



# Science Enrichment Program

## Executive Summary

October 2014

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### **Program Description**

Beit Yatziv operates a range of science and technology enrichment programs for children in grades 1-9, among them medicine, chemistry, robotics, astronomy, computers and more. These programs aim to develop knowledge and interest in science and technology, and increase motivation to learn science at an intensive level in high school and to engage in science in the future. The teaching method is based on principles of active and experiential learning, using games, outings, activities, assignments and computer technology.

### **Purpose of the Study**

To examine the extent to which the program achieves its aims and to provide information that can help shape and improve the program if necessary.

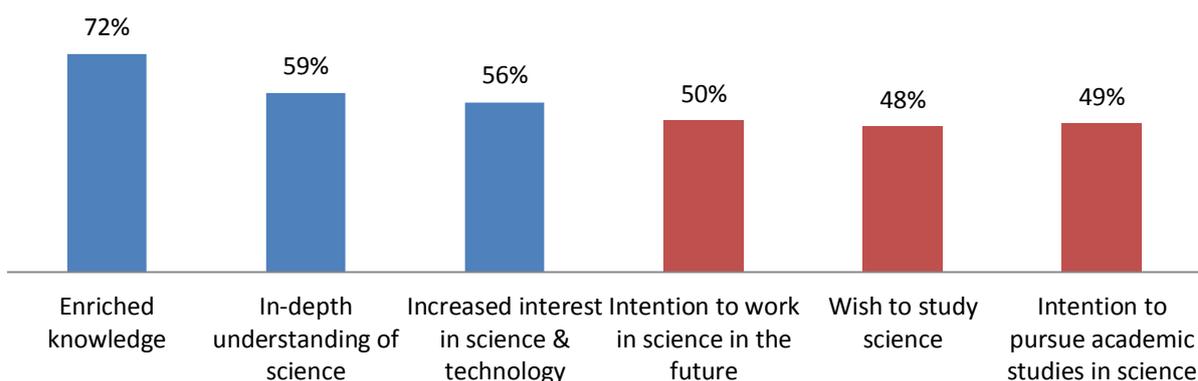
### **Methodology**

139 students at the start of the year and 88 at the end answered online questionnaires, which examine perceived contribution of the program, opinions about science and the place of science in the individual's future, satisfaction with the program, educational achievements and more.

### **Main Findings**

- An analysis of the program's influence on participants showed that its main contribution is related to an improvement in knowledge and understanding of the science field. For example, around three-quarters of participants claimed that their knowledge had grown thanks to the program. On the other hand, only half thought that participation contributed to improved educational achievements and intention to study science and technology in the future.

The perceived contribution of the program, according to participants (N=78) \*



\* The percentage of students who claimed that the program contributed in various aspects

- The students considered the quality of teaching to be high. For example, more than 88% reported that their teachers were professional, comprehensible and pleasant.
- There was also high satisfaction with the activities. More than 74% of participants said that the activities were varied and enjoyable. Around 56%, however, thought that there were some boring moments in the program.
- Overall satisfaction with the program was relatively high. Over 73% of participants would recommend it to their friends and were happy that they had chosen to sign up for the program.
- There were no significant differences between the courses in the various parameters: perceived contribution, educational achievements, satisfaction and quality of teaching.

### **Conclusions and Recommendations**

The main contribution of the program seems to be in enriching knowledge, and less in nurturing in any significant way curiosity and motivation to learn and engage in science in the future. Similarly, no changes were noted in attitudes and opinions of students regarding science. At the same time, most participants were satisfied with the activity and the instructors. It is therefore recommended to put more emphasis on raising the students' inner motivation to engage in science in the immediate future and beyond.



# Enrichment Program in English

## Executive Summary

September 2014

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### **Program Description**

The Experiential Center for Learning English at Beit Yatziv runs after-school enrichment courses throughout the year, for students in 1<sup>st</sup>-7<sup>th</sup> grade in the southern region. The curriculum is approved by the Ministry of Education's Southern Division. The teaching method is based on principles of active and experiential learning that uses games, outings, activities, assignments and computer technology.

### **Purpose of the Study**

To examine the extent to which the program achieves its goals and to provide information that can help shape and improve the program if necessary.

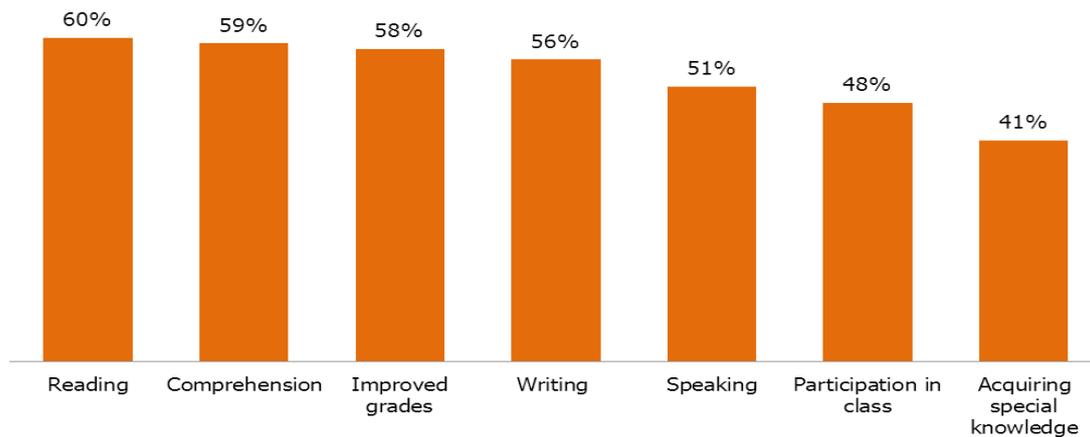
### **Methodology**

A questionnaire was administered to students at the beginning of the year (N=56) and the end of the year (N=33). There were 24 students who responded at both points; the program's effectiveness was tested according to their responses. In the questions relating to perceived contribution and satisfaction with the programs, the answers of all 33 students who filled in the questionnaire at the year's end were taken into account.

### **Main Findings**

- There were no major changes in the students' opinions between the beginning and end of year; at both points they felt they had strong abilities in English. Thus, for example, even at the start of the year, 68% of students believed that they were among the best in their class in English and 88% reported that they were well able to succeed at English. This could be connected to the fact that the questionnaires were distributed a few weeks after the program began.
- Most participants thought that the program contributed to an improvement in their English skills. The most significant contribution related to reading, comprehension and writing. In addition, 58% reported that their participation contributed to a great extent to their educational achievements.

### The program's contribution in the opinion of the students (N=32)



\* The percentage of students who claimed that the program contributed in various aspects

- Students' responses showed that most of them were satisfied with the program and that they thought the activities were of good quality. For example, 59% thought the lessons were interesting and 61% enjoyed attending the program.

### **Conclusions and Recommendations**

It appears that the program contributes to improving English skills and abilities. However, there was no significant change in the outcome parameters related to acquiring knowledge, abilities and attitudes towards the discipline of English. Although there was an increase in some abilities (reading, comprehension and speaking) according to the students' reports, this increase cannot be attributed to the program with certainty. It is recommended to look into why there were no significant changes in the end of year responses when compared to those at the beginning of the year.