



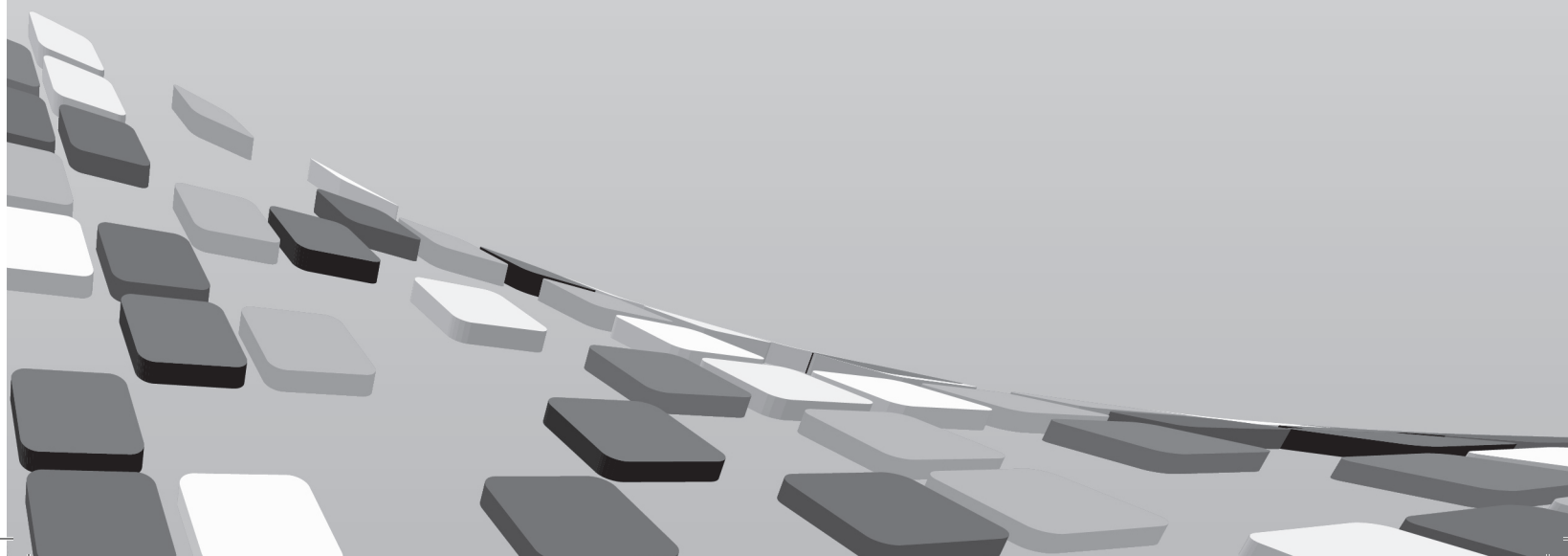
The 6th International Conference on Teacher Education

Changing Reality through Education

July 2-4, 2013

at The David Yellin Academic College of Education
and The MOFET Institute

Conference Abstracts



Please note!

- ◆ The contents and language editing of the abstracts are the sole responsibility of the authors.
- ◆ The abstracts are arranged in the order in which they appear in the conference program (according to the three days of the conference).
- ◆ The abstracts of the keynote speakers appear at the beginning of each day's abstracts according to the order of their presentation.
- ◆ Alongside each abstract, there is a symbol indicating the language in which the presentation will be given: (E) for English or (H) for Hebrew.
- ◆ Along The colored pages at the end of the book contain an index of all the names of the conference presenters along with the page numbers on which their abstracts appear and their email addresses.

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The Conference President's Foreword

Since 1993, the teacher education system in Israel has held an international conference on teacher education every few years.

The 6th International Conference, titled *Changing Reality through Education*, will be held at The David Yellin Academic College of Education in Jerusalem, in cooperation with The MOFET Institute in Tel Aviv. It will deal with various topics on the public and social agenda.

Recent years have witnessed an academic, technological, and organizational renewal in the teacher education system, and this has affected the educational, social, and cultural reality of the State of Israel. The interrelationship between teacher education and the social-cultural reality generates new knowledge in areas of life that exert a broad influence on other systems as well – such as the political, economic, and technological systems, to name a few. The teacher education system not only deals with imparting professional knowledge in extensive areas, but also plays a highly significant role in the societal life experience, particularly in an era in which both social difference and social gaps are acknowledged.

Theoretical and academic learning, as well as practical learning in the "field", are interwoven in educational practice, and enable graduates from academic colleges of education to cope with a changing reality. The practical experience and theoretical and academic learning, consolidation of perceptions of social and cultural ideas, and formation of a professional identity throughout the teachers' professional lives all necessitate a re-examination of the components of teacher preparation and professional development on the continuum of the teacher's career development.

The 6th International Conference seeks to clarify the interrelationships between the preparation and professionalization components on the one hand and the reality in which teaching of all types occurs on the other. Educational research, the academic publications of recent years by researchers in Israel and all over the world, the unique projects that are carried out in various institutions, will all be reflected in this conference and will enable us to generalize, conceptualize, and disseminate the professional knowledge and educational practice that have accumulated here and in the rest of the world in recent years.

Ms. Gila Nagar

*Deputy Director General of the Authority for Teacher Education
and Professional Development, Ministry of Education*

The Conference Co-chairpersons' Foreword

The central theme of the 6th International Conference on Teacher Education is *Changing Reality through Education*.

As teacher educators and researchers who promote the discourse regarding the much-needed improvement in public education in general and teacher education in particular, we are unable to ignore the welcome phenomena of new movements and public calls for social change that are taking place both in Israel and in the international forum. In our view, it is very important to note that among the young leaders who went out to demonstrate in the streets of Israel, as well as those who demonstrated in other locations in the world, there were many students and graduates from our institutions, namely, academic teacher education institutions. It also appears that numerous lecturers from the various teacher education institutions, both in Israel and abroad, served as a source of emotional and intellectual support for those students. In addition, since the waves of protest erupted in Israel and other countries, the contents of the social protest have filtered down into teacher education courses as well as into academic research.

We consider the conference, which is being held jointly by the Department of Teacher Education in Israel's Ministry of Education, The David Yellin Academic College of Education, and The MOFET Institute, to be a venue that will afford the leaders of teacher education in Israel and abroad an opportunity to come and show one another additional ways whereby we can nurture the generation of 21st-century educational leaders. Our aspiration is to achieve a generation of graduates who do not merely observe and adapt to the rapidly-changing reality, but are also active partners in shaping it. Ideally, we would like the teachers of the future to be public intellectuals and shapers of reality who, together with their pupils, strive to create a better world both locally and globally – a world in which the prevalent ethos is the quest for equality, brotherhood, sustainability, and a constructive dialogue among cultures.

Dr. Michal Golan

*Co-chair,
The MOFET Institute*

Prof. Yehuda Bar Shalom

*Co-chair,
The David Yellin Academic College of Education*

The Committee Coordinator's Foreword

Dear Guests and Participants,

This conference is the joint product of academics from Israel and abroad, and of educators from the Israeli education system. We are proud to afford our colleagues a platform for presenting the research they have conducted and the practical knowledge they have amassed over the last few years regarding teacher education and educational issues in the teacher education process – both prior to their choice of the profession and during their ongoing professional lives. A survey of the topics to be discussed at the conference reveals the contents and challenges facing teacher education systems and education systems in general over the past several years. The conference title, *Changing Reality through Education*, may sound pretentious to cynics, but from an in-depth perusal of the hundreds of proposals submitted for presentation at the conference, it can be stated with complete confidence that educators are working toward a better understanding of social-educational reality as well as improving it.

Alongside philosophical musings concerning the teacher education process, the conference presents research that is being conducted throughout the world, in both local and global contexts, on programs for learners with a range of needs, and on various subject matters and disciplines, for instance, pedagogical innovations and diverse initiatives in the colleges of education, in the schools, and in unconventional environments. The conference serves as a venue for intercultural encounters among individuals with different social, national, and religious backgrounds, where issues associated with teachers' attitudes toward and perceptions regarding inclusion of children in class are raised. Particular attention is devoted to issues concerning society and education in unique sectors: the Arabs, the Bedouins, the ultra-Orthodox; and general education according to age groups: K-12, academia, and formal and informal education according to a variety of approaches and streams.

Several researchers explore the formation of the educators' professional identities as well as their professional development. Particular emphasis is placed on the opportunity for personal growth afforded by a community of learners. At the conference, one can learn about the effect of the diverse study programs offered at the colleges of education, and about the unique support given to both students with learning disabilities and excellent students.

Topics on the agenda of the Israeli education system in recent years are reflected in the research presented at the conference: the reaction of the colleges of education to reforms of the education system i.e. 2007-2008, "New Horizon", and the introduction of processes of evaluating teachers and principals as part of the professionalization of the Israeli education system. In addition, the inauguration of Master's programs in the colleges of education is discussed, as are the lessons learned from those processes.

A great deal of attention is devoted to the roles of the environment and technology in promoting education, to education for the judicious use of technology, to creating an advanced study environment, and to supporting the establishment of learning communities in the schools. It is almost certain that in the coming years, these topics will continue to pose a cardinal challenge to learning and educational processes.

I would like to take this opportunity to thank all those who participated in the preparation of the conference: the President and Co-chairpersons of the conference, the members of the academic committee, the hundreds of researchers and teachers who submitted proposals, the hundreds of colleagues who reviewed the proposals and recommended those that deserved to be presented, the field heads who helped finalize the session programs, and all the support and organization people who worked tirelessly to ensure the success of the conference.

Dr. Revital Heimann

Coordinator of the Academic Committee

The David Yellin Academic College of Teacher Education

The Academic Committee

Conference President

Ms. Gila Nagar, *Authority for Teacher Education and Professional Development, at the Ministry of Education*

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Dr. Michal Golan, *The MOFET Institute*

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Dr. Sara Zilbershtrom, *Ministry of Education*

From the Chairperson of the Organizing Committee

Dear Friends,

I am delighted to welcome you to the 6th International Conference on Teacher Education, which is being held in Jerusalem and Tel Aviv, Israel, on July 2-4, 2013.

We are privileged to report that the number of papers submitted to the conference as well as their level of scholarship and innovation have far exceeded our expectations. We are looking forward to three thrilling days of lectures, networking, and updating on educational research.

The first two days of the conference will take place in Jerusalem, at The David Yellin Academic College of Education, which is celebrating its centenary this year, symbolizing the renewal of the Hebrew language and culture in the Land of Israel. The third day will be held at The MOFET Institute in Tel Aviv, which conducts and coordinates research as well as other aspects of teacher education in Israel.

A great deal of thought has been invested in arranging this conference, and we have made every effort to ensure that you will enjoy it. Should any problems or questions arise, please feel free to contact the information booth or any of the staff members.

I would like to extend my appreciation to my colleagues on the Organizing Committee who have been genuine, professional, and committed partners in the preparations for the conference.

I wish you a successful and enriching conference as well as an enjoyable visit to Israel. Shalom and welcome!

Mr. Ari Shalit

*Chairperson of the Organizing Committee
The David Yellin Academic College of Education*

The Organizing Committee

Committee Chairperson

Mr. Ari Shalit, *The David Yellin Academic College of Education*

Conference Coordinator

Ms. Maya Sopher, *The David Yellin Academic College of Education*

Ministry of Education Representative

Dr. Orna Schatz-Oppenheimer, *The David Yellin Academic College of Education;*
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Mr. Yoav Shmuel, *The David Yellin Academic College of Education*

Ms. Liora Shpizer, *The MOFET Institute*

Secretary of the Conference

Ms. Michal Mor, *The David Yellin Academic College of Education*

Conference Initiators, Planners, and Organizers



The Department of Teacher Education, Induction, and Professional Development, Ministry of Education

The Authority for Teacher Education and Professional Development is responsible for the processes of teacher education, entry into the teaching profession, and teachers' professional development.

The Authority operates the Department of Teacher Education, which is in charge of the teacher education system for all educational sectors and age groups in a broad range of teaching subjects, educational specializations, and education-supporting subjects.

The Department implements the general policy of preparing teachers and educators in Israel according to the directives of the management of the Ministry of Education. The academic colleges of education are institutions that are dedicated to teacher education. They were established for that purpose, and operate in accordance with the needs of the various sectors, ranks, and nuances of the education system.

The Department is the body that plans and finances the academic colleges of education in the state, state religious, ultra-Orthodox and non-Jewish sectors. While all of the academic colleges of education confer B.Ed. degrees, some of them also confer M.Ed. and M.Teach. degrees in accordance with the directives of the Council for Higher Education.

The academic curricula of the colleges are built according to the guiding model approved by the Council for Higher Education, checked by the Department of Teacher Education and the Council for Higher Education, and approved by the latter. Their programs consist of education and teaching studies, subject specialization studies, teaching practice, and supporting and enrichment studies. The programs are all studied in tandem over the course of the four-year period of preparation, at the end of which the graduate is awarded a Bachelor's degree and a teaching certificate.

The academic structure of the colleges, as well as their administration, academic institutions, requirements pertaining to the composition of the faculty, and activities relating to academic topics are also contingent on the directives of the Council for Higher Education.

The colleges of education also offer unique study programs such as programs for excellent teachers and for educational leaders, "Hotem" programs, and so on. In addition, the colleges are responsible for the professional development of teachers in the field and for various programs in the social-community field that are led by the Department of Professional Development.

During the first year of work, every teacher is obliged to undergo induction – that is, accompaniment by a mentoring teacher from the school, participation in support workshops at the college, a formative and summarizing evaluation, and classification for the purpose of obtaining a license for practicing teaching. The Department of Induction and Entry into Teaching is responsible for all of the processes that occur at the stage of entry into the teaching profession.



The David Yellin Academic College of Education

Dr. Anna Rousseau

President, The David Yellin Academic College of Education

The David Yellin Academic College of Education (DYC), Israel's oldest teacher-training college, was founded in Jerusalem in 1913 by the Hebrew-language pioneer Prof. David Yellin. The college was established as "The Hebrew Institute for Teachers" and the student teachers studied all of their courses in Hebrew (at a time when Hebrew battled German for dominance). For the past century, DYC has trained generations of graduates who laid the foundations for the education system prior to the establishment of the State of Israel and who continue to lead the country in the fields of education, research and the arts. Among DYC graduates are former Education Minister Shulamit Aloni, former Education Ministry Director Eliezer Shmueli, author Ruth Almog, musician Emanuel Zamir, and Israel Prize winner Prof. Sarah Yafe. Following David Yellin as the second head of the college was Prof. Ben-Zion Dinur, who served as Education Minister from 1951 to 1955. Avraham Even-Shushan, winner of the Jerusalem Prize for Jewish Studies in 1968 and the Israel Prize for Hebrew Language in 1978, headed the college between 1956 and 1967.

Today, 5,000 students participate in a wide range of academic programs, which include both undergraduate (B.Ed.) and graduate (M.Ed.) degree programs, certification studies, continuing education programs, and pre-academic preparatory courses. The college invests a wide range of resources in ensuring the disciplinary and pedagogical expertise of its graduates in order to provide them with the knowledge and insight essential to tailoring instruction to the individual needs of their pupils.

We expect our graduates to assume roles of leadership in the educational field, and indeed many of our graduates are school principals, subject-specialist coordinators and, of course, teachers and educators. Many DYC graduates and faculty played an active role as partners and leaders in recent public demonstrations calling for social justice.

We believe education and knowledge to be the keys to social mobility, to narrowing social gaps, and to ensuring quality in the public schools. As a reflection of this belief, the college has developed a variety of programs and tracks, described below:

Educating for pluralism and support for challenged or at-risk sectors of the population

The college has two mandatory programs, "Difference and Diversity in Israeli Society" and "Israel: A Jewish Democratic State". Within these frameworks, student teachers become acquainted with the history, customs, values, and narratives of the various communities that constitute Israeli society. The aim of these programs is to raise teachers' awareness as regards fostering a meaningful relationship between their pupils and their surroundings, and between the school and home cultures.

In addition, we offer courses in which DYC students study together with severely disabled community leaders. This initiative has produced "A Guide for Transportation Attendants", which was written and published by participants in courses for school-bus drivers serving special education facilities.

Aspiring to excellence

The college runs a program targeting students with exceptionally high college admission profiles, who receive generous scholarships. In addition, DYC runs the "Mercaz Etgar" (Challenge Center), whose workshops aim to improve the learning skills of students with special needs. A course for children gifted in math and the sciences as well as support clinics for children with reading, writing, and communication difficulties is offered at the college.

New academic programs

In the academic year 2011-2012, DYC opened a new department of Informal Education for those studying in the secondary education track. In addition, the Arabic Department has renewed its undergraduate academic program.

In teacher education and certification, the college has expanded its range of educational options for B.A. graduates who are seeking professional credentials by incorporating the Kerem Institute for teacher preparation in humanistic Jewish education (founded by Alliance Israélite Universelle).

The college's graduate school is also continuing to expand. Approximately two years ago, four Master's programs (in art therapy, music therapy, dance therapy, and bibliotherapy) were submitted to the Council for High Education for accreditation, as was an M.Teach. program for secondary school education, a combined M.A. degree and teaching certificate.

The Center for Education for Sustainability

The aim of the Center is to educate for and promote the concept of environmental, economic, and social sustainability in our society. Its members include students, faculty and support staff all dedicated to establishing a sustainable culture within the campus. In addition to academic courses, the program runs a social-art gallery and applies environmentally friendly ethics and practice in the cultivation of NYC's botanical garden. The center collaborates with various NGOs in Jerusalem, among them the Society for the Protection of Nature in Israel, to promote the acquisition and application of skills essential for creating a sustainable environment for Jerusalem children, from kindergarten through high school.

Intervention in the educational community (Professional Development Schools)

As part of its commitment to educational leadership, NYC offers a wide range of activities that contribute to the community. In addition to the on-campus pre-school, the college collaborates with seven schools in Jerusalem. NYC is continuing its collaboration with Ilanot, a school for students with cerebral palsy, with the aim of establishing a learning and support center for parents and children with complex disabilities. In another community-focused project, NYC and school staff jointly planned and designed recent renovations at the El-Amal special education school.

School coaching by the staff of the Center for Education for Sustainability

Five schools in the Jerusalem area, where our graduates serve as teachers, receive coaching in the process of creating environmentally and socially sustainable schools. Students and teachers doing in-service training in horticultural therapy in education also develop and maintain therapeutic community gardens at the Nature Museum and at the "Lev Ha'ir" community center.

Developing academic ties with institutions abroad

For the last ten years, the college has both hosted delegations from European countries (Norway, The Netherlands, Northern Ireland, and Poland) that have focused on education in multicultural societies and participated in student exchange programs abroad. In recent years, a group of graduate students from the Jewish Theological Seminary in New York has been studying at the college. In addition to taking courses tailored specifically to their needs and interests – some of which are held in English – they are studying together with NYC students who also accompany the visiting students as student hosts during their sojourn in Jerusalem. In 2013, seven students are embarking on three weeks' practical work in schools abroad: in Belfast, Northern Ireland – a school with a mixed Protestant and Catholic population, and in a special education school; and in Albany, New York, USA: in a school for children who hold differing beliefs.

Professional development through in-service training at the School for Continuing Education

NYC's School for Continuing Education is an important center for the professional development of educators already working in the field, offering a variety of interesting and challenging in-service training programs and courses combining theory and practice in applied educational study.

Extending its in-service work, the School for Continuing Education has established the "Netaiim" academic and advisory program to support the professional development of new kindergarten and school teachers. This support network accompanies teachers in their first two years of work, mentoring them to ease isolation and facilitate integration within the educational system. This in-service program endeavors to maximize cooperation among teachers, educators, coaches, counselors, principals, their deputies, and others in the field, in order to empower new teachers and enhance their integration within the profession.



The MOFET Institute, Research, Curriculum and Program Development for Teacher Educators

Dr. Michal Golan

Head of The MOFET Institute

The MOFET Institute is a center for the research and development of programs in teacher education and teaching. The Institute constitutes a unique framework in Israel and worldwide for preparing teacher educators for their role and supporting their professional development.

The MOFET Institute, which was established by the Ministry of Education's Department of Teacher Education in 1983, is a Ministry-funded, non-profit organization.

Every year, thousands of teacher educators who teach in Israel's 26 academic colleges of education and in non-academic educational institutions visit The MOFET Institute. The Institute's faculty members are recruited from the colleges and universities.

MOFET's two main objectives are to facilitate teacher educators' professional development, and to assist in the establishment and broadening of the knowledge base in the field of teacher education. These objectives can be achieved by (1) maintaining an educational dialog among colleagues both in the teacher education system and in other settings in the education system, (2) holding professional encounters, (3) exchanging opinions, (4) conducting collaborative studies, (5) specializing in the various topics relevant to the professional practice of a teacher educator, (6) creating and disseminating professional knowledge regarding the significance of teacher education, its patterns of action, and its meanings, and (7) initiating and developing system-wide directions and projects in teacher education and in fields of research and educational enterprise, and so on.

The MOFET Institute aspires to raise the standard of education by improving teacher education and preparing teacher educators to face the most demanding challenges of the rapidly-changing modern world – a situation that requires them to adapt constantly to changing environments.

Frames of action

In order to accomplish its main objectives, MOFET has developed many different frames of action:

A school for professional development

The aim of the studies in the school's specialization tracks is to consolidate the teacher educators' professional perceptions and to furnish them with essential tools for their work in the colleges. In addition to the ongoing tracks, unique programs are devised in response to needs that arise in the teacher education and general education systems.

Writing channels

The MOFET Institute's writing channels aim to encourage the teacher educators to transform their personal, theoretical, and practical knowledge into public knowledge that is available to the entire community of educators in the colleges and in the field.

The Institute also publishes refereed academic journals, *Dapim* and *Kivunim*, which focus on the theory, research, and practice of teacher education as well as on its development.

Research

The Research Authority, with all of its departments, has set itself the goal of promoting research conducted by the teaching staff of the colleges and at The MOFET Institute in order to raise the standard of teacher education and improve the status and image of the colleges, teacher educators, and teachers.

Collegial encounters

In order to encourage the teacher educators' professional development, intercollegiate encounters of colleagues are held at The MOFET Institute in various settings and in a range of fields. During these encounters, the colleagues exchange views on topics of common interest, discuss various research studies, formulate standpoints in the field of teacher education, and so on.

The integration of technology into education and teaching

MOFET promotes the integration of advanced technologies into teaching and learning methods and teaching contents, and creates and develops tools for improving teaching.

The Information Center

The Information Center houses databases of materials and documents that are unique to teacher education and are available to teacher educators. The center runs academic content portals in English, Spanish, and Hebrew.

The Communication Center

The Communication Center provides communication services and develops cutting-edge teaching technologies for the benefit of academic institutions and individuals alike.

The International Channel

The Institute operates an International Channel that is in contact with institutions in countries throughout the world as well as with the Jewish Diaspora. The aim is to make the knowledge about the field of teacher education that has accumulated at MOFET available to the global community of educators and teacher educators. Knowledge sharing occurs both via face-to-face encounters (in Israel and abroad), as well as via online settings.

Conference Rationale

The conference will reflect the public discourse in Israel and the world at large in the wake of demands for social justice and equality. This call for social reform is accompanied by a growing awareness of the devaluation in the status of public education and teacher education. Accelerated globalization, fueled by technology and a combination of economic and political forces, all impact on society's perception of the roles of education and the educator. Extensive reforms and advances in education seek to professionalize those involved in teaching. The resulting challenges facing teacher education, teacher educators, and the teachers themselves, are becoming increasingly complex.

The conference aims to provide a forum for researchers, educators, and teacher educators to address these issues.

The conference will focus on the role of education in leading social change, based on the premise that education embodies an unequaled potential for the advancement of the individual and society.

The conference will center around two main themes:

- Educators and their influence on learners.
- The interaction between society and education.

Conference Topics

FIRST FOCAL POINT: TEACHERS FOR CHANGE

Topics:

Who are the teachers and the teacher educators?

- The professional identity of educators and teaching personnel;
- Teaching and educating in academic systems;
- The independence and professional capability of educators in an era of change, reform, and regularization.

Professional life – from training to retirement

- Models for training educators in Israel and the world;
- Training professionals in different fields;
- The professional development of educators throughout their professional lives;
- The contribution of the community of learners and researchers to personal and professional development.

Innovative education

- Changes in teaching and learning characteristics in an age of advanced research, information, and technology;
- Learning by means of various media;
- The influence of formal and informal study on education;
- Innovative pedagogy of subject-matter teaching and learning skills.

Tailoring teaching to the learners

- Tailoring instructional strategies to the learner;
- Issues of exclusion and inclusion;
- Sensitivity to students with special needs;
- Inclusion of special needs pupils within the education system;
- Implicit and explicit expressions of fairness, dignity, gender, and values in the curriculum.

Research and practice

- The educator as researcher and educational innovator;
- Professional and ethical dilemmas in teaching;
- What are valuable educational and teacher training research questions, and which methodologies are the most suitable for investigating them?

SECOND FOCAL POINT: EDUCATION AS A MIRROR OF SOCIETY**Topics:****Circles of influence – education, society, economics, and law**

- The links among ideology, politics, economics, law, and education;
- Local and international reforms in education systems.

Glocal (global and local) education

- Limits, involvement, and intervention;
- The role of parents in the education system;
- The school and its contribution to the community;
- The school and the classroom as a community;
- Virtual educational communities and their influence in shaping reality.

"I am assessed, therefore I exist?!" – achievements and values in education and teaching

- Which elements in the education system can be measured?
- The impact of assessment on teachers, teaching, curriculum, and educational activity;
- Data-driven decisions in the education system;
- What about the public's right to know vis-à-vis individual confidentiality in the education system?

Abstracts

First Day
Tuesday, July 2, 2013
...

Plenary Lectures

Teaching Interculturally in Multicultural Europe: Education as Part of the Problem or Part of the Solution? (E)

Barry Van-Driel

Anne Frank House, Netherlands

As European societies become more and more diverse, they are being confronted with multiple dilemmas related to assimilation, acculturation, integration and a sense of belonging. I will begin my presentation with a brief historical overview of what has made Europe so diverse in the 21st century and how Europe is coping, or failing to adequately cope, with this growing diversity in its educational systems. I look at some of the standard myths about the character of diversity and how these myths presently feed into new nationalist narratives which have served to feed some of the old ghosts that have led the continent down the path of intolerance, destruction, and even genocide in the past. Is education the answer or part of the problem? Major challenges facing Europe's schools relate to the need to address some major issues, all too familiar in European history, relating to anti-Semitism, Islamophobia, Romaphobia, and also homophobia. I will attempt to dissect some of the major differences between West European Societies and the emerging democracies to the East, and examine the role that schools have played in the past and could play in the future. I will also show the great potential that diversity in the European educational realm possesses for creating a new cosmopolitan individual who is interculturally competent. I will conclude by presenting some examples of best practice. ■

What Do We Mean by School Improvement? The Role of Teacher Education (E)

Miriam Ben-Peretz

University of Haifa, Israel

The motto of my presentation is:
"... All my life I have loved in vain
the things I didn't learn."
(Yehuda Amichai, 1998)

There are many stakeholders who are interested in school improvement. Their diverse views cause conflicts and lack of clarity concerning the overall goal of education. The lecture discusses different views and suggests a comprehensive approach that emphasizes the need to consider some of the basic issues confronting individuals and society in the present age. Some of these issues relate to ethical matters such as the nature of good and evil. Another major issue is the use of time in the short lifespan of human beings. Basically, the issue is the ancient question of which knowledge is worth the most and how life-long learning can be encouraged. A role for the teacher education process is suggested, concerning content, methods, and evaluation. ■

The Glocal vs. Identity/Culture: All Lose!? (E)

Zvi Bekerman

The Hebrew University of Jerusalem, Israel

The global points to the increasing economic, cultural, and social integration among countries and regions in the world. This process, the outcomes of which are yet to be realized, reshapes the local, for it is articulated and mediated by national forces with their incumbent economic, cultural, and social constraints. Within this context, the global appears as a homogenizing force, an enemy of particularization, while the local appears as an enemy of the more open and encompassing. The glocal refers to the forced dialectics between these two seemingly contradictory developments. Within the contexts of the glocal, a variety of discourses on identity and culture have evolved. In my presentation, I look at a glocal educational sphere – a paradoxical one, for it evolves not out of an international encounter but from an endonational one. Looking closely at the experiences of students, teachers, and parents in one integrated bilingual Arabic-Hebrew school in Israel, I reveal the complicated and dynamic negotiations of individual and group cultures and identities for communities engaged in peace and reconciliation education. I also call attention to the flattened nature of identity and culture in the present psychologized social sciences with which we approach the study of education. I show how these categories obscure the world and its complexity and promote tension that might impede our educational efforts toward peace and reconciliation. All in all, my work calls for the need to get rid of these concepts if our goal is to better the world. ■

Parallel Sessions

Adolescents and Risk Factors

1. The Effect of Teacher-Child Relationships and Socioeconomic Risk Factors on Israeli Pupils' School Adjustment (E)

David Granot

Oranim Academic College of Education, Israel

Over the past 25 years, researchers have focused increasingly on understanding the influence of teacher-child relationships on student adjustment in elementary school. Such relationships are considered especially significant in the case of children from low-income families. The present study examines teacher-child "attachment-like" relationships and their effect on school adjustment, using 100 dyads composed of Israeli homeroom teachers and their low-to-middle-class elementary school pupils (mean age=10.9 years). To obtain both perspectives, the children completed a scale measuring Children's Appraisal of Teacher as a Secure Base, while the homeroom teachers completed the Student-Teacher Relationship Scale, designed to assess attachment-like qualities. To avoid same-source rater bias, 88 subject teachers reported on the school adjustment of the participating students. The results indicate impressive correspondence between the teachers' and the children's perceptions of their relationship as secure (positive) or insecure (negative). When introduced in the first step of the regression analysis, the socioeconomic status (SES) risk factors had a statistically significant impact on almost all aspects of school adjustment. After controlling for the children's gender, age and SES risk factors, it was found that both the children's and the teachers' perceptions of their relationship contributed to explaining school adjustment; nevertheless, the significance of the SES effect was generally maintained. The findings regarding the teacher-child relationship, introduced in step 2 of the regression analysis, suggest that in Israeli society today – where the leveling mechanisms of the public sphere have been weakened – the homeroom teacher is becoming less effective as an alternative attachment figure protective factor. ■

2. Violent Behavior among Arab Adolescents: The Relationship between Exposure to Violence within the Family, Self-Control, and Subjective Well-Being, and Violent Behavior (E)

Qutaiba Agbaria

Al-Qasemi Academic College of Education, Israel

The present study focuses on the correlation between adolescents' exposure to domestic violence, self-control, and subjective well-being, and violent behavior among Arab adolescents in Israel. The study also examined the correlation between violent behavior and exposure to domestic violence, mental welfare, self-control, and the need for social belonging.

The research hypotheses

There is a positive correlation between self-control and mental well-being; there is a negative correlation between self-control and violence, and the need to belong; there is a negative correlation between the need to belong and mental well-being; there is a negative correlation between domestic violence and mental well-being; there is a positive correlation between domestic violence and other violence.

The subjects of the study were 190 7th-12th-grade Arab adolescents in four schools in the Northern Triangle region. The study's main findings revealed the existence of a positive correlation between self-control and subjective well-being, and of a negative correlation between violence on the one hand and self-control and subjective well-being on the other. In addition, the need to belong is positively correlated to violence and domestic violence. A negative correlation was found between domestic violence and subjective well-being, while a positive correlation was found between the need to belong and violence.

The study has practical implications with respect to the importance of developing skills of self-control among adolescents in order to enhance their mental well-being, to reduce violent behavior, and to promote social adaptation. ■

3. From Beatlemenia to Biebermenia: Adolescents' Views of Heroes and Celebrities (H)

Yaron Girsh

The David Yellin Academic College of Education, Israel

Youth and popular culture are two related phenomena characterizing the 20th century. Celebrities are notoriously conceived as an empty substitute for the hero figure in the modern age. They are also known to have significant influence on youths' thoughts, style and behavior. Cultural critics, politicians and educators fear the noticeable place of celebrities in adolescents' lives. But how significant are celebrities for adolescents? Using interview data collected from 120 Israeli students; in this paper I reconsider the importance and influence of celebrities for youth. Study participants were between the ages of 15-18 from 12 state and religious-state high schools in Israel. They represented major social divisions among the Jewish population in Israel. We asked students to describe their personal hero and to evaluate celebrities from local and global spheres.

Despite the documented influence of popular culture on young people, our research indicates that celebrities are not adolescents' heroes. In fact, the most mentioned hero figures were parents and Israeli soldiers. Study participants said that parents represent heroism by their giving, while celebrities are driven by egocentric motives. Despite recognizing themselves as consumers of popular culture, most students articulated disrespect towards famous figures from the media. Between the most mentioned heroes and the typical celebrity, an intermediate image arose. Figures like John Lennon and Angelina Jolie were awarded personal and social virtues (hardworking, authentic, modest, and altruistic). By using their fame and wealth for the benefit of others, they came closer to the adolescents' definition of a hero. These findings undermine the moral panic accompanying celebrity worship and their place in the lives of adolescents. Also, they challenge the analytical hero-celebrity dichotomy. ■

4. Dropout Youths Describe the Process of Their Decline into Delinquency (H)

Edna Kapel-Green

The David Yellin Academic College of Education, Israel

Dropping out of school has probable far-reaching negative implications for the lives of youths, and many of them find themselves descending into delinquency and other marginal behaviors. Despite the attempts of the education and welfare systems to prevent the phenomenon, many researchers aver that the existing frameworks offer but a partial solution to this problem. Many studies on dropping out and its treatment focus on one or several aspects of the problem or its treatment but, as Griffin (1993) and other researchers claim, the missing voice in most studies is that of the dropout youths themselves.

In this qualitative study, life story interviews were conducted with seven youths who dropped out of normative frameworks and are in a rehabilitation-employment framework. Four main themes arose from the description of their experiences: (1) early childhood in defeated families; (2) the overt dropping out and disengagement from learning frameworks; (3) the deterioration and the "criminal spin"; (4) the benefit and sparks of hope that enabled some of them to "get out from under".

Alongside furthering social understanding of the phenomenon of school dropouts and the "delinquent spin", the study aims for a practical understanding of methods of treating youths who disengage inside school or drop out of the school framework. ■

5. Self-Efficacy and Professional Satisfaction in Dealing with Youth at Risk (H)

Revital Sela-Shayovitz

The David Yellin Academic College of Education, Israel

Anne Frank House, Netherlands

Over the last two decades, the concept of self-efficacy has been extensively studied within the formal education domain. Self-efficacy plays a key role in the level of professional performance, investment and persistence, and the assessment of the ability to deal with job stressors. Another essential aspect is professional satisfaction, which was found to be a motivational factor that is related to a high level of commitment to the job. Findings indicate that professional satisfaction is significantly and positively related to self-efficacy. Within the child and youth care sphere, work with youth at risk is complicated and exposes social educators to a variety of professional and emotional stresses. However, there is a dearth of research that illuminates the perception of social educators' self-efficacy. The current study attempts to bridge this gap by examining the self-efficacy and satisfaction of social educators in dealing with youth at risk.

Data were obtained from an anonymous questionnaire administered to 187 social educators. The findings revealed a significant correlation between personal efficacy and professional efficacy in dealing with youth at risk. Social educators with job satisfaction also reported a high level of ability to deal with youth at risk. Furthermore, the results show that team support plays a significant role in predicting high levels of self-efficacy in working with youth at risk. ■

Choosing and Leaving the Teaching Profession

1. Jewish Day School Teachers: Career Commitments in the 21st Century (E)

Eran Tamir¹, Sally Lesik²

¹Brandeis University, USA

²Central Connecticut State University, USA

This research analyzes profiles of Jewish day school (JDS) teachers in terms of their career commitments to teaching in JDSs in North America. We employed a comprehensive sample of JDS teachers from the Educators in Jewish Schools Study (EJSS) (N=552) and the DeLeT Longitudinal Project (N=77) which tracks JDS teachers prepared by the DeLeT teacher preparation programs at Brandeis University and HUC-JIR. The study identified two distinct profiles of teachers among EJSS teachers, which we termed (a) *traditional* teachers, and (b) *burned out* teachers. The *traditional* profile describes teachers who experienced unfavorable working conditions, but enjoyed children and reported having a strong commitment to the Jewish community, which led them to remain in JDSs. The second profile describes *burned out* teachers who experienced unsatisfying school conditions, did not enjoy teaching children, and did not consider their relationships with the community to be important. This latter profile was not correlated with remaining in JDSs. Moving to DeLeT teachers, we identified two profiles; (a) *supported teachers*, and (b) *unsupported teachers*. The *supported teachers* describe DeLeT teachers who enjoyed strong structures of support in their schools. The *unsupported teachers* reflect a segment of DeLeT teachers who experienced unfavorable working conditions, but enjoyed helping students grow. These two profiles were strongly correlated with long-term teaching careers in JDSs. To conclude, the findings suggest that while going through Jewish teacher preparation cannot secure advantageous school conditions, it plays a role in selecting teachers who are motivated to teach even when experiencing harsh school conditions. Conversely, we found that when teachers lack these motivations (e.g., enjoy working with children, desire to serve the Jewish community), they are less likely to endure unsupportive school conditions and thus more likely to leave teaching. ■

2. Teaching as a Second Career: M.Teach Students' Perceptions and Motivations (H)

Ruth Zuzovsky, Smadar Donitsa-Schmidt, Irit Levi-Feldman

Kibbutzim College of Education, Technology and the Arts, Israel

As a result of the growing concern for teacher shortage and a need for high-quality teachers, a new program was launched in 2010. It combines studies toward a teaching certificate and a Master's degree in teaching. The initiators expected to recruit mature, educated, and experienced candidates motivated to make a change in their lives and in society. This mixed method study examined the changes in the way participants perceive the teaching profession, the extent to which that profession fulfills their expectations, and their intentions to remain in it. In this presentation, we reveal the quantitative findings. Data were obtained via three questionnaires that checked (1) the perceptions of teaching as a technical-rational activity vs. a reflective practice; (2) the importance of various factors in choosing a profession and the degree to which teaching corresponds to these factors; (3) intentions to teach in the future. Findings show a move toward viewing teaching as a more reflective practice. Minor changes were traced in viewing teaching as an intellectually challenging endeavor, and as a profession that permits a balance to be struck between family and career demands. No change occurred in the perception of teaching from the points of view of status or salary. There was an increase in the perception of teaching as a profession that contributes to society and allows people to work with youngsters. Unexpectedly, there was an increase in the perception of teaching as imbuing a sense of power and authority. It seems that these mid-career future teachers are intrinsically and altruistically motivated and committed to pursuing teaching. ■

3. Understanding Teachers' Career Decision-Making Processes Using the 'Work Orientation' Construct (E)

Hayuta Yinon

*Oranim Academic College of Education, Israel
University of Haifa, Israel*

Most studies on teachers' career-linked decision-making processes manifest a divided approach toward these processes. Accordingly, most researchers separate between decisions, focusing on only one or two decisions (usually choosing teaching as a profession or leaving it early); between processes and outcomes (=decisions), seldom considering both; and between teachers' career phases, study-linked decision-making processes over just one career phase (usually the first few years of teaching). In contrast, using the 'work orientation' construct, I suggest a holistic perspective for understanding teachers' career-linked decision-making processes.

'Work orientation' refers to the meanings people attach to their work. Based on this construct, researchers have developed a model, which identifies three distinguished orientations toward work: job, calling, and career. For people with a job orientation, work is no more than a way of making a living. In contrast, people with a calling orientation attach deep meaning to their work and perceive it as an inseparable part of their lives and personalities. Finally, workers with a career orientation are driven by a desire for advancement.

I claim that teachers' career-linked decision-making processes can be perceived as reflections of these three orientations. In the presentation, I will illustrate this claim based on a qualitative Ph.D. study aimed at characterizing the career-linked decision-making processes of 39 teachers over a period of ten years. ■

4. Teachers' Perspectives on Their Alternative Fast-Track Induction (E)

Orly Haim¹, Lisa Amdur²

¹Beit Berl College, Israel

²National Authority for Measurement and Evaluation in Education (RAMA), Israel

The perspectives of second-career teachers participating in an alternative fast-track induction into teaching were the focus of the current study. The purpose of this study was to explore the concerns and experiences of second-career teachers (SCTs) during their first year of teaching. Additionally, the study sought to investigate the way in which SCTs perceived the institutional support (college- and school-based) afforded them during their first year of teaching. Participants were 30 mature adults who participated in an alternative fast-track training program. Data sources were reflective journals and on-line case-study discussions. Data were analyzed qualitatively by content analysis, with themes identified across the data and grouped through a coding system (Strauss & Corbin, 1996). Results indicate that their main concerns related to classroom teaching, teacher-student relations, extensive workload, and emotional involvement. In addressing these concerns, they found institutional support to be a critical factor for a successful transition into the teaching profession.

The results suggest that the concerns and experiences of SCTs during their first year of teaching are not dissimilar to those of teachers trained in traditional programs. Moreover, corroborating previous research, even though SCTs entered the profession with extensive life and work experience, they seemed to perceive the same mismatch between what they had expected and what they actually encountered (Priyadharshini & Robinson-Pant, 2003). However, the institutional support provided to them throughout this year facilitated the development of their knowledge and skills, and fostered positive attitudes toward teaching as a profession. The researchers employ Transition Theory (Schlossberg, 1981) to enhance the understanding of SCTs' career transition. Implications for teacher education programs will be discussed. ■

5. Window to Understanding Teacher Retention (H)

Avigaiel Tzabary, Dina Shkolnik, Thia Winograd-Jan

Talpiot Academic College of Education, Israel

Education, one of the first obligations of a country to its citizens, requires quality, professional, highly motivated and dedicated teachers. However, all over the world, including Israel, education faces a decrease in teachers' prestige as well as high dropout rates of teachers (about 10% of the teachers in Israel quit the profession permanently every year; CBU, 2003). In this study, the researchers sought to identify factors that encourage teachers to remain in the profession. What makes this research unique is its focus on positive elements that affect educators who remain in the profession out of a sense of responsibility and satisfaction. Focus on retention factors is compatible with the positive psychological approach, which emphasizes the importance of factors that contribute to success (Seligman et al., 2005). An integrative method was employed in the study (quantitative and qualitative), using data from interviews with 121 teachers who studied at Talpiot College. Five critical variables were measured on a scale of five (1 – no impact, to 5 – a great deal of impact) and were found to affect the teacher's psychological personality: (1) Altruistic aspirations to serve society and love of children (65.7%); (2) Characteristics of the educational institution (a supportive school atmosphere plays a critical role in encouraging teachers to remain in the profession, $\bar{x}=4.77, S.D.=.54$); (3) Educational policies ($\bar{x}=4.46, S.D. = .80$); (4) Environmental social elements (parental involvement and behavioral norms of pupils prevent the persistence of teachers in job, $\bar{x}=4.63, S.D.=.64$); (5) Teacher-training format ($\bar{x}=4.19, S.D.=1.1$). The lecture will discuss statistical findings, statements of the interviewees, and recommendations for teacher training and educational policy. ■

Computerized Learning Environments

1. Three by Three: A Longitudinal Study on the Attitudes of Students from Three Classes after Three Years of Learning in a 1:1 Laptop Program (H)

Tal Berger-Tikochinski, Ornit Spektor-Levy

Bar-Ilan University, Israel

The National ICT program was launched in Israel by the Ministry of Education in 2010. Even though ICT is now accessible to more students than before, 1:1 laptop programs are still scarce. Learning with a personal laptop in a 1:1 setting can encourage students to acquire 21st-century learning skills that are essential for functioning successfully in the knowledge society. Research shows that students in 1:1 classes manifest greater motivation to learn, high self-efficacy, and are better engaged during lessons. Despite these advantages, the assimilation of 1:1 programs has encountered some difficulties in changing traditional class practices. The present research, a longitudinal study on 1:1 classes, aimed to explore the change in the attitudes of students from three different grade levels after three years in the program. Students completed a questionnaire regarding their attitudes toward learning and their perceived proficiency in 21st-century skills. Findings reveal that students who started the 1:1 program when they were in the 5th grade in 2008 (N=95) and students who started the program when they were in the 5th grade in 2009 (N=121), displayed, after three years in the program, significantly more positive attitudes than students who started the program in the 6th grade in 2007 (N=177). A possible explanation may be that "time matters": teachers' growing experience with 1:1 laptops in their classrooms allows them to use the technology in ways that emphasize 21st-century skills, help students develop better attitudes toward them, and demonstrate greater confidence in their ability to perform them. ■

2. Teachers' Perceptions of Computerized Learning Environments (H)

Yaron Doppelt, Mahmood Khalil

The College of Sakhnin, Academic College for Teacher Education, Israel

The advantages and disadvantages of teachers' use of and pupils' learning in computerized learning environments have been at the center of the educational community's attention over the last two decades. For many people in our global world, computers constitute an integral component of our everyday lives. In the U.S. public education system, the ratio is 4:1 pupils per computer. Unfortunately, in 70% of the schools in Israel there are 10-40 pupils per computer. Children spend much of their after-school time using the computer. The knowledge children gain from their use of computers is rich, fast, and sometime more accurate than the knowledge they acquire at school. On the other hand, most classroom teaching occurs via traditional teaching methods with almost no use of the computer by the teacher. Furthermore, teachers report that they experience many technical difficulties while trying to implement computer-aided teaching and learning. Thus, teachers' perceptions regarding computers influence the integration of computers into schools. This research aims to investigate the integration of computers into elementary schools in northern Israel. Over 1,000 teachers completed a learning environment questionnaire seeking to examine their perceptions regarding the integration of computers into schools. Interviews were held with 200 of the teachers who completed the questionnaire. This research attempts to answer three questions: Which computer applications do teachers and pupils use in elementary schools? What are the differences between computer applications in Arab and non-Arab schools? What are the teachers' perceptions regarding the integration of computers into schools? ■

3. Changes in Teaching-Learning Processes: The KATOM Computer Program (E)

Gila Berger, Zehava Appel

Davidson Institute of Science Education, Israel

KATOM (Hebrew acronym for "classroom, student, and teacher") is an educational program whose goal is to promote advanced and updated learning abilities (such as critical thinking) and teaching methods by integrating laptop computer into class activities (1:1 model). The program has been running in middle schools for nine years and involves 113 classrooms in 27 schools. KATOM is a blended model composed of an **in-service training program** in using computers in class, 120 hours over three years, and a weekly mentoring program by allocating an experienced instructor to each teacher. This presentation focuses on a comprehensive **training process model** emphasizing mentoring and its impact on teaching methods, and how KATOM trains teachers to achieve these goals by: (1) transitioning from frontal teaching to guided independent and cooperative learning, based on Web 2.0 tools; (2) developing lesson plans with updated material using a variety of media, according to the lesson goals and the classroom level. KATOM's individual in-service training constitutes a foundation for teachers to enhance their pedagogical abilities and bolster their confidence and motivation to integrate technological tools into teaching-learning processes. Based on a comprehensive assessment process conducted on KATOM and including in-depth interviews as well as observations, analyses of tasks, and on-line questionnaires, we shall report what KATOM teachers and students, who regularly integrate computerized teaching-learning tools, recounted with regard to the changes occurring in the classroom and in the teacher's role, and the opportunities that teachers have when catering to students with different competencies. ■

4. Tracing Changes in Role and Professional Identities of Teachers who Teach in 1:1 Laptop Classes (H)

Esty Doron^{1,2}, Ornit Spektor-Levy

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²*Levinsky College of Education, Israel*

Integration of personal laptops for students and teachers, known as one-to-one (1:1) classes, has increased dramatically in the last decade (Bebell, 2008; Bull, Bull, Garofolo, & Harris, 2002) in order to meet the demands of the digital age (Huitt, 1999; Angeli & Valanides, 2004). In light of the changing demands from schools and students, the teachers' role has to change too (Dabbagh, 2002; Easton, 2003; Russell, 1999). Researchers claim that Information and Communication Technologies (ICT) that enter schools have the potential to influence teachers' pedagogy and to generate innovative teaching methods and strategies (Conley, 1993; Fullan, 1993; Mioduser, Nachmias, Tubin, & Forkosh-Baruch, 2003). Findings indicate that the integration of 1:1 initiatives challenge the role and professional identities of teachers in these classrooms (McGrail, 2007).

The following study, which adopted the qualitative paradigm, was conducted in two junior high schools in Israel and focused on the way in which teachers shape and reshape their role and professional identities while teaching in 1:1 ICT classrooms. The varied research tools included interviews, observations in classrooms, and task analysis.

The results indicate two main themes: (1) a shift in role, professional identities, didactic aspects, and attitudes toward teaching in 1:1 classes; (2) a gap between teachers' declarations about their teaching practices and what was observed in 1:1 classrooms. Having no models to follow, and preserving the traditional structure of schools, teachers face difficulties in changing their teaching paradigm.

The practical implications of this study are important to teacher educators and policy makers. ■

Development of Students' Thinking Skills

1. Higher-Order Thinking Skills as Reflected in Keywords in Questions in Two (Considerably) Different Disciplines: Linguistics and Computer Science (H)

Noa Ragonis, Gila Shilo

Beit Berl College, Israel

Current curriculum developers devote much attention to students' thinking strategies. The educational aim is to enable students to develop their skills in addition to acquiring knowledge. Since any teaching scenario that targets thinking skills involves questions, teachers have to be aware of the questions they ask. Our study aims to compare the cognitive requirements from learners answering questions that arise from the questions' formulation in two (considerably) different disciplines: computer science and linguistics. The study focuses on a linguistic investigation of keywords that appear in questions, based on an extensive review of textbooks, worksheets, and exams. The paper focuses on question keywords common in both disciplines, which appear to be different kinds of problem-solving questions that express higher-order thinking skills. Nine keyword categories are presented and demonstrated. The categories are (1) address criteria, (2) argue and justify, (3) analyze, (4) compare, (5) complete, (6) convert, (7) discover, (8) develop, and (9) integrate. The categorization relating to keywords that appear in questions presents a different point of view from the well-known taxonomies. This study is unique in its interpretation of the comparison between the two disciplines. We believe that the similarities in students' thinking requirements while answering questions in different disciplines can scaffold the adaptation of their own higher-order thinking skills. The study relates to asking questions in any teaching situation. Hence, it can project onto various teaching scenarios, particularly in teacher preparation programs. We suggest that it can be expanded to different disciplines. ■

2. Teaching and Learning Procedures within Small Groups: Features of Teacher Led Discussion and Their Impact upon Learners (H)

Irit Cohen

The Hebrew University of Jerusalem, Israel

Recent research shows that presentation of argumentation contributes to learning, development of thinking skills, and social abilities (Alexander, 2005; Mercer, 2007).

Our research established four principal theoretically based axes along which data was analyzed:

1. Manner of teacher discourse and its effect upon students;
2. Teacher established group climate and its effect upon students;
3. Directives of teacher and their effects upon student presentation of argument;
4. Metacognitive awareness of teachers and students to ongoing group discussion.

Results show that teachers created encouraging SG climates: personal attention and care shown to each student. They engaged in metacognitive discussion at the end of the lesson. However, teachers found it difficult to direct students toward broad answers, developed ideas, and meaningful social interaction. Moreover, teachers have not shed large classroom discourse and demonstrate transfer of large class characteristics into SG discourse.

Reflective observation upon the lesson taught provided the teacher with a tool enabling identification of her strengths and weaknesses in instruction. While apparent strengths enabled teachers to create positive and supportive climates, it becomes evident that teachers are as yet unable to maximize the potential harbored in SG instruction. ■

3. Neuro-Linguistic Programming: An Innovative Method of Broadening Containing Abilities at School (E)

Galit Kliger

Babes Bolyai University – Cluj-Napoca, Romania

Ironi Gimmel High School, Haifa, Israel

Retter College, Israel

Neuro-Linguistic Programming (NLP) was developed in the USA in the 1970s. It has achieved widespread popularity as a method for communication and personal development. The title, coined by the founders, Bandler and Grinder (1975), refers to purported systematic, cybernetic links between a person's internal experience (neuro), language (linguistic) and patterns of behavior (programming). It appears to hold much potential for teaching and learning. A particular implication for the training of students and educators is that of attention to communication skills and broadening of containing abilities. The presented research is a pioneer study in Israel, in the expanded field of NLP. The study (Ph.D.) examines the implications of an NLP-based emotional support program for the academic performance of high-school students in Israel. The program involved the participation of students in ten individual sessions with specialized NLP moderators. During the sessions, NLP techniques were employed for the improvement of the students' communication and containing abilities. The methodology used in the study was mixed methods; in addition, a wide range of research tools such as a statistical analysis of scores, efficacy and motivation questionnaires, interviews, opinion surveys, and open-ended questionnaires were used. The main findings will be presented, specifically those concerning practical possibilities for utilizing NLP in schools. In light of the findings, an NLP-based module is recommended for use in teacher education programs. Such a module may provide the teachers with a useful and efficient tool-kit for expanding their containing abilities when communicating with students. ■

4. The Role of PDS in Developing Arab Students' Critical Thinking: The Correlation between PDS and Arab Students' Critical Thinking Ability (E)

Ahmad Amir, Dina J.A. Obaid

Al-Qasemi Academic College of Education, Israel

The present study examined the correlation between the PDS (Professional Development Schools) Program and Arab students' critical thinking ability. The premise of this study states that the PDS program develops and improves students' critical thinking abilities as well as enhances students' achievements on the English Meitzav and Bagrut tests. The investigation included 320 Arab students belonging to different grade levels: elementary (80 first-graders), middle (180 seventh-, eighth-, and ninth-graders), and secondary (60 tenth-graders) schools in the Northern Triangle in Israel. The findings show that the PDS program played a significant role in increasing and improving the critical thinking abilities of the investigated students, motivating them to learn and study English, improving their achievement on the Meitzav and Bagrut tests, helping them meet their prescribed learning goals and objectives, and enhancing the quality of their English learning experience.

The study has practical implications regarding the importance of implementing the PDS program for teaching English in the Arab schools in order to improve students' critical thinking abilities as well as to draw some guidelines for adopting the PDS program, mainly in English, in Arab schools in Israel. ■

5. E-Learning 3.0 (H)

Golan Carmi

Jerusalem College of Technology, Israel

The concept of e-Learning has become well established and widely acknowledged in the educational field. Just like e-Learning 2.0 replaced its predecessor, e-Learning 1.0, it seems that we are now on the verge of a transformation into e-Learning 3.0. The lecture focuses on e-Learning generation transition and reviews the key drivers of e-Learning 3.0 educational aspects and needs.

Theme: Innovative education– Changes in teaching and learning characteristics in an age of advanced research, information, and technology; learning by means of various media.

E-learning has been evolving along with the World Wide Web. As new web technologies become available, they find their way into the educational field, which, by applying these new technologies, makes it possible to both utilize new learning methods and enhance the use of the existing ones. Just like the original concept of e-Learning, e-Learning 2.0 has become a mature and widely accepted paradigm, and like e-Learning 1.0 before it, is now due for change.

If the past is any indicator of the future, then the emergence of e-Learning 3.0 will also be strongly influenced by the technologies that will bring forth Web 3.0. The concept of Web 3.0 is still in its early stages, but we are starting to distinguish a number of available technologies that will become an integral part of Web 3.0: Artificial Intelligence, extended smart mobile technology, collaborative intelligent filtering, 3D visualization, and interaction. These technologies have a high potential influence on the evolution of e-Learning 3.0.

The lecture will survey prominent technologies that will probably be utilized in e-Learning 3.0 from the technical and educational points of view. ■

Education for Sustainability in the 21st Century

1. Education for Sustainability in the 21st Century: A Paradigm Shift (E)

Lia Ettinger

Heschel Center for Environmental Learning and Leadership, Israel

Twentieth-century education was remarkably successful – at least in bringing immense technological advancement. These technologies permitted massive changes, but while some of them provided us with a plethora of products we take for granted, from mobile phones to global food supplies, others have created major risks: damaging the earth's life-support systems, changing the climate, not to mention technologies that were harnessed to fight total wars more than once. The understanding that "business-as-usual" is no longer available model has become mainstream, and whether we live up to the growing challenges ahead is in large part dependent on the type of education we give the generation who will have to face them. Education for sustainability is a framework that considers our common future and allows us to ask the relevant questions for the 21st century. These questions will decide whether we develop into a flourishing democratic society of open-source knowledge or simply exacerbate the processes that are already leading us toward environmental and social limits. ■

2. Education for Sustainability in Higher Education: The Final Seminar Paper as a Platform for Personal Growth and Socio-Environmental Activism (E)

Michal Yuval, Eyal Bloch

The David Yellin Academic College of Education, Israel

The final seminar course in Education for Sustainability (ES) (56 hours, 30 students) has been running in David Yellin College for four years. Two lecturers, a biologist and a social entrepreneurship expert, co-teach. An on-line platform facilitates tutoring and peer group learning alongside class hours.

The course goals are (1) to expose the students to complex interrelationships embedded in problems and solutions in the field of ES; (2) to develop an intertwining ES concept of "head" (academic research), "hand" (everyday skills), and "heart" (passion).

Participants have two requirements: (1) To investigate a socio-environmental problem/conflict with which they are involved both from an emotional and an intellectual perspective; (2) To develop an initiative for solving the problem.

Tutoring during this process includes:

- fostering critical thinking, creativity, and a sense of connectedness;
- sharing knowledge, creating knowledge, learning from success stories;
- aspiring for change from an optimistic point of view;
- fostering the human spirit;
- improving educational socio-environmental entrepreneurship skills;
- developing academic writing abilities based upon original research.

We shall present some of the final papers and demonstrate how participating in this course improved students' personal growth and activism in the field of ES. ■

3. Entrepreneurship and Social Sustainability: From "Learning about" to "Working with" and "Learning from" People with Complex Disabilities (E)

Silvia Shtiglitz, Eyal Bloch

The David Yellin Academic College of Education, Israel

The "Combined Course of Social Change in the field of Disabilities" creates a new paradigm in the interaction between "care-provider" and "client". At the core of the course lies the peer group meeting of activists with disabilities and special education students specializing in teaching pupils with complex disabilities.

This pattern of meeting as equals creates a new social ground. It motivates and forces the students to re-assess their attitude toward people with disabilities, their weaknesses, strengths, and right to be perceived as complete human beings.

The experience of "equality and partnership" embedded in the course philosophy improves the students' perception of their professional task. The following principles of action contribute to foster this paradigm:

- Establishing stable, long-range, temporal and spatial grounds for mutual learning and action within the academic system;
- Establishing grounds for "you and me" mutual learning and action. This entails developing a personal relationship and contributes to breaking the traditional approach of "care-provider" vs. "client";
- Defining the goal of the course as "creating a social change that will solve a problem pinpointed by the participants in the process of peer learning and by activism".
- Creating a network of NGOs that will adopt and implement the initiatives in their organizations. While a single person's potential for making a difference is limited, an organization's impact is wider and may become sustainable. ■

4. The "Avinoam Garden" at David Yellin College: A Model of Education for Sustainability (ES) for a Variety of Surroundings and Communities (E)

Michal Yuval, Dani Fradkin

The David Yellin Academic College of Education, Israel

The "Avinoam Garden" at David Yellin College of Education is maintained as a space that contributes to Education for Sustainable Development (ESD). Working and learning in the garden combines dealing with environmental-economical-social interrelationships while acquiring skills for environmentally friendly behavior.

The garden was established 75 years ago as a botanical garden. Nowadays it consists of a rich mosaic of sites: a historical plot of native Mediterranean plants, a pond and a seasonal puddle, herb, spice, and vegetable gardens, plants that attract butterflies and birds, water collection and secondary usage sites, a nursery, a composting site, a recycling center, a "man and soil" site, and "tools for life" center for preserving traditional skills such as pottery, carpentry, and weaving.

These sites cater to people with varying degrees of involvement. The most intensive circle consists of pre-service and in-service teachers who specialize in life sciences, environmental studies, and community and therapeutic gardening. Together with their professors and the gardeners, they deal with the development and maintenance of plots by working the soil, conducting research, solving real problems, and dealing with human-nature conflicts as revealed in this microcosm.

The next circle consists of visitors from all over the world who come to learn about the garden as a center for ES and experience cross-cultural traditional skills.

The outermost circle consists of those who were cut off from natural surroundings due to the modern life-style. They passively internalize the values represented in the garden.

Thus, working and studying in the garden is a sensitive, slow, spiral process applicable to various surroundings and communities. ■

Emotions and Behaviors of Teachers

1. Empathy and the Caring Classroom: A Study of Student Teachers' Attitudes and Emotions (E)

Sharon Azaria, Rinat Halibi

Talpiot Academic College of Education, Israel

Empathy is a desirable trait for teachers and helps them respond to learners from their perspective (Goleman, 1998). Development of empathy toward learners becomes possible when teachers understand their own emotions and realize how to deal with their emotions, thus becoming better teachers (Haberman, 2009). However, most teacher education programs place little emphasis on teachers' emotional development and its effect on teacher performance. In our lecture, we will present qualitative research that seeks to strengthen the understanding of the need for developing emotional self-awareness in teacher education. The research is based on a college course, titled "The Caring Classroom", which has been taught at Talpiot College for the past ten years.

The research aims to assess the level of student teachers' self-awareness through exercises and critical incidents that are presented and discussed by the participants. Student teachers keep reflective journals throughout and at the completion of the college course, analyzing their process and their emotions. In addition, three students record the lesson, providing different perspectives of the same lesson. The data provided by the students will help us understand how these emotions and attitudes affect teachers in their day-to-day teaching and their ability to empathize with learners.

This research explores personal changes that occur among the students as a result of their participation in the course. It further seeks to explore how students participating in this course perceive its influence on their professional development. The research results will be presented at the conference, emphasizing the students' process while citing specific students' reflections and interactions. ■

2. The Complete Empathic Act of Teachers (H)

Iris Bakshy-Brosh, Yehudith Weinberger

Kibbutzim College of Education, Technology and the Arts, Israel

The interaction between teachers and students is considered the core of educational practice. Significant interaction permits student development and well-being in various areas – moral, emotional, social, and academic. It is the teacher's responsibility to ensure a proper relationship with the student, and empathy on the part of teachers toward their students can help them fulfill this responsibility.

In this paper, we have attempted to contribute to the clarification of the concept of empathy in educational context by formulating an integrative approach called the Complete Empathic Act (CEA) of teachers. This approach is closely linked to teachers' moral commitment to the development of their students, which they seek to optimally accomplish while taking responsibility for facilitating efficient communication and choosing the appropriate educational action. It has three phases: (a) the ethical starting point, (b) identifying and understanding the internal state of the student's perspective (whether it is an affective, cognitive, or behavioral state), and (c) taking responsible action that benefits the student's state and fosters his/her development. The authors claim that since empathy is one of the essential basic competence of the professional teacher, teacher educators must reinforce its importance, and facilitate the CEA of teachers or other approaches of empathy within the concept and practice of quality education among pre-service teachers. ■

3. Developing Emotional Intelligence Competencies in Teachers through Group-Based Coaching (E)

Niva Dolev

EQ-el, Israel

Emotional Intelligence (EI), a relatively new concept which concerns the effective integration of emotion and cognition, has been positively associated with success in the educational and corporate world, and has recently been linked with effective teaching. Furthermore, with the growing realization of the importance of developing children's social-emotional skills, school-based social-emotional learning programs are being increasingly implemented. It has been argued that in order to develop students' social-emotional skills, both formally and informally, teachers should own well-developed EI skills themselves.

The present mixed-methods study explored the impact of a two-year, group-based EI coaching program in a secondary school in Israel on EI competencies and personal and professional effectiveness in teachers, the processes and experiences induced by the program, and the elements that contributed to its success. EI coaching is a recent method for developing EI skills, increasingly used in commercial organizations, mainly among management.

The findings confirmed links between EI and teachers' effectiveness, and illuminated the nature of these links. It also indicated that EI competencies in teachers can be developed through group-based EI coaching. Stages in the EI development process and elements that supported it have been identified. It is suggested that dedicated EI development training programs, in particular ones that combine one-on-one with group processes, have the potential to improve personal and professional effectiveness in teachers, and may lead to improved team relations and organizational, school-wide EI implementation. Accordingly, development of personal EI competencies in teachers within school-based CPD programs should be favorably considered. ■

4. Therapeutic Educator: A New Social Agent in the Field of Education (E)

Miki Motola, Amit Muzicant

Oranim Academic College of Education, Israel

In recent years, interest in the topic of youth at risk has been intensifying. The Public Commission for Disadvantaged and At-Risk Children and Youth (The Schmid Commission, 2006) issued an important report. Among other recommendations, the Commission suggested that teacher training should undergo a major transformation in order to halt the increase in the number of youth at risk inside and outside schools (more than 300, 000, according to the report). We need to imagine a new type of educator, mastering knowledge and practices that will help them teach as well as help their students cope with their existential and psychological challenges.

In our lecture, we will present a new social agent playing in the educational field – the therapeutic educator. Therapeutic educators are all the professionals who work with disadvantaged youth in schools in special programs such as 'Etgar' and 'Ometz', in informal educational organizations such as 'Kidum Noar', 'Elem' and boarding schools, in a one-to-one setting or in groups.

We propose a twofold analysis. At the structural level, we specify the role of the therapeutic educators as compared to the other main social agents in the care-giving field: clinical psychologists, social workers, and school counselors. At the conceptual level, we stress the relevance of the ethics of care in the field of education. ■

5. A Unique Educational Initiative: A Model for Teaching and Compassion (H)

Ruth Wolf

Bar-Ilan University, Israel

The present article focuses on a unique educational figure, José Antonio Abreu, who taught music to the children of Caracas in order to prevent them from leading a life of poverty on the streets. Beyond this teacher's contribution, his teaching method taught and contributed to the development of compassion among students. This emotion can be aroused through the act of giving, which in modern society is expressed via community contribution. Schools today make the subject of giving to one's community – an active act of helping weaker populations – a part of their curriculum. This article deals with the method of learning about compassion – an emotional channel that comprises part of a mature moral outlook – via modeling, which is also suitable to the teaching of ethics. The article refers to learning from role models that contributed to their communities and saved others from the cycle of poverty and neglect. These activities can also hone a student's sense of justice and morality, and advance his ethical outlook. ■

Initiative, Leadership and Diffusion of Project-Based Learning at Kaye College of Education

Initiative, Leadership and Diffusion of Project-Based Learning at Kaye College of Education (H)

Olzan Goldstein¹, Amnon Glassner¹, Lea Kozminsky¹, Bobbie Turniansky¹, Merav Asaf¹, Smadar Tuval¹, Batia Riechman¹, Teresa Lewin¹, Sherman Rosanfeld², Haya Kaplan¹, Vered Rafaely¹

¹*Kaye Academic College of Education, Israel*

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Two years ago, the college faculty members began integrating a Project-Based Learning (PBL) approach in teaching, thus initiating a process of pedagogical innovation. PBL is a constructivist approach whereby students learn meaningful issues through collaborative inquiry and create a valuable product for themselves and the community (Krajcik, Czerniak & Berger, 1999). Compared to frontal teaching models common in higher education, this approach increases students' involvement in the learning process, increases their motivation for learning and develops collaboration and communication skills (Roessingh & Chambers, 2011). The process of pedagogical innovation in the college was shaped by a combination of top-down process (initiated by the college academic leaders), and bottom-up process (initiated by faculty members who want to experience the PBL approach). This collaborative study by 12 researchers examines various aspects of the process. Preliminary research findings will be presented and discussed in the symposium.

