

III RESULTS

A) PUBLICATION OF TEXTS

This project includes the publication of following texts:

1. The structure of reading and writing for critical thinking, Guidelines 1, KEC & ARA, Prishtina, 2001.
2. Cognitive and social development of children, Guidelines 2, KEC & ARA, Prishtina, 2001.
3. Reading, writing and discussion in every subject, Guidelines 3, KEC & ARA, Prishtina, 2001.
4. Other techniques for developing critical thinking, Guidelines 4, KEC & ARA, Prishtina, 2001.
5. Learning in cooperation, Guidelines 5, KEC & ARA, Prishtina, 2001.
6. Planning teaching and evaluation, Guidelines 6, KEC & ARA, Prishtina, 2001.
7. Seminar for writing "from self-expression to written arguments", Guidelines 7, KEC & ARA, Prishtina, 2001.
8. Creating critical readers, Guidelines 8, KEC & ARA, Prishtina, 2001.
9. Models for successful teaching, "Edualba", Tirana, 2001.
10. Working with adults, KEC & ARA, Tirana 2001



We have also published the Planning Daybook (for the project of Quality Education) that will be distributed to participants of our program. It should be mentioned that this is supplementary action of the project, which has not been anticipated, and it was fulfilled out of the expected budget.

B) OPINIONS OF TEACHERS, STUDENTS, AND PARENTS

In order to verify the results of the project **Interactive learning**, we have registered opinions of teachers, students and parents. For this case study we have selected three pilot schools out of the total of ten included in the project:

- The elementary school "Nezim Berati" in Dragash (where 4 teachers of Bosnian minority are included)- 22. January 2002;
- The elementary school "Vaso P. Shkodrani" in Peja, 23 January 2002 and
- The elementary school "Shaban Jashari" in Skënderaj, 23 January 2002.

We have asked teachers, students, and parents to express their impressions, experience, thoughts, etc. as a result of four seminars organized up to now. They have expressed their own opinions without standardized questions, which would have somehow dictated the answers. Therefore they have articulated their personal opinions and feelings.

B. 1. Teachers' opinions

We are including fragments of teachers' written opinions, whereas some of their complete original versions are in the annex.

Nadil Dauti,
lower cycle teacher in
the elementary school
"N. Berati"
in Dragash

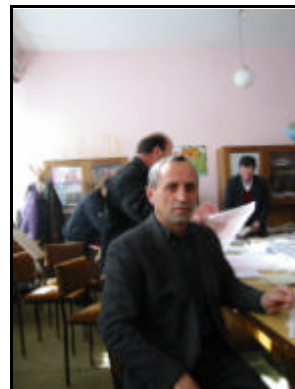


"...At the beginning of the seminar I thought that traditional methods do not have any other alternatives. But after two days in the seminar I learned that those interactive techniques... and other methods, are a perfect substitute for classical methods.

Students are active during the class, free to participate and equal participants in the process of learning.

After the application of these methods the teaching was more successful and two students with previously low grades joined the group of the good ones."

Ismail Isaki,
lower cycle teacher in
the elementary school
"N. Berati"
in Dragash
(Bosnian minority)



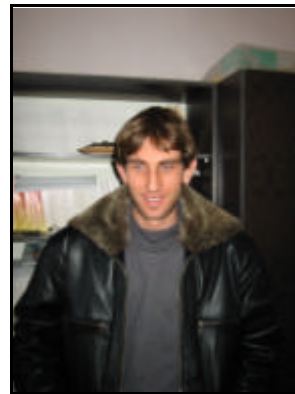
"When in August 2001 I was informed that I will participate in a four-day seminar, I thought that this will be another one, in series of numerous seminars, where we would

discuss some professional issues. Today, 12 days after the seminar, I see my misconception, because this is not an ordinary seminar. Something big has occurred inside my head... I do not consider now that my duty as a teacher is only to give a list of boring information to my students. The new methods I learned at the seminar have changed my attitude and relation towards students. I am not the only source of the knowledge of the students. Now students get their knowledge in cooperation with their colleagues and using the textbooks.

