers, we met uh even the, the art teacher for two weeks was uh (speaks Hebrew)

I16: M-hm, yeah, they didn't have much stability in teachers and he liked that but not sure that's the thing that we will propose

G13: Well, another thing probably uhm is that you can have presentations online so uhm many children or students are scared of uhm presentations and I don't like them as well so uhm it's easier to film yourself and to correct yourself a few times and load it up as a presentation so maybe this could uhm yeah be good for some students who are scared

I16: I'd say that idea, especially when you teach a foreign language, like just you know, just like you said and you can, you can film yourself and try over and over again until you get, and also watch yourself. that's a good idea.

(silent typing)

I16: Well, I'm not, I'm not great in uhm phrasing my stuff today but I shared the document with all of you and you can add information so I invite you to do so

(silent typing)

I16: Okay, we have so far, we have three things but I think they're all excellent

G13: Yes, good points!

I17: Very, very uhm detailed and uhm

I16: Thank you for sharing your school with us! You made point number three!

I16s child: I don't know what to do, I'm bored

I16: You're bored, okay. I'll put myself on mute and talk with you

I17: I must say that, you know, now during that we have a emergency time here in Israel uhm the the the speed that, at least my school moved from from regular learning to to online learning was so fast because of COVID. I mean, this experience, usually when there were emergency times in Israel it

took schools four or five days to wake up and to manage to the new situation. But now uhm they told in the afternoon that there were no schools and we already had uh a timetable sent to students, tomorrow morning this is your timetable on Zoom, and it worked, you know, uhm smooth. So uh at least here in Israel, we implement the experience in the new situation that we have now.

I16: I think it's true, we learned flexibility but, but I wonder if there is anything we can take from that, I17, and add to our list.

I17: Uhm, yes, I mean, flexibility is also, it's a big word but uh we, you know, maybe to submit some of the work uhm I don't know, maybe more ti-, maybe you have two different ways to submit your homework uhm with, you know, more options. It's not, it doesn't need to be, you know, with your notebook uhm one way to do things, maybe more things... to... I don't know it just, you know, those are only slogans, it's not like the detailed ideas that we should uhm

I16: But if we think, if we think from like a school wide uhm effort, then maybe the idea of, of being more aware of what your colleagues are teaching? And, you know, what else is going on in school so that if you have to sub in, cause like my son had teachers, you know i don't wG14- music teachers taught Hebrew and like English teachers taught whatever uhm

I16s child: I had a teacher that was for sixth grade and

I16: M-hm, yeah, he had a teacher that teaches sixth graders and taught him in second grade, right? What else?

I16s child: And she teaches uh Hebrew and it was fun, it was so fun.

I16: It was fun, okay. What about, there is a new, a new uhm uhm trend in Israel. It's called, in Hebrew it's called (???). You know it? It means like uhm combine play and games in your learning and it's in order to motivate students to learn. So kinda make it more fun. So that's another thing that we possibly have learned through Zoom because Zoom enables it better but uhm how to be creative in the way we teach students so they don't just sit in front of the board and consume whatever we provide them. So like maybe just, just a more uhm maybe just be more uhm I don't know. For some reason I can't type.

I17: Yeah but I must say that uhm with all this ideal conversation, my students uhm are a bit lost this year. Because uhm yes, we did a lot of creative activities and different games and but some of them uhm I think lost the uh the habit to learn, you know, in the conservative way? And and that the day of the exams uhm I teach in the high school, yeah, the final exams are very conservative. You sit down and you write a pen and a paper and uhm we need to bare that in mind because I don't know what happens in your schools but our students, you know, some of them, if it's not a game on tablet, they don't do it, okay. Just to read down an article and to answer questions, ha, they find it very very challenging. Because uhm, you know, they're used to "do it in our time and it's a game and it's fun" and so just something to bare in mind, I don't know if you feel the same? But we struggle with that, to get them back, uhm I don't know if it's on track because maybe we should not teach that way anymore but as long as the, the exams are still in the same way we did it, sit down, you read an article, you have questions and all that stuff, uhm I feel it very hard for my students to go back to it again.

G12: And maybe that's, that's another point, I mean like... I don't know, maybe it can't uhm be put like into reality but but that we start thinking about these conservative exams. If this is really worth it or, I don't know, if there are just other methods to to look what the children have learned on an individual level, like

I16: Just like the formative assessment more

I17: For sure but I'm saying that for the short term- For the long term for sure it will be, I believe our grandchildren won't do that exams anymore. But for the short term, I mean, if you teach grade ten or eleven, it's a huge challenge. They need to, they need to get used quickly to the conservative way because those are their exams and just just, it's just a comment. That I feel when we speak about creativity and online games but what I do most nowadays, and this emergency time in Israel gets me back again, is to get them to sit down and read an article and answer questions because some of them find it really, really challenging after this.

I16: I17, I see, I would add, I just would say, you're right but COVID times were very extreme, right? It was to the extreme that kids woke up whenever they wanted to wake up, some joined and some didn't and so forth. But I think that once they're back in school and things are pretty much regular I think if we are able to be more flexible and more creative and more innovative, to some degree in some of our lessons then I think there would be an invaluable-

I17: Yeah I agree, just, just, just a comment because that's what I'm doing now, just trying to tooo yeah bring my students back

I18: I17, I'm, I'm with uhm it's the same exact thing I'm doing right now with all my grades uh from seven to eleven. Uhm they really don't know how to sit in a chair and write stuff in a notebook for example. No idea, really don't know

I16: I just would also relate to the other thing that I17 said about the exams and about what G12 said. And I, I... we in our, in our, in Israel we have something like matriculation exams at the end of high school. So all students have to take the same exam and only if you pass them in certain grades and so forth, you're able to go to the university and so forth. And the problem is that these exams are very provisional, they're very like, you know, pen and pencil and you learn everything and you just kind of (???)? How do you say (???)?

I17: Like a parrot

I16: What?

I17: Like a parrot, like

I16: Yeah! Just learn it by heart and then you spit it out and you don't remember everything and really know how to apply it and so on. But I would, I would add, I don't know if you know it but there is an effort now, coming from the universities actually, there are a few, there are a few professors at the university who came together, wrote a letter, saying "We don't need and we don't want those matriculation exams" that's not what we prayed for when originally, you know, they made them. Because it was supposed to help colleges and universities decide who can go to college and who can't but because now students only learn by heart and not really understand or are able to implement, universities actually find students not to be performing as expected. So actually, there is right now, it's because of the COVID it's kinda motivated this, this writing and effort. But because of COVID, as a result, there is a movement at the universities trying to make a shift. Whether it would happen or not, I'm not sure, I don't think it's so easy to change, not any easier than probably in every other state or country. Uhm but that's where we are at the moment. Students are just learning, they don't understand, if it's not for the test, they don't care about it, you know, all the motivation is external, yeah

G12: Hm-hm, yeah I also, I also thought about like the, the far away future maybe that you, but yeah sure then you can, you can just change the whole education systems when you think about it. But maybe this whole COVID thing just, I don't know, took a first step into maybe another, another direction. I also thought about our primary school teaching uhm because how we uhm how we teach uhm oh God, Rechtschreibung, G13? Do you know?

G13: Uhm I don't know, maybe, no I don't know. How to write things uhm right?

G12: Correctly, yeah. And we're doing these exams where we, where we talk to the children and they have to write it down and then you count the mistakes and they get a grade and then you decide okay, you're good at it or bad at it or whatever. And now this uhm changed as well that you don't have to do these exams anymore. You can decide, okay, the children can write their own texts and then I'll take them, I'll just correct them and I give them back the text and they can look at it or talk to a partner or... there are so many different ways that you don't need this exam anymore but most of teachers still use it because it is the easiest way. Because it is, like, standardized, you can just compare everyone and how many mistakes and it's easy to

I16: Right, it's so much harder to really do that kind of assessment. It's just harder, it needs so much more time. Uhm, I18 and I17, I shared the article in the chat if you're interested in looking at that. And guys, we are done in thirty seconds. As a reminder, I shared our group work slides with everyone so you can present it all once we are back in the session.

G12: Oh yeah!

I16: And you can add or you know whatever you wG14 do with these

I17: I16, you were doing a great job!

Group 6 Session 3

G17: First of all, okay,

G16: Sorry

I20: You wanna stop and ask me?

G17: It's okay, it's okay uhm I uhm I had a question to the situation but we will continue next time before we are going to start the recording

I20: You can ask, you can ask me, it's okay!

G17: Uhm how is the situation in the streets now? If you look at the streets?

I20: Now in Israel? No, like uhm, in Tel Aviv it's okay but we have Jaffa, you know, Jaffa is next to Tel Aviv, is like in Tel Aviv. In Jaffa, all these years, we live okay, Arabs and Jews together, neighbors. Now, in the streets, also in Jaffa and also in Akko, it's near the sea, they're friends there Arabs and Jews and now they're like...