1. **Initiative, Leadership and Diffusion of Project-Based Learning at Kaye College of Education**, Olzan Goldstein, Amnon Glassner and Lea Kozminsky
2. **The Adoption of a "Project-Based Learning" Pedagogy: The Teachers' Perspective**, Bobbie Turniansky and Merav Asaf
3. **To Lead or to Participate? The Team Leader's Perspective of Leading and Developing Staff During Pedagogical Innovation**, Smadar Tuval & Batia Riechman
4. **College Mentors : How Does PBL Influence Their Perspectives on Teaching and Learning?** Teresa Lewin and Sherman Rozenfeld
5. **Project-Based Learning and Positive Emotional-Motivational Experience among Students: Self-Determination Theory and Flow Theory Perspectives**, Haya Kaplan and Vered Rafaely. ■

Mathematics Teaching

1. Authority Shift in Mathematics Teacher Education Supported by a Wiki Environment (H)

Dorit Cohen, Irit Peled

University of Haifa, Israel

This study examined the contribution of a wiki environment to the development of prospective mathematics teachers' knowledge during a teacher training course. A constructivist, "not telling" teaching approach was practiced in this course. This approach was used in order to facilitate authority shift from teacher to student and to the domain of mathematics itself by encouraging students to use mathematical processes such as problem solving, reasoning and proof, communication, representations, and connections. Authority shift is expected to create and to be manifested by expanded learning opportunities for students. The purpose of the study was to examine whether and how authority was shifted, and what changes took place in the prospective mathematics teachers' knowledge through working in the wiki environment. Design Experiment methodology was used. Prospective teaching students were asked to perform a sequence of activities specifically designed to create a cognitive conflict that they subsequently had to resolve. Cycles of similar activities were repeated with different groups of students, changing the design and implementation of the activities. Our study revealed that the wiki supported resolution of cognitive conflicts that occur when students reach different solutions to routine and non-routine word problems involving percentages. In our presentation, we will show the tasks given, discuss how students used the wiki, and explain the changes in problem design that were made and their influence on students' performance. Next, we will present the results of the study and discuss its educational implications. ■

2. Social Networking Sites: A Tool for Social, Cultural, and Mathematical Discourse (E)

Wajeeh Daher, Nimer Baya'a

Al-Qasemi Academic College of Education, Israel

In the past couple of years, in the frame of pre-service teachers' training in the schools, we conducted four initiatives using social networking sites and involving mathematics education. The target populations in three of the initiatives, which were conducted in the first year, were initially college students and their local Facebook friends, and subsequently friends from all over the world. In the second year, we wanted to involve school students in learning mathematics on social networking sites, through a Facebook character: the historical mathematician, Fibonacci. Three of the initiatives involved historical mathematicians (Al-Khwarizmi, Omar Al-Khayyam, and Fibonacci), while the fourth involved a mathematical phenomenon: the golden mean. We experimented with two social networking sites, Facebook and Edmodo; in the Facebook environment, we experimented with the options offered by different Facebook sites: a character, a page, and a fan group. A historical mathematician's initiative usually commenced with talk about the life of the mathematicians, including the place where he lived. This talk included uploading pictures of the mathematician and his home town. The talk then shifted to the mathematician's books, and subsequently to the mathematical topics he developed. The latter activity usually included dealing with the historical mathematical method developed by the mathematician and comparing it to the current mathematical method. In the lecture, we shall describe the various initiatives, together with the educational models that have been developed and which help other instructors and teachers conduct similar initiatives. ■

3. Positive Emotions and Mathematics (H)

Ziva Deutsch, Hava Greensfeld
Michlalah Jerusalem College, Israel

Mathematics has long been perceived as a discipline centered on intellectuality with little room for emotions. Recent research has stressed the interaction between emotions and the quality of learning, and found that negative feelings such as fear and disappointment impede effective learning. Our study focuses on positive emotions and seeks to evaluate the role such feelings may play in enhancing the ability to contend with mathematical challenges. The Math Olympiad is a competition involving problem-solving in mathematical thought, conducted by the Math Department of Michlalah College, Jerusalem, and targeting female high-school students both in Israel and internationally. The fifth Olympiad, which took place in 2012, involved 4,000 participants.

The study focused on the finalists (N=65). Research tools included a questionnaire directed at that group and in-depth interviews with the top ten finalists. The results showed positive emotions to constitute a central motivating factor in the field. Prominent among these were emotions that accompany interactions with mathematics from an early age – excitement, curiosity, and a sense of harmony and completeness surrounding the joy of discovery. In this presentation, we will hear the voices of three outstanding finalists. Their words resonate with awareness of the centrality of positive emotions in enabling them to deal successfully with mathematical challenges. The findings of the study illuminate a new aspect of the connection between mathematics and emotions, and offer math educators tools that can aid in improving the standing of mathematics among students. ■

4. Solving Authentic Mathematics Problems with Motivational-Emotional Self-Regulation: Added Value for Learning Processes and Achievements (H)

Meirav Tzohar-Rozen, Bracha Kramarski
Levinsky College of Education, Israel

Self-regulated learning (SRL) in education has recently attracted considerable attention, following findings that learners lack knowledge and skills for effectively managing learning (PISA, 2003). SRL refers to a cyclical and recursive process involving met cognitive and motivational-emotional functioning (Pintrich, 2000; Zimmerman, 2008). Most studies of intervention programs in the area of self-regulation for solving authentic mathematical problems have focused directly on the metacognitive component (Kramarski & Mevarech, 2003). So far none have examined how direct intervention aimed at developing learners' **motivational-emotional regulation** affects learners' self-regulation and achievement.

Goal: To examine the contribution of motivational-emotional regulation versus metacognitive regulation to regulation processes as a whole (metacognitive and motivational-emotional) and to learners' achievements in solving authentic mathematics problems.

Research Method: The sample included 107 fifth-grade students randomly assigned to two research groups to examine two intervention programs developed during our research: one involved motivational-emotional regulation, and the other met cognitive regulation. These interventions were based on Pintrich's (2000) model, which was adapted for the study. Students were administered quantitative (questionnaires and authentic tasks) and qualitative (verbal solution) assessment tools. The tools were administered pre-intervention, immediately post-intervention, and three months post-intervention.

Findings: Self-regulation in learning: Post-intervention–motivational-emotional intervention was found to be more effective for most motivational-emotional dimensions; metacognitive intervention was more effective for metacognitive self-regulation. Three months post-intervention: verbal solution–motivational-emotional group displayed greater awareness of motivational-emotional regulation and metacognitive regulation. Metacognitive group was aware only of metacognitive regulation. **Achievements in solving authentic problems:** Immediately post-intervention and three months later, achievements in both groups were similar.

Conclusions: The findings underscore the **added value** of the motivational-emotional self-regulation group with regard to both the *metacognitive* aspect of the learning process and the *motivational-emotional* aspect. We will discuss the implications during the conference. ■

Pedagogical Innovation in Teacher Education and Ideology

1. Pedagogical Innovations as Viewed by Heads of Programs and Lecturers (E)

Anat Keinan¹, Anat Oster²

¹*Kaye Academic College of Education, Beer-Sheva, Israel*

²*Beit Berl College, Israel*

We will present data from two different studies in which we examined how heads of innovative teacher education programs and innovative lecturers, who presented their projects at Teacher Education conferences, understand the concept, 'pedagogical innovation'.

In-depth qualitative interviews were conducted with eight heads of such programs (defined as innovative by the Ministry of Education, the Department of Experimental Programs) and seven innovative teachers (who presented their projects at Teacher Education conferences). The interviews were analyzed by four researchers, who found leading themes.

Data showed that the participants of both groups were unable to give a precise definition of the term 'innovation'. It was presented very vaguely and without any clear explanation. Most of them focused on explaining the negative: pedagogical innovation is something different from the present situation.

There are differences between all interviewees concerning the concept of innovation: some perceive 'pedagogical innovation' as ideology per se. They believe in a constant process of innovation. Innovation has a value of its own, making constant innovation important. Among the innovative teachers, there was another group that created an innovation only when they had a problem or when they were dissatisfied with the existing situation. It seems that they also perceive innovation as an ideology, but with certain restrictions.

Another group of interviewees viewed the specific content of their program as ideology (for example: Democracy Education, Environmental Education). They believe that their program's ideology leads the innovation, making it a tool that enables them to implement this ideology. ■

2. Innovation in Alternative Teacher Education Programs in Israel (E)

Dalya Yafa Markovich

Beit Berl College, Israel

In the past few years, the West has seen a growth in alternative teacher education programs that promise change and innovation while challenging existing traditional programs. This trend has also gathered momentum in the area of teacher education in Israel. Centering on this phenomenon, this paper examines the meanings attached to innovation, particularly the ways in which it is defined, what it is opposed to, and the way in which it perceives itself as offering something new.

Owing to the multiplicity of alternative teacher education programs, including programs seeking to improve the teaching force and others designed to recruit staff, alternative teacher education was defined in the present study as a teaching program that claims to have a unique character in terms of content or pedagogy and tries to challenge them, and as a program recognized by the Israeli Ministry of Education that has been operating for at least five years. The study is based on a series of in-depth interviews with the initiators or acting directors of these programs, and on various textual materials produced about the programs.

My findings may be summarized as follows: innovation in teacher education programs was perceived not only as a new mode of teacher education, but also as a way of "changing the world" through education. At the same time, most programs aimed to prepare students for teaching in alternative schools, thus reflecting and reproducing power relations and stratification processes within the educational system and the teaching force as a whole. ■

3. Pedagogical Innovation: From Semantics to Ideology (E)

Dalit Levy¹, Lea Baratz²

¹*Kibbutzim College of Education, Technology and the Arts, Israel*

²*Achva Academic College, Israel*

This lecture builds on stories gathered from teacher educators who were asked to describe expressions of "pedagogical innovation" in the process of teacher education, focusing on whether they gain a unique perspective of this concept or adopt existing ideology. In the course of the study, teacher educators were asked to characterize elements of pedagogical innovation based on their daily experiences in colleges of education. A qualitative inductive analysis of 110 open-ended questionnaires was performed according to the principle of cognitive semantics (Subran, 2000) related to critical discourse analysis.

Two contradictory categories emerged from the analysis. On the one hand, teacher educators described instances of **pedagogical innovation in their institutions**. On the other hand, expressions such as "there is nothing new under the sun" appeared, in which innovation was seen merely as the use of new technology in the classroom. The use of the word "path" as a metaphor also showed that teacher educators seek a path by means of which they can realize the innovation process. This path is not monolithic, but rather composed of individual teacher educators' beliefs. Each perspective focuses on a unique ideology that drives the understanding and perspective concerning innovative pedagogy. From the diverse responses of teacher educators, it seems that the essence of the concept is complex.

Accordingly, we ask whether innovation is an ideological foundation for the establishment of a new form of reality or merely a semantic expression that fails to constitute a serious impetus for the creation of a new form of reality. ■

4. Innovation in Training for Complex Professions in Palestinian Arab Society (E)

Khansaa Diab

The David Yellin Academic College of Education, Israel

Despite the complex and arduous journey of higher education among Palestinians under Israeli occupation, the Palestinian Authority has managed since 1994 to rebuild higher education and even develop a strong foundation for continuous improvements. One of the main objectives toward which the Palestinian Council for Higher Education strives is to develop the Palestinian nation while strengthening basic, applied, practical research. To this end, considerable effort is invested in establishing and developing new and varied academic programs.

The present study examined the manner in which pedagogic innovation is perceived in Palestinian society, with its components and their manifestation in professions such as medicine, law, and civil engineering. The study was based on semi-structured in-depth interviews with three respondents: the Dean of the Al-Quds University Faculty of Medicine, the Dean of the Al-Quds University Faculty of Law, and the Dean of the Bir Zeit University Faculty of Engineering.

The analysis revealed several components that exhibited innovation: the establishment of the program; objectives, targets, and content; admission requirements and acceptance; continual tracking of graduates; uniqueness of the teaching staff; maintaining contact with agents, colleagues, and foreign institutions at different levels. A first glance at these components of innovation shows them to be the most basic and key elements. Innovation in the context of the current study teaches us about the significance of novelty and innovation when a nation under various forms of occupation builds itself and its institutions, striving to disconnect from the Israeli establishment. It emphasizes innovation and revives the meaning of educational leadership based on social and national ideology, which increases the motivation for great achievement, for change, and for creation and creativity even in the continued absence of basic resources. ■

School and Community – Social Interaction

1. Parent Education – A Case Study of Glocalization (H)

Shlomit Oryan

Oranim Academic College of Education, Israel

The process of globalization influences mass education systems whereby peripheral nations adopt the curricula of core states. This results in global homogenization in both theories and practices. In this regard, parent education, in which educators teach parents how to maintain democratic relations with their children, is greatly impacted by this global homogenization. Educators in different countries inculcate similar contents in parents through books, lectures, Internet sites, and parenting classes, theories, and practices. However, parents, as active participants, interpret the educators' messages by filtering this information through their local experience and cultural belief systems. The research is a case study of this cultural interpretation process. It describes how American and Israeli parents who participate in parenting classes interpret and implement theories and techniques disseminated by parent educators according to cultural belief systems. It was conducted via qualitative methods between 1995 and 2005, and compared three American and two Israeli parenting classes based on two prevalent approaches in the parent education field in those countries: the Adlerian (Individual Psychology) and Parent Effectiveness Training. The findings show that while educators in both countries proposed similar theories and techniques, parent acceptance of this knowledge differed according to their cultural belief systems. This is indicative of the process of glocalization – adaptation of global knowledge to local sensibilities. These findings suggest that educators must ensure that their advice is attuned to their audience's social norms and cultural values, and be aware that parents from different cultures deal with parenting in different ways. ■

2. An Integrative Model of Teachers' Organizational Citizenship Behavior (OCB) (E)

Rachel Holsblat

Talpiot Academic College of Education, Israel

The objective of the present study was to identify factors related to the variable of organizational citizenship behavior (OCB) among teachers. This multidimensional variable is defined as behavior that is not included in the formal role definition of the job, but contributes significantly to the organizational effectiveness and as such is important (Organ, 1990).

The research examined the relations between OCB and the teacher's commitment to the organization, commitment to the organization's values, perceived support of the organization, job satisfaction, and demographic variables. In addition, the research examined the variable of school autonomy and school demographic variables. A questionnaire was developed with the following dimensions: scale of OCB in the school (Somech & Drach-Zahavy, 2000), scale of organizational commitment (Allen & Meyer, 1990), questionnaire of commitment to organizational values (O'Reilly & Chatman, 1986), questionnaire of perceived organizational support (Eisenberger, Cumming, Armeli, & Lynch, 1997), and questionnaire of satisfaction in the school (Bogler, Nir, & Gaziel, 2005). After the questionnaires were collected from 314 teachers, different analyses were performed – correlations, analyses of variance, and structural equations analysis – to facilitate the presentation of an integrative model that describes the influences of the examined variables simultaneously.

The research results indicated that variables on both the individual level and the organizational level were significantly related to the dimensions of the OCB; the variable of autonomy was the most significant.

The findings of the present study have applicative and theoretical implications for educators and educational policy makers. ■

3. Ambiguous Loss in Families and Children (H)

Ronit Shalev¹, Smadar Ben Asher²

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²*Kaye Academic College of Education, Beer-Sheva, Israel*

The present lecture seeks to discuss the concept of **Ambiguous Loss** and its psychological and educational implications for child development, potential difficulties, and the help that can be provided both to individuals and families and within the education system. The corpus of knowledge on ambiguous loss includes applications for the individual, the family, and situations in the community, and constitutes a foundation for building a prevention and intervention program. Ambiguous loss is uncertain, vague, and indeterminate loss (Boss, 1999, 2006). Two types of ambiguous loss are described: (1) A loved one is physically absent but psychologically present. This type includes situations of captivity, war, migrant workers, court-ordered removal from the family, or a parent living far away following family breakdown; (2) A loved one is physically present but psychologically, emotionally, or cognitively absent. This type includes diseases such as Alzheimer's, severe brain damage, autism, depression, addiction, and chronic mental disease.

One of the outcomes of ambiguous loss is **ambiguous boundaries**. The natural demarcation signifying the family's boundaries, both outward and inward, changes with the absence of a parent, and family members describe it as a situation wherein they do not know who is in and who is out, who is in the family, and who is in the relationship. The research material demonstrates the importance of supporting these families and children by recognizing reactions associated with the stress of absence, providing assistance in creating new routines adapted to the new situation, and providing social support for the family. ■

4. Classroom Walls Display as a Mirror of the Children's World as Individuals and as a Community (H)

Yael Milo-Shussman, Rachel Sebba

Technion – Israel Institute of Technology, Israel

The article represents a part of an empirical study of the properties and meaning of the display on the classroom walls in the elementary school. It explores the role played by such wall displays in the socialization process of elementary-school children, who spend a major part of their day within their classroom walls. The first stage of the research was based on 200 questionnaires completed by teachers, and on observations and photographic documentation in dozens of schools across Israel. The second stage focused on a detailed analysis of the visual and textual content of the display on the classroom walls throughout the year, and on in-depth interviews with teachers and pupils in two schools representing different educational perspectives. The findings show that in addition to providing instructive materials and enunciating the school's educational values, the display constitutes an effective tool in the socialization process of the pupils. Analysis of the pupils' pictures on the wall teaches us how they perceive their role and duties at home and among their classmates. The overall picture delineated by the pupils in their classroom display indicates a new conception of the appropriate relationships between the individual and the group of which he is a part, and communicates a change in the socialization process. The article suggests possible explanations for this change (which has been detected recently in the western world as well) and refers to the role played by the physical surroundings of the classroom in the process of socialization. ■

5. Multicultural Education in Teachers' Life Stories: The Case of Migrant Children at Bialik-Rogozin School (H)

Nurit Dvir, Nimrod Aloni, Dor Harri

Kibbutzim College of Education, Technology and the Arts, Israel

The context of our study, which focuses on children of refugees and migrant workers from 48 countries, is the current ethos of globalization and within it the phenomenon of vast migrations and creation of intercultural social realities. The aims of the study were to illustrate the principles, practices and dilemmas that form the very basis of the school culture, to let the special voices of the teaching staff be heard, and to identify the educational qualities that are responsible for the school's extraordinary success. In our research we employed both the method of qualitative case study and the philosophical interpretive discourse. On the basis of our observations, interviews, and text analyses of the school's educational manifesto, we suggested the following pedagogical virtues as the key factors responsible for the school's extraordinary achievements: (1) a firm commitment of the teaching staff to a humanist and multicultural stance, (2) a progressive and pragmatic dialectic approach regarding students' empowerment – via social integration and academic success as well as via multicultural pedagogy, (3) a dialectic pedagogical approach that stresses therapeutic-individualized teaching as well as challenges for high academic standards. ■

Science and Mathematics Education

1. Fostering Young Students' Interest in Mathematics via Activities in Digital Image Processing (E)

Khaled Asad

Al-Qasemi Academic College of Education, Israel

Ben-Gurion University of the Negev, Israel

Throughout their years of schooling, young students are likely to develop negative beliefs about mathematics, including the belief that mathematics is all about symbols and formulas on paper that have little to do with reality. How can teachers get students interested in mathematics and make them realize the value of learning mathematics? This study sought to examine the case of integrating the teaching of mathematics through an image processing (IP) course. IP is an interdisciplinary field that combines knowledge of computer science, mathematics, and physics. The study aimed to support such changes in students' interest and personal connection with mathematics by engaging them via IP activities that require math 'just in time'. Three central topics, (i.e., face recognition, image enhancement, and spatial filtering), were introduced to highlight the relation of math to images. Data were collected by means of exams, an attitude questionnaire, interviews, and class observations. Study results indicated the students' interest in and perception of the value of learning mathematics to have increased considerably. Furthermore, students enjoyed mathematical problem solving. In conclusion, in order to increase young students' interest in and motivation to learn mathematics, it is important to engage them via activities that focus on connecting school math content matters with the context of cutting edge-technology. ■

2. Secondary School Mathematics Student Teachers' Causal Attribution of Success and Failure in Mathematics (E)

Savas Basturk

Sinop University, Turkey

In order to increase success among mathematics students, particularly as regards students' low achievement, it is very important that researchers and (student) teachers understand what is causing these students to fall behind. The starting point of this attempt is to identify what they attribute success and/or failure to and what they consider actual success to be. The purpose of this study was to examine mathematics student teachers' causal attributions of success

and failure in mathematics. The study participants were 28 student teachers enrolled in the Department of Secondary School Mathematics Education in the Education Faculty of a state university in Istanbul. In order to gather data, a questionnaire composed of one open-ended question was administered to student teachers, asking them to list the reasons for a student's failure or success in mathematics, in their opinion. Student teachers wrote and submitted a one- or two-page reflection of their opinions. Their written responses were examined and analyzed qualitatively for the common themes by means of qualitative analysis software. The results reveal that the most important causes of failure and success are linked to innate talents as well as love of and interest in mathematics and teachers. ■

3. Mathematics Teacher Candidates' Approaches to Mathematical Proof (E)

Mehtap Tastepe¹, Ilyas Yavuz², Savas Basturk¹

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Proof and proving are considered by mathematicians and mathematics educators as an important mathematical activity. Thus every university mathematics student should be able to understand and construct mathematical proofs. As they will educate the next generation, this gets particular importance in the case of teacher candidates. The Turkish new secondary mathematics curriculum, therefore, emphasizes in its recommendations related to proof concept that students should be able to explain definitions, axioms, theorems and proofs, state the hypothesis and the conclusion of a theorem and construct simple proof by using proof methods. The aim of this study is to determine teacher candidates' approaches to mathematical proof. To end this, a questionnaire composed of open-ended, multiple choice and Likert-Type questions was administered to 32 teacher candidates who were enrolled in the department of Secondary School Mathematics Education in Education Faculty of a state university in Istanbul. Data were analyzed and interpreted by using qualitative and quantitative research methods. The results of this study reveal that in general the teacher candidates first encounter real mathematical proofs at the level of university. According to them, it is too late. In addition, they have a tendency to memorize proofs instead of meaningful learning. In the process of constructing proofs, they also have some difficulties. ■

4. Training Teachers in the Spirit of Creativity-Directed Mathematics Teaching (H)

Hana Lev-Zamir

Oranim Academic College of Education, Israel

University of Haifa, Israel

It is commonly accepted in mathematics education that characteristics of creativity may be developed by many students and may provide fertile soil for mathematical educators, who place great importance on fostering students with high thinking skills, not only mastery of algorithms. Based on this assumption, development of mathematical creativity in every student can be seen as one of the key aims of mathematics education at school. In the discourse on creativity in mathematics teaching in elementary schools, I talk about simple mathematical activities that deal with basic operations – operations within the grasp of every teacher. As a college lecturer, I believe the training stage to be extremely significant for shaping the trainees' teaching conception, and I consider it very important to develop their awareness of the characteristics of creativity in mathematical operations: originality, fluency, flexibility, and elaboration (Torrance, 1967). This aim is achieved through a mathematics-teaching creativity course I teach. In this presentation, I will describe how I teach this course, with emphasis on those characteristics of creativity in mathematics teaching that relate to teaching directed toward fostering mathematical creativity in students. By analyzing the creative potential found in mathematical operations and the place of the teacher's complex knowledge, trainees come to understand the effects of integrating teachers' knowledge and conceptions of creativity into teaching on their ability to plan activities, welcome unexpected ideas, and encourage students to pose questions, embark on new frontiers, and generalize mathematical ideas. ■

5. Treatment and Advancement of the Underachiever in Mathematics within the Regular Framework of Primary School: Is It Possible? How? (E)

Bilha Kutscher

The David Yellin Academic College of Education, Israel

The third and fifth grades are junctions where mathematical topics are taught that require cognitive "quantum leaps" on the part of students, exposing many students with mathematics difficulties, also known as "underachievers". In this study, underachievers have consistently low mathematics achievement, with no significant learning disabilities in mathematics, and average gains in most other areas (Geary, 2011).

There are several key characteristics of students with mathematics difficulties that inhibit their progress, among them:

- a. Memory difficulties, especially memory deficits (Rivera, 1997) and especially difficulties in storing long-term memory information (Geary et al, 1991; 2000).
- b. Problems creating mental images of mathematical concepts (Geary, 2004) and weak abilities in producing meaning from numerical symbols (Rouselle & Noel, 2007.)
- c. Inadequate use of strategies in solving mathematical problems (Rivera, 1997), probably due to meta-cognitive deficits (Goldman, 1989; Montague, 2003.)

Many teachers do not have the necessary tools to deal with the issues with which these students struggle.

In this study, the intervention program "**Understanding Plus**" was developed to achieve two goals:

- a. To improve the knowledge and skills of the underachieving students in the third and fifth grades enabling them to be successfully integrated in their regular mathematics class.
- b. To provide teachers with tools allowing them to successfully deal with the above-mentioned issues.

These two goals are achieved through goal-oriented teacher training, and by the development of unique learning materials, and evaluation tools.

During the session the program's principles and findings will be presented, indicating the progress and successful integration of these at-risk students in their regular mathematics class. ■

Successes and Challenges in Innovation: Integrated Education in Areas of Intractable Conflict

Successes and Challenges in Innovation: Integrated Education in Areas of Intractable Conflict (E)

Julia Schlam Salman¹, Zvi Bekerman², Merav Ben-Nun³, Inas Deeb⁴

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⁴*Hand in Hand Center for Arab-Jewish Education in Israel, Israel*

This symposium addresses the topic of integrated education in Israel and in Northern Ireland. Integrated education can be defined as an innovative educational model characterized by encounters between members of two or more social groups who have a history of conflict or potential conflict. The interactions are designed to overcome distrust and hostility and contribute to coexistence and reconciliation. They fall into two broad models entitled short-term and long-term intergroup encounters. In this symposium, we will discuss in particular two shared schooling frameworks termed *long-term*, daily intergroup contact. Symposium participants bring varied theoretical and pedagogical perspectives to the discussion. As one of the foremost researchers in integrated education in Israel, moderator Dr. Zvi Bekerman will present an overview of this innovative educational model. He will then facilitate a question-and-answer session between three other research practitioners. Dr. Inas Deeb, education director at the Hand in Hand Center for Arab-Jewish Education, provides expertise concerning psychological, social, and cognitive implications of inter-ethnic contact in integrated bilingual schools. Dr. Julia Schlam Salman, a language education researcher and English language teacher in integrated settings, provides a sociolinguistic perspective. Dr. Merav Ben Nun, Haifa

community organizer for integrated bilingual education and expert in the integrated models implemented in Northern Ireland, provides a comparative perspective. Symposium participants will deal with pressing and critical questions facing integrated education in Israel and Northern Ireland today. Their responses will be based both on findings from their empirical research and on insights drawn from their work as practitioners. ■

Teachers as Leadership Models

1. Perceptions Regarding the Accomplished Teacher among Teacher Educators at Universities and Colleges of Education in Israel (H)

Irit Levy-Feldman¹, David Nevo²

¹*Kibbutzim College of Education, Technology and the Arts, Israel*

²*Tel Aviv University, Israel*

Issues concerning the "accomplished teacher" as well as the most effective and best location for training programs are at the center of public debate.

The professional literature has described core components of the accomplished teacher. These include traditional and modern components. The aim of this study was to examine perceptions of these components among teacher educators from research-oriented institutes (universities) and teaching-oriented institutes (colleges of education) in Israel. It also examines differences between the two groups involved in teacher education at the universities: schools of education and disciplinary faculties.

Data were collected by questionnaire from 523 faculty members in both institutes (179 from disciplinary faculties, 157 from schools of education in four universities; 187 from four colleges of education).

Findings indicate that college faculty members emphasize modern components, while university faculty members emphasize traditional ones. However, when separating the two groups involved in teacher education at the universities, the outcomes change. While disciplinary faculties rank traditional components highly, schools of education emphasize both modern and traditional components.

The currently prevailing notion of the effective teacher, which reflects the complexity of teaching, can be traced back to the attitudes of teacher educators in both institutes, and as such can contribute to the ongoing debate regarding the good teacher and the standards that can be used for teacher evaluation. Furthermore, the results can give some idea of the various advantages and drawbacks of teacher education in the different institutes – thus adding valuable findings to questions regarding the desirable location for teacher education. ■

2. Religious Belief: The Main Impact on the Perception of Science (H)

Ester Aflalo

Hemdat Hadarom College, Israel

This study aims to examine the affect of the degree of religiosity of student teachers and their scientific background on their perception of the nature of science (NOS).

First year Arab and Jewish religiously observant, traditional and secular students in Israel (101 in number) with different scientific backgrounds participated in the study. The students completed a closed questionnaire with 35 statements that explored diverse aspects of the perception of the NOS. The findings show that previous scientific knowledge or belonging to the Jewish or Arab nation barely impacts the perceptions of the NOS. In contrast, religious belief, whether Jewish or Muslim, had significant impact. The more religious the students the greater weight they afforded culture and society versus science, and their support of the freedom of inquiry and of the tentativeness of science declined.

The educational implications of the findings are discussed in view of the social increase in dogmatic religious belief alongside the unreserved exacerbated skepticism of every truth. Emphasis is placed on reinforcing the liberal dialogue approach that does not fear criticizing tradition, according to which it is possible to educate to critical thought without negating religious belief. ■

3. Movies about Teachers: An Inspiration for Teaching or a Warning against It? (H)

Orit Schwarz-Franco

The Hebrew University of Jerusalem, Israel

The difficulties facing beginner teachers are widely acknowledged and documented in academic literature, as are the frustration and high burn-out rate in the first years of teaching. Therefore, a crucial challenge of teacher trainers is to enhance the will to teach, strengthen students' determination and commitment to this career choice, and encourage teachers' self-image as autonomous, innovative, and successful.

Many movies present teachers as pioneers of transformation – almost magicians. The character of the teacher-heroine inspires change in her pupils, society, the education system, and the world at large. Watching such films may inspire and encourage beginning teachers since they facilitate emotional identification, expose difficulties, enhance reflection, and encourage fruitful discussion. Teacher trainers are increasingly aware of movies as a training tool and have been documented to apply them.

Nonetheless, such movies also reflect and enforce society's dual attitude toward the school-teaching profession. On the one hand, teaching is presented as a social mission, a valuable choice worthy of moral appreciation. On the other, even the most optimistic films expose teachers' low status and the disrespect accorded them by pupils, parents, the education system itself, and the academic world.

Therefore, uncritical viewing might cause the assimilation of negative attitudes regarding the teaching profession; these attitudes are a major obstacle in the process in which the beginner teacher forms his/her professional identity. In this lecture, I intend to raise awareness of the multiple messages, obvious and elusive, present in movies about teachers, to discuss several examples, and to suggest a few recommendations and warnings about how teacher education might approach movies about teachers. ■

4. The High School Math Teacher who Influenced Me the Most (H)

Hava Greensfeld, Michal Madmon

Michlalah Jerusalem College, Israel

Over the course of our education, we are exposed to tens of teachers. Among them is that rare individual who wins a special place in our heart; throughout our lives our thoughts return to precious memories of the hours we spent with him/her. We recall not only the knowledge that figure imparted, but also her/his expressions, views, and behavior, and return to them from time to time as a source of guidance and inspiration in our changing circumstances.

Our study sought to investigate the images of math teachers who influenced students' lives. Data was collected via a questionnaire distributed to math supervisors and math coordinators in secondary schools throughout Israel (N=40). Participants were asked to write a story about a memorable math teacher and to provide a metaphor describing that teacher. Results show that the math teacher some remembered was a positive figure, while others portrayed a negative one. Analysis of the stories revealed attention to factors such as the teacher's nature, external appearance, teaching style, attitude toward students with difficulties in math, trust in students, challenges posed to students, punctuality in beginning and ending lessons, and treatment of discipline issues. Analysis of the metaphors afforded us a deeper understanding of the teacher's uniqueness. Our findings can aid in enhancing the learning environment of student teachers specializing in mathematics and thus contribute to improving math education in the education system. ■

5. Exemplary Teachers' Characteristics as Perceived by Principals in the Arab Sector in Israel (H)

Salman Iliyan, Rafi' Safadi

The Academic Arab College for Education in Israel - Haifa, Israel

This study examines the characteristics of exemplary teachers as well as the factors that are liable to inhibit/encourage the realization of these characteristics according to the perception of principals from the Arab sector in Israel. A large body of research has investigated such characteristics, yet it has focused neither on exemplary Arab teachers nor on how Arab principals perceive their characteristics. Focusing on this specific population is extremely important since Arab principals constitute a quasi supreme authority in their schools, which are characterized by a formal, traditional, and conservative school culture. Analysis of the data collected via semi-structured interviews with ten principals revealed that the latter considered leading educational initiatives, coping with discipline problems, subject matter mastery, and employing a variety of teaching methods to be the exemplary teacher's outstanding characteristics. Characteristics associated with ongoing professional development and relationships with colleagues, pupils, and parents were deemed less prominent. The principals did not manifest a unified stance vis-à-vis whether their schools' physical-pedagogical infrastructure encouraged or inhibited the realization of the characteristics of exemplary teaching. They concurred that while family issues did not affect the exemplary teachers' performance at the school, they were liable to hinder their professional development. The above mentioned perceptions coincide with the characteristics of a closed organizational climate. It was recommended that in parallel to broadening didactic and disciplinary knowledge, it would be worthwhile fostering the ability of the teachers, in particular pre-service teachers and beginning teachers, to lead educational initiatives and establish interpersonal relationships, and giving them tools for coping with discipline problems. ■

Teachers' Professional Identities and Struggles

1. A Rhetoric-Reality Gap: Exploring Teachers' Views on Environmental Education (E)

Einat Peled, Tali Tal

Technion – Israel Institute of Technology, Israel

Environmental education (EE) is not yet part of the core curriculum in Israel. However, a growing number of schools integrate EE into their programs. The lack of an official acknowledgement of EE as a learning discipline has consequences such as insufficient curriculum development and lack of teacher preparation. In addition, EE is embedded in a culture of complexity, and its multidisciplinary nature is in contrast with that of the structural regularities of schooling. As a result, the implementation of EE in schools is a challenging task, in which teachers play a key role. In this study, we sought to explore teachers' perceptions of EE in schools that implement some sort of EE program. Our main assumption was that teachers' views are likely to determine their practice of EE. The data collection consisted of ten in-depth semi-structured interviews with elementary-school teachers who teach EE. We were particularly interested in their perceptions with respect to goals, theoretical approaches, and pedagogy. Our findings show that the teachers highly advocated EE, and specified its pedagogical value as a frame for active learning. In addition, their goals and practice focused on the achievement of environmental awareness and behavioral change. However, they had varied perceptions regarding the theoretical approaches of EE and the way it should be implemented in the school system. These findings imply a possible discrepancy between the teachers' perceptions and practice. Such a gap might have some implications for the effectiveness of EE, or even push it toward indoctrination. ■

2. Falling through the Cracks (E)

Tali Rubovitz Mann¹, Dina Haruvi²

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²*Kibbutzim College of Education, Technology and the Arts, Israel*

This paper discusses the professional image of teacher educators in Colleges of Education (CoEs). We show how this image is based on what is defined as a conflictual identity of CoEs on the one hand, and on the poor image of school teachers in Israel on the other.

CoEs are at a crossroads between the school system and the universities, since teacher education combines academic studies with field work in the school system, and the staff consists of teachers originating from both academia and the school system. It is therefore argued that teacher educators, as well as the CoEs themselves, fall through the cracks, struggling between the demands imposed by the Ministry of Education and those issued by the Council for Higher Education. We suggest that colleges of education should instead develop an independent professional identity, taking advantage of the rich and unique heterogeneity of their teaching staff.

We show that the pressures on teacher educators, who are all required to meet uniform standards that do not always match the diversity of their qualifications, mirror the fact that CoEs have eschewed a clear definition of their professional identity. Accordingly, teacher educators are expected to be familiar with the fieldwork in the school system, be highly attentive to their students – often in the same way that school teachers are, meet high teaching standards, and at the same time conduct research and publish.

We submit that these pressures have a paralyzing effect on teacher educators, who have therefore become a silent group that does not fight for an autonomous professional identity or a higher status. ■

3. Beliefs of Teachers and Teacher Educators Concerning the Relationship between Subject Matter and Pedagogy (H)

Rachel Arnon, Aviva Plaut, Bracha Alpert, Pazit Entin

Beit Berl College, Israel

This research explores the duality of the teaching profession: subject matter vs. pedagogy. Fourteen secondary-school teachers and 23 teacher educators were interviewed. They stated their beliefs and insights concerning this issue and provided examples from their experience. Based on content analysis, indexes were developed representing professional identities and the level of interest in and knowledge of subject matter, pedagogical content knowledge, general pedagogy, relationships with students, responsibility, and commitment. All indexes had high inter-rater reliability and their inter-correlations formed a meaningful structure.

Results showed that half of the teachers had a pedagogical-oriented identity and half a "mixed" disciplinary and pedagogical identity, while the teacher educators were evenly divided among three groups: disciplinary, pedagogical, and mixed identities. Professional identity significantly influenced beliefs. Disciplinary-oriented participants focused on subject matter knowledge and pedagogical content knowledge, believed in their importance in the teacher education curriculum, and had developed deep insights into their subject matter. Pedagogical-oriented participants displayed a high level of interest and knowledge in general pedagogy, regarding it as being of utmost importance for teacher education. The mixed group was lowest in all areas. No significant difference among the groups was found regarding responsibility and relationships with students, indicating that being disciplinary-oriented does not entail less commitment and caring. Implications for teacher education curriculum and practice are discussed. Methodologically, this research serves as an example of successful transformation of an originally qualitative study into one based on quantitative analysis through development of indexes based on counting spontaneous responses in specific areas. ■

4. Being a Researcher – Being a Teacher: From Shell to Tiger on the Mountain (H)

Rina Zadik, Osnat Rubin

The Academic Arab College for Education in Israel - Haifa, Israel

This proposal presents research examining teacher educators' perception of the research process in colleges of education, and its connection to ongoing changes in their professional identity. Despite the attributed importance of research in colleges by policy makers, in reality, research activity is low. In addition, recurring criticisms are raised regarding the incompatibility of research with the traditional and unique atmosphere that prevails at colleges. The presentation will describe a qualitative study with the participation of two focus groups of teacher educators who are in their first or second year of study of professional specialization research at The MOFET Institute. The study findings show that teacher educators are in the midst of a process of reshaping their professional identity. Most of them are uncertain and have difficulty in definitively determining which of the two professional options best describes them: research or teaching. The difficulties and challenges involved in the reshaping of their identity were perceived by the teacher educators in relation to three circles: *the college, teaching, and teacher educators*. The findings provide a better understanding of issues such as the role of research in colleges, the contribution of research to the researchers, and how the college supports the researcher. Teacher educators experience research activity as a pendulum swinging between the ranks of researcher and teacher. Metaphorically, teacher educators describe the phenomenon as going from "shell" to "tiger on the mountain". ■

5. Developing Educational Leadership through Life Stories (Narratives) (E)

Dina Skolnik

Talpiot Academic College, Israel

The Talpiot Academic College has focused on the group of "excellent students" in order to prepare them to be future leaders on education. In order to achieve this target, I have created a special course called, "Developing Leadership through Life Stories- Narratives". This course is taught as a basic part of their core curriculum. My basic assumption is that developing educational leadership starts with personal and inner leadership qualities. This leadership begins from the inside and moves outwards; "from the inside out".

The work with life stories creates an opportunity to meet the narrator's inner world and to examine his feelings, behavior, dilemmas and choices and, most importantly, his values. This process enables learning from past experience, evaluation of the present, and creating a manuscript for the future. Students who experience this process feel happiness and satisfaction; it empowers them both personally and with their students. The course combines theoretical knowledge and practical experience; in pairs, small groups and individual exercises. The Portfolios which students have written proves that the process has had a meaningful influence on their perception of themselves, and the way they see their role as leaders. They feel more committed and motivated, as if their future role as educators is a special "calling". ■

Teachers' Professional Identity and Needs in Diverse Subject Matter Areas

1. The Teacher in Hebrew Literature from a Historiographical Perspective (H)

Bracha Ben Shamai

Jewish Theological Seminary, USA

The satirical television program, *Eretz Nehederet*, sharply illustrates the abjectness of today's teachers by portraying them as pathetic, weak, and impotent subjects of ridicule. The question that arises is whether the Jewish, Israeli, or Hebrew (here and elsewhere, in the sense of Hebrew cultural identity, rather than the language) teacher's standing was always so low. Turning to the sources, we see the sages recommend the *talmid hachamas* the most desirable choice

for a husband, whereas the instructors of young children (*melamdei tinokot*) are ranked just above the uneducated man in the hierarchy (Talmud Bavli, Masekhet Pesahim 49b). Historiographical processes affected Hebrew culture and teachers along with it; the changes undergone by teachers can be traced from the traditional *melamed* in Bialik's "Safiah" to today's substitute teacher in Etgar Keret's short story. Changes in Jewish society—which evolved from the Orthodox (a term coined in the period of the *Chatam Sofer*) eastern European *shtetl* that functioned as a state within a state, particularly in Russia—resulted from the *haskalah*, nationalism, and Zionism, as well as from the influences of the modernist, post modernist, and deconstructionist movements prevalent in Israel; the Hebrew teacher, keeping in step with society, also changed. In this lecture, I will show how the course of events the Jewish people experienced affected the status of the teacher. I will introduce the audience to literary excerpts featuring various types of teacher characters: *telushim*, *melamdim*, and others. ■

2. Do Those Who Understand Teach? The Professional Self-image of Mathematics Teachers (E)

Avikam Gazit, Dorit Patkin

Kibbutzim College of Education, Technology and the Arts, Israel

Educational discourse often emphasizes the motto, "The good should teach," as well as the importance of educating teachers to deal with the needs of the profession as well as those of the learners and society. This study aims to examine the professional self-image of mathematics teachers, their perception of the skills mathematics teachers should possess, and what must be done to improve the situation.

The study involved 61 mathematics teachers of all age groups, who responded to 30 items with five degrees of consent. They also answered two open-ended questions dealing with the requisite skills and the aspects that need to be improved. The findings were analyzed both with respect to all participants as well as by comparing veteran teachers and teachers at the beginning of their careers. The findings indicate that the teachers described themselves as possessing features presented as ideal for teachers, and rejected properties considered unfit for teaching. There were no significant differences between the experienced and the new teachers in most items, except for a few items dealing with the self-image of mathematics teachers in the context of teaching improvement from previous years or pedagogical knowledge. The prominent requisite skills are mathematical and pedagogical knowledge, and these should also be improved. The findings present the image of the desired teacher and create an illusion of an ideal teacher that is not identical to the teachers' actual image. ■

3. Elementary School Mathematics Teachers' Perception of Their Professional Needs (H)

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Currently, only 20 percent of Israeli elementary-school mathematics teachers are professionally competent to do so. This situation, which is often imposed by the education system, indicates the importance of strengthening teachers' mathematical and related pedagogical knowledge. In order to accomplish this goal in an optimal manner, it is necessary to develop professional programs that respond to teachers' principal needs, as they perceive them. The aim of the study, therefore, was to identify these needs.

A sample of 85 elementary-school teachers responded to a questionnaire that included assertions concerning professional needs for teaching mathematics. The teachers were then interviewed and asked to elaborate on these needs and relate to the benefits they had derived from their previous participation in related professional education programs.

The quantitative and qualitative data were analyzed with reference to the following variables: teachers' teaching experience; type of formal education; and age-group of the pupils they teach. The results indicated that teachers were mainly concerned with their difficulties in dealing with mathematically heterogeneous classes, as well as their

insufficient knowledge of appropriate learning materials and how to adapt them to students' diverse abilities. They also expressed a need to be able to deal with affective aspects of learning mathematics – motivating students to learn mathematics, reducing fears of mathematics, and more. Despite most teachers' insufficient mathematical background, they did not perceive either the need to strengthen their disciplinary knowledge or the need to acquire knowledge about relevant educational theories as central to their professional development. Furthermore, only one-third of the research participants attended educational programs relating to mathematics teaching; most of them believed that the programs had no real impact on their teaching. Unpredictably, we did not find significant correlations between teachers' needs and the above mentioned variables. ■

4. The Training of Art Teachers from a Historical Perspective (H)

Miri Steinhardt

Beit Berl College, Israel

Many factors contribute to the furthering of renewal (on a nationwide scale): socio-political factors, curricula, or even individual initiators, such as heads of teachers' colleges with a unique agenda, and classroom teachers (in individual classrooms). According to a long-range research study, dealing with the tendencies in the teaching of art in the 20th century, most of the changes were initiated by classroom teachers arriving from abroad at the beginning of the century, each emphasizing specific features. In the second half of the century, some of them were influenced by the college teachers during their teacher training. It is noteworthy that during that period the emphasis was increasingly on the students' self-expression, alongside the influence of their art teachers. Undoubtedly, art per se is the fruit of self-expression and stems from the individual's inner world. The processes of change occurring in the 20th century are exemplified in this study on several levels: (1) the art curricula 1906-1990; (2) teachers initiating changes; (3) principals of art teachers' training colleges; (4) the students' own work during art lessons. Thus, besides the change processes occurring in society, educators acted in a certain way at a specific time and place within the sphere of art education, influencing large groups of students during specific periods. Although art education accounted for a small part of education as a whole, its unique characteristics, involving the students' self-expression affected the overall education of student teachers in its growing emphasis on self-expression, in the course of time trickling down to classroom teaching as a whole. ■

5. Sociology Teachers' Perceptions of Ways of Teaching Sociology in High Schools (E)

Nissan Naveh, Yigal Harel

Beit Berl College, Israel

Literature:

The body of research in the field of the teaching of sociology in high school is limited (Naveh, 2002), as is the body of research about high school sociology teachers (Yichilov, 1989). The few research studies conducted in the U.S.A. among high-school sociology teachers reveal unique perceptions of the subject matter and its methodology (DeCesare, 2006).

The main objective of this study:

This study seeks to identify the perceptions of sociology teachers in high schools in Israel regarding the essence of sociology studies and the aims of teaching the subject, including both desirable ways of teaching it and obstacles.

Participants:

62 teachers

Research tools:

Open questionnaires

Main findings:

- Sociology is perceived as a language of concepts and theories that help us understand social processes. Only a minority of the participants regarded it as a means of investigation and criticism of issues that go beyond what is

obvious and mentioned on the declarative level.

- The teachers pointed out obstacles pertaining to the characteristics of the subject matter, such as concepts and theories, and characteristics of the learners, such as inability as regards abstract thinking and poverty of language.
- Most teachers attached great importance to the development of learning skills as one of the main goals of the subject matter.
- Low correlations were found between seniority and perceptions.

Conclusions:

Most sociology teachers conceive of sociology as a subject that depends on a decrease in the dimensions of creativity and criticism and the reinforcement of the academic skills orientation. ■

Technology and Learning

1. Online Internship Workshops for Teachers at the Induction Phase: Do They Work? (E)

Irit Diamant

Beit Berl College, Israel

The induction phase is a critical one for the beginning teacher. Among other reasons for 25 percent of teachers leaving the profession before their fifth year of service is their unpreparedness when they start teaching (McIntyre, Hobson, & Mitchell, 2009). In Israel, a student who finishes her obligatory studies must attend an internship workshop prior to obtaining a teaching license.

Recently, an experimental method of mentoring internship was implemented. This was an online workshop; its evaluation will be the topic of the presentation.

The conclusions of the evaluation included the following: almost all involved were satisfied with it, and felt that it contributed to their work. Most of the new teachers wrote that it helped them familiarize themselves with school routines and school culture, and promoted their feeling of being capable of coping with challenge and becoming better teachers. However, the use of the new media was not used as an opportunity to explore this field of expertise. Taking the findings on board will afford an opportunity to improve this alternative means of communication that might present a more accessible mode for young teachers, and by so doing increase the number of teachers that remain in the profession for the long-term. ■

2. From e-Learning to Practice: Influencing Science Teachers' Practice through Online PD (E)

Ayelet Weizman, Shulamit Kotzer, Miri Kesner

Davidson Institute of Science Education, Israel

Online Professional Development (PD) is known to have benefits and barriers. One of the main challenges is how to encourage teachers to actually implement the innovative approaches they have learned in PD in their classrooms. When new technology is involved, the barriers are even higher, since teachers often need to overcome technical problems and learn new skills in addition to the new content and pedagogy, before they can pass them over to their students.

In this study, we developed a PD model that deals with these challenges, aiming to bridge the gap between theory and practice and help teachers integrate pedagogy with content and technology in the assimilation of computerized learning environments for middle-school science students. The model is based on three components: teachers learning as students, teachers as guides, and teachers as peers. The PD occurs during the school year and involves assignments in which teachers develop, teach, and reflect on lessons integrating computerized environments.

These environments integrate contents from the new middle-school curriculum in science, with explicit teaching of high-order thinking and learning skills, through computerized tools including simulations, videos, digital games,

and interactive activities. Data collected include online questionnaire responses, participants' assignments, and videotaped synchronic discussions. We present our methodology of the PD model and study the influence of its different components on teachers' practice. Findings show that the PD model matched the enactment needs, and enabled teachers to cope with challenges in an effective and simpler manner, resulting in a positive experience. ■

3. Between Pedagogy and Technology: The Pedagogical Affordances of Online Learning Environments (E)

Sarah Schrire, Miri Shonfeld, Zipi Zolkovich

Kibbutzim College of Education, Technology and the Arts, Israel

This presentation focuses on the ways in which online environments have been used by faculty at a teacher education institution. Our work in the college's Academic ICT (Information and Communications Technologies) Unit over the past decade suggests that the accelerated technological changes around us are reflected in the ways in which college faculty are employing these technologies. Many of the new technological environments adopted by our lecturers afford pedagogical activities that were more difficult to construct in the earlier environments. Rather than asking how instructional technologies can be used to achieve pedagogical objectives, these technologies are examined in relation to their pedagogical affordances. This emphasis reflects the directionality of the principal question motivating our study and is based on a theoretical perspective that accounts for the mediating role of tools in activity. While the methodology is qualitative, a mixed-methods approach has been adopted for data collection and analysis. On the basis of responses to online questionnaires administered to the population of lecturers at the college and automatically generated reports from course websites, a sample of websites and online lessons was selected for in-depth analysis. These data were further analyzed in the context of interview data. The objective of the data analysis was to identify characteristics underlying pedagogical activity with specific digital tools in the various online environments. The findings to be presented from this specific case were used to formulate a grounded theory of the relationship between pedagogy and technology and to consider implications for online teaching practice and professional development. ■

4. Let Us Haply Institute a Course of Learning: An Online Foray (E)

Jen Sundick

The David Yellin Academic College of Education, Israel

Contemporary teacher education demands that teacher educators model innovative engagement with e-learning technologies within frontal teaching and distance learning settings. While using e-learning platforms to upload materials and submit assignments has become de rigueur, teacher educators should be at the forefront of using e-learning environments. Contemporary teacher knowledge requires full facility with digital technologies, yet student/student teacher/teacher educator technology practices are discordant. This paper reflects upon the knowledge-building process of a teacher educator's creation of an online course to teach creative writing to student teachers, using Moodle as the e-learning platform. It will explore the authentic practice of the teacher educator and the student teachers in the course, who form a community of learners through their online interactive discourse, trial-and-error assessment of online educational technologies, and reflexive discourse. On a practical level, developing an online as opposed to a frontal course requires a paradigm shift in how material is presented and ideas are tested. In addition, an online platform entails a technological engagement among the teacher educator, who guides the student teachers toward resources and applications and facilitates an online discourse, the student teachers, who explore and critique these resources and applications, and the projected students, who the student teachers anticipate as the end users of these technologies. The dynamics of this community of learners will be articulated through a reflexive discussion of forum entries and other collaborative activities, online dialogue between the teacher educator and student teachers, and the teacher educator's reflections on the process of building the course. ■

5. Developing Thinking Skills: An Innovative Multidimensional Curriculum Model (E)

Hava Vidergor

Gifted Expertise Center, Israel

The Multidimensional Curriculum Model (MdCM) helps teachers better prepare students for our changing world by imparting much-needed skills. It is influenced by the general learning theory of constructivism, notions of preparing students for the 21st century, the "Teaching the Future" model, and current comprehensive curriculum models for teaching gifted and able students. The presentation of the new model follows criteria guidelines for the analysis of curriculum models. The uniqueness of the proposed model is expressed in the three key dimensions or perspectives portraying how experts think. These key perspectives focus on the personal, global, and temporal dimensions, which are interconnected, and on basic content, process, and product dimensions. The temporal perspective invites students to explore concepts, issues, or products of interest, develop an awareness of trends, and predict short- and long-term future developments. Effectiveness data using a pre-post design show substantial gains in knowledge, inquiry strategies, and thinking perspectives across units as well as school and group settings. ■

International Forum For Continuing Professional Development – British Council Signature Event

1. 'Leap Ahead in English' – A Model for Classroom-Based CPD (E)

Jane Cohen

The British Council, Israel

Teachers are increasingly expected to participate in extracurricular INSET training since it is widely accepted that Continuing Professional Development (CPD) is the cornerstone for developing teachers' skills and competencies, which in turn improves the quality of teaching and learner outcomes. Yet too often the training is regarded as burdensome, irrelevant, and out of touch with teachers' individual needs. In this talk, I will briefly present the current model for INSET training in Israel, which is largely based on teachers attending approved workshops or training courses and being accredited for completing the requisite CPD hours. I will contend that with little systematic follow-up, support, and monitoring of the implementation of the teacher training, it is difficult to evaluate its relevance to the teachers' professional development, and the impact on teaching practices in the classroom and learners' achievements in English.

Research (Fullen, 1991) has shown that most effective INSET training should be school-based and of immediate practical relevance. Teachers should have the opportunity to learn from one another and be involved in the planning and decision-making process. I will present 'Leap Ahead in English', a British Council and Association for Change in Education initiative, for raising the level of English language teaching in Israel's periphery, through a mentoring program that develops teachers' proficiency and classroom skills; and a complementary after-school program to improve the most challenged learners' motivation and proficiency in English. I will suggest that such a model, which comprises planning meetings, goal-setting, team-teaching, appraisal, and support systems with an Assessment Framework, is a model that can be replicated in other countries for improved ELT teaching and learning outcomes, and driving change in current CPD practices. ■

2. Continuous Professional Development of Teachers in Montenegro (E)

Ljiljana Subotic¹, Vanja Madzgalj²

¹*Bureau for Education Services of Montenegro, Montenegro*

²*British Council, Montenegro*

This talk presents a national initiative to implement school-based professional development at preschool, primary, and secondary levels. It focuses on the practical implications of creating learning environments for teachers, and presents findings from the first national report on the implementation of school-based professional development in Montenegro, based on self-evaluation by schools.

The presentation also summarizes the process of adoption of the British Council Continuing Professional Development Framework (CPDF) by the Bureau for Education Services of Montenegro at the policy level and its implementation through direct work with teachers.

Summary: In comparison with training that is delivered out of school, most of which consists of occasional one-time events in a teacher's work life, school-based professional development (SbPD) is a continuous process that encompasses several areas such as mentoring, reflective practice (both group and individual), self-improvement, self-monitoring and self-evaluation, peer-evaluation, and external monitoring.

This talk describes the people, processes, and resources involved in moving toward SbPD from more traditional INSETT-based development in Montenegro between 2008 and 2011, and examine initial reports on impact, detailing successes, and learning points. In addition to the development activities mentioned above, it includes reference to needs assessment, establishment of priorities, planning at the group and individual levels, motivation, development portfolios, and monitoring and evaluation.

The recent adoption of the CPDF has enhanced the existing model with practical yet sophisticated tools for planning and managing professional development. ■

3. Peer Support Groups in Uzbekistan – Autonomous Ongoing Teacher Development (E)

Natalia Tsarikova

British Council, Uzbekistan

A peer support group (PSG) is a group of English teachers from the same or similar schools/universities who meet regularly with the main aim of providing mutual support. Broadly speaking, the group meetings serve as a venue for discussion and finding help with making changes based on classroom experience and training. The idea of PSGs emerged in the British Council English for Teaching: Teaching for English (ETTE) project, with the aim of making teacher training transferable into classrooms and providing support to teachers after the training is over. Experience from previous programmes suggested that without support, teachers often find it difficult to apply newly-acquired skills and knowledge.

We found that despite their full working schedules and busy lives, members of PSGs get together on a regular basis to share their ideas with one another and learn from one another. With minimal support from the British Council or the government, these PSGs continue to exist, affording teachers opportunities for continuous professional development. The presentation will include the findings from a short survey that summarizes the benefits of PSGs and the factors that ensure continuity and sustain ability. ■

Collaborative Writing

Collaborative Writing (H)

Rafi Davidson, Amnon Glassner, Tirza Levin, Ibrahim Elbadour, Lior Solomovitz

Kaye Academic College of Education, Beer-Sheva, Israel

The symposium will address the relationship between the individual and the group in the context of education and learning in teacher training. The role of the educator in the 21st century includes the individual's nurturing and his uniqueness within the social partnership and personal empowerment. This symposium will clarify and illustrate it by referring to personal and shared experiences of a group of authors while writing a book together. The discussion will focus on the patterns of mutual and individual creation and learning that developed during the writing of the book, *The Arrowhead and the Hot Hand – Narratives of ICT and Teacher Training* (published by The MOFET Institute in 2012). The book describes the experience and insight of the authors – as lecturers, pedagogical mentors, and support staff who lead changes in education and in the training of teachers to implement 21st-century skills. The book presents the importance of supporting the learner by listening and allocating a central place to his personal unique voice. This principle is also reflected in the joint creation of the book, which was characterized by a combination of the personal narrative writing of each writer and the collaborative processing of ideas and dialogue. The main questions are:

- How and in what ways did the writing process contribute to my learning and professional development?
- What did the process contribute to the knowledge of teacher education?
- Will the book end up as a forgotten printed version on the shelf, or should it be published on the Web? ■

Curriculum and Teacher Education in Diverse Learning Environments

1. Teacher Education in "Financial Education": Integration into Existing Curriculum (H)

Orly Redlich

Israel Academic College, Israel

Financial crises and the current protest waves illustrate the importance of consumers' financial understanding in enabling them to achieve personal prosperity and financial security. However, even in times of prosperity and growth, it is important to engage financial education, share the fruits of growth among all segments of the population, and reduce the possibility of another crisis.

The OECD defines "financial education" as a process whereby consumers improve their understanding of financial products and economic behavior through information, training, or objective advice, and develop awareness of financial risks and opportunities. This enables them to make intelligent decisions, recognize the need for professional help, and take effective action to improve every consumer's personal financial welfare. Financial education is beneficial to consumers of all ages and all levels of income, located at different decision nodes throughout the life cycle.

In recent years, various officials in Israel (government, business sector, and the third sector) acted to increase the financial literacy of consumers using different tools. As a result, it was decided that a government fund for financial education, aimed at promoting financial education in Israel and creating financial educational programs, would be established.

In order to raise public awareness of the importance of financial education, I propose promoting the topic, tailored to the needs of different population groups ranging from preschool to high school.

The general idea is to integrate financial education into existing curriculum such as mathematics and language, social and civic, along with social and life-skills classes.

To do so, we must train our teachers to expand their teaching of financial topics. The training program for teachers will encompass all issues related to financial behavior, such as money and bank account management, loans and interest rates, credit and smart consumerism, remaining within a budget, savings and investments, and financial goal setting and implementation. ■

2. David Yellin – The Person who Introduced Body Culture into Teacher Education in Eretz Israel (H)

Tali Ben Israel

Kaye Academic College of Education, Beer-Sheva, Israel

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

Jerusalem in the late 19th and early 20th centuries had few "enlightened" proponents of the new education in the Jewish yishuv. However, conditions were ripe for integrating body culture. One of the key figures in this process was David Yellin, an educator, principal, and initiator of conceptual changes that affected generations of Hebrew teachers in Eretz Israel.

David Yellin (1864-1941) had experienced European concepts of education that included calisthenics and hygiene. In 1888 he was appointed teacher of Bible and Hebrew at the Lemel School and also served as assistant to the principal. The German "Ezra" Society (1903) built a schoolyard with apparatus for physical activity. Hygiene and "supplementary artistic lessons" (gymnastics, music, and art) were added to the curriculum, as were tours around the country for the students. Yellin enunciated his credo at a conference of the Hebrew Teachers' Union (1903), speaking about "Physical and Spiritual Education in the Cities of Israel," in which he argued for adding general education, hygiene and calisthenics.

The Ezra Teachers Seminary, on whose foundations the Beit Hakerem Seminary was established after the War of the Languages (1914), opened in 1905. Yellin was chosen to be its head. It was a nationalistic teachers' seminary that taught gymnastics enthusiastically. Yellin's educational vision included what he felt the country needed: gymnastics, "health", and tours to become acquainted with the country. Recesses and leisure hours were also added.

This approach, which became part of the national curriculum, was instilled in seminary graduates who disseminated it in schools throughout Eretz Israel. ■

3. The Science Museum as a Unique Teacher Education Environment for Science Student Teachers (E)

Tami Yechieli¹, Esthy Brezner²

¹*Michlalah Jerusalem College, Israel*

²*Bloomfield Science Museum, Israel*

For the past 18 years, part of the practical training of students in the Science Department of Michlalah Jerusalem takes place in the Bloomfield Science Museum in Jerusalem. The students serve as guides to school groups visiting the museum, under the direction of two pedagogical supervisors, one from the Michlalah and the other from the museum. After each session with a school class, group and individual evaluations take place. Both the Michlalah and the museum gain significantly from this cooperation.

The benefits of the project for the museum include:

1. A staff of guides who serve the museum free of charge;
2. The presence of a pedagogical supervisor who can give the museum educational feedback;
3. The creation of a group of teachers aware of the importance of museum-based learning and dedicated to it.

The benefits of the project for the Michlalah include:

1. The availability of a unique training environment;
2. Positive influence on various aspects of the students' teacher education in general and teaching of science in particular;
3. Exposure of students to different components of Israeli society and various kinds of learners to diverse teaching styles and to a non-formal learning culture. Joint projects such as this symbiosis between museum and college of education have much to contribute to the educational system. ■

4. Teacher- versus Learner-Centered Reflective Technological Support in Pedagogical Self-Regulation (E)

Zehavit Kohen, Bracha Kramarski

Bar-Ilan University, Israel

A barrier exists in achieving teachers' professionalism due to a gap between the practical skills in the classroom and the conceptual grounds in teacher preparation programs. In response to this challenge, we developed a training program designed to encourage teachers' SRL within a pedagogical context. The current study compares the effects of reflective support in a technological environment under two conditions, centered Learner Support (LS) and centered Teacher Support (TS), on teachers' pedagogical self-regulation. Participants included 84 pre-service teachers who were randomly assigned to one of the two groups. Both groups were exposed to pedagogical training by engaging in real-time teaching in a video-digital environment, in addition to explicit instruction of SRL aspects (meta-cognition and motivation) in a web-based learning environment. Groups differed as regards the focus of pedagogical self-regulation support. Participants in the TS group were exposed to teacher's modeling, whereas participants in the LS group were directed to be self-learners. Pedagogical self-regulation was assessed with emphasis on pedagogical pre-post lesson designs and on video-lesson analysis based on real-time illustration of pedagogical self-regulation (SRL in process). Findings indicate that both groups improved their pedagogical self-regulation as a result of the reflective supports. However, the TS group demonstrated a higher level of pedagogical self-regulation compared to the LS group, particularly in the meta-cognitive aspect. Extensive results will be introduced at the conference, in addition to a discussion of the theoretical and pedagogical implications of preparing pre-service teachers. ■

5. A New Educational Program for Improving Posture and Quality of Life (H)

Iris Gil

Babes-Bolyai University Cluz-Napoca, Romania

The topic of the Ph.D. research was to present a new educational program to improve posture and quality of life among students by using the Feldenkrais and the Self Control of Correct Posture (SCCP) methods. The purpose of the research was to examine the relationship between the programs for posture education and quality of life. The components of the program were: (1) the **Feldenkrais** exercise method; (2) the **SCCP** method, which included exercises for strengthening the core postural muscles, the Feldenkrais method, and verbal instructions. The study population comprised 243 students. The research tools included two quantitative tools: measuring spinal curves, and a quality of life questionnaire, which assessed the effect of the program. Findings show a pattern of progress and significant improvement in this area. The relevance of this program for teachers who want to change the reality of healthy movement and posture for their students is as follows: Studies have shown that even small children who sit for prolonged periods of time tend to suffer from back pain and risk posture disabilities. Posture disabilities, such as the head leaning forward, can harm other systems (skeleton, muscles, the nervous system, circulation, and more). Based on numerous studies as well as this study, results show that proper physical activity can prevent many health problems, among them posture defects. ■

Diverse Perspectives on Coping with Various Types of Bullying

1. Cyberbullying: How Is It Different from Traditional School Bullying, and What Does Every Educator Need to Know? (E)

Amir Gefen

Bar-Ilan University, Israel

Online violence, also known as 'Cyberbullying', is a relatively new and disturbing phenomenon whereby an individual or a group of people employs an internet-connected electronic device and social networks to repeatedly harass, mistreat, or make fun of another person. Studies have shown that between 6% and 30% of teens have experienced some form of cyberbullying. While people of all ages are potentially subject to online harassment and bullying, its harmful effects, including suicide attempts, appears to be most prominent among middle-school students aged 12-15. Since it is a new phenomenon with specific characteristics, there is a lack of knowledge about it among educators, including how to handle the cases that are being reported. Since mishandling a cyberbullying case could lead to negative or even tragic results, it is important to increase educators' awareness and knowledge of the phenomenon. This short presentation, which is based on research that I am currently conducting toward a PhD degree at the School of Education at Bar-Ilan University – the Department for Leadership and Educational Administration, will cover the following agenda: • Cyberbullying: Definition and the extent of the phenomenon; • Differences between traditional school bullying and cyberbullying; • The various forms of cyberbullying, including profiles of attackers and victims; • Several real-life examples of cyberbullying and its victims; • Failure to report cyberbullying to adults and school staff; • Initial guidelines for handling cases of cyberbullying; • Open questions and answers (5 minutes). ■

2. Development of Self-Control Skills for Coping with School Violence among Arab Adolescents (H)

Qutaiba Agbaria

Al-Qasemi Academic College of Education, Israel

The article describes a behavioral-cognitive intervention based mainly on the development of self-control skills for reducing violence among 7th-9th-grade students from the Arab sector. The intervention focused on learning and developing various self-control skills by the participants. The intervention's utility was tested in the study, in which about 200 students with high grades in the Buss and Perry Violence Questionnaire, from ten different schools in the north of Israel, participated.

Twenty students were chosen from each school and divided randomly into a test and a control group (ten students in each group). Prior to the intervention, the subjects completed a self-report questionnaire and a peer questionnaire about violent behavior, in addition to a self-control and subjective well-being questionnaire. In addition, homeroom teachers completed a behavioral problem questionnaire about the subjects (experiment and control). At the end of the intervention, the same questionnaires were administered to the same three assessment groups (the participants in the experiment and control groups, peers and homeroom teachers).

The findings indicate that behavioral-cognitive intervention based on the development of self-control skills and adaptive behaviors contributed to reducing the level of violence. These findings contribute to an extension of our theoretical knowledge concerning treatment using a behavioral-cognitive approach, with an emphasis on the development of self-control skills in violent behavior in general, and among adolescents from the Arab sector in particular. These are pioneering findings with respect to applying the behavioral-cognitive model to Arab adolescents. ■

3. Novice and Veteran Teachers Cope with Disruptions: Some Lessons for Teacher Training (H)

Eliezer Yariv¹, Christine Khuri²

¹*Gordon College of Education, Israel*

²*Convent of Nazareth School, Israel*

Numerous studies have indicated that student teachers do not receive enough training in classroom management. As a result, they face disruptions that impair their teaching and increase their sense of burn-out. The present study compares, for the first time in Israel, the nature of the disruptions that novice and veteran teachers face, how they respond to them, and the kind of assistance they receive. Convenience sampling of 528 teachers who completed a questionnaire were asked to describe disruptive student behaviors during the first lesson taught the previous day. The findings indicate that most of the students followed the teacher's instructions and only a small minority refused to do so. In general, students were involved in the lesson and participated in classroom discussions, although one-fifth did not listen to the teacher. Only a few students were reported as walking around in the classroom, causing severely disorderly conduct in five percent of the cases. In about half of the lessons, students chatted frequently, and in almost one-quarter of the lessons, students argued with the teacher. One-third of the teachers reported at least one incidence of student verbal insubordination in every lesson, and that at least one student came late to more than half of the lessons. Teachers tended to respond harshly, frequently expelling students from the class or suspending them from school. It appears that students cooperate and fulfill their teachers' instructions while simultaneously violating rules, especially through acts of speech. Novice teachers experience more disruptions and receive minimal assistance. Most of their knowledge of classroom management is derived from informal sources. The differences between novice and veteran teachers are discussed with respect to system-wide factors that influence the basic training and induction of new teachers (Jones, 2006). ■

4. International Implementation of Anti-HIB* Protocols in Early Childhood / Elementary Teacher Preparation Programs: A Report on Phase II (E)

Blythe Hinitz

The College of New Jersey, USA

The grant-funded Phase II of an international initiative to create child-friendly, safe learning environments in which children are protected from abuse, violence, and discrimination is reported in this paper. The new data detail a target population of teachers of young English- and Spanish-speaking children in an urban capital in the United States, teacher candidates in a partnering NCATE-accredited teacher preparation institution, and the staff and student docents of a Tolerance Museum located on the college campus. Results of pre- and post-assessments specifically developed for this project by an outside investigator will be reported. Built on ten years of collaboration with higher education colleagues, graduate and undergraduate student researchers, program administrators, and teachers, on strategies, activities, and lessons; creative arts applications; and innovative curriculum integration, the program enhances the skills and dispositions of teachers in monolingual and bilingual settings. The literature-based program meets core standards. As the module themes were incorporated into the ongoing programs, culture-specific as well as language-specific modifications were piloted and reflected upon. These practices enrich the daily lives of children, parents, and teachers, leading to assessment-verified increases in pro-social behavior, peer-peer interactions often replacing initial teacher involvement in classroom disputes, and community building among all classroom participants. The successful program modules are available in Spanish and English. The purpose of this presentation is to disseminate the knowledge gained from classroom research by teacher education faculty, as well as student, researchers to stem the rising tide of bullying and harassment in educational institutions around the world. ■

*Anti-Harassment, Intimidation and Bullying.