Students are very active and interested in this method of work because they enjoy the freedom of learning and thinking ... working in groups creates a different atmosphere in the class. This method promotes the critical thinking and learning.

Of course there are certain problems in the work. First of all, it is the length of time. It is hard to include these methods in the total of 40 or 45 minutes. Then, the programs of work... inadequate textbooks.... Still, I have a very positive opinion for interactive learning. For me this is the learning of the future."

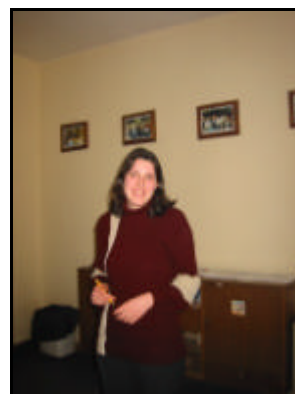
Lajko Shejvat,
upper cycle teacher in
the elementary school
"N. Berati"
in Dragash
(Bosnian minority)



"...This methodology of work has both positive and negative effects. The positive sides are the active participation of the students and the mutual cooperation of all the students within the class. Students are not afraid any more of making mistakes. The negative aspect is the incompatibility of the textbooks and of the equipment within the classroom for this kind of teaching.

I personally think that all my colleagues should be included in this method of work so that all the students belong to the same continuity of work ..."

Ardiana Hyseni,
Mathematics teacher in
the elementary school
"V.P. Shkodrani"
in Peja



"...The positive aspect of the methodology of interactive learning is very reach:

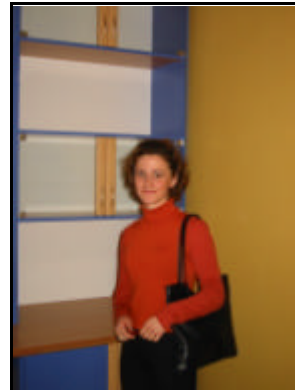
1. Students are willing to work in groups because they feel free, they want to cooperate and to express their ideas without hesitation;
2. All students are active, and express their ideas and thoughts;
3. Before we evaluate them, they evaluate each other;
4. There is a good relation between colleagues;
5. Parents are content with the implementation of the new methods;
6. But, the school-hour is short, lasts only 45 minutes."

Arjeta Jakupi,
lower cycle teacher in
the elementary school
"V.P. Shkodrani"
in Peja



"...The seminar is successful and very useful in particular for the lower cycle. Relations between the teacher and the students are very liberal ..."

Visare Gashi,
lower cycle teacher in
the elementary school
"V.P. Shkodrani"
in Peja



"...Our trainings were very successful because the former traditional methods are old-fashioned and stereotypical.... I consider that these are only the first steps towards the advancement of the teaching process with more content and sustainability.... Students work in groups and their opinions are respected without judgmental remarks".

Naser Gega,
upper cycle teacher
in the elementary
school
"V.P. Shkodrani"
in Peja



Since these methods were implemented in our school (September 2001), there has been a new spirit of work. I have the impression that we have started from the very first. There has never been such cooperation between teachers before.

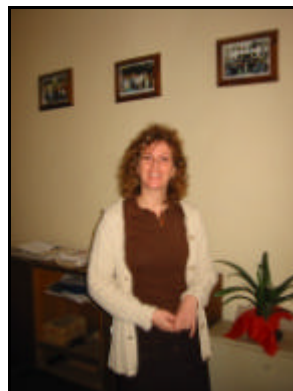
The teaching process is continually enriched with new techniques we are learning from the very professional lecturers... Relations between the teacher and the students are very good. Students are more decisive to grasp new knowledge. The atmosphere within the class is very liberal.... Parents have noticed the change and they respect it. Pupils feel the learning process as pleasure and not as obligation."

Besim Perjuci,
teacher of grammar
and language in the
elementary school
"V.P. Shkodrani"
in Peja



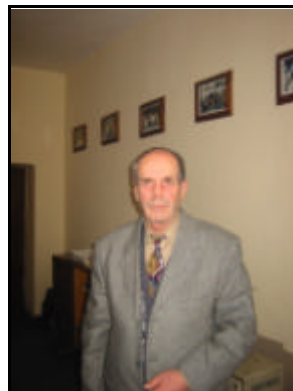
"...The new methodology of teaching has made a positive effect and has caused a positive reaction on students.... they are happy with the new techniques which are very attractive for them. They understand easily and express themselves freely. Student evaluation is more objective, they see and feel it, with the possibility for self-evaluation."