G17: Divided?

I20: Everything is fire, fire on the street and shooting and it's like, like the wild west is the way it looks there. Like we're going back and uhm nobody's talking, nobody's from our minister and they keep-nobody's talking right now, they're just fighting. And on the street, it's really scary. Like, not in Tel Aviv but in, in the areas next to us and uhm... and in Tel Aviv we have the bombings.

G17: Okay. I'm sorry!

G15: It's difficult to say something because we're just sitting here and are hearing all this stuff and it's crazy

I20: No this is actually our reality in Israel. If we're looking at a child that grows up in Israel, this is what we know. You know, once you had Iraq and then we have uhm we are like surrounded with countries that don't like us, so... But this is people that live with us, these are our neighbors, like, it is a really awkward situation cause, as I said, I have friends that live next to me and when we talk, it's like, what do we say to each other? What can we say on this day?

G16: M-hm. But you, with with your friends, you don't fight?

I20: No of course not!

G16: Okay, okay, so you're

I20: It's like, I see people, I don't see Jews or- I don't see it.

G16: Yeah! Okay, it's so sad

G17: But is the situation there so like, you have to take one side or...? Are you free to-

I20: I think everyone is suffocating here, the Gaza strip people are suffocating, we are suffocating, everyone is like, we're not enjoying the situation at all. But some, you know uhm, there's a lot of ego going on here and and uh Hamas and uh our uhm politics here. We don't have a uhm you know, you

heard our prime minister, right? He's not really functioning these days and he's very, he just wants war, so (she sighs)

G17: Okay but as G16 said, okay, fight is a bit too much but do you have argumentation with your friends or different sides, so the relationship is a bit uhm difficult now? Or is it normal?

I20: The relationship with my private friends?

G17: Jep

I20: Uhm it's normal because we understand everyone, we have to talk, okay, but uhm but there is like, I don't know how to say it in English like stress, a stress feeling. Cause, you know, I'm not blaming them and they're not blaming me but this is a situation. In my life, I don't feel it. I deon't feel that something's awkward but nowadays it's like, it's ruining everything! (???) It's near two Arab villages uhm and the, they work with us, they work in (???), we go to them, so so now I'm not going there and I'm a little bit afraid. But uh... yeah... It sounds like a bad movie, doesn't it?

G16: Yeah a bit!

G17: It's... I don't know what to say

G15: Me neither!

I20: Yeah you probably see us very, very uh in a negative way on TV, don't you? How do you see us there? On TV?

G17: I don't know how to say, I don't have a really opinion uh because uhm I don't know how oder what is happening there. So for me it's difficult to see you negative or positive, I'm just recognizing everything.

I20: Yeah, yeah, yeah, huh okay so we'll hope that uh this situation at least will end fast

G16: Yeah, we hope so too!

I20: With minimum casualties and uh yeah

G17: Stay strong! You have to.

I20: So are you still at your home because of the COVID?

G16: Yeah!

G15: Yes!

I20: And do you have many COVID uh situations, like?

G15: I think it's all a bit slowing down, we had really, I think, in the beginning of May, we had really a lot of cases but now it's getting better hopefully. So we are hoping that the restaurants and other stuff is opening soon but uh at least the outside restaurant but it's gonna take some time

I20: Yeah but it's better to stay home right now

G15: Yeah!

I20: Okay, uhm do you wanna put on the presentation? What was it?

G17: Uhm first of all I have a question, I'm sorry, for the DIVA presentation uhn for the DIVA presentation, is this a presentation in group work, right? Okay, then we together have to decide on the uhm format or... right? Or are we doing it on our own?

G15: I think we should do it together. I think it's the principle of doing it together, or? We should, like, choose a format like Google, Powerpoint, whatever and then do the presentation or group work, whatever they're- I'm not really sure how it should look but maybe we can all

G17: As I said, we have to choose one teaching method as a group, right?

G16: What do you mean as a group? With the Israelis or just the German one?

G15: I think the teaching methods is with the group, I think WE need to do with the Israelis, I think it's

I20: It's here on the chat!

G15: Ye- yes! And...

I20: We did it separately the uh presentation on the teaching method

G16: Ah, okay so just the German ones.

G17: Okay, so the question to G16 and G15: we as a group, right?

G16: Jep!

G15: And I think Mr Schwab also wrote, like, as a group, decide on how you would present a framework or set of principles for teaching in the past- post COVID era, an online poster, a manifesto, a blog. On May the 19th we'll be working on your presentations so the format must be decided before the session. I think overall what is in the Google Doc, yeah

G17: Okay, uhm so what is your idea? Should we open a group in WhatsApp? Or do everything here?

G15: Yeah and I also wrote you in WebEx to get your number for the uhm next or our presentations then.

G17: Okay, okay

G15: Because G16 sent me her number so I've made a group for us but we need yours

G17: Okay, I will send you my number in... where I didn't get a message

G15: You can also send me it later in Moodle or whatever

G17: Okay, I'll do it.

G15: But I also think that we need a WhatsApp group for this, for next week? Because I think we need to make like we need to choose a framework, then we need to choose, okay, what do we need, what do we want to say and so on

G16: The thing is that next week, I can't attend the class or the session because I have an appointment so uhm you have to do it without me.

G17: No problem!

G16: Okay, sorry, I couldn't uh reschedule the appointment so

G15: Yeah but we can maybe like text in the chat and just

G16: Yeah that would be great!

G17: Okay, then sorry to, how do you pronounce your name? Uhm Atu, Addeded?

I20: I20!

G17: I20

I20: Yeah I have an Austrian or Austria, a name from Austria, my grandma. It was Clara

G17: Yeah?

I20: Clara is also a German name, yeah?

G16: Yeah!

I20: And now it's I20, it's like but it mean like a crown of flowers

G16: Okay!

G17: So you pronounce it here "I20" right?

I20: I20 (laughs)

G16: Okay

G17: Okay!

G16: So! What do we have to do?

G15: I think we have to open the Google Doc.

I20: Can we share? On this uh

G16: Yeah? Uhm but it's a Powerpoint, isn't it?

G15: It's in Google Docs

G16: Okay

G15: But I can try

G16: Can you share it?

I20: Yeah!

G15: Okay... uhm what can you see now?

I20: I see uh

G15: Ah! Can you see it now?

I20: Now, now, yes!

G15: I think it's reflecting on teaching during COVID pandemic. Group names, I can do this later, that's not a problem, okay!

I20: That's a question

G15: One thing! I had my practice- I was in school from November to the middle of February, so November and December were like, we were in school and January and February, we were doing online lessons. So what I really like about it is showing little films easily, pictures and stuff like this. Because usually, our school, our- yeah, we need to print the pictures and then show them in the classroom and it's so, I think for sharing pictures and stuff like this, I was easier for me. And films

I20: You can just write it down, sharing pictures

G16: Actually, I didn't teach during the COVID situation, pandemic (laughs) so it's uh difficult

G15: It was not something that I would like to do forever, teaching online because ugh the students didn't wanna really to participate, then their microphones were not working for the fifth week in a row but yeah so

I20: Uh can I say something?

G15: Yes!

I20: Uhm, because we didn't have uh, we had to use the computer so I had to learn how to use uh like more applications. How do you say, applications yeah, like NeoPod and things I didn't know how to use. Do you know the NeoPod?

G15: No?

I20: And Bingo online and all kinds of uh quizzes. Do you have this there? Do you do these games there?

G15: Yeah, I think I know a few

G16: Yeah!

I20: Yeah like quizzes online and uhm all kinds of technology that uhm that we had to use and it made it much more fun for the children because they do like it. I don't like it but they do. And they uh participated uh more than sitting in a class and listening. I didn't like it overall but uh this I did like.

G16: M-hm

G15: Anything else?

G17: Yes, using media in general so uhm I know that Apple has many functions like Appleshare, Apple-I don't know. So uhm many schools uh in our region, they have Apple medias in their school. So I'm now a bit of, yes, I don't call it professional but I know something more about connectivity media than before.

G15: Yeah! Okay, so that was the positive, I'm going to the negative now...

I20: ...and explain why. Oh, the connection with the children, it was like, uh, sometimes at school, I feel like I'm not only their teacher, I'm their psychologist, I'm their kind of parent, I'm

G16: Yeah, I know what you mean!

I20: I'm their mentor and here it's really, you're there, I'm here, although I talk to them, it's not the same. In school, I live- as I said, I teach in Montessori schools and you know, I come to school and I hug everyone Good morning, how are you this morning? So personal!

G15: Jep!

I20: And now it's like, I see a head and it's like...

G16: Yeah

G15: Yes!

G16: It's also what I experience in our online studying that my attention is... can often be in two places at one time so my head or with my body, I'm maybe in front of the camera but my- I don't know how to say but it's hard to pay attention in front of the computer. So... and you are in front of-

I20: As a student?