5. Punishment and Self-Defense in Schools (E)

Eyal Vanunu, Amos Fleischmann

Achva Academic College, Israel

When students are attacked, they usually hit back. Hitting back is a major reason for violence in schools (Davis, 2006; Waasdorpet al. 2011). Most schools forbid any kinds of violence, including defensive violence (Goodman, 2007). However, punishing students accused of self-defensive violence in schools has not yet been adequately examined. Fleischmann (in press) interviewed teachers who claimed that an attacked student who responds violently deserves a severe punishment. This study explores factors underlying the intentions to punish students in accordance with their role in quarrels (offender or defender). We also examined whether the verification (asserted by witnesses) of the student's claim of being the defender affected the punishment. Questionnaires regarding teachers' intentions to punish students in several violent scenarios were completed by 299 graduate students. Comparison of punishments of verified defenders, unverified defenders, and offenders revealed significant statistical differences. More respondents ($Z=-10.73$, $p .001$) were willing to punish the offender ($n=277$, 93.27%) than the unverified defender ($n=243$, 81.42%), and more respondents ($Z=-8.23$, $p .001$) were willing to punish the unverified defender than the verified defender ($n=160$, 53.87%). Although school regulations forbid violent defense, the results indicate that a verified defender has a fair chance to go unpunished. Several teachers were inclined to tolerate defensive violence and leave the violent defender unpunished (ibid.).

That said, the majority of the suspected defenders were punished. In a former qualitative study, Fleischmann (in press) reports that teachers are usually intolerant of suspected violent self-defenders, and are concerned about legitimizing it. ■

ICT in Teacher Education in Australia, Israel, and Russia

1. Comparative Analysis of ICT Implementation in Teacher Education: Case Studies from Australia, Israel, and Russia (E)

Olzan Goldstein², Jenny Lane¹, Margarita Gavrilova³

¹*Edith Cowan University, Australia*

²*Kaye Academic College of Education, Beer-Sheva, Israel*

³*Penza State University, Russia*

Teacher education systems in the world are trying to implement reforms aimed at adapting teaching and learning practices to the demands of the Information Era. The goal of this symposium is to gain a better understanding of the implementation process of the national initiatives in teacher education systems in Australia, Israel and Russia through an analysis and comparison of policies, curriculum, plans and operational actions driven by these initiatives.

Theme: Models for training educators in Israel and the world

The symposium includes presentations of ICT implementation in teacher education in Australia (Jenny Lane), Israel (Olzan Goldstein) and Russia (Margarita Gavrilova), followed by a comparative summary of the main features of each country. A discussion will focus on policies, curriculum, plans and operational actions driven by the national initiatives of these countries. ■

2. ICT Implementation in Teacher Education in Australia (E)

Jenny Lane

Edith Cowan University, Australia

Research undertaken in Australia indicated that the business community was not satisfied that the schooling system adequately prepared school students to take their place in the competitive online, digital work environment (ACER, 2008; Barrie, 2009; Boud, 2010; Curtis & McKenzie, 2001). The Teaching Teachers for the Future Project (TTF), led by the Australian Learning and Teaching Council (ALTC), was an attempt by the Federal Government in Australia to raise education standards on a national level by targeting the curriculum and skills of academics by integrating ICT into teacher education courses. Thirty-seven Australian Universities were involved in the TTF project, which impacted on 55,000 pre-service teachers in Australia. It was linked to the development of a National Curriculum and National Professional Standards for teachers that incorporated ICT. This was the first curriculum to be jointly delivered across all the states in Australia.

The TPACK model (Mishra & Koehler, 2006) was used to establish a common understanding about technology integration. Qualitative and quantitative research identified four key barriers to the integration of ICT into teacher education at one institution. The paper describes the initiatives undertaken to address each barrier. The outcomes of this project and future initiatives in teacher education incorporating legitimate peripheral participation (Wenger, Trayner, & de Laat, 2011) within a community of practice model will be shared. A sustainable approach to pedagogy incorporating digitized learning modules and online teaching resources was adopted. The project created a culture of ongoing professional learning and collaboration that has sustained interest in this area.

Acknowledgements

This work is supported by grants from the ALTC and Edith Cowan University. The data presented and views are solely the responsibility of the author. ■

3. ICT Implementation in Teacher Education in Israel (E)

Olzan Goldstein

Kaye Academic College of Education, Beer-Sheva, Israel

Although the integration of computers into the educational system commenced about 30 years ago in Israel, significant changes occurred from 1992 when a national project "Tomorrow '98" was established by the Israel Committee of Science and Technology Education.

ICT integration into Israeli teacher education included establishing the infrastructure, developing a regulatory policy to oversee funding, initiating the professional development of teacher educators, adapting the curriculum to meet the needs of pre-service teachers, supporting innovative projects in the colleges, and finally, evaluating the process (Goldstein et al., 2011a). Despite significant progress achieved in colleges of education, it was found that teacher education programs did not provide pre-service teachers with adequate skills and competencies to teach with technology in classrooms. About half of the pre-service teachers graduated with no practical experience of integrating ICT into teaching (Goldstein et al., 2011b).

In 2011, the Israel Ministry of Education (MoE) launched a national initiative of transforming teacher education to meet the demands of the 21st century (MoE, 2011), emphasizing the need to develop 21st century skills: ICT literacy, critical thinking, inquiry and problem solving, self-oriented learning, communicating and teamwork, and ethics and cybernetics. The Teacher Education Department proposed a three-year implementation plan aimed at developing pedagogical innovations and appropriate teaching skills, abilities for knowledge and learning management using modern platforms, and preparing tomorrow's teachers to lead school staff in ICT integration. The plan includes budgeting colleges on a competitive basis according to their ICT programs, faculty training, curriculum change, and a certification test for graduates proving their expertise in the integration of ICT into teaching, including teaching practice.

Acknowledgements

This work is supported by a grant from the Department of Teacher Training and Professional Development in the Ministry of Education and the Research Authority of the MOFET Institute. ■

4. ICT Implementation in Teacher Education in Russia (E)

Margarita Gavrilova

Penza State University, Russia

In Russia, the education computerization process that started in 1985, the main objective of which was to equip educational establishments with computers, lacked systemic organization. Mathematics faculties at pedagogical institutes and universities introduced a course titled "The Fundamentals of Information Science and Computer Technology". The graduates of these faculties were entitled to teach this course in educational institutions.

By 1996, information science had become a compulsory subject in all educational institutions. At this time, the government set up a complex program titled "Implementation of ICT in Education". The main objective of the second stage of the process was using computers and implementing information technologies. Pedagogical institutes and universities introduced a new specialty for the information technology teacher. The third stage of ICT implementation began in 2005. Its main objective is applying multimedia and telecommunication technologies in all spheres of education (Russian Education Federal portal, 2005).

In 2005, President V. Putin proposed the "Education" project as a national priority project. It seeks to encourage innovation in the sphere of education, provide schools with Internet connections, and create an integrated information and telecommunication system of the Russian Federation in order to implement a strategy of advanced education. The Federal centralized program, "Electronic Russia", aims to create regional resource centers and a catalogue of education resources on the Internet, ensure teacher career development, and provide conditions for teacher self-study, according to the new Federal education standards (FGOS 2010-2016). All teachers receive additional training in information and communication technologies and are expected to take a career development course in information and communication technologies at least once in five years (Gavrilova, 2010).

Currently the Internet is actively used in academic, research, and methodological activities. The schools have introduced a course titled "Information Science and ICT", which begins in the first grade. ■

Innovation in Teacher Education? A Retrospective Reflection from the Viewpoints of Four Experimental Programs

Innovation in Teacher Education? A Retrospective Reflection from the Viewpoints of Four Experimental Programs (H)

Judith Barak¹, Shraga Fisherman², Eyal Ram⁴, Edit Tabak³, Sari Slonim³, Smadar Tuval¹, Yotam Tron⁴, Rivka Keren⁵, Shlomo Back¹

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About twelve years ago, the winds of change blew across colleges of education in Israel. Seeking new ways to educate pre-service teachers, several colleges initiated experiential programs developed in collaboration with the Division for Experiments and Innovations and the Division of Teacher Education, both in the Ministry of Education. These programs shared the challenge of educating teachers to deal with the complexities of our society and its education system. They questioned the curriculum and pedagogies of teacher education and the relationships between schools and colleges, and strived to expand the practical and theoretical spectrum of teacher education into new directions and possibilities. During the first years of change, a learning community of 'experimental programs' was formed for the purposes of sharing and discussing issues and questions that arose in the various sites, and of studying the meanings of the different directions that were taken. With the passage of time, it is appropriate to look back again and explore the meanings of these programs both at the local level of each college and at the level of the broader teacher education community. From the viewpoints of four different programs, we shall relate to the broad questions of: (1) what do we see as the impact of the program? (2) What are the questions we face today? (3) What defines a successful experimental program? (4) Is success the ability to duplicate or to transfer, or is it something else? ■

Innovative Learning Environments in Science Education

1. Teachers' Involvement in Activities and Guiding as Contributing to Successful Field-Trips in Nature (H)

Nirit Lavie Alon¹, Tali Tal¹, Orly Morag²

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The education system views field-trips as an essential part of the educational process and acknowledges their importance. Many resources are invested in field-trips, and high expectations for various outcomes are associated with them. Although much research exists on out-of-school learning, most of it comes from museums and other indoor environments, and little research is focused on teachers' roles. This study seeks to investigate characteristics of outdoor field-trips, determine success factors in general, and examine teachers' influence on successful field-trips. We observed about 40 field-trips using the Field-trip in Natural Environments (FINE) framework's categories, e.g., preparation, general pedagogy, the guide's function, teachers' involvement, etc. Each field-trip then received an accumulated score. Interviews with students, teachers, and guides, as well as students' questionnaires provided additional data. The majority of the elementary school field-trips were facilitated by professional guides and the minority by schoolteachers with environmental orientation together with the homeroom teachers. In junior high schools, we documented field-trips guided by expert "Field-Nation-Society" teachers. Overall, we found that field-trips guided by schoolteachers were more successful than those guided by professional guides because of their better knowledge of the students and the curriculum, and their better pedagogical training.

In most of the field-trips, the teachers were involved at least to some extent; those in which the teachers were highly engaged were the most successful in term of higher accumulated scores supported by interviews and questionnaire data. Finally, we claim that teachers' active involvement is significant to successful field-trips. ■

2. ASSIST: Advancing Skills Smartly in Science & Technology (H)

Yaron Doppelt

Israel Ministry of Education, Israel

ASSIST is a program aimed at developing system engineering thinking applied to designing, teaching, and learning. The framework components are: P.I.S.C.O.E. (Purpose, Input, Solutions, Choice, Operations, and Evaluation). The idea behind this approach is that pupils follow a process similar to the way that engineers design new systems. Pupils learn according to modes of design thinking (needs, requirements, generating solutions, making decisions, constructing, and evaluation). This report reflects on five years of tutoring three robotics teams participating in the FIRST challenge. FIRST (For Inspiration and Recognition of Science & Technology) was founded 20 years ago by Dean Kamen from New Hampshire (USFIRST.ORG). Participating in the FIRST challenge enables pupils to experience as a team a full cycle of designing, manufacturing, assembling, programming, activating, and evaluating their original system. Previous research documented in academic journals showed that ASSIST has the potential to create a sustainable educational change in schools while creating a community of teachers engaging in professional development and implementing the ASSIST program in their classrooms. The learning process described in this presentation was implemented in a teacher leader's course as a means to develop learning modules in order to teach science and engineering concepts. This presentation seeks to answer questions related to the effectiveness of design-based learning in facilitating a community of learners, bridging the gap between technology education and real-life design tasks, and implementing a system design approach in educational setting with secondary-school pupils. ■

3. Formal and Informal Environmental Education while Greening the Campus and Its Consequences (H)

Yocheved Yorkovsky

Gordon College of Education, Israel

Colleges of education play a major role in a sustainable future, since their graduates will educate future generations. A green college contributes to environmental protection directly by green management, and indirectly by environmental education for students both within and outside of the institute, and for the community.

Greening the Gordon College campus included formal learning by courses, and informal learning by activities such as a green market, green days, Earth Day, an environmental quiz, etc. Greening the campus was accompanied by research using questionnaires that the students completed prior to the beginning of the process (pre), and close to certification time (post). Findings reveal an increase in the percentage of students attesting to the existence of environmental protection activities on the campus (from 21% pre to 75.4% post). The college's green activities ranked medium pre and high post. Findings indicated a significant improvement in the knowledge of basic concepts that are generally unfamiliar to the population as a whole. Conversely, there was no significant change in concepts that are more familiar from the media. There was an increase of about 50% in the number of students declaring that they are active in protecting the environment. A significant increase was also found in their green activities in recycling and environmental protection. Findings show that formal and informal environmental education while greening the campus improves students' knowledge and their pro-environmental behavior. Hopefully, those student teachers will spread the green agenda in their schools and in the community. ■

4. Informal Science Academic Programs: A Multi-Dimensional Assessment Model (E)

Irit Sasson

Tel-Hai College, Israel

The Sidney Warren Science Education Center for Youth at Tel-Hai Academic College and MIGAL Research Institute in Kiryat Shemona is one of the academic science centers in Israel that is obligated to increasing the accessibility to higher education. The center aimed at strengthening the potential of middle and high school students in order to encourage them to pursue higher education, with an emphasis on science and technology studies. The science center for youth has a special role in decreasing the socio-economic gaps between the center and the peripheral regions and increasing the numbers of students who choose subjects in science and technology as their field of concentration. Curriculum development is based on the constructivist approach, which views learning as an active process that constructs meanings in the mind of the learner. There is an emphasis on developing higher-order thinking skills through authentic scientific inquiry. Science programs are based on the Enrichment Triad Model that includes three stages: (a) exposing students to the science topic, (b) promoting the development of science thinking skills, and (c) investigating of a self-selected area. An internal improvement-oriented evaluation model was developed in order to monitor system over time and to provide feedback for effective intervention. Both cognitive and emotional aspects related to learning are examined including thinking skills and self-efficacy. The findings are used to improve the instructional design of the science activities. Results indicate that students significantly improved their inquiry, graphing, and argumentation skills during the program. ■

5. Use of Virtual Worlds for Teacher Education: An Exercise in Physiology Lab (E)

Adit Ganot, Miri Shonfeld, Susana Junio

Kibbutzim College of Education, Technology and the Arts, Israel

Virtual worlds such as Second Life (SL) are of increasing interest to learning as regards their potential to stimulate real places and situations. SL can be described as a three-dimensional (3D) shared place where thousands of participants can simultaneously meet, move, and interactive with one another via avatars – the students' virtual figures (Ondrejka, 2008; Warburton, 2009). SL activities are accompanied by imagination and creativity (Jarmon, Traphagan, Mayrath, & Trivedi, 2009; Kangas, 2010) and enhance reality by creating objects, identities, and knowledge, and by breaking physical, geographical, generational, and professional boundaries (Ondrejka, 2008). Research indicates that using virtual worlds enhances students' motivation and engagement, facilitates collaboration, and affords immersive, experiential learning opportunities unavailable in traditional learning environments (Dede, Clarke, Ketelhut, Nelson, & Bowman, 2005; Shonfeld & Resta, 2011). Virtual worlds promote inquiry-based learning and conceptual understanding. For example, they could be used for teaching concepts that are not easy to understand such as learning about gross anatomy (Richardson, Hazzard, Challman, Morgenstein, & Brueckner, 2011) or reading books at the library (Carmi & Man, 2012). Virtual worlds have become very popular venues for providing visual representations of labs, classrooms, meeting places, and secure spaces for the individual. For instance, in the field of exercise science, there are concepts such as exercise physiology that are complex and can be difficult to communicate merely through lectures and textbooks. The use of virtual labs could support the learning process by providing the students with an environment that, through simulation, demonstrates a number of tests in a non-intrusive manner. The opportunities for educators are immense, and collaborative projects between universities around the world can easily be facilitated in this venue. Advantages and challenges in using SL in teacher education will be discussed in this presentation. ■

6. Moving from a Survival Mode to a Creative Mode: The Challenges of Teachers as Leaders of a New Educational Culture (H)

Yakir Krichman

Kibbutzim College of Education, Technology and the Arts, Israel

Psychoanalytic and organizational theorists have always been fascinated by complexities and nuances. Despite this fascination, these fields have always clearly distinguished between two mutually exclusive possible modes of existence: survival mode and creative mode.

One of the main challenges facing the education system is moving from a survival mode to a creative mode. Paradoxically, it seems that the survival of the education system depends on this particular shift: from survival to creativity.

Survival mode is based on obedience, control, fear, reactivity, distrust, and external approval. Creative mode, on the other hand, is based on trust, vision, enjoyment, curiosity, and internal motivation and approval.

The lecture integrates psychoanalytic concepts, leadership theories, organizational knowledge, and tribal wisdom in order to furnish an in-depth explanation of the innate characteristic of these modes. It then moves on to detail possible routes for moving from one to the other – particularly from survival to creativity.

The lecture serves as an opening shot to an evolutionary journey of personal, professional, and organizational growth: a journey that can lead to cultural transformation through bottom-up innovative mechanisms. ■

Issues in Teachers' Policy in Israel

1. Professional Development in "New Horizon": Attitude of Education Ministry's Regions (H)

When the "New Horizon" reform was adopted, the Education Ministry announced a new outline for the professional development of teachers. The Ministry's regions were charged with spearheading the integration and implementation of the policy.

Studies have determined that one of the critical factors affecting the nature and efficacy of the integration is linked to stakeholders' participation in the planning, integration, and implementation of the processes (Cook, 2007). The research aims to understand the attitudes of the central stakeholders in the integration of the policy.

We employed qualitative-narrative tools that included 24 in-depth, semi-structured interviews with senior stakeholders in the regions and an open-ended questionnaire administered to 76 supervisors from all regions.

The findings demonstrate that the interviewees all welcome the inauguration of the "New Horizon" policy, explaining its dual importance thus: (a) the regulation and unification of the professional development programs in all regions, and (b) the creation of a link between advancement in salary and rank and professional development.

While the importance of the program is acknowledged, many difficulties arise in its implementation: the teachers' massive workload impedes the implementation of professional development programs; and the 60-hour limit also engenders difficulties in the effective integration of complex pedagogical issues, as does the shortage of professional teacher educators.

The roles of the regions are in dispute. One stance asserts that the regions should constitute an executive branch only, dealing with the integration of the policy. Conversely, another seeks to grant the regions a role in determining policy as well. ■

2. Why Do Teachers Leave Teaching? (H)

Rinat Arviv-Elyashiv¹, Varda Zimmerman²

¹*Kibbutzim College of Education, Technology and the Arts, Israel*

²*Givat Washington College of Education, Israel*

The dropout of teachers from the education system is a social phenomenon that has increased over the past decades in the Western world. Many teachers, particularly those at the beginning of their careers, tend to leave teaching permanently, among them a considerable proportion of gifted ones. This phenomenon exerts negative effects on the conduct of the education system and on the achievement of equal opportunities in education.

In Israel, the teaching dropout rates are publicized in a partial and non-systematic manner. The lack of available data concerning the dropout issue over the last decade limits the comprehension of the social and educational consequences of the phenomenon as well as the discussion regarding the implications of the systemic processes implemented in the education system in order to assist in the absorption of new teachers, and also, to a great extent, to prevent their dropping out of the profession.

Based on work and management models (Bakker & Demerouti, 2007; Sorensen & Tuma, 1981), the present research seeks to present a picture of the dropout phenomenon among teachers in Israel by including the teacher's perspective (individual level) and that of the education system (systemic level).

The research is based on a representative sample of teachers who commenced their first year of work in 2000, 2003, or 2005 – a total of 20,585 teachers teaching in the Jewish and Arab sectors at all K-12 levels. In the lecture, we shall present preliminary findings explaining the connection between socio-demographic, employment, and institutional characteristics and teachers' dropout. ■

3. The Attitudes of the Colleges of Education and the Universities toward the Ofek Hadash ("New Horizon") Reform (H)

Nomy Dickman¹, Arie Kizel²

¹*Bar-Ilan University, Israel*

²*University of Haifa, Israel*

The purpose of the "New Horizon" reform is to raise teachers' status via a comprehensive countrywide professional development plan. The reform envisions a continuum from pre-service to in-service teacher professional development. The aim of the present study is to learn about the attitude of senior officials in the colleges of education and schools of education in the universities toward teachers' professional development (TPD) as a whole and particularly through "New Horizon".

Academia is a close partner in the implementation of this reform. In this study, for the first time, senior officials in academia were asked within a research setting about the reform and its modes of implementation. A questionnaire comprising closed items and open-ended questions was developed especially for the current research. It was then administered to 18 senior officials: six heads of colleges, three heads of schools of education in the universities, and nine superiors of TPD from colleges and universities in Israel.

Analysis of the questionnaires was based on mixed methods: qualitative (content analysis and discourse analysis) and quantitative.

Findings reveal that when asked about existing and ideal courses for TPD, the respondents opined that the major aim of TPD is to help teachers become reflective, self-directed practitioners. However, while within the reform, TPD is considered obligatory, the research participants deem it optional. Similarly, whereas the Ministry of Education views TPD as a pre-service–in-service continuum, the respondents ignore the necessity of a continuum that commences with pre-service teacher education and continues throughout their entire educational career.

The results could make a theoretical and practical contribution to the development of a new form of dialogue between the partners of the TPD both in academia and in the Ministry of Education. ■

4. Considerations Concerning the Choice of Teaching as a Profession (H)

Rachel Arnon, Pnina Frenkel, Edna Rubin

Beit Berl College, Israel

Levinsky College of Education, Israel

Achva Academic College, Israel

This research studies the attraction exerted by teaching. To this end, the following questions were examined:

1. What are the significant considerations in choosing a career in general and teaching in particular?
2. Which changes in the teaching profession can influence this choice?

A questionnaire was developed and administered to two groups: (a) Youngsters interested in pursuing academic studies but had undecided about their future career (n=357); (b) Students with a previous career who elected to undergo retraining for teaching (n=183).

The findings reveal that when an individual faces a decision regarding the profession he should train for, the intrinsic aspects, namely, personal skills and satisfaction with the field, take precedence over the extrinsic aspects. Additionally, an examination of the differences between the importance ascribed to considerations concerning career choice and considerations concerning the choice of teaching shows the extrinsic properties that teaching lacks (possibilities of advancement, resources, income, and social/economic status as well as a pleasant work environment) to be prominent. Teaching responds to the desire to work with children authoritatively and responsibly and to contribute to society.

The findings afford two possible courses of action: The first is identifying candidates who indicate a high possibility that the teaching profession would be a suitable and attractive occupation for them. The second is more complex and necessitates dealing with each of the properties of the profession that were found to be lacking in teaching and constitute reasons for rejection by people who could have joined it. ■

5. Symposium: Issues in Teachers' Policy in Israel (H)

Smadar Donitsa-Schmidt

Kibbutzim College of Education, Technology and the Arts, Israel

In the 2011-2012 academic years, a research network titled "Teachers' Policy in Israel" was established as the result of a joint initiative between the Authority for Teacher Education and the Professional Development of Teaching Personnel in the Ministry of Education, headed by Ms. Gila Nagar, and The MOFET Institute. The goal of the research network, which was funded by the Ministry of Education and administered by The MOFET Institute's Research Authority, was to conduct several research studies whose findings would assist the policy makers in improving teachers' recruitment, preservation, and professional development processes in a manner that would respond to the needs of Israeli society.

In the symposium, we wish to present the five studies that were conducted in the framework of the network. ■

6. Supply and Demand of Teachers in the Education System (H)

Smadar Donitsa-Schmidt, Ruth Zuzovsky

Kibbutzim College of Education, Technology and the Arts, Israel

In Israel, as in other Western countries, concerns have been raised as to a possible teacher shortage that will become more acute in the coming years.

The goal of this study was to investigate the issue from the standpoint of schools and regions. The findings associated with the following five research questions will be presented at the conference:

1. What are the reasons for the teacher shortage at the school level?
2. In which periods of the year do principals grapple with the teacher shortage issue?
3. Which factors are helpful in the recruitment of personnel for school teaching?
4. Which methods do principals implement in order to deal with the teacher shortage?
5. What are the principals' opinions regarding the effect of the teacher shortage?

Questionnaires were collected from 72 principals out of a representative sample of 551 schools, and from 71 regional supervisors representing the various regions. A further source of information was teachers' "Wanted Ads" on the websites of the Teachers' Unions, which were documented each month for two years.

Findings indicate that filling teaching posts preoccupies the school throughout the year, particularly during the summer months. The teacher shortage is affected by an array of factors, the main one being demography. The principals employ various strategies to deal with the teacher shortage, but these vary according to supervisory streams and educational stages. They indicated that the teacher shortage affects mainly the quality of teaching and the normal and effective administration of the school. ■

Learners' Assessment

1. Profiling – An Alternative Method of Assessment (E)

Ashley Tobias

The David Yellin Academic College of Education, Israel

Profiling is a multifaceted approach that represents an effective alternative to the assignment of a numerical value for skill, intelligence, progress, and achievement. When evaluating students, most teachers simply assign a grade, which is indeed often all that is required by educational institutions. However, many teachers and most students sense a frustrating disparity between the reductive nature of a simple grade and the complex nature of the student's work.

Profiling is based upon a flexible, predetermined, and coherent set of criteria that are uniquely tailored to a specific field of study and its process of learning. Typically, the method can take into account a broad span of criteria. These

may include multiple intelligences: cognitive, physical, musical, spatial, mathematical, mechanical, and natural. They may also include a range of skills deriving from intra- and interpersonal intelligences: motivation, creativity, imagination, improvisational skill, problem-solving, communicative skills, assertiveness, leadership, managerial skill, ability to work with others, etc.

Profiling is simple to execute, simple to understand, and relatively not too time consuming. It is versatile, since the adjustment of the predetermined assessment criteria enables profiling to be applied to a broad range of fields. Contrary to the vague ambiguity of a grade, profiling provides a very clear indication of those areas in which the student displays skill or strength and those areas requiring effort and attention. Although profiling is fundamentally language based, it can easily be converted into a numerical evaluation, facilitating the rational calculation of a requisite final grade. ■

2. Adapting the Exam to the Subject Matter in a Course on Creative Thinking (E)

Adva Margalio^{1,2}, Shulamith Kreitler³

¹*Lander Institute, Israel*

²*Achva Academic College, Israel*

³*Tel Aviv University, Israel*

The course dealt with teaching the theory and practice of Systematic Inventive Thinking (SIT), which is a specific approach to creative thinking training. This approach is based on maintaining two major conditions – the condition of qualitative change and the condition of the closed world – and on applying the following five strategies that enable a new product to be developed and/or solutions to given problems to be found: unification, multiplication/division, subtract a component, adding a dimension, and breaking symmetry. During the course, the students responded to standard creativity tests (Torrance test, Kogan and Wallach test). However, it turned out that these tests were inadequate for testing the acquired skills of handling SIT problems, which formed the core of this course. Hence, it seemed imperative to develop a test that would adequately match the studied contents and processes so that students would be able to manifest the acquired skills and information. The exam afforded the possibility of choosing problems so as to avoid states of being cognitively stuck. Each problem was divided into several subheadings, so that some of the grade points were awarded for applying thinking tools in regard to the components of the problem, in order to enhance the students' sense of control and efficacy in handling the problems. The students' grades in this tests were higher than those they got on a standard creativity test. The reason for this finding is that the described test has a better matching with the contents studied and the skills acquired in the course. ■

3. From Learning to Learning: The Power of Assessment (E)

Rachel Deitcher

The David Yellin Academic College of Education, Israel

In accordance with constructivist learning theories positing that learning is the building of new understandings on the basis of previous knowledge, dispositions, and experience, the use of alternative assessment practices is crucial to teachers' attempts at supporting students' learning.

Wiggins (1998) and others stress the importance of alternative evaluation practices in allowing teachers to direct their teaching in accordance with students' needs. They point out that in spite of the extra effort and time that these evaluation practices require, their value is such that the extra input is well worthwhile. Through years of experience as a teacher and a teacher educator, I am aware of the demands that are placed on teachers' personal resources. In order for them to adequately assess their students' understanding, user-friendly ways that can be incorporated into everyday classroom learning must be found. The focus on how this can be done as part of the daily mathematics study of a second-grade class was the subject of a participatory action research project aimed to assist me, as teacher-mentor, in my efforts to improve both pupils' learning and their teacher's professional abilities. This presentation will demonstrate some of the practical learning/assessment procedures that have evolved from this work. ■

4. Are Future Teachers Prepared for the Challenge of Learner Assessment? (H)

Fadia Nasser-Abu Alhija^{1,2}, Adi Levy-Verd³

^{1,2}*Tel Aviv University, Israel*

³*Beit Berl College, Israel*

Teachers devote a substantial amount of their time to assessment-related activities. However, do they possess the requisite knowledge and tools for conducting proper assessment, particularly in face of the challenges of the postmodern era? The purpose of the current study is to describe beginning teachers' assessment literacy and to examine the relationship between assessment literacy and three variables of teacher training relevant to this domain. Participants were 327 new teachers (187 inductees and 140 in-service). Data were collected using a questionnaire administered in ten teacher training colleges, interviews with 11 teachers, analysis of 18 syllabi, and a test in "assessment literacy".

Results revealed poor assessment literacy among new teachers, who on the average provided correct answers to only 47% of the test questions, indicating failure to meet the expected standards. Participants reported acquiring little knowledge about topics of assessment during training, despite the fact that the analyzed syllabi included these topics. About one-third of the participants reported they had not attended any course on assessment; 85% did not practice assessment during their teacher training. Although teacher educators apply different types of assessment procedures, summative tests were the most common, and engaging students in the assessment process was rare. Acquiring knowledge about assessment, practicing assessment, and modeling by teacher educators accounted for 41% of the variance in assessment literacy. This study provides empirical information regarding an under-researched area and provides policy makers with practical recommendations as to proper ways for training teachers in assessment. ■

5. Significant Evaluation as a Supportive Tool of Significant Learning – Presenting the S.K.H. Model (H)

Yael Steimberg¹, Eyal Ram¹, Yael Bone²

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During the last two years, a program for pedagogic change has been operating in Holon. It includes both the establishment of a new school in the spirit of High-Tech-High, as well as the integration of change processes into existing schools. The method of learning in this process of change is Project Based Learning. Parallel to the development of the various study programs, an evaluation model was developed; its principles are in keeping with the main principles of the program: relevance, choice, diversity, sharing. This model, set to support the learning process, emphasizes three central dimensions of learning and evaluation: Skills, Knowledge, and Habits. Each one of these dimensions contains different components; altogether, they serve as a basis for evaluating learning. The dimension of "skills" relates to a large variety of skills that are expressed in the learning process, such as: communication skills, social skills, technological skills, and more. The dimension of "knowledge" relates to levels of knowledge in the area of knowledge that is taught. Finally, the dimension of "habits" relates to behavioral habits and to habits of mind. The evaluation process stresses the use of various evaluation tools, evaluation partners, and an evaluation schedule. During the first year of establishing the new school in the spirit of High-Tech-High (2011), the educational team began using this evaluation model. In the session, we would like to present the model and its modes of implementation in practice, and receive feedback from the various evaluation experts who will be present around this "round table". ■

Music, Games, and Physical Activity in Teaching

1. Pedagogical Uses of Technology in Physical Education: The TPACK Framework (E)

Susana Juniu

Montclair State University, USA

Effective preparation of teachers to use educational technology has been a topic of extensive debate for researchers (Liang, Walls, Hicks, Clayton, & Yang, 2006; Koehler & Mishra, 2008). Questions such as how to teach a subject matter with technology in a pedagogically appropriate way, and how pre-service teachers can develop the knowledge base to design and implement technology-infused lessons in education are often addressed when discussing the efficacy of education programs to prepare teachers to use technologies in their practice (Kirschner & Sellinger, 2003). For teachers, it is not sufficient to discuss technology integration in generalized terms or to attend a traditional workshop to acquire basic technological skills; rather, what is most needed is a holistic approach such as the *Learning Technology by Design* (Koehler & Mishra, 2005) model that combines practical knowledge of technology tools with a pedagogical understanding of how such technology can support problem solving and enhance collaborative learning.

These approaches create a learning environment that promotes learning by doing, constructing, reflecting, and visualizing, and facilitates problem-solving activities while learning from a student's perspective (Juniu, 2005). Most significantly, by participating in the design process, teachers build something that is sensitive to the subject matter and specific to the instructional goals (Koehler & Mishra). This presentation examines the Technological, Pedagogical, and Content Knowledge (TPCK) model as a theoretical framework (Koehler & Mishra, 2005) in the integration of ICT as teaching aids in physical education teacher preparation programs to understand how to represent subject matters with technology in pedagogical ways. ■

2. Playing and Learning: Can These Two Not Go Together Unless They Have Agreed to Do So? (E)

Chaggit Gvaram

Pedagogical Solutions, Israel

We can define learning as an increase in the ability to operate effectively. Effective and meaningful learning occurs when people construct their own knowledge for themselves, in an active, experiential way that connects to their own personal situation and background. This kind of learning contrasts with learning by recovering or retrieving the knowledge of others. For this reason, interactive games can become a crucial and natural tool for experience and learning, and can be the key to creating such meaningful learning situations in schools.

Moreover, children and adults view games as a tool for emotional, social, physical, and moral development and a main approach to socialization.

According to the Games for Learning Approach, any moment at school can become an experiential, educational, and ethically instructive experience once the game process is integrated into activities ranging from the construction of the School Code to establishing teacher-student agreements, and continuing to the traditional curriculum of the school.

The educational model that I have developed ("learn and teach with pleasure") sees students as a collection of individuals, each of whom has a different style for receiving and processing information. The model allows the teacher to match the games to all learning styles; the use of the games then creates experiential learning.

In my lecture I will present my model and explain how games can be used in every area of school life. ■

3. Tangram-Based Puzzle Game as a Means of Developing Geometrical Thinking (H)

Huda Shayeb^{1,2}, Michal Tabach²

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²Tel Aviv University, Israel

The Ministry of Education recently published a mathematics curriculum for pre-school classes, including teaching geometry as one of three major knowledge domains for kindergarten children (2008). Specifically, the curriculum refers to teaching triangles in kindergartens. The current research aimed to examine and compare kindergarten children's learning of triangles in technologically- and non-technologically-supported environments through the use of the Tangram-based puzzle game.

Research design included two research groups and two control groups. All children went through pre and post 15-minute interviews. Children from the research groups participated in three semi-structured interviews of 15 minutes each. The difference between the research and control groups resided in the environment in which the interviews took place: a computerized or tangible environment. The research sample included 23 kindergarten children aged three to five, native Arabic speakers, living in the center of the country.

The analysis reveals two major findings. First, a change occurred in identifying triangles and reasoning about them (based on Van Hiele levels) among research children as compared to control children. Second, progress was achieved by both groups; however, it is not possible to determine its significance due to the small sample size. Therefore, the researchers recommend conducting a larger-scale research study to investigate the Tangram-based puzzle game's effect on developing kindergarten children's thinking in different environments. It was also recommended that kindergarten teachers receive some training in this domain. ■

4. Cultural Diversity as Reflected in the Musical Repertoire of Teacher Educators in an Interdisciplinary Teaching Program (H)

Lea Marzel, Zipi Zelkovitz

Kibbutzim College of Education, Technology and the Arts, Israel

Israeli society is both socially and culturally heterogeneous. Its education system reflects the political and social balance of power amongst the various players and institutions and is therefore informed by the values of the dominant forces in society. Music education reflects social behavior, since music is a social product. This study focuses on cultural approaches implemented in various teaching methods that are employed by music educators who most influence the students. This research aims to examine and evaluate positions, beliefs, opinions, and perceptions amongst music teacher educators, and it focuses on the music repertoire implemented in their teaching methods and its adaptation to the cultural diversity of Israeli society. The findings were based on questionnaires completed anonymously by 35 music teacher educators in colleges and universities. The study points to a few main themes: (1) the current status of music teaching education; (2) the declared positions of teacher educators concerning this subject; (3) the discrepancy between the declared positions and the actual teaching situation. The findings suggest that music teacher educators tend to use mostly artistic Western music and Israeli music (which is also Western music). We have found a significant discrepancy between the current status and the declared positions; there is no cooperation between the Ministry of Education and institutions of higher education. According to this study, multicultural music education is familiar to music teacher educators, but not at all structured as part of the music education curriculum, as it should be. ■

5. Physical Activity for the Improvement of Children's Bone Health: The "Ganim" School Model in Ganei Tikva (E)

Ester Goldstein

The Zinman College of Physical Education and Sport Sciences at The Wingate Institute, Israel

Children in the 21st century sit for many hours each day watching TV and operating computers. Such a routine obviously minimizes their physical activity. In order to make them move more and somewhat neutralize the damage caused by sedentary habits, the institutions dedicated to developing and nurturing physical activity have set up relevant training programs for physical activity. Most existing programs focus on various psycho-motor aspects of children's development such as learning physical skills and improving age-relevant fitness. The common denominator of all those programs is the attention devoted to activating muscles to create a movement-enabling system. This focus is important but insufficient. Studies indicate that it is also possible to influence bone health and development through targeted physical activity. An educational early-bird program for developing bones and bone health is a 2007 Ministry of Education program for children aged 4-8. A model intended to improve children's bone health was implemented in the "Ganim" School in Ganei Tikva. This model comprises four parts: (1) a study of bone health among second- and third-graders; (2) homework for children within the school homepage; (3) preparation of multiple-entry tickets in classroom and schoolyard; (4) a new movement environment in the schoolyard that stimulates bone health, namely, painting activity stations in the schoolyard and on school walls. ■

Neuroscience Language and Learning

1. Cultural Neuropsychology: An Optimistic View on Learning and Teaching (E)

Bella Kotik-Friedgut

The David Yellin Academic College of Education, Israel

Brain flexibility and the interaction of neurobiological and sociocultural systems are an integral part of the discussions concerning the dilemma of biological vs. social in human psychological processes, especially in relation to learning and development. This presentation will discuss the cultural-historical approaches developed by Vygotsky and Luria as roots of contemporary cultural neuropsychology. Systemic-dynamic Lurian analysis of the working brain is based on the Vygotskian concept of higher mental functions. As mediators (material or symbolic) are considered to be intrinsic components of higher mental functions, the Vygotskian principle of the extra-cortical organization of psychological processes is fundamental in the development of Lurian neuropsychology.

According to Vygotsky, the role of external factors (stimulus-mediators, symbols) in establishing functional connections between various brain systems is, in principle, universal. However, different mediators and means, or significantly different details within them (e.g., the specific writing system, the strategies used in spatial orientation, etc.), may and in fact do develop in different cultures. Modern developments based on research using new neuroimaging techniques, which confirm the appropriateness of these approaches, will be presented. The development of new media and new virtual ways of communication also need to be considered as factors influencing brain development and functioning. Main aspects of the discussion will be focused on: (1) brain plasticity as a basic factor providing basis for impact of environment and education; (2) cross-cultural neuropsychological research; (3) neuropsychological aspects of literacy and illiteracy. ■

2. Connecting the Mental Model of Learning and Teaching to Educational Neuroscience Knowledge (E)

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In this presentation, we demonstrate an innovative approach to teachers' professional development by means of applied neuroscience courses for M.Ed. students in early childhood education. Such knowledge attempts to change the cognition of these student-practitioners by the study and understanding of neuroscience. These intensive courses address the developmental aspects of literacy from the womb to the early years, emphasizing motor and cognitive development as crucial to the development of the literary brain. We hypothesize that the students' mental model of what learning is, while being a default one, can be changed by an understanding of the brain and its neuroplasticity. This new scientific approach, which addresses their experiential world both as learners and as teachers, is grounded in the field via the filter of neuroscience, and reverts to the field. These circular cognitive processes, combined with new professional understanding and development, enable these practitioners to break through their fixed mental model of how learning accrues. Our working hypothesis contends that the student-practitioners' experience in changing their own learning mental model occasions a re-evaluation and transformation of their mental model of teaching. In other words, knowledge of neurogenesis and how the brain develops causes the changes in the student-practitioner's mental model of teaching that are necessary to create a brain that will sustain literacy acquisition in later years and facilitate lifelong learning. The contribution of this approach would provide data for this newly emerging field of pedagogical neuroscience. ■

3. How Do Cognitive and Linguistic Factors Relate to Reading Ability in Arabic? A Behavioral Study across Grades 1 to 6 (E)

Ibrahim Assadi

The College of Sakhnin, Academic College for Teacher Education, Israel

The main research objective of my thesis was to examine how reading in Arabic develops while relating to unique linguistic characteristics (*diglossia* and orthography). In addition, the question of the extent of the effect of cognitive factors (visual perception, verbal memory and the speed of processing) and linguistic factors (phonology, orthography, morphology, semantics and syntax) on this process is raised, while focusing on three separate components: decoding, fluency and reading comprehension.

Participants were 1305 elementary school students (1st to 6th grade) from 23 schools. The research tools included a word reading task (accuracy and fluency) and a reading comprehension task as cognitive and linguistic tools.

On the *decoding level*, the memory was the only cognitive functioning that contributed to this basic ability. The linguistic contribution in predicting the decoding came principally from the phonological and the orthographic indexes.

On the *fluency level*, the main cognitive contribution came from the speed of processing and from the memory. The main linguistic contribution to the fluency came from the orthography.

The main contribution to the comprehension prediction came from the language domain (semantics and syntactic). In the discussion section we analyze the findings while relating to models that deal with reading development, and with a modularity aspect and with the hypothesis of a "transparency-by-modularity" interaction. In addition, the research provides evidence indicating a certain difficulty in the process of acquiring reading in the Arabic language.

This research provide a tentative answer to our question: "Why is reading acquisition by Arab children more challenging?" ■

4. The Science of Teaching and Learning: What Can We Adopt from Brain Research for Education? (E)

Dvora Cohen, Efrat Furst

Davidson Institute of Science Education, Israel

Learning and teaching have been at the center of attention of society for centuries; their practice was based on separate disciplines. Cognitive neuroscience, a relatively young and rapidly developing field, provides information that may be extremely useful in education, since understanding the neural mechanisms underlying human behavior may help us shape teaching and learning in a more effective way. The alignment of neuroscience and education and related sciences occasions a partnership frequently termed Neuro-Education, whose objective is to create a better understanding of how people learn and how this information can be applied to education. Nowadays, there is global concern about education in the 21st century. Rapid changes occur in society, and there is a demand for quality teaching. We developed and gave an intensive course in order to introduce the main ideas in cognitive neuroscience as well as some strategies that are applicable to education. We gathered a group of 33 science and mathematics teachers for a four-day introductory neuroscience course and highlighted research directions and findings focused on issues relevant to teaching and learning, such as attention, memory, and the adolescent brain. Time was devoted to discussing and processing this knowledge from the perspective of the teachers' own practical experience as well as devising ways to facilitate its use in classroom. Evaluation of the course reflects a sense of interest and relevance. Teachers mainly expressed the need for continuity and their readiness to implement the knowledge in their own teaching. This approach contains barriers as well as great opportunities for promoting quality and effective teaching. ■

5. What's the Matter with States of Matter? Dealing with Misconceptions about Scientific Topics that are Used in Daily Life among Elementary School Teachers (E)

Tirza Gross, Elvira Bar

The David Yellin Academic College of Education, Israel

The shortage of professional science teachers in Israeli elementary schools and the structural conceptual difficulties in teaching science may increase the prevalence of misconceptions about basic science issues even from everyday life among elementary-school teachers. "States of matter" is an example of such a topic. While misconceptions about states of matter were researched quite in-depth with school students, there is not enough parallel updated data on misconceptions among teachers.

This study was conducted in order to identify misconceptions about everyday life using scientific themes such as "states of matter" among teachers in various stages of training (N=70). Data was collected using both quantitative (20-item instrument test in a pre-test-post-test design) and qualitative (semi-structured interviews with purposefully selected students) methods. All responses were analyzed with respect to various categories of misconceptions.

The findings revealed some significant misconceptions prevalent among more than 50% of the teachers in the various stages of training, some of them also found in previous studies with pupils.

Further, the effectiveness of a specially designed intervention on "states of matter" was tested. A t-test analysis of paired-samples showed that the teachers experienced significantly higher results in the post-test than in the pre-test, thereby confirming the efficiency of the intervention program in facilitating the understanding of "states of matter".

Although the use of various non-experimental teaching strategies had a positive effect, greater impact was achieved using real laboratory experiments and demonstrations, which thus pointed to the need to introduce scientific materials in a more visual and practical manner. ■

Pedagogy and Professional Development

1. Analysis of Professional Development Programs for Teachers in German-Speaking Lower Secondary Schools in South Tyrol and Analysis of the Types and Impact of the Different Professional Development with TALIS Results (E)

Maria Ventura

UIL-SGK Bozen/Bolzano, Italy

This paper is an analysis of professional development programs and their actual attendance levels by teachers at German-speaking lower secondary schools in the trilingual South Tyrol (Italy). I also analyzed the general aspects concerning the professional development of teachers in an international context.

Theoretical background:

The requirements to become a teacher have changed several times in recent years, and the needs of teachers are also changing. Every year, our teachers have the opportunity to choose their type of professional development free of charge. My analysis focuses on the professional development undertaken by teachers in South Tyrol, and compares some tendencies with the OECD in TALIS collected data.

Research methodology:

I conducted library research and collected data about professional teacher training courses in South Tyrol. I analyzed four aspects of the courses: content, number of participants, gender, and age.

Empirical results:

Young teachers prefer professional development programs dealing with the use of new methodologies in the classroom and the support of students with special learning needs.

Older teachers prefer to work in the administration and try to leave "traditional" work in the classroom. Thus, they choose courses to improve students' concentration and motivation to learn.

In professional development courses concerning social problems in the classroom, there are almost only young female teachers.

TALIS shows that the greatest professional need is learning how to handle differences in student learning styles, and that individual and collaborative research is the type of professional development with the largest impact. ■

2. Teaching Student Teachers How to Conduct Discourse in Class (E)

Esther Cohen-Sayag, Amnon Glassner, Nurit Nathan, Esther Vardi-Rath

Kaye Academic College of Education, Beer-Sheva, Israel

The study examined long-term interventions to foster the skills of conducting classroom discourse among pre- and in-service teachers at a college of education.

Discourse theories emphasize the importance of knowledge construction by dialogue with others (Applebee, Langer, Nystrand, & Gamoran, 2003; Henning, 2008; Wegerif, 2006). Following these theories, we designed a course by: (1) modeling three discourse types: knowledge expansion, knowledge construction from texts, and argumentative discourse; (2) conducting discourse with colleagues; (3) documenting and analyzing the discourse.

Nineteen in-service and 21 pre-service teachers participated in the course for the duration of two years. Data gathering was based on pre-post documentation of discourse with children in a school setting conducted by the students. In addition, the students mapped and explained the term "good instructional discourse".

Seventy-one categories of discourse acts were identified, relating to five facets of discourse: giving feedback, allocating turns, questioning strategies, postponing teachers' reactions, and meta-pragmatic comments.

Conceptual and behavioral changes were identified among the participants after the course: they asked more 'response questions'; there was a decrease in the number of 'planned questions' and an increase in 'substantiated feedback'; the participants used less turn allocation and more free-turn speaking; they decreased their involvement during the discourse and allowed more time for pupils' thinking.

These results indicate that teachers can change their discourse approach and manner of conducting discourse in class. ■

3. How Classroom Teachers Help Construct Professional Reality for Pre-service Teachers (E)

Ken Stevens

Memorial University of Newfoundland

The *rationale* for this three-year research study had two dimensions: the integration of theory with teaching practice, and the integration of physical and virtual learning environments. It sought to answer two questions: (1) Can teaching practice assist understanding of educational theory? (2) Can the digital school environment in which pre-service teachers will be employed be used to enhance their professional education by linking practicing teachers in schools with pre-service teachers in university courses? The first question was considered in relation to selected practicing teachers who volunteered to become Professional Associates of the university's Faculty of Education, in which role they engaged directly with pre-service teachers. The second question was considered within the concept of cyber cells – face-to-face groups that invite participation by virtual visitors (Stevens & Stewart, 2005), enabling pre-service teachers in face-to-face university courses and virtual teacher visitors from schools to engage in discussion and reflection about issues of mutual professional interest.

In the third year of the program (2009), pre-service teachers were asked the same question in a further questionnaire. Their responses indicated that Professional Associates had:

- High Value (N=33) 62%
- Moderate Value (N=19) 36%
- Neutral (N=1) 2%
- Low Value (N=0)
- No Value (N=0)

Pre-service teacher responses provide *evidence* that teaching practice assists understanding of educational theory in intermediate–secondary university courses and *contribute to professional knowledge* through face-to-face examination of issues common across subject areas by engaging selected Professional Associates from schools. Collaboration between pre-service and practicing teachers enabled real-life classroom experiences to be shared and gave the former a sense of the immediacy of classroom life that awaited them at the conclusion of their one-year graduate program. ■

4. How Do Mentor Teachers Perceive Their Role? Does It Matter? (E)

Shosh Leshem

Oranim Academic College of Education, Israel

Although mentoring student teachers and novice teachers constitutes a critical factor in teacher education programs, little emphasis has been placed on the mentors themselves, particularly in relation to their own professional development and the construction of their identities. Does it really matter? This study investigates two groups of mentors: one group of 15 mentors who received professional training, and one group of 13 mentors who did not receive any professional training. The research questions address the manner in which mentors perceive their role, the preparation they receive in order to serve as effective mentors, and their professional needs.

The study is located within the inductive interpretative paradigm. It is part of a larger study that investigates the professional identity of the mentors. Two open-ended questionnaires were distributed to mentors from both groups. Semi-structured interviews were then conducted with the two leaders of the mentoring course, two mentors from the group not participating in the professional development course, and two mentors from the participating group.

The study illuminates essential aspects of the mentors' role perception and the impact of mentoring education on the professional identity of mentors. The implications are that low involvement in professional development workshops could be linked to the uncertainty in mentors' own self-perception as mentors. How mentors perceive their roles does matter if they wish to gain the recognition of significant others within their institutions. Likewise, schools need to provide a supportive culture that is fundamental to identity construction. ■

5. Teacher Education: What Is the Role of a Steering Committee in Professional Development Schools? (E)

Aviva Klieger, Tili Wagner
Beit Berl College, Israel

The purpose of this study is to examine the process of implementing the policy held by the steering committee in the PDS (Professional Development School). The steering committee is one of the organizational structures established in the PDS in order to build and develop a partnership between an academic institution and schools. No studies dealing with the conduct of the steering committee in the PDS were found. Therefore, the uniqueness of the present study lies in the fact that it examines processes in the steering committee as an advisory body of the teacher education processes in the PDS and the development of the discourse between the college and the schools.

The partnership between 13 secondary schools and a college in Israel was examined. The research is a qualitative study which uses the protocols of the steering committee that were held for 10 years. Content analysis of the protocols was conducted, yielding three categories relating to the content of the discourse that took place: partnership, ownership and involvement, and quality. The findings indicate changes that occurred in the content discussed – from focusing on procedures to focusing on the needs of the partners, from *ad hoc* problem solving to a long-term design, and from passivity to activity on the part of the schools' representatives. Over the years, the steering committee became significant in leading the policy in the PDS. The findings reinforce the importance and contribution of the steering committee in structuring the partnership. ■

Professional Development of Teachers

1. The Processes of Professional Development that Take Place in a Group of Pedagogical Advisors in the Course of Cooperative Learning Sessions (H)

Smadar Galili
The David Yellin Academic College of Education, Israel

Research question: **What are the processes of professional developments that take place in a group of pedagogical advisors in the course of cooperative learning sessions?**

The purpose of this study is to learn about processes of professional development in a group of pedagogical advisors in the elementary school department during cooperative learning sessions.

Methodology: The learning processes of the pedagogical advisors were studied by means of an Action Research.

These processes were planned in cooperation with the advisors, and included the following stages:

Deciding on the subject for cooperative learning; initial planning and preparations for the cooperative learning sessions; implementation of the cooperative learning sessions, including assessment processes and changes implemented in their wake.

Participants in the study: Seventeen pedagogical advisors in the elementary school department who participated in cooperative learning sessions of the department for two years, and myself, the researcher, the head of the department.

Research tools:

In-depth interviews

Participatory observations

Written feedback

A reflective journal

Findings and conclusions:

The learning processes and professional development of the group of pedagogical advisors during the cooperative learning sessions had several characteristics of a learning community: mutual responsibility for student learning and the professional development of the advisors, openness and cooperation, the formation of ties of trust, mutual respect, and support between the advisors and the head of the department. In addition, the learning sessions seem to have expanded and deepened a shared professional language among the group of advisors.

The findings of the study are likely to help the learning processes and development of pedagogical advisors in various training programs by presenting a rich potential of professional development along with difficulties and obstacles. ■

2. Pedagogical Workshop for Improving Literacy Awareness (H)

Hadas Huber

Bar-Ilan University, Israel

The research aim was to develop a pedagogical workshop for improving, cultivating, reinforcing, and instilling literacy awareness as well as examining the connection between developing students' literacy awareness and increasing the learning level in elementary schools. The theoretical framework of the research is presented in the "Learning for Understanding Model", which serves as a road map. The study employed mixed methods. The research was conducted on sixth-grade students: 115 students as are search group along with 12 randomly selected parents, and a control group of 63 students. Data gathering occurred at three points in time: before, during, and after the workshop. The research instruments were a reading comprehension test, a closed questionnaire, and an open-ended questionnaire. Portfolios and written reflection were also collected, along with open interviews with parents whose children had participated in the workshop. Results showed that self-awareness of learning processes improved students' achievements in reading comprehension and in items of reading comprehension dealing with higher-order thinking. Furthermore, the program contributed to the development of higher levels of metacognitive awareness, self-efficacy and self-regulation, and engendered a positive change in the students' functions and learning habits. The importance of the research is the creation of an infrastructure for a quantitative examination of the effectiveness of the "Self-Awareness of Learning Processes" program, as well as of a theoretical infrastructure to provide a holistic response to the fostering of learning through a combination of conditions that facilitate and cultivate literacy awareness in order to increase learning for understanding. ■

3. Making Talk Visible in the Use of Teaching Dialogue (H)

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²*Mandel Leadership Institution, Israel*

Although talk is the most frequent activity in classrooms (Alexander, 2010), it is usually conceived as something that is obvious and transparent. *Ways of Talk* (Mercer et al., 1999) and *Talk Moves as Tools* (Michaels & O'Connor, 2011) are new initiatives, reclaiming talk's crucial educational role; they are not part of the current curricula that ignore dialogic talk. Traditional instruction is also in sharp contrast with recent literature, which stresses the importance of argumentation to reasoning (Schwarz, 2009). In other words, traditional instruction seems to be inalterable despite the 'dialogic turn' (Holquist, 1990) and the central constitutive, epistemological, and existential role played by dialogue in the formation of the self (Wegerif, 2007).

This resistance to change is understandable, however. When teachers try to engage directly with student's talk, they face serious challenges: (a) students' unawareness of the communicative medium and its relation to thinking; (b) tension between dialogue as a vehicle for (disciplinary) learning and dialogue as an end in itself; (c) the fact that talk leaves no clear traces to refer to. In order to build upon students' past contributions, they need to become visible, referable objects.

The present research describes the design and implementation of a year-long eighth-grade humanities curriculum aimed at making students' dialogue visible. The design combines technological tools, content knowledge, extensive practice of talk in varied structures, and reflection sessions on past extracts of talk. The research evaluates the aforementioned pedagogy and highlights its significance to the enterprise of introducing dialogue as a goal in itself. ■

4. The Uniqueness of Female Arab Students' Professional Development in Israel (H)

Sehrab Masre, Nasreen Haj Yahia

The College of Sakhnin, Academic College for Teacher Education, Israel

Little has been done to explore the uniqueness of professional development process among female Arab students in Israel. Mostly, these students start their professional path at an early age, without any previous employment experience or consolidated self-identity, while still living with their families and financially supported by them. Those unique characteristics reduce the capabilities of the female Arab students. In recent years, colleges of education have instituted special training programs that promote personal growth and nurture the students' emotional and social skills. The lecture will present study findings that examine an innovative training program for female Arab students which contributes to their personal and professional growth. The study population comprises 70 female students who participated in this program during the first year of their studies. A combined quantitative and qualitative study, including structured questionnaires and in-depth interviews, will evaluate the students' abilities for emotion management, self-regulation, conflict management, and decision making in two phases: before the start of the program and after its completion. On the theoretical level, it will deepen the knowledge of the uniqueness of the professional development process in female Arab students in Israel. On the practical level, it will serve as an indication for teacher educators regarding the effective ways of training future teachers, while paying attention to their unique personalities. As mentioned above, the lecture will present the major study findings and discuss their implications. ■

5. Why Now? Choosing Teaching as a Second Career (H)

Ronit Pastor, Shosh Veitzman

Oranim Academic College of Education, Israel

In recent years, society has witnessed a change in the traditional pattern of careers. Many individuals no longer simply complete their formal education, enter a chosen career, develop highly specialized skills, and remain in that career until retirement. Rather, ever more commonly many people pass through a variety of occupations throughout their lives. Some people move through several professions or occupations. Those who leave occupations unrelated to education and enter teacher preparation institutions, becoming teachers in the public and private school systems, are known as second- or mid-career teachers.

Because of the growing presence of second-career teachers in the educational infrastructure, their professional life cycle should not be ignored. It is important to address the developmental needs of these teachers in their workplace. Just as novice teachers need to be supported, inspired, and encouraged, second-career teachers also need to flourish in their newly-chosen work environment.

This study is a result of the rise in the demand among non-educational professionals for a career change to teaching. It investigates why one chooses to teach as a second career, and examines the motives and the needs as stated by the candidates regarding the content of the training program.

The data indicate that the previous career experience of second-career teachers can be better harnessed by creating differentiated training and development programs that build not only on their competences, but also extend and involve personal and life goals. Such programs may require less focus on content area background and more emphasis on creating links with and deriving meaning from prior experience. The emphasis should rest on presenting the more human dimensions of teachers' responsibilities, as in the presentation of subject matter to school-aged learners in meaningful and appropriate ways. ■

Science Education Pedagogy

1. Computerized Environment for Inquiry-Based Learning in Science for Junior High School (E)

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E-Learning environments contribute to the teaching and learning process if the integration is done within the framework of proper pedagogy.

We present an overview of an e-learning environment in the Moodle (Modular Object-Oriented Dynamic Learning Environment) platform, MOT-TEC, which was developed by experts in science education, pedagogy, and technology in partnership with teachers. MOT-TEC integrates contents from the new middle-school curriculum in science, with explicit teaching of higher-order thinking and learning skills, through interactive tools including simulations, video, and digital games. This environment aims to support the teaching and learning of key topics and skills in science at middle-school level. It is based on constructivism theory, helping both students and teachers to learn skills for intelligent use of information and technological communication.

We shall demonstrate how the MOT-TEC environment provides teachers with many interesting tools to improve the teaching-learning process, and encourages students to reinforce their abilities and knowledge in a friendly and stimulating manner, engaging them in a fun, familiar, and modern environment where much of their daily non-school activities take place. Finally, we shall show some evidence for the influence of this environment on teachers' and students' attitudes toward science learning. ■

2. Motivational Aspects of Science and Math Teaching (E)

Lea Valentina Lavrik

Lifshitz College of Education, Israel

Students often perceive science and math lessons as a collection of boring tasks aimed at improving problem-solving techniques. Getting them to understand that science and mathematics are related to life is the goal of our project, "Science Alive". We chose tasks corresponding to a certain mathematical structure from science. For instance, some of the questions of genetics are connected to the probability theory; measuring distances in astronomy – to plane geometry; problems of motion in physics – to the elements of differential and integral calculation and differential equations; hydrodynamics and electricity – to vector calculation. It is quite reasonable to introduce mathematical ideas to students in physics labs, for instance, measurement of the object and its shadow and the distance between the source of the light using similarity of triangles; fluids' flux study using vector field notions, etc. Within a few months, in math lessons, our students become involved once again in solving mathematical problems, this time with physical content. Our investigation of the students' emotional state is based on the probabilistic prognosis theory in a learning activity. Probabilistic prognosis or probabilistic prediction is the ability to predict the forthcoming events, the next situation on the basis of the past experience and the current situation. College science students and high-school students took part in the lessons. Questionnaires and videotape recordings have shown the positive shift of students' interest to math and their increased activity in math lessons. Cognitive motivation and didactic perspectives are discussed. ■

3. Scientific Argumentation in Earth Sciences amongst Students from Colleges of Education (H)

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The current research focuses on the difficulties of college students in constructing scientific arguments in Earth sciences and in developing tools to contend with these difficulties. To construct an argument, one needs to present observations, draw conclusions from them, and provide reasoned explanations linking observations and conclusions. The sample comprised students from three colleges of education who were tested by quantitative and qualitative tools before and after studying an earth systems-based program. The analysis of the students' arguments indicated that following the learning, over 90% of them significantly improved their ability to differentiate between observations and conclusions. However, only 28% of the students managed to write scientific arguments that included the reasoning component. The analysis of students' perceptions of learning and its goals yielded two groups. The first (70%) was characterized by students who perceived learning only as a tool for gaining information. This group does not perceive high-order thinking skills as tools that can enable them to achieve their study goals. The second group (30%) was characterized by students who were motivated by interest and perceived learning as a means to improve their abilities. Significant improvement in systematic thinking and argumentation was found only among students from the second group. Following the findings of the first stage of research, meta-cognition activities were developed to help students understand the nature and importance of the reasoning component and reconstruct their thinking process during their scientific research. Findings show that these tools significantly improved the students' argumentation skills. ■

4. A Teacher-Centered Course (E)

Royi Lachmy, Yoni Amir

Davidson Institute of Science Education, Weizmann Institute of Science, Israel

Math classes in school are typically concerned with subject matter knowledge. Teacher in-service training courses, on the other hand, should be primarily concerned with pedagogical knowledge (according to Shulman's terms). Usually, teachers in such courses lack a central element for a meaningful pedagogical activity – their students. We therefore designed a *teacher-centered course* for teachers' professional development, using technology in order to overcome this hurdle.

For the last two years, we have conducted this teacher-centered course in the context of integrating technology into math classes. As part of the course, teachers were asked to enroll their students in a learning management system (Moodle) and engage them in inquiry-based math activities within a specially designed environment based on asynchronous forums and technological devices such as Geogebra. In this way, the teachers were pedagogically active with their students during the course and experienced the integration of technology into their classes in real time. The course instructors could observe the teachers' pedagogical attitude and perform the appropriate intervention in real-class scenarios.

During the course, we witnessed pedagogical shifts in teachers' attitudes toward employing more inquiry-based learning, moderating more student-centered discussions, reducing knowledge authority, and integrating more technology into their lessons – all of which are desired outcomes in recent pedagogical trends.

In conclusion, we may argue that such a course implements a constructivist approach in teacher education in which the progression of the course is dependent on teachers' pace and initiation. We also hypothesize that participating in *teacher-centered courses* leads teachers to advocate more *student-centered learning*. ■

5. Enhancing Students' Understanding of Protein Structure and Function via Model-Based Learning and Animations (H)

Rania Hussein-Farraj^{1,2}, Miri Barak²

¹*Al-Qasemi Academic College of Education, Israel*

²*Technion – Israel Institute of Technology, Israel*

This paper describes a study conducted in the context of chemistry education reforms in Israel. The study examined a new biochemistry learning unit that was developed to promote in-depth understanding of 3D structures and functions of proteins and nucleic acids. Our goal was to examine whether and to what extent teaching and learning via model-based learning and animations of biomolecules affect students' chemical understanding, and to explore the experimental teachers' attitudes toward the use of Computerized Molecular Modeling (CMM). Applying the mixed methods research paradigm, pre- and post-questionnaires as well as class observations and semi-structured interviews were employed in the collection, analysis, and interpretation of data. The research population included 175 twelfth-grade students divided into three research groups: (1) hands-on exploration of animations, (2) teacher's demonstrations of animations, (3) traditional learning using textbooks. In addition, the research included five chemistry teachers who integrated CMM as part of their teaching.

Findings indicated that the integration of model-based learning and 3D animations enhanced students' understanding of protein structure and function and their ability to transfer across different levels of chemistry understanding. Findings also indicated that teachers' demonstrations of animations may enhance students' 'knowledge' – a lower-order thinking skill; however, in order to enhance higher levels of thinking, students should be able to explore 3D animations on their own. Experimental students and the teachers found that learning and teaching via CMM is interesting and motivating, and that it permits a better understanding of the spatial structures of macromolecules. ■

Small Groups as a Suitable Context for Learning: Multiple Perspectives

1. Small Groups as a Suitable Context for Learning: Multiple Perspectives (H)

Clodie Tal

Levinsky College of Education, Israel

Small groups long been recognized as a teaching format that enhances meaningful learning in schools (Sharan & Dov, 1990), and in preschools (Sum Kim & Farr Darling, 2009). Furthermore, small group teaching has been included in the "Ofek Hadash" (New Horizon) reform recently instituted in preschools in Israel. The small group format including collaboration and a dialogic discourse among diverse pupils is founded on the socio-cognitive theory of learning. Implementation of small group learning in the daily practice in preschools is infrequent, particularly with respect to dialogic discourse (Wasik, 2008). Elbaz-Lubich (2010) suggests that reforms are seldom implemented in ways that succeed in translating core pedagogical ideas into everyday practice because teachers tend to assimilate instructions related to reforms into their existing perceptions.

Hargreaves and Fullan (1992) suggest that in order to implement reforms more truthfully, we need to understand their meaning in the eyes of the teacher-practitioners. Following these authors, the staff of the ECE Department at the Levinsky College initiated a series of studies intended to disclose interpretations related to small group learning and social processes of senior and beginning teachers (Tish et al.). A second study by Anat Ben Shabat et al. focuses on factors perceived by senior and beginning teachers as facilitating rather than hindering regular group learning. A third study by Tamar Ber et al. focuses on social processes related to small group work as perceived by student teachers. ■

2. Small Group Learning in Preschools: How Do Senior and Beginning Preschool Teachers Interpret and Practice Small Group Learning? (H)

Sigal Tish, Pninat Tal, Miri Israeli, Yehudit Nadler
Levinsky College of Education, Israel

This study explores interpretations of senior and beginning preschool teachers in relation to small group learning. The key assumption underlying this study posits that the teachers' interpretations reflect their dispositions and are expressed in their daily practice related to small group learning. In light of the socio-constructive approach, small group learning allows for interactions between the children and for opportunities to express ideas for productive cognitive conflict. In these situations, children experience the joy of seeing their own knowledge enriched and elaborated on by the contributions of others through communication and exchange. Through this process, both individual and group thoughts develop and become more sophisticated. Furthermore, knowledge develops more within a context of diversity than in one of homogeneity (Kim & Darling, 2009). Thus, with the 'Ofek Hadash' (New Horizon) reform, recently instituted in the Israeli educational system, small group learning has been prescribed but not always implemented as a key element of the everyday work in preschools.

