WHATSAPP AS A TRAVELLING RESOURCE FOR CHILD PARENT PARTNERSHIPS IN A PALESTINIAN KINDERGARTEN

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Abstract

This research spotlighted how Kindergarten teachers in one of the Palestinian schools in Jerusalem used WhatsApp as an innovative strategy to cultivate parents’ involvement and engagement in their children learning. Four teachers and ninety-nine parents participated willingly in this research. Data collection relied on case study methodology and the triangulated data were based on the analysis of teachers’ and parents’ reflections, the semi-structured interviews, the close longitudinal observation, and the video analysis on how parents interacted with their children to promote continuity of learning. The results of the study indicated that WhatsApp had strong, positive and fruitful impact on kindergarten and parent partnership. The delivery of teaching helped children extend their learning to their homes. The "travelling" resources “videos, photos, instant messages” were important as they kept parents and teachers up to date with kindergarten-home activities. The reflection results revealed that Palestinian children do not only need multiple resources to succeed, but they also need ongoing support to achieve better in their early school education. They also need improved community interaction where everyone carries his or her own responsibilities to build a better future for the Palestinian children. Much more well-designed research is needed to illuminate the best practices for parents-kindergarten school engagement to help children in their overall development. Parents and teachers are the keys to ensure child’s progress and development.

Key Words: WhatsApp Messenger, partnership, "travelling" resource, knowledge sharing approach, communication platform, dialoguing
References