G16: Sorry?

I20: As a student or as a teacher?

G16: Uh I think both!

I20: Both?

G16: But more as a student, I think. Because as a teacher you have to be present and focus on what the others say

G15: For me, what, yeah, I think sometimes when students want to say something, they just ask, like five students speak at the same time so that is really difficult. Okay, now you can talk, no, no, no, he can talk, he go first. And it takes five minutes until one student finally is able to ask their question or

say something because yeah. So I think that was really hard. So okay, now you can ask a question. In the classroom it's just raise your hand, you can ask, you can say something and online it was five or six students at the same time so...

I20: How many students do you have in one class like on, on Zoom?

G15: Thirty!

I20: How much?

G15: Thirty!

I20: Don't they uh split them?

G15: No. So there was really lots

G16: How many do you have?

I20: Uhm, now in Israel, they started to split a lot, yeah, two-two, but there are thirty children in the class but uh they understood, it's too much. Uhm in Israel, we're very chatty, everyone is, you know talking with one another. Getting inside, you know the, when you speak, I speak together and this is the way we are. Maybe the reason that we look like we look uhm (laughs) but uhm so thirty children in Israel is too much.

G15: Yeah, I feel like, for me it was online, it was really too much. And if a student wants to ask question or doesn't really understand everything and also one thing I didn't really like, I don't see the students so I don't know if they have struggles doing the- or if they don't know how to do the task and how long they need. In like, when they're in school, I can see, okay, now it's getting a little bit loud, so I think they're finished. And online it was, no we need more time, we need more time and yeah that was difficult, I think.

G16: Maybe you can also write it down! I think, it's a good point.

G15: Yeah, will do!

(typing silently)

I20: We don't see the, what they're writing also! Like if we're teaching English, how does the writing look like? What-

G16: And you don't know what the students are doing. If they are really in front of the computer or if they

I20: I had to tell them, just take a little board, a white board with a marker and just show me what you're writing because in the notebook it's too small, I couldn't see it!

G15: Yeah for us uhm the students usually didn't turn on their cameras because otherwise the whole thing would shut down really quickly because it was too much, like when every student was in the class and then using their microphones and then using their videos

I20: Couldn't you make them uh put on, isn't there a rule that says you have to put on your camera?

G15: No.

I20: Really?

G15: Because it's an invasion of their privacy. Yes.

I20: So they can go on sleeping?

G15: Yes, they can (laughs)

I20: I would (laughs) if I could

G15: So it was really hard, okay, who is sitting next to the students, is a parent sitting next to the students. So I was teaching one class and the teacher then said, okay, you don't know who's listening to the class, if their parent's sitting next to them. And I was like Oh, that's not something I would really like to have but we didn't know who was listening and what they thought of me teaching and stuff like that

I20: So I had parents sitting next to the children and telling them "Tell her, tell her, it's a B" like telling the answers. And then you'd see like naked parents going by like in underpants and you can hear all the house going on there. It's like so embarrassing, for them, for me (laughs)

G16: Okay, that's really funny!

I20: Too much information! (laughs) The next question is uhm...

G16: Oh, we did it together. Was is wrong that we did it together?

I20: Oh!

G15: No, I think we're in the groups so...

I20: Okay, what are we supposed to write here?

G15: I don't really know. Is there anything you'd like to suggest here?

I20: I think we have the same problems

G15: Yes, I think so too!

G16: Yeah!

G15: So I think we can just... ignore the last one?

I20: But we're actually uh in the same situation. Cause they're asking us what can we learn from each other?

G16: We have the same problems with online teaching

I20: International, it's an international problem

G15: (laughs) worldwide!

I20: Kids are kids (laughs)

G15: So...Hm.

G16: Maybe you can just write down, we have the same problems

I20: I feel, I feel that uhm I felt we had a long time on COVID on the, on the computers, so uh at first I felt that I had to, you know, uhm get enough learning. So this lesson, I have to to uh to make, to learn and the next lesson, I have to teach this. Uhm it was, and I just couldn't do it because, you know, sometimes the students are- and I feel like they're not studying. So just step by step, with the students, playing game, doing it fun and then it started and then the students were with me and more, and more open to camera and you didn't have to like fight with them and say, no that's not okay, come to the camera, don't swing in the chair. I felt like a policewoman, you know, do this, don't do that, no! It's very difficult for them too, this COVID situation

G15: I think we need to, no, I will stop the screen sharing because we will be going to

Group 6 Session 4

G15: Alright uhm we need to make a poster or something like that uhm

I19: I wanted to ask you guys uhm... Irregardless of wether we do a poster or a manifesto but when you- when you thought of saying poster do you mean like uhm like uh one of those boards with different things or like a proper like one, two, three? Do you know what I mean?

G15: Yeah

I21: Something more artificial

G17: Yeah I, I agree. I think like, with several things on it and not one two three

I19: Okay! So like uh I think it's called a mood board or a dream board? Or I don't know what it's called

I21: Vision, some kind of vision board

I19: Vision board! Vision, vision, yeah! Thanks

G15: I'm not really good with stuff like this and do you have, do you know how to use stuff like that?

I19: I don't know. I21?

I21: Uhm...

I19: We have uhm what about the one with the- Hi T3

T3: Yeah, right! I was just checking uh did everything work out with the recording?

G15: Yeah, I just clicked recording and where can I download it later?

T3: Uhm so just in the end when you leave the session, the whole Zoom session, it asks you to uhm to uhm download it and then you just click on download and it takes a while to download the whole thing because it's a huge file and then, but yeah, it's just in the end

G15: Okay, good!

T3: Do you have any questions? Anyone? No? Okay, great! So I'm leaving again

I19: What if we do it on the uhm the kind of pinboard that we used to do with the pictures that we used? I forgot what it's called

I21: Padlet?

I19: Padlet, thank you. I know, it's not a vision board but it is a board

I21: Yeah, yeah! We can, like, put the notes

G15: And then explain a little about what, yeah

I19: Yeah, so let me, I'm trying to- Padlet... Padlet

G15: I think you need, you need an account there, you need to register?

I21: No, no! No, no

G15: Oh, you can just, okay

I19: Uhhhhhh

G15: Because then we can just send it

I19: I'll, I'll share you my screen, share screen, share screen

G15: Do you get a grade?

I19: Do I need to register now?

G15: Yeah, I think so

I19: Uhhh, it's a quick, yeah via Google or something, should be quick... Please don't ask me for my- oh good! I said please don't ask me for my password, I don't know it

G15: Okay, I think we need to create a board or is it

I21: Yeah create

I19: I don't know why my computer does- takes it in Russian and then translates it, I don't know. Wall, tape, storyboard, yeah? Storyboard?

I21: Yeah, yeah?

I19: Conversations, canvas, cono- okay, choose. Create the board.

I21: Ohhh nice!

I19: So uhm uhm

I21: So we need to put the stickers with our notes about principles that we erm we think that uh how should we teach after COVID

I19: Should we do, what's the- what should we call it? Name? Can you see that it's in Russian? I don't know why it does that

I21: No, it's English, where do you see Russian?

I19: Where it says name, description... like on the right hand side?

I21: So you should, you should be able to change the language

I19: What, what should I call it? Mood board?

G15: Yeah mood board is better!

I19: Vision- vision board, vision board, board. And then description uhm uh teaching

I21: Teaching eh through COVID or...

I19: Teaching English post COVID

G15: Yes!

I20: Oh is it post COVID? It's not in COVID?

I21: Yeah! Post

I20: Oh is it, yeah?

I19: Yeah, like, what did we learn from this

G15: Jep, post COVID, that's good, okay.

I19: I don't know if- uh

I21: Oh it is Russian

I19: Uhh, continue work, okay.

G15: I think you need to accept or yeah

I19: Oh! Yeah that's what I was looking for! M-hm. But where? Where? Where do I do that?

I21: Wait... uhm

G15: Uhm, I think you need to go over there by settings and then further? Or? Yes?

I21: Yeah, further, further

G15: Yes, okay, all in progress, good!

I21: Great! Yeah! So now, we have to think about the principles

G15: I think we need just, just like some bullet points and then like describe them a little bit

I21: M-hm.

G15: So I think, like, you seeing more media. Just for like, there's so many tools like Kahoot uhm showing little films and I think sometimes when you show students a little film, it, it changes the whole lesson, I think, because it's something real and

I19: Technology? In-, In-

G15: Integrate technology

I19: Integrating technology. Technology. And then, let's, shall we put a picture? From the web?

I21: Yeah

I19: Here, search uhm

G15: For example Kahoot? Do you know that?

I20: Yeah of course!