In this study, a qualitative-interpretative methodology was employed to explore participants' interpretations of small group practice. Findings are extracted from in-depth interviews with eight preschool teachers – four senior teachers and four interns who are either field mentors or students at Levinsky College of Education. Initial findings show that senior preschool teachers as opposed to interns do not differentiate between groups based on stable versus transient participation of children. We also found a tendency among senior preschool teachers to form homogeneous as opposed to heterogeneous groups. ■

3. Factors that Facilitate and Hinder Teachers' and Interns' Implementation of Small Group Learning in Preschools (H)

Anat Ben Shabat, Ora Segal Drori, Nehama Rabner
Levinsky College of Education, Israel

This lecture will present research which examines factors that facilitate and hinder teachers' and interns' implementation of small group learning in preschools. In spite of the existence of policy mandating small group learning, the transition from plenary teaching to small group learning seems difficult to teachers and is not being implemented in a majority of preschools in Israel. The present study focuses on a key question related to the ways teachers understand the significance and the implementation of small group learning: Which factors facilitate and hinder the implementation of small group learning in preschools? The research questions will be examined by means of the analysis of eight in-depth interviews of preschool teachers serving as field mentors of students in the early childhood education program, as well as interns who are completing their academic obligations at the Levinsky College of Education. Preliminary analysis of the interviews shows that some of the factors affecting the implementation of small group learning include the teachers' belief and the collaboration with the assistant. The factors that hinder implementation include confusion and teachers' lack of understanding of the goals related to small group learning, teachers' confusion regarding the significance of the policy, a lack of an organizational infrastructure necessary for the implementation of small group learning, and the large number of children in Israeli preschools. We intend to use the findings revealed by the present study as a basis for a larger scale research and as guides for better future teacher preparation. ■

4. Fostering Social-Emotional Competence in Small Group Work: Early Childhood Students' Perspective (H)

Tamar Ber, Dany Matus

Levinsky College of Education, Israel

Individual differences as well as environmental factors influence children's social competence (Bronfenbrenner, 1979). From birth, a child experiences relations with adults and peers (Hartup, 1989), which are essential for his development. Some researchers stress the importance of peers (Pinker, 2002), while others focus on teacher-child relations highlighting the teacher's role in fostering social-emotional competence (Howes et al., 1998). Early childhood teachers intervene in the social-emotional context in various ways (Beer, 2007; Gatt, 2004). They use modeling, coaching, and contingent responses (Denham, 1998) in naturally-occurring social episodes (Gatt, 2004) as well as planned group activities or small group work. From their second year at Levinsky College of Education, students promote social-emotional competence in small group settings. Using the multiple case study approach, we investigated students' role and work in small group settings. Self-documentation of five students' discourse work with small groups were collected and analyzed. This documentation was used as a basis for reflective interviews aimed at deepening the understanding of students' perceptions concerning their role and contribution to social-emotional competence in small group work as well as their beliefs concerning their ability to influence the emotional well-being of young children. Initial findings indicate that students employ a variety of behaviors whilst working with a small group: they use themselves as models for empathy, regulation, or listening. They teach social skills such as turn-taking, impulse control, and emotional talk, and they respond contingently to social situations in the group. Furthermore, they use both proactive and reactive interventions within the small group setting. ■

The Tutors' Role – New Perspectives

1. The Tutors' Role – New Perspectives (H)

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Full Session: Chair: Dr. Aviva Cohen

The Tutors' Role – New Perspectives: MOFET School for Professional Development

Headlines:

A. Tutors' perspective on their role:

1. Dr. Bilha Bashan – The right time to play the sound – The tutor as an improviser.
2. Dr. Edna Benshalom, Dr. Ety Grobgeld and Silvia Shtiglitz – Training teacher-educators for managerial roles – a cooperative facilitation model.
3. Dr. Nurit Dvir and Dr. Aviva Cohen - Mentoring multicultural groups – A dialogic approach for enhancing a "space for common creation".

B. Participants' perspectives on the tutors' role

1. Dr. Rivka Reichenberg and Dr. Rachel Sagee – Tutors as conductors of an orchestra – Unique characteristics. ■

2. "The Right Time to Play the Sound" – The Tutor as Improviser (H)

Bilha Bashan

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Talpiot Academic College of Education, Israel*

The present research study is a self-study with the aim of investigating the practice of my role as a tutor for a number of years in the Mentoring and Instruction specialization program in the School for Professional Development at The MOFET Institute. In other words, the aim was to examine the characteristics of my instruction and to determine which tools are significant for me in instruction. The tutor has a number of roles, including serving as a mentor of the mentees in his group. Mentoring requires that the mentor acquire three knowledge areas (or abilities) that he has to combine: evaluation, participation, and improvisation (Orland-Barak, 2010). Improvisation, particularly musical improvisation, is complex and possesses three dimensions: automatism, communication, and inspiration.

The research instruments included the documentation of group and personal sessions with the mentees, online correspondence, and a reflective journal. Analysis of the data led me to the recognition that the dominant knowledge realm in my practice is improvisation, which I interpret as analogous to musical improvisation. The use of improvisation is complex and requires a high level of knowledge and tools, which are expressed in my work as a tutor and also characterize my role. ■

3. "Like the Conductor of an Orchestra": The Tutor at The MOFET Institute's School for Professional Development (H)

Rachel Sagee, Rivka Reichenberg

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

The tutor at The MOFET Institute's School of Professional Development plays a unique role that constitutes the central role of each specialization studied at the school. On the one hand, he is a staff member of one of the colleges of education, and on the other, he mentors his colleagues in a specialization at MOFET. Since no research on the tutor's role has hitherto been conducted, the present study goals are represented by three questions: **Who** is the tutor and what are his characteristics? **What** are the crucial elements of the tutor's role that contribute to the tutees' professional development? **How** is the tutors' work carried out? The lecture will present the findings concerning 128 participants who studied in the School of Professional Development during the 2011-2012 academic years.

Data were collected via an anonymous questionnaire and from a group interview in a focus group. The research findings indicate that the participants perceive the tutor's most important properties to reside in two domains: (1) Professional domain: expertise and practical experience in the subject matter of the specialization; (2) Interpersonal domain: ability to empower the participants so as to maximize their potential; mentoring skills; ability to establish interpersonal ties. The tutor's role comprises two equally important characteristics, namely, professional and interpersonal. The manner in which the tutor contributes to the participants' professional development is via small-group work and personal mentoring. One of the participants said: "I owe my tutor much of my professional development." The lecture will afford an extensive presentation of the research findings and insights with regard to the tutor's role in relation to his function at the School of Professional Development. ■

4. Training Teacher Educators for Managerial Roles – A Cooperative Facilitation Model (E)

Edna Benshalom, Ety Grobgeld, Silvia Szticic

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

The study presents a model of cooperative group facilitation in the School of Professional Development for teacher educators (The MOFET Institute, Israel). For over a decade, teacher educators have been trained at MOFET to perform middle management roles in their colleges of education. The participants in this managerial program attend frontal lectures on management that are followed by activities and discussions led by two facilitators/mentors. The facilitators' role is to implement the theories according to the environment of the colleges and to monitor the developmental processes of the program participants. The two facilitators/mentors work cooperatively with the whole group or with sub-groups that are flexible in size and composition.

The study seeks to discover how the program participants perceived and evaluated the cooperative facilitation model. The study methodology consisted of open questionnaires and semi-open interviews with the program participants and the tutors.

Our findings show that this cooperative model plays an important part in training teacher educators for their managerial roles. First, it provides modeling of team-work and cooperation (Cohen and Delois, 2002). Second, the dynamic cooperative model is compatible with adult education as it permits diversity and exposure to a variety of mentoring styles. The program participants appreciated the enrichment of sharing the facilitation process with two mentors and with the whole group; on the other hand, they were also aware of the time-consuming factor and the relative loss of intimacy. A combination of the cooperative facilitation model and periodical division into small subgroups should be considered. ■

5. Mentoring Multicultural Groups: A Dialogic Approach for Generating a "Space for Common Creation" (H)

Nurit Dvir^{1,2}, Aviva Cohen^{1,3}

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³*Kaye Academic College of Education, Beer-Sheva, Israel*

Lately, there has been a growth of awareness in Israel and elsewhere regarding the challenge of multicultural, dialogic education. Mentoring a group in a dialogic approach permits generating a "space for common creation" (Ben Ezer, 2002), and supports personal interpersonal and intercultural processes via negotiation among participants concerning values, attitudes, behaviors, perceptions, coping alternatives, and acting patterns.

The lecture aims to present the findings of our study, which was conducted in a multicultural group of adult learners, Jews and Arabs, and exposed our mentoring practices, processes of generating a "space for common creation", and their impact on participants' perceptions regarding the "other".

The study is based on a case study (Yin, 2003), and the analysis of four events that occurred in our multicultural mentoring group in 2011-2012, at MOFET's School for Professional Development.

The findings revealed a wide range of mentoring practices, incorporated into three categories: (1) Actively using events that occurred in the classroom for enhancing dialogic discourse; (2) Modeling for a dialogic approach, including the exposure of our mentoring rationale, deliberations, etc.; (3) Encouraging interpersonal and intercultural dialogue, with the involvement and responsibility of all participants, for generating the "space for common creation".

An examination of the practices revealed that the dialogic approach generated a "space for common creation", facilitating the expression of feelings, attitudes, and negotiating values, with sensitivity to "others" in the group. However, there was no evidence that the participants in the multicultural mentoring group experienced a conceptual and behavioral change. ■

The Voice of Others – Multicultural Society

1. Integration of Muslim Pupils into German State Schools – A Pilot Project in Berlin (2009-2013) (E)

Ulrike Wolff-Jontofsohn

Freie Universität Berlin and University of Education Freiburg, Germany

Germany is a country of mass immigration, and the integration of religious Muslim pupils have become a major challenge for the German education system. Integration policies call for a policy of recognition and integration of Muslims both socially and politically. In 2009, the Berlin Senate initiated a pilot project for eight inner urban schools where the majority of students have a Muslim background (from Turkey; Arab countries; South-Eastern Europe). The participating schools face challenging circumstances such as high rates of academic failure and dropout, and a large number of students in need of special support for German as a second language. Teachers have reported to the education board about the rise in interethnic tensions, and anti-democratic/anti-Semitic tendencies among students with a Muslim or Arab background.

The project has a strong focus on education for democratic citizenship including contested issues such as the Holocaust, on education against anti-Semitic attitudes, and on violence reduction at school. In addition, special attention is paid to history lessons that adopt a multi-perspective approach in addressing causes and consequences of the Middle East conflict. In my presentation, I will focus on two key issues:

- a) The challenges for religious diversity and the solutions that could be negotiated in Berlin.
- b) The pedagogical approaches and strategies that have been piloted to combat racism and anti-Semitic attitudes among students with a Muslim background.

The case study could inform the challenges for human rights and democracy education in Germany and the attempts to modify traditional pedagogical approaches. ■

2. "The Voice of the Other" (E)

Zahava Barkani

Kibbutzim College of Education, Technology and the Arts, Israel

The lecture presents and examines a unique approach to educational theory in the spirit of critical pedagogy, and introduces ideas that lead to practical learning. The approach is demonstrated through the course, "The Voice of the Other in Israeli Society", a teacher education program at Kibbutzim College.

The course focuses mainly on developing social awareness and moral reasoning in the student teachers so that they may formulate their political worldview and become "intellectuals that change the world", in Freire's words. The course introduces student teachers to the social margins, to people whose voices are not heard in Israeli canonical culture. The course not only employs liberatory education and principles of dialogue as developed by Freire, but also builds its structure according to its participating students as is suggested by Shore, and combines these with praxis. The student's journey of learning begins by breaking out of the boundaries of the campus to the street, where they must cope with stereotypes and prejudice, cynicism and fear of everything that is related to the margins, and meet the "other". "The School of the Revolution" is a by-product of the course. A group of students and myself established the "school" during the summer of 2011 as part of the countrywide social protest that year. The goal was to give expression to the voices silenced by society. The group worked with teenagers in an attempt to instill the course's values, and continues to act politically today at Kibbutzim College. The lecture will include a short film about the "School of the Revolution". ■

3. Challenges of Interdisciplinary Education in a Multicultural Society (E)

Nitza Davidovitch

Ariel University of Samaria, Israel

Acknowledgement of dependency between multicultural education and the ability to develop multicultural societies has transformed multicultural education into a discipline designed to facilitate the use of contents, concepts, principles, theories, and paradigms from the humanities and social sciences. Even before the field consolidated into a separate discipline in the West, the young Israeli state struggled to develop an education system in its multicultural society. The Israeli Declaration of Independence states that Israel will be open to Jewish immigration and the ingathering of the exiles: indeed, Israel became the target of emigration and Aliyah for many Jews who created the demographic foundation for Jewish existence in the Land of Israel. At independence, the country's population was 600,000. Today, six decades later, the Jewish population is over seven million, with immigration as the source of three-quarters of the population. As a country of immigrants, Israel was faced with the challenge of educating children in a changing society that shapes and is shaped by culture. In this paper we discuss the major milestones in education in Israel from the perspective of the multicultural challenge. Research literature offers no consensus on a division of the history of education in Israel between 1948 and 2011. Several scholars have divided the development of the education system by category, such as curricular development in specific disciplines, by the scholars' theoretical point of departure, by the waves of immigration, the development of teaching approaches in educational institutions, chronological development by decade, or by educational policy. In our study, we adopted the latter classification, which reflects the connection between social development in Israel and educational policy, and the conceptual paradigmatic change in educational policy in the transition from a "melting-pot" policy to a policy that encourages multiculturalism in education. ■

4. "An Arab Teacher in a Jewish School": Teaching "Ya-Salam" in Hebrew Schools (E)

Orit Bendas-Jacob

The Henrietta Szold Institute, Israel

"Ya-Salam" is a program for studying communicative (spoken) Arabic, taught by Arabic teachers in the fifth- and sixth-grade classes of 200 Jewish schools. The purpose of the program, which was developed by "The Abraham Fund Initiatives", is to teach the spoken Arabic language in a cultural context, while hopefully creating a positive attitude toward Arabs and toward the coexistence between Jews and Arabs, and to stimulate interest in Arabic language and culture.

The Szold Institute is conducting a comprehensive evaluation study of the program in order to assess its impact: the educational and social integration of the Arab teachers into the school routine, identification with the program objectives, responses of parents and members of the Arab society, and a change in attitudes among the participants. The study employed qualitative and quantitative methods in a sample of 76 school principals and 19 Arabic teachers, and addressed two theoretical issues: the employment of native-speaker teachers to teach their mother tongue (Brosh, 1996), and the establishment of a positive relationship between social groups according to the Intergroup Contact Theory (Allport, 1979).

A high level of satisfaction with the program was expressed by both principals and teachers. Ninety percent of the principals support teaching spoken Arabic in elementary schools as mandatory. Teachers in the program reported an interest in Israeli culture, a sense of closeness to Israelis, and a firm belief in the possibility of achieving coexistence. Both principals and teachers reported a positive personal change in the spirit of the program. ■

5. "If We Were Israeli, You'd Never Speak to Us That Way": The Experiences of Early Childhood Educators Working with Children of Ethiopian Background (H)

Esther Firstater, Laura Sigad, Tanya Frankel
Gordon College of Education, Israel

This study offers an in-depth examination of the experiences of early childhood educators, focusing on their work with Ethiopian immigrant children and their families. We aim to describe and analyze teachers' insider views of the challenges faced by these children and their parents in the Israeli pre-school system. Using narrative methodology, the analysis of findings is based upon 20 stories written by 10 early childhood educators. It reveals that for teachers, the chief struggle is their relationship with the parents of their Ethiopian pupils, one characterized by difficulties, frustrations, and burdens. The engagement with parents of Ethiopian children exhibited a range of possibilities: from the expression of patronizing, hierarchical viewpoints to a search for *ad hoc* means to cope with a persistent culture gap, to genuine, successful partnerships. Lack of sufficient knowledge and understanding of the unique cultural attributes of the Ethiopian community appears to be the source of the teachers' view of the parents as lacking faith in them and in the educational system as a whole. In addition, suggestions are made about implications for educational practice and for policies that assist teachers in ameliorating these challenges via the development of, and professional training in, skills that are helpful in coping with the problems and dilemmas unique to the multicultural classroom. ■

"Our Future, Our Teachers": A Critical Reading from Four Disciplinary Standpoints

"Our Future, Our Teachers": A Critical Reading from Four Disciplinary Standpoints (E)

Jaime (Haim) Grinberg, Katia Goldfarb, David Schwarzer, Susana Juniu
Montclair State University, USA

"Our Future, Our Teachers" is the Obama administration's 2011 policy document on the role of teacher education programs. The document identified problems and challenges and outlined the administration's directions to address, change, and alleviate them. It is a relevant document since (a) it increases the intervention of the American federal government in the preparation of teachers by allocating resources and supporting Congress and States in coordinating policies, and (b) it sanctions and legitimates a particular discourse about the nature of good teacher education and effective teaching.

Based on the concept that teaching occurs within complex ecologies, this symposium provides a critical reading from four field standpoints (Bourdieu, 1992, 1994, DeLauretis, 1984, 1987, 2008): (a) sociolinguistic, (b) socio-ecological, (c) socio-historical, and (d) socio-technological.

These readings are grounded in critical hermeneutics (Gadamer, 1994; Willis & Jones, 2007; Rorty, 1991; Apel and Habermas 1971), and ecological systems theory (Bronfenbrenner, 1977; Paquette & Ryan, 2001), utilizing a protocol of critical reading (Scholes, 1991), a critical pragmatist reading approach (Cherryholmes, 1989, 1996), and a neo-Foucauldian problematization (Grinberg, 2003, 2009).

Each reading will (a) contextualize the document historically and epistemologically, (b) interpret how teacher preparation and teacher learning are constituted within the discourse of the "official story," (c) eliminate the silences, gaps, and assumptions with regard to purposes and effectiveness, and (d) present a discussion of the consequences of such policies to the disciplinary base of teacher education and teacher learning programs in the context of the US. ■

Dilemmas in Teaching Excellent and Gifted Students

1. Identity Dissonance and the Evolving Professional: Dilemmas that Construct the Professional Identity of Prospective and Novice Teachers who Participate in an Excellence in Teaching Program (E)

Bruria Shayshon, Ariela Popper-Giveon

The David Yellin Academic College of Education, Israel

Participants in the present study, which focuses on the various facets of teachers' professional identity, consisted of about 40 first-, second-, and third-year prospective teachers in an program for excellence in teaching at a college of education, as well as novice teachers (during their first three years of work) who were graduates of this program. The study is based on semi-structured in-depth interviews with participants as well as on group feedback discussions and analysis of texts composed by the participants. The results reveal some of the dynamic aspects of professional identity from the moment it emerges at the initial stage of studies, and the changes it undergoes in the course of the training program and the first years of the induction phase. During this process, students and novice teachers negotiate their different facets of professional identity, framing and reframing it. This study examines the process of the construction of professional identity and the sub-identities that comprise it, focusing on the tensions, conflicts, and contradictions that accompany the professional development of the participants. Analysis of the data reveals dilemmas and dissonance that shape the emerging professional identity, such as tensions between the teacher's traditional role and the participants' approaches to that role; between the low status of the teaching profession as the participants perceive it and their decision to join it, and more. An examination of their attempt to cope with these dilemmas sheds light on the mechanisms that construct professional identity over time. This study will attempt to illuminate how progress in the training program and at work is reflected in the dilemmas and tensions that participants experience, and will attempt to assess the contribution of the program for excellence in teaching to the evolving professional identity. ■

2. The Project for Excellent Students – Graduates' Follow-Up (E)

Zipora Libman¹, Hila Ackerman-Asher¹, Ditza Maskit²

¹*Kibbutzim College of Education, Technology and the Arts, Israel*

²*Gordon College of Education, Israel*

In the last few decades, intensive efforts have been expended on attracting excellent candidates to the teaching profession. The project for excellent students in Israel (ESP) is an example. This prestigious project has been conducted for twelve years and a substantial budget has been invested in its implementation.

The aim of this research is to follow up ESP graduates for six to eight years after graduation in order to examine three questions: (1) How have they integrated into the teaching profession? (2) What portrays their professional development? (3) What characterizes their emotional and personal development?

The investigation was conducted by comparing ESP graduates to a control group of graduates.

The instrument was a questionnaire. The (random-systematic) sample comprised a total of 468 graduates – 163 ESP graduates and 305 control group graduates – who were selected from the Ministry of Education's database.

This paper presents data concerning the first research question.

The main findings show that, as opposed to previous results, the percentage of ESP graduates working as active teachers is similar to other graduates (60%). However, the extent of their integration into public schools is smaller (63% as compared to 77%). Graduates' satisfaction with being teachers is also similar. A multiple regression analysis that was conducted in order to examine the variables that contribute to graduates' satisfaction showed that two variables are responsible for most of the variance: (1) graduates' perception of the quality of their school, and (2) the manner in which they were accepted as beginning teachers. ■

3. Controversy in Gifted Classes (E)

Hadar Netz

Ben-Gurion University of the Negev, Israel

Educational research (e.g., Smith et al., 1981) points to the value of controversy for the skill of perspective taking, which is one of the building blocks of moral development. In the context of controversy, learners encounter alternate points of view, forcing them to reconsider and rephrase their own views (Almasi, 1995). Interestingly, differentiating students by ability, Smith et al. (1981) found that for middle- and low-ability students, controversy and concurrence seeking were equally effective, while for high-ability students, controversy was more beneficial, whereas concurrence seeking was more discouraging.

In Western culture, disagreement is considered a "face threatening act" (FTA) that interactants generally seek to avoid (Brown & Levinson, 1987). According to Smith et al. (1981), schools are no different in this respect.

However, other studies indicate that one's attitude toward controversy is strongly influenced by societal norms and expectations (Kakava, 2002). For example, Kakava (2002) demonstrates that in contrast to American university students, Greek students in American universities actually enjoy arguments. This raises the question of whether teachers of gifted students in America allow for controversies in their classes.

Through microanalysis of a corpus of 15 hours of recorded and fully transcribed interactions in gifted classes in Virginia, USA, I demonstrate that among gifted students, disagreement does not constitute a FTA and does not undermine solidarity. Indeed, in these classes, disagreements were often initiated by the students themselves. However, while some teachers encouraged sustained arguments, others often curtailed disagreements, reproducing the same asymmetric patterns predominant in mainstream classes. ■

4. Teachers' Perceptions and Experience of Instruction in Pull-out Programs for Gifted versus Talented Students (E)

Michal Krupnik-Gottlieb, Hava Vidergor

Oranim Academic College of Education, Israel

The purpose of this study was to examine teachers' perception of gifted and talented students who attend special enrichment pull-out programs in Israel, to see if they differentiate between the two groups in theory and practice.

Since many researchers define the characteristics of the gifted and talented and point out the differences, it is important to find out how these various definitions are actually implemented in the field.

The research included teachers who work with both gifted and talented students, and the principals of some enrichment centers who have programs for such students.

The teachers responded to a questionnaire that related to the differences in their teaching of the gifted and the talented and the construction of special teaching programs, as well as to the characteristics of the gifted and talented. In addition, a sample of teachers and their principals were interviewed and some teachers were observed in their classrooms.

Analysis of the findings was performed using a combination of qualitative and quantitative methodologies. The results show that all the teachers rated the gifted higher than the talented in most aspects. Nevertheless they all related qualities of gifted students to the talented students. Teachers revealed difficulties in indicating the differences in their ways of instruction in gifted or talented groups. This was also apparent during class observations.

The research showed that teachers have a problem in characterizing the two groups and the differences between them, and thus also exhibit difficulty in teaching gifted and talented students. The research helps us understand teachers' perceptions of the teaching of gifted and talented students and shed light on their instruction methods in special programs for those students. ■

5. Identification of Educational Opportunities and Concerns of Gifted Arab Palestinian Girls in East Jerusalem: A Case Study (Ph.D. Thesis) (E)

Fatima Elyan

The David Yellin Academic College of Education, Israel

The purpose of this dissertation is to explore the experience and the concerns of gifted Palestinian girls in East Jerusalem who live in difficult political, economic, social, and educational circumstances. These girls are ignored on multiple levels; their giftedness is neither identified nor encouraged due to a complete lack of systematic research, policy support, and educational opportunities.

Qualitative research methods were employed in this study, in particular the use of grounded theory and narrative case studies. Twenty research participants were selected and interviewed in their homes in East Jerusalem over the period of one year. The data from the interviews, research journal, and the girls' diaries were coded and analyzed using grounded theory techniques. The major findings demonstrate that these girls live among the expectations of family, school, and community; it was the first time that they were able to tell their own stories and express unique concerns regarding the meaning of being gifted and being different from others in the family, school, and society. The research revealed four major themes and related categories capturing the reality and perception of female giftedness in East Jerusalem. The themes range from *feeling and being different and gifted* (themes 1 and 2) to *being limited in options and freedom* (theme 3) to *the drive to effect change and break away from destiny* (theme 4). The implications of these findings state that gifted Palestinian girls possess powerful determination and a sense of self, but live between the barriers posed by their families, schools, society, and the constraining political context of East Jerusalem. Public policy makers, schools, counselors, teachers, and parents must work toward identifying and supporting the talents of these girls. ■

Innovation in Education and Teaching: Research Conducted in the Research and Evaluation Program at The MOFET Institute's School for Professional Development

1. Innovation in Education and Teaching: Research Conducted in the Research and Evaluation Program at The MOFET Institute's School of Professional Development (H)

Rachel Sagee

Levinsky College of Education, Israel

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

Thirteen years ago, a school for the professional development of teacher educators was inaugurated at The MOFET Institute. Four specialization programs were developed. The goal of the studies is to contribute to the learners' professional development and to expand the theoretical basis of their thinking and practice in teacher education, affording an opportunity for professional development and personal enrichment, encouraging life-long learning, and developing a community of learners. Each program has its own unique contents that meet the specific needs and goals of its target population. Teacher education is undergoing changes in its processes of academic accreditation. These changes call for the expansion and entrenchment of the research culture in the colleges of education – a call to which the *Research and Evaluation Program* responds. This program enables its participants to broaden their knowledge and experience of various types of research, and offers individual support for each participant's innovative research. Four research studies will be presented, all developed by participants of the Research and Evaluation program, each of which deals with a particular aspect of innovation in education and teaching. *The first* focuses on the perceptions of female graduates of the Dance track in a religious college. *The second* explores teachers' views regarding the use of Wikipedia both by themselves and by the students. *The third* describes a novel approach to teaching English in Arab schools. *The fourth* examines an innovation in music teaching in teacher education. ■

2. "Look for Peace": Between Faith and the Art of Dance (H)

Talia Perlshtein

Orot Israel College of Education, Israel

The research deals with the perceptions of dance teachers who are alumnae of the Dance and Movement Department at 'Orot Israel' Religious Academic College. The department was established in 1998 and offers a new path that combines a religious worldview with the art of dance. The graduates find teaching positions in schools belonging to the national-religious sector.

Ten narrative in-depth interviews were conducted and analyzed according to the field-anchored theory approach. The findings indicate the existence of two central themes: The first is a reinforcement of the religious world by the professional dance world, for instance: "As far as I'm concerned, the artistic world is an instrument for expressing my religious world"; "The contribution of the dance lessons lies in the enhancement of the pupils' awareness of the connection between body and soul as part of the Halacha." The second theme deals with the conflict between the religious praxis – the demand for modesty, and the professional praxis – the enhancement of the body's worth, for instance: "I feel that my exposure to the world of dance was detrimental to my sensitivity to modesty." In addition, it appears that the two main motivations for teaching are intrinsic to both themes: "the wish to bring pupils closer to the art of dance" and "providing another way to connect with the Divine". The contribution of this pioneer research resides in identifying the perceptions of the teachers as an incentive for expanding the field of dance education in the national-religious sector. ■

3. Teachers' Attitudes toward the Use of Wikipedia (H)

Hagit Meishar Tal

The Open University of Israel, Israel

Oranim Academic College of Education, Israel

The study investigates teachers' attitudes toward the use of Wikipedia, the collaborative encyclopedia written by Internet users. Previous studies have shown that Wikipedia has proven to be a relatively reliable source of information that employs sophisticated mechanisms to ensure the quality of the information published by its users. Although teachers themselves utilize Wikipedia as a source of information, they tend to forbid their students to use it rather than teach them how to use it intelligently. The present study aims to reveal the factors that impact the attitudes of teachers toward the use of Wikipedia. The presentation will describe the findings from the questionnaire that was administered to 120 elementary-school teachers. The following independent variables were measured: the degree of self-efficacy in assessing information, perceptions regarding the students' competence in assessing information, the degree of familiarity with Wikipedia, and perceptions regarding the reliability and authority of the information available on Wikipedia. The findings show a positive correlation between the above mentioned variables and the attitudes of teachers toward their students' and their own use of Wikipedia. ■

4. From Studying Music to Becoming a Musician (H)

Igal Myrtenbaum

Levinsky College of Education, Israel

This study is an autoethnography of a teacher exploring his own personal-professional knowledge – in my case, my "musicality" or "musical intelligence" – in order to afford his students opportunities to explore their personal-professional knowledge – in this case, their musicality – so as to further expand it. Autoethnography is defined as a research approach that seeks to describe and analyze personal experience in order to understand social phenomena (Ellis, 2004). As a teacher who instructs students of musical education in the basic musical skills, I have developed a method of teaching and learning through vocally performing and composing music in a small group. This method is based on a constant exploration of one's own musicality by deconstructing it and studying its basic elements (listening, notating, performing, composing, etc.) in order to redefine its liberties and limitations as well as its connectedness with the outer world. This study aims to present an evocative and analytical description of my endeavor to understand the landscapes of my own musicality in order to enable my students to embark on their journeys to explore their individual musical worlds. The descriptions of my exploration and my students' learning are based on the methodical documentation and analysis of our joint endeavor and on a constant dialogue with literature about musicality (Reimer, 2003, Jaffurs, 2004, etc.). As such, this study meets Anderson's (2006) criteria for 'analytic' autoethnography: the researcher as a participant, narrative visibility of the researcher's self, dialogue with informants beyond the self, and a commitment to theoretical analysis. ■

5. Between You and Me: Curriculum, Culture, and Competence (H)

Nihaya Natour

The current curriculum for teaching English at Arab high schools in Israel does not take into account diversity issues among Arab students such as cultural background, personal experience, and exposure to the target language. Moreover, since the standardization of the content fails to address the Arab learner's needs, its suitability is questionable. In contrast, dialogic teaching would lead to effective and meaningful learning and facilitate the development of the inherent communication skills essential for learning the language. Furthermore, it would permit the students' knowledge as well as their cultural and personal experience to be actively incorporated into the learning process. Dialogic teaching creates an interactive local curriculum that supports the national one while addressing students' needs and diversity. Despite the innovative changes that have been introduced into the current curriculum, the manner in which it is taught seems unsuitable for expressing the essentials of dialogic teaching. The goal of the present collaborative action research was to identify the characteristics of dialogic teaching that lead to meaningful learning. The data was collected via class observations, questionnaires, and narrative interviews with teachers and their 11th- and 12th-graders in two classes.

The findings suggest that dialogic teaching improved students' satisfaction and academic achievements. Not only was the relationship between context and text s/s emphasized, but the students' empowerment was significant in the learning process, as active supervisors of their own learning and as creators of their own content areas. ■

Non-Formal Education in an Altering Reality

Non-Formal Education in an Altering Reality (H)

Revital Sela-Shayovitz, Shlomo Romi, Gad Yair, Emmanuel Grupper

The David Yellin Academic College of Education, Israel

Postmodern education discourse focuses on the existing crisis in education systems, and raises issues concerning the role and relevancy of education in an altering reality. In this context, non-formal education in a postmodern era has many advantages owing to its lack of institutionalization and variety, and its multiple choices. The importance of non-formal education is expressed by its increasing integration in formal education. In 2004, the OECD declared the integration of both paradigms of education to be an essential mission of the 21st century. Furthermore, the vitality of non-formal education can also be seen in its establishment as an important professional-academic sphere.

The goal of the present symposium is to discuss three central dilemmas of non-formal education. The first deals with the interaction between the formal and non-formal education paradigms and the desirable nature of the relationship between the two education forms. The second focuses on the target population for non-formal education. In this context, the life-long learning approach is widely accepted in the world and in Israel. Nevertheless, there is still a tendency in Israel to focus primarily on children and teenagers. The question, therefore, is how to implement the life-long learning approach within the framework of non-formal education. The third dilemma concerns the professional's studying and training process. During the last decade, significant changes have been made in the definition of the professional role and the ethical code. Furthermore, academic studies in the non-formal field have increased. However, since non-formal education is multidisciplinary and is not committed to one theoretical or professional discipline, it raises the issue of where it should be studied and the interactions between this field and others. ■

Philosophy for Children as a Social Educational Movement: A Global Perspective

1. Philosophy for Children as a Social Educational Movement: A Global Perspective (E)

Jennifer Glaser

The Israel Center for Philosophy in Education — 'Philosophy for Life'

First developed in the 1970's by Matthew Lipman and Ann Sharp, Philosophy for Children is today practiced in over 80 countries and in 40 languages. What began as a local educational initiative has grown into an international Social Educational Movement that recognizes education's power as a vehicle for social change. This presentation will introduce Philosophy for Children, its assumptions, commitments and practices, and address how this educational orientation is involved in social change from a global perspective.

Central to Philosophy for Children is the transformation of classrooms into Communities of Philosophical Inquiry. This pedagogical practice is grounded in Dewey's educational philosophy and in the developmental psychology of Vygotsky. The Community of Inquiry is a deliberative space in which critical thinking, care, creativity and collaboration are not 'taught' but modeled, becoming over time a part of the collective cultural ethos which is internalized as moral and epistemic virtues.

Internationally, Philosophy for Children is adopted to further a variety of educational goals, from the development of critical thinking (understood as the capacity for making reasonable judgments), to education toward engaged citizenship, to education for tolerance and violence reduction, and most importantly, as a form of education that empowers the child by developing their cognitive, social and aesthetic capacities as they seek to make sense of their experience in the world.

(The presentation will be in English, with a PowerPoint in Hebrew and Arabic.) ■

2. Philosophy for Children at Essawiya School for Girls: A Case Study of Educational Innovation (E)

Afaf Qaddoumi

Essawiya School for Girls, Israel

As principal of Essawiya, my approach to school change is holistic: it addresses the entire school community in order for the school to function as an engine of social and cultural change within the village. I look for programs that not only impact the students in the classroom, but that also address their needs in the context of their lives. This is a policy decision with regard to education in the school. I introduced philosophy into our primary school through the program of Philosophy for Children because I saw that it provided a framework that addressed the following needs: developing an environment of care, empowering students through recognizing their own voices (a particularly important issue for girls in Arab society), and developing thinking and the capacity to reason with others in a respectful way, even those with whom we disagree.

In this session, I shall explore how this program, together with others, is transforming the school from a place where teachers were in essence "exiled", into a respected institute that is admired both within and outside of the community. Not only has this program influenced the children in the school, but its vision of education has had a significant impact on myself as principal and on the teaching body. By opening the school to the parents and to educators in East Jerusalem and beyond, we seek to transmit a powerful vision for the whole of East Jerusalem and the Arab sector in Israel. ■

3. Philosophy for Children: Addressing the Needs of Students through the Community of Philosophical Inquiry (H)

Melhem Bader

The Hebrew University of Jerusalem, Israel

I came from Horfesh in Northern Israel to study philosophy at the Hebrew University of Jerusalem. As a student I felt a strong educational responsibility to become involved in education as a vehicle for social change. For five years I have been teaching philosophy in third and fourth grades at the Essawiya School for Girls in East Jerusalem through the Karev "Enrichment in Education" program. In this session I shall explore with you how the innovative pedagogy connected to building communities of philosophical inquiry has addressed both the moral and epistemological needs of the students as they seek to make sense of the world around them through dialogical inquiry. By viewing and analyzing small video clips drawn from the classroom, we shall see this program at work and the impact it has had on the students and the school. The video shows the cycle of philosophical inquiry, from the reading of a text, to asking questions, to exploring philosophical issues, to students' evaluation of their own learning. This program addresses issues of exclusion and inclusion by creating a shared space where all voices are able to be heard and considered for their contribution to the subject under investigation. Surprisingly, in this way, the community of philosophical inquiry becomes an empowering environment for students with special needs. Focusing on the search for meaning, it provides students with an opportunity to make sense of their experience in the world (emotional, intellectual and relational) and to deepen their conceptual understanding. ■

4. Philosophy for Children and the Education System in Israel: Opportunities and Limitations (H)

Arie Kizel

University of Haifa, Israel

This presentation explores the opportunities Philosophy for Children (and Philosophy with Children) offers to the Israeli education system from the perspective of enriching the quality of discourse in schools, building Communities of Inquiry, empowering creativity, caring, friendship, and developing an awareness of a democratic civic society based on humanistic values. Philosophy with Children also requires new dialogical teacher education programs committed to developing a deep culture of dialogue amongst education students that places community building at the center. The inclusion of such a dialogical culture will also act to alleviate the difficulties of the new teacher as they enter the education system, furnishing them with professional tools for the development of a dialogical culture in their class and within their school. Such programs would be based in a reflective environment and would encourage the adoption of principles proposed by Philosophy with Children such as the need to approach education as a dialogue between people whose humanity is fully manifested in its reciprocity. The paper will also explore some limitations faced by the Israeli education system with regard to its full acceptance of the educational ethos of Philosophy with Children, especially in light of the existing structure of authority in the classroom and the Ministry's current directions in educational evaluation. ■

Challenges in Discipline Teaching

Challenges and Problems Facing English Teacher Educators in the 21st Century (E)

Ruwaida Aburass¹, Inna Smirnov², Melodie Rosenfield³, Amy Gelbart⁴, Elizabeth Karvonen⁵

¹*Beit Berl College, Israel*

²*Kaye Academic College of Education, Beer-Sheva, Israel*

³*Achva Academic College, Israel*

⁴*Herzog College – Gush Etzion, Israel*

⁵*The David Yellin Academic College of Education*

The members of the Forum of English Department Heads in colleges of education meet once a month to discuss issues related to English teacher education and EFL instruction in the colleges. Five Forum members will participate in a round table discussion concerning four important issues in the Jewish and Arabic sectors in Israel. These issues pose constant challenges to college educators of English-teacher candidates. The discussion will address solutions to these challenges.

Bringing EFL teaching into the 21st century by (a) incorporating technology into teacher preparation programs, and (b) modeling and developing autonomous student teachers as future educators. ■

Organizational Learning

1. Toward an Organizational Model of Change in Elementary Schools: The Contribution of Organizational Learning Mechanisms (H)

Mowafaq Qadach², Chen Schechter¹

¹Bar-Ilan University, Israel

²Ministry of Education, Israel

This study explored a theoretical model linking teachers' perceived uncertainty and their sense of collective efficacy with organizational learning mechanisms (OLMs) in elementary schools. OLMs serve as a mediator construct. **Research Methods:** For testing the primary theoretical model, 801 teachers from 61 elementary schools (33 urban and 28 suburban) in Israel's largest district responded to the research instruments. We employed structural equation modeling to determine whether OLMs mediate between teachers' perceived uncertainty and their sense of collective efficacy. **Research Findings:** A significant model, which included direct and indirect relations between teachers' perceived uncertainty and their sense of collective efficacy, emerged for the urban school context. Whereas OLMs (storing, retrieving, and putting to use of information) served as a prominent mediating variable in the urban school context, they did not play a mediating role in the research model for the suburban school context. **Implications:** This study strengthened the feasibility of the OLMs framework, based on information processing, to provide a concrete description of organizational learning processes in schools. The study provides a deeper understanding of how OLMs can serve as a significant link between the dynamic school environment and teachers' attitudes, which may ultimately improve teachers' work and student learning. ■

2. Consequences of Innovation Implementation in Experimental Schools for Organizational Functioning after the Experimental Intervention: The Moderating Impact of a Climate for Innovation and Principal's Characteristics (H)

Smadar Gilad-Hai, Anit Somech

University of Haifa, Israel

Our study examined the implications of implementing innovation in an experimental school (focusing on R&D) for school effectiveness post-intervention (five years). Based on theoretical models of social exchange and 'conservation resources' (Hobfoll, 1989; Vroom & Yetton, 1973), we focused on assessing the effects of implementing the innovation on individual outcome (stress) and school level outcomes (social cohesion, emotional conflict, organizational innovation, and organizational civil behavior). We compared three types of schools: a school that has completed the experiment, a school still in the experimental process, and a school not participating in the experiment (control group). Finally, we examined the moderating impact of contextual variables (a climate that supports innovation and champion leadership) and individual variable (the school leader's feeling regarding the school goal) on the relationship between the implementation of innovation and the aforementioned proposed outcomes. A sample of 75 schools (23 non-experimental, 25 during the experiment, 27 post-experiment) was used. Data were collected from teachers and administrators to avoid biases arising from one source. Variance analyses suggest that type of school predicts organizational effectiveness: differences were found between the control group and the two groups of experimental schools. The significant interaction effect found between the type of school and each of the proposed moderators reinforces these findings. Results suggest that the aforementioned moderators have positive implications for school continued growth *even after five years*. Under these critical conditions, stronger motivation among teachers is required, and may also improve organizational effectiveness within non-experimental schools. Thus, organizational conditions that encourage mutual interactions toward common goals create collective social dynamics of dependency, and interpersonal relationships reduce psychological-social costs and improve organizational outcomes. ■

Challenges and Solutions in Education

Innovative Education: Implementation of Theatrical Experience in Training Programs (H)

Nurit Pasternak Goodman

Efrata College of Education, Israel

Throughout the years, I developed programs for training students for teaching and educational endeavors. The principles of these programs were derived from my work as a drama teacher and producer. During the lecture, I will examine the implementation of theatrical experience in training programs.

- **The uniqueness of student and teacher:** One needs to place the child at the center by means of containment, attentiveness, and the development of creativity and imagination in children. The future teachers go through a process of listening to their "inner self" based on the assumption that the connection to others passes through the knowledge of their inner self, strength, and uniqueness.
- **Working tools:** The work is carried out in workshops, through exercises from the theater world adapted to education. The working tools of the future teacher are comparable to an actor's preparation for a play.
- **Experience and physical work:** The training program is based on creating a personal and physical experience that affords the teachers a more profound comprehension of the processes undergone by students. The tools include, for example, intuition awareness, expression, concentration, body language sensitivity, etc.
- **Teaching through integration of social values:** Important social topics such as attentiveness, respect, trust, truth, giving, and values are integrated into the classroom. ■

Embodying Divers Forms of Knowledge in the Performing Arts

1. Embodying Divers Forms of Knowledge in the Performing Arts: Aspects of Dialogue, Expression, and Collectivity (E)

Yael Nativ, Hodel Ophir, Dan Sagiv

The Hebrew University of Jerusalem, Israel

Music and Dance are two art forms that are included in Israeli formal and informal educational arenas. In this session, we aim to discuss new research directions within these two art forms, calling attention to the role of the social body in teaching and learning. Embodiment is described by educational scholars as an integration of the physical body with mind, experience, and thought, seeking to redefine the different processes of acquiring knowledge. Challenging the Cartesian paradigm that separates mind and body and elevates the former over the latter, the three papers presented here will explore the body as a vital site through which dialogue, expression, and social collectivity are enhanced. For example, Yael Nativ will discuss dance improvisation in choreography classes in Israeli high schools from a phenomenological perspective, looking at dance as an ethical social practice that induces embodied collective trust; Hodel Ophir seeks to evaluate the nature of a body-to-body pedagogy in the dance studio. Utilizing Martin Buber's I-Thou philosophy, she explores dialogical relations in Dance Education and demonstrates the ways in which they take place within the bodies of teachers and students. Dan Sagiv proposes a critical look at canonical views of music education practice theories that define music teachers as "gate-keepers" and "cultural agents" striving to preserve tradition. He argues that the learning experience in one-on-one music lessons comprises embodied educational and experiential aspects of training that allow students a range of creative and interpretive expressions. ■

2. Oppressive, Empowering, or Both? Relooking at Embodied Study of Music Education (E)

Dan Sagiv

The Hebrew University of Jerusalem, Israel

What is the essence of music teaching and learning? A key question in the study of institutionalized music is examining the way in which the pedagogical practices that constitute the classical Western music field are preserved and reproduced in changing contexts.

Research shows that performing classical music is preserved because the teaching practices of the typical music teacher are based on exacting instructional embodied methods that work toward and emphasize the canonical ideal of the virtuoso classical performer. Critical scholars claim that this process is oppressive since it does not broaden the student's horizons or make music education relevant to specific social contexts.

Based on dozens of ethnographic observations conducted in individual music lessons, and on interviews with music instructors, I suggest that an analysis based on discipline and power-relations is not sufficient to fully understand music instruction and the ways whereby it constitutes an extensive growth of students and teachers. Certainly, the music lessons I observed can be characterized by discipline and unequal power. However, these practices can also be seen as "body work," which I would define as "a grueling journey toward magic moments, "a process characterized by Sisyphean work, which is nonetheless accompanied by moments of catharsis. In my presentation, I will indicate an inherent duality in the training process, showing that alongside an oppressive aspect, there is also a wide range of creative and interpretive possibilities of expression. The learning experience comprises additional educational and experiential aspects that can enrich the social and creative cultural atmosphere. ■

3. Dialogues and Recognition through Body and Dance: A Buberian Reading of Dance Education (E)

Hodel Ophir

The Hebrew University of Jerusalem, Israel

In the context of the abundant use of the word 'dialogue' in educational circles, yet in light of the scarcity of the term in critical accounts of today's schooling (in Israel, much like other Western societies), this paper sets out to evaluate the nature of a body-to-body pedagogy in an informal educational arena, namely the dance studio. In the last two decades, dance has become extremely popular among young girls and adolescents in Israel, and now takes place within formal and informal educational settings. Drawing on a two-year ethnographic research among 19 female and two male dance teachers who teach forms of theatrical dance to children and adolescents, and utilizing Martin Buber's "I-Thou" philosophy as a theoretical and analytical tool, I argue that the teaching and learning of dance are fundamentally dialogistic in that they become possible and derive their meaning through relating and attending to the other. As a performative medium, essentially meant for presenting and expressing, dance guides its participants toward dialogue, toward 'talking', exchanging, playing with another being. Dancers must create and maintain dialogue in order to find an echo, a response, a recognition and reflection of themselves – and to find meaning. In my talk, I explore these dialogical relations and demonstrate the ways in which they take place within the bodies of teachers and students. I contend that these relations are an integral and important part of what is learnt in the dance studio, making it a unique educational arena in the contemporary educational landscape. ■

4. A Practice for Trust: Dance Improvisation Actions in Choreography Classes for Adolescent Girls in Israeli High-School Dance Programs (E)

Yael Nativ

The Hebrew University of Jerusalem, Israel

Improvisation is a common practice in choreography classes in Israeli high-school dance programs. In this lecture, I shall discuss the social dimensions of the moving body, hoping to contribute to the relatively unexplored terrain of the ethical body. Based on ethnographic methodology, Merleau Ponty's phenomenological theory of the "lived body", and Levinas' idea of empathy and responsibility, I shall strive to demonstrate how the moving body becomes an active participant in constructing its social ethical environment. I shall argue that embodied relations of mutual trust and reciprocity evolve between the participants who operate in basic conditions of uncertainty and risk; I shall also show how these emerging relations of body-to-body contribute to a foundation of a strong community of young women who derive their social strength from their dancing experience while operating in a rather masculine high-school environment. Dance improvisation, it seems, offers extended rewards that go beyond artistic creativity. The dancers create and re-create a shared public space in which the ethical moving body is dominant. Dance improvisation embraces for them a practical potential to challenge cultural gender oppression, and to legitimize themselves as embodied subjects, active and valuable. It can be argued that is a significant point in the lives of adolescent girls today. ■

Professional Development of Educators in Shlulvim

Professional Development of Educators in Shlulvim (H)

Yoram Orad, Smadar Bar-Tal, Zvia Lotan, Rami Elgrabli

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

Shlulvim, a professional social network for educators, was established by The MOFET Institute in 2010 in response to the needs of those who deal with and for those who are interested in the field of education and teacher training. At the time of writing this abstract, Shlulvim boasts 1,732 members and 134 interest groups. It serves as a platform for collaboration and meeting for the members of the educational community all over Israel. It targets teachers, professionals involved in teacher education, lecturers in the field of education in academia, students, and so on. Since its establishment, Shlulvim has served as the locus of a continuous discourse and has had an enormous amount of education-linked information uploaded into it. These processes are carried out via various tools such as blogs, links, pages, etc. A significant portion of the discourse is carried out by interest groups. New interest groups are being created all the time and their number keeps on growing. In the framework of the round table, we intend to hold a discussion involving four active members of Shlulvim in order to deal with several issues concerning educational communities in Shlulvim. Among these issues: learning styles in Shlulvim, Shlulvim as compared to other social networks, Shlulvim as a setting for the professional empowerment of teachers, aims of educational communities in Shlulvim, the contribution of the groups in Shlulvim to the professional development of their members, and closed groups versus open ones. ■

Challenges in Discipline Teaching

1. A Tale of Two Cones and One Cube (H)

Ruthi Barkai, Dorit Patkin

Kibbutzim College of Education, Technology and the Arts, Israel

Solid geometry is one of the chapters included in the teaching of mathematics. Nevertheless, many of those engaged in this field are not sufficiently versed in it. We live in a three-dimensional world; hence, developing spatial orientation and visual-mental capability is part of our role as teachers. A series of studies exploring this topic (Clemens & Battista, 1992; Koester, 2003) found that difficulties in identifying and building geometrical shapes are encountered as early as elementary school both by young pupils and teachers. The present study investigated the visual-mental capability of in-service and pre-service mathematics teachers with regard to manipulations of geometric shapes (from two- to three-dimensional). Moreover, it explored the question of whether there are differences between the visual-mental capability of in-service teachers and that of pre-service mathematics teachers at different points in their education. Findings illustrate that most of the participants in the present study (in-service teachers and pre-service mathematics teachers at different points in their education) demonstrate adequate visual capability relating to the task dealing with a familiar body (cube). Conversely, a very low percentage of pre-service and in-service teachers manifest visual-mental capability in a task requiring the identification of a body (three-dimensional shape) resulting from the rotation of a complex two-dimensional shape (rotation of a square page, whose diagonal serves as the rotation axis, thus forming a body consisting of two overlapping cones with a common basis). The present study indicates that learners' high visual view should be developed so that it enhances their geometric thinking level. ■

2. Training of First- and Second-Grade Arab Mathematics Teachers (H)

Juhaina Awawdeh Shahbari

The College of Sakhnin, Academic College for Teacher Education, Israel

Al-Qasemi Academic College of Education, Israel

Since the initial teaching of formal mathematics is the responsibility of first- and second-grade mathematics teachers, this study examines whether the training given to such teachers in Arab colleges furnishes them with the relevant knowledge. It also seeks to provide a picture of the state of student teachers' mathematical content and pedagogical knowledge in the initial and final stages of their training compared with that of in-service first- and second-grade Arab mathematics teachers.

The study was conducted amongst 150 first- and second-grade mathematics teachers teaching in public Arab elementary schools – 75 first-year students and 75 third- and fourth-year students studying Early Childhood Education. The level of mathematical and pedagogical content knowledge was examined using two questionnaires constructed around first- and second- grade mathematics content. The principal findings of the study indicate limited knowledge both in mathematical content and in pedagogical knowledge, the teachers exhibiting the highest level of the two components of knowledge, and the differences between the two groups being significant. While third- and fourth-year students exhibited a higher average than first-year students, no significant difference was observed.

The primary conclusion is that the training given to first- and second-grade mathematics teachers within the framework of the Early Childhood track provides them with insufficient mathematical content and pedagogical knowledge. The principal recommendation is to enrich the curriculum of first- and second-grade Arab mathematics teacher education programs by introducing a variety of mathematics courses, with the emphasis on the content and pedagogy of first- and second-grade mathematics. ■

3. Building a School Project (E)

Susan Strikovsky

Pelech Religious Experimental High School for Girls, Israel

Inspired by the schooling system of High-Tech-High, I created a "real-life" project for my 8th-grade native English speaker's class. The end goal was for my students to design and build a school to meet the needs of the future. During this project, my students would be critiquing education systems orally and in writing; they would be using research skills to write comparative and informative essays; they would be learning how to write concise reports and be given an opportunity to use their creative faculties.

In order to get the students thinking critically about what makes good teaching and learning, we watched a number of different clips from education films including Sir Ken Robinson's talk on TED, entitled "Do Schools Kill Creativity?" We also read literature dealing with a variety of educational philosophies, and we discussed excerpts from novels written by teachers facing the highs and lows of contemporary education.

In addition to reading literary pieces, I arranged two talks. One was given by a colleague about his school experiences and another by an architect who explained what elements need to go into building a school.

The students used all this knowledge and preparation to create and build a school inside and out. This included writing a mission statement, designing a coat of arms, creating a school uniform, writing and recording a school song, and writing a curriculum.

The culmination of the project was a showcase evening for staff and parents, organized by the students themselves. ■

Teachers' Partnership Models

Partnership Models of Teachers – A New Path to Urban Settings (H)

Shay Huber, Yael Ohad-Karny, Tomer Belity-Dagan

The Jerusalem Teacher's Forum, Israel

As we all know, teachers operate in their classes as academic authorities, as educators and leaders, and as group facilitators who impart knowledge and culture to young people.

Many teachers in Israel choose their path in education as a mission, as studies indicate. Teachers are deeply involved in their school frameworks, targets, etc. Unfortunately, however, they are generally excluded from decision-making processes within municipalities or national frameworks.

Despite this reality of exclusion, the self-image of teachers in Israel, and our image as reflected in the media and as perceived by the general public, we have witnessed in recent years a new phenomenon of groups of teachers who work toward expressing a position on issues of education or endeavor to promote change processes at various levels of the education system.

Another aspect of the phenomenon embodies an independent organization of teachers to protect their rights and their employment conditions, independently of the official teachers unions.

The Forum's attitude is based on our concept that teachers can and should bring their professional knowledge, voice, and social-cultural awareness, including important input, into the public discourse, as well as into the policy-making arena.

Urban space, according to our Forum, is the space shared by teachers, municipality officials, parents, and school principals.

The MOFET educational conference is an opportunity for this forum to offer a round table session (8-10 tables). Our proposal is to hold discussion groups at round tables on the theme, "Partnership models of teachers – A new path to urban settings". ■

School and Community

1. A Unique Social-Pedagogical Framework Utilizing Interactive Teaching (H)

Yael Kalil

Kedma School, Israel

The Kedma School was established in 1994 in order to serve pupils from a disadvantaged community in Israel. The school aims for all students to achieve full Bagrut at graduation, and continue to academic learning. The belief in students' abilities is combined with the conviction that change is within reach. Kedma's unique teaching model is established on an ongoing open dialogue between students and teachers. It is based on heterogeneous classes. Students differ in their personal, cultural and social background, as well as their inner world and learning styles. Gaps between students in Kedma's classes are broad. Lessons are designed to take into account those gaps, in order to have all students experience success. Homework is also adjusted to different levels and learning styles, and students are given choices. The first 10 minutes at each lesson/topic are devoted to student's existing knowledge (by writing to a character or offering associations). This way enhances student's motivation and their bond to the text. If possible, a text relevant to the student's world is selected. An emphasis on developing learning strategies is part in every lesson: writing, asking and understanding questions, answering, etc. Affective engagement of students is gained by personal conversations as well. ■

2. A School that is Home... (H)

Clara Yona-Meshumar

Kedma School, Israel

The Kedma School is a unique model in the Israeli education system. A fully academic high school located in and serving a disadvantaged community in Jerusalem, its aim is for all students to graduate with a full Bagrut and continue on to higher education. School life is based on a meaningful relationship, a real partnership, and an ongoing dialogue among students, parents and teachers. Kedma holds a systemic perception that supports a flexible school frame, unlike the typical formal school frame. This perspective encourages a close relationship between teachers and students as well as a rich dialogue between them, engaging students at all levels and encouraging them to participate in school life at all levels, and inviting and encouraging families and parents to participate as well. One of the expressions of this perspective is the fact that physical school boundaries – spaces where students are allowed – are different from those acceptable in other schools. At Kedma, each student is a subject: he/she has a personal mentor, his/her world is considered and taken into account in the school's curriculum, and his/her voice is heard and meaningful in school life. The various subject matters enable students to reveal their inner world and create links between their world and the formal school curriculum. The personal mentor is responsible for the student's personal growth and academic achievements. Mentors are teachers, friends, guides, counselors, and "advocates" for their students. Their role is to encourage independent thinking, set goals, expand awareness, and facilitate growth and change. ■

3. Equality and Social Justice: From the Classroom Out (H)

Shlomit Deree

Kedma School, Israel

The Kedma School is a unique model in Israeli education system. It is a fully academic high school located in and serving a disadvantaged community in Jerusalem, aiming for all students to achieve full Bagrut at graduation, and continue to higher education later. But academic perspective and Bagrut are just part of Kedma's story. Kedma developed several unique programs that emphasize identity, connections to the community, critical thinking and educating for equality. All programs were created by teachers, while some are based on the curriculum; others like "Equality Begins with Us"; "Gender"; "language and Culture" are exclusive to Kedma. A lot of thought was dedicated to the process of selecting relevant texts. The goal was finding texts that will expand students' perspective and question the obvious, while being relevant to students' world, in issues like inclusion, exclusion, fairness, equality and inequality. Teaching those texts was based on interactions among students as well as students – teacher interaction. The students are engaged in knowledge created in class that interacts with external knowledge based on books and other sources, teacher's perspective and their own knowledge. Students' knowledge – personal stories, experiences, dreams and dilemmas – are legitimate knowledge and central focus point at Kedma. ■

Ways of Learning to Teach

Ways of Learning to Teach (E)

Shlomo Back², Ilana Elkad-Lehman¹, Nir Michaeli³, Sharon Feiman-Nemser^{4,5}

¹*Levinsky College of Education, Israel*

²*Kaye Academic College of Education, Beer-Sheva, Israel*

³*Kibbutzim College of Education, Technology and the Arts, Israel*

⁴*Mandel Professor of Jewish Education, Israel*

⁵*Brandeis University, USA*

This symposium is devoted to the book, *Ways of Learning to Teach* (Back, 2012). The book develops a meta-theory of teacher education that analyzes three major approaches to teacher education (Enlightenment, Romanticism, and Belief-Oriented programs), each of which suggests a different epistemological and ethical world-view. Accordingly, each approach leads to a different vision of the teachers' identity, and informs a different type of teacher education program.

The symposium will deal critically with some of the issues discussed in the book. Shlomo Back will briefly present some aspects of the meta-theory discussed in his book, and Ilana Elkad-Lehman and Nir Michaeli, will discuss their respective programs and how the book's notions helped them conceptualize their programs.

Ilana Elkad will present the principles upon which the M. Teach. Program at Levinsky College is organized: fusion of college learning and field experience, the teacher as researcher, and technological innovations. The main focus of her presentation addresses the students' influence on the program's identity: the gaps between planning a teacher education program and its execution from the students' point of view.

Nir Michaeli will raise the question of how the vision of the good teacher has to be addressed in times of privatization and "gappization" and the strengthening of the economic-utilitarian discourse. He will translate this vision into specific models of teacher education programs enacted in his college.

Sharon Feiman-Nemser will serve as discussant, responding to presentations by the other panelists, sharing some reflections on the book, and making connections to new developments in teacher education research and practice.

Lea Kozminsky is the president of Kaye Academic College of Education, Beer-Sheva. Her areas of research include diversity and equity research with excluded populations; construction of professional identity in teaching; leading and researching reform networks in teacher education; and developing innovative programs in teacher education.

Shlomo Back, former president of Kaye College of Education, Beer-Sheva, is a professor of Philosophy of Education and the head of the Quality of Teacher Education Programs Department at The MOFET Institute. His fields of research include epistemology and ethics, and he is particularly interested in the relationships between theory and

practice in teacher education programs. His books include: *Ways of Learning to Teach* (2012) and *The Technical Vision: The Case of Teacher Education* (2005, Hebrew).

Ilana Elkad-Lehman is a professor of Literature Teaching at Levinsky College of Education. Her fields of study include hermeneutics (in narrative research and in literature); inter-textual reading; teacher development; and development of thinking in teaching literature.

Nir Michaeli teaches and writes on social aspects of teaching and learning, teacher education, educational policy, informal education, and school reforms.

Sharon Feiman-Nemser is the Mandel Professor of Jewish Education at Brandeis University and the founding director of the Mandel Center for Studies in Jewish Education. Before coming to Brandeis, she served on the faculties of the University of Chicago and Michigan State University, where she directed innovative teacher education programs and conducted research on learning to teach. Prof. Feiman-Nemser has written extensively about the curriculum and pedagogy of teacher education, new teacher induction, mentoring, and teacher learning. She co-edited the *3rd Handbook of Research on Teacher Education: Enduring Issues in Changing Contexts* (2008), and recently published *Teachers as Learners* (2012) with Harvard Education Press. ■



Second Day Wednesday, July 3, 2013

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Plenary Lectures

Training Doctors: Special Characteristics of Medical Education (E)

Jonathan Halevy

Sha'arei Zedek Medical Center, Israel

Some aspects of the teaching of the medical profession are unique, and some are shared with the teaching of other professions.

One aspect common to all professional education is the initial sorting procedure - the selection from among all applicants of those who appear most suited to the profession. Potential physicians require a combination of scholastic abilities, interpersonal communication skills, and ethical awareness. My lecture will include an analysis of the various methods of selection employed by medical schools in Israel.

The issue of personal example (role-modeling) plays a very significant part in the instruction of young physicians. Many seasoned doctors still quote and refer to the words and mannerisms of those who instructed them: for better or for worse, the early impressions may leave their mark on entire careers.

The teaching of medicine entails imparting a broad basis of varied knowledge, almost infinite in scope and expanding at great speed. (The fundamental information pertinent to some of the basic sciences – physiology, patho-physiology and pharmacology – is said to double every five years.) And all this before the actual encounter with the patient at his bedside!

It is necessary, therefore, to recruit a wide range of teachers who are continually updating their knowledge; moreover, in an age when every student has instant access to the basic facts on any subject, teachers must provide the extra factor that guides students in discriminating between the wheat and the chaff and shows the way to make the best use of the vast reservoir of available information.

A central requirement, unique to the medical profession, is the development of the students' "clinical sense". Some students have an inborn ability to integrate their factual knowledge and apply it with relevance to the patient they are treating. In the pre-clinical years, it is difficult to discern this quality, and it is also a trait that cannot easily be taught. I believe that instructing the student to combine facts with intuitive interpretation is the major challenge for all who teach medicine.

A relatively recent innovation in medical education is the establishment, worldwide and in Israel, of "simulation units" in which the student can simulate real-life practice by interacting with actors assuming the role of patients and by using elaborate medical equipment on dummies representing various clinical conditions. This approach has shown itself to be successful in the instruction of students and residents alike. I will discuss this method in more detail in my lecture. ■

The Education of Teachers: Characteristics and Challenges (E)

Tamar Ariav

Beit Berl College, Israel

The education of teachers has made much progress in the last decades around the globe as well as in Israel. The main reasons for the massive reforms in teacher education are the increasing demands from the profession as other social-educational agencies declined, the increasing impact of technology, the global competition for student achievements, and the political understanding of the importance of skilled population for the future economy. The main features of the reforms are: (1) revised teacher preparation in terms of contents, routes, simulated learning, and emphasis on relevant field experience; (2) an induction period that culminates in a licensing procedure; and (3) lifelong-learning professional development. The general characteristics of each phase will be presented with a brief reference to the education of other professions.

There are numerous challenges in developing a highly qualified teacher. In my lecture I will discuss the following challenges:

At the preparation stage: Who are quality candidates and how are they selected? What are we looking for in an educator that is beyond knowledge and skills? What is the most promising route that will not only draw smart people to teaching but will help them remain in the profession and be successful? What needs to be taught in pre-service education (research evidence is rather weak compared with Medicine, for example)? How should theory and practice be integrated and properly applied in ever-changing contexts?

At the induction stage: How can this formative experience for the novice teacher be a constructive bridge between initial teacher education and the reality of school? How should it be structured and evaluated? What are productive licensure processes that might predict good teaching?

At the professional development stage: How, where, and by whom should these processes be decided and carried out? How can attrition be minimized and the accumulated knowledge and experience of veterans who wish to leave the profession to support other teachers be used?

The discussion of characteristics and challenges of the teacher education continuum may inform policy makers regarding issues that need to be addressed and direct research to suggest 'glocal' insight to support policies. ■

The Promises, Challenges and Limits of Teacher Evaluation (E)

Drew H. Gitomer

Rutgers Graduate School of Education (GSE), USA

The evaluation of teachers is becoming a cornerstone of educational reform throughout the world. This policy movement is based on very strong theories of action claiming that evaluation practices and outcomes will result in changes in behavior by individuals and by institutions such as schools and teacher preparation programs. Teachers, for example, should have greater incentive to provide more effective instruction and more information upon which to base their professional development. Institutions should benefit from improved evaluation practice by not only supporting professional development, but by having valid information to support the certification, hiring, retention, reward, and dismissal of teachers.

Thus, if teacher evaluation is to improve education in the ways that policy makers hope, two sets of questions must be explored. First, to what extent are the measurement instruments and methods used to evaluate teachers likely to support valid inferences about teachers and the quality of their teaching? What are the challenges that will need to be addressed to ensure that evaluations indeed lead to valid judgments about teachers? Second, to what extent is there a legitimate basis for the theories of action upon which evaluation systems are based? What is the evidence that teacher evaluation systems are promoting the kinds of actions by individuals and institutions that are intended by the policies? Taking these two sets of questions together, I consider the role that well-designed evaluation systems can play in supporting improved instructional practice. ■

Excellence, Innovation Education, and Nurturing the Gifted (E)

Taisir Subhi Yamin

The International Centre for Innovation in Education (ICIE), Germany

Given the importance of human capital and the investment in gifted, talented, and creative learners, innovation education must be scientific, systemic, and coherent, and expect accountability for students' progress. Why, then, do education systems spend so little time and resources on developing creativity and innovation skills?

Excellence in education seeks to prepare children to become adult innovators. This implies that the education system should invest in innovation education, taking into consideration that innovation is an integral part of giftedness, and creativity is the first step in the dynamic innovation process. However, how can we promote intercultural dialogue to stimulate creativity and innovation in education in order to understand the world better and to improve living standards?

In agreement with a number of scholars (e.g., Shavinina, 2009), I strongly believe that gifted, creative, and talented citizens are "guarantees of political stability, economic growth, scientific and cultural enrichment, psychological health, and the general prosperity of any society in the 21st century" (vii). "One way to understand the history of human civilization is via inventions and discoveries of the gifted" (vii).

In the context of excellence in education, capacity building means that we provide resources; facilities; training; and mentoring in order to maximize the potential of both teachers and students; concentrate on their strengths; advance their performance levels; and foster teachers' and students' executive abilities (e.g., fostering know-what and know-how competencies). Ambrose (2009) pointed out that educators require strategies to make their students aware of contextual influences, so the influenced deserve to know much more about their socioeconomic, political, and cultural contexts.

Over the last five decades, we have observed a number of trends in gifted education, including changing views of the conception of giftedness; changing views of the conception of creativity; developing different models and tools for screening and identification; increasing use of educational technology and computerized provisions designed to meet the needs of gifted, creative, and talented students; increasing emphasis on developing gifted learners' productive thinking skills; increasing impact of understanding; and implementing creativity and entrepreneurship.

The education system should be concerned with the right of each individual to develop his or her potential; it also should be concerned with individual differences (e.g., abilities, interests, learning styles, and motivation level). Educational democracy implies that each individual has the right to access appropriate education provisions. Our mission is to empower every person to become a responsible, self-directed, life-long learner through a positive partnership of families, teachers, scholars, ministries of education, and community.

This keynote speech will shed light on gifted programs and practices in different parts of the world, and will address strategies for extending thinking in addition to the importance of programs designed to develop productive thinking. These programs aimed at helping teachers create environment and activities that permit learners to engage in productive thinking, and helping learners build the competences they need for living in the 21st century. ■

Parallel Sessions

Influence of Education on the Learners

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1. Developing Reflective Skills among EFL Student Teachers (E)

Ruwaida Aburass

Beit Berl College, Israel

This paper reports the results of a qualitative research study designed to examine the effects of guided written and oral reflections for developing reflective thinking skills among Palestinian female Arab-Muslim student teachers in an English as a Foreign Language (EFL) teacher education program in Israel. Advising was provided in the framework of a one-year practicum. These student teachers tend to prefer guidance and prescription rather than advice and ready-made approaches to risk-taking and trial and error. Besides administering a pre-post questionnaire to develop their reflective skills, some qualitative research methods such as conducting formal interviews and

responding to open questions were employed. The results indicate some improvement in the students' abilities to develop reflective thinking skills. However, a more structured practice teaching program, time, and ample opportunities for practice and reflection are required in order to help Palestinian Arab student teachers further develop their reflective abilities. ■

2. Misconceptions Based on Prior Knowledge in Cinema Education: Students' Understanding of the Differences Between the Camera and the Human Eye (E)

Elad Fichman

The David Yellin Academic College of Education, Israel

Prior knowledge is known to influence learning and comprehension in differing fields. In cinema studies, the everyday use of vision is considered prior knowledge that may lead to misconceptions and a limited understanding of the camera's features (e.g., lens, focus, and iris). This issue has not yet been researched, and to this end a pilot study was conducted with a specially prepared questionnaire. (Sample question: "If we visually observe a man from head to toe, when positioning a camera in place of our eyes, will we also see him through the camera from head to toe? Explain.") The participants in this study were two cinema teachers, eight 8th-grade pupils without any background in cinema studies, and thirteen 12th-grade pupils in their second year of cinema studies. The cinema teachers answered all the questions correctly. Only one 8th-grade pupil and two 12th-grade pupils answered most of the questions correctly. Some of the explanations reflect misconceptions, for example: "The camera is like one eye and if you shut one eye you see less, so [...] you don't see the right side."