Aferdita Kastrati,
upper cycle teacher
in the elementary
school
"V.P. Shkodrani"
in Peja



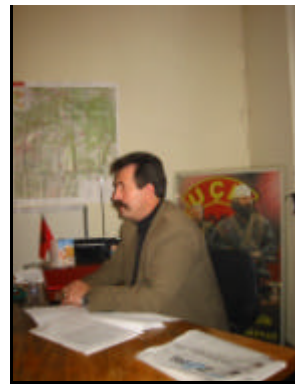
"...With this new techniques of interactive learning, the main work is done by pupils.... they learn the subject through activities and working in groups..."

Myhedin Gjikolli,
principle of
elementary school
"V.P. Shkodrani"
in Peja



"Seminars have created a positive effect in the successful learning of students. They understand better..., while working in groups they express their opinions freely, without getting bored. They are evaluated realistically. Their success in this semester was obviously better. According to the report of the Education Center in Peja, the students' success in our school is ranked as number four in the municipality, far better than before. I think that no more words are needed."

Musa Dërguti,
principle of the
elementary school
"Shaban Jashari"
in Skenderaj



"...I would like to express my respect for the lecturers and everyone who contributed for the implementation of this project. All the teachers who participated (as well as others) together with me, and also parents and students, support these positive changes in the process of teaching.

It is important to note that the teachers who use these techniques are more successful with their students. The students learn faster and study all the contents, which are offered in the class. Students are free and more tolerant towards their co-students, showing respect towards other people's opinions, they cooperate with each other and communicate actively. This proves that such reforms are welcome in our school but also in the Kosovar schools in general.

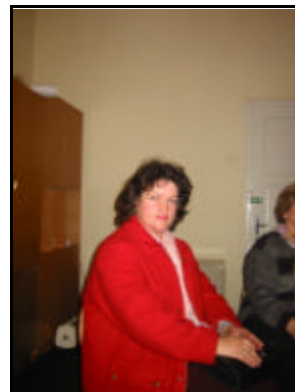
This is a reform of our school, from a traditional school to a modern one."

Luljeta Deliu,
lower cycle teacher in
the elementary school
"Shaban Jashari"
in Skënderaj

"...This program (Interactive Learning, our comment) has many advantages:

- Cooperation between teacher and students,
- Mutual cooperation between students,
- Work in groups,
- Expression of free thoughts,
- Easy learning,
- Active participation,
- Curiosity of students,
- Self-confidence of students,
- Changes in attitude, etc."

Mihane Mangjoli,
lower cycle teacher in
the elementary school
"Shaban Jashari"
in Skënderaj



"...I have had the pleasure to apply some of these techniques. At the beginning the pupils were confused and the class was boring, there was no discipline at all. After the third class pupil were very pleased, with a great wish to learn... The lesson was easier,

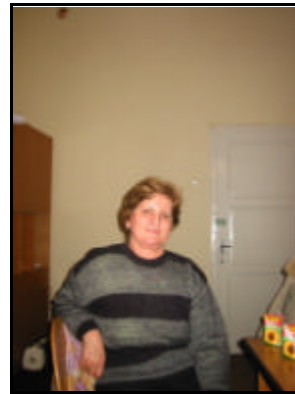
the pupils were free and curious, with more self-confidence. The cooperation stimulates curiosity and interest to learn, even amongst pupils who are passive."

Sherife Ajeti,
teacher in the
elementary school
"Shaban Jashari"
in Skënderaj



"...Working with these techniques means that we have entered a modern period of education... We have witnessed great results of the changes..."

Raza Gashi,
lower cycle teacher in
the elementary school
"Shaban Jashari"
in Skënderaj



"During the seminars I have participated until now, within the project "Interactive Learning ", I have noticed that there is a big difference from the traditional methods, because both students and teachers are more active and more interested in the process of learning. This program has many advantages..."