I21: Quizzlet

G15: Yes, stuff like that

I19: Uh, Kahoot, Kahoooooot, uh Quizzlet

I20: Quizzes uhm online

I19: What else, what- did I miss something? Let me know

I21: Yeah, wait. We'll see... I'll check out Hillas eh list... uhm we have uh FlipGrid

I19: FlipGrid! Yeah

I21: (???) or (???), forgot the name

I19: Flip-Grid uh grid... Uh also uh Padlet

G15: Yes (laughs)

I20: Yeah we're on it

I19: And what was that? Was it called Word Wall or something with word?

I21: NeoPad! NeoPad, we have the NeoPad

I20: NeoPod

I21: NeoPod, yeah!

I19: NeeeeooooPod, it is like that?

I20: Near, near, yeah

I19: NearPod and what was that thing with the words? With that you get- like it's anonymous?

I20: Word War eh, no, Word Wall

I19: Is it is world- Word Wall? Or was it called something else?

I21: I'll have a look, I'm checking

I19: I21, do you know what I'm talking about? What I'm saying?

I21: Yeah, yeah, I'm checking, just to see

I19: Not I21, G15

I21: Ah okay

I19: G15

G15: Not really, what do you mean with-

I19: There is this thing where you, let's say you asked a question and everybody answers anonymously and by, and then it comes up as words

I21: World Wall

I19: Word Wall?

G15: Worm, I think, or?

I20: World Wall

I19: Word Wall

I20: It's one word actually

G15: Yeah but that's alright!

I21: Yeah i think we got the idea, right? We don't need to put the whole list

I19: How do I, what do I, how do I save it? How do I?

G15: You save it when you type it

I21: Yeah just click, click outside the frame, yeah

I20: I think also uh shorter lessons

I19: Nice! I'm gonna add that

G15: Yes!

I20: Much shorter (laughs)

G15: Because sometimes I really like the 90 minutes. For example grammar lessons, then, but other-sometimes I think it's too long and the students... will get bored easily if it's just too much?

I20: More focused lessons

G15: Attention span, yes

I19: When uh learning via Zoom, therefore lessons ...

I19: So uhm

G17: And maybe uh the COVID taught us to be more flexible for example, one good example which I will often, for surely will use after COVID uhm for example how you collect homework. So you have, you are more flexible so you can do it uhm online and not always in the written type so you are more flexible with your students. And it's, and it's good for the environment (laughs). For example if you give online homework and yes

I21: Promoting environmental behavior, green environmental behavior

G15: Yes!

G17: Yes

(silently typing)

I21: Creativity?

G15: Yes! And I also like that students can, you know, work in groups far easier in the breakout sessions. Cause usually when you do group work in the classroom, it gets really loud, there are eight groups and so when you do for example you can, yeah you can give them the ability to use a tablet or stuff like this or do it at home and yeah

(silently typing)

I21: Listening to the students, like more. While COVID you have to be more attendant to the needs, to the uh... you know what I mean?

I19: Uh, how do we say it? Okay, so here, this is a really good point I think. I think, I think that when we, when we teach in Zoom, we're actually coming into peoples homes. People are coming from different home environments, maybe they have brothers and sisters, maybe there's they have to share computers, maybe their parents work from home. There's a lot of other factors that you don't have to deal with

I20: And they're also in stress!

I19: Okay so uhm I'm gonna write, make uh yourself uh available to the students needs

I21: Request

I19: Yeah, needs and requests. Understand that they...

G17: Uhm sorry?

I19: Yeah, go ahead

G17: Maybe, i don't know if you feel this point but uhm how you can use COVID also after the COVID time, so you can tell your pe- or your students in general to appreciate it more to be in school to be with your fellows uh to be more motivated and I think you could uh yes use it as a motivation but i don't know how to, how to write it as a point, you know?

I19: ...request, they are... home.. uh-hu and therefore... I'm gonna, I'm gonna get back to that Aman. It's just that I can't do two things at once, I'm not sure why. Uh understand that they are studying from home and therefore uhm they are dealing with other factors

I21: And distractions

I19: Yeah! And distractions in the home. Okay. Now, Aman, what did you say?

G17: Like, uhm it's not a really point but uhm it's a general thing for me for example the uhm I appreciate it a lot more than before COVID to be in a classroom, to be uh together with my class and so the motivation should be higher after the time and i don't know how to

I19: Okay! Okay uhm okay okay.

I20: Okay so now we have missiles in the north

I19: Wow puh. Motivate more. I'm, I'm in complete denial, that's how I'm dealing with it, I20, just so you know. Motivate more will be uhm uh once the students are back in the classroom we can appreciate, don't know how to spell that, appreciate uh appreciate human contact and interaction. Use it wisely... I'm gonna put photos for everything in a bit. Wow I can't believe it's already 4:25, I think we only have like six minutes

G15: No I think

I21: Just add some photos so we, it will look nice, I think we...

I20: Flexibility, just put someone that is flexible.

I19: Yeah like a yoga pose

I20: Yeah like I19!

I21: Oh you have this beau- your beautiful picture

I19: Yeah I'm gonna put that down, wait attach, oh no, cancel, is it download? How do I do like a photo? That's a snapshot

I21: Upload, n eh

I19: Upload eh chez, okay okay

I21: Yeah

I19: Now select file, yoga break, pictures uh I've got a lot, I've got a lot, wait, hold it! How about this? This isn't me, this isn't me, alright, group work

I21: Alright, that's flexibility, yeah! Definitely.

I19: Edit, edit and now we do web uh group, yeah, images, group work. Uhh

I21: Yeah that's good!

I19: Which one? Uh

I21: Uh with the

I19: With the guy with the sweatshirts? The three g-

I21: Yeah, yeah, whatever!

I20: Attentive, uh like an ear?

G15: Yes!

I20: That was my son

I19: Ear... oh this is good this uh Padlet business

I21: Yeah it's nice! Mh-hm

G15: Motivate uhm

I19: Uh motivate...uh uh I know, I know

G15: You know? Oh yeah!

I20: Just or just do it!

I21: Maybe a gif, maybe a gif? Could you put on a gif?

I20: Just do it! Like Nike, just do it!

I19: Ohhh! Yeah! Does it not? Does it take it- oh there we go.

G15: It's there

I19: Oh it's from the Spice Girls, that's hilarious! Uh shorter lessons, uh like a clock?

I21: Yeah

(silently typing)

I19: Was that it?

I20: Yeah!

I21: Looks good!

I19: Are we happy with that?

I21: Yeah?

I19: How do I? How do I know that's, I wanna share this, can I add participants? Like that? But then how do I do this

G15: No! I think you only need uhm the link.

I21: Yeah the link should do it

G15: You send the link, uh just copy the link and maybe send it in our WhatsApp group?

I21: Yeah.

G15: So we can look, see if it works or not

I19: okay wait, can you send it in the WhatsApp group? If I send it in the chat? Because... I don't have..

I21: Yeah put it in the chat, I'll send it!

I19: Okay, I'm just trying to open up the, the actual Zoom. Oh, if I do stop share. That's how I do it. And then chat, chat, chat. Why can't I put the chat? Chat. There you go, control V,

I21: Alright!

G15: Oh yeah, I can open it!

I19: Yeah? It's good?

G15: Yeh, it's good!

I19: Was there something else you wanna add? Because we can, we still have like a couple of minutes

G15: I think we have five or ten minutes so... maybe

I20: I apologize, I have to go now, I'm sorry

G15: No problem!

I20: Okay, enjoy!

I19: Look after yourself, stay save!

G17: Bye!

G15: That we don't need to stress students so much because oh no, no, no I'ty not what I was saying. But not uh- no.

I19: Uhm, I'm just thinking of other things uhm

I21: To add?

I19: Yeah uhm like... I- for me from being in the Zoom, I felt that this whole, all of a sudden was like past, perfect, simple... and I understand that it's important to learn and like as a teacher you can't go

oh no, just gonna skip it. But I felt it just made, like, I just want to say, like, real world situations is one thing

I21: Yeah, bring it to, bring it to the real world situations as an experience in real life eh and teach eh in projects. I mean, take a project and you make the lesson around it. You take a topic and it's like, bring it to real situations in life.

G15: M-hm!

I21: Make it authentic

I19: So in other words, what we're saying is that it also gives the students a place to kind of express themselves. So it's not that they're learning English, it that they're also allowed, you know, talking about the challenges that they have. So it's creating that kind of space, create projects for uh projects as a way of learning uh in order to express themselves

I21: It's like an experimental field.

I19: Yeah, do you want me to add that?

G17: Yeah!

I19: I will in a second, let's do the image. Uhm... let's see if there's a image for this. Huh no. Wait, no. Uhh okay

I21: Maybe uh the planet, one of the planet?

I19: What about uhm COVID images, like the, this!

G15: Yeah!

I19: Anyone wanted to add, uh do you want me- uh (speaks Hebrew) I'm gonna have to add the thing that you said uh can you just remind me what it was?

I21: Experimental field.

I19: That was a weird way to spelling it. Experimental field.