The findings indicate that despite students' exposure to films, web cameras, etc., they misperceive and lack an understanding of camera features. Teachers' awareness of this phenomenon is important for enhancing students' abilities and developing aesthetic expression. The paucity of correct answers is quite disturbing. Prior knowledge should be taken into account when building curricula in photography and film studies. ■

3. Language Testing and Learners' Motivation: What Is the Connection between Them? (E)

Faris Keblawi

Al-Qasemi Academic College of Education, Israel

Tests might exert detrimental or beneficial effect on many aspects of language learning and teaching. One area in which tests seem to have a crucial influence but which has received meager attention is that of language learning motivation. This qualitative study endeavors to examine the ways in which tests can affect language learners' motivation. Semi-structured interviews were conducted with twenty high-school learners of English. A qualitative analysis of the data revealed that tests can mostly be a source of extrinsic motivation. This happens mainly when performing well in a test pleases family members or teachers; when it spares learners potential punishment; or when it affords them tangible benefits. It can be argued that tests may be intrinsically motivating to learners who feel satisfied when performing well. On the other hand, tests can demotivate learners. This is mainly the case when tests are perceived as too difficult or unfair or when performing well in them is seen as a matter of chance. Demotivation can also be experienced when test conditions are inadequate, when learners feel other less proficient learners cheat and perform better than them or when there are repeated experiences of failure. The above results are analyzed critically using a variety of motivational concepts drawn mainly from the self-determination theory. Based on the results of this study, teachers and educators are advised to exercise maximum care when planning, designing, and administering tests to their students. Meticulous attention should also be paid to how teachers and learners interpret the results of tests. ■

4. Celebrating Diversity: The Significance of Cultural Differences for the Reading Comprehension Processes of the Young Adult EFL Learner (E)

Devora Hellerstein

The Zinman College of Physical Education and Sport Sciences at The Wingate Institute, Israel

Reading comprehension in English as a Foreign Language (EFL) is a key to success in academic studies in Israel. Adult students come from diverse educational backgrounds, often determined by their cultural environment. They arrive at the university or college classroom with different approaches to learning and reading in general, and to reading in EFL in particular. The challenge for the EFL teacher is to help students draw from their cultural tool-kits while exposing them to new tools so that they can achieve their full learning potential.

This inquiry was guided by three main research questions: How do differing cultural, religious, and linguistic backgrounds impact upon adult students' approach to and process of learning reading comprehension in English? How do these backgrounds impact upon progress and achievement in reading comprehension in English? And which teaching approach can best address the range of needs of a culturally diverse student group? To address these questions, an action research study was conducted using a case study approach. Thirty-nine young adult students who participated in a year-long EFL matriculation preparation program were examined.

Based on the data, when teaching EFL reading comprehension to a multicultural class of students, it is argued that a classroom culture should celebrate their diversity and allow them to voice their distinct learning approaches. At the same time, their voices should be harmonized through a unified learning approach based on the application of reading strategies and engagement with a text. ■

5. Between Verbs and Nouns: Using Nominalizations in Narrative and Expository Texts Written by Arabic Speakers in English as L2 (E)

Judy Kupersmitt

Al-Qasemi Academic College of Education, Israel

Predicative content can be expressed by means of tensed or non-tensed verb forms as well as by nominalizations (e.g., English present participle *creating*, infinitive *to create* or nominalized *creation*). Unlike English, Modern Arabic lacks a productive system of non-tensed forms and thus speaker-writers are expected to rely on nominalized forms in extended discourse. This study focuses on such categories as intermediate between nouns and verbs and examines their distribution and textual functions in film-based narrative and expository texts written in English. The texts were elicited from 60 native speakers of Arabic, majoring in English language, compared to those written by 44 native speakers of English, following the same procedures in both native (L1) and non-native (L2) groups. Preliminary analyses showed a significant preference for nominalized forms in non-native texts represented by distinctive patterns of language use – both quantitatively and qualitatively – attributed to rhetorical preferences transferred from the L1, as well as to transitional phases in the development of the L2 (English) as the target language. Nominalizations occurred in a range of syntactic contexts including complementation and adverbials, where they resemble common nouns (e.g., 'she asked him to help her with the house's cleaning [= to clean the house] before the returning of her mother from the job [= her mother returned]'), differing in textual functions according to genre. The study underscores the need to assess L2 competence at the discourse level and has implications for planning more efficient teaching methods and materials that are specifically targeted to Arabic learners of English. ■

6. Leaving a Mark, Making a Difference (E)

Tamar Ascher Shai

The David Yellin Academic College of Education, Israel

Thirteen years after the completion of my doctoral research, I located ten of the students who had participated in the study in order to ascertain what had made such a great impact on them as teachers-to-be that it would still be present 13 years later. This paper does not present an in-depth longitudinal study, but rather a form of update on a study that suggested at the time that the true effects of my program would probably only become apparent to the students themselves many years later. The results and conclusions of this follow-up are surprising and challenging to teacher trainers and educators alike. ■

7. Art Education as a Key to Changing World-Views (E)

Hovav Rashelbach

Oranim Academic College of Education, Israel

In this talk, I will argue, following my definition of the field of art, that contemporary art education allows for creative, critical, and unique human expression. It is representative but also provides a presentation that undermines the very representation. As such, it aims to extend or to challenge (artistic) world-views using ideas and their relationship with the visible. There is a caveat: while this creative expression should not be devoid of meaning, it should not be a superficial and banal statement with a single meaning either. In other words, the creative action in the visual field permits expression that enquires about concepts and conventions of thought and action. The creator does so by providing an artistic object, in order that his implication may cast constructive doubt. I will demonstrate my point with the picture, 'White Shoes' by the artist Assaf Romano, which will help me confirm the idea that the dialectical visual image is a teaching tool that allows closeness and distance; this could bring about a turnaround in the perception of reality in an educational experience that exceeds the conventional structure of knowledge transfer. During the lecture, I will relate to the term 'world-view' via the question of human taste as a value that is given to a change over the time, taking into consideration the fact that the picture as well as its creation are events that possess the possibility of exposing different aspects of reality. ■

8. Can Informal Education Be Implemented in Formal Education at Regular Day Schools? (E)

Rivka Zafir, Daniel Kendler

Jewish Spirit Org, Israel

In Israel, the informal education that has existed since the establishment of the State usually occurred in the periphery in order to enrich unprivileged children. Most of it took place outside of the formal school system in formats such as youth movements, playgrounds, and summer camps. Later on, informal education was conducted in the formal education framework in special lessons concerning holidays, current events, and so on. There was and still is a dichotomy between formal and informal education, even when they are implemented at day schools. For the last five years, our organization, "Ruach Yehudit", has been conducting a project with the Ministry of Education. We hold classes in about 60 schools all over the country, where we teach Jewish values using only informal methods. This is accompanied by research conducted by Dr. Rita Sever. At the request of the former director general of the Ministry of Education, Dr. Shimshon Shoshani, we began to teach in various colleges. The aim is to expose students who intend to be teachers to our informal methods of teaching. We believe that in the modern, rapidly-changing world, teachers must teach in more creative ways using games and Internet programs. An example is a Talmudic issue about social justice that sparks the students' curiosity and desire to ask questions. We accompany our work at the colleges with questionnaires and with a research study in order to find out the college students' positions vis-à-vis our sessions. ■

Teaching Develops Personality

1. Depression among Arab Student Teachers in Israel: The Moderating Influence of Religiosity, Social Support, Positive and Negative Feelings, and Self-Control (H)

Qutaiba Agbaria

Al-Qasemi Academic College of Education, Israel

The present study focused on depression among Arab student teachers in Israel, and examined the correlation between depression and religiosity, mental well-being, self-control, and social support. Six hundred Arab student teachers participated in the study, whose main finding concerns religiosity as a factor that moderates depression. Negative correlations were found between the extent of religiosity and depression, and positive correlations between the extent of religiosity on the one hand and self-control and mental well-being on the other. Furthermore, it was found that social support was important owing to the role played by family and peer group in providing a sense of belonging. Four factors have a moderating effect on violence: religiosity, self-control, social support, and positive feelings. In addition, negative correlations were found between subjective mental well-being and depression, and between self-control skills and low levels of anxiety and depression.

This study has practical implications for the development of both self-control skills and spiritual religiosity among students, as a way to enhance their mental well-being and to reduce levels of depression. ■

2. Treating Children with Behavioral Problems and Emotional Regulation by Means of Dog Training (H)

Gal Tamim Sikuler

Psychological Educational Service Beer Sheva, Israel

The primary aim of the dog training program, which was given by a police dog handler, and the attendant emotional processing workshop, which was given by the school psychologist, was to practice control, regulate emotions and impulses, and cope with frustration while extending the emotional repertoire. The second aim was to improve the parents' and teachers' reflective ability to provide a productive response that promotes optimal behavior in the challenging situations of children with behavioral difficulties.

The program was held with the assistance of the Israel Police Canine Unit, and the aim of working with the police was to create a construction of law representations as a pattern of internal control that facilitates integration into and contribution to the community.

The Achenbach assessment administered before and after the program indicated a sense of "esprit de corps" at the end of the program, an increase in the children's self-confidence, a sense of success, and personal competence alongside improved self- and body-image. The school staff reported increased motivation for learning, good scholastic achievements and an improvement in the participating students' ability to cope with frustration.

In addition, some of the program's participants were transferred into regular classes. The behavior of all the children in the program improved and freed them for scholastic and social functioning.

The findings of the intervention show the high efficacy of cognitive-behavioral treatment with dog training coupled with building behavioral patterns that include emotional and physical regulation alongside an empowering emotional experience. ■

3. Applying the Feldenkrais Method as a Learning Tool in School (E)

Eilat Almagor¹, Ronit Feingold², Deborah Forster³

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Movement and self exploring are key tools in early learning processes. The foundations of brain organization are established during infancy, as the baby learns to roll, crawl, etc. and to adjust among his senses, emotions, and social interactions. We examine how to harness the unique qualities of movement exploration in later abstract learning as well. Feldenkrais studied the natural process of "Learning through Movement" in infants, and developed a method and movement lessons to promote learning at all ages. The lessons call for individual attention and awareness. The movement exercises are verbally directed and well defined, yet, due to vast human degrees of freedom, they allow for individual interpretations and differences.

We adapted movement lessons to classroom settings of first- and second-grade children in Keshet School. During a five-month pilot study, fifteen-minute lessons were presented two mornings a week and recorded by video. In parallel, we taught a course for schoolteachers in David Yellin and Keshet schools. First impressions suggest 'learning moments' might be linked to shifts in attention often accompanied by visible changes in quality and coordination of movement. Changes are also visible when comparing early sessions with much later ones.

We believe that analyzing behavioral measures that arise in temporal contingencies between movement instructions and student responses may yield evidence for a more generalized "Learning-to-Learn" impact that extends beyond movement to other domains of learning and problem solving. Moreover, it may help train teachers to recognize learning patterns that can be integrated into their educational strategies. ■

4. First Year in a Teachers' College: A Study of Factors Facilitating Academic Achievement (E)

Shirli Shoyer

Oranim Academic College of Education, Israel

Teaching students in Israel – like students in other academic areas – are admitted to higher education on the basis of scholastic abilities (matriculation and psychometric test). Drawing on existing educational and psychological knowledge, this study challenges the assumption that academic achievement in teacher education can be predicted by scholastic abilities only. Instead, it tested a multiple predictors hypothesis. Specifically, the hypothesis posits that academic achievement is predicted by scholastic abilities as well as by three additional components, linked in the following order: social background→interpersonal relationships→intrapersonal characteristics→academic achievement. Social background is indicated by parents' education, interpersonal relationships are indicated by quantity (how many) and quality (satisfaction level) of social support, intrapersonal characteristics by intrinsic and extrinsic educational motivation (Deci & Ryan, 2011), self-esteem (Rosenberg, 1965) and future orientation about work and career (Seginer, 2009). Academic achievement is indicated by final grades.

Data were collected from 238 first-year students attending an academic college of education. Structural equation modeling (SEM) shows that the theoretical model in which scholastic abilities are directly linked to academic achievement, and social background is linked to academic achievement via the interpersonal and intrapersonal components is confirmed for the first year (as well as for the second year). Moreover, the expanded model explains twice as much of the academic achievement variance as does the scholastic abilities model. The discussion will address the implications of these findings and suggest testing the model with other higher education programs. ■

5. Unusual Play (H)

Ronit Zilberman

Kibbutzim College of Education, Technology and the Arts, Israel

While playing a game such as "tag", the focus is on changes made to the game using concepts from the Feldenkrais Method. The purpose of initiating the changes is to create new opportunities for experimentation. Naturally, the new situations may be non-habitual; however, the activity takes place in a safe, playful space.

The concept of *Unusual Play* developed from teaching courses for children to improve self-resilience in nature and indoors.

Goals

To present an efficient learning-teaching tool focused on developing abilities to cope with changes.

The Exploration Process in *Unusual Play*

Rules and changes are constraints requiring the participants to react. Any change is legitimate. Changes, using the ATM strategies of orientation, manipulation, and timing, add infinite points of contact among the participants.

Exploration stages are:

- Starting the game with known rules.
- Creating a change, while safeguarding the principle.
The change creates a non-habitual, playful situation.
The non-habitual situation/action allows sensing and becoming aware of the change.
- Creating additional transitions between habitual and non-habitual.
- Using sections of ATM lessons to support the individual's, and the group's, coping skills and needs.
- Integration – individual, interpersonal, within-group.

Connecting play to nature

During play, using images and roles from nature invites questions about the significance of the chosen image: how the image reflects the intention in play and how changing the image may offer the participants different solutions; for example, how choosing to act as prey or predator influences the activity. ■

6. The Difference between the Perception of the Concept of Learning and the Use of Constructivist Instruction Strategies between Arab Teachers in Elementary Schools who Participated in the Greenhouse Thinking Project and Those who Did Not (E)

Bahaa Zoubi, Enas Qadan

Al-Qasemi Academic College of Education, Israel

In recent years, the "Pedagogical Horizons" program has been assimilated in the Israeli education system in order to infuse higher-order thinking skills into various subjects. The basic assumption of "Pedagogical Horizons" posited that in order to develop higher-order thinking among students, we need to exchange traditional instruction strategies for constructivist instruction strategies. This study examined the difference between the perception of the concept of learning and the use of constructivist instruction strategies among Arab teachers in elementary schools who participated / did not participate in the greenhouse thinking project. We employed quantitative instruments: the Arabic-language questionnaire on the perception of the concept of learning and the constructivist instruction strategies questionnaire were distributed to teachers who participated / did not participate in the greenhouse thinking project. We also employed qualitative instruments, namely, depth interviews. Study participants comprised 400 teachers, divided up as follows: 300 who participated in the greenhouse thinking project (100 each for the first, second, and third years of participation), and 100 who did not participate in that project. Results indicate a better perception of the concept of learning and greater use of constructivist instruction strategies among teachers who participated in the greenhouse thinking project as compared to teachers who did not participate. Qualitative results attributed the difference in the results to the project supervisors who used constructivist instruction strategies in their supervising and their perception of the concept of learning. These results indicate that thinking projects probably influence the infusion of thinking skills into different subjects among in-service Arab teachers. Therefore, we recommend carrying out a quasi-experiment that will examine the influence of participating in the greenhouse thinking project. ■

7. PDS Program and Its Impact on Inclusion Target-12 (E)

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³*Al-Tasamuh M. School, Israel*

This proposal seeks to present a unique model to apply Inclusion Target-12 at the junior high-school level. The Ministry of Education decided to implement Inclusion Target-12 in regular education during the 2012/13 academic year. Inclusion Target-12 aims to integrate and advance pupils at the school level. This paper, however, deals with the integration of pre-service college trainees into junior high schools. In line with the PDS model, the junior high school included 17 third-year Arabic and Islamic studies students and 12 female students of English. Practically speaking, inclusion means the integration of trainees into everyday educational and pedagogical school practices. On-site officials at the school help increase the students' inclusion ability, providing them with various tools to help them integrate more smoothly into the school. They also help create an environment conducive to fulfilling their potential to become the desired social and educational leaders of the 21st century. Student inclusion occurs at the personal, systematic, and environmental levels, with the school organization affording students a nurturing environment that promotes a sense of autonomy, competence, self-realization, and authentic self-expression. The students participate fully in formal and informal educational processes, professional staff meetings, individualized teaching hours, and the establishment of an educational dialogue between pupils and teacher trainees. School administrators empower the trainees and encourage them to initiate and participate in social and educational events and workshops. A school psychologist accompanies college trainees, providing the requisite emotional support. ■

..... Application of Three Academic-Based Curricula in Different Educational Settings within the TRACES International Project

1. The Application of Three Academic-Based Curricula in Different Educational Settings within the TRACES International Project (E)

Igal Galili¹, Yaron Schur², Ayelet Weizman¹, Hana Stein³, Oren Eckstien⁴, Moria Nezer-Tarcic⁵

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In this three-poster session, we describe a comprehensive study of the gap between an academic idea and the corresponding product and its implementation in the educational system. The posters describe three case studies that were performed as part of the international research project TRACES led by the University of Naples. **Goals:** To examine the implementation of an academic-based innovation by its consumers – teachers and instructors of various background and educational environments – and study the factors that affect this process. We specifically explored the advantages and area of validity of the suggested curricular innovation. **Description of the study:** The "Thinking Journey" (TJ) method of instruction (Schur & Galili, 2009) was used to construct three academic-based instructional units. The "Weight and Gravitation" and "Life Characteristics" curricula were taught in two middle schools, whereas "TJ in Astronomy" was implemented in HILA's national project for dropout high-school students. Each case study examined the use of the new unit by teachers who were guided by the unit developers. In the two middle schools, the emphasis was on teaching and teacher preparation, while in the HILA project, it was mainly on the instruction of teachers. **Results:** The teachers' and administrators' views and perceptions were documented. Teaching was observed, recorded, analyzed, and discussed during the course of the study. Specific tests were performed to facilitate the data, thus enabling the researchers to write specific reports on each study and contribute to the comprehensive report (Galili et al., 2012). Some of the results are described in the three posters. ■

2. A Research Report on the Application of "Thinking Journey" in a Project for High-School Students who Dropped Out of School (E)

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A research-based teaching approach, "Thinking Journey" (TJ) (Schur & Galili, 2009) formed the basis of a science program that was accepted as part of the programs offered by the Ministry of Education's HILA project for dropout high-school students. The aim of the study was to investigate (1) factors that influence the assimilation and adaptation of an innovative program to teach science to dropout students; (2) the process of preparing teachers without any scientific background to work on this science curriculum.

Description of the study: Twelve HILA teachers for dropout students and two administrators were interviewed. The teachers participated in a workshop on the "TJ in Astronomy" program. The workshop comprised four sessions: (1) two sessions as learners; (2) one session relating to the teachers' ideas as to how to implement the program with their specific students; (3) a final session held a month afterwards and relating to the teachers' experiences.

Results: The active involvement of administrators and collaboration with researchers are required for introducing a new research-based teaching method to be used in a country's program. It is necessary to involve decision makers in the teachers' training. Teachers' reactions to the training and the tools they acquired were very positive. Regarding the TJ approach itself, there was much sympathy for the use of pictures as a teaching tool. "Experiencing physical things through photos was really special!" and the ability to develop many skills "...helps us develop skills such as asking questions, the ability to observe and explain phenomena." ■

3. The Application of a New Way of Teaching Weight and Gravitation in Israeli Middle Schools (E)

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This study reports on the successes and difficulties revealed in the attempt to adopt a research-based innovative product in school teaching. The Thinking Journey (TJ) method was applied in order to teach weight and gravitation to 60 ninth-grade physics in a Tel Aviv school.

Goals: We sought to check the impact of the new teaching on: (1) students' knowledge and their attitudes toward learning science; (2) teachers' views regarding the new contents and pedagogy; (3) the school administration's perception of change and the support it provided.

Findings: Our data enabled us to elicit the following features of the impact of the new way of teaching:

1. A significant improvement occurred in students' content knowledge and in their attitude toward learning science;
2. Teachers found the operational definition of weight elucidating; it bolstered their confidence in the subject matter;
3. Teachers found splitting weight and gravitation concepts plausible, intelligent, and effective in teaching the particular subject matter in the middle school;
4. The chosen set of situations was helpful in splitting weight and gravitation concepts;
5. Teachers expect the academy to be a resource of support during the field implementation of new instructional products;
6. When faced with the new contents, teachers might lack background knowledge in the subject matter;
7. The principal was positive and supported the implementation of the research innovations;
8. Essential limitation of the TJ method was realized: it is valid when it appeals to direct perception. The TJ method might therefore be inappropriate for teaching physical theory and abstract concepts. Thus, teaching the observer dependence of force identification (centrifugal force) failed. ■

4. A Research Report on the Influence of a Research-Based Teaching Approach to Classroom Discussions in an Israeli Middle School (E)

Ayelet Weizman¹, Moria Nezer-Tarcic²

¹The Hebrew University of Jerusalem, Israel

²Harel Middle School, Mevaseret, Israel

This study examined the factors that influence the assimilation of a new research-based teaching method in a suburban middle school, focusing on mediation of discussions in science lessons.

Goals: (1) To investigate teachers' initial views about classroom discussions, and how they were influenced by the intervention; (2) To describe the characteristics of effective discussions in a teacher-researcher's science lessons, and compare them with discussions in other teachers' lessons.

Methodology: Participants included a teacher-researcher, two science teachers, and 80 students in three different classes at the same middle school. The intervention lasted one semester during the 2010-2011 school years. Data collected included personal interviews with the teachers, transcripts of classroom observations, and a lesson study.

Findings and conclusions: The main factors leading to an effective discussion include: (1) the type of questions asked by the teacher; (2) the percentage of probing and high-level questions; (3) the "discussion atmosphere". Some **discouraging** factors for the assimilation of new teaching methods include the need to modify the method in real time for specific classroom conditions, the requisite preparation time, and the difficulty in changing teaching habits. The main **encouraging** factor was observing a colleague's lesson.

We conclude that introducing science teachers to a new research-based teaching method is not enough, even when the teachers' attitude is positive and they are provided with all necessary materials. Observing a teacher-researcher and then reflecting on their own teaching may be an effective way to influence teachers, and may help bridge the gap between research and practice. ■

Issues in Preschool Teaching

1. Women Who Choose a Second Career in Early Childhood Education: "I Have a Calling" (E)

Shosh Veitzman, Mira Karnieli

Oranim Academic College of Education, Israel

Early childhood education is crucial to developing the abilities, needs, and characteristics of every child. In terms of child development, the quality of the teacher directly influences the quality of the outcomes.

Women with academic degrees and prior workplace experience who choose a second career in early childhood education are equipped with a diverse set of personal skills, experience, and qualifications. This study investigates reasons why academics from different occupations choose early childhood education as a second career. As women who succeeded in their previous careers, why have they chosen to retrain as early childhood educators?

The study employed a qualitative method and focused on professional skills, abilities, and work/life histories, as well as personal expectations from the two-year accelerated degree program at Oranim College. Tools utilized were in-depth interviews with 10 participants and a questionnaire with 34 open-ended questions.

Initial results indicate that those who enter teacher certification programs do so by choice, as a conscious decision. The collective life-wisdom of these soon-to-be second-career teachers enables them to approach teaching with a rich skill set needed in critical teaching situations. Their life experience prior to the program plays a key role in this choice, and also influences their expectations and beliefs about children and teaching, as well as their self-perception as teachers.

The implications for teacher education include the need for institutions to develop retraining programs promoting the kind of thinking necessary for assisting career-changers in examining and utilizing previous life and work experiences to truly enhance their abilities and skills in teaching. ■

2. An Educational Initiative in Arab Society: Working with Fathers in Preschool (E)

Halah Habayib, Soheir Awes

Al-Qasemi Academic College of Education, Israel

Abstract

Working with parents is considered to be significant already in the training process, affording students in teacher education experience at both the planning and implementation levels.

We report here our experience as pedagogical supervisors in early childhood education, following a one-year course on the relationship between teachers and parents. We realized that working with parents for a group of preschool teachers and students who belong to Arab society in Israel means working with motherhood. This should highlight the importance of involving fathers in the children's normal development in early childhood, so we are focusing on this issue.

The goals of the initiative were as follows: Raising the awareness of preschool teachers and students from early childhood education learning at Al-Qasemi College of the importance of involving fathers in the educational process in kindergartens. In addition, we aimed at providing tools for preschool teachers and students for the recruitment and integration of fathers into the everyday activities taking place at the kindergarten.

Stages of work:

- Exposing the program to the target population (preschool teacher trainers and students) by means of individual and group meetings held between pedagogical supervisors and the students and the preschool teacher trainers.
- Planning a fun-day program in the preschool in cooperation with fathers.
- Having a father's day at kindergarten

The initiative lasted over three years. To date, 20 kindergartens have participated, with over 600 fathers participating in the different activities. ■

3. Muzitech: An Internet-Based Training Program Focusing on Music Education in Preschool (E)

Lea Marzel

Kibbutzim College of Education, Technology and the Arts, Israel

"Muzitech" is an online training program open to the public. It links various communities that share an interest in music education for preschoolers. An innovative working method was designed in order to increase the number of participants and courses, using all available resources. The program also created a secure and fruitful space for participants who aspire to become leading voices in the field of kindergarten music education. In addition, it enabled teachers to be more confident on a daily basis when facing the various challenges posed by today's complex technological environment, and to take full responsibility for their actions. During the knowledge sharing process, a social community divided into sub-communities (working groups) emerged. In the past year, the program was relocated to Kibbutzim College and was developed by senior students. Together, these students form a research and learning group; they expand their music horizons and explore various ways of integrating music into the kindergarten's daily curriculum.

Program goals: (1) Introducing day-to-day tools for the purpose of integrating music teaching methods into the kindergarten's daily routines; (2) Developing the ability to enjoy high-quality music; (3) Providing the basic terms for the language of music; (4) Introducing the norms and standards for good behavior in the concert hall; (5) Cultivating high-quality singing.

The Internet furnishes us with the requisite tools to reach a large number of people. It may also provide answers to personal questions. It can be used as a great information source for teachers learning to use hyperlinks to relevant websites and on-line databases judiciously. ■

4. Scientific Accuracy in Children's Literature: Food for Thought for the Early Childhood Educator (E)

Dasi Steiner

Efrata College of Education, Israel

Animals serve as main characters in many children's stories. There are stories that display scientific accuracy, where the animal exhibits its natural characteristics. On the other hand, many stories preserve only part of the animal's characteristics, while others lack all connection to reality. This scientific discrepancy based on literary license has resulted in diverse critical approaches to this literature. Some scholars support unrestricted fantasy, claiming that scientific facts limit the reader and reduce the child's interest. An opposing view suggests that children's literature should implement values and instill ideas and knowledge, thus concluding the need to preserve realism. Modenstein (2011) warns that authors are liable to mislead the young listener with the phenomenon called "metaphoric obstacle". The early childhood teacher's role as mediator between the child and the world around him renders her responsible for selecting appropriate literature by taking into account these opposing views about scientific accuracy. When a story lacks scientific accuracy, the teacher needs to consider mediation in order to overcome possible obstacles to the child's construction of scientific concepts that will serve him in the future. This may include strategies such as drawing the child's attention to the scientific inaccuracies in the story. This poster presentation will focus on conflicting theoretical approaches and propose pedagogic solutions to this theoretical debate. ■

5. Emotional and Social Aspects of Preschool Children While Playing in Kindergarten (E)

Ihab Zubeidat

The College of Sakhnin, Academic College for Teacher Education, Israel

The first social and emotional experiences among kindergarten children help them develop. Some of these experiences occur while playing in the garden. The game is "all spontaneous or organized activity that provides enjoyment, entertainment, amusement or change" (Parham & Fazio, 2002). Mulligan (2003) noted the need to examine the psychosocial and emotional aspects in children's behavior during playtime. The purpose of this study is to identify dominant, social, and emotional aspects of children playing in kindergarten in the Arab sector in Israel. With the help of special education students, 29 children aged 4-5 years – 16 boys and 13 girls – were observed while playing without the presence of their teacher. Content analysis of the observations yielded four general categories, which were divided into the following categories: (1) Expression of feelings (for example, stress response, physical violence, verbal abuse, the ability to express joy or love, avoiding conflict); (2) Social integration (for example, contact with others, leadership, curiosity or initiative, domination, helping others); (3) Relationship of dependence-independence (for example, self-management, coping with the experience, dependence on others); (4) Reference to the provisions and norms (for example, resistance to or interference with others). These categories represent the social and emotional functioning of preschool children in different situations, which is considered vital to the process of development. ■

6. Study of Values with Gender Messages in Children's Literature (H)

Manar Salami

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The educational system is reflected through textbooks and children's stories, not only via desirable social values and principles, but also gender-linked principles and messages.

Children's literature conveys gender messages that reduce the female character's value vis-à-vis that of the male character. This has a lasting effect on the child's personality and thoughts during the sensitive, critical early childhood period, particularly up to age five. Once the child perceives the story as "reality", he turns it into his own concepts, thereby legitimating the passive female character.

This pioneer study, investigating the issue for the first time in Israel, aims to explore the contents of children's stories written for preschoolers in the Arab sector in 2000-2009, in terms of story content belonging to a particular category of issues; and to investigate whether or not the stories also convey hidden or visible gender messages containing the primary value. There are two stages: (1) a scan of about 200 children stories in the Arab sector kindergartens in Israel; (2) a two-aspect analysis of each story: the value aspect, and the aspect of the gender-linked messages conveyed. At the end of the study, there is a data summary list comprising the story title plus the values and gender messages it contains.

Findings from extensive textual analysis reveal that alongside the abundance of positive values transmitted through the stories, there were also numerous simultaneously-transmitted gender messages. This reality in children's literature is inconsistent with the reality of everyday life in the 2000s, concealing details and important information from the child and influencing his life design with erroneous concepts and thoughts that fail to reflect real life. ■

7. The Effects of an Intervention Program Using Puppets on Mediators' Mediated Learning Strategies, Children's Motivation, and the Literacy Achievements of Kindergarten Children in Special and Regular Education (H)

Ronit Remer¹, David Tzuril²

¹Levinsky College of Education, Israel

²Bar-Ilan University, Israel

The main objectives of this study were to investigate the effects of mediation with puppets on kindergarten teachers' mediated learning strategies and children's motivation and emergent literacy. The sample was composed of 5-6-year-old children (n=140), half of whom were learning disabled studying in special education kindergartens, and half of whom were studying in regular kindergartens. Half of the children in each group were assigned to an experimental group and half to a control group. All children received a literacy program composed of four 15-minute sessions. The program was administered by 18 graduate students, each of whom was assigned one experimental and one control group (group size was 3-5 children). The children in the experimental groups were mediated using a puppet, and the children in the control groups were mediated without a puppet. A higher level of mediation strategies was found when a puppet was used than when it was not. Children showed a higher level of literacy achievements when mediated with a puppet than without. Learning disabled children manifested a greater improvement in their vocabulary than children in regular education. ■

Between the Lines: Reading and Dialogue Analysis as a Source of Understanding and Improving Education

1. The Hebrew Literature Teacher from a Historiographical Perspective (H)

Bracha Ben Shamai

Jewish Theological Seminary, USA

The satirical television program "Eretz Nehederet" sharply illustrates the abjectness of today's teachers by portraying them as pathetic, weak, and impotent subjects of ridicule. The question that arises is whether the Jewish, Israeli, or Hebrew teacher's standing was always so low. (Here and below, *Hebrew* refers to the cultural identity, not the language.) Looking at the sources, we see that the sages hold up the *talmid hacham* as the superior choice for a husband, whereas the instructors of young children (*melamdei tinokot*) are ranked just above the uneducated man in the hierarchy (Talmud Bavli, Masekhet Pesahim 49b). However, historiographical processes affected Hebrew culture and, as a result, teachers as well. Tracing the characters of the traditional *melamed* in Bialik's "Safiah" to today's substitute teacher in one of Etgar Keret's short stories, we see how teachers have changed as Jewish society – once the Orthodox eastern European *shtetl* that functioned as a state within a state, particularly in Russia – evolved. (*Orthodox* was a term coined in the period of the Chatam *Sofer*.) The *haskalah*, nationalism, and Zionism, as well as influences of the modernist, postmodernist, and deconstructionist movements prevalent in Israel left their mark both on society and on the Hebrew teacher. ■

2. A Content Analysis of the Levels of the Cognitive Domain in the Activities of the 10th-Grade Textbook, "Master Class", According to Bloom's Taxonomy (E)

Ibtihal Assaly¹, Abdul Kareem Igbaria²

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²*The College of Sakhnin, Academic College for Teacher Education, Israel*

This study dealt with analysis of the textbook, *Master Class*, for 10th-grade students studying English at the 5-point level. A content analysis was performed for the "Mastering Reading" and "Mastering Listening" sections in each of the six units of the textbook to determine the extent to which the activities emphasize higher- and lower-order thinking. The study dealt with two questions: (1) How much variety is there in the cognitive level of the activities in the "Mastering Reading" and "Mastering Listening" sections in each unit? (2) To what extent do the activities lead students to use higher-order thinking skills such as analysis, synthesis, and evaluation?

The activities that were defined as units for analysis were *Wh*-questions, *Yes/No* questions, *Multiple Choice* questions, Complete the sentence, and *Statement and request* questions. The activities were collected, listed, and analyzed according to Bloom's Taxonomy: lower-order thinking skills: knowledge, comprehension, and application, and higher-order thinking skills: analysis, synthesis, and evaluation. The researchers then calculated the percentage and frequencies at which each level of cognition appeared for each separate unit and for all six units combined.

The results indicated that the research tools employed by the two researchers were valid and reliable. Although the results showed that 114 out of the 173 activities in *Master Class* emphasized lower levels of cognition with great emphasis on comprehension, in contrast to previous studies, 34.11% of the activities led students toward levels that demand higher-order thinking. ■

3. How Do Typographical Factors Affect Reading Text and Comprehension Performance in Arabic? (E)

Deia Ganayim^{1,2,3}, Raphiq Ibrahim³

¹*Arab Center for Mind, Brain & Behavior (ACMBB), Israel*

²*The College of Sakhnin, Academic College for Teacher Education, Israel*

³*University of Haifa, Israel*

Background: Readability of printed English text has been shown to be influenced by a number of typographical variables including inter-line spacing, column setting/line length, etc. Therefore, it is very important to follow simple design guidelines in order to increase reading efficiency and satisfaction from the reading and comprehension of printed text. Most existing research on readability of printed text is oriented toward building guidelines for designing English rather than Arabic texts. However, due to orthographic differences, guidelines built for English script cannot be simply applied to Arabic script.

Objectives: The objectives of this study were to establish a basic reading performance that could lead to useful design recommendations for print display, text formats, and layouts in order to improve the reading and comprehension of printed text such as Arabic-language academic writings, books, and newspapers.

Method: In the current study, manipulating inter-line spacing and column setting/line length generated nine text layouts. The reading and comprehension performance of 210 native Arab students assigned randomly to the different text layouts were compared.

Results: The results showed that the use of a multi-column setting (with medium or short line lengths) affected comprehension achievement but not reading and comprehension speed. Participants' comprehension scores were better with the single-column (with long lines) rather the multicolumn setting. However, no effect was found for inter-line spacing.

Conclusion: Appropriate Arabic-language printed text formats and layouts based on the results of objective measures facilitating reading and comprehension were recommended. ■

4. Evaluating the English Literature Textbooks Used in Arab High Schools in Israel (E)

Dina J.A. Obaid, Ahmad Amir

Al-Qasemi Academic College of Education, Israel

Textbooks are regarded as the most convenient means of providing the structure that the teaching-learning system requires. However, choosing a textbook is sometimes a daunting prospect for both ESL program administrators and teachers. It is therefore vital to choose textbooks that meet the identified needs of the students in an optimal manner. Since the idea of evaluating textbooks is perceived by some to be closely linked to the selection of textbooks, this qualitative study examined the role played by the four literature textbooks used for the four- and five-point English Bagrut in Arab high schools in Israel in developing students' critical thinking skills. The premise of this study posited that these four textbooks are consistent with the characteristics of standard literature textbooks set by the Israeli curriculum, and help Arab students develop their critical thinking skills. The study explored whether these four textbooks fit the perceived common-core characteristics of standard English literature textbooks, as determined by the Israeli curriculum, and whether they helped Arab students develop their critical thinking. Utilizing discourse analysis, it was based on a close scrutiny of the corpus of the four English literature textbooks used to teach four- and five-point English students in Arab high schools in Israel. The findings show that the textbooks did not, in fact, motivate Arab students to learn English literature, nor did they help Arab students develop their critical thinking skills.

This study is a good-faith effort to identify theoretical and agreed-upon characteristics of English literature textbooks, and to devise some guidelines for adopting English literature textbooks for use mainly in Arab high schools in Israel. ■

5. A Model for the Innovative Use of Data Sources as an Instrument for Enriching Teaching (E)

Yehoshua Reiss

Herzog College – Gush Etzion, Israel

In my lecture, I will present a model that enriches the teaching of subjects such as Bible, History, Israel Studies, and other fields of knowledge using a range of sources from various disciplines to understand the historical setting.

The model offers a practical way to create a pool of digital slides (using *PowerPoint* software or any other kind of slide software) that will be available for the teachers. A teacher may use one slide, the entire series of slides, or a part of the series, and can determine the order of the slides.

In the lecture, I will present several examples of slides, including:

- Maps and aerial photography from *Google Earth* software;
- Timelines;
- Pictures of archeological findings relevant to the material being taught;
- Excerpts from digital books.

The slides are an independent source of knowledge that can be presented in the classroom, uploaded to any website, or sent by e-mail.

The model offers a partial alternative to existing textbooks in the education system, which, as good as they might be, do not take into consideration the range of possibilities available and the restrictions facing the teacher.

The model I will present enables teachers to make intelligent and flexible use of the innovative sources of information available and empowers them to tailor the teaching contents to their individual needs. ■

6. SWOT as a Scaffolding Model for Feedback, Peer Assessment, and Instructional Dialogues to Improve Students' Performance (E)

Rachel Cohen

Oranim Academic College of Education, Israel

Assessment is vital to the education process. However, except for the educational sector, feedback is not common in higher education. Students often criticize the feedback more than other course components. The research describes a structured teaching strategy of providing feedback, peer assessment, and instructional dialogues, based on a scaffold template (scaffolding), as a source of information for dialogue to promote students' performance and learning in an academic course. The SWOT model (Strengths, Weaknesses, Opportunities, and Threats), which originates from the business field, was adopted as an assisting tool.

Triangulation between the focus group (n = 5) and questionnaires (n = 41) was performed in order to investigate students' perceptions and attitudes with regard to these strategy components and their learning. It seems that use of SWOT as a scaffolding model supported students' internal dialogue (feedback) and the class colleagues' dissection (peer assessment and instructional dialogues), promoted learning and sharing of knowledge among them, and raised their awareness of how to improve their performance. Positive students' attitudes were recognized, and an increase in motivation, fostering of higher-order critical thinking skills and creativity, and learning how to give and receive feedback were reported. The teaching strategy described in this article can be applied to any course in which students are required to submit their product performance (as a paper, report, presentation, film, model/product, or work of art). The educational importance of this research will be presented in light of the assessment of student outcomes as an opportunity to promote learning, share knowledge, and improve performance. ■

7. Professional School Development and Its Contribution to Organizational Learning Culture (E)

Orit Avidov-Ungar

Achva Academic College, Israel

Organizational learning serves as a means for problem solving and progress in an organization. *This research aims* to discuss how it can be used for development in schools. Professional development can facilitate a process in which the school moves from "individual learning" towards "organizational learning", in which the teacher's role is enhanced and empowered. **Participants:** 196 teachers and principals from 14 schools that took part in the Israeli "Ofek Hadash" ("New Horizon") education program. **Method:** Questionnaires about the education program and organizational learning. **Results:** Only 27% of the teachers felt involved in the program. Also, the level of perceived organizational learning was found to correlate significantly with the teachers' level of involvement. However, this connection was found to be mediated by the level of personal contribution teachers experience from the professional development process. Two main themes were found from analyzing the interviews that might mediate the effect of the program. The first is the teachers' involvement that played a significant role in enhancing motivation and the learning process. The second is the move from an "unconscious process" to a "conscious process", in which the staff is an integral factor in setting the goals. The program destination is of great importance in order to allow growth and change inside an organization. **Conclusions:** The results of this study propose a model that shed light on the way professional development can promote organizational learning. Also, it amplifies the importance of the staff's active participation in the transformation from "individual learning" towards "organizational learning". ■

8. Quality of Teaching Among Arab Teachers from Their Perspective Using the RAMA Teacher Evaluation Instrument (E)

Bahaa Zoubi, Nazez Natur

Al-Qasemi Academic College of Education, Israel

During the last two years, the National Authority for Measurement and Evaluation in Education (RAMA) constructed and initiated a teacher evaluation instrument. This instrument evaluates quality of teaching by examining various indices such as identification with teaching, commitment to the values of the organization and the system, knowledge of the discipline and pedagogy, planning and organization of teaching, learners' learning styles and teaching methods (approaches), learners' assessment and evaluation, a supportive environment for learning, and participation in a school-based professional community. The current study aims to examine: (1) the validity of the instrument for Arab teachers; (b) the quality of teaching among Arab elementary- and middle-school teachers in Israel from their own perspective, using the indices as presented in the tool developed by RAMA. Research participants include 1,500 Arab teachers employed in elementary and middle schools from all five education districts. Initial study results indicate that differences in quality of teaching exist among teachers from different districts, as well as among elementary- and middle-school teachers in general and from different districts in particular. Furthermore, the results place the quality of most Arab teachers' teaching at the lower to middle range of the instrument. The results of a study of a larger sample will help policy makers, continuing education planners, as well as Arab teacher education institutions to better address and strengthen the weak indices within in-service and pre-service Arab teachers. ■

Relating to Posters: Student Conferences as a Unique Means of Teacher Education in the Excellence Program

1. Relating to Posters: Student Conferences as a Unique Means of Teacher Education in the Excellence Program – Inner College Conferences (H)

Rama Klavir¹, Nahum Cohen¹, Alia Abu Reesh Kassem², Rachel Shpigler³, Miriam Martzbach⁴, Liat Eyal⁵, Hanoch Herbest⁶

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Student conferences are unique projects in the academic community in Israel. Each academic year, several college conferences take place. These conferences serve as a special pedagogical means promoting teaching in the excellence program.

The inner college conferences were introduced in 2000 and they are organized by all the students in the program in a certain college for the benefit of the rest of the student population in that institution. Their goals are as follows: (1) Having the students in the program cope with the tasks of organizing an event of such magnitude and studying the topic it covers. These students will require such capabilities when serving as teachers; (2) Enabling the students in the program to contribute their talents and abilities to others in the college, an activity which might present the program as a non-elitist club; (3) Displaying the program in front of other students and teachers in the college.

We shall describe the contribution of these conferences to students in the excellence program by means of posters prepared by the program directors in five colleges in collaboration with their students. Each director organized one or two conferences. With their students, they garnered experience that they can share with the participants of the present conference. Accompanied by their students, the directors will describe the nature of the processes that occurred during the conferences they held, foregrounding their contributions to teacher education. Drs. Klavir and Cohen will then lead a discussion with the audience regarding the understandings and observations one can gather from a means of education that addresses issues and answers questions raised by the participants. ■

2. Relating to Posters: Student Conferences as a Unique Means of Teacher Education in the Excellence Program – Inter College Conferences (H)

Nahum Cohen¹, Hannah Nitzan³, Ilana Paul², Naomi Magid⁴, Ilana Ronen⁵, Vered Yephlach⁶, Rama Klavir¹

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Student conferences are unique projects in the academic community in Israel. Each academic year, three intercollegiate conferences take place, serving as a special pedagogical means of promoting teaching in the excellence program.

Intercollegiate conferences have been held ever since the excellence program was founded in 1998. Since 2002, each of the three annually registered groups of students holds a separate conference. Every intercollegiate event is allocated a relevant topic related to the goals of the program, e.g., **generating excellence in education** or **social involvement**.

Students from the excellence program in all the colleges of education in Israel participate in these conferences, each in accordance with the age group for which he/she has registered. The assessment processes accompanying these events indicate that they contain the characteristics of the unique pedagogy that permits learning and inspires feelings of belonging to the program. They afford students from all strata of Israeli society dignified multicultural meetings.

We shall describe the contribution of these conferences to students in the excellence program by means of posters prepared by the program directors in five colleges in collaboration with their students. Each director organized one or two conferences. With their students, they garnered experience that they can share with the participants of the present conference. Accompanied by their students, the directors will describe the nature of the processes that occurred during the conferences they held, foregrounding their contributions to teacher education. Drs. Klavir and Cohen will then lead a discussion with the audience regarding the understandings one can gather from a means of education that addresses issues and answers questions raised by the participants. ■

Project-Based Learning: Learning from Success

1. Thinking Development through Problem-Based Collaborative Learning (E)

Amgad Seif, Oleg Tilchin

Al-Qasemi Academic College of Education, Israel

Contemporary knowledge-based society requires higher-order thinking for solving complicated problems. Development of such thinking should be directed toward the acquisition of analytical and creative thinking skills. Analytical skills embody critical thinking and help select the best alternative. These skills should allow ordering, comparing, and contrasting, evaluating, and selecting. Creative thinking skills required for problem solving are characterized by efficiency in creating many ideas; flexibility in producing a broad range of ideas; originality in generating uncommon ideas; elaboration in developing ideas. The most suitable model providing effective acquisition of the thinking skills is the Problem-Based Collaborative Learning (PBCL) model. According to this model, the goals of self-directed learning are problem determination; collaborative generation of a set of possible ideas for problem solving and the choice of a constructive idea; gaining needed information for problem solving that includes information from corresponding subject topics and building higher-order knowledge; problem solving actions. In this research, we propose an innovative approach to a complex dynamic evaluation of the thinking development of individual students in a PBCL environment by taking into account characteristics of thinking skills. Complexity of evaluation is provided by forming the combined assessments of higher-order thinking skills, higher-order knowledge, and collaborative skills. The proposed coefficient of thinking development serves as an effective quantitative and qualitative analysis tool for studying a subject successfully by means of PBCL. The approach provides stimulating and facilitating acquisition of required thinking skills, building of higher-order knowledge, and collaboration among students. It creates a basis for developing a tool of computer-mediated complex dynamic assessment of thinking development in a PBCL environment. ■

2. Geometry Thinking Levels Among Pre-service Teachers (H)

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Geometry is a central domain in mathematics studies (NCTM, 2007). Furthermore, perusal of the elementary- and secondary-school curricula indicates that this domain is considered one of the most difficult domains in mathematics for students (Hofer, 1981).

Studies conducted in recent decades report difficulties encountered by students in learning geometry. One of the main reasons for such difficulties is the discrepancy between the level of teaching and the students' ability to learn and understand. Students have low-level geometric reasoning, while teachers provide them with a higher level of thinking than they are able to understand (Petkin, 1994).

Students who are accepted to colleges to specialize in elementary and secondary mathematics education programs have to take various geometry courses. From our experience in teaching, there are students who have difficulty learning geometry.

In order to make teaching more effective and efficient, we conducted a study examining the level of geometry thinking among pre-service teachers. A questionnaire consisting of 15 questions was distributed (Usiskin, 1982), testing the first three levels of geometric thinking according to the Van Hiele theory. The questionnaire was administered to students specializing in mathematics (N = 84) in elementary and secondary programs. Analysis of the results shows that 53.5%, 23.5%, and 24% of our students mastered the third, the second, and the first level respectively. No significant differences were found in the levels of geometry thinking between elementary and secondary program students. However, it transpired that the differences in levels of geometry thinking in the mathematics matriculation units were significant and obvious. ■

3. A Project-Based Learning Course in the Excellence Program for Teacher Graduates at Kaye Academic College of Education (E)

Vered Yephlach-Wiskerman

Kaye Academic College of Education, Beer-Sheva, Israel

The Excellence Program aims at fostering and promoting the individual and professional development of outstanding teaching students at the college by means of a unique curriculum. The program objective is to encourage the students to tap their inherent potential and develop it by investing concerted efforts to this end.

During the program, processes of building a student's knowledge and reflection of himself and of others are developed. The students participate in workshops, excursions, lectures, and meetings with program graduates. Within the framework of the enrichment workshops, innovative approaches in education and exposure to diverse learning-teaching methods are emphasized. One of the program's characteristics involves empowering the students to foster an aspiration to excellence. For the students, this serves as a model they will adopt as teachers vis-à-vis their pupils. One major course was "Project-Based Learning" (PBL). PBL is an instructional approach built upon a global problem that affects the life of the pupil(s) and is presented for investigation. In PBL, students undergo an extended process of inquiry in response to a question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st-century skills (such as collaboration, communication, and critical thinking).

The objective of the course was to teach students the pedagogy of the PBL method and the importance of PBL, including the process of reflection and evaluation, and to examine the contribution of the projects to the community of students at the college. ■

4. Arab Middle-School Students' Perceptions of Inquiry-Based Laboratories (E)

Abeer Watted^{1,2}, Yael Bamberger¹, Tali Tal¹

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²*Al-Qasemi Academy, Israel*

Inquiry-based teaching is well-known and highly appreciated in science education, and is acknowledged as advancing scientific literacy. However, inquiry-based laboratory activities are not commonly integrated into Israeli schools in general or into the Arab sector in particular. This study sought to scrutinize students' perceptions of the inquiry-based laboratory learning environment in Arab middle schools.

Five aspects were examined: teacher's and student's gender, repeated experiments in the laboratories, age, teacher's performance, and subject matter. Participants were 219 Arab middle-school students from the same region, who visited the Al-Qasemi College Laboratory Center. Guided by their teachers, students experienced inquiry-based activities that were connected to the school science curriculum. These teachers had taken part in a professional development program on inquiry-based teaching in laboratories.

Data was collected via a learning environment questionnaire that captured students' perceptions of the laboratory experience. An open-ended question was added to the questionnaire to enable the students to elucidate the

explanations of their views.

Findings revealed meaningful factors such as students' gender, repeated experiments in the laboratories, subject matter, and teacher's performance. The teacher's gender was not a meaningful factor for the students. In addition, cognitive as well as affective aspects were emphasized by the students. Moreover, students indicated the advantages of inquiry-based laboratories in developing inquiry skills and in reinforcing what was Learned at School.

Understanding students' views could direct the future design of inquiry-based learning environments, which could help both science teachers and curriculum developers in improving science teaching and learning in Arab middle schools in Israel. ■

5. A Suggested Four-Stage Instructional Model to Teach Young Children Advanced Technological and Mathematical Topics (E)

Khaled Asad

*Al-Qasemi Academic College of Education, Israel
Ben-Gurion University of the Negev, Israel*

This research describes the successful development and implementation of an instructional model that supports junior high-school students in their study of advanced technological subject such as image processing (IP). IP is an interdisciplinary field that combines knowledge of computer science, mathematics, and physics. In order for young students to perform advanced IP tasks such as facial recognition and image enhancements, they require a good understanding of advanced mathematical concepts. Teaching young students to perform such advanced tasks is a nontrivial and challenging task. Educators increasingly emphasize that these young children need appropriate support in order to deal with such advanced tasks and open-ended projects. What kinds of support should teachers give such learners? Which is the best instructional approach for them to espouse? In this study, an instructional model was developed with a 'low floor and a high ceiling'. Our model can be briefly outlined by four spiral steps: Short Lecture with Demos, (to explain concepts); Activity Hand-Worksheet with examples (to understand the concepts); Custom Software developed to illustrate concepts and for further experimentation; Authentic Open-Ended Projects to perform. Results indicated that young students succeeded in performing challenging tasks and dealing with a variety of advanced topics in IP. *For teachers:* In order to teach advanced technology subjects to young students successfully, they should be designed carefully, and teachers should adopt a supportive pedagogical approach integrated with instructional strategies such as problem-based and project-based learning. ■

6. Creativity in Posing Questions as a Lever to Improve Scientific Thinking in Chemical Inquiry Activities (H)

Zila Aran¹, Guy Ashkenazi²

¹Michlalah Jerusalem College, Israel

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A typical task for students in inquiry activities is to pose questions about an experiment they witnessed. Usually, the number of questions is small, and the questions lack diversity. This is because untrained students employ only easily accessible procedures stored in their memory. It follows that if students were to learn to think in a creative manner, they would be better equipped to abandon their existing thinking patterns and ask diverse questions.

The approach employed in this study was based on methods for developing creative thinking patterns suggested by Robert J. Swartz, David Perkins, and Edward de Bono. This study is innovative in that it makes use of generic thinking tools in order to improve research skills and inquiry abilities in the study of chemistry. The study was conducted over two years with 100 participating students. The findings were analyzed quantitatively and qualitatively. The study revealed that following the teaching of creative thinking, there were significant changes in the students' ability to ask questions, and as a result, there were positive changes in their mastery of scientific thinking. In particular, we witnessed a significant increase in their ability to address options outside the immediate scope of the experiment, to seek generalizations, and to use scientific terms to justify their decisions. ■

7. The Use of Documentation and Mediation in Science Teaching among Early Childhood Pre-service Teachers (H)

Yaara Shilo, David Brody

Efrata College of Education, Israel

The importance of pedagogic documentation in early childhood practice is widely recognized in preparing early childhood teachers (Quinn & Schwartz, 2011). Combined with collaborative dialogue, pedagogic documentation is a powerful tool for preservice teachers (Bowne et al., 2010). Furthermore, successful use of documentation by pre-service teachers stimulates children's critical thinking (Broderick & Hong, 2011). This study investigates the relationship between students' use of documentation in science activities and their ability to successfully extend children's scientific thinking. Students' pedagogic activities in preschool classes were videotaped in order to examine the use of pedagogic documentation and mediation of children's verbal responses. Video recordings were analyzed using grounded theory methodology to identify themes revealing how the use of documentation affected the students' ability to respond to the children's scientific thinking. We found that the focus on documentation distracted the student teachers from the scientific activity itself, from interaction between children, and from listening to children's expressed ideas related to the activity. In fact, students who were less focused on documentation were better able to respond to the children's thoughts and expressions of wonder and intellectual discovery. These findings suggest that teacher educators should pay careful attention to the balance between documentation and appropriate mediation in early childhood science education. ■

Technology in the Service of Teaching and Learning

1. Interactive Boards: Teachers' Practices (E)

Wajeeh Daher, Essa Alfahel

Al-Qasemi Academic College of Education, Israel

Interactive boards are considered to be tools that help change, improve, or add to the teaching methods of teachers who use them in the classroom (Cuthell, 2002; Latham, 2002; Levy, 2002). These findings encouraged us to examine local teachers' use of interactive boards, particularly since the Ministry of Education is financing the integration of this new tool into the classroom as a tool for teaching and learning. Thus, this study intends to diversify teachers' uses of interactive boards, as well as the goals of this use. Ten middle- and high-school science teachers who used interactive boards for teaching science and mathematics were interviewed in order to elicit their practices and goals when using the boards in the classroom. The two first stages of the constant comparison method were used to analyze the collected data. Research findings show that the science teachers use interactive boards in various ways: representing scientific phenomena, demonstrating how to perform a scientific experiment, investigating a scientific relation, practicing learned material, and engaging students in building activities, games, and discussions. Utilizing the different options offered by interactive boards, the participating teachers had the following goals: enabling students to visualize a scientific phenomenon or relation, motivating students to learn, causing them to concentrate on a topic, making them more attentive in the lesson, getting students to enjoy learning, encouraging students' collaboration, shortening teaching time, and loading previously taught lessons. At the conference, tables of frequencies will be provided, regarding each use and goal, as will examples of the participating teachers' utterances during the interviews. ■

2. Using Modern Technology Tools in Practical Training (E)

Jamal Raiyn

Al-Qasemi Academic College of Education, Israel

This poster introduces modern technological tools for schoolteachers' education. We aim to develop new implementations for the period of teaching practice by adding new technological tools based on mobile cloud computing and simulation. Simulations have been employed as a tool for teaching in many fields and disciplines. The use of mobile computing in schoolteachers' education will lead to significant changes in the meaning of the teaching practice. Mobile cloud computing offers impressive environments in which the user has extensive interactive possibilities for interaction. Interactivity is one of the major challenges facing providers of mobile cloud computing. The meaningful interactive courseware is responsive to learners, and enables them to participate actively in the learning process. ■

3. TPACK Workshops as an Incentive to Change College Instructors' Perceptions and Behavior Regarding the Integration of ICT into Teaching (E)

Asmaa Ganayem, Nimer Baya'a, Wajeeh Daher

Al-Qasemi Academic College of Education, Israel

Al-Qasemi Academic College of Education has initiated a three-year plan to prepare college instructors to grasp and apply 21st-century skills in their teaching processes. The college's ICT Center has arranged several workshops for the instructors and pedagogical supervisors. The participating instructors are expected to adopt ICT as an integral part of their teaching environment.

To insure the effectiveness of the workshops, the ICT Center provides each pedagogical supervisor with professional accompaniment in the field of web-based learning environments, and the remaining instructors with group or individual support. The ICT Center was also involved in determining the college policy and improving the college infrastructure so as to enhance ICT use in teaching.

To evaluate the effect of the workshops on instructors' perceptions and behavior toward the integration of ICT into teaching, interviews were conducted at the beginning and end of the workshops and an evaluation tool for the instructors' teaching sites (in the Moodle platform) was developed and used.

The grounded theory was used for analyzing the instructors' perceptions and behavior based on the interviews. Moreover, a quantity analysis was performed, employing the evaluation tool for the instructors' teaching sites to examine the changes in their integration of ICT into teaching. As a requirement of the workshop, each participant was required to develop a teaching site (using Google sites) to demonstrate his/her TPACK (Technology, Pedagogy and Content Knowledge) ability in preparing ICT-based lessons in his/her subject matter.

In the lecture, we shall present the research results, which indicated mainly positive changes; the processes conducted throughout the workshop, and outside of it; and examples of the participants' teaching sites. ■

4. Development of Critical Thinking Skills in an Online Course (E)

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²*University of Haifa, Israel*

Development of critical thinking skills is an important educational goal for college students (Van Gelder, 2001). Pre-service teachers will be educating the next generation; therefore, the development of their thinking skills is invested with even greater importance. Brierton (2011) examined critical thinking skills in an online course through participation in discussion forums, and concluded that most student contributions to the forums were at a low cognitive level. The goal of the present study was to investigate the use of a structured online forum to develop critical thinking skills that include comparison, analysis of differences, and supporting claims. Based on Van Gelder's

Quality Practice Hypothesis (2001), a structured forum task demanding specific thinking skills was repeated four times during the year. This study examines the use of this task by 78 undergraduate education students in a required, online, upper level, English for Academic Purposes course. The results were evaluated using ANOVA repeated measures analysis to determine the effectiveness of the repeated use of this task to improve critical thinking skills among students of varied abilities. Results show that lower-level students advanced, achieving a higher level of critical thinking. A ceiling effect was found among the strongest students. These findings point to the effectiveness of structured repeated tasks that require higher-order thinking in online courses. ■

5. Active Education: A Tool for Teaching in the Technological World (E)

Haim Perlmutter

Bar-Ilan University, Israel

Ashkelon College, Israel

Michlalah Jerusalem College, Israel

The world has become computerized. Nevertheless, many teachers continue to teach in the frontal lecture style in which the children are expected to copy from the board and answer questions. When seeking to advance teaching methods, the tendency of the educational system is to imitate the computer world in the classroom, to make the classroom more technologically up-to-date by offering many visual aids and computer-mediated study. While this approach has its merits, it lacks the child's input and the teacher's response, and minimalizes the interaction between teacher and students. The child sees a movie in class or follows an educational program that tends to be very regulated and technical.

I would like to propose a supplemental model that involves the children in the process of teaching. It consists of three components: (1) making the child a partner in the process of study and not a subject; (2) encouraging the child to think and feel; (3) creating challenging tasks for group work so that the children interact with each other.

The classroom experience should offer the children a richer personal environment incorporating emotional, social, and even physical experience that creates an electrical environment in the classroom. ■

6. Integrating Technology and Education to Develop an Innovative Pedagogy for the Teaching of Literature (H)

Zvia Lotan, Miri Miller

Levinsky College of Education, Israel

In institutions of teacher education, the issue of teaching and learning in the digital era promotes discussion of pedagogical questions leading to the initiation of new directions of thought and pedagogical practice. In its first year (2010), the present research focused on building a model in which the literature education lecturer, in cooperation with the ICT advisor, taught a group of students specializing in teaching literature. Together with their students, they developed, on the basis of innovative pedagogy, creative ideas that took shape during the students' teaching practicum with their training classes in their schools.

Employing four cycles of research, this action research examined, through the eyes of the researchers, the constructed perception of the students regarding the constructivist teaching of literature and the integration of technology through innovative pedagogy. A correlation was found between the teaching model and innovative pedagogy. The program first revisited the constructivist cycle of the 1990s, when the focus shifted to learning from the process of constructing patterns of thought and subsequently to the connection of innovative practice in which these processes and patterns of thought are fashioned by the students themselves in the course of creating a technological environment.

Here, then, is a combination of Web2, wherein knowledge emerges from a framework of planned and random communities of thought, learning, and practice on the web, and prior perception of the need for mediation by the teacher. The researchers built a psychological tool that they termed "person story". ■

7. Teachers and Information Technologies in a Traditional Society: The Case of Al-Qasemi College (E)

Walid Ahmad

Al-Qasemi Academic College of Education, Israel

The present study purports to examine how information technology courses taken by Arab teachers in Israel as part of their undergraduate studies affected their attitudes toward information technologies and their willingness to incorporate these technologies into their educational work after graduation. This research exemplifies the integration of information technologies into a traditional, conservative society. Our findings show that the information technology courses taken by Arab teachers resulted in a positive change in their attitudes toward information technology and in their willingness to use these technologies in the classroom. Arab teachers indicated a significant correlation between a school's organizational climate and attitudes toward computers and teachers' intention to use computers and information technology in teaching. No gender differences were found regarding teachers' attitudes toward information technology. Female teachers showed as affirmative an attitude toward computers and information technology as their male counterparts. On the other hand, a significant gender difference was found regarding teachers' willingness to use information technologies in teaching: among female teachers, such willingness was greater than among male teachers. A correlation analysis revealed a significant connection between experience and attitudes toward information technologies and their use in teaching. It is clear that in a traditional society, real efforts are required to assimilate new information technologies that will aid in exposing the young generations to the opportunities of the 21st century. ■

Innovative Teaching in Creative Environments

1. Drama – An Interdisciplinary Multi-Purpose Technique for Innovative Teaching (E)

Ashley Tobias

The David Yellin Academic College of Education, Israel

This presentation will be showcasing an interdisciplinary educational drama course that makes innovative use of dramatic techniques in the teaching of a broad range of academic disciplines and educational fields.

Drama is not limited solely to the field of theater studies, actor training, and theatrical production. It is a multi-purpose tool that provides an exciting and stimulating educational experience. A skillful teacher trained in dramatic techniques can vary and enrich the teaching of a broad range of subject matter such as literature, art, history, religious studies, and even the sciences. Based on a multiple-intelligence educational approach, drama provides insight into characters, situations, and central topics way beyond traditional textual-based education. By emphasizing not only the cognitive facets of the student, but also the senses, the emotions, the body, and the imagination, drama expands the learning experience, making it more personally relevant and vibrant. Through dramatic techniques, the student becomes more empathetic by acquiring in-depth understanding of human motivation, emotional complexity, and dilemma management. Drama encourages group work, creativity, and problem-solving often independent of teacher intervention. Therefore, in addition to focusing on a specific field of study, drama also facilitates the development of inter- and intra-personal life-skills.

The unique educational drama model to be presented was personally developed and refined during the many years I have been involved in theater-in-education, theater-teacher training and enrichment-training for educators in the humanities, the arts, the social sciences, and the sciences. ■

2. Applying Higher-Order Thinking Skills in High School in Israel (E)

Jamal Raiyn, Amgad Seif

Al-Qasemi Academic College of Education, Israel

This research aims to study the performance analysis of applying higher-order thinking in Arab high schools in Israel. The main goal is to increase high-school students' performance. Several Arab high schools have begun to implement the general issues regarding transforming students from ones who engage in rote learning into free-thinking students who can ask proper questions, analyze, synergize, evaluate, and create. The focus has shifted onto implementing higher-order thinking skills in the curricula, in the hopes that this will better prepare students for the requirements of the 21st century. Furthermore, this research seeks to understand the interaction among the various parties involved the application of a higher-order thinking program in an Arab school in Israel. ■

3. Motivation? Not Only! Water Rocket Launch Competition and Investigation (E)

Valentina Lea Lavrik, Dina Matzkevich

Lifshitz College of Education, Israel

Increasing students' motivation has always been a challenging task for most teachers. Some find it easier, some more difficult, but everyone agrees that it takes a lot of time and effort to be able to present a material in a clear, interesting, and exciting way. The water rocket launch competition is included in our research project, "Energy and Motion", which was carried out in the Jerusalem school, Leyada, in the spring of 2012. Four groups of science students aged 14-15 were involved in this project. The main purpose of the project was to make scientific investigation attractive to students via active learning. Participants in the competition carried out physical experiments with water rocket launching. The problem we were trying to solve with our students was the determination of the optimal water volume, shape, and other parameters in order to obtain the maximal altitude of the rocket launch. The students had to choose only those data necessary for solving the problem; they also had to search actively for the requisite information. Demonstrating the connection between physics and events outside the classroom helps students grasp the relevance of physics to their lives and the manner in which physical laws help them understand nature. If an educator defines his/her goal as developing critical and analytical thinking as well as motivating and encouraging students to get involved in creative work, our method may serve as a convenient framework for achieving it. Results of our investigation and teaching perspectives will be discussed. ■

4. Animal-Assisted Education and Animal-Assisted Therapy – A Holistic Approach (E)

Michal Motro, Tamar Axelrad-Levy

The David Yellin Academic College of Education, Israel

We present an ongoing study that follows the professional development of students learning Animal-Assisted Educational Therapy (AAET) with a holistic approach.

We suggest that the presence of live animals which are taken care of by the educational therapist may help children to trust and dare to break through emotional and cognitive difficulties. It creates a special frame, in which the well-being, needs, and behavior of the animals represent reality in relation to issues within conflict in the child's life.

Our model of teaching is based on two theories: constructivist learning and object relationship.

Using our model, an AAET person guides the child along two routes:

1. "Doing Oriented" – an educational-oriented approach, encouraging the child to build a unique set of knowledge that is meaningful to him or her, and to acquire important skills, learn new vocabulary, concepts, measurement techniques, and various methods of documentation and recording – all through the interaction with the animal.

The child learns to control his impulses, to develop social skills, empathy, and moral values, and to experience success and feelings of competence.

2. "Being Oriented" – a psychological-oriented approach, enabling the child's inner world to be expressed within the animal environment and contexts. Whenever suitable, the educational therapist will combine the inner world of the child and the outer world of the animal in its environment.