I21: Like, students experiment in a small, in the, in the field in like in the real world but in small, smaller eh situations

I19: Yeah uhm

I21: Yeah, I think we are good!

G15: Yeah, looks good!

I19: So do I have to send a new link or is the same link

I21: No, no it's updated, should be updated.

I19: Alright guys, should we leave, thank you very much for everyone!

I21: Great team!

I19: Great team, so uhm we're gonna, I'm gonna leave the, oh stop sharing, stop sharing. Alright, see you on the other side!

I21: Okay, bye!

Group 7 Session 3

G19: Okay, I can try to share. Uhm... here! Okay, can you see, like, the reflecting on teaching

I22: Yeah

G19: Okay!

G18: Well, I'm not quite sure what we have to do right now because I couldn't be there before. Do you know?

I22: I don't know, it's the first time I'm seeing it so let's see

G18: Yeah me too!

G19: I'll just add our names and you can...

I22: Uhm with us, it's I24... I24, I23 and Nataliya

G19: Okay! Jona- is it, is he spelled like that?

I22: Yeah great! And I23, Y O A V, I23, Y

G19: Y sorry

I22: No, it's okay

G19: Right

I22: Y O A V

G19: V?

I22: V, V

G19: V yeah sorry

I22: Yeah and Nataliya

G19: Nataliya, like this?

I22: I think so, I'm not sure, I don't think he writes it with an H

G19: Okay!

I22: Maybe delete the H, yeah, yeah I think that's the way. Okay, the opening suitcase

G19: Huh, sorry uh!

I22: (laughs) In the open suitcase, write down anything that you like about teaching during COVID pandemic and... and will try to use in the future and explain why.

G19: Okay

I22: Did you teach on Zoom?

G18: I... I did not really teach on Zoom or uh online. Do you have?

I22: Well I taught a bit, not too much uhm what I did like, I liked that the class was smaller because they had two classrooms so it was a smaller group uhm and the other thing that I liked was uhm you could use, uh before that, we had the names of everyone. So I'm new to the class so it helped me to have their names

G19: That's a good point!

G18: You could read their names

I22: M-hm. If they didn't, you know, link on the name of their mother or their brother or something else

G18: True, yes

I22: Uhm, another thing that I liked uhm you can use many technology methods, different technologies in order to get them engaged into the lesson

G19: That's right

I22: The whole Padlet uhm what else do we have? WordWall games uhm NeoPod. Do you work with all these technologies? Do you teach with them?

G18: I didn't work with them but I heard uhm heard of them, like Padlet and uhm I know a teacher who loved those things and yeah but I think it's... kind of sad for the students that they cannot see each other

I22: M-hm, so I think that other, these are the things we like. The other page maybe the other stuff that we don't like, so we'll probably write

G19: So here is another one

I22: Ah the closed suitcase yeah! Okay, new technology methods that can engage the students in uh various ways

G19: M-hm

G19: And maybe it's not about teaching, it's about learning and I think- I feel like pupils get much more independent maybe? Because they have to work on their own? But I guess that only works for some pupils and some can't really...

I22: Maybe you can say that uh motivated teachers, the motivated students or the more advanced students ... can benefit because they can uhm proceed in their own pace, their own pace and don't have to be behind

G19: Yeah! Okay hm...

I22: Uhm what else do we have? It's not so nice to say it but one of the things that you can do, you can mute everyone

G18: (laughs) That's right!

G19: (laughs) I'll write it down, it's right, I mean-

I22: I mean, there are less uhm there are less uhm discipline problems in a way but you know, it's sort of- it's only on the surface

G19: That's right but at the same time, you can't really see if everyone is listening so...

I22: We can write that on the second one

G19: Yeah, I'll just go there. Woo, that's big

I22: Usually when you share the screen, like we're doing now, you can only see about four people so if you have someone that wants to ask a question uh you don't see them. You have to scroll down or up all the time in order to see the faces

G19: Yeah that's right. So you can't see everyone at the same time

I22: Uh many kids don't open their uh cameras. In our school uhm it was sort of uh it was posted that you didn't have to uh force them to open their cameras

G19: Yeah! I, I think, like- I don't know why they don't uh turn it on

I22: Well, I heard that sometimes they're uh ashamed of their house or their room, sometimes uh you know, there are all kinds of things that are happening in the background that they don't want people to see uhm even though you can put a background in a way. I mean, you can put something on the background so they won't see. Uhm maybe they're still in bed

G18: Yeah!

I22: So they just put a picture and they don't, they wake up, "hi I'm here" and that's it

G19: Yeah that's right!

I22: So uhm you can't- you don't have eye contact with the students

G19: And so you can't really see what they are doing

I22: Uh-hu or make them respond. I mean sometimes you can come over, you can - cause the only uh, you know, Beverly came- I had a lesson uh last week uh observation and Beverly came over to my school to see my arrangement for a fifth grade. And it was the first time we met cause the whole year, we only see each other, you know, up to here (laughs)

G19: Wow, yeah

G18: But, but could you do it

I22: And you're surprised everybody has legs

G18: Could you do it with students or without?

I22: We did it with students and it's the first time I uh taught a whole class

G19: Oh! So how did it go?

I22: Before they always were in capsules. So it was, you know, twelve, fifteen students. Now I have about twentyeight, so it's different! I mean, you have so many things about class management that you have to deal with that I still don't know. I have to learn it over time. I mean uh, even you can prepare, you know, the best lesson ever but if they're not with you or- it won't help

G19: Yeah or if anything goes wrong, like I don't know, you never know what the children are going to do so

G18: Yeah

G19: But what did you talk about in your lesson?

I22: I talked about directions, learning directions. Turn right, turn left, those phrases and uhm they had to uhm they had to learn how to uhm give directions. If somebody comes and asks them or if somebody- if they ask someone how to go. You have to go through this, go past this, turn right, turn left, there's a library to the left, get to here, get to there. So I talked about that, I showed them google maps. Let's say they wanna go from their school to the Safari. Safari is sort of uh Safari when you have animals, we have a place like that in Israel so you can uhm open it in Google maps and ask for the whole directions so you can see exactly- hi I25

G19: Hi!

G18: Hi!

I22: She doesn't hear us yet. Hi I25! Okay, well she'll join us in a second. Anyway when you uhm did we uh did we write her name?

G19: Yes, I think so uhm

I22: No, we wrote Nataliya, we didn't write I25

G19: Oh yeah, I did! You write it like this, right?

I22: Ah with Y

G19: Oh Y! Oh everyone with a Y here, okay

G18: The German version

I22: So I'd tell them that with Google Maps when you ask for directions, it says go straight, at the roundabout turn left and we have the same uhm the same signs in a way. So they have to learn that

G19: Cool! And how did it go? Like, did you like it?

I22: It went okay but uh then they had to explain to each other, they had to go into pairs and work with each other and uhm one thing that they didn't do, I told them okay go into pairs and then I gave them small handouts what they had to do and everything and then they didn't listen because they were uh busy with each other. One of the reflections was, I have to give the instructions beforehand when everybody is with me because the minute they have a pair...

G19: Yeah

I22: They don't care about me anymore, they just wanna work together and another thing, I had to- I wrote on the board a template but I didn't tell them "You have to use this template". That's another thing. Uhm another thing uh where they stood up, a few things were really nice. I told them, stand up, raise your right hand, raise your left hand, touch your left ear, touch your right ear, everything like that and walk straight and had volunteers and it was fun. So they were really engaged in that part. But at the end I asked for, you know, volunteers to come to the board and uh give directions on a map that we had and they did it but the class wasn't silent. So what I should have done, you know, to stop the lesson, okay now, 5 4 3 2 1, everybody quiet, your peers are at the board. So there were many things, you know, in class management that you have to know, you have to uh feel it, you have to learn

G19: Yeah but it's like, you have to experience it and then you can learn from it, you can't know it all from the start so...

I22: And you know, even, I work with uhm a teacher, a really great teacher that loves polishing everything. She's six years a teacher, English teacher and sometimes she has classes, she said I can't, I stood about thirty minutes and I didn't say anything because, you know, you can yell but they'll always yell louder than you and it won't help. Sometimes you really don't know what to do, you have discipline problems all the time. How many times can you tell them "Be quiet", you go to the principal, you do this, you do that. I mean, it's so difficult. How are the discipline problems within your classes?

G19: Well, I have the same experiences. So sometimes they're like really calm and nice but I don't know, on some days, I feel like you can't really do anything. Even if you have, like, really nice and exciting lessons, the students are just, I don't know, not concentrated or they just don't want to do it and then they're like really loud and... I feel like I'm not really that loud person so I really struggle with, like, shouting or being really like hard to them. So that's something I'm going to struggle with in the future probably and I will have to learn it to, how to deal with problems like that

G18: Yeah and I, I also think it, it depends on the time when your lesson takes place. Cause I had English lesson on Friday, the last lesson and they were not concentrated and they were loud and yes it's hard then

I22: Some, you know, sometimes I taught on Zoom, two capsules, the same grade, two capsules, the same lesson, one hour after the other, 45 minutes- 45 minutes. It was a completely different lesson. The same teacher, the same methods, the same PowerPoint, the same game, everything. Completely different. You know, you can have one student that will ruin your whole lesson and you can have a few that, you know, will be so engaged that you run forward with them and you like it so much.

G19: Yeah, I had the same experiences. Like, in my last internship we also had, like, only half of the class for four or three hours and then the other half and then I did Math lessons. And the first group, I mean, they were okay but they were really shy and they didn't really do the things I wanted them to do. So it was okay but yeah not that great. And the second group, they were great! Like, they were so

excited about it and they wanted to do it and it was a completely different lesson just because of the pupils. So it always depends on them and how they feel and

I22: That's true. Uhm... do you have anything else about the closed suitcase? Oh uhm another thing for that, like, maybe we can put it in the open one, the open suitcase, is the breakout rooms

G19: Ah m-hm?

I22: I think that's something, that's a method that uhm it's really nice if, you know, if they have a very uhm uhm they have instructions that are very clear instructions that they know what to do and how to do it and uhm it can teach them, it can go both ways but it can teach them how to collaborate and work with peers, together. You know, to get the work divided and to decide uhm what to do. We had uhm a presentation about uhm the Guinness Records, the Guinness Records, about all kinds of uh funny records of Guinness, like the longest hair, the tallest person, the longest tongue and that was a lesson to learn the superlatives, the -est, the verb, longest, shortest, widest or tallest or whatever. So they had to go and find uhm something funny that they want to look up on Google and write it on the slide, put a picture on the slide and write down a sentence with that superlative and then they had to present it in class. So uhm it was really nice but you had to see how they collaborated with each other. One looks for that, the other one writes the name, the third one presents in class. And not that two are always sitting on the side and only one person does all the work

G19: Yeah

I22: Uhm you have to see that it works like that

G19: That's right. But I think, like, it's also good that they are, like, randomly selected groups so, so pupils can't choose who they wanna work with but the teacher just does it randomly

I22: Yeah, well I think it can be also a problem sometimes

G19: Yeah true, it has both sides, it can go really weird-

I22: I wanna work with them, he's not my friend. You know...

G19: But even like

I22: Uh what are the things we don't like?

G18: Yeah I would say another thing that has not to do with online teaching but when the children could go to school during Corona, I know from one teacher, she had to uhm teach them, like, letters and words and she had to wear a mask and it was very difficult. They couldn't see her mouth and yeah

I22: And the quarantine. Sometimes, you know, one of the things, sometimes you had a kid that you found out that it was sick and you had to go into quarantine as a teacher

G18: Yeah

I22: Teaching with mask, it's not only the difficulty of wearing a mask, that it's hard, you know, to talk with a mask. But it's also when you teach a different language, you really have to see the lips and listen to the tones. To the tones, to the tongue to the everything. I have two uh screens so I have been using one screen to see if something happens and you are on the second screen

G19: Oh that's good so you can see if there are any news

I22: Yeah, yeah of course

G19: That's good. Uhm well another thing is especially the disadvantages are even more yeah, having more disadvantages. Because they have maybe no parents that can help them uhm so they get even more behind than they did before

G18: Yeah and I think children can get lost

I22: They can get lost uh they don't wanna wake up, it's very hard to stay in front of a computer for so many hours. Uhm they have siblings that uh can disturb

G19: Okay

I22: Uh siblings?

G19: Pardon?

I22: Siblings that can disturb

G19: Mh!

I22: Or parents, you know, sometimes parents have to go to work so they tell the kids, okay babysit, I don't care that you have school, babysit, I have to go to work.

G19: Yeah! So I think we're going to be, like, back in the big room in a second. So yeah, we hope the best for you

I22: Thank you!

G18: Best wishes for you, yes!

Group 7 Session 4

G18: Hi!

I22: Hi, how are you?

G19: How are you doing?

I25: Good to see you!

G19: Yeah!

I22: I25, you're upside down, okay (laughs)

G18: Are you all okay?

I22: Yeah, we're okay. G19, thanks for reaching out!

G19: Oh yeah, you're welcome

I22: I25 and I23, I didn't have your e-mails. Hi I24! I didn't have your em-ails so uhm I was in touch with uh G19 about the presentations that we have to prepare for today. So just join in

I25: Yes

I24: Well, yeah, I- I can just say that I saw the first e-mail that you guys sent and uh from what uh uh the German girls wrote of the uh things about the Zoom and stuff, I agree with. What, most of, you know, what I saw there so...

G19: Yeah, so

I22: Last week in the session, I was the only one in the group here last week

I24: Yeah, I'm so- I was uh

I22: You were, yeah, you were uh upfront so uh

G19: That's really nice that you played for, like, the people

I24: You know because there's, there's, there's not- there's a lot of artists that are afraid, rightfully so, you know? And they don't wanna put themselves in harms way. But to me uhm you can be very close and you can still have a very small chance of actually getting hit by a missile, I mean, it's scary but if you think of the odds then it's less scary. So... I know the, the look on their faces when you come there and when you make them happy and you make them forget about everything for like on hour so it's, it's just, it's very rewarding, you know

G19: Yeah, yeah, it's really nice

G18: That's great, yes

I22: I think that uh

I24: Israeli- the Israelis are lik ehh been there, done that

I22: I don't know! I think that uh the more dangerous thing is the way to go there. Uh when you have to drive there. Not- because usually you're in the shelter house

I24: Well, I can tell you, I have a really funny story because the highway was closed because the people from Gaza can shoot these very heavy guns, just like a video game, when someone's coming down a straight road, you know. So they closed the road, so they tell me, how do you get there: you have to go through the field. What do you mean, drive through the field? So they said: yeah, you put on ways, the cemetery of the (???), you know. And I thought it was very odd, you know, they're like right to Bethel mine, right to cemetery of (???) Mordechai and you'll get there through the fields. So I was driving through the fields and my car was stuck in sand and someone had to push me out but I did get there eventually

G19: Oh wow!

G18: We can't imagine!

I24: It's all stories, you know, all stories you can tell people.

G19: That's right

I22: Going fast, you get stuck in the sand

I25: It was just too much, you know. What is, what is Madic Tel Aviv, what is that?

I24: Uh that's where I work. I, sometimes I have to go on this account for teaching for the breakout rooms and everything and so I just forget to go back to my own

G19: Okay, we see you so that's all right. Uhm maybe I can just share my screen so we can... quickly do that presentation and we can talk

I22: So maybe the thing was uhm I23, I25 and I24, was to write down uh what we like uh and dislike of uh the pandemic teaching and the pandemic distant learning, mainly. So we wrote a few things- Wow it's beautiful!

G19: Yeh, it's just like

I25: So professional!

G19: PowerPoint did it. I didn't do it. But yeah, like, this is what we wrote down last week. Like, what we liked and another slide what we didn't like uhm maybe you can- you wanna read it. And then we're supposed to, like, answer the questions, what could we learn from the pandemic and what are we going to take into our future teaching. So it's... so that's the way I understand it. So it's a little different than the open and closed suitcase

I23: So are we I22ing right now basically and then we're just presenting it at the end of uhhh at the end of this, like, room session?

G19: I think so

I24: I mean, do we wanna add right now some things to the list?

G19: Yeah, yeah, maybe we, like, I22 here because that's the question at least Mister Schwab gave us. Like, what could we learn from the pandemic, like, with regard to teaching. So... what we...or did you, like, what did you think we have to do? Is that right that we have to answer this question?

I22: Yeah, I think so but uhm so you know what maybe we- you... we'll retell, so we'll go over the open and closed suitcase so that everybody will know what we're talking about

I23: So, sorry, G19, just to make sure, so open suitcase refers to the positives, closed suitcase the negatives, am I right there?

G19: It's like we like and what we want to keep open and the closed suitcase is like Corona is over and we put it away and never think about it again

I22: The open you wanna put more and more things inside and the closed you don't want them to get out

I23: Okay! I feel like the one thing that I could add to this is that uhm it promotes self learning for both teachers and students, right, you have to, like, make your way around the internet more and you have to be a lot more independent in the way you gather information. Like, even, I'm hearing this even from like seventh graders, I don't know about younger students but even, like, twelve or thirteen year olds, like, suddenly they have to figure out new way of, like, keeping up many times or, you know, if information is not really available from the teacher or something is not entirely uhm clear, you know, you can a lot of times just

I22: Yeah, we talked about more advanced students that can benefit from uh the way they self-learn and they can uh, you know, proceed in their own pace. But it's really self learning, self-discipline

G19: Yeah, I'll just add that here. Maybe we can, yeah. So... what did you just say? Self?