We train our students to master both approaches – the educational, which deals with the real, cognitive part of the situations, and the emotional-therapeutic, which deals with the child's inner world. ■

5. Pedagogic Transformation in a 1-to-1 Program (E)

Coby Enteen, Eran Raviv

Appleseeds Academy, Israel

The demands of modern-day society and the shift from an industrial age to one in which information is a commodity requires the introduction of new skills and tools into the classroom arena. Teachers must learn to cope with new demands and develop meaningful learning experiences for their students while exposing them to new and advanced technologies. This session will highlight a teacher training and support model implemented as part of a one-to-one tablet initiative in secondary schools throughout the city of Bat-Yam in central Israel. The session will showcase innovative pedagogic approaches utilized in the context of the teacher education program relevant to the development and delivery of technology-enhanced lessons. We shall introduce the tools selected for facilitating the process, and discuss challenges associated with creating the change in pedagogic practice. In addition, the presenters will explain the rationale and sequence of the teacher education process, along with desired conditions for facilitating wide-scale pedagogic change fueled by student access to portable technology. ■

Students' Voices in Different Education Systems

1. The Intermediate Model of Teaching Practice at Kaye Academic College of Education: Landing Smoothly or Being Thrown in at the Deep End? (H)

Batia Riechman, Orly Keren, Vered Rafaely

Kaye Academic College of Education, Beer-Sheva, Israel

Teacher education programs often implement the applied framework based on the idea that the academic institution provides the theoretical knowledge that is then put into practice by the students in their field practice. Diverse models implementing this framework exist in teacher education. In the separate model, the theoretical knowledge is initially acquired at the institution; later, the student develops his practical knowledge while working in the field. In the integrated model, the academic institution provides both theory instruction and practical experience. Additional intermediate models exist between these two extremes.

Regardless of efforts to integrate the two knowledge forms (theoretical and practical) in teacher education, research suggests that students often fail to perceive the connection between them. Aiming to minimize this gap, Kaye College has developed an intermediate model that applies two principles; the *gradual practice* and *theory-and-practice integration*. These principles are realized when students encounter the field during their first year of study: in class observations, peer teaching, individual instruction, and small group instruction.

As a part of examining the quality of the intermediate model's application, we explored students' attitudes toward it. A closed questionnaire was completed by 103 first-year students, and 30 second- and fourth-year students were interviewed. The first-year students exhibited a greater preference for the intermediate model than for the integrated model. Interview findings indicated diversity in the attitudes of the second- and fourth-year students. Some indicated the benefits of being an "observer" during the first year of study, while others did not think that this model had prepared them for the field practice during their second year of study. Based on these findings, several recommendations for improving the model have been proposed. ■

2. A Unique Alternative Route for Teacher Education in Israel: TFI (E)

Orit Almog, Elana Milstein

Beit Berl College, Israel

The program, "Chotam – Teach for Israel", is modeled on the international program, "Teach for All". It is a joint venture of the Ministry of Education, JDC Israel, Beit Berl Academic College, and Haifa University. It addresses the problem of educational inequity by enlisting excellent university graduates to commit two years to teaching in highest-need schools. We believe that all children, regardless of background, should be given a chance to achieve their full potential in the classroom. We do this by transforming graduates into exceptional teachers and inspirational leaders.

This year, 92 graduates were recruited for the program. After five intensive weeks of training in the summer, they began teaching in schools, working with underprivileged students. They continue their training, while teaching, once a week at the college. At the end of three semesters, they will receive a teaching certificate. The academic curriculum includes content from education, pedagogy, and didactics that meets their needs. The content is developed and organized in various ways such as modules, courses, lectures, and field trips.

While teaching in the school, the participants receive a wide range of support: 'pedagogical mentors', who are responsible for their socialization, 'coordinators', who help students, integrate Chotam's vision into their teaching, and 'academic disciplinary mentors', who assist them in their teaching.

This unique program challenges the present teacher education programs since it trains teachers on the job, whereas in traditional programs, the training comes before entering teaching.

This presentation focuses on the unique role of the academic disciplinary mentor. ■

3. Theory and Practice – A Special Field Experience of the Program for Excellence in Teaching at The David Yellin College of Education (H)

Bruria Shayshon, Boaz Tsabar, Vered Shavit

The David Yellin Academic College of Education, Israel

The program for excellence in teaching encompasses students with high enrollment grades who attend the various departments of the College. One of the program's aims is to add unique and important areas to the participant students' field experience. One such area is concern with the special quality of the teachers as educators and another is the essence of educational initiatives.

The rationale for the first area derives from the acknowledgement that the development of the teacher-educator's consciousness is combined with the integration of theory and practice. The latter is connected, on the one hand, to the social and cultural complexity of the pedagogical issues and, on the other, to the authentic experience in educational situations. These two elements feed off each other as the students observe an outstanding educator in practice, talk with her/him, and are exposed to the views, dilemmas, and considerations that inform her/his deeds. The students record their experience in a reflective diary and choose one of these dilemmas for further investigation as coursework in the accompanying seminar.

The second area of the special field experience relates to the continuation of the students' professional career as future teachers. This practice exposes initiative and creativity as levers to professional and personal growth. It is carried out in cooperation with the Fund for Encouragement of Educational Initiatives, which supports teachers' innovations. The students choose one of the teachers whose educational initiative they want to investigate. After becoming acquainted with the teacher and her/his innovation, the students plan and carry out their own initiatives at those schools where their field experience takes place.

The two detailed areas of field experience will be presented in the poster, as well as the students' coursework and some illustrative quotations from students' journals and feedback. ■

4. Tailoring Instruction to Learners: Qualitative Inquiry Instruction in a College of Education (E)

Sara Katz

Shaanan Academic Religious Teachers' College, Israel

Very few studies focus on the question of how to teach qualitative inquiry (QI). Unlike quantitative research, there is no defined theory for teaching QI methods (Goussinsky et al., 2011). This study is an attempt to move in that direction in the field of education and create an enjoyable course that would challenge students to learn and conduct a QI, thereby contributing to their professional enhancement.

We are proposing a qualitative pedagogy model that is consistent with the conventional systematic outlook, while fostering teaching beliefs, values, ethics, and post-modern epistemological views. Our model centers on the student's experience of conducting research with formative guidance, using the Ping-Pong methodology from the beginning to the end of the course time. Formative guidance is the core action around which six elements are constantly and dynamically active. The elements depicted in the model are linked to one another and to the core action. Content, process and methodological principles are described. The model is contextual, responsive, reflexive, recursive, reflective, and flexible.

The results were high levels of self-efficacy and investment, improved student performance, and self-direction in conducting research and comprehending the complexities of phenomena. Students considered themselves to be researchers, worked collaboratively with their peers, and functioned with integrity, as required by the qualitative professional ethics.

We hope our description will encourage other researchers to continue exploring and developing new pedagogic strategies for teaching QI. ■

5. Gifted and Talented Pupils' Integration into Special Academic Programs (H)

Mahmood Halil, Yaser Awad, Lina Bolus

The College of Sakhnin, Academic College for Teacher Education, Israel

There are many programs in the world for nurturing gifted and talented students. However, it is rare to find any academic programs that integrate both talented high-school pupils and excellent students into academic colleges in order to refine their uniqueness.

Sakhnin College for Teacher Education has initiated the establishment of several academic programs for pairs consisting of a high-school pupil and a college student. The pair is selected by means of a lengthy review process in order to determine each member's interests as regards their specialty studies.

The program lasts three academic years. Each high-school pupil participates from the tenth to the twelfth grade, while the college student participates from the first to the third year of study.

The program content requires the pairs to be supervised by a mentor – a researcher from the college who is an expert in his/her own domain of studies. The three participants, the pupil, the student, and the mentor, determine the aims and plan for the three-year program during which each pair studies several academic courses at the college and is required to submit a final research paper to the mentor. At the conference, we shall present some results from the end of the first year of the project. ■

6. Professional and Personal Attitudes of College Student Teachers toward Psychoactive Substances (H)

Hagit Bonny-Noach¹, Hana Himi²

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²*Beit Berl College, Israel*

The use of psychoactive substances, including drugs and alcohol, is common behavior among college students. In addition to widespread use, positive attitudes and lenience regarding these substances also prevail in this population. Today's students are tomorrow's professionals and educators. They will and do serve as models for adolescents, and therefore the use of psychoactive substances by students is liable to affect the scope of use among adolescents as well.

The purpose of this research is to examine whether the lenience toward and willingness to use psychoactive substances that is currently prevalent among the general student population also represents the students in various programs in colleges of education (advancement of youth, informal education, and post-elementary education), and whether there is a correspondence between the personal and the professional attitudes of students in those colleges.

The questions, examined by means of self-report questionnaires, addressed attitudes toward psychoactive substances and patterns of using them. Questionnaires were distributed to a sample of about 300 students, half from the youth care advancement and informal education programs and half from regular teaching programs.

The findings indicate differences between students in teaching (regular) programs and students of youth care advancement and informal education in terms of professional attitudes (as future teachers), personal attitudes (as current students), and actual behavior regarding the use of psychoactive substances.

These findings may serve to further support and increase the knowledge regarding patterns of use of psychoactive substances and to clarify the attitudes of those intending to work as teachers and educators in formal and informal educational frameworks.

The findings also indicate the need to develop prevention and intervention programs for students in the various programs in colleges of education, and particularly training for working with at-risk youth. ■

7. "The Sweet Bond" – Students Tell About Collaboration and Teamwork in the PDS Framework (H)

Bilha Bashan^{1,2}, Rachel Holsblat¹

¹*Talpiot Academic College of Education, Israel*

²*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

Policy makers and researchers emphasize the importance of the integration of curricula illustrating collaboration and teamwork during teacher education. However, researchers claim that there is a lack of research addressing models of training in which groups of students work together as peers in a group. The present research is an evaluation study for a practical experience program combining principles for development of teamwork and collaboration in the PDS framework. The research objective was to understand how processes of teamwork and collaboration develop among the students themselves and between them and the educational staff in the school. The research is a qualitative-ethnographic study based on the phenomenological perspective. Data were collected over three years through student journals and the journal of one of the researchers (the instructor). Research findings indicated that the process the students experienced characterizes stages in the development of teamwork. The findings were anchored in a theoretical teamwork model taken from the business field. There is evidence of the development of collaboration and teamwork ability among the students as a group and between students and the school staff, and the emergence of the students' feelings of responsibility toward and belonging to the school. The significance of the research lies in the fact that it provides further support of the contribution of the structured training model to the development of collaboration and teamwork. The research recommendation is to develop, in the PDS model framework, programs that promote collaboration and teamwork, so as to contribute to better teacher education. ■

8. Great Expectations or Hard Times? Voices of Student Teachers Approaching the Completion of their Training (E)

Tamar Ariav², Ditza Maskit¹

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The study examines expectations voiced by student teachers at the end of their teacher education programs about their work as novices. Since unfulfilled expectations could exert a negative influence on their entry into teaching and their retention in the profession, it is important to examine the entrance expectations and the extent to which they are perceived as feasible. The purpose of this study is to identify the dimensions of student teachers' expectations and to propose a pedagogic tool to treat the development of expectations from pre-service through professional development.

A sample of 588 student teachers from nine colleges of education responded to a questionnaire that asked:

- Which expectation of teaching would you like most to materialize?
- From the list of 14 factors that could shape the expectation you stated above, choose the most appropriate one. Explain.
- What, in your opinion, is the probability (low 40%, average, or high 80%) that this expectation will materialize in practice when you are a teacher? Explain.

The map of the domains (what is the expectation about?), objects (who is the focus of the expectation) and sources of their expectations that emerged created a relatively idealistic picture but with a low probability of occurring. This discrepancy at the end of a teacher education program is analyzed and discussed. To help deal with it, we developed The Expectations Carousel – a visual tool that could be applied throughout teacher education to help students follow the development of their professional perceptions and alleviate the difficult transition from student teaching to their first year in the classroom. ■

Assessment, Leadership, and Achievements

1. The Relation between Value Systems and Leadership Styles of School Principals in the Arab Education System (H)

Jamal Abu-Hussain, Orsan Eyadat

Al-Qasemi Academic College of Education, Israel

The purpose of this study was to contribute to existing research knowledge on the Arab education system in general and school principals in particular, since the latter constitute the educational leadership that should lead the Arab education system in the 21st century to success. This was accomplished by examining the relation between principals' value systems in terms of a pragmatic as opposed to a moral value orientation, and their styles of leadership in terms of transactional as opposed to transformational leadership.

The importance of the study resides in its being, to our knowledge, the first investigation of this relationship among principals in the Arab education system – a system that functions within a society that is considered to be in transition toward a more modern society with clear traditional signs.

The principals' value orientation was tested using Rokeach's (1973) questionnaire values. Principals' leadership styles were examined using a questionnaire designed to test their leadership style on a continuum between transactional and transformational leadership (Dvir, 1998). The sample was chosen randomly, and it is rated as follows: one hundred elementary- and high-school principals.

The findings showed, among other things, that there is a relation between the variables (value-based style of leadership) and the research hypothesis. Consequently, it is worthwhile considering the value system of new candidates as an important or even a crucial factor in the processes of choosing and training new principals. ■

2. What Do We Evaluate in the Education System? (E)

David Kalir

Qatzrin Ohalo College - Academic College of Education, Science and Sport, Israel

We live in a new era in modern life. We usually focus and emphasize the importance of measuring and presenting results that can be monitored and measured. Is it really possible to evaluate the achievements of education, or it is rather a long-term process whose results will emerge later on?

In this lecture, we will examine the meaning of the word "education" and of the verb "to educate" in Jewish sources. We will show that the results cannot be measured and evaluated immediately. The idea of education is initiating and practicing with the student, a child, the things he will encounter as an adult. In the book of Genesis, we read that Abraham went to rescue his nephew and took his three hundred and eighteen pupils with him.

Rashi, the great Bible commentator, interprets the word (his pupil) as a process in which a person is trained to do certain things that he will do as an adult. The concept of education is not teaching or giving knowledge. The concept is training and initiating a new thing, such as training a pupil for his adulthood life. Thus, it is difficult to evaluate and measure the results in a short-term period. Education is a "lifetime" assignment. The goal of the educator is to initiate, to give the child the opportunities to practice the values and themes he is exposed to. ■

3. Classroom Observation Reports of Teacher Educators: Writing Style, Objectivity and Bias (E)

Elon Langbeheim, Yaron Lehavi

The David Yellin Academic College of Education, Israel

An important feature of the training of pre-service teachers is immersion in practical work. The role of teacher educators in this context is to observe the trainee teachers in the classroom and to provide constructive feedback, based on reviews of the lesson plans and on the notes they take in the back of the classroom as they observe the lesson itself. This study explores the narratives of teacher educators from several disciplines in their descriptions of the classroom performance of trainees. We employ grounded theory (Martin & Turner, 1986) to analyze patterns in teacher observation reports. We first categorize different writing styles of such reports and then use these categories to explore variation in educator reports of different trainees. In addition, we explore possible connections between the writing style of teacher educators and the specific discipline in which the training takes place. Finally, we discuss some essential features of classroom observation reports that contribute to informative feedback and prevent bias. ■

4. Data-Based Educational and Value-Based Decisions: A Beit Hinuch Paradigm (E)

Mor Deshen¹, Ilana Paul², Edna Tiktin¹, Nurit Reich¹

¹*AMIT Network, Israel*

²*Beit Berl College, Israel*

One of the main goals of the AMIT Network is to turn its schools into *Batei Hinuch*, value-based schools. At the beginning of the process, *Beit Hinuch* goals were determined, and during the process, extensive evaluation that was designed to reflect the current state of the education for values was performed. The measurement process is based on a model created to evaluate school climate and issues of identity, namely, the *Beit Hinuch* questionnaire, an online questionnaire for students, teachers, and parents administered annually. The questionnaire deals with the evaluation of ten indicators that characterize the school as a home, a family, and a place that instills values, belief, and religious observance. The entire process was created to provide pedagogical staff with the tools to monitor and delineate measurable objectives rather than to measure the performance of the school's faculty (Campbell, 1979; Levin Roselis & Soya, 2010).

Data were collected by the R&D and Assessment Unit of the AMIT Network, and analysis was performed by the Research Unit of Beit Berl College. The findings are studied by each school. Based on the findings, a values education work plan is created for the following year, focusing on goals with low ratings. In the course of the past five years, there has been a significant improvement in the school climate owing to the continuous process of analysis and implementation of the results of the questionnaires. In addition, a correlation has been found between an improved school climate and higher academic achievement. ■

5. Improving General Functioning and Academic Achievement among Adolescents with Dyslexia and ADHD (E)

Ruty Dekel

*Israeli Center for Learning Strategies, Israel
Levinsky College of Education, Israel*

The LEHAVA program (a Hebrew acronym signifying Learning, Organization, Confidence and Success) is a unique learning strategies course I developed as a result of my cumulative experience with LD and ADHD students. Since it was designed to accommodate and help students compensate for their disabilities, it deals with both organizational skills and learning strategies. The research focuses on the contribution of the LEHAVA program to high-school students – adolescents with dyslexia and/or ADHD disorders – from their point of view. The conceptual framework guiding this research consists of theories from various fields pertaining to learning styles and developmental and learning disabilities as well as social theories relating to living in a modern, technological society, along with background about the Israeli educational system. Each theory, from its perspective, sheds light on the syndromes and different situations and difficulties of adolescents with dyslexia and/or ADHD disorders, and presents the key to better functioning in school and in life in general.

The research paradigm is qualitative, interpretative, and constructivist, and reflects a holistic approach. The research employs a multiple case study approach dealing with six high-school students with dyslexia and/or ADHD. They all participated in the LEHAVA program. The main research tool consisted of in-depth open interviews with the participants, their parents, and their teachers. Research findings show that with proper guidance, practice, and training, the students significantly improved their academic achievements, became efficient, successful, and independent learners, and coped better with real-life situations. ■

6. LEHAVA Program: A New Age of Teaching (E)

Ruty Dekel

*Levinsky College of Education, Israel
Israeli Center for Learning Strategies, Israel*

Struggling students fail to function properly both at the academic level and in everyday life. In school, they are usually underachievers in comparison to their peers; this leads to low self-esteem and frustration that may influence their life as adults. On the other hand, success in school exerts a crucial effect on the well-being of students and encourages them in other areas of life as well. Therefore, it is the system that is responsible for assisting any student according to his ability and needs. In many cases, however, the system fails to assist those students. LEHAVA (a Hebrew acronym signifying Learning, Organization, Confidence and Success), is a unique 3-4-month intervention for teaching students how to learn. The program follows Vygotsky's and Feuerstein's theories regarding cognitive modifiability. The essence of the program is a combination of proper organization together with the acquisition of study methods under the supervision of the teacher as a mediator who creates the proper learning environment for the students. The three primary elements of LEHAVA are student activity, group discourse, and self-monitoring procedures. This helps restore the struggling learner's self-confidence and sense of self-efficacy. Since all the work is done using the regular learning materials of the class, LEHAVA can be successfully implemented worldwide, anywhere, with all kinds of students. It does not require a new curriculum or additional budget. It is simply about an open mind and teacher training. ■

7. Evaluating the Implementation of the Pilot Program: National History Research Competition (NHRC) in Israeli High Schools (E)

Keren Frayman¹, Shamir Yeger²

¹*Institute of Education, University of London, UK*

²*The Hebrew University of Jerusalem, Israel*

The goals of this study are two-fold. First, to implement a pilot program (2012-13) for a National History Research Competition (NHRC) [i] in Israel. Second, to evaluate and research the project, in order to maintain and support a strong link between educational research and practice.

First, our paper will review the progress of the NHRC pilot program and present the rationale and theoretical background for the study. The latter shows a causal relationship between teaching research to students and encouraging student voice and motivation for social change. The framework draws from the emerging importance of research skills in encouraging student engagement for social change through student voice and leadership in the classroom [ii].

Second, our paper will review the formative evaluation and research that will accompany the pilot throughout its first year. This research aims to track the progress of the project and measure its impact on a range of educational factors relating to student motivation in becoming active agents of social change, as well as teacher professional development in the field of teaching and using research.

Finally, our paper will review the methodology for incorporating research and practice, and will present the first year's preliminary findings. This methodology is based on a mixed methods approach and includes teacher surveys and student interviews aimed at measuring the outcomes of the NHRC on their professional development and perceptions of student voice and leadership.

Theme: Education as a Mirror of Society – The impact of assessment on teachers, teaching, curriculum, and educational activity.

Type of presentation: First choice: Parallel paper sessions

Second Choice: Round Table Session

[i] Based on and in cooperation with the European National History Competition (EUSTORY), the NHRC in Israel is funded by and developed in collaboration with the Zalman Shazar Center.

[ii] Fielding and Bragg (2003) *Students as Researchers*; Flutter and Rudduck (2004) *Consulting Pupils*; NCSL (2005) *The Research Engaged School*. ■ 1227

8. School Principals' Perspectives on Teacher Evaluation in the Arab Education System in Israel (H)

Jamal Abu-Hussain, Mohammad Essawi

Al-Qasemi Academic College of Education, Israel

The objective of the current research is to examine how principals of Arab schools view teacher evaluation and to determine whether and to what extent their perceptions of teacher evaluation differ. The study findings can contribute to existing research knowledge about school principals.

School principals' perceptions of teacher evaluation are an expression of their leadership style. These perceptions also have an impact on patterns of using teacher evaluation. Principals can view evaluation as part of their administrative functions or as part of their pedagogical and leadership roles.

The manner in which principals view teacher evaluation is defined by how they perceive the objectives of teacher evaluation. To what extent do they consider teacher evaluation to be a systematic means of determining teacher compensation, promotion, and continued employment? Alternatively, do they see it as a way to empower teachers by helping them develop and improve their teaching performance?

Data were collected from 100 school principals' responses to a questionnaire. The results indicate that most of the principals who participated in an in-service training concerning teacher evaluation perceived the evaluation process as a formative and constructive process. In their view, the objective of teacher evaluation is to help teachers improve their work. In contrast, most of the principals who did not participate in the in-service training considered teacher evaluation to be a means of exercising control, offering compensation, and demonstrating authority. ■

Reactions to Changes: Support and Objection

1. The Introduction of Changes into the Teachers' College and Their Influence on the Academic Environment: A Case Study of the Establishment of the Matot Center in the College (H)

Egoza Wasserman, Sara Givon
Lifshitz College of Education, Israel

In this study we will show how certain changes that were introduced into the teacher's college influenced various levels of the college. The establishment of the Matot Center was accompanied by a research unit that studied whether and how these changes in the education system would trickle down to other systems at the college.

The Matot Center (the Center for Supporting and Encouraging the Learning and Acclimatization Process of the Students) was established at Lipshitz Teacher's College in 2009 in order to help students with learning disabilities exercise their rights vis-à-vis realizing their potential in an academic setting. The research was conducted over the course of three years (2009-2012). Lecturers and students were asked to fill out questionnaires and respond to interviews regarding their expectations, opinions, and perceptions of the purpose and actual results of the Matot Center, which operates in an academic environment. The results indicate that the lecturers' opinions regarding the importance of the Center have improved over the years to the point that the more time they are exposed to its activities, the more important it becomes in their eyes. This change of opinion regarding the integration of students with learning disabilities into the college also affects their opinion of people with learning disabilities in general.

The study also showed that many changes occurred in the college as a whole in the wake of the establishment of the Matot Center, including test procedures, changes in the English courses, and the addition of a mandatory course, "Learning Strategies", for all the students. All this was a result of the reverberations produced by the Center's activities throughout the college. ■

2. How Teachers in East Jerusalem Schools Perceive the New Educational Reform, "Ofek Hadash" (H)

Fatima Elyan
The David Yellin Academic College of Education, Israel

"Ofek Hadash" (New Horizon) is the name of a program designed to reform the education system components via measures that are supposed to raise the status of teachers, promote student achievement, and improve the welfare of teachers and teaching quality. It is being implemented in the education system in both the Jewish and Arab sectors. While several studies and reports were written to assess the teachers' attitudes toward the implementation of the program, none of these referred to East Jerusalem. Teachers in East Jerusalem live and work in an atmosphere that forces them to operate in several different directions: they are obliged to adhere to educational policies; they must be able to cope with the difficult conditions facing the education system in East Jerusalem; they also have to adapt to the changes in their educational work as dictated by "Ofek Hadash". The current study is a mixed methods study. The quantitative part was based on Gilat's (2011) questionnaire, which was translated into Arabic and adapted to the education system in East Jerusalem. The qualitative part included semi-structured interviews with 10 teachers to expand and deepen the quantitative findings. Anonymous questionnaires were distributed to 140 teachers in the education system in East Jerusalem about the program and its effects on various aspects of their work. Findings indicated a perception of the program's economic contribution by increasing teachers' salaries. For students, it contributed to improving their self-esteem via individual lessons. In terms of difficulties, the teachers did not think that "Ofek Hadash" dealt with the difficulties facing the education system in East Jerusalem in terms of curriculum and in terms of the construction of school buildings. This, however, creates disagreement, conflict and tension for "Ofek Hadash". ■

3. Relationship between Vocational Adjustment and Employee Satisfaction among the Academic and Administrative Staff Members at Al-Qasemi Academic College of Education: A Case Study (H)

Mohamad Mohsen

Al-Qasemi Academic College of Education, Israel

The current research investigates the levels of vocational adjustment and employee satisfaction among the academic and management staff members at Al-Qasemi College by defining the effect of different variables such as gender, position, academic qualification, and experience on vocational adjustment and employee satisfaction among the academic and administrative staff members.

Assumptions: A clear statistical correlation exists between vocational adjustment and employee satisfaction among the academic and administrative staff members.

Statistically significant differences exist between the administrative and academic staff members in relation to the correlation between vocational adjustment and employee satisfaction.

Statistically significant differences exist between the administrative and academic staff members that can be explained by variables such as gender, position, academic qualifications, and experience.

The research population comprised 80 academic and administrative staff members from all of the college's departments and disciplines.

Findings: A significant positive statistical relationship exists between vocational adjustment and employee satisfaction among the academic and management staff members at the academy. Moreover, some background variable effects were recognized in this relationship.

Recommendations: In light of the initial study results, a new review of the vocational adjustment components is required in order to elevate its level. Elevating these components will contribute to achieving higher levels of vocational adjustment and employee satisfaction among academic and administrative staff members at the college. Furthermore, revision of the inducement and promotion system is needed in order to raise the levels of employee satisfaction. Finally, it is recommended that comparative research between colleges and universities be conducted in these domains. ■

4. Learning to Become an Informal Education Coordinator within the Religious Education System (E)

Sima Guttman

Orot Israel College of Education, Israel

Social Education is a central component in Israeli schools. This is based on the understanding that schools are responsible not only for academic achievements but also for personal and social advancement. This is the role of the school's Social Education Coordinator. One of the training methods for this role is Cognitive Coaching, wherein students are accompanied by a professional coordinator for a whole semester. This presentation seeks to examine how students perceive the coordinator's role, how they position themselves within the field of school social education, and the relationship between their perceptions and the Ministry of Education's policy. The research is based on the content analysis of reflective diaries written by four third-year students in a religious college in Israel. The diaries show a process typical of Cognitive Coaching as described in the literature: the mentor serves as a model on both the **practical and theoretical levels**. Moreover, the Social Education Coordinator also serves as a model on the **moral-ethical level**. The diaries clearly reflect three of the pedagogical principles defined by the Ministry of Education: **Experiential Learning**, **Encouraging Difference** and **Cooperation**. Two other principles do not appear in the diaries: **Freedom of Choice** and **Reciprocity and Dialogue**. Their absence is probably not only a matter of student perceptions, but also an expression of school reality, and may be an outcome of the religious educational view. According to the diaries, Cognitive Coaching has clear advantages for students: observing an expert at work, being exposed to choices and considerations, and strengthening the sense of efficacy and commitment. The price of such coaching is over-identification with the model, engendering a lack of critical thinking and motivation for change. This is enhanced by the high compatibility between students' and mentor's ideologies, which encourages implementation of certain educational principles while ignoring others. ■

5. Teacher Educators' Research Practice in a College of Education for the Arab Population: Motives and Barriers (E)

Fadia Nasser-Abu Alhija^{1,2}, Arin Majdob^{1,2}

¹*Tel Aviv University, Israel*

²*The College of Sakhnin, Academic College for Teacher Education, Israel*

In Israel as in other countries, teacher educators are encouraged to conduct research in order to strengthen their knowledge. Despite the acknowledged importance of conducting research and developing research cultures in colleges of education, research is not a common practice among teacher educators.

The purpose of the study is to provide a picture of the extent to which teacher educators in four teacher colleges of education for the Arab population are involved in research activity, and whether they differ in this regard, to explore the motives and barriers involved in practicing research, and to examine the relationship among these factors, teacher educators' personal and job characteristics, and the amount of research activity.

The sample included 161 teacher educators representing a variety of personal and job characteristics. Data were collected by means of a questionnaire and interviews conducted with the presidents of two of the colleges and the head of the research unit at the third. The questionnaire included 54 closed items aimed to measure attitudes toward practicing research, motives, and barriers. The questionnaire also included 11 open-ended questions for measuring the amount of research activity, additional motives and barriers, and suggestions for increasing research activities.

Results revealed a significant difference in the amount of research activity in favor of one of the four colleges relative to the others. Four motives and three barriers emerged from the data. Differences in the magnitude of motives and barriers were found among teacher educators from the four colleges and between teacher educators who differ in terms of gender, degree, tenure status, and rank. The most meaningful predictors of research activity are education, tenure status, rank, and gender. ■

6. Changing Reality via Children and Human Rights Education: Perspectives of In-Service Teachers in Israel (E)

Laura Sigad, Rhonda Sofer

Gordon College of Education, Israel

The struggle for human rights and the rights of children is universal. Education about these issues offers one route toward realizing this goal. Given that teachers are active agents in this process, an insider's view of their perceptions is of critical significance. Based upon 20 in-depth qualitative interviews with in-service teachers in Israel, this study examines the ways in which the teachers perceive and construct the potential role of human rights education. We describe how these emic perspectives were utilized to improve the construction of a multi-national curricular development team focused on creating a curriculum in this area. Through the example of human and children's rights education, this study considers the role of teachers' perceptions and teacher education as well as their interrelationship in the process of developing and implementing educational and societal reform. ■

7. Between a Rock and a Hard Place: Israeli Teacher's Attitudes toward Academic Heterogeneity and the Multiple Demands of the Education System (E)

Lynn Timna, Ronit Nitzan-Sela

The Academic Arab College for Education in Israel – Haifa, Israel

In our current work as lecturers and teacher educators, we are exposed to empirical educational research and Israeli Ministry of Education policies as well as to the opinions, feelings, and frustrations of teachers in the field regarding heterogeneous groupings in the Israeli classroom.

The heterogeneous class is referred to as a "regular" class. What does it mean to teach "regular" learners? It is important to note that it is not our intention in the framework of this research to study the concept of integration or inclusion, but rather how the Israeli teacher copes with heterogeneity and feels about her coping strategy. Specifically, how does she deal with learning disabled pupils, gifted learners, and different ability levels. In other words, how does the Israeli teacher meet the challenge and demands of heterogeneity that dictate the accommodation of every learner with tolerance and empathy (Shatz-Oppenheimer, 2006) in her classroom in every lesson?

We believe that a gap exists between the Ministry's concept of heterogeneity and that of the teachers. The result, in our opinion, is diverse approaches to dealing with heterogeneity in the classroom. It is our contention that the concept of heterogeneity is understood on a theoretical level by Israeli teachers; however, when faced with implementation of this theory in practice, the question is how efficient the teachers are and how competent they feel. It is our hope that our findings will lead to more comprehensive pre-service teacher education as well as more frequent in-service workshops for teachers already in the field. ■

Education for Civic Engagement and Excellence

1. Civic Engagement Education (H)

Yakov Michlin

Karev Educational Program, Israel

I propose to present an applied-educational project dealing with civic/social engagement education for elementary-school students, implemented at both the school and municipal levels. Currently, the program's school format is being implemented in approximately 15 elementary schools in Ashdod and its vicinity, while the municipal version is being implemented in the Ashdod and Ofakim local authorities.

In its municipal form, the program promotes the democratization, participation, and involvement of children and youth in the municipal and local authorities by nurturing children's leadership groups representing their corresponding youth communities and working on their behalf. The actual democratic exercise in these groups consists of the following stages:

1. The children's groups, together with student councils and social coordinators of the municipal schools, develop surveys designed to enable their most relevant issues to be pinpointed.
2. City-dwelling children respond to the resulting online survey and determine their central issues as well as the main topics regarding which they want the municipality to act on their behalf.
3. A town meeting of all involved stakeholders (student council representatives, school principals, social coordinators, local authority officials, parents' representatives, youth movement representatives, and community knowledge experts) is convened to discuss the survey findings and determine the preferable means of addressing the issues that have emerged.
4. Task-teams responsible for implementing the resulting ideas and initiatives are established.

A project presentation will offer examples of actual children-led changes while highlighting the crucial role played by the involved educators and social education teachers in the project. ■

2. On the Possibility of Zionist Patriotism Education in the Postmodern Condition (E)

Eran Gusacov

Levinsky College of Education, Israel

I argue that questioning the meaning of the concept of patriotism in Israel is topical, relevant, and controversial. It is intertwined with many other questions arising from the influence of the postmodern condition on Western societies, the disputes among ultra-Orthodox Jews, religious Zionists, and secular Jews, and the many flavors of a country of immigrants. This question is also found at the center of political disagreements, such as the one

concerning the requirement to pledge allegiance to the country. According to a widespread modernistic approach, people and nations always need a homeland, an identity and a sense of belonging, therefore the education system attempts to instill the value of patriotism in the young generation. To a large extent, the postmodern condition, postmodernistic thought, and the societal value changes they introduced clash with education for Zionist patriotism. Although some specific Israeli characteristics of that maladjustment do exist, the tension between education for patriotism and the postmodern atmosphere occurs in many countries in the Western world. All this raises a theoretical and practical difficulty for the Israeli educator concerning the question of the necessity, the nature, and the methods of education for patriotism. Therefore, a critical study of concurrent alternatives for national education for patriotism is required, including education for cosmopolitanism, a multicultural education, and the "diasporic education" stance. My suggestion is to adopt the idea of education for constitutional patriotism, which unifies the citizens of the state on a non-national basis, as a neutral, agreeable, and common basis that can be used as a platform for further developing different attitudes toward an Israeli patriotic education. ■

3. Teacher Education to Develop Thinking, Inventiveness, and Motivation: The Excellence 2000 Program (E)

Avi Poleg

Israel Center for Excellence through Education, Israel

Let's begin with a question. The students we are currently educating and preparing for adult life are expected to become productive citizens, involved in society and in the work force for the next half century. Who among us knows what bodies of knowledge and content they will need to use 40 years from now? The answer to this is obvious.

We live in an age characterized by accelerated processes of change and development. Information is available and accessible, and there is an increasing expectation of flexibility and dynamism – the ability to provide a rapid but optimal response despite constant competition. For this we need "21st-century skills", higher-order thinking strategies. The main role of today's teacher is not to be a provider of information but a process builder, a guide, and a mentor of learning processes; teachers must challenge their students, help them develop independent, inventive thinking, and nurture their curiosity and motivation to study; teachers must empower their students, strengthen their belief in their ability to learn and to cope with difficulties and failure, and lead them toward personal growth.

The Excellence 2000 program has been addressing these challenges for the past 15 years. It is designed to instill independent inventive thinking, motivation, and a love of learning in outstanding students. This is achieved by developing unique study materials on scientific and mathematical thinking, in conjunction with a concept of ongoing training and accompaniment of the teaching staff running the program.

The program is running very successfully in some 300 schools in Israel as well as in many schools in the USA and Singapore; its principles are being widely applied within several other frameworks. ■

4. Advancing Mathematics in Elementary School by Means of Applets-Aided Investigation (E)

Gali Shimoni

Israel Center for Excellence through Education, Israel

An investigative approach is now becoming central to the teaching of mathematics in elementary school, alongside the integration of a variety of computer-based tools. At the invitation of the Ministry of Education, the Israel Center for Excellence through Education (ICEE) joined the development of online tools and content and the planning, design, and delivery of many teacher education courses around the country as part of the national ICT program. Here, as in other fields, underlying the development and training, we find the general pedagogic principles that characterize the activities being applied to the regular classroom setting.

In recent years, ICEE has developed many applets, along with lesson plans suitable for teaching broad sections of the national curriculum for elementary-school math. Development was based on the desire to help teachers impart the

study material so as to develop thinking and deep understanding as well as to present material experientially, creatively, visually, and interactively. Parallel to development, dozens of in-service courses were delivered to district leaders, counselors, and math teachers, introducing them to teaching methods, applets, and lessons, all based on an investigative approach. The demand for these courses is greater than what our Excellence Educators Institute can supply. Hundreds of math teachers have already used the applets and even built their own riveting lessons around them. Reactions from teachers in the field are extremely positive. In the talk, we shall present the concept of training using several examples of applets. ■

5. The Potential of Social Networking Sites in Education as Perceived by Graduate Education Students (E)

Alona Forkosh-Baruch

Levinsky College of Education, Israel

Social Networking Sites (SNS) are popular interfaces among students, challenging traditional academic conventions regarding teaching and learning patterns. Recently, SNS are also challenging online learning management systems (LMS). This paper presents a fully-online graduate course titled "SNS in Education" at an Israeli university (in the Faculty of Education) in the program "Technology in Education". The course was given during the second semester of the 2011-12 academic year. While the formal platform was an LMS, the course was conducted in several SNS (e.g., Facebook, Twitter) according to relevance. Data were collected and documented during the course, since it was fully online. The study examines the changing attitudes of 24 graduate students (most of them teachers in the education system) regarding the use of SNS in education, in higher education, and in K-12, as a result of hands-on experience. During the course, several insights concerning academic as well as social and personal aspects of SNS usage in education were posted by students on SNS. There were also two mandatory reflective reports. These permit a characterization of the unique advantages of SNS for education, e.g., communication based on equality, as well as their drawbacks, e.g., the relative lack of control of roles as well as information. Students reported a change in their attitudes toward SNS implementation in education as a result of their experience in the course. Implications indicate that while SNS may be perceived as undermining teacher authority, in actual fact they may be advantageous to teachers as well as students. ■

6. The Library as an Informal Educational Resource (H)

Naama Kedar-Levi

Efrata College of Education, Israel

The library at Efrata College is viewed as a central meeting point for sources of knowledge, knowledge consumers, and the teachers who impart that knowledge. Consistent with the goals of the library staff, we highlight its centrality in the learning process. As such, we offer resources that go beyond the classic educational ones. To realize this goal of enrichment, the team creates a dynamic of cooperation with lecturers. The staff selects a topic to foreground. Exhibitions create a supportive and enriching learning environment. These exhibitions offer different ideas for educational activities. For example exhibitions which highlight children's literature dealing with different educational topics. Another exhibition dealt with Janusz Korczak's personality and principles of education. We highlighted his pedagogy and practice before and during the Holocaust. The exhibition was accompanied by pictures, posters, quotations, and an explanatory presentation by our staff. This exhibition has become a useful resource for teacher education. Lecturers and students compare Korczak's approach to education with the principles of non-formal education today. Another exhibition concerning Holocaust education was "Burning Scrolls and Blooming Letters", which dealt with books and libraries in the ghettos during the Holocaust. The significance accorded to Jewish public libraries was highlighted. They were part of the struggle of the "sanctification of life" and human dignity in unspeakable conditions. In summary, the Efrata Library aims to open a window for its visitors and offer them topics not taught formally, thereby expanding their minds, creating a cultural experience, and stimulating thinking "outside the box". ■

Influence of the Classroom and Learning Environment on Students

1. Incivility between Students and Faculty: A Description and Discussion of the Phenomenon (E)

Dalit Yassour-Borochowitz, Helena Syna Desivilia

Emek Yezreel College, Israel

Incivility in the classroom is offensive and intimidating, and constitutes hostile behavior that interferes with students' ability to learn and with instructors' ability to teach. The current study examines incivility in faculty-students relations. This paper presents the findings of a survey conducted in an academic college in Israel. The study was designed to examine three specific aims: (1) to elucidate and analyze the nature of the behaviors that students and staff view as incivility; (2) to identify factors contributing to uncivil interactions in the classrooms according to the claims of students and staff; (3) to discern practical strategies suggested by students and staff in order to avoid or defuse such undesirable behaviors. Data was collected by means of the INE (Incivility in Nursing Education) questionnaire, which was developed and revised by Clark (2008). It was translated and adapted to the context of an Israeli college. Forty-five faculty members and 314 students from various departments completed the questionnaires. The qualitative findings of the survey are presented in accordance with the three main issues that were examined. The findings are discussed in the context of sweeping societal changes, underscoring the processes of globalization and "capitalization" in educational institutions. ■

2. Third Culture Kids: The Retrospective View on Relocation during Adolescence (H)

Lori Greenberger, Nofar Marom, Anat Gad

Beit Berl College, Israel

The current study dealt with temporary migration (relocation), at the end of which people who were relocated return to their homeland. Participants belonged to the "Third Culture Kids" group: children/adolescents who, due to their parents' relocation, spent a significant amount of time during their childhood in a country not their homeland (Bonebright, 2010).

The research methodology was qualitative, and included nine interviews. Interviewees were relocated during their adolescence, and are in their mid-twenties today. The main focus was on the interviewees' narratives: they were asked to refer retrospectively to their relocation experience, emphasizing the period when they arrived back in their homeland.

Analyzing the interviews revealed an overall positive experience, highlighting the contributions of the relocation process, including a developed intercultural perspective and improved adaptation abilities in a variety of life situations (workplaces, knowledge acquisition, transitions, and various cultural situations).

Nonetheless, difficulties were revealed during the return to their homeland. These were evident in the family (between adolescent and parents), in the peer group (extraction from group of friends in the host country, and difficulties integrating with friends upon returning to homeland), and in school (language difficulties, matriculation exams, and lack of support from school). In addition to the social circles mentioned above, participants had to deal with confusion concerning their values and principles, as these changed in a short yet significant time in their lives (adolescence). Girls mentioned difficulties more than boys. Most of the assistance was rendered by the family; the school was perceived as lacking in it.

The current study helps clarify the strengths and weaknesses of relocation, and underscores the importance of the school in the lives of the "third culture kids", particularly when they return to their homeland. ■

3. Trainees' Perception of Multicultural Education at The Academic Arab College for Education in Israel – Haifa (H)

Randa Abbas, Salman Iliayan, Raed Zedan

The Academic Arab College for Education in Israel - Haifa, Israel

The main aim of the study is to answer the following question: To what extent does an atmosphere of multiculturalism exist at the Academic Arab College for Education, which comprises lecturers and students from various communities? The participants in the study comprise 336 students from a variety of cultural and religious backgrounds, representing all the communities and cultural variations at the college and in society.

The main tool of the study is a questionnaire that was based on a questionnaire prepared by Shammai and Paul (2003). The questionnaire examines the following components: personal and educational variables, existence of a multicultural atmosphere, commitment to multicultural criteria, and the importance of multicultural education.

The findings of this research confirm the existence of a multicultural atmosphere and the students' commitment to adopt a multicultural approach in education. In order to educate the student teachers to be committed to multicultural education, it is necessary to emphasize the essential components of multiculturalism such as: an educational and organizational culture that establishes and cherishes a multicultural atmosphere, an administrative staff and a teaching faculty that represent all religions and communities, the use of symbols, photos, and various words of wisdom that reflect different cultural aspects, an academic schedule that takes into consideration all religions and communities, a diverse student population that includes students from all communities, teaching courses that deal with multicultural education, and the development of multicultural critical pedagogy. ■

4. Teachers' Perceptions of their Relationships with their Students in the Facebook Era (E)

Alona Forkosh-Baruch¹, Arnon HersHKovitz²

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²*Teachers College - Columbia University, USA*

Social Network Sites (SNS) are a popular interface among students, challenging traditional teacher-student communication. Recently, policy makers have expressed concern about implications of student-teacher connections via SNS, often resulting in its banning (e.g., in Israel). However, these decisions lack empirical evidence to support them. This paper presents one of two qualitative exploratory studies involving lower and higher secondary-school Israeli students (N=11) aged 14-18, examining relations between Facebook-based student-teacher communication and student-teacher relationships. The goal of the study was to characterize students' perceptions regarding student-teacher communication using SNS, specifically Facebook (being popular in Israel). Interviews were conducted with all participants, recorded, transcribed, and analyzed using content analysis methodology. Findings suggest that student-teacher communication on Facebook was mostly a reflection of their communication in class; it enabled teachers to support students both academically and emotionally on demand, thereby contributing to their well-being. Nonetheless, communication was limited: students were generally uninterested in their teachers' personal lives and usually did not share personal content with their teachers. However, Facebook was useful for some students as an available means of communication with their teachers. Overall, students' perceptions of SNS-based student-teacher communication depended on the feeling of closeness to a teacher in general; in these instances, SNS communication was beneficial to both parties. Normally facilitated solely upon the teacher's consent, we conclude that policies for banning such communication may be destructive for teachers and students who are willing to use SNS as an additional communication channel. ■

5. Students' Perceptions of the Effect of Classroom Environment on Learning (E)

Avigail Friedman

Efrata College of Education, Israel

Although teaching-learning processes are considered to be mainly cognitive, they are intermixed with emotional aspects that are greatly affected by classroom environment. Studies show that classroom environment significantly affects learning. The present study examines classroom atmosphere in higher education.

Research Questions

1. How do students understand the terms "positive learning atmosphere" and "negative learning atmosphere"?
2. How do students perceive the impact of positive or negative classroom atmosphere on learning?
3. What are students' perceptions of teaching behaviors that affect positive or negative classroom atmosphere?

Method: The first research question was examined via content analysis of the students' answers to the open questions. Questions 2 and 3 were examined by factor analysis that organized the items received according to the categories in the content analysis.

Findings: First research question: Five categories for positive classroom atmosphere and the same five categories for negative classroom atmosphere. **Second research question:** Two categories were identified: student motivation for learning and their feelings regarding studying, and student involvement and participation in the lesson. A positive classroom atmosphere was found to promote these two categories. **Third research question:** Two types of teaching behaviors were identified: behaviors that promote the cognitive aspect of learning – effective teaching, and behaviors that promote the emotional aspect of learning – attitude toward students.

Conclusion: The study deals with the connection between classroom atmosphere and teaching and learning in higher learning. It indicates the interaction between the emotional and cognitive aspects of learning: a positive emotional environment promotes cognitive processes in learning, and a negative emotional environment hinders such processes. The study identified five categories characterizing a positive vs. a negative classroom atmosphere. ■

6. Open Faces and Reaching Hands – An Invitation to a Polish-Israeli Dialogue (E)

Ruth Bar-Sinai, Edna Green

The David Yellin Academic College of Education, Israel

Every year, 6,000 high school students visit death camps and Jewish life centers in Poland. The research of Lev, Grossman and Feldman indicates that these visits clarify the participants' personal and collective identity, enable dealing with death and loss, strengthen the pride of being Jewish and surprisingly: weaken the hate for "the other". Only few of these visits included meetings with Polish youth, although youth in both countries reported these meetings as a significant and formative experience. Polish educators also argue that only Jewish-Polish meetings can create a constructive and optimistic dialogue, focusing not only on the past but also on the present and the future. "No Polish teacher fighting anti-Semitism has the convincing power as talks between Jewish visitors and Polish children" (Stefan Chwin). Insights from these findings generated a unique seminar we constructed in David Yellin Academic College of Education (with SparkPro organization). Along with visits to Jewish sites, we visit Educational Institutes, enabling dialogues with Polish children, students, lecturers and people of vision. This seminar invites students to further define their personal, professional and collective identity and enables them to deal with memories of the past and their family roots. The documentation and processing of the students' experiences is a polyphony of dialogues on encountering Polish culture, the Holocaust past and presence, nature, educational paradigms and practices, and the group meaning in processing painful topics. They referred to difficulties in having an open, significant and authentic dialogue with the Poles. Prof. Liashek from the Academy of Science calls for such a dialogue: "We need each other, but on one condition – that we talk about everything." Despite the described difficulties, open faces and reaching hands were empowering an instructive framework for understanding the essence of meeting oneself and "the other", as a start in changing reality. ■

Challenges and Support Models for Students with Various Needs

1. A Model for a Support Center for Students with Learning Disabilities (H)

Yael Meltzer¹, Orit Dahan^{1,2}

¹Tel-Hai College, Israel

²Beit Berl College, Israel

In 1995, Israel's first academic support center and summer preparatory program for academic students with learning disabilities was founded at Tel-Hai College. This ground breaking project marked the beginning of extensive activity to promote such students. The center affords these students, regardless of admissions criteria, an opportunity to study at academic institutions. Follow-up research of graduates has shown that they completed their academic studies successfully, and many continued on to graduate studies.

The support center is based on several operational principles. One central aspect is the synchronization of the program with the specialist lecturers in terms of study materials, teaching style, and assignments. The center also provides close monitoring of each student's work as well as their acquired learning styles and social strategies throughout their academic studies.

Another main principle is the use of assistive technology, including the study materials used in the preparatory program, the learning environment, and adaptation of technology to the unique needs of each student. The program is also guided by the approach of identifying a suitable learning style for each student. During the meetings with their mentors, students raise different issues regarding the learning environment and their personal learning styles. Class, team, and individual-level learning environments are provided, depending on the topic and the individual student's needs. In addition, social activities, therapy, and emotional guidance are combined with the cognitive learning.

We will present the model of the support center and the summer preparatory program, and demonstrate the principles in a course in academic writing literacy. ■

2. The Use of the Class Model in Training Special Education Teachers (H)

Noam Lapidot-Lefler, Talya Gur, Limor Goldner, Noa Shoham

Oranim Academic College of Education, Israel

The quality of the teacher-student relationship in the classroom has a significant influence on students' academic, emotional, and social adjustment. The Classroom Assessment Scoring System (CLASS) – an integrative assessment model grounded in developmental, cognitive, and behavioral theories, evaluates teacher-student interactions in three dimensions including emotional support, classroom organization, and instructional support. **Emotional support** refers to classroom climate, teacher sensitivity, and attention to students' perspective. **Classroom organization** relates to the effectiveness of classroom management and students on-task behavior, while **instructional support** focuses on the quality of teachers' feedback, concept development, and language modeling. High levels of teacher performances within these three dimensions predict a high level of students' learning skills, academic achievements, social skills, and a positive attitude toward school, as well as a low level of behavior problems among both students attending mainstream schools and at-risk students.

The 'CLASS' is implemented in the Department of Special Education at Oranim Academic College. The implementation of the 'CLASS' as an assessment instrument in pedagogical training has three main benefits: (1) This model is a theoretical-based as well as an evidence-based model; (2) It contributes to a systematic construction of the college students' pedagogic and didactic knowledge with regard to the teacher-student relationship in the classroom; (3) The model serves as a clear, comprehensive, and methodical instrument for students' reflection during their training process. This model and its implications for teacher education will be introduced and discussed in our presentation. ■

3. Diagnosing Learning Disabilities in a Multicultural Society: Locating Faulty Cognitive Processes or Reproducing Social Inequality? (H)

Neora Mizrachi

Babes-Bolyai University, Romania

The diagnosis of learning disabilities constitutes the basic tool in the education system, and processes of identification, diagnosis, and intervention with pupils with difficulties are based on it. Nevertheless, one cannot ignore the fact that the assessments, which are based on contents and knowledge, reflect the values, beliefs, and interests of the dominant groups in society. How, then, can we interpret the pupil's results on the personal level, while ignoring the socio-cultural context?

The present research discusses the problems of the existing language assessment tools in terms of culture and lifestyle, and examines whether and how learning specialists (assessors) deal with the complexity of diagnosing language disabilities in a multicultural society.

The research was conducted using the mixed methods approach. The first stage consisted of qualitative research. The data was collected via documentary analysis and interviews with assessors who work with specific culture groups and with the general Israeli population. The data was analyzed by identifying categories and themes.

The second stage consisted of quantitative research that was based on the first stage.

The information obtained during the first stage was converted into items in a questionnaire, and so the themes presented were quantified via descriptive statistics. The questionnaire was administered to a higher rate of assessors. The findings that will be presented at the conference form the basis of a new perception developed regarding culturally- and lifestyle-adjusted flexible assessment tools.

The conclusions arising from the findings are particular significant in the field of training assessors and their professionalization. ■

4. "Enhancing Social Information Processing Program" for Students with Learning Disabilities (E)

Riki Yogev

The Center for Academic Studies, Israel

The "Enhancing Social Information Processing Program" (ESIPP) is an intervention program designed to improve LD students' social competence by enhancing social metacognitive processes, using the method of students' questioning. Seven pairs of Special Education teachers and school therapists and 100 LD students aged 10-12 participated in the study.

After identifying the specific students' difficulties in the social realm, the ESIPP was implemented. The teacher presented a stimulus and the students were requested to generate questions. The students worked with the teacher on the questions, developing strategies for information seeking and identifying the relevance to their own personal selves. Teacher and therapist worked with the students on the issues that had arisen from their questions and on improving the questioning practice, focusing the questions more on the students' real personal issues. A social activity was then designed focused on these issues. The aim was to get the students to internalize the questioning method, and to adopt it as a self-directed internalized social strategy to be applied in social situations.

Data were collected and analyzed qualitatively. They indicated a significant improvement in both inner personal level and the level of social behavior and interpersonal relationships.

The results support the claim that enhancing metacognitive social information processing is a potent method of improving social competence. They demonstrated that the intervention program can be applied by teachers in their regular classroom work, and be effective in improving the social information processing, social competences, and social behavior of LD students. ■

5. An Inquiry into Teaching and Learning in a Special School: Shared Responsibility for Emerging Dilemmas (E)

Naomi Ariel¹, Orli Ido¹, Yael Avital²

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²*The Maayan Special School, Israel*

The Professional Development School model (PDS) promotes the integration of theoretical and practical knowledge with student teacher training being the joint responsibility of the academic institution and the school (Silberstein, 2001). This approach has been introduced during the past three years to train student teachers to work with pupils with multiple disabilities at The David Yellin Teacher Academic College of Education in Jerusalem. The constant professional dialogue between the multidisciplinary staff is "built in" to the culture of the special school and therefore enables the integration of the academic culture into a joint culture of enquiry.

Using the theories and perspectives of Situated Learning (Lave and Wenger, 1991) and Communities of Practice (Wenger, 1998), a weekly structured learning community with student teachers, mentor teachers and a college faculty member was established. The purpose was to enrich the professional knowledge and skills of all participants by exploring the teaching and learning of pupils with multiple disabilities. The data collected indicate that the learning community creates a springboard to raise questions and dilemmas about the tailoring of teaching, and promotes shared responsibility for educational development.

The research, a collaboration between the school principal and college pedagogical tutor, was implemented according to the principles of the quantitative-constructivist approach (Lincoln & Guba, 1985; Guba & Lincoln, 1998), which emphasizes a holistic comprehension of the participants' narratives and the importance of context in interpretation (Stake, 1995). It includes semi-structured interviews with six mentor teachers and three student teachers at two points during the academic year and a focus group at the end of the year. This research is to be concluded. ■

6. The Educational Setting Contribution to Self-Image in Students with Special Needs (H)

Massalha Nihad

Achva Academic College, Israel

In 1988 the special education law was passed, giving equal rights to students, and indicating a preference for including Students with Special Needs (SSN) in regular education in order to enable social integration for SSN and raise their level of self-image.

The purpose of the present study was to examine whether inclusion in regular educational setting is a positive factor for the level of self-image among SSN. A sample of 80 Arab elementary school students with learning disabilities (LD) participated in the study. There were 40 students with LD included in regular education classes and 40 LD students in special education classes. Because the students had difficulty reading, structured interviews in Arabic were conducted with the assistance of their teachers, which were based on a questionnaire measuring self-image by (Nahum, 2003). The internal reliability of the questionnaire had a Cronbach alpha of 0.745.

Findings indicated that the general level of self-image was low in both groups. No significant difference was found between the two groups' self-image level. No significant difference was found in the level of self-image between boys and girls among the students included in regular education. However, a significant difference was found between the level of self-image in boys and girls among LD students in special education classes (boys recorded a higher level). The relationship between the level of students' self-image and their age was examined and the results showed a significant negative correlation between the two variables. At the conference we will examine in greater depth the findings and the relationship between the educational setting and the level of self-image in students with special needs and their implications. ■

7. Adventure-Based Activity as an Educational Tool in the Work with Students with Special Needs (E)

Shira Vardi

Etgarim NPO, Israel

'Etgarim' (challenge) is a non-profit organization, founded in order to engage children, youth, and adults with special needs in adventure-based activity.

Adventure-based activity is conducted for a variety of educational, rehabilitative, and therapeutic goals, and is based on *positive psychology* and the *strength perspective*, which, contrary to more traditional approaches, focus not on the pathology but rather on efforts to locate and nurture 'strengths' and abilities within the individual; they acknowledge the unique competencies and potential as providing the basis for growth and achieving personal goals. The adventure-based tool works through four axes: motor, emotional, social, and cognitive, all of which converge to increase the participant's sense of *self-efficacy* (Bandura, 1997). Moreover, the tool embeds mutual support in an ongoing process, thereby promoting social inclusion. Abundant research shows increases in self-perceptions among students with special needs following their engagement in challenge-based activity (Brodin, 2009), as well positive change in the attitudes of special education teachers toward their students after witnessing their participation in challenge activity (Satat, 2000). The adventure-process is progressive, with the level of difficulty gradually rising, in line with Vygotsky's (1978) 'Zone of Proximal Development' theory and Kolb's (1984) idea of experiential learning. All components are designed to make the environment accessible for learning. Finally, since it is a projective tool, the processing of the experience is directed toward and linked to other learning contexts. In conclusion, adventure-based education is a unique and empowering intervention in the work with special needs students, permitting them to internalize the concept of 'yes we can' and altering teachers' perceptions of them. ■

8. Journey toward Optimal Teaching: Analysis of Special Education Students' Reflective Writing (E)

Zehavah Bigman, Stella Gidalevich

Shaanan Academic Religious Teachers' College, Israel

Teacher competence is traditionally attributed to knowledge of content and pedagogy, along with an understanding of students' abilities and how they learn (Shulman, 1986). Kramarski (2009) adds that this competence requires cognitive knowledge and meta-cognitive awareness, which enable a teacher to develop Self-Regulated Learning (SRL) (Schraw, 2006). These elements focus on lesson content and teaching strategies. We supervise a laboratory learning center for elementary-school pupils; the teachers are students in the Special Education Department. Their teaching is accompanied by written reflection, ranging from short, weekly comments to twice-yearly in-depth essays. In the current study, we analyzed the reflective writing of a group of student teachers, as well as documentation of lessons, in order to examine the relationship between the development of their self-perception as teachers and their pupils' progress in acquiring basic academic skills.

Content analysis of the reflective essays revealed the following themes, common to all student teachers. There were two themes in keeping with elements of self-regulated learning: (1) sensitivity to pupils' cognitive profiles; (2) importance of basing instruction on theory and awareness of effects of experience on professional development. In addition, all student teachers expressed sensitivity to pupils' emotions and attitudes and awareness of importance of creating a meaningful relationship with the pupil. Pupils' progress was related to this aspect of self-awareness.

We shall discuss different developmental paths taken by two student teachers, in light of the literature on SRL and pupils' perceptions of effective teaching. ■

Changing Reality through Multicultural Education

1. Can a Dialogue between Jewish and Arab Education Students Change Reality? (E)

Ruth Bar-Sinai

The David Yellin Academic College of Education, Israel

Countries that conduct peace education programs report change, albeit slow, limited, and internal (Richardson, 2010). In Israel, researchers describe dialogue encounters in which Arabs and Jews become acquainted with each other and with the conflict (Salomon, 2000), while striving to change reality, even in a limited manner and on a personal level (Bar & Bargal, 1995). In order for teachers to be "intellectuals who change reality" (Gover, 1997), education should include constructive inter-cultural dialogue. In 2004, I initiated, at The David Yellin Academic College of Education, a seminar for Arab and Jewish students together with education students from other countries with multicultural conflicts: Norway, The Netherlands, and Northern Ireland. In the past nine years, 220 students participated in seminars in those countries, based on an operative model (Bar-Sinai, Diab & Mendelson, 2007). Each group leads an inter-group dialogue, extended by the inter-cultural dialogue, alongside and together with the group from another country. As described by others (Bar & Bargal, 1995; Blake & Mouton, 1984; Fisher, 1983; Lambert, 1996; Cooper, 1995; Weinberger & Zohar, 2005; Feiman-Nemser & Buchman, 1985; Olson, 1993) safe space, disconnection from daily routine, living together, and learning about conflicts, identity, multicultural, and educational topics in other countries, catalyze the reflective dialogue and constructivist learning that facilitate change. From 60 testimonials collected during six years documenting student dialogues, as well as final papers, it transpired that the seminars empower them both personally and as a group. For most of them, as described by others (Bar & Bargal, 1995; Baron, 1999), the seminar generates trust in themselves and in the "other", and courage to change reality on the personal level and strive to extend it to the public. Projecting their insights to their families, friends, peers, and pupils marks the beginning of the reality-changing process. ■

2. Attitudes toward the Other: Pre-service Teacher Education as a Catalyst for Change (E)

Aliza Yahav¹, Manal Yazbak Abu-Ahmad²

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²*Al-Qasemi Academic College of Education, Israel*

"Teachers' approaches and behaviors toward culturally diverse populations do not exist in a social vacuum; rather, they tend to reflect – and be affected by – the norms and values of both the larger society and the educational settings in which the interactions take place" (Horenczyk & Tatar, 2002: 436). In the belief that teachers' attitudes toward 'the other' have a 'ripple effect' on society as a whole, the researchers designed a course called 'Dealing with Diversity' offered to one class of Arab students and one class of Jewish students studying to be English teachers at two colleges of education in Israel. The course aimed to expose the students to theoretical material relating to diversity and bias awareness and to provide an authentic vehicle for applying the principles discussed in the literature. It was hypothesized that content-based learning in a collaborative framework would have a positive impact on pre-service teachers' attitudes toward 'the other'.

Students were required to complete collaborative projects in mixed groups (Arab and Jewish), in two face-to-face meetings, and in a semester of virtual meetings. Attitudes and reactions toward their Jewish or Arab peers were explored on the basis of questionnaires (pre and post) and journal and forum entries that were part of the course requirements.

Quantitative results showed that only the Arab students' group attitude changed as a result of the collaboration with the Jewish students; however, qualitative data gleaned from student writings reveal individual attitude changes among the Jewish students. Reasons and possible explanations for this phenomenon are discussed. ■

3. Intergroup Dialogue as a Tool in Multicultural Education: Bringing Context and Power Relations to the Fore (E)

Yochay Nadan¹, Galia Weinberg-Kurnik², Adital Ben-Ari³

¹*Sapir Academic College, Israel*

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³*University of Haifa, Israel*

The aim of this research was to examine the unique contribution of intergroup dialogue encounters, held in an international context, to multicultural social work education. We conducted a qualitative study based on 15 in-depth interviews with Israeli social work students who had participated in a German-Israeli intergroup encounter. The analysis yielded two main themes: (1) a movement between different viewpoints, and (2) a reflection on categories of difference and collective narratives. Our findings indicate that the intergroup encounter fosters critical reflectivity on two main interwoven constructs that are especially relevant to multicultural education, namely, contextuality and power relations. This is achieved through four dynamic processes in intergroup encounter: shifting from deductive to inductive reasoning, from an essentialist to a constructivist perception, from focusing on the 'other' to inquiring about ourselves, and experiencing intersectionality. International intergroup encounters can therefore contribute to professional efforts to educate critical, reflective, and socially committed practitioners, and can help meet the challenges of working in contemporary societies characterized by growing diversity, intergroup tensions, and ethnic and political conflicts. ■

4. The *Sigd*: Changing Reality through the Celebration of Ethiopian Jewish Festivals in Israeli Schools (E)

Deborah Dubiner

Shaanan Academic Religious Teachers' College, Israel

Qatzrin Ohalo College – Academic College of Education, Science and Sport, Israel

Oranim Academic College of Education, Israel

In this talk, the case for celebrating the *Sigd* in all Jewish schools as a tool for enhancing Ethiopian visibility in Israeli society will be made. The *Sigd*, an important festival celebrated by Ethiopian Jewry, has been recognized as an official holiday in Israel. There is, however, no uniform policy regarding celebrations of this holiday in Israeli Jewish public schools, and any reference to the holiday and its meaning is left to the discretion of individual school principals. As such, the present state of affairs is that numerous schools do not mark the *Sigd* in any way. The purpose of this talk is to propose that celebration of the *Sigd* be enforced in all Israeli schools. It has been observed in many studies that exposure to a certain culture is conducive to increased tolerance among groups, produces openness to the out-group, and can even lead to more peaceful encounters between groups in conflict. In addition, research has pointed to the relationship between recognition and valorization of the minority students' ethnic group as a factor leading to improved scholastic achievement. Finally, the slow integration of the Ethiopian Israeli community in Israel might in part be influenced by the lack of this community's "visibility". Introducing a meaningful celebration of an important aspect of Ethiopian culture into all Israeli Jewish schools might change this reality by augmenting the visibility of the Ethiopian community, and by educating a pluralistic population, knowledgeable of the culture of its members. ■

Curriculum in Local and Global Contexts

1. Developing Teaching Skills through International Service Learning (E)

Debra Pitton

Gustavus Adolphus College, USA

In this session, the author will describe an international service-learning course and identify the teaching skills that are developed through this experiential learning situation. Students from Gustavus Adolphus College have the opportunity to spend the month of January in Chimbote, Peru, where they teach English to children and adults as a part of an interim course: *Education, Health Care and Poverty in Peru - A Service Learning Experience*. Teaching and providing health care assistance are the key foci of the course, and the students work and live in the midst of a very poor, dry and dusty location. The goal is to provide engaged English lessons to the people of the mission where the students stay. This innovative mix of nursing and education students provides informal learning via reflection and shared experiences that occur by living in common spaces.

Besides identifying the teaching skills that are developed in this course, the author will provide insights into how faculty and students react to difficult situations abroad, and address the following questions: What expectations should faculty have for college students in a foreign country? Can we articulate expectations for a course that includes the ability to be flexible and manage life under unusual circumstances? How do students manage the emotional experience of working in a very low social economic setting? ■

2. Education at Yemin Ord (E)

Orly Netanel

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

The literature on the field of immigration, new immigrants, ethnic groups, and a multicultural society in Israel is always accompanied by the expectation that the new immigrants will fit into the existing cultural and social framework and will become part of Israeli society. One of the objectives of the Zionist Movement was to bring the Jews back to their homeland and to rehabilitate them if necessary. The present research examines the strategies that were implemented at the Yemin Orde Youth Village, which enabled the new immigrants to become part of Israeli society. The question posed in the research was: In what active ways and from what experiences did you gain knowledge when you study at Yemin Orde?

Methodology: This qualitative research was conducted in a framework of semi-structured interviews with eleven adults. The results of the research show us that the students held the village in high esteem. Most of them are still involved in academic frameworks or play a leading role in academia. All of them are employed. Many of them served in the army in elite units. The village offered a wide range of opportunities for volunteering, which gave new proportions to their hardiness and strengthened them with the mantra, "Improving the world." The staff conducted themselves with a higher level of care than was common in average educational establishments. The director displayed an exemplary and fatherly character. ■

3. International Curriculum Reform: Opportunities and Challenges in Developing Multicultural Curriculum in Seven Countries (E)

Roxana Reichman

Gordon College of Education, Israel

Globalization has the potential to encourage fundamental curriculum change, but the challenges of curriculum development in the international context are significant. Johnson (1993) proposes involving administrators and educators in cooperative curriculum development. The two-year program DOIT, initiated by Gordon College, involves a partnership between 22 higher education institutions (colleges of education, research universities, a private college, and NGOs) in seven countries: Israel, Georgia, Germany, Austria, UK, Estonia, and Holland. It was funded by TEMPUS (the European Union) in order to promote international collaboration in developing an international model for curricular reform in multicultural education and cultural diversity training.

The first year is devoted to developing a curriculum that includes modules for courses at the B.A. and M.A. level, workshops for pre-service and in-service teachers as well as for students and faculty members. The curriculum involves theoretical issues related to multiculturalism, pedagogical approaches, lesson plans, out-of-classroom student activities, as well as specific materials for Israel and Georgia. During the second year, four courses will be implemented, student activities will be piloted, and the entire program will be assessed. The circle of influence is expected to expand significantly for the following reasons: (1) the institutions will incorporate these courses into their curriculum; (2) faculty members and students have been involved in every stage of the curriculum development; (3) teachers will incorporate the material into their classrooms. The presentation focuses on the challenges faced during the process of curriculum development in the first year and on the opportunities for the second year. ■

4. A New Role for Teachers: Integrating Mentoring and Teaching in the "Bat-Yam Model for Personal Education" (E)

Tali Aderet-German, Esther Dromi

Tel Aviv University, Israel

The current study examined teachers' perceptions of their professional role as personal mentors in the "Bat-Yam Model for Personal Education" [1]. This educational model is implemented in traditional public middle schools in Bat-Yam. Teachers in the program are requested to act as personal mentors for 15-20 students, as a group as well as individually. Our goal was to examine the way teachers in this program perceive their educational role. In order to explore this question, we conducted interviews with teachers in three educational environments: (1) the "Personal Education" program, (2) traditional public schools, and (3) democratic schools in Israel. The interviews were constructed with the Concept Structuring Analysis Task (ConSAT) in which each participant is asked to create a concept map. Our findings suggest that the teachers in the experimental group successfully integrate their two roles, namely, the role of the teacher and the role of the mentor, to create an integrated professional role. This integration is explained by their unique definition of the role of the mentor, which is different from the definition in the literature. It seems that in comparison with teachers in traditional schools, the personal mentors perceive their social-emotional relationship with their students as an important instrument for promoting learning. The findings of the current study could be a starting point for a debate on the optimal role of teachers in schools by teacher educators and school communities.