I22: Discipline

G19: Ah okay, right! Okay, so...

I22: So this is the open one

G19: Yeah in that picture

I23: Well, I have a, a kind of a long thing that I would put here but what I was thinking of what I could add to this list would be that, like, in retrospect, when you look at the... at the very beginning of Corona and people were kind of freaking out and didn't know what to do and then all of a sudden they thought of making less children per class and keeping people separate and uh people started using things like Zoom. (*phone rings*) I don't know, what is that? Oh no, I can't. Uhm, you know that, that, in other words, like, it shows, like hu- the human race can be very creative and that even if there's a problem that seems like insurmountable at the beginning. If you look back and the beginning Corona and you look what people have come to, the development of Zoom, the development of new platforms and technology. So we can, we don't have to be uh we don't have to, like, lose hope, when these things happen we can count on our other, you know, people doing what we do to come up with solutions and uh spread them and, you know, do the best. So I think that's a good lesson.

G18: Well, I think that could be something that we learn from the pandemic

I22: Yeah, I think that's great for the second slide

G19: Oh yeah, I can just add that! Okay, maybe you wanna, like, give me some short bullet points, yeah so i can

I23: I thought that looking back to the beginning of the pandemic... with an E, pandemic. So, looking back to the beginning of the pandemic, we can see how, how many different creative solutions came from this, you know, bad situation.

G19: M-hm

I23: And and and, and we can, we can have faith in the human race, you know, that we are able to come up with creative solutions and create new platforms

I22: We adjust so quickly

I23: We're very resourceful

G19: Okay, maybe I'll just like, we have to upload it somewhere so I will write that again later, maybe a little bit, like, in better English and then I will send it to you, I22 and then maybe you can send it to the others and we can upload it. But for now, for the presentation it should be fine

G18: G19 uh, G19 there is uh a C in different, maybe you can just correct it?

G19: Oh? Oh yeah! Thank you

G18: And I also wanted to say that maybe we could learn that we have to be more flexible in the future. In the role of a teacher. Or this also could be on the slide with what can we take into our future teaching, I don't know

G19: True

I22: Yes, I think you're right

G19: Yeah, so... I'll I22 here... I'll do that more in buckets because we have to be flexible and more flexible so...

I22: And prepare, you know, to different scenarios that can uh evolve in uh

I25: Also... as workers, we should demand more professional freedom

G19: M-hm! How do you spell scenario?

I23: You did it correctly

G18: I think like that

G19: Great, okay. Okay, sorry I25, what did you just say?

I25: As, as workers, as employees of educational systems, we should demand much more professional freedom

G19: Yeah!

G19: Yeah, and I mean, we need, I think we need more, like, digital... we need to be more flexible with digital media in general and learn about how to use them because I don't know how it is in Israel

I25: Well it needs systemic changes

G19: Pardon?

I25: I'm saying, we, we also need to demand some systemic changes, it's not only the level of our classroom teaching uhm it's, it's also, it has to do with our relations with, with the larger systems that employ us

G19: Yeah that's right. I think, like, schools in general need more... need to learn more about digitalization and learn how to use digital media

I22: We have a great course now uh in this semester about different technologies to teach in class, all kinds of apps and it's a great course. I mean it's so inspiring and you can do so many things and it engages with the kids so much and, really, I love that class. It's a lot of work because we have to have, we have to prepare. It's not just to write down a lesson and go to the white board and present it. You have to prepare but uhm it's nice, it's really, really nice and it's a great course. But, I25, one of the things you said, in order to have professional freedom, we need the teachers first to want to have the freedom and some teachers really like that they have, you know, the same structure and it's much easier and you need uhm special uh professions that will teach you as a teacher

I25: Yeah but, but we also need strong unions to... to promote change

I22: I don't like unions so I'm not into that. I never had unions all my life

I25: I, I've never been a member of a union. I've, I've uh

I23: I have been in a

I25: I didn't realize how important, they're very important professionally. It's not just a matter of worker's rights.

G19: What exactly do you mean by unions?

I25: Well, teachers unions, trade unions uhm

I23: Maybe that doesn't exist in Germany? Like, it's, it's

I25: I'm sure it does, they invented it

I23: It's an independent- oh, they did?

I25: Yeah!

G19: Maybe you could, like, explain or describe what it is, then we know

I23: It's like if you have a given profession and you have people that work in that profession, so you create an actual organization which will represent the demands and the needs of these people. Uhm to get sick time, to get recompense for various things, to have certain situations uh protecting the workers and uh making them payed as well as they should be

G19: Ah okay, yeah, we have that too. I just didn't know what union means but okay, yeah.

I22: Why do you think it's, it's uhm we should put it here?

I25: Because, because it's relevant. Because you can't bring about any type of systemic change you make is at the level of the single teacher in a classroom. When you have very, very large systems, and I suddenly realized it when for example uh uhhh regional authorities had uh the freedom to uh lock down the school, how, how how to organize this whole business, it made things uh function and and when they weren't able to take up the task nothing worked. So, so everything's connected. We, we could say that that we have uh a dispute, okay? That we don't agree on this point, if you don't think it's relevant and we don't need it here but I find it very important.

G19: Yeah so... you mean that not only, like, individual teachers change the way they teach but it's actually, like, from the highest point of view, they say how we

I25: Yeah!

G19: Yeah, maybe, like in the future, I think it won't be the last pandemic probably cause now

I25: Probably not

G19: So we need, like, a better plan for the future on how to deal with situations like that

I25: Probably

G19: Yeah. So I'll just leave that here under systemic change cause yeah. Maybe you have, like, other points, what could we learn from it? I can have a look at our open suitcase again

I23: Well, I can, I can just ask a question of you, like for

G19: Yeah?

I23: Like in Germany, does this situ- I mean in Israel, I know that, that, I've hear it, a lot of schools say uhm a lot of different people also that are working in the system that uhm that the children that were not keeping up to the level of the class, the children that were behind, so the pandemic created more of a distance between the medium, the advanced and the ones falling behind. It's just made the differences grow larger. Because in some way in this Zoom and uh distance learning, you know, there's not a direct thumb on the pulse of one of the students. I mean, if one's at home, they can get up and go to the bathroom, they can do other things while they're there. They might have their cameras off, you know. So for the students that are good, you know, they're gonna, they're gonna stay good but ones that aren't and they're getting less physical contact, less uhm you know what I'm saying?

G19: Yeah that right. Especially, like, those who aren't supported by their parents or, like

I23: Possibly, possibly but uh does that situation exist in Germany now due to the pandemic that some students are further behind?

G19: I think so. I mean, I don't really know the numbers or if there's actually a study about it but I heard from teachers that they also say that the ones that are already disadvantaged or yeah have difficulties in school that they are even, it's even worse for them now. Because they need that one to one help or, like, their friends around them and the teacher that they can actually ask questions and it's much more difficult for them now. So...

I24: Maybe that could be a possible

G18: I think we wrote it down in the closed

I24: Huh?

G18: Uhm I think we wrote that down in the closed suitcase?

I22: Maybe we can add it to the closed suitcase. I don't think, I'm not sure we wrote it down about discipline problems

G18: Yeah, especially the ones that are already disadvantaged

G19: Mh, yeah. I can just copy it. Because I think we have to, like, we have to remove the open and closed suitcase in the end. We can just add it. Well, okay

I24: And maybe what we can learn is that maybe we need to give more individual plans for students and not treat them all the same. That we have to find out which ones need more help and which ones can study on their own more, you know?

I22: Right

I24: Instead of just, yeah, yeah

I22: So you can have uh for the same assignment, you need to have uhm different work sheets at different levels for the students

G19: Yeah. Uhm do you also call that differentiation?

I22: Yes! There were sirens now in (???) and (???)

I25: What?

I23: What do you mean?

I24: And I was just offered to do a show tomorrow up north and I said uh I don't wanna

I22: On the other screen I have uh (???) live and there are sirens in (???) and (???) now

I23: Ah okay. Are these coming from Syria or something? I don't understand

I24: Yeah from Lebanon

I22: Now it's saying... it's usually twenty four hours before the uhm uhm I forgot, how do you say, something

I25: (???) - fire

I24: (???) - fire!

G18: G19, can I see the closed suitcase again?

G19: Sure, here

G18: Hm... because I thought we could also add that you, as a teacher you don't have an overview what children actually do at their own and in which tasks maybe the parents do a lot or maybe they do everything

G19: Yeah, so where do you wanna add it? Like, here?

I22: If they are involved

I24: I22, I22

I22: Yeah?

I24: I'm getting like the, the uh (???) and it says from Lebanon

I22: Lebanon is (speaks Hebrew)

I24: The rockets came from Lebanon though, what was fired in the north

G19: Oh? Why Lebanon? Are they into it too?