[1] We will refer to the "Bat-Yam Model for Personal Education" as the "Personal Education" program. ■

Dilemmas and Difficulties in Evaluation

1. Reconsidering the Grade Inflation in Israel (E)

David Maagan

Central Bureau of Statistics, Israel

This paper examines the claim regarding the existence of "grade inflation" in Israeli matriculation scores. The term "grade inflation" relates to situations in which the scores increase over the years, while there is no evidential improvement in the students' knowledge and skills. Since matriculation scores are not standardized, the identification of grade inflation necessitates an examination of the scores by means of a standard external index system reflecting capabilities over time. The Israeli psychometric test (equivalent to the SAT scores) meets these requirements and is used as the basis for the analysis of 12 cycles of matriculation examinees (1991-2002) on two levels: individual student level and school level, distinguishing between the Jewish sector and the Arab sector, and controlling for students' background characteristics.

The main objective of this study is to examine whether and to what extent there is an inflationary trend in Israeli matriculation scores. Another goal is to examine whether the inflation trend varies between high achievers (based on psychometric achievement) and low achievers. The study population included 485,036 internal matriculation examinees between 1991 and 2002. We assume that the evidence for the existence of grade inflation will be found, if the multivariate regression controlling for student background characteristics and cognitive skills, as reflected by the psychometric test, time trend (T), is significant.

Findings of the analysis show the time trend variable (T) to be significant in both sectors (Jewish and Arab), although the inflation trend was significantly higher in the Arab sector. With regard to the differences between the inflation trend in high achievers (Q3) and low achievers (Q1), the time trend (T) was significant in both groups, whereas the inflation trend was higher among low achievers in both sectors. ■

2. The Dilemma for the Teacher: High Test Scores Versus the Happy Child (E)

Elizabeth Kooperkamp¹, Elizabeth Helbraun²

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The last twenty years have produced an emphasis on test scores as the method to judge the value of teachers' skills, school ratings, and children's abilities. This has led to both changes in curriculum and in behavioral expectations for children. The need to produce 'good' test scores means curriculum beginning in early elementary school is geared to the tests and is teacher directed. This tends to mean the teacher is less able to be creative, respond to children's interests, or change teaching methods depending on the class make-up. The lack of responsiveness built into this system has created a situation where the teacher must have students who exhibit a particular form of classroom behavior to ensure success. As the learning is designed to produce specific results: the child can read a short paragraph and then choose main points or perform the correct mathematical problem, it requires the teacher to direct lessons and then direct the children's practice of the lessons. This means children must be quiet, move quickly from one activity to another, and follow verbal instructions easily. There is little room for child-to-child interactions or individual learning differences that might require modifications. Teachers do not have the time to develop individual relationships with their students. The emphasis on external behaviors leads to children failing to develop internal controls and sense of personal responsibility. The top down instruction allows little space for cooperative learning, social skills and conversation. This problem is compounded by ethnic and class differences. ■

3. How Accountability Standards Affect Innovation in Teacher Education (E)

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Accountability standards in higher education are becoming widespread, while their use in teacher education is illusive (ATE, 2009) and the scope of their acceptance is unknown. Teacher educators deal with standards articulated by academic departments or governmental bodies (Zigo & Moore, 2002), while they sometimes imposed them as measures of their own success (Swennen & van der Klink, 2009). This study aimed to understand how teacher educators in a professional development community (PDC) that focused on thinking education perceived standardization and accountability in their practice. We also explored how the conflict between accountability and desire to innovate affects implementation of change. Data include interviews with seven PDC participants and a meeting transcript focused on dilemmas of standardization. Data were analyzed using grounded theory methodology (Strauss & Corbin, 2008). We found that some teacher educators perceived standards as loyalty to their syllabus, while others felt obligated by standards agreed upon by professionals in the field. Another dimension of accountability derives from highly salient stakeholders. These perceived demands work against innovation and change. Teachers' departmental role influenced the conflict according to levels of teacher authority. Solutions to the conflict were characteristically ill-defined and non-systematic. By examining these conflicts within a professional development process, we demonstrate how academic innovation can be undermined by accountability standards and suggest possible solutions. ■

4. Evaluating Math Teachers' Assessment Skills (E)

Liora Hoch^{1,2}, Miriam Amit³

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One of the goals of evaluating student achievement is to provide teachers with reliable continuous information about each student's progress so that they will be able to promote him/her. Reliable information can be obtained only if every student is afforded the same opportunity to show his/her acquired knowledge.

To conduct an evaluation that can realize this aim, teachers must first determine their teaching objectives, and then locate or compose problems with the potential for examining them.

This study attempts to examine the ability of the new generation of teachers to connect teaching objectives and mathematical tasks.

A two-part questionnaire was composed. This lecture will focus on the second part, namely, the ability of the participants to find the most suitable from among three given tasks for accomplishing a given mathematical objective. The questionnaire was administered to preservice (PT) mathematics teachers at the end of their studies, just before becoming novice teachers in secondary schools, and to novice (NT) mathematics teachers with up to three years' teaching experience in secondary schools. Eight examinees were interviewed in order to understand their way of thinking.

The main findings point to the problematic nature of conducting a fair evaluation, with results showing no significant difference between NT's and PT's answers.

We will present results of qualitative research that can provide a glimpse into NT's and PT's ways of thinking, and an understanding of some of the reasons that caused them to choose the wrong assessment task as the most suitable. ■

Equality and Inclusion in the Education System and Society

1. Tradition versus Innovation: Addressing the Needs of Pupils with Learning Disabilities in Arab Society in Israel (H)

Anat Raviv

Tel-Hai College, Israel

The paper sheds light on a common phenomenon in traditional societies, namely, the repression of and of disregard for the difficulties and special needs of individuals in these societies. The Arab world is currently at a dead-end, in a social-structural trap that is based on hierarchy and tradition. This is a vicious circle based on a traditional social structure that creates difficulties regarding changes that involve interrupting the old order. The present study was conducted among a sample of parents, teachers, and headmasters in the Arab sector in Israel. It highlights the sociocultural difficulties resulting from traditional and social practices, in addition to the physical and professional difficulties of the teachers. The study combines quantitative tools, indicating the intensity of the phenomenon, with qualitative tools, which convey the authentic voice of headmasters, teachers, parents, and pupils from the Arab sector in Israel. The findings reveal that the traditional and cultural aspects exert a decisive influence on patterns of treatment and on addressing the needs of learning disabled pupils in regular education settings. From the methodological viewpoint, this study exemplifies the unique contribution of combining the qualitative and quantitative approaches to the achievement of a deeper understanding of the phenomenon. The quantitative approach permitted generalizations about the teachers' attitudes to be made, while the qualitative approach permitted an understanding of the sociocultural aspects leading to these attitudes.

The study is innovative in that it explores the phenomenon while giving the participants their voice with regard to this complicated and painful issue. ■

2. Practicum in Preschools of Students with Learning Disabilities and/or ADD (H)

Idit Saad, Yael Dayan

The David Yellin Academic College of Education, Israel

At David Yellin College in general, and in the Early Childhood track in particular, the number of students with learning disabilities and/or Attention Deficit Disorder has been rising. These students comprise a group with unique needs that should be recognized and offered an accommodated program by the Early Childhood track.

Given the lack of information relating to the question of whether and how difficulties stemming from learning disabilities express themselves in practicum in preschools, we conducted the present research. Its purpose is to examine the influence of the disability on students working in preschools during their practicum experience. The research questions were: Do learning disabilities express themselves during work in preschools and if so, how? Which strategies do students employ in order to cope with these difficulties?

Data collection was conducted via open interviews: one individual interview, two interviews with pairs of students, and two interviews with groups of six students. Some of the students participated in more than one interview. The analysis of the interviews was categorical. Initially, each interview was analyzed separately. Subsequently, common categories were found among all the interviews.

The analysis reveals several central categories:

- 1) Difficulties – stemming from noise (overload of stimuli); planning activities; organizational (performing activities); interacting with the preschool teacher.
- 2) Automatic initial responses – emotional, behavioral, and physiological responses.
- 3) Coping mechanisms – passivity and activity.

In the description of their experience, the students present recommendations for improving their supervision and preparation. ■

3. Coping with Heterogeneity through Heterogeneity (E)

Rachel Haller, Hadassah Weitzman, Esti Bacon, Dina Levian

The David Yellin Academic College of Education, Israel

The objective of this study was to assess the value of an indigenous multicultural research team in adapting a test battery for use with multicultural populations of students. The adaptation process utilized a mixed methods approach. In addition to traditional psychometric methods of item building, qualitative sessions including field feedback were added, providing in-depth considerations of cultural sensitivities such as relevance, friendliness, and respect. The large pool of resulting items was then administered to a large number of subjects from the various sectors. Once again the process and resultant responses were analyzed quantitatively and qualitatively. Findings included the identification of a large number of items that were culturally appropriate and did not discriminate between the groups. However, some conflicts were noted between what is "friendly" and "relevant" to the different sectors. In addition, some unintentional ignoring of the majority hegemonic group was noted. In conclusion, we propose a model emphasizing the utility and value of a multicultural team in all stages of test adaptation. Sensitivity to balance the needs of the majority along with the needs of other groups and the continual validation of culturally sensitive methods for scoring and interpreting results are urged. ■

4. The Influence of an Academic Institution's Vision on the Attitudes of Its Students toward Women's Status and Participation in Society (E)

Dalia Fadila, Mohamad Essawi

Al-Qasemi Academic College of Education, Israel

Organizational culture is the leverage of effective organizational development and change. The main cultural value declared in the Al-Qasemi Academy's vision statement is the empowerment of women, directed toward the human resources development of the community. The focus of the college on empowering women stems from the needs of the Israeli Arab minority that is still characterized as a developing society with residual traditional overtones. Thus, it is by standardizing the participation of women in higher education that this minority can be advanced. The purpose of this study is to evaluate the adoption of the organizational culture value of women's empowerment by students. The proposed constructive confrontation approach to change of organizational culture includes various confrontation styles, models, and methods fostering women's empowerment and recognition, and also accountability in the organization.

The approach combines qualitative and quantitative research methods for assessment of the adoption of the value of women's empowerment. A random sample of 100 students was selected, ranging from first-year to fourth-year students. By means of questionnaires, interviews, studying situations, and observation, students are tested relative to how their personal attitudes correspond to the required organizational value. As a result, the extent of their value adoption is determined. ■

Narratives and Professional Development

1. Professional Identity and Burnout among Kindergarten, Elementary, and Secondary-School Teachers (H)

Shraga Fisherman

Orot Israel College of Education, Israel

The concept of teachers' professional identity has been developed as a multifaceted variable with varying numbers of components, depending on the researchers' approach, which in this case included four components: Confidence in Career Choice, Feeling of Personal Efficacy, Sense of Mission, and Prestige of Teaching. Friedman perceived the concept of teachers' burnout as a multifaceted variable that included three components: Mental Fatigue, Failure to Achieve a Personal Goal, and Depersonalization.

This study sought to examine the connection between professional identity and burnout among kindergarten, elementary-school, and secondary-school teachers. Two hundred and forty teachers responded to two questionnaires, a professional identity scale, and a questionnaire for measuring burnout. Regression equations of different kinds were found for predicting the comprehensive burnout score, according to professional identity factors and professional experience. Among kindergarten teachers, confidence in the choice of occupation was the only predictor of burnout and of most of the factors of burnout. Among elementary-school teachers, we found regression equations that were characterized by compensation. The negative connection between Confidence in Career Choice and burnout was moderated by a feeling of self-efficacy. Regression equations of compensation were also conducted for secondary-school teachers. Confidence in Career Choice was found to have a negative relation to burnout, which was mitigated by the Sense of Mission factor. As regards the burnout factors, one could maintain that professional identity is linked to personal factors, while the differences between the groups of teachers point primarily to factors related to professional organization. It would seem, therefore, that personal factors (professional identity) are predictors of burnout, while organizational factors characterize the variance between schools, providing factors that moderate between personal factors and burnout. ■

2. Memories from Korczak's Orphanage: Three Life Stories (E)

Shani Lotan, Itzhak Gilat

Levinsky College of Education, Israel

The study focused on a unique educative personality, Janusz Korczak, and examined his wide-ranging influence on three of his students. The purpose was to discover the unique nature of his impact and thus to expand our understanding of the effect of educational figures on their students and of our perception of the concept of "education" as a whole. Participants were three individuals, aged 89, 90, and 92, who were educated in Korczak's orphanage. Data were collected by semi-structured interviews in which participants told their personal stories and respectively answered open questions. Researcher notes and photographs were also applied.

Analysis combined a holistic approach to narrative writing, and content analysis from which emerged the following major categories: (1) memories of life in the orphanage presented: Utopia, Republic of Children, values and empowerment through personal contact with someone close; (2) the major points in Korczak's character: spiritual and emotional father, facilitating personal empowerment, honesty, and unique practices; (3) the provisions that the participants took on their life journey, namely, psychological aspects: integrity, trust and love of man, esteem for and appreciation of the concept of "education", and practical aspects: professions and hobbies in which the participants engaged throughout their lives.

The findings indicate the profound long-term impact of a significant educator. The psychological and practical resources available to the participants throughout their adult lives promoted their emotional well-being and contributed to coping with their lives. Korczak's character is consistent with the literature about outstanding teachers, whose uniqueness lies in their personalities and talents. The findings raise questions about the strength of educational influence with respect to the period in which it occurs. In addition, it questions the impact of an educational approach versus the influence of the personality of the educator, which will be interesting to examine in further studies. ■

3. "What Am I Doing Here?" Reactions of "Traditional" Students to an "Untraditional" Teacher Education Program (E)

Bobbie Turniansky, Smadar Tuval

Kaye Academic College of Education, Beer-Sheva, Israel

One of the aims of ACE, a post-graduate teacher education program, is the creation of new expectations for learning and its contexts, one possible outcome of learning in an environment which surfaces discrepancies between learning experiences of the past and present (Belzer, 2004). The current research investigated students' initial reactions to their learning experiences in the program, and how they coped with those reactions and their subsequent effects on perceptions of themselves and their learning. A major distinction between young and adult learners is the quantity and quality of their life experiences (Belzer, 2004). Research on adult learning shows that they can experience learning as harmonious, dissonant, or discrepant with past learning experiences (Belzer, 2004). After at least 15 years of education, students come to teacher education with habits, expectations, and assumptions about learning; however, transferring these from one environment to another, the different environment may disrupt learning or create the illusion of learning (McWilliam, 2005). Our narrative research uses data collected from a final first-year assignment in which the students were requested to look back over the year and reflect on their learning. Among other things, preliminary findings show that almost all the students began the program with very traditional views about learning, and many of them had very strong, unsettling reactions to the new learning environment they found themselves in. In this presentation, we shall examine various program features such as "the circle", dialogue, and relational pedagogy, through the eyes of the students. ■

4. Rhetoric: The Art of Reconstructing the Reality (E)

Yehoshua Gitaiye

Beit Berl College, Israel

This lecture is all about the spoken word, and about the importance of public speeches.

As we will see, the word is really us, it represents our personality, it is a reflection of us. It is also our problem at times. What is it in a word that is so powerful? How do we structure a speech in way that transmits the messages we want to send, and not other? How has speech become an art in its own right? Are there limits to the persuasive power of a good speech? How can a good speech be designed in a way that it penetrates the hearts of the listeners? All these and more are fascinating questions that we will discuss in this lecture.

We will discuss the different types of public discussion: the emotional discussion, the rational and polite discussion, the interactive public speech, the relation between content and form in speeches and more.

Rhetoric is basically a technique for fostering mutual understanding in democratic societies. ■

Pedagogy in Teaching Sacred Texts in Judaism and Islam

1. Teachers' Perceptions of the Complexities of Bible Instruction in Israeli Religious Elementary Schools (E)

Ruth Walfish, David Brody

Efrata College of Education, Israel

Despite renewed interest in Bible study in the modern Orthodox sector of the Israeli population, Bible teaching presents challenges for the educational system as a whole and for the lower grades in particular. Teachers indicate tensions between revered ancient texts and current mores as a source of pedagogic difficulties. This study examines teachers' understandings of the problematics inherent in Bible teaching. Semi-structured interviews were conducted with five elementary teachers in religious state schools in order to delineate challenges they encounter and their

coping strategies. Our findings indicate that teachers focus primarily on two problematic domains, namely, biblical language, and content inappropriate for young students. Language issues include unfamiliar vocabulary and grammatical constructions, terseness of style, and repetitions. Content issues include a disjuncture between current and ancient mores, irrelevant topics, issues of fairness, and complex theological concepts. Regarding language issues, teachers reported substituting modern language for biblical vocabulary, limiting study of poetic texts, and motivating students with word games. Regarding content issues, teachers reported using four major coping strategies in their Bible instruction: (1) They avoided difficult issues by selecting particular texts and filtering out others; (2) They also used rabbinic stories and exegesis to supplant the plain meaning of the text; (3) They stressed the sacred nature of the text, thus discouraging questions; (4) They identify ideas embedded in the text that are relevant to their students. These findings should sensitize teacher educators to typical problems confronted by Bible teachers, while examining the efficacy of the solutions they have devised. ■

2. How Does David Yellin College Meet the Challenge of Training Bible Teachers for the Secular Public Schools? (H)

Hava Guy

The David Yellin Academic College of Education, Israel

There are a number of factors that render Bible instruction in public schools a particularly challenging task. Most prominent among these, as Yairah Amit has noted, are (1) the difficulty of teaching literature with religious messages in secular schools; (2) the distancing of students from biblical language, with its different syntax and vocabulary, much of which is not in current use; (3) the problematic nature of teaching texts that relate to a distant reality, seemingly irrelevant to the contemporary learner; and (4) the interdisciplinary nature of Bible study: in order to receive a full picture of the world from which the Bible emerged, the student requires tools and insights from other disciplines, including philology, sociology, literary theory, archeology, and familiarity with the world of biblical interpretation through the ages and in its various forms.

The lecture examines how the teacher education program at David Yellin College prepares its students to meet these challenges. Analyzed here are the underlying rationales, objectives, and content of the Bible study program at the college. The program encompasses a variety of biblical books, literary genres, and themes that change yearly, and also includes the study of different approaches to Bible research. Specific examples will illustrate how this program, with its emphasis on broad interdisciplinary study and on varied, advanced study and teaching methods, including artistic means of expression, confronts the task of preparing Bible teachers. ■

3. Teaching Hasidic Stories as a Tool for Humanistic Education (H)

Dina Levin

Michalah Jerusalem College, Israel

The inclusion of Hasidic tales in the curriculum of national-religious middle and high schools as part of the matriculation exams in literature is an important breakthrough in education. It reflects an appreciation of literary texts from the 18th-19th centuries not only as material of intellectual and historical importance but as a means of teaching humanistic values relevant to our generation. Early Hasidic *zaddikim* – the Ba'al Shem Tov, the Maggid of Mezeritch, R. Elimelech of Lizhensk – were charismatic and influential figures who created a social movement with cogent religious and spiritual messages; these find artistic expression in Hasidic stories. The encounter between the *zaddik* and his followers are experientially uplifting; the mutual relationship between them emblemizes the esteem Hasidic leaders had for simple Jews, their good intentions and pure faith.

The study of Hasidic tales can enhance self-awareness, critical thought, and self-control, and has the potential to affect external reality. Educators who teach the Hasidic story have noted its positive influence on the personal and social climate of the classroom. This augurs well for the expansion of its implementation to include more age-groups and educational frameworks in Israel.

My lecture will be based on a literary analysis of some examples selected from the corpus of Hasidic tales that

illustrate the existential reality of Jewish life according to Hasidic teaching, and demonstrate ways in which the personal example and ethical behavior they portray can be used as a tool for humanistic education suited to our times. ■

4. Thinking Language in the Qura'n: The Qura'n as a Lever of Influence on Islamic Arab Teachers for Infusing Thinking Language into Teaching (E)

Bahaa Zoubi

Al-Qasemi Academic College of Education, Israel

Few Arab researchers have examined different aspects of thinking in the Qura'n (Gahgoh, 2011; Hendi, 2011; Magali, 2005), in particular the term "thinking". Indeed, they have not dealt with the term "thinking language" and its components in accordance with Perkins's (1998) definition: thinking language is a few terms that describe thinking processes and products according to three categories: terms of epistemic attitude, terms of intellectual process, and terms of intellectual products.

The present study examined the Qura'n verses that used thinking language in accordance with Perkins (1998) and indicated the importance of thinking and using thinking language according to the Qura'n. In general, we used qualitative methodology, in particular a content analysis, to identify the Qura'n verses that include thinking language components in accordance with books that explain Qura'n verses, and to indicate the importance of thinking and using thinking language according to the Qura'n. The results indicate that there are 35 components of thinking language in the Qura'n verses without revisions. Furthermore, these verses indicate the great importance of using thinking in the everyday life of Muslims. These results are liable to help teachers of pre-service and in-service Arab Muslim teachers teach thinking development courses and continuing education programs by introducing examples from the Qura'n verses that include thinking language, in order to encourage Arab Muslim teachers to infuse thinking language into their teaching. For future studies, we recommend examining the influence of thinking examples from the Qura'n verses in thinking development courses for pre-service and in-service Arab Muslim teachers. ■

Project- and Inquiry-Based Learning

1. The Effectiveness of Inquiry-Based Learning – A Guarantee of Better Learning Outcomes? (E)

Tomaz Kranjc

Faculty of Education, University of Ljubljana, Slovenia

The attractiveness of science, and of physics in particular, has declined in most countries in the last decades. At all levels of the learning process, different approaches aimed at halting this trend have been proposed. In this study, we present the new actualization of "active" or "inquiry-based" teaching and learning, where students imitate the scientific research approach to knowledge acquisition. We will show examples of active learning from the field of physics, concerning both experimental and theoretical topics.

In order to determine the advantages and the effects of active teaching/learning, we conducted an inquiry among students majoring in science education and among students double-majoring in two non-physics subjects in the Faculty of Pedagogy at the University of Primorska. Students were divided into a study group and a control group. Their knowledge was assessed in both groups with a pre- and a post-test. Those participating in the inquiry-based learning did better. However, the differences, considering the greater time commitment and effort, were relatively small. Additional questionnaires were used to determine the motivation of the students in each group. It turned out that the premise stating that instruction that employs the "scientific research" approach automatically motivates students and spurs their curiosity is not well-founded. Our findings do indicate that active teaching/learning results in better learning outcomes. However, active instruction alone is not a motivation. For better motivation, as in the traditional case, a great deal of concerted effort is required in order to obtain better results. ■

2. Project-Based Learning as a Basis for Significant Learning (E)

Yael Steimberg¹, Eyal Ram¹, Hagit Sasson²

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This study aims to investigate the learning experience of pupils practicing Project-Based Learning as compared to pupils studying according to the "traditional" method. The research challenge is to study ways to evaluate the essence of a learning experience as Significant Learning. During the last two years, a training program for schools in the spirit of High-Tech-High has been operating in Holon. The method of learning in this process of change was Project Based Learning. 2011 was a year of piloting, which included activity in several classes within six schools (middle and secondary schools). This process was accompanied by modifying evaluation, focusing on characterizing all the partners' pedagogic change implementation processes, and a summarizing evaluation of the program among the pupils. Toward the end of the year, closed questionnaires were distributed in all the classes that participated in the program (N=188). The questionnaires focused on the pupils' general attitudes toward Project-Based Learning and toward the learning experience a significant learning. The questionnaire included a set of comparative questions between the learning experience according to a Project-Based Learning method and in an "ordinary" lesson. In addition, two other classes were given the questionnaires as control groups, studying with the same teachers, but only according to the "traditional" method. The findings showed clear differences in reporting about the experience of learning according to the Project-Based Learning method at two levels: in comparison with the control group and in comparison with the experience of the same pupils in "ordinary" lessons. ■

3. Interdisciplinary Lab-Based Course: Physics and Psychology (E)

Oleg Yavoruk

Yugra State University, Russia

Interdisciplinarity is the distinguishing feature of modern science. The study of nature is a very complicated process, and sometimes it is very difficult to identify the exact area in which the source of the problem lies. This is also true of such research techniques as observation, discovery of new scientific facts, measurement, and identification of errors. For young people, the most interesting problems are associated with radically different branches of knowledge such as physics and psychology. This paper describes the following interdisciplinary laboratories: "The Scientific Observation"; "The Study of the Scientific Fact"; "The Study of Time Perception by Human"; "The Study of Reaction Time (to Light and Sound) by Humans"; "Scarborough's Experiment". According to the results of the questionnaire and the oral interview, they exert a positive educational effect, generate interest in both physics and psychology, and help implement interdisciplinary teaching ideas. ■

4. Amid Old and New: Implementing "Project Based Learning" in Junior High School (E)

Sharon Rahamim, Dalit Levy

Kibbutzim College of Education, Technology and the Arts, Israel

Many schools have recently adopted a complex process of implementing changes in light of the theories regarding innovation in education and models of teaching and learning stemming from those theories.

One of the models of educational innovation focuses on "Project-Based Learning" and a teaching approach compatible with such a learning model.

The purpose of the research, whose first findings will be presented in this lecture, is to keep track and watch closely a school in the midst of change, namely, adopting and implementing "Project-Based Learning" and also checking into its characteristics.

The characteristics were elicited from six staff members' point of view who are implanting this learning model in their classes (Grade 8 – home-room teachers).

The first researcher belongs to the school management. The specific research approach was chosen due to active involvement in the field of research. It was based on ethnographic observation of the staff, partly structured interviews and analyzing documents.

As a follow-up of qualitative analysis (which included certain stages of categorization), seven main categories have been identified. These categories are essential to the process of coping with different stages of change.

At the same time, a unique profile was created for each staff member (home-room teacher) according to each of the categories and each staff members' personal conception of these categories.

The findings of this research will be presented by these profiles along with the other factors that contribute to an optimal implementation of innovative pedagogy. In addition, there is the tension between old and new that was documented throughout the research and was manifested in the theoretical-ideological level as well as in the active pedagogical level.

Finally, we will present a model of implementing pedagogical innovation, consisting of four stages. ■

Promoting Storybook Reading with Children: Research, Student Training, and Educational Practice

1. Early Childhood Teachers' Reference to Theory-of-Mind Topics during Storybook Reading with Children (H)

Lina Bulous^{1,2}, Margalit Ziv³, Sidney Strauss⁴

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Research shows that reading storybooks with children enriches their vocabulary and promotes social understanding in general and theory of mind in particular. The current study explored the manner in which Arabic-speaking preschool and kindergarten teachers read a book with children, and how they refer to theory-of-mind topics. Participants were 46 teachers – 23 kindergarten teachers and 23 preschool teachers. Each teacher was asked to read a story to a group of five children as she normally would. The story's main theme was a fox's erroneous belief resulting from a hen's deceptive act. The main findings revealed that teachers' theory-of-mind references differed according to the children's age. When discussing the story with three-year-olds, teachers mainly referred to the characters' desires and simple emotions. In contrast, teachers of five-year-olds elaborated more on the fox's erroneous belief. Additionally, the teachers of the three-year-olds provided more word meaning explanations, whereas the teachers of the five-year-olds referred more to print conventions and letter recognition. Regardless of children's age, teachers tended to ask closed rather than open-ended questions. Relying on teachers' skills, it is recommended that they receive guidance as to how to enrich their book-related interactions with children via discussions on theory-of-mind topics and thought-provoking questions. Colleges of education should integrate the subject of theory-of-mind and ways to promote it in courses on reading books with children. ■

2. Promoting Storybook Reading with Children: Research, Student Training and Educational Practice (H)

Margalit Ziv

Al-Qasemi Academic College of Education, Israel

Session description

Researchers and educational professionals agree about the importance of reading storybooks with children. Adult-child dialogic reading provides children with enjoyable experiences that enhance linguistic, socio-emotional, and cognitive skills and contribute to their academic success at school. Quality book-reading interactions include adult mediation and active participation of children in reading and discussing books. Among the important roles

of colleges that train early childhood professionals is to explore ways that can instill the love of books in children and train students to accomplish this goal. The session will present three studies on different aspects of reading books with children. Dr. Bulous and Dr. Ziv examined how preschool and kindergarten teachers refer to theory-of-mind aspects in books. Dr. Vardi-Rath, Dr. Aillenberg, Mrs. Cohen, and Dr. Lewin explored the impact of children's pretend play, following book-reading with the teacher, on their literacy skills. Dr. Tal will demonstrate how early childhood teacher education students implement repeated readings of children's book as a way of life in preschools, and will present research findings related to the implementation of this pedagogic approach. Together, the three presentations present a rich picture of the relations among research, early childhood teacher education, and educational practice concerning reading books with children. ■

3. Repeated Children's Book Reading as a Way of Life in Preschools and in Teacher Preparation (H)

Clodie Tal

Levinsky College of Education, Israel

The presentation will describe repeated children's book reading (RCBR) in small, heterogeneous groups in preschools and teacher preparation, as well as findings of a study on the extent and quality of its implementation in Levinsky's Early Childhood Education program over the course of two academic years: 2010-2011 and 2011-2012. During the first year of the study, 270 students participated in the first semester and 226 in the second; in the second year, 251 participated in the first semester and 229 in the second. Students responded to the same questionnaire anonymously at the end of the first semester and at the end of the academic year. The questionnaire focused on the performance of RCBR, number of cycles, number of children in the group, number of readings in each cycle, titles and authors of the books, and inclusion of a special needs child. Findings show that most students regularly and consistently implemented the procedure (91-93%). The percentage of performance remained stable in the second semester. Inclusion of special needs children was high in the second year of studies (around 74%). Higher percentages of implementation of RCBR were reported for Netanya's field work mentors (59%), with whom Levinsky maintains a partnership, as compared to mentors of all other municipalities (24%). Content analysis showed a better conceptual grasp of RCBR in the second year. Discourse analysis indicated that at the end of their second year of study, students tend to demonstrate less control over children and encourage greater participation of children in conversations. ■

4. Literacy Enhancement through Pretend Play in the Wake of Reading Stories (H)

Esther Vardi-Rath, Hadassah Aillenberg, Zehava Cohen, Teresa Lewin

Kaye Academic College of Education, Beer-Sheva, Israel

The present research is based on an educational-research process occurring in the Early Childhood Program at Kaye College. Essentially, the educational program aims to enhance literacy in early childhood through "pretend play" in peer discourse in the wake of reading a story, without any adult intervention. The program was designed to offer an educational tool that would familiarize children with books in an unconventional manner that is relevant and significant to them, considering their specific developmental needs (Harris, 2000). The research presupposes relations between pretend play and the development of discourse and literacy skills (Blum-Kulka & Chemo, 2010; Sawyer, 2001). The objectives of the current study were to describe and characterize children's discourse, focusing on their reference to the story, and to examine their literacy development. We assumed that the story, reproduced through the children's play, would create an opportunity for enhancing spoken language, and that the natural discourse would enhance their literacy skills. The data was analyzed, using a discourse analysis method, with a coding scheme built for categorizing discursive characteristics extracted from 30 transcripts. The main findings show a flexible use of language, adjusted to the social contexts and developmental needs of the children, with awareness of the roles of spoken and written language. In most cases, the children expanded the stories by means of "interpretative reproduction" (Corsaro, 1997), without damaging the story structure. The relevancy to teacher education derives from our findings, which reaffirm the significance of educational activities integrating books into socio-dramatic play. ■

Tailoring Teaching to Teacher Training

1. Reflection on the "Personal/Professional" Dilemma of the Teacher Education Tutoring Process (H)

Boaz Tsabar

The David Yellin Academic College of Education, Israel

In my lecture, I will discuss the internal conflict that accompanies the work of fellow pedagogical supervisors in teacher education institutions. Such internal conflict is manifested in the difficulty that pedagogical supervisors face in successfully integrating the subjective (the personal) and objective (the professional) dimensions of the work of pedagogical supervision. This difficulty, I argue, challenges the possibility of formulating ideological guidelines for the tutor–student relationship, and may ultimately negatively impact the quality of the teacher education process. In my lecture, I shall describe the complexity of the dilemma and its pedagogical implications. Subsequently, I shall propose a criterion for its resolution via Dewey's concept of 'experience', which I have applied in the context of my work as a pedagogical supervisor in the Primary Education Program at The David Yellin College. ■

2. Recruiting Microteaching to the Reflective Discussion on Teacher Training: The Importance of Body Language (H)

Israela Weiss

The Academic Arab College for Education in Israel – Haifa, Israel

In this lecture, I would like to introduce a qualitative study I conducted on the film, *Teacher Irena*, a documentary on a real teacher (teaching disadvantaged children) in Jerusalem. The study examines the structure of discourse and body language employed by Irena using the tools suggested in two articles: Diana Rose's "Analysis of Moving Images", and Greg Myers' "Analysis of Conversation and Talk", which appear in the book, *Qualitative Researching with Text, Image and Sound*, edited by Martin W. Bauer and George Gaskell.

The study views the way the teacher uses body language, eye contact, and intonation to communicate her messages. In the lecture, I will demonstrate the techniques employed by Irena so that young teachers can develop awareness of body language and use it in their work.

In the 1980s, a system called Microteaching was implemented, using video filming to help the new teacher develop personal procedures. The aim was to create a proper teacher using a uniform model. This method is not suitable for our times.

The main approach nowadays is to guide the teacher by inviting him to join a dialogue in which he can express his world-view, and from which he will derive learning, teaching, and the teaching method suitable for him and for the community in which he works.

I would like to propose a return to the system of teaching in a small group and using video filming for a reflective discussion of the new teacher in order to help him form a structured educational approach and a constructive work method that will ease his integration into the education system and assist his personal and professional development. ■

3. Under What Circumstances Do Teachers Offend Their Students? (E)

Eliezer Yariv

Gordon College of Education, Israel

Although relations between teachers and students tend to be warm and close, numerous quantitative studies in Israel reveal that about 25 percent of students reported being verbally attacked by teachers and 7-17 percent physically assaulted in the last month. The current study uses a qualitative method to explore the circumstances and dynamics wherein such offenses occur. Employing convenience sampling, 76 students, half of whom study in elementary

schools and half in high schools, were asked in a semi-structured interview whether they had recently been offended by a teacher. It was found that the majority of cases occur within the public sphere of the classroom, most often as a teacher's response to a student's specific action (e.g. tardiness or chatting). These cases were rarely physical offenses. No sexual harassment was recorded. In half of the cases, prior relations with the teacher were good, but the incident left unforgettable scars. Half of the students were paralyzed into not responding; the rest did respond, most notably by calling on their parents to intervene. Analyzing the cases reveals a clear chain where students unintentionally (and often unconsciously) act in a public manner that the teacher perceives as humiliating. The exaggerated perception drives the teacher to respond harshly (and sometime cruelly), which surprises and silences the unprepared student. The effectiveness of the assault convinces the teacher that the response is justified. The discussion suggests methods to furnish student teachers with ways for coping with similar challenging situations and responding in an assertive but non-offensive manner. ■

4. Discipline as Teaching Context in the Evaluation of Test Lessons (H)

Hava Greensfeld, Tsila Aran

Michlalah Jerusalem College, Israel

Much research has been devoted to means of teacher evaluation, yet relatively little attention has been given to the disciplinary aspect of teaching. Our study investigated the verbal comments noted by pedagogical supervisors from various disciplines while observing test lessons given by teaching students, and examined the extent to which they are discipline-related.

The study was conducted in an academic teaching college (2010-2012). Research tools were (1) verbal evaluations accompanying the indicator whereby supervisors evaluated test lessons (N=210); (2) questionnaires examining supervisors' perceptions regarding the importance of professional expertise in the content area of the test lesson, and features of a good lesson in their discipline (N=18). Results showed a gap between supervisors' perceptions and their practical application. Analysis of verbal evaluations revealed various characteristics, including some comments directly related to the discipline and the content area of the test lesson. These, however, were exposed at a relatively low frequency (17%). Unlike these findings, the perception that disciplinary expertise is an essential condition for evaluating a test lesson was voiced by those who even refused to evaluate a test lesson given in a different discipline (61%). In addition, a variance was exposed in the frequency of the characteristics of the test lessons in different disciplines.

Our study contributes theoretical knowledge about discipline as a teaching context and insight into the evaluation of student teachers. It may also impact evaluation processes of elementary- and secondary-school teachers and the development of tools for disciplinary evaluation. ■

Teacher Educators and Research

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1. Teaching Qualitative Research Together with Content Knowledge in a College of Education (H)

Orly Sela

Oranim Academic College of Education, Israel

Teaching qualitative research in general, and as part of an undergraduate program specifically, is clearly not an easy undertaking. The philosophical underpinning of qualitative research is different from and on occasion even opposed to acceptable "scientific" thought, and most students find it difficult to understand and accept. The lecture describes an attempt to teach qualitative research in conjunction with a Didactics course, with the students taking the two courses at the same time – a qualitative research course and a course in English as a Foreign Language Didactics. The courses were integrated through the assignments: the Didactics lecturer assigned a final course task in which the students were required to make use of the qualitative research skills they had studied in the research course. Certain sections of the task were considered assignments for the research course and evaluated by the lecturer of that course according to their research content, and by the Didactics lecturer according to their didactics content. This cooperation took

place for three years, with reassessment followed by improvements of the entire process taking place each summer, based on student feedback and lecturer reflection. The students' responses were highly positive, with most expressing their appreciation of the integrative process that allowed them to understand qualitative research at a practical as well as at a theoretical level. Thus we achieved a dual goal – effective teaching of the qualitative research paradigm and making use of it in pre-service teachers' "real lives". ■

2. Eleven Types of Israeli Teacher Educators' Unique and Qualitative Research (E)

Yuval Dror

Tel Aviv University, Israel

The topic of this paper is teacher education in Israel over the past thirty years, and the impact of those decades on teacher educator development. The paper employs the 'meta-analysis' method and includes a 'systematic review' of The MOFET Institute's database and its publications. Four aspects of impact on teacher educators were found: promotion; division into types and sub-types; severe problems in professional identity; the transformation of many teacher educators into unique and qualitative researchers. This paper will concentrate on the final aspect, which has been divided into eleven types.

- (a) Research genres connected to the distinctive role of teacher educators at colleges of education:
 - Position papers featuring research of forums and think tanks of position holders from colleges;
 - Research about teacher educators by teacher educators;
 - Narrative literary research on teacher educators;
 - Studies published by the heads and teams of the colleges.
- (b) Research genres relating to ways of organizing research, derived from their objective difficulties in performing research:
 - Joint research by teacher educators in a single college;
 - An intercollegiate network of research colleagues;
 - Interest groups in qualitative research.
- (c) Genres stemming from the relationships between the colleges and the 'field':
 - Research on partnerships in Professional Development Schools;
 - Research on college-based trials of alternative teacher education with the Education Ministry's Experiments & Initiatives division.
- (d) Genres of academic research in general:
 - Research into teaching-learning methods and (teacher) training;
 - Publications on research approaches and genres of qualitative research. ■

3. Developing the Research Abilities of Teacher Educators: A Two-Year Study Program (E)

Miriam Mevorach^{1,2}, Gilada Avisar^{1,3}

¹*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

²*Levinsky College of Education, Israel*

³*Beit Berl College, Israel*

The MOFET Institute, which is part of the teacher education system in Israel, established a school of professional development for academic faculty that offers several study programs, among them "Research and Evaluation". Teacher educators in Israel are becoming aware that both a doctoral degree and involvement in ongoing research are a necessary part of their role definition. Consequently, the main purpose of this study program is to promote and develop the participants' research abilities so as to enable them to become part of the educational research community. Participants plan and conduct a research study on their own. The staff of the program, i.e., the tutors (who are all senior researchers), assist and guide them. Their research topics emerge from their educational settings,

for example, the attitude toward the new elementary-school reform in East Jerusalem; the perception of the impact of technology among different groups of teachers, and more. We crystallized tutorial processes and learned about the special interaction between the learner and the tutor who may hold the same position at the college, but a different position in the program, which requires special abilities in order to create a supportive atmosphere. The contribution of the Research and Evaluation program can be represented in two ways: (1) as a theoretical model that facilitates the development of new programs, and (2) as a method that encourages teacher educators to engage in research activities. Either way, it can advance the teacher education system. ■

4. Rethinking the Knowledge and Cognition of Online Teachers (E)

Shulamit Kapon

University of Haifa, Israel

This paper discusses theoretical frameworks for exploring the cognition involved in teaching a disciplinary content in fully online classrooms. It reviews studies of Pedagogical Content Knowledge (PCK) and Technological Pedagogical Content Knowledge (TPCK) and questions their applicability in conceptualizing teachers' knowledge at the individual cognitive level. It argues that while categorical models of teachers' knowledge are productive for acknowledging and assessing specialized knowledge for teaching, they are still far from fully describing teachers' complex coordination of knowledge that takes place at the individual cognitive level. Informed by the Knowledge in Pieces (KiP) epistemological perspective, it is suggested that teachers' knowledge could be more productively modeled as a dynamic complex system in which PCK (or TPCK) reflects an evolving state of a complex system instead of a dichotomist category of knowledge. ■

The Influence of Teaching and Learning Environments on Teachers and Learners

1. The Development of a "Sense of Coherence in Teaching Situations" (SOCITS) Questionnaire (E)

Dganit Hoffenbartal, Einat Bracha

Levinsky College of Education, Israel

A Sense of Coherence (SOC) is defined as a crucial personality component that affects the individual's coping capability. This sense is defined as a global orientation expressing the extent to which the individual has a constant but dynamic sense of confidence in the predictable, familiar environment, and the belief that he/she can cope so that life events turn out for the better. SOC has three components: Comprehensibility, Manageability (control), Meaningfulness (Antonovsky, 1998). This study assumes that SOC is an important feeling in teaching in general and special education in particular, owing to the growing challenges and complexities in teaching (Jacobs, 2010). Antonovsky developed a questionnaire examining the sense of coherence in the context of life situations. The research aim was to develop a questionnaire that examines this sense in the context of teaching situations. Led by Dr. Sagee, it was conducted at The MOFET Institute in several steps: phrasing and testing items by experts in education; final phrasing of the questionnaire; testing the questionnaire's validity and reliability among student teachers. Reliability of the entire questionnaire was 0.77 as measured by Cronbach's alpha. The correlation between the SOCITS and Antonovsky's questionnaires was significant and moderate ($r=0.47$), indicating a satisfactory validity. The SOCITS questionnaire includes 25 items on a 6-point Likert scale. Its contribution: diagnosing the strengths and weaknesses of the student teachers' SOCITS, and empowering it via an intervention program. The questionnaire is a part of our doctoral theses, which are being prepared at present at the Babes-Bolyai University, Romania, supervised by Prof. Dr. Bocos. ■

2. Developing Professional Identities: The Effect of the Curriculum and Environment on Early Childhood Education Students (E)

Sharon Kaplan Berkley, Avigail Friedman
The Efrata Teacher Training College, Israel

Research has shown that the development of a professional identity as an educator affects students' attitudes toward their pre-service responsibilities in their academic studies as well as in the practicum. Cattley (2007) states that "the breadth and complexity of the teacher's role is a key element in identity formation." This insight led the early childhood faculty at our college to develop an intervention program whose aim was to foster the development of an appropriate professional identity among pre-service teachers. The program included redesigning the physical learning environment and introducing special events to heighten students' awareness of the work of the early childhood educator. This action research paper explores the effect of the intervention on the students. Our research questions focused on the following issues: What is the expressed professional identity of students at the beginning and end of the academic year? What differences can be found among students' attitudes toward their developing professional identity according to their year of study? An open-ended questionnaire at the beginning and end of the academic year was used to tap changes in attitude about professional identity that may be related to programmatic and environmental improvements. The data were analyzed according to grounded theory methods. Preliminary findings indicate that professional identities become more focused over the years. In addition, the changes in the learning environment at the college were viewed as a significant factor in the developing professional identity of the pre-service students, particularly in their first and second years of study. Third-year students were more focused on the prospects of their future work as teachers, a factor that shaped their particular professional identity. ■

3. Teachers' Professional Learning – Contributions from a Collaborative and Iterative Learning Study Process (E)

Clas Olander
University of Gothenburg, Sweden

The study was designed as action research, using a variation of lesson study known as learning study (LS). LS, like lesson study, is a cyclic, iterative, and collaborative process in which teachers and researchers jointly plan and conduct cycles of lesson designs. Each cycle consists of a research lesson with pre-test, videotaped intervention, and post-test followed by a joint discussion that evaluates the lesson and suggests a new design that is accomplished with a new group of students (a delayed post-test is also often used). The present study involved three cycles in a Swedish upper secondary school where two teachers, two researchers, and three groups of students (17 years old) focused on Biology and the "relationships between genes and traits" as the object of learning. The students' learning outcome, estimated as pre-and post-test results, developed significantly during the third lesson (Holmqvist Olander & Olander, 2012). However, the focus in this presentation is on the teacher's potential gains in pedagogical content knowledge (Shulman, 1986) during the LS process, specifically the ways that the gained knowledge is carried out as action through changes in lesson design (Olander & Holmqvist Olander, 2013). The teachers developed their competence to discern critical aspects in relation to the object of learning and to enact this new knowledge in lesson strategies that communicated important thematic patterns in science class – for example, whole/part relations and organizational levels. ■

4. Learning Study as Teachers' Professional Development (E)

Mona Holmqvist Olander

University of Gothenburg, Sweden

Kristianstad University, Sweden

This study describes the manner in which learning study (LS) can be used as teacher development for preschool and school teachers. The aim is to analyze the way teachers' professional knowledge develops by participating in LS. LS is an action research model focusing on content knowledge in a systematic and iterative process. In total, three LS projects are meta-analyzed in order to show how LS solves the instructional problems teachers experience in their practice and how the teachers' developed knowledge affects the children's, pupils', or students' learning outcomes. Each research lesson consists of four steps: pre-test, intervention, post-test, and a delayed post-test. Three research lessons were conducted in each LS. The first project consists of three LSs performed by school teachers (Holmqvist, 2011). The results indicated significant differences in the pupils' learning outcomes owing to the different designs of the instruction. In the second LS project, third-year teacher education students, taught by their teacher educators, learned about learning theories (Brante, Holmqvist Olander, Holmqvist, & Palla, in press; Holmqvist Olander & Brante, manuscript). The students' knowledge developed during the cycles in the LS (A 20%, B 17% and C 36%). The third study, which focused on preschool teachers' learning in LS (Holmqvist, Tullgren, & Brante, 2012; Holmqvist, Brante, & Tullgren, 2012; Ljung-Djärf & Holmqvist Olander, 2013) also demonstrated an improvement in both teacher development and the children's learning. ■

The Role of Education with Regard to Children and Adolescents at Risk

1. Together Yet So Alone: The Dormitory Experience in Religious High Schools for Boys through the Eyes of Their Graduates (H)

Eden Hacoheh

Herzog College – Gush Etzion, Israel

From the 1960s-1980s, religious high schools for boys were at the heart of the adolescent experience among elite members of Israel's religious-Zionist youth. No other institution has done more to mold the character of the country's religious-Zionist populace. The distinct qualities of the religious-Zionist sector were forged in the classrooms and dormitories of the high-school yeshiva, through many hours of "togetherness" and intense feelings of social cohesion, but also in hours of terrible longing for home.

A pioneering study on this subject was conducted three years ago by Dr. Tuvia Peri and Dr. Eden Hacoheh of Herzog College. In-depth interviews were conducted with graduates of high-school yeshivas from various cohorts in order to clarify how, given the passage of time, they perceive their adolescent experience in the high-school yeshiva. The results were astonishing — both positively and negatively.

Adolescence in the high-school yeshiva helped some of the boys develop self-confidence, a sense of competence and strong friendships. These reports help explain the success of religious youth in rising to prestigious positions both in the military and civilian life. On the other hand, life at the high-school yeshiva caused some of the boys to feel intense longing for home and to yearn for the warmth and tenderness lacking in the rougher setting of a male adolescent environment.

Our lecture will present diverse findings from the in-depth interviews, bring to light new insights into the role that high-school yeshivas played in shaping Israel's religious-Zionist public and describe current trends at these educational institutions. ■

2. Haredi Culture and the Phenomenon of Dropping Out in Haredi Society (H)

Anat Kali, Shlomo Romi

Bar-Ilan University, Israel

Ideologically, Haredi society views itself as set apart from the surrounding culture and as the legitimate successor of traditional Judaism (Kaplan, 2003). In this collective society, when drop-out adolescents decide to leave the fold, they are confronted with guilt, rejection, and separation from community and family alike (Lahav, 2005). This study describes the personal experience of adolescents who have dropped out of Haredi educational institutions, in order to understand their unique characteristics and the place of society in forming their experience. Research strategy: Multiple case studies. Research tools: interviews and observations. Research sample included interviews with 44 at-risk adolescent drop-outs, five parents, ten rabbis and "Askanim" (agents engaged in charity work), and eight social workers. In addition, 11 observations of the research population were conducted. Data analysis method was based on grounded theory. Findings revealed that drop-out adolescents' experiences in their families, community, and educational institutions reflect the role of collective cultural patterns typical of the society, both in educational institutions and additional circles, which set the adolescents' life on a path toward dropping out and becoming at-risk and in-distress adolescents. Haredi gender patterns and forms such as religious social supervision through dress, social pressure to study the Torah for a living, the value of modesty as an overall way of life, and patterns of concealment and exclusion, constituted a significant part in molding their experiences. By analyzing the process they underwent, these patterns seem to contribute to leading the adolescents toward dropping out and social marginalization. This finding reveals the unique experiences of the ever-growing group of drop-out adolescents raised in a collective religious society, and may provide insight into creating socially appropriate and sensitive counseling treatments. ■

3. After the Bell: Leisure and Extracurricular Activities Among Arab Adolescents (H)

Fadia Nasser-Abu Alhija¹, Tali Hayosh²

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²*Beit Berl College, Israel*

Out-of-school activities represent an important context for adolescents' development. Participation in such activities affects their educational, physical, emotional, civic, and cultural development. However, too many adolescents, particularly those from disadvantaged groups, are left on their own after school hours, and therefore do not benefit from participation in meaningful leisure activities. While leisure and out-of-school activities have been the focus of a large body of research, little is known about this topic in relation to the Arab community in Israel.

The purpose of this study was to examine the characteristics of Arab adolescents' leisure activities, their attitudes toward those activities, motives for participation, factors that affect their decision to participate, and perceived benefits of participation.

Data were collected from 2,877 9th-11th-grade Arab adolescents. Participants varied with respect to personal, family, and school characteristics. A questionnaire and an interview were used to obtain the data. The questionnaire included closed and open-ended questions and was based in part on existing questionnaires such as "Children's Assessment of Participation and Enjoyment-CAPE" and the "Preferences Assessment of Children-PAC".

Results indicate that Arab adolescents engage mainly in unstructured and trivial leisure activities; they spend most of the out-of-school time in or around the house; they have positive attitudes toward participation in leisure activities; and they perceive participation as beneficial for their educational, emotional, and social development. The rate of participation, attitudes, and perceived benefits was found to be related to personal, family, and school characteristics. Implications for enhancing leisure education are also discussed. ■

4. Violence against Children: Raising Awareness among Female Arab Students (H)

Amal Fahoum-Taha

The College of Sakhnin, Academic College for Teacher Education, Israel

Violence against children has become one of the major concerns of every society today. This study compares the attitudes of two groups of Arab students in an Early Childhood track at a college of education toward violence against children. The main focus of the study is on the extent of these students' self-efficacy in coping with such a phenomenon. It is of cardinal importance to raise future educators' awareness to the existence of the phenomenon and to furnish them with the professional skills required for identifying, reporting, and networking various services that deal with it, for the purpose of achieving cooperation among all authorities in Arab society. A comparison was carried out between 30 teacher trainees (4th year) in the Early Childhood track who had undergone training on the topic of violence against children and 30 teacher trainees (3rd year) who had not undergone such training, with regard to their attitudes toward this phenomenon, their perception of the importance of their role, and their belief in their abilities to identify, report, and thus reduce the number of abused children. The Mixed Method was used, including the use of a semi-structured in-depth interview, a questionnaire for examining attitude and self-efficacy, and observations during lessons. Initial findings have proven the significance of such training in raising their awareness of this issue and in strengthening their roles as influential agents of change and socialization. ■

Thoughts about Teaching

1. How Honors Students Define "Good Learning" in a College of Education (E)

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Students enrolled in higher education honors programs are characterized by their previous academic achievement. However, their understanding of the learning process has not been adequately researched. Exploring how students understand the meaning of good learning is important for two reasons. First, student interpretation of learning strongly influences their actual learning behavior (Hadar, 2011; Klatter et al., 2001). Second, students' reflection on good learning mirrors how they are taught (Hadar & Hotam, 2010). This study examines attitudes toward learning among honors students in a college of education in Israel. The program emphasizes higher-order thinking and interdisciplinary integration. In the context of a larger study that included quantitative measures of orientation to learning, this qualitative study examines the definitions of good learning among 22 program participants. Content analysis was used to examine written compositions of the students, who were asked to describe good learning in their academic department. Grounded theory techniques revealed major and minor themes in the compositions. Findings show four major themes: (1) activity on a high cognitive level, (2) organizing one's studies, (3) acquiring a breadth of knowledge, and (4) practical positioning of the learning. Minor themes include investment of energy, exhibiting a high interest level, and elevated motivation. These findings enable policy planners to prepare courses aligned with students' learning orientation, and supply program evaluators with crucial data to assess existing courses. ■

2. Seeing the Pupil: A Qualitative/Quantitative Analysis of Perceived Educational Outcomes in the Context of an Innovative Psycho-Educational Teacher Education Module in an Israeli College of Education (E)

Yehuda Bar Shalom

The David Yellin Academic College of Education, Israel

The presentation will expose an innovative psycho-educational teacher education module that aims to provide student teachers with better tools to teach at-risk pupils in Israeli classrooms. The principles of this approach have been formulated in a large number of studies that point to its validity and reliability [Gottlieb & Cohen, 1995; Rosenfeld, 1996; Mor, 1997; Bar Lev, 1997; Razar, Friedman, & Sulimani, 2003; Mor, 2003; Cohen-Navot & Lavanda 2003; Rosenthal, 2005; Mor, Lourie, Chen-Gal, & Siman-Tov, 2006; Mor & Louie, 2006; Fleshman & Avnet, 2005; Mor & Mendelson, 2006; Mor, Diab & Ziad, 2007; Bar-Shalom, 2007(b)]. The presentation will afford an overview of the psycho-social approach and will also report findings from a qualitative/quantitative mixed methods study examining the perceived outcomes of this particular type of teacher education in the eyes of student teachers who participated in the program. (Previous research has analyzed in-service training on this module; this is the first study on the perceived outcomes of the program in a Jewish track at an Israeli college of education). Among the findings: In the qualitative component, the students reported an increased, holistic understanding of the at-risk pupil, together with a sense of having tools and means to help such pupils. In the quantitative component, we identified a significant impact of the program on student teachers' sense of ability to cope with and help at-risk pupils as compared to another college, which agreed to be a comparison group and did not have such a psycho-social emphasis in their teacher education module. ■

3. Professional Learning Communities for Pre-service Training: Questions and Opportunities (E)

Pnina Schur, Howard Deitcher

The Hebrew University of Jerusalem, Israel

Educational research is replete with articles that underscore the impact of professional learning communities (PLCs) on teachers' professional development (Avdor, Rheingold, & Kfir, 2010, McKinsey Report, 2007). PLCs strive to build supportive work cultures for teachers in schools, thereby providing their members with frameworks that nurture mutual support and stimulate professional growth opportunities in a host of areas, including: innovative ideas about teaching and learning, skills acquisition, and motives for introducing school change. Our research explores the question regarding whether and how the underlying principles of PLCs apply to *pre-service training*. The Revivim teacher training program at the Hebrew University includes a three-year teaching internship, group seminars, and individual mentoring. In attempting to explore the above mentioned questions, we will report about a study (in progress) based on interviews with ten Revivim students who are completing their final year of training, and five additional graduates who are currently teaching in the field. Based on the impact of PLCs on the professional development of seasoned teachers (Vescio et al. 2008), we invite Revivim students to consider the following: (1) Teaching practice is more student-centered; (2) Greater readiness to collaborate with other teachers; (3) Teacher has greater control of curriculum; (4) Student learning improves as teachers continue to learn from their peers; (5) Greater readiness to refer top professional literature in the teachers' everyday work. This research can make a significant contribution to our understanding of the effect of PLCs on teachers' development and on pre-service training. ■

4. Nazarbayev University: What to Look Out For When Teaching Non-Native Speakers in the English Language (E)

Ayana Seidimbek

Nazarbayev University, Kazakhstan

With universities around the globe expressing increasing academic interest in the internationalization of education, the aim of offering their student body a globally recognized, English-language curriculum has posed new challenges for both teachers and learners. This is particularly true for states with a population of non-native English speakers. What are the best venues for providing education in the English language to students who have previously been schooled in other native languages? What are the most relevant challenges encountered by both students and tutors along the way? And last but not least, which strategies were found to be the most efficient in dealing with these issues?

This article presents findings from a qualitative study of how Nazarbayev University faculty and students have dealt with this transition. Located in Kazakhstan, the brand-new university was launched in 2010 in partnership with leading universities ranked among the top higher education institutions of the world. Every year, around 500 students, who have previously been schooled in either Russian or Kazakh, are admitted to the university's Foundation Program, which is conducted by the University College London Language Centre. Its aim is to provide bright secondary-/high-school graduates with intensive preparation for the linguistic, academic, and research challenges of undergraduate education. Upon successful completion, students proceed to the undergraduate degree program provided in partnership with the University of Wisconsin-Madison, Carnegie Mellon University, UCL, and others. Based on saturation interviewing of Foundation and Undergraduate programs' faculty, as well as student body focus group discussions, this article examines and tests several assumptions of comparative literature in analyzing the forms and limits of transitional education. In this case study, feedback from administration, faculty and students is detailed and analyzed to understand how these actors view incentives and constraints, and the venues they have found most fruitful in their environments. ■

Intercollegiate Students' Forum for Excellent Students

1. Intercollegiate Students' Forum for Excellent Students' Innovative, Unique, and Multicultural Teacher Education (E)

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The training program for excellent student teachers at academic colleges of education is enrolling students with strong academic backgrounds who also possess the suitable personality, ethics, and behavioral attributes. The program is designed to train outstanding teachers, educators, and educational leaders. The Intercollegiate Students' Forum is a joint framework for excellent student-teacher representatives from all colleges of education. This framework, created for a diverse range of populations, focuses on thinking, learning, the common experience, and social-educational-community involvement. The Forum also reflects the academic, cultural, and ideological diversity of the excellence programs as well as the motivation and strong capabilities of the participants. The knowledge and insight offered by Forum members is given back to their peers, excellent students in every college. The Forum, conducted at The MOFET Institute in the format of symposiums, tours, and online and self-learning, grants academic accreditation to its participants. Students are given the option of joining one of the following sub-forums: Educational Leadership, "Three Points" – an online professional social network, and Creativity in Education, each of which is hosted by a professional moderator in that specific field and by a program coordinator in one of the colleges. Students also participate in an active plenum, "The Parliament", which promotes multicultural interaction on common educational issues as well as the development of rhetorical and critical thinking skills. The session will introduce the general concept of the Forum, the management of each of the sub-forums, and research findings regarding the Forum's contribution to its participants' training in education and instruction. ■

2. Training Outstanding Teachers – There's Yet Another Way (H)

Rama Klavir¹, Liat Eyal³, Hassan Abu Saad⁴, Tamar Ketko²

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⁴*Al-Qasemi Academic College of Education, Israel*

Not many know that 22 academic colleges of education operate an honors program in addition to the regular program. The honors program, designed for students with strong cognitive and personality abilities, aims to train outstanding teachers, excellent educators, and educational leaders in the education system. Its unique features include a curricular format (an accelerated program: three years instead of four), composition (approximately 25% of the training program is unique), student characteristics (aimed at students with particularly strong abilities), and goals and objectives (training for excellence and impact on the college training program). These all require a different, more flexible, and more creative way of thinking. Every college appoints a coordinator to be responsible for the honors program and, along with a steering committee, to formulate the program. While every honors program is based on a master plan with identical principles, there are 28 daughter programs that differ from one another and have their "own independent personality." The entry of a new coordinator into the program is always a critical point in the development and renewal of the program in the college. The coordinator introduces changes and innovations in the program based on his/her personal and professional philosophy, goals, and objectives.

The symposium will focus on innovations introduced by four program coordinators from very different colleges, who are new to their roles in the honors program. It will also foreground the introduction of changes in the curriculum, the similarity and differences between the programs, and their correlation with the philosophy of each coordinator. ■

Writings and Narratives in Self-Development

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1. "Dear Colleagues": Integrating Letter Writing into the Teaching of New Immigrant Teachers (Morim-Olim) in Israel (E)

Esther Gordon Ginzburg

Bar-Ilan University, Israel

Gordon College of Education, Israel

New immigrant teachers form a unique group of learners: they are usually highly qualified and experienced teachers and have already acquired academic degrees. At the same time, they are at a point in their lives where they have to cope with cultural, occupational, and financial adjustments having to do with the new Israeli realities. This usually entails a high degree of psychological pressure.

The purpose of this paper is to introduce a new method of teaching, or rather a new tool that addresses the situation of this unique community, in the context of teaching retraining courses to new immigrant teachers of English in Israel. The method is that of letter writing, which has evolved from the practice of journal writing, common in American educational institutions. It was developed and introduced to university students by Professor Susan Handelman of Bar-Ilan University, and is presented here methodically to teacher educators for the first time.

Practiced within the framework of a professional academic course, this method allows the students the benefit of connecting with each other while giving vent to issues of acute importance for them. The method weaves together the professional with the personal to create an experience that surpasses the mere act of acquiring knowledge in the course of one's studies. It encourages involvement, a key concept in the teaching of adult learners, and has the power to transform the lesson into what Jane Tompkins describes as "a microcosm of the world." ■

2. Professional Writing in Many Voices: Exploring My Learning from a Bakhtinian Perspective (E)

Nikki Aharonian

Monash University, Australia

Ministry of Education, Israel

Teacher educators engage in a range of professional writing; some texts become public while others are more reflective in nature and remain private. The benefit of writing in the development of teachers has long been established, and in recent years, there is more attention being drawn to the significance of writing for teacher educators. As a teacher educator, writing is both a medium for joining a wider social dialogue and a means of sharpening my own understandings of that dialogue. This paper will explore the powerful learning I experience while composing research diary entries, journal articles, letters, conference papers, and blog posts. This writing process generates professional knowledge and transforms it. In addition, the texts produced influence my professional identity and change my standing in the academic community.

In the course of my study, a practitioner inquiry on the professional learning of Israeli literacy teachers, I am analyzing narratives and other texts I have written. Alongside other methods of analysis, exploring my writing from a Bakhtinian perspective affords a unique opportunity to identify the various roles I play as teacher, teacher educator, and researcher. Bakhtin's theoretical concepts such as dialogism, polyphony, unfinalizability, addressivity, heteroglossia, and voice are useful in exploring my writing for research purposes. The insight gained encourages alternate ways of reading the materials I am creating and will be discussed in this session.

This paper presents my learning as a teacher educator engaged in writing. I hope it encourages significant understandings and generates dialogue with my peers. ■

3. Writing-Based Disciplinary Pedagogy (E)

Gili Talmor David, Shimon Azulay, Yoav Salomon, Irit Wolfgor, Shlomit Kislev, Tony Mittelman, Maya Bozo-Schwartz, Smadar Farkash-Deutsch

Branco Weiss Institute, Israel

Writing-based disciplinary pedagogy is a pedagogical approach developed at the Branco Weiss Institute. Its crux lies in positioning teachers as key players leading an essential process of active disciplinary knowledge construction among teachers and students. This pedagogy aims to transform teaching: instead of reproducing incomplete bits of context-free information created by others, discipline staff engage in "making meaning" of subject units within their broad context. Simultaneously, rather than orally providing pupils with subject matter to be replicated, teachers engage pupils in its active construction.

This partnership is not theoretical. It is anchored in practices guiding pupils in writing various narrative and expository texts. First, the teacher decides which issues are inherent in a particular subject. Next, she selects a textual genre – one that will enable pupils to discuss these issues autonomously. Finally, pupils and teachers read the texts together, reflecting on the extent to which they accomplished appropriate conceptual, rhetorical, and communicative functions, as well as on strategies for amelioration in further writing. Thus, genre-writing becomes an active platform for promoting pupils' disciplinary literacy and understanding. Moreover, it promotes an engaged dialogue concerning meaningful textual disciplinary representations among students and teachers.

As stated above, this process is led by subject teachers. Integrating writing in diverse genres into their routine work leads pupils to deeper understanding; enables professional empowerment of discipline staff; and promotes reflective dialogue in the school community. Thus, writing-based disciplinary pedagogy seeks to position teachers as leaders of a transformation of pedagogical school culture. ■

4. Students' Personal Narratives: A Vital Factor in Teacher Education (E)

Jamal Assadi

The College of Sakhnin, Academic College for Teacher Education, Israel

Recognizing the importance of personal narratives in general and in the field of teacher education in particular, this paper first presents a review of research in the field, offering several definitions and theories of analysis. It then provides readers with the personal narratives and analyses of three fourth-year students in the English Department at a college of education. The goal is to find out, learn, and make use of the voices, attitudes, experiences, visions, successes, failures, hopes, and frustrations of students engaged in teacher education. The conclusion asserts the necessity of adopting a model of training that encourages and strengthens the partnership among students, cooperating teachers, and academics. ■

"I Believe" – Processes of Change in Education, Therapy, and Society following Sex Education for Adolescents with Special Needs

1. "I Believe" – Processes of Change in Education, Therapy, and Society following Sex Education for Adolescents with Special Needs (H)

Shunit Reiter

University of Haifa, Israel

Session Chair: Professor Shunit Reiter – University of Haifa

Proposed Lectures:

Perceptual and Value-Oriented Change in a Multidisciplinary Team on the Topic of Sex Education for Mentally Retarded Students

"Assertiveness Training" – A Workshop Group Model Promoting the Ability to Take Action in Order to Increase Protection

Generalization and Inclusion – From Special Education to Regular Education

"Education for Educators" – A Model for Training Education and Therapy Professionals for Work with Adolescents on the Topic of Relationships and Sexuality

"People with Special Needs Also Want" – About Couple Relationships, Sexuality, and What Distinguishes Them. ■

2. Perceptual and Value-Oriented Change in a Multidisciplinary Team on the Topic of Sex Education for Mentally Retarded Students (H)

Michal Schreiber^{1,2}, Adi Amihod¹, Tami Sternlicht¹

¹*"Shalom" Experimental State Religious School, Israel*

²*Talpiot Academic College of Education, Israel*

Dealing with the subject of sexuality in the population of older students (ages 12-21) with mental retardation is complex and sensitive. It is complex because of the characteristics of the disorder: research studies indicate that mentally retarded adults have little knowledge and little experience in the sexual domain. Furthermore, there are factors that inhibit normal psychosexual development. It is sensitive for the mentally retarded older person since this population is prone to sexual exploitation, and for the professionals since teaching the subject in class presents a difficulty for the multidisciplinary team and causes embarrassment when it is discussed publicly, even more so when it is necessary to teach it to a population of retarded students, particularly in religious schools. Hence, because of the complexity and sensitivity of the subject, the construction of a curriculum is challenging, and success constitutes a chance to deal with the topic in the education system. The construction and implementation of such a curriculum have been undertaken for five years in the "Shalom" Experimental State Religious School for mentally retarded

older students. The present study followed the work of the multidisciplinary professional team in the curriculum construction process. The main research finding shows that the chance to succeed in the implementation of the curriculum depends on the change in attitude of the professionals. The research is an ethnographic case study. Data collection included 29 interviews, 92 observations in sexual-social education lessons, recording of lessons on the social-sexual topic in classes, and documentation of 40 meetings of the professional multidisciplinary team on this topic. The research process, findings, and complexity will be presented. ■

3. "Assertiveness Training" – A Workshop Group Model Promoting the Ability to Take Action in Order to Increase Protection (H)

Michal Schreiber³, Adi Amihod^{1,2}

¹*Bar-Ilan University, Israel*

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People with special needs are at risk of sexual harm because their age-appropriate chronological maturation is not commensurate with their cognitive and emotional development, because they are more dependent on others for guidance and support, and because they have adopted behavior that attempts to please. As an educational-treatment team in charge of the well-being and safety of our adolescent students (aged 12-21), we are committed to strengthen their ability to think independently and act assertively. We believe that reinforcing assertiveness will diminish situations of exploitation and harm and promote effective coping.