I22: They have

I24: No, I mean, there's different groups that are, you know, for us and against us and the ones in uh in Iran, actually, they have influence on (???) which is in Lebanon. So they can give them, like, tasks. Classroom tasks

I22: And they're very disciplined, unfortunately

I24: Like last week in the international news, there was a story about someone coming from Lebanon that was killed. What they did not say in the international news, cause I saw the international news, and what they did not say that they made a hole in the fence at the border, they broke it and they came through the fence, you know? And so there was some kind of thing that happened but it was not the way they say in the international news all the time

G19: Yeah, I think, like, the international news only show one side so we don't really know what's actually going on. We just see what our news tell us, so...

I24: You can try to watch, like there's English language news from Israel in various newspapers

I25: The Jerusalem Post or

I24: And you have to know which newspaper is left wing and which one is right wing also because there's like uh

I23: There's no such thing as no bias, yeah, it's hard to kind of gather the facts and figure out what's the closest thing to the truth

G19: Yes, like, now in Germany or in general in Europe, there's that movement that, I don't know, it's like against Jewish people? And ech, I don't really understand which side is which but it's just, like, both sides now and the one side says oh they're, the news are completely wrong and they just tell us the wrong things. So in the end, we don't really know what's actually going on. It's just, yeah...

I22: Where do we put uh uhm behavioral problems with the kids... in the pandemic

I24: In the closed suitcase?

I22: Well, it could be in the closed suitcase but uhm

G19: Yeah, maybe we can add it, like, either to this question or to the other one

I22: Yeah uh the future, what can we take into our, I think boundaries. We have to be very very uhm well, sort of boundaries or uh behavioral... exceptions or how do you say it? To define rules that they have to uh comply. I have to think how I would say it

I24: I mean, unfortunately, I22, I think that's not the answer. I think the answer is just more work on the teachers. In other words, like you said before, you have to prepare different levels of lessons. You have to be very specific what they need to do. If they're gonna be home and you don't see what they're doing, you need to give specific assignments that will be able to assess their work, you know based on other things than actually being with them. And so and so, it's always more work on the teachers, really

I22: I think you have to add here, that's true, you have to add here the knowledge of technology because most of the uh most of the uhm the assignments the uh the kids upload on their uhm school something or uhm they send the teacher a WhatsApp. I mean, everything is on their phones or in their iPads or uhm laptops

G19: Yeah

I24: But for example there are schools where they don't allow the students to use their phones, they make them put it in a basket in the beginning on the lesson, they can't touch it. So the thing is that you have to change the rules and make, maybe you have to enable, I don't know, like having computer for every child in every child in every classroom. And then they get to the classroom and they get to their desk and they log in with their number and then they, you know what I'm saying?

G19: Yeah that's a good question, I mean, if children are going to be allowed to use their phones and everything during the lesson in the future after the pandemic. Because they are so used to it and yeah, that's going to change

I24: It's kind of a bad thing, really. Because if they have their phone, you know they're gonna be checking their messages while they're-

G19: Yeah right

I22: But on the other hand, they have to upload uh or use many, many of the uhm

I24: So the school needs to provide this uh this technology for the students to uh overcome this telephone problem

I22: Do they have iPads for the kids at school?

G19: Well I think, there are, like, some iPads in some schools. Like, four or five for one class but not for each students

I24: But this would need to be done, you know? That, you should write that as one of the things for the future, you know, the they need to create (speaks Hebrew). I22, I'm gonna ask you to translate me. How do you say (???) in English?

I25: Infrastructure

I22: Ah infrastructure, infrastructure

I24: Thank you, I25! So you need to, like, the board of education in each country needs to create an infrastructure in the school system to make all these applications available to everyone with a laptop or a desk- or a iPad

I22: And WiFi

I24: And not allow the students to use their phones during class, cause that would be a disaster

I22: Even though you know they use Google so quickly (laughs) for everything

I24: It's a, in English they call it a slippery slope, you know of that phrase?

I22: Snowball, I call it a snowball

G19: Maybe in brackets

I22: Uh iPads, WiFi... So you know, you can prepare a lesson and then they tell you, okay, you have to teach down in the basement and then you come to school and you don't have WiFi in the basement

G19: Yeah

I22: The whole lesson plan, can't use it, you have to do something else but that's one of the things about preparing lessons

I24: And that's why they need, they need to make an infrastructure, that's exactly that. To make sure those classrooms, you know

G19: That's right, I think most of the schools didn't even have, like, school wide WiFi before the pandemic, feels like they maybe only had it in the teachers room but nor in the classrooms so... that needs to change

I24: That's sneaky, only WiFi in the teachers room, i like that.

G19: (laughs) yeah, yeah, I mean, they didn't want the pupils to be on their phones so that's okay but maybe now that's going to change because, yeah, they're going to need it for other things

I24: And also, I suppose, none of us know what a cellphone's gonna look like ten years from now

G19: That's right. You can't even imagine that they are going to change as much as they did in the last ten years. I don't know, I can't imagine how they're going to look like. Cause what could change? But...

I23: They're already kind of plateauing, they're just, like, adding more cameras and making them bigger and then smaller again and I think they kinda hit a wall a little bit

G19: Yeah, yeah, it feels like they did all of it, so what else can they change? But they will come up with something. I'm sure of it

I24: Okay, maybe we should have a start-up company and invent like uh the uh the school phone, especially made for students and, you know, programmed to be able to help teachers or something like that

I22: Like they have, you know, special phones for the elder people? With the hard buttons and only know how to press the speed dial or the pictures, the messages. My mother-in-law has something like this so it's really... And she knows how to use it... So we need these for schools

G19: Yeah and they can't go on, like, Instagram and Facebook and WhatsApp and stuff like that. It's just for good- eh like good websites

I24: I23, I23, tell Madi Tel Aviv, they gotta drop everything and do the school phone, that's it, that's the future

I22: No tiktok, no tiktok!

G19: (laughs) Yeah that's right

I22: I, I have students who come- I teach uh, I'm private tutoring so they come and they show me all those special fidget toys and tiktok and all kind of things

G19: Yeah, they shouldn't be allowed to do that in school

I22: But they bring it, they play, they play with it in school with all the fidget toys, it's really... I don't know why they allow it but they do

I24: That can't be good

G19: No but that's a good idea, we need a school phone, that's, that's good

I24: I want a percentage if some German person invents that, okay?

I22: In the future, the one in the future, not this one

G19: We'll come back with that

I22: A special phone for school. Well, they can say that it's sort of an iPad, it's like an iPad in a way

G19: Yeah, yeah, maybe just smaller but even- I think the size of the iPad is quite good cause it's big and a phone, it's, it would be very small

I22: And you can dial with it

G19: True

I22: Did you write it in uh one of the future things? That's the third slide

G19: Ah no! But I can add it

I22: Oh you did, okay

G19: Ah well, I yeah, so that should be it. I think they're going to close the session soon so

I22: Okay so can you upload it when we have to?

G19: Uhm yes, I will, I will send it to you or, like, the mail, I22? Because I think you have to upload it somewhere else than we do. At least that's what Mister Schwab said

I22: Okay, I23 and I25, just send me your uhm e-mails

I23: I'm gonna put it right now in the chat, is that okay?

G19: Ah yeah do that! So then I can send it to all of you

I22: Okay

I24: Sir I23?

I23: That's official

I24: Sir! (laughs)

I23: I like it! From the forth grade or something and that just went on for twenty something years

I24: Or could be senior, I suppose, but sir is better

I23: Yeah, well I think, I think it was supposed to be sir like S I R but again, like, i was, like, eleven or something so obviously...

I22: I25, can you add yours, please?

I25: I'm, I'm trying to uhm for some reason I can't write on the chat

I24: Click your mouse where it says type message here and then, and then write

I25: No I'm, I'm using my phone cause my uh computer... uhm

I22: Just tell me, tell me the uhm

I25: Okay, so the mail is _____

I22: Oh just a minute, I'm in Hebrew

I25: _____ @gmail.com

I22: I'm sorry, I don't know why I'm in Hebrew all the time, it doesn't switch. Well, I24, maybe you can write it? Cause it doesn't change from the Hebrew

I24: Okay, say it again, _____?

I25: @gmail.com

G19: Ah okay. Okay, I'll send it to all of you

I22: Ah now it did

G19: Well, okay, I think we're- hu

I23: Are we meeting again next week or is this our last

G19: I don't think so, I think it's our last meeting. So it was really nice to meet you

I22: Nice to meet you, it was really really fun and uhm much of love

G19: Yeah to you too

I24: And if you ever come to Israel, don't be a stranger

G19: Yes! We'll come by

I24: You'll find us, you'll find us somehow, save the e-mails

G19: I mean, we have the e-mails now so that's perfect

G18: And stay safe!

I22: Thank you

G19: Fingers crossed that it's going to be over soon

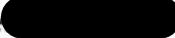
I24: Amen to that

I22: Goodbye!

G19: Okay bye! See you someday!

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