In the past, when we used purely theoretical learning, we realized that a significant gap remained between the acquired knowledge on ways of defense and the ability to implement it in the hour of truth. Hence, the understanding grew that it is not enough to speak about assertiveness; it is necessary to experience it actively so that it becomes a real and accessible ability in each student's personal 'tool-kit'.

In the "Defense Groups" sessions, the work is performed through co-instruction, when one of the instructors intentionally creates situations in which the students experience dissonance and worry, and the other acts as an auxiliary ego that increases the students' ability to resist and maintain their safety. The process is directed so that the protective, confident voices become the internalized voices. This innovative model draws knowledge and ways of action from the principle that assumes that, for internalization and real behavioral change, directed, guided, and graduated experiences are necessary.

In the lecture, we shall present the theoretical basis of the model, the model itself, and the ways of implementing it. ■

4. Generalization and Inclusion – From Special Education to Regular Education (H)

Dan Polk

Bar-Ilan University, Israel

"Shalom" Experimental State Religious School, Israel

Social and sex education is both a right and a duty for educators and students in special education and in regular education. It is well known that the powerful exposure to distorted contents in the various media, generally without adequate parental supervision, is confusing and even dangerous to young people. Hence, students in regular education, just like students in special education, need responsible adults who will talk to them and not about them, talk to them at their level and not above their heads, and talk to them in language they understand, respectfully and not sharply. Work in special education in parallel to work in the regular schools and the familiarity with normative adolescents has proved that there is more in common than not in all that pertains to the need for focused and directed education in the sexual-social domain, even regarding ways of implementation.

Educational methods, the special education curriculum preparing students for life when they leave school at age 21, and the use of creative thinking and activity have been and still remain essential in special education work. Both the experience that has been garnered and the needs that have become more urgent from one year to the next have led us

to espouse these methods of instruction in order to begin to offer a more targeted and effective response to the need for social and sex education in the adolescent population in regular education. In the lecture, we shall clarify the principles borrowed from the modes of special education in favor of regular education students and illustrate psychosocial educational interventions. ■

5. "Education for Educators" – A Model for Training Education and Therapy Professionals for Work with Adolescents on the Topic of Relationships and Sexuality (H)

Racheli Stein, Michal Shpirer

"Shalom" Experimental State Religious School, Israel

The primary educational challenge in our period is to prepare ourselves and our children for a happy life in the global world in which we live. To succeed, we must begin with a process of essential change, both in the general educational approach and in the shaping of the figure of the educator. The main agents of the process are the educational teams that work in the field and experience an emotional and cognitive process that aims to instill in them an approach and an ability to support and help their students become happy individuals who contribute to the society in which they live.

The "Shalom" Experimental State Religious School created a field academy, developed models and teaching materials, and in parallel developed a model for training educators and therapists for work with special-needs adolescents. Various teams come to learn in the school and a school team goes to the academy to teach educators and therapists. The nurturing of educators to become "teachers of teachers" is not obvious. It empowers the educator, and develops the educator personally and professionally. This development influences optimal teaching for years.

The "Shalom" Experimental State Religious School is in its eighth year of operation as a dissemination center. We seek to present the uniqueness of experimental schools and the model for training educators and therapists for work with special-needs adolescents on the topic of relationships and sexuality. ■

6. "People with Special Needs Also Want": About Couple Relationships, Sexuality, and What Distinguishes Them (H)

Ran Neuman

Tel-Hai College, Israel

One of the key aspects that characterize our lives as adults is the opportunity to experience couple relationships. In this respect, people with special needs are not different. They express curiosity, interest, and longing to take part in such relationships. It is therefore surprising to discover not only that adults with special needs have very few opportunities to experience couple relationships, but that references to this topic in the literature and research are few and far between. The lecture describes a study that is first of its kind in that it examines the issue of couple relationships as experienced and perceived by adults with intellectual disability (mental retardation) living as couples. In order to give a voice to those whose voices have not yet been heard, the study was based on the phenomenological qualitative approach. A preliminary exploratory study was conducted followed by 40 semi-structured interviews with 40 participants (20 couples). Findings were based on a content analysis of the fascinating and important information collected during the interviews.

The lecture is based on the findings of the study and therefore focuses on the point of view of people with intellectual disability living as couples. We will address the following questions: What are couple relationships? Are they perceived differently by people with special needs? How does the relationship affect the lives of people with intellectual disability? What are the conditions that enable people with intellectual disabilities to create and maintain couple relationships? In conclusion, we shall try to understand how to help people with intellectual disabilities receive support in response to the need they express to share their lives with a spouse. We hope that the recommendations of the study will be relevant for intervention in adulthood as well as for preparation in earlier life stages (school age). ■

Art, Music, and Design in an Educational Context

1. Displaying Art in a Non-Dedicated Space (H)

Michal Golan, Israel Rabinovitch, Raya Agam

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

The preoccupation with the topic of art in the public space is increasing both in practice and in research. It relates not only to various aspects and spaces, but also to a range of issues: the right of the public to experience art from up close, the choice, the decision regarding its nature, ownership, placement, benefits, cost, and so on (Tusa, 2008; Horovitz, 2010; Markle, 2012, and others).

This proposal advocates a process of displaying art in a non-dedicated public space for the purpose of bringing the teacher educators in the field of art teaching closer to the world of education, creating a peer dialog revolving around works of art, exposing educators to works of art, and demonstrating how it is possible to shape an environment that "speaks" art in a dedicated public space.

The MOFET Institute boasts a variety of peer dialogs representing all the subject matter. For various reasons, the group of teacher educators in the field of art education has distanced itself from this dialog. Art students and lecturers were invited to exhibit their works in the institute's corridors so as to promote the objectives mentioned above.

The presentation will deal with the difficulties and benefits experienced by the various partners in the process. It will be based on findings from semi-structured interviews with the curators, art students who have exhibited in the building, and occupants of the Institute. The data were analyzed by content analysis. Findings show great satisfaction on the one hand and a sense of compulsion and exclusion on the other hand. The conflicting attitudes pose a complex challenge for the implementers of the process. ■ 471

2. The Power of Art – Art Students Teach Detainees (H)

Tali Gil, Mira Karnieli

Oranim Academic College of Education, Israel

Oranim College's Art Institute has been implementing a unique project within the "Art in the Community" course, in collaboration with a detention center. Students and lecturer have been visiting the detention center once a week to teach the detainees art.

Art teaching by students in a detention facility is challenging, and addresses issues such as: How does one introduce people who have never worked with color, lines, or materials, to artistic activities? Why should they cooperate with, or be interested in, such "unimportant" or "childish" activities? How can one bolster students' confidence in the power of art in the complex reality of a detention center?

This study, which focuses on the interaction between the students' teaching and learning and that of the detainees, investigates the power of art as a tool of expression and empowerment. It utilizes observations, students' diaries, documents, and personal interviews with students, detainees, and staff, to expand the knowledge of art-teaching methods in complex surroundings.

We focused on issues of preparing students for the job, and on a detailed work-plan, taking into account the detainees' characteristics and the constraints of the surroundings.

The project is based on the concept that art can afford an inner space for both teachers and students. It constitutes a highly expressive non-verbal communication channel. The much-encouraged "talking about work" revealed stories and emotions that would otherwise never emerge on a personal or group verbal level.

At the end of the process, both students and detainees proudly exhibited their products. ■

3. Israel's Songs as an Inspirational Educational Tool (E)

Aviva Stanislawski

Michlalah Jerusalem College, Israel

Efrata College of Education, Israel

The Hebrew University of Jerusalem, Israel

The song is a unique art form resulting from the fusion of words and music into a powerful combination, which awakens in listeners sensual impressions and emotions as well as rational thinking and as such communicates its messages on multiple levels of experience.

Because they employ both verbal and musical media, Israel's songs have tremendous educational potential. As reflections of the period and *zeitgeist* from which they emerged, they invite listeners to experience the history of the country, to sense the feelings of its people, and to relate to messages intuitively as well as intellectually.

The objective of the lecture is to present a teaching approach currently applied in educational encounters with schoolchildren, student teachers, and experienced educators, whereby Hebrew songs are presented as the mirror of Israel's soul. Listeners become aware of how musical elements express the mood of the song and interpret the text, even beyond its literal meanings, and gain insights into the heart of the nation.

This presentation aims to raise the awareness of educators to appreciate the potential of Israel's songs as an inspiring and multifaceted approach for communicating values and messages about the State of Israel and its people. Moreover, an interesting dynamic will be explored as to how songs both *reflect* the realities from which they emerged, and *direct* us toward new realities; how songs influence people – consciously or sub-consciously – and impact Israeli society and culture. ■

4. Using Participatory Documentary Photography in the Language Classroom (E)

Rawia Hayik

The College of Sakhnin, Academic College for Teacher Education

In a reality teeming with cases of social injustices, I used to think, "That's not fair!" but did nothing to change reality. However, encounters with critical literacy theory (Friere, 1970; Luke & Freebody, 2000; Lewison et al., 2008) and an innovative research tool called Photovoice (Wang, Burris, & Xiang, 1996) led me onto the path of taking action in order to promote society. I became an active teacher who encourages her college students to develop powerful social identities and become social activists in their own communities. Photovoice provides a space for students to critique problematic issues pertinent to their lives and share their critique with a potentially influential audience from their community, in the hopes of effecting change. Equipped with cameras, students capture scenes of deficiencies they observe in their reality, write commentaries about each photo, and share their photos and "voices" (written accounts) with influential figures in their society (e.g., administrators, political representatives, and journalists). My students' "photovoices" (which will be shared with the conference audience) revealed that students elaborated on problematic issues in their communities and developed powerful voices when courageously speaking out against social injustices. Nowadays, as Israeli society (as well as other societies around the world) grapples with issues of social justice, the use of such a tool is effective in encouraging our college students to become agents of social change. ■

5. Promoting Thinking about the Relationship between the Design of Media Materials and Learning (E)

Devorah Preiss

Efrata College of Education, Israel

Contemporary culture, to a large degree driven by Web 2.0, offers educators as well as students an abundant array of tools with which to design and create sophisticated learning materials. Witness the ubiquity of PowerPoint presentations and notice how many presenters treat a multimedia slide as if it were a blackboard with an occasional picture on the side. Within many schools of education, the issues of semiotics and the nuances of how design may inform are not part of a curriculum, so teachers do not learn how to harness the rich potential of graphic style and elements. This project, based on the "Visible Thinking" (Project Zero, Harvard) model, presents a case study of students who participated in an online course in Educational Technology and how their thinking about design developed as a result of meta-cognition, reflection, and feedback. The course was designed to promote and stimulate the connections that students created between their choices of elements used in educational media and their impact on learning. The data sources used for the qualitative analysis are written reflections after each assignment, assessment portfolios, and a cumulative project that included producing a movie and a written final reflection. In addition, there are four semi-structured interviews that inquired as to what choices were made in the creation of the movies. The conclusion of the study includes how visible thinking may contribute to the development of an awareness of the importance and instructional potential of the application of semiotics and design. ■

Children's Perspectives on a Good Kindergarten Environment

1. Kindergarten Children's Understanding of Fairness (E)

Orit Hod-Shemer, Hana Zimmerman, Cheruta Wertheim

Beit Berl College, Israel

This study deals with perceptions of fairness by kindergarten children. Fairness in this case relates to the way children understand and explain social situations, the empathy they feel toward others, and the solutions they suggest for these situations. Eighty-five Jewish and Arab five-year-olds, half of them boys and half girls, were asked to relate to five social dilemmas: listening to others, rules in the kindergarten classroom, taking the "other" into consideration, sharing, and accepting the other. Their answers were coded and each child received a grade on a scale of 1-6. Each grade combined three main parameters: understanding the situation, empathy for the "other", and finding a fair solution to the situation: the higher the grade, the fairer the solution. Results show that the children's age is a crucial parameter: the older the child, the fairer his/her solutions, the better his/her explanations of the situation, and the greater his/her empathy. These results are similar to those obtained in studies on moral justice. Moreover, we found that when children deal with situations that relate to them, they suggest fairer solutions, but they cannot necessarily explain them better. They can better explain situations relating to another child or to an adult, but their solutions are not necessarily fair. Words commonly used are basic: "wait patiently", "help", "listen", and "take turns". Exposing children to social situations of fairness and discussing them might help develop better social understanding, the ability to relate to the point of view of others, finding fair solutions, and expanding fairness-related vocabulary. ■

2. Children's Perspectives on Relationships in the Kindergarten (H)

Yael Dayan^{1,2}, Esther Vardi-Rath³, Ora Aviezer⁴, Margalit Ziv⁵

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⁵*Al-Qasemi Academic College of Education, Israel*

The presentation focuses on children's perspectives on their relationships in the kindergarten. It stems from a growing understanding in education that children's perspectives regarding their experiences in the kindergarten need to be respected and considered by researchers and teachers. Data was collected from children's conversations with an adult researcher about videotaped episodes in which they participated. A group of kindergarten children were first observed in their natural setting and then their explanations and interpretation of the observed interaction were coded and transcribed verbatim. The conversations were analyzed from different conceptual perspectives: socio-emotional development, understanding of theory of mind, and discourse analysis. The results reveal children's understanding of the critical elements of relationships between peers in general and of friendship as a special kind of relationship in particular. When referring to these topics, children distinguished between behaviors and mental process, and manifested communicative competence regarding differences in requirements of conversation with different partners in varied conversational contexts. They regarded friendship as central to their well-being in kindergarten and as a dynamic relationship that can shift from playing together to conflicts, and vice versa. The findings suggest that in order to obtain a representative and comprehensive view of children's perspectives on their own experiences, it is beneficial to use an integrative approach to data analysis that incorporates a variety of conceptual frameworks. ■

3. Young Children's Perception of the Concept of Noise (H)

Gila Russo-Zimet

Levinsky College of Education, Israel

In early childhood, it is already possible to discern a difference in the manner in which children relate to noise. On the one hand, there are children who do not react to noise, and on the other, there are children who are highly sensitive to noise. The present research seeks to disclose young children's perception of the concept of noise. Sixty 5-year-old children participated. Three tools were used in order to encourage discourse whereby the children's understanding of the concept of noise would be demonstrated: metaphorical collage, selecting a body part that represents noise, and sentence completion of an image of noise. A content analysis of the discourse was performed, and findings revealed a strikingly profound understanding of the concept of noise in early childhood. Individually, none of the children related to the overall complexity of the concept or to its numerous aspects. Together, however, they demonstrated a profound understanding of the concept. The children related to three aspects in their perception of noise: (1) external sources of noise (vehicles, machines); (2) causes of noise – they stressed human activity as a cause of noise (playing an instrument, stamping, banging, walking); (3) properties of noise – they indicated volume (high, low), and movement as properties of noise. Additionally, noise was perceived as a negative phenomenon with which they generally coped by ignoring it.

The research contributes to the understanding of the experience of noise in children's lives and should be considered in planning early childhood environments. ■

4. Children's Perspectives on a Good Kindergarten Environment (H)

Margalit Ziv

Al-Qasemi Academic College of Education, Israel

Session description

Children's perspectives are recognized as a unique source of knowledge regarding cardinal early childhood educational issues. The three presentations in the session reflect a shared respect of young children's points of view and an understanding that taking into account children's views is important for educational practices and teacher education. Each study highlights a different aspect of children's encounters during their day in kindergarten. The first study examined children's understanding of fairness in social situations in a large sample of Jewish and Arab five-year-olds. The findings show that the understanding of fairness develops with age and that self-related situations generate fairer solutions. The second study examined young children's understanding of the concept of noise. This project used a multiple-case-study methodology with 60 young children and found a deep and complex understanding of the construct of noise. Furthermore, the results reveal that children perceive noise as aversive and deal with it by ignoring it. The third study employed video-recorded naturalistic observations and follow-up discussions with children in order to explore their understanding of relationships with peers. Data analysis made use of multiple theoretical and methodological perspectives – content and discourse analysis and theory-of-mind, and revealed the centrality of friendships and conflicts for children. The discussion will focus on the importance of expanding practitioners' and researchers' awareness of the importance of gaining children's perspectives on issues that are central to their kindergarten experience. ■

Continuing Professional Development on the Web

Continuing Professional Development on the Web (E)

Leo Selivan

British Council, Israel

Because of technology, Continuing Professional Development (CPD) for teachers is more important today than ever. First of all, new technology is available both in the classroom (e.g., IWB, laptops, tablet computers) and outside it. Thanks to technology, our students know more today and can access information at the click of a mouse. Another major reason is faster spread of ideas thanks to the social media, blogging and e-publishing. Finally, when it comes to language teaching, new language descriptions have become available in the last 20 years thanks to computer-assisted language analysis. In order to keep abreast of these new developments, regular CPD activities for teachers are essential.

Recognising the role of digital technology and communication possibilities it has afforded, this session examines how online teacher development has emerged as a viable and, possibly, even more effective alternative to face-to-face training (Peachey 2012). We will look at specific examples of CPD activities teachers can do online, such as blogging, webinars, online conferences, content curation and connecting with other teachers from around the world using social media.

As a more practical example, I will show how the above ideas were introduced as a means of CPD for the team of British Council teachers and teacher trainers in Israel. Mapped onto the CPD framework developed by the British Council worldwide, these ideas can be applied to any school setting. ■

Evaluation the Implementation the National Initiative in Israeli Teacher Education

Evaluating the Implementation of the National Initiative in Israeli Teacher Education (H)

**Gila Nagar⁶, Olzan Goldstein¹, Orit Avidov-Ungar², Merav Asaf¹, Anat Oster³, Asmaa Ganaem⁴,
Alona Forkosh-Baruch⁵, Ruth Peled⁶, Yehuda Peled⁷, Orna Sternlicht⁸, Miri Shonfeld⁹**

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This symposium will present and discuss research findings concerning the implementation of the national initiative of transforming teacher education to meet 21st-century demands launched by the Israel Ministry of Education in 2011 (MoE, 2011). Previous stages of computerizing the teacher education system (beginning in 1993) included: (1) setting up of Information and Communication Technologies (ICT) infrastructure and training of the first cohorts of teacher educators; (2) disseminating the ICT integration process within the colleges of education; (3) supporting courseware development; (4) establishing policy and regulations to maintain the process, and finally (5) the slowing down caused by organizational changes in teacher education (Goldstein et al., 2011). The current initiative focuses on teachers as change agents by supporting and assisting them in developing innovative pedagogy that empowers learning and teaching processes (MoE, 2011). This collaborative study of nine researchers from eight colleges of education and a researcher from the Ministry of Education explores the goals, policy, and implementation modes of the new national initiative as well as its impact on ICT implementation by faculty members and pre-service teachers in teaching and learning.

Acknowledgements: This work is supported by a grant from the Department of Teacher Education and Professional Development in the Ministry of Education, and the Research Authority of The MOFET Institute. ■

Inclusion of Students with Special Needs in the Education Systems

1. School Experiences of Disabled Students in Mainstream Schools in Austria: Lessons for Teachers (E)

Tobias Buchner

University of Vienna, Austria

Quali-TYDES is an ESF-funded project aiming to investigate and explain how developments on different policy levels are impacting on the lives of young disabled people in Austria, Czech Republic, Ireland, and Spain. By combining biographical research with critical policy analysis, we aim to generate policy relevant knowledge that is grounded in the records of young disabled persons. The paper to be presented will focus on results from the Austrian sample, drawing on the experiences of disabled students in Austrian mainstream schools, with an emphasis on internalization processes relating to the concept of ableism. In my presentation, I will highlight relevant passages from the transcripts, dealing with memories on certain educational settings and specific interactions in the classroom (for example, the practice of 'SEN-hours' in segregated teaching rooms, addressing disabled students as 'students with special needs' by teachers, the accessibility of classrooms, bullying by other students). The role of the teachers

will be examined critically in these contexts. I will further analyze how disabled students 'react' to these experiences, namely by internalizing the ableist attitudes of the fellow actors of their learning environment, leading to problematic patterns of action such as overcompensation or trying to perform 'normal', refusing assistive devices/special aids. A biographical perspective on the cases shows that these patterns continued to play a significant role in further learning processes in post school life, such as university or vocational training. The paper will conclude with recommendations for teacher education in the field of inclusive education. ■

2. An Applied Teaching Model for an Individual, Small Group Lesson According to the "New Horizon" Program: Changing the Pedagogical Reality (E)

Jacob Thimor¹, Arie Mihalovitch²

¹*Technion – Israel Institute of Technology, Israel*

²*Ministry of Education, Israel*

One central element of the "New Horizon" reform is the individual lesson for small groups. To make the most of such a lesson, a teaching model that differs from the one employed in the standard classroom is required. In the Haifa District, we have developed a teaching model tailored to the individual, small group lesson, which relies on:

1. An "expert" and autonomous individual teacher;
2. A clinical diagnostic and correction mechanism;
3. Teaching and management of a guided, dialog-based lesson.

This model expands on the individual, small group teaching skills (Bloom, 1984) and has been successfully tried in five elementary schools within the Haifa District, mostly with math teachers. We also evaluated the feasibility of applying the model in science and language teaching.

Preliminary findings of our evaluation indicated that:

1. Transference ("seepage") occurs between individual teaching of a small group and teaching in a classroom forum;
2. 70% of the pupils participating in an individual, small group lesson constructed in accordance with this model improved their grades by 1 out of 10.
3. Principals and teachers alike are highly satisfied with the model in spite of the investment and perceptual change it requires of them.

Evaluation:

The preliminary evaluation encompassed principals, teachers and pupils as follows:

1. Principals were asked to complete a questionnaire containing five open questions;
2. Teachers were asked to complete an attitude questionnaire containing 40 statements that represented eight different parameters and aspects of the model;
3. The grades of individual class pupil participants were noted.

In summary, the individual, small group lesson may reshape the teaching process and possibly also change the pedagogical reality. ■

3. Attitudes toward Individuals with an Intellectual Disability (E)

Freddie Litton, Joseph Ben-Ur

University of Houston-Victoria, USA

While many factors contribute to successful inclusion experiences for the Intellectually Disabled, it is important to consider the attitudes of people who play key roles in the inclusion effort. Students and citizens with a disability benefit greatly from social acceptance of those around them. A positive attitude can encourage the development of helpful relationships between the non disabled and individuals with disabilities. An attitude is a predisposition based on prior experience, the feeling or belief of a person or society toward others, and can even be the manner of actions, feeling, or thinking that shows one's opinion or disposition. Research findings on attitudes toward those with Intellectual Disabilities are generally negative and unproductive, presenting yet another obstacle to full school and community integration. However, attitudes conducive to success in inclusion efforts do exist. Some of the major

ones demonstrated in the literature to be useful are: (1) a belief that all children can learn; (2) a belief in the right to education and enjoyment of life for all of its members; (3) readiness to cooperate with others (i.e., colleagues, parents, co-workers, etc.) for the benefit of all. The authors conducted a study to change attitudes of general education teachers from negative to positive, and found that it could be accomplished in one day. A number of attitude change strategies were employed; the key ones include simulation, lessons on famous, highly successful individuals with significant disabilities both past and present, books about disabilities, and education about acceptance of those who are different. In summary, attitudes people possess are important because they eventually may affect their behavior: if their attitudes are negative, it can be detrimental to those individuals affected. ■

4. Factors Affecting Senior Expert Teachers' versus Novices' Attitudes toward Help Seeking or Help Avoidance in Coping with Behavioral Problems (E)

Hagit Inbar-Furst

The David Yellin Academic College of Education, Israel

The need to cope with behavioral problems in schools is a major factor of teachers' burnout, stress, and dissatisfaction. Studies worldwide indicate that most lesson time is devoted to dealing with "soft" behavioral problems such as chatting and disturbing. There is extensive instructional literature and a broad range of training courses whose aim is to develop approaches and strategies for dealing with behavioral problems. Nevertheless, there is a discrepancy between the existing supply of tools and teachers' willingness or ability to utilize them.

Research Aim

The research aim was to identify deep motivational aspects that may explain the help-seeking attitudes of senior-expert teachers vs. novices when coping with behavioral problems.

Method

A multiple theory model was developed based on independent variables (seniority, achievement goals, implicit theories, self-efficacy) in concurrence with dependent variables (teachers' attitudes and reported frequency of requests for help).

392 participants' questionnaires were received from elementary-school teachers with differing years of experience. Participants' deviation: 8.7% novices (1-3 years), 18.4% senior experts (25 and up), 72.9% spread between novices and senior experts (4 to 24 years).

Results

Based on hierarchical regression analyses using forced steps, two help-seeking attitudes and two avoidance attitudes were identified in both groups, while the deep motivational aspects for those attitudes are diverse.

Conclusions and Implications

There are effective and ineffective attitudes toward help seeking or avoidance; not every type of help seeking is effective and not every type of avoidance is ineffective, and vice versa.

In order to act effectively, the help provider must identify the deep motivational aspects that are consistent with years of experience. ■

Internationalizing Teacher Education and Human Services

Internationalizing Teacher Education and Human Services: A Glocal Critical Overview (E)

David Schwarzer, Jaime (Haim) Grinberg, Katia Goldfarb, Susana Juniu
Montclair State University, USA

During the last decades, the globalization forces have made transitions of students and families across national boundaries a daily occurrence. While the make-up of our communities (mostly multilingual and transnational) has rapidly changed to include different ethnic minority, racial, and linguistic groups, the make-up of our educators and community educators has remained predominantly mainstream/majority (mostly monolingual or bilingual individuals in the mainstream/majority languages, and native-born).

The purposes of this presentation are to critically explore the global and local assumptions connected to our work as educators. The panel of specialists will critically address the following issues:

- (1) The theoretical underpinnings of transnational education in general and glocal epistemologies in particular;
- (2) The role of family and child studies within a transnational framework;
- (3) The role of the monolingual teacher teaching in the multilingual and transnational school;
- (4) The role of physical education and exercise science in a transnational population.

Practical and theoretical implications for educators, researchers, and community activists interested in promoting glocal understanding of schooling within a holistic view of the whole person and within the school and the larger community will be addressed. ■

Leaders and Leadership in the Educational Organization

1. Attitudes and Perceptions of Teachers in the Arab Education System in Israel Regarding the Principals' Role as Evaluators of Their Performance (H)

Jamal Abu-Hussain, Orsan Eyadat
Al-Qasemi Academic College of Education, Israel

This study aims to examine Arab teachers' attitudes and perceptions regarding the principals' role as evaluators of their performance, and to find out whether differences exist in teachers' attitudes toward their performance being evaluated by principals. Findings may contribute to existing research knowledge on teachers, who exert the most influence on student achievement.

Recently, the Ministry of Education led a process of decentralization by investing school principals with the authority to evaluate teachers' performance. In light of this new approach, the question arises about teachers' attitudes and perceptions toward the principals' role as evaluators of their performance. These perceptions and attitudes have an impact on the teachers' overall behaviors at school and the contribution of the evaluation process to improving their work.

Teachers answered a questionnaire examining the attitudes and perceptions of teachers regarding the principals' role as evaluators of their performance.

Data were collected from a random sample consisting of 200 teachers in the Arab education system.

The results show that most of the teachers who were evaluated by the principal had positive perceptions and attitudes, and perceived the principal's evaluation of their performance as contributing and improving rather than judgmental, aiming to help teachers improve their work while emphasizing the importance of the compensation effect. Conversely, the attitudes and perceptions of most teachers who were not evaluated were less positive, viewing evaluation as a means of control, compensation, and a demonstration of the principal's authority. ■

2. Arab Principals' and Novice Teachers' Conceptions of Trust (E)

Khalid Arar

The College of Sakhnin, Academic College for Teacher Education, Israel

Trust building between principals and novice teachers is crucial for the successful launching of the teacher's career, especially in the area of reform (Day et al., 2012). 'Trust' is by nature a loaded culture-dependent concept, influenced by different fundamental circles. The paper explores the gap in research knowledge concerning Arab principals' and novice teachers' perceptions of trust in novice teachers' career establishment. Additionally, the paper discusses whether 'trust', a fundamental concept in education, entails a transformation from interpersonal to general trust and from rational to ethical trust (Hartmann, 2004). This qualitative study employed in-depth interviews with 15 teachers and five principals enabling triangulation of different perceptions concerning 'trust' in novice teachers' career establishment. Tentative themes emerging from the coding process were later refined. Findings were categorized according to identified themes to form an 'indicatorization' of trust in school organizations, also suggesting the need to regulate Arab school culture. Analysis of the principals' and teachers' reflections on their work revealed their views on trust and their need to gain confidence, trust, and professional support from their school principal. Two contrasting cases illustrate heterogeneous forms of trust in teachers' career development. This particular research approach may be useful for more detailed comparative studies in the Israeli system. ■

3. Managing Boundaries in School Management Teams and School Effectiveness: Investigating the Role of School Leaders (H)

Pascale Benoiel, Anit Somech

University of Haifa, Israel

The present study investigates the changing role of principals in managing their senior management team (SMT) boundaries. We proposed that to improve effectiveness, principals' activities should refer both to internal activities focused on SMT internal processes and to external activities focused on SMT external environment management. This is a wider perspective that emphasizes, since the wave of school reform decentralization, one of the central challenges for principals known as "boundary spanning", that is, managing the SMT boundaries and the school boundaries, and maintaining inter-organizational relationships so as to attain legitimacy for their actions as well as the resources essential for their survival and efficacy. Specifically, using the Functional Leadership approach, we examined how principals' internal and external activities mediate the relationship of leaders' personal factors (from the Big Five typology), SMT factors (functional heterogeneity and goal interdependence), and organizational factor (goal interdependence) to SMT effectiveness (in-role performance and innovation) and school effectiveness (academic emphasis, school violence and teachers' absenteeism).

The results of a Structural Equation Model from a sample of 92 schools in Israel indicated that the principal's internal activities fully mediate the relationship of individual, team, and organizational factors to SMT effectiveness, whereas the principal's external activities fully mediate the relationships between individual, team, and organizational factors and school effectiveness.

By concluding that maintaining a good balance between both internal and external activities remains fundamental to overall effectiveness, this study may provide principals with boundary management techniques and practices, helping them to establish priorities and allocate their time effectively both within and outside of the SMT boundary. ■

4. The Differences between Novice and Expert Kindergarten Teacher's Leadership Style: Transformational Leadership, Transactional Leadership, and Laissez-Faire Leadership (H)

Ilanit Aviyam, Miriam Mevorach

Levinsky College of Education, Israel

The research objectives are to expose the leadership style of novice and experienced kindergarten teachers, and to compare the two leadership styles. In the last three decades, we have been witnessing an increase in the empirical examination of the educational leadership phenomenon. These studies are based primarily on the school principal's and teacher's leadership literature (Muijs, Aubrey, Magician, & Briggs, 2004), since there is a fair amount of research literature evidence referring to kindergarten teacher's leadership (Rodd, 2006). This situation raises questions, particularly given the fact that kindergarten teachers are required to practice both pedagogical and management aspects of their work at a very early stage of their professional career. This study attempts to shed light on the kindergarten teacher's leadership aspect, and to add to the empirical knowledge that is incremental in this field, by examining the connection between the kindergarten teacher leadership styles – Transformational, Transactional, and Laissez-Faire leadership – and her years of experience in kindergarten management. The research employs mixed methods, which integrates quantitative and qualitative research. The quantitative findings indicate a significant difference between the two groups regarding the frequency of use in each of the investigated leadership styles, demonstrating that novice kindergarten teachers use Laissez-Faire leadership more than experienced kindergarten teachers, and experienced kindergarten teachers use Transactional and Transformational leadership more than novice kindergarten teachers. The qualitative findings support the quantitative findings, provide explanations, and expand the meaning of the quantitative findings. The research carries theoretical contribution and practical implications. ■

Leaders, Leadership, and Evaluation in Educational Organizations

1. Professional, Personal, and Organizational Development of Educational Staff through Evaluation Training (E)

Neveen Eid^{1,2}, Haya Amzaleg-Bahr^{1,3}

¹*Karev Educational Program, Israel*

²*Municipality of Haifa, Israel*

³*Digma Applied Evaluation, Israel*

Our presentation focuses on an innovative model of "Evaluation for Organizational Development" formulated by 'Mida Tova'. The model aims to enhance professional evaluation abilities among educators and foster a culture of evaluation within educational institutions. The uniqueness of this model stems from the linkage between educators' personal and professional development and the organizational development of the school. Such linkage is achieved by using methods of on-the-job school-based training in conjunction with organizational development methods. This enables parallel processes of educator growth, capacity building at the organizational level, and optimal coping with organizational change. We shall locate the model's underlying premises and key operational principles within the field of other methods of evaluation training for educators

We shall present findings of internal and external (academic) evaluation processes of this model. The findings indicate that by following the training process based on this model, educators are empowered in various ways: (1) The model strengthens educators' conception of evaluation as an integral part of their profession; (2) Educators also develop a broader perspective on their organization as well as on education and teaching; (3) Their role within the organization becomes more meaningful. Other findings suggest that the model is relevant to diverse institutions: Jewish and Arab, religious and secular, regular and special education schools. Findings suggest that the model exerts a positive influence on schools' approach to evaluation and reinforces their characteristics as a learning organization. ■

2. School Evaluation Coordinators as Middle Leaders: Role Perception and Implementation Processes (E)

Hanna Kurland, Rachel Halgoa

Oranim Academic College of Education, Israel

This pilot study aimed to examine evaluation coordinators' perceptions of their role as middle leaders and of the job's assimilation. In-depth interviews were conducted with 14 elementary-school evaluation coordinators from the Jewish sector. They had all been in the role for at least two years.

Findings show that evaluation coordinators perceive their role as central and system-wide, its goal being to develop a school culture of evaluation. They see it as empowering, providing them with the authority of middle leaders in the service of school improvement. They view it as complex, with many partners and domains; it requires professional qualifications and certain personal characteristics in order to ensure success.

In contrast to their perception of the role as central and important, 12 of the coordinators reported a lack of sufficient personal support on the part of the principal to assist them in their role; the lack of a clear role definition; the lack of a clear work plan; a lack of time and a clear formal mechanism for fulfilling the role. They also found the role emotionally demanding.

This finding demonstrates the principals' lack of awareness of their role in developing a school evaluation coordinator, helping him/her enter the role and develop a school culture of teaching, learning, and assessment as an integral part of the school routine and mechanism.

Nevertheless, despite the ambiguity they experienced when assuming the role, they can now identify the beginnings of a change pointing at the development of a school internal evaluation culture. ■

3. Social, Ethnic Minority & Gender Mathematics & Science Test Score Achievements: A Macro Analysis of the TIMSS Results (E)

Galit Ashkenazi-Golan¹, Michael Hopp²

¹Kibbutzim College of Education, Technology and the Arts, Israel

²Tel Aviv University, Israel

While mean overall TIMSS scores are useful as educational indicators of knowledge levels and trends, they are less frequently used in the broader analysis of social and economic disparity, and their usefulness as dependent and independent variables in macro meta analysis is largely overlooked.

This study suggests and demonstrates such usefulness by means of a large-scale macro level analysis of test scores in conjunction with a host of independent social, economic, and technological indicators such macro & micro economic indices; general educational and mass media data; demographic, health, labor and trade measurements; and regulatory, judicial and governmental indices.

The demonstrated analysis is based on an extensive, very large database combining data from the World Economic Forum (WEF); the World Bank; International Labor Organization (ILO); International Trade Centre (ITC); and UN and OECD sources. The test scores are imported from the international TIMSS database and serve as the focus of the analysis. A series of countries is selected for reference to demonstrate the usefulness of international macro indices as explanatory predictors of national educational achievements; and conversely the importance of the scores as corresponding input variables in the analysis of country differences and rankings. ■

4. The Role of the School Principal in Developing a Sustainable Culture of Learning Organization (E)

Revital Heimann, Tamar Zohar-Harel

The David Yellin Academic College of Education, Israel

Many studies have pointed out the centrality of the school principal in leading the school's culture and growth and supporting its sustainability (Fisher and Heimann, 2008; Cradno, 2005; Fullan, 2005, 2007; Sergiovanni, 1984). It is therefore very important to examine the possible mechanisms of this process. This study focuses on the transition of the school principal's role from participating in the change process to sustaining it.

The two researchers led a three-year intervention in an elementary school whereby the school was transformed from teaching to learning organization, characterized by supportive learning teams, and sharing responsibilities and a systematic process of problem solving. That change was reflected in an improvement in the "Meitzav" test results. Our concern, however, was that post-intervention, as happened frequently, the effects of the change would disappear. Two years of follow-up showed us that the learning community culture that was established in the school during the intervention continues to grow, despite – or owing to – the fact that the school staff almost doubled. Based on interviews with 14 teachers and the principal and the examination of school work plans and regulations, we can highlight the concurrent complex role of the principal as leader and facilitator. Analysis of the principle's actions, interactions, and discourse demonstrates that complexity in the facilitation of the production of shared knowledge and values, and in the development of a mechanism that preserves learning in the organization alongside setting standards for achievements. In our talk, we shall demonstrate the actions of the principals indicating that complexity. ■

5. Schools as Learning Organizations: Development of a Culture of Feedback, Self-Reflection, and Self-Assessment. (E)

Tamar Zohar Harel¹, Revital Heimann²

¹*Educational Psychology Service, Jerusalem Municipality, Israel*

²*The David Yellin Academic College of Education, Israel*

Excellence in learning as evidenced by measured outcomes is already required in preschool and extends through secondary school and throughout life. It can be considered a life skill in and of itself. This reality requires evidence-based teaching practices that respond to the demand for excellence. One school organization may advocate performance improvement, while another school organization may incorporate this goal in the redefinition of the school organization as a learning organization where teaching practices are constantly improved through self-study and professional and peer-group learning. The purpose of this paper is to present a multi-stage process and outcomes of a paradigm shift in teachers' attitudes toward teaching practices. The objective is to describe the transformation process from teaching practices to ongoing teaching through learning and self-examination based on various types of feedback that became a defining characteristic of the school organization culture. Quantitative and qualitative data from a three-year participatory action research consultation process and two years' follow-up of a regional elementary school will be presented. The focus of the presentation will be on tracing the process of attitude change toward feedback regarding teaching performance and a shift to self-reflection and self-evaluation as a standard practice of choice. This became integral to the school culture on all organization levels ranging from school disciplinary and multidisciplinary teams to classroom management and self-management among classroom students. The findings are discussed in terms of the importance of incorporating these behavior repertoires as part of standard teacher training core curriculum. ■

Learning and Teaching

1. Novice English Teachers' Experiences in Israeli Schools: Are Native English Speakers at an Advantage? (E)

Elizabeth Karvonen

The David Yellin Academic College of Education, Israel

Despite a popular assumption that native English speakers make superior English teachers, recent research into the experiences of novice English teachers in Israel showed that, at least in the initial stages of a teacher's career, this may not be the case.

Thirty-one novice teachers, all graduates of the same college program for retraining academics, were followed in their first year of teaching and data regarding their experiences recorded and analyzed. In a survey rating how they felt they coped in twelve different spheres, such as planning, discipline, assessment or dealing with parents, the native English-speaking teachers coped less well than their non-native speaking counterparts in all spheres. In-depth interviews and small-group discussions with the novices corroborated these findings.

A major problem appeared to be a lack of 'English Knowledge for Teachers' since, while fluent in the language, the native speakers had no experience learning English as a foreign language themselves, and therefore lacked formal knowledge of grammar and techniques for teaching the language in a classroom situation. This lack was compounded during their training program, since they were usually exempt from English proficiency courses and so observed less modeling from experienced teachers. In addition, many native speakers were not fluent in Hebrew (the students' first language) and unfamiliar with the local culture, which also made it harder for them to cope. This report will discuss the topic in more depth and suggest ways to adapt the training program, to help develop native speakers' potential advantage into a positive asset. ■

2. Islets, Islands, Peninsulas...Continent? Overcoming the "Buffering Effect" of Innovation Assimilation via Multifaceted Peer-to-Peer Support Model (H)

Merav Asaf, Ibrahim Elbadour, Marcel Frailich, Fatheyah Nosirat, Anat Shayovits, Lior Solomovich
Kaye Academic College of Education, Beer-Sheva, Israel

The 21st Century National Program aims to promote the use of educational technology and learner-based pedagogies. In schools, such programs are usually implemented as a comprehensive "top-down" process that often leads to superficial changes. Other organizations encourage "bottom-up" processes by promoting "islands of innovations", but these do not change the culture due to a "buffering effect" (Avidov-Ungar & Eshet-Alkalai, 2011). Thus, there is an optimal balance between such forces – management can change an organizational agenda but may generate resistance and a tendency to withdraw from the behavior; while strong autonomy promotes initiatives but does not necessarily lead to organizational changes (Gebert, Boerner, & Lanwehr, 2003). In higher education institutions, autonomy and academic freedom are keystones of the culture, thus making organizational change challenging.

In the implementation of the National Program in our college, we try to overcome resistance and the buffering effect by simultaneously working with various groups in a peer-to-peer voluntary stance: mentoring lecturers, heads of units, interveners, and students; conducting workshops; promoting change as peers within a unit; and introducing innovative practices to management. The objective of this multifaceted model is to promote innovation with individuals and "islands" and branding innovation as a practice promoted by management.

In order to assess this process, the following data are collected: (1) MOODLE reports, (2) the National Program assessment questionnaires; and (3) interviews about engagement in innovation in personal practices, with peers and in the field practice of students.

In this session the model and its assessment will be introduced. ■

3. "Learning by Teaching": Students Teach Students Project at Degania Elementary School (H)

Sigal Ben Aameam, Magi Asyag¹, Yona Ben-Amran²

¹*Sisma le'kol Talmid, Israel*

²*Deganya School, Israel*

In this project, students from the 4th to 6th grades become teachers and teach lessons in science, social education and "Digital Citizenship" to students from the other grades.

The Ailsa Arbeli Degania School in Tirat Hacarmel has emblazoned on its banner the promotion of a pedagogic innovation whereby the school has become a computerized organization and has developed students with computer literacy.

Degania is one of the first schools to be connected to the "Password for Every Student" project, whose aim is to computerize the educational system in the peripheral towns and transform the use of information technology into part of the students' and teachers' integral lifestyle so as to create a computerized educational community.

Degania was selected by the Ministry of Education and the Science and Technology Authority to serve as a school that demonstrates "Adaptation of the Educational System to the 21st Century."

On this basis, the school's leading team developed a "Students Teach Students" program called "t.a.m.i.d." This is a systemic process that occurs several times during the year, in which the teachers supervise the student teachers in aspects of material and pedagogical content, and together they prepare appropriate learning material.

In our lecture, we shall talk about the theoretical background of "Learning by Teaching." We shall present the main project implemented at the school and its uniqueness as an educational breakthrough. We shall share our deliberations and insights regarding the leading team and the teachers and integrate examples of our program and its products. ■

4. The Influence of the Indirect Encounter with the Other Side on Pre-service Teachers' Attitudes toward the Other Side: The Case of Al-Qasemi Academic College (E)

Bahaa Zoubi

Al-Qasemi Academic College of Education, Israel

Al-Qasemi Academic College of Education's credo is to foster civilian discourse among different communities in the Arab Israeli community and cope with controversial issues. We teach a peace education course in the program for excellent pre-service teachers based on different strategies of indirect intergroup contact with the other side. The basic assumption of the indirect inter-group contact theory is to change perceptions and attitudes toward the other side, without necessarily meeting them (Wright et al., 1997).

The present study examined the influence of participation in a peace education course on the perceptions and attitudes toward Jews in Israel among pre-service Arab teachers in Alqasemi Academic College. We used mixed methods: quantitative data were collected by pre- and post-perceptions and attitude quaternaries in the first and final encounters; and qualitative data were collected in the final encounter via an e-portfolio that described the process. The quantitative results clearly indicate the positive changes in perceptions and attitudes among the participants during the course, and the qualitative results indicate the importance of the indirect inter-group contact strategies employed in the course. These results indicate that changing perceptions and attitudes toward the other side do not require direct inter-group contact, particularly when there is no opportunity for it. Furthermore, indirect encounters in peace education course can constitute positive preparation for future direct inter-group contact among pre-service teachers during their teacher training or in their future work. ■

5. The PDS Program for the Bedouin Population in the Negev: An Evaluation Case Study (E)

Judith Zamir, Salim Abu G'aber

Kaye Academic College of Education, Beer-Sheva, Israel

This paper presents the changes that occurred in a new training model for teachers in the Bedouin population as a result of joint work with the evaluation unit from the outset of the program.

The Elementary School training program for Bedouin teachers at Kaye College has undergone significant changes focusing on student teachers' needs. The Bedouin population in the Negev still suffers from diverse difficulties associated with the preparation of new teachers. One of these difficulties lies in the need for transportation in the morning in order to reach the school where they are conducting their practicum on time. Another difficulty is the fact that some families still do not agree to permit female students to move from one Bedouin village to another. Under the leadership of Dr. Salim Abu G'aber, the Kaye College team designed a pioneer model of four Partner Developmental Schools (PDS) on the basis of known models (see Goodlad, 1987, Earle et al., 2001) focusing on geographic/social/cultural needs. These adjustments were followed up by the Evaluation Unit in the College, thereby illuminating intended and unintended outcomes at each phase. We will present: (1) the way in which the program was monitored by the evaluation team; (2) the changes effected in the program every year in response to field needs and to the evaluation recommendations. ■

Novice and Experienced Teachers in the Education System

1. The Discrepancy between the Role Expectations of Beginning Teachers and the Reality in the School (H)

Eti Gilad, Aviva Alkalay

Achva Academic College, Israel

Beginning teachers encounter numerous difficulties when first joining the education system (Gilad & Alkalay, 2011). Various support programs are implemented in order to assist beginning teachers to assimilate effectively into the education system. However, studies show that the beginning teachers are frustrated, and many of them (30%-50%) drop out of the system within the first five years of teaching (MOE 2012).

The purpose of the study was to examine the discrepancy between the beginning teachers' job expectations and the reality of the school environment in order to prevent them from leaving the education system.

The study was based on the qualitative-interpretative approach of the case study type. The research population consisted of 124 beginning teachers who participated in seven workshops held at the Israeli Academic College. A focus group was used as a research tool; there were 16 focus groups. The data underwent content analysis (Rubin, Gilad, & Millet, 2007). The analysis was performed on individual, group, and general levels.

The findings show discrepancies between the new teachers' job expectations and the actual reality in the school. It was found that beginning teachers are willing to share their skills in order to improve study performance. They are open-minded as regards leading pedagogic initiatives, and willing to work overtime, enter extensive learning programs, and become acquainted with the school culture.

The recommendation of the study is to develop a support program based on the potential, needs, future professional development plan, and promotion incentives before entering the education system or during the first months of work. ■

2. "The Bright Side of the Moon": What Makes Novice Teachers' Experiences Positive? (H)

Vered Rafaely^{1,2}, Varda Zimmerman^{1,3}

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³*Givat Washington College of Education, Israel*

The teacher induction period is typically characterized by many difficulties, stressors, and anxieties on the part of novice teachers. Their challenging experiences are seen as one of the main reasons for the high dropout levels among new teachers (Ingersoll, 2001). Whereas research has typically focused on the difficulties experienced by beginning teachers, our research focuses on their positive teaching experiences, in particular, teaching experiences characterized by a sense of "flow" (Csikszentmihalyi, 1990). The concept of "flow" refers to a mental state in which the individual is totally absorbed in a challenging yet manageable, interesting, and enjoyable activity that produces peak levels of performance. These experiences are especially significant for novice teachers since they create internal rewards that can potentially provide a buffer against experiences of despair and disappointment, commonly reported by novices. By focusing on the bright side of these experiences, we can identify the conditions facilitating optimal teaching experiences for new teachers.

Two studies are reported. The qualitative study explored the conditions enabling novices to experience flow in teaching. Forty novices reflected upon their optimal teaching experiences. Content analyses identified features of teachers' instruction and features of students' responses that stimulate flow teaching experiences. Features of teachers' instruction include using experiential learning methods, making material relevant to students, engaging in informal teacher-student dialogue, responding flexibly to ongoing class events, and feeling knowledgeable about the topic taught. Features of students' responses included demonstrating interest, curiosity, and engagement.

The quantitative study examined the relation between motivational dispositions and teaching experience quality. Fifty novice teachers completed a questionnaire measuring motivation for becoming a teacher, flow, and positive and negative emotions in teaching. Both flow and positive emotions were greater for novices with high-vs.-low internal motivation for teaching. The findings' implications for novices' induction will be discussed. ■

3. The Difficulties and Coping of Novice Teachers in Their First Year of Teaching: A Self Action Research Study (H)

Henry Tam, Tehila Buvilski

Qatzrin Ohalo College - Academic College of Education, Science and Sport, Israel

In Israel, induction into teaching is defined as a three-year process: the internship year and the two consecutive years. This research addressed the first year of teaching, which has a crucial impact on a teacher's professional life. Thus, a structured path of accompanying and evaluation may facilitate a confident entry into the education system, preventing quality teachers from dropping out, and enhancing their professional development (New Horizon, 2009; Zilberstrum, 2012). Our research, a self action research study, was conducted during the first teaching year of novice teachers, and was based on examining their work environment using research evidence. This process is considered to transform a novice teacher into an investigative reflective teacher (Azar, 2010). Eventually, change of perception of teaching will occur and new knowledge will be created. So far, 58 works of novice teachers in their first year of teaching have been collected, relating to various parameters in their teaching. Categories were extracted from them, relying on grounded theory principles (Strauss & Corbin, 1990). Findings reveal difficulties – primarily severe discipline problems, with representations of violent behavior. The teachers reported inadequate communication among the staff, over-populated classes of diverse levels, intolerance of diversity, lack of teaching equipment, lack of parental involvement, and disrespect toward them as novices. They further reported a gap between the tools provided during their training and what they needed in practice, particularly for dealing with discipline problems, evaluation, and grading. At the same time, the teachers viewed their first teaching year as the beginning of self-learning, which examines their capabilities and empowers their ability to influence teaching. Reflective writing helped them develop insights regarding their educational role, cope with their apprehensions and difficulties, and acknowledge the constructive experiences as their self-realization within teaching. ■

4. The Influence of the ICT Program on the Pedagogical Implementation of Teachers (H)

Noga Magen-Nagar, Avrum Rotem, Tamar Shamir Inbal, Roni Dayan
Ministry of Education, Israel

The National ICT Program, "Adapting the Education System to the 21st Century", is based on innovative technology, supported by a computer-based learning environment, which changes the role of the teacher in relation to the perception of his profession, his way of teaching, his students, and the school. The purpose of this study was to examine three aspects whereby the program influences the pedagogical implementation of teachers: (1) the influence of the ICT program on the teachers' work in a computer-based learning environment; (2) the main web tools and services the teacher uses for teaching-learning; (3) the changes that occurred as a result of introducing the program into the school.

The research employed a combination of both quantitative and qualitative methodology. About 1,300 teachers teaching in schools involved in the program during 2010-2011 participated in the research. The research tool used was a semi-closed questionnaire especially constructed for this study. The findings show that there are significant differences, in all three aspects of the research, between teachers in the first year of the program's implementation and the teachers who had experienced two years of the program. Using this test, one can estimate the amount of change in the attitudes and in the actual performance of teachers as a direct result of the implementation of the program in their school. Thus, one can indicate the lessons learned and the strengths as well as the activities that need to be improved during the third year of the implementation of the program and onward. ■

5. A Model for Lesson Observation and Enhancement of Teacher Education Methods (H)

Neomi Liberman
Michlalah Jerusalem College, Israel

This model utilizes lesson observation to enable students to translate the conceptual-pedagogical world they study during teacher education into practical terms and to enhance reflective abilities. It includes four stages: student guidance; observations focused on subsequent self-reflective recording; analysis and reformulation of students' observation reports into a final product that includes a categorized list of didactic principles; group discussion based on this final product. The study was qualitative-constructivist and examined the contribution of this model to teacher education. The sample: Thirty teacher education students were tested; eight used the model. Research tools: observation reports, a collective interview, and a semi-structured questionnaire, all of which underwent content analysis. Essential findings: The students attributed great importance to the observations and the recording of them. Contribution of the model to teacher education: the final product provides the pedagogical supervisor with alternate tools for diagnosis and evaluation, for identifying points to be emphasized in training students, and for creating a bibliographical foundation for the course. The self-reflective recording of observations enhanced motivation to perform the observations; students experienced the observation as a meaningful way to learn teaching methods. The final product served as the basis for group discussion and provided the students with principles they perceived as a meaningful contribution to their teaching in practice and in lesson planning. They saw the model as a didactic tool enabling efficient use of observations; the conceptualization and generalization of the final product helped them remember the principles. ■

Role Perceptions of Education Faculty Members

1. The Distance between a Hobby and a Profession: The Development of Instructors' Role Perception (E)

Michal Zaltsman

Babes-Bolyai University, Romania

Research title: "Pedagogical Program Developing Aerobic Dance and Body Shaping: Instructor's Role Perception". The research examines the development of instructors' role perception.

Teachers and instructors affiliated with physical activity are eager to expand their professional training by becoming certified aerobic dance instructors. The researcher is a Ph.D. student coordinating and instructing such programs on behalf of the Wingate Institute. The research accompanies program participants and investigates the process they undergo during one academic year.

Research goals: (1) Developing a model of the proper development of role perception; (2) Investigating situations in which role perception develops; (3) Assessing participants' level of physical fitness and its development.

Methodology: Mixed methods research. The research population consists of 40 students participating in the program, who were examined at the beginning, in the middle, and at the end of the program. Quantitative research tools: questionnaires and two physical fitness tests; qualitative research tools: semi-structured interviews.

Main findings: The physical aspect reveals no significant improvement in physical fitness, but rather improved pedagogical and instruction capabilities. A model of appropriate role perception development in the instructor's programs will be introduced.

Conclusions will serve as both theoretical and practical grounds for contribution to knowledge.

The research is innovative and contributes to an understanding of the training of professionals and the process they undergo. Theories underpinning this research are based in the fields of education and sociology. The research also examines whether the program offers any advantages for experienced teachers and instructors who have chosen to specialize in another physical education field. ■ 672

2. Role Perceptions of Academic Faculty Members at Colleges of Education (H)

Etty Grobgeld, Ariela Teichman-Weinberg, Egoza Wasserman, Mercedes Barchilon Ben-Av

Achva Academic College, Israel

The goal of the present study was to examine how faculty members at academic colleges of education in Israel perceive their roles. Open questionnaires were used to collect statements that describe the roles of faculty members at the college. A closed questionnaire composed of 65 items describing different roles of college faculty members was constructed. The questionnaire was sent online to all colleges of education in Israel. The results of an analysis of 178 questionnaires that were returned indicated that faculty members at the colleges of education perceive their role as composed of four major fields: (1) Faculty member as a member of an organization; (2) Faculty member as a researcher; (3) Faculty member as a teacher; (4) Faculty member as a person. Pearson correlations between the fields yielded significant moderate to high positive correlations, indicating that the four fields are related to the same content world, but that each has unique significance, i.e., each points to a different aspect of teacher educators' role. The means of "faculty member as a person" and "faculty member as a teacher" were the highest, indicating that teacher educators attribute utmost importance to human relations and to teaching. The findings of the present study are important, since they dispel the lack of clarity regarding the roles of faculty members at colleges of education, and will therefore help formulate a clear role definition that will enable faculty members to understand their commitment in their work at the college of education. ■

3. Academic-Community Continuum to Promote Early Childhood Education: Empowering Ongoing Education for Teachers and Students (H)

Areej Masarwa, Margalit Ziv

Al-Qasemi Academic College of Education, Israel

Ongoing learning and training of educational professionals is an important goal of the Israeli Ministry of Education. In order to continuously improve the educational practice of early childhood teachers, in-service continuing education should include empowering experiences and integrate academic topics and applied aspects. It is also important to create joint learning communities for teachers and students. These principles guide the courses for early childhood professionals that are conducted at Al-Qasemi Academic College in collaboration with Bidayat (Beginnings) Early Childhood Center, the Ministry of Education, and the regional center for educational guidance. Three hundred teachers and 40 early childhood students participated in 22 courses for one academic year. Half of the courses focused on teacher-child dialogue and half dealt with varied topics such as math, creativity, and literacy. Instructors were lecturers and pedagogical guides from the college and external experts in relevant topics. They received guidance from Bidayat's staff. The impact of the courses was assessed by means of questionnaires, interviews with participants, participants' written documentations, and the analysis of a sample of final course assignments. The main findings indicate first that participants appreciated the facilitators' solicitude toward their interests and desires. Teachers and students conducted conversations with children in which they encouraged children's participation and self-expression. The collaboration between teachers and students increased. In order to sustain these changes, it is recommended that a multi-year plan of ongoing teacher education be implemented so as to ensure continuity from one year to another. To this end, collaboration between teachers' colleges and the Ministry of Education is essential. ■

4. Understanding the Mentoring of Novice Teachers from Mentors' Own Life Stories (H)

Yehudit Od-Cohen

Qatzrin Ohalo College - Academic College of Education, Science and Sport, Israel

Novice teachers are considered "foreigners in a new country" who are preoccupied mainly with survival (Strahovsky, Hertz-Lazarowitz, & Orland-Barak, 2008). The mentoring of teachers in their first year of teaching is a paramount process to ensure novice teachers' safe induction into teaching. Therefore, the Israeli Ministry of Education allocates substantial funds to provide courses for training experienced teachers as mentors of those novice teachers.

This qualitative research was conducted among participants of a mentoring course that took place in a teacher education college in the North of Israel. The overall aim was to understand the mentoring of novice teachers in their first year of teaching from the mentors' own experiences upon entering the world of teaching. The mentors, experienced teachers participating in a mentoring course, presented their experiences in the form of life stories (Openheimer, 2007).

In the first stage, sixteen life stories were gathered and analyzed. In the second stage, the findings were presented to the participants in the form of a discussion in a focus group. The discussion was recorded and analyzed. The findings that emerged from the two stages of the study reveal that the first years of teaching are characterized as an emotional divide, including euphoria on the one hand, and difficulties and deliberations on the other hand. Mentoring novice teachers, then, emerges from the study as a pivotal process that supports this divide, and offers coping resources during novice teachers' induction year. The study can contribute to the understanding of mentoring and inform best practice of ongoing teacher education. ■

5. A Guidance Workshop for Internship Tutors (H)

Avigaiel Tzabary, Osnat Rubin, Debora Verdiger, Idit Pasternak

Talpiot Academic College of Education, Israel

The internship program is designed to oversee novice teachers in their first year on the job, and to support their optimal integration in the teaching field. Instructional features in the internship program are similar to those in the caregiver professions and include both educator and semi-therapeutic elements. Nevertheless, unlike the caregiver professions, no training programs have been created for internship tutors. This study examines a unique training model developed at Talpiot College for internship tutors. Research goals were to characterize the workshop (themes, processes, emphases); to indicate dilemmas arising in the workshop; and to consider its various impacts. Semi-structured interviews, with the program's creators and spearheads as well as internship tutor participants, revealed that the workshop facilitated personal and professional development. Participants particularly noted the role of the internal reverberation that occurs inside and outside the meetings. Interviewees testified to the 'added value' of workshop guidance over individual guidance, and indicated the group's contribution to their development, the 'parallel processes' they experienced personally and professionally, and the workshop features as facilitators of transition and continuity. Findings indicate unique elements of a guidance program in the teacher education context, and raises questions regarding the compatibility of the psychological-oriented model for teacher educators. The importance of this study lies in the introduction of a guidance model for teacher educators as internship tutors, and in the examination of its unique features as regards its place in teacher education. The lecture will introduce research findings within the frames of duality, mandate, and limitations, providing a link to theory and implications for the field. ■

Tailoring Mathematics Teaching to the Learners

1. Bringing Low-Level Achieving Mathematics Students to Real Mathematical Experience (E)

Orly Gottlib

Talpiot Academic College of Education, Israel

Although subjects are defined in the curriculum, teachers have a large spectrum of ways to mediate learning subjects. Research studies show that different teachers teach students the same subject in different ways. Furthermore, they show that the same teacher can introduce the same subject to different students in different ways (Eisenmann & Even, 2009; Even & Kvatinsky, 2007).

One parameter that interests researchers who deal with ways of mediating learning subjects is the level of tasks suggested to students in mathematics classes. Some studies show that teachers suggested high-level mathematical tasks for high-level achieving students and low-level mathematical tasks for low-level achieving students (William, 1998; Raudenbush, Rowan & Cheong, 1993). Other studies show similarity in task level to both kinds of students (Even & Kvatinsky, 2007) or high-level tasks fitting both kinds (Zohar & Dori, 2003).

At the conference, I shall present my study, which focuses on the nature of an expert high-school mathematics teacher's ways of responding to students' utterances in two classes: one composed of low-level achieving students and the other of high-level achieving students. In this study, the teacher's responsiveness had well-defined characteristics. She responded to students' utterances mostly using elaborating talk, such as challenging students with rebound questions for both classes regardless of the differences in their mathematical achievements (Even & Gottlib, 2011). This study shows that although teaching mathematics according to a given differential curriculum fitting students' achievement levels, a teacher can expose even low-level achieving students to high-level mathematical tasks that enable them to experience real mathematics. ■

2. Teaching Mathematically Talented Students: A Cross-Cultural Study of Their Teachers' Views (E)

Bruria Shayshon¹, Hagar Gal¹, Bertha Tesler¹, Eun-Sung Ko²

¹*The David Yellin Academic College of Education, Israel*

²*Seoul National University, South Korea*

Instruction of mathematically talented students (MTS) in heterogeneous classes is an issue of debate. Questions of equity, differential instruction, teachers' awareness of their talented students' needs, and their willingness to face the challenges of nurturing these students are all raised in this context. Our international study compares Israeli, Korean and US mathematics teachers' views concerning (1) their perceived competence to teach MTS; (b) their perceived competence to address MTS' needs through differential instruction; (c) their support for separation of MTS into special math classes; (d) their equity views concerning MTS' needs; (e) MTS' need for a teacher to teach them. Data were collected by means of a questionnaire presented to 80 South Korean, 145 Israeli, and 58 US mathematics teachers. Findings suggested that most teachers in these countries perceived themselves as competent to teach MTS; very few agreed with separation of MTS into special classes, and almost none of them believed that MTS do not need a teacher to teach them. Korean teachers perceived themselves as less competent to teach MTS and apply differential instruction, and agreed more than the others that fostering of weak students is more important than fostering of MTS. The teachers perceived competence to teach MTS to be related to their mathematical background and class size. Findings are partly interpreted in the perspective of cultural differences. Recommendations for teachers' professional development and teacher education programs are presented, for instance, the necessity to increase teachers' awareness of the needs of the upper-level students in their regular classes and to introduce them to tools and teaching routines for nurturing these students within this context. ■

3. Asking Questions and Seeking Explanations (E)

Hagar Gal, Bertha Tesler, Bruria Shayshon, Raz Harel

The David Yellin Academic College of Education, Israel

Mathematics is often taught in mixed-ability classes where the needs of mathematically-talented students should be met (Reed, 2004). Too often, however, teachers are unaware of these students and are ill-prepared to meet their special needs (Diezmann & Watters, 2002).

The professional development program, "From One End to the Other", which was initiated at The David Yellin College of Education, sought to change teachers' perspective of nurturing mathematically-talented students studying in heterogeneous classes.

The program had four aims: (1) Raising teachers' awareness of mathematically-talented students in their classes; (2) Extending teachers' mathematical as well as pedagogical content knowledge specifically related to the instruction of mathematically-talented students; (3) Raising teachers' self-efficacy with regard to the teaching of mathematically-talented students through mastering tasks designed specifically for heterogeneous classes; (4) Combining theory and practice (Gal et al., 2008).

Two parallel frameworks were created to meet the needs of this program: a teachers' course and a children's after-school enrichment program.

The children's after-school enrichment program served as the teachers' practice field. Teachers joined the children's programs, observing and interacting with them while these talented students coped with challenging mathematical problems (Holton et al., 2009).

The qualitative research that accompanied the program for three cohorts and employed questionnaires, interviews, reflections, and observations, detected three categories of change concerning the participating teachers: (1) A move from "small step teaching" (Duval, 1998; Zhang et al., 2004) toward asking general questions; (2) A tendency to forgo the teachers' role as the authority that advises what to do and what is right, and relinquish the role of triumphing over the assignment to the students (Polya, 1957); (3) Teachers' tendency to ask for explanations.

We shall present the program, its rationale, and findings indicating the teachers' process of change, and discuss conclusions for teacher development programs. ■

4. Achievement Disparity Does Not Impair Collaboration in Constructing Mathematical Concepts (E)

Juhaina Awawdeh Shahbari

The College of Sakhrin, Academic College for Teacher Education, Israel

University of Haifa, Israel

Al-Qasemi Academic College of Education, Israel

Achievement disparity among students has long been regarded as a central issue of learning/teaching mathematics. Since the solutions suggested—such as grouping or teaching subjects at discrete levels—have widened rather than narrowed educational and social gaps, they have been rejected in many cases. We therefore propose a model for learning/teaching mathematics based on the principles of the Realistic Mathematics Education and Modeling approaches. These suggest realistic activities for each subject in order to help students develop mathematical models enabling them to reinvent mathematical concepts via a process of mathematization focused upon their own interpretation. The learning/teaching model was assessed via activities centered upon the study of the percent concept conducted within three seventh-grade classes. Two served as experimental groups, learning according to the suggested model in small heterogeneous groups. The third acted as a control group, employing a standard learning method. The observation and analysis of the learning process in the experimental groups indicated that the students all shared the responsibility for the success of the percent concept reinvention—a collaboration facilitated by the fact that the requisite information combined both everyday-life and mathematical knowledge. The results are supported by findings from questionnaires evaluating the students' grasp of the concept, completed prior and subsequent to the learning process. These demonstrated a higher mean obtained in the experimental groups on every achievement level; a significant difference existed between them and the control group. This model is thus recommended for learning mathematical concepts within heterogeneous groups. ■

5. Nurturing Mathematically-Talented Students in Mixed-Ability Classes: A Look at Three Countries (E)

Bertha Tesler¹, Bruria Shayshon¹, Eun-Sung Ko², Hagar Gal¹

¹*The David Yellin Academic College of Education, Israel*

²*Soonchunhyang University, South Korea*

Mathematically-talented students (MTS) learn mathematics mainly in regular classrooms where their needs pose a challenge for their teachers. Scholars advocate a highly differentiated teaching approach for all students (Renzulli, 1994) and increasing the complexity of regular classroom tasks for MTS (Diezmann & Watters, 2000). In a cross-cultural study conducted in 2008/2009, we compared different aspects of nurturing of MTS by 145 Israeli, 80 Korean, and 58 American mathematics teachers, using a Likert-type questionnaire. In this presentation, we describe the findings concerning the teachers' claimed practice in relation to ways of treating MTS and the difficulties they encounter in this respect.

Findings reveal some of the most common practices teachers employ, such as accelerating the regular curriculum and coping with enrichment or in-depth activities. However, some of the practices used overlook MTS' needs, e.g., providing them with more drill at the same level, directing them to help weak students, and, in Israel and the USA, allowing them to engage in subjects other than mathematics.

Chi-square tests of independence showed significant differences among teachers' practices in the three countries. An analysis of these differences suggests that Korean teachers are seemingly less oriented toward nurturing MTS than Israeli or American teachers. There was almost no difference between the Israeli and American teachers in this respect.

Teachers in all three countries mentioned two main obstacles to the nurturing of MTS. One was the lack of time to cover the curriculum, and the other, mentioned mainly by Korean teachers, was the lack of knowledge about adequate strategies for meeting MTS' needs.

The findings are interpreted in the context of cultural differences as well as differences in the level of mathematics taught in schools. Recommendations for teachers' professional development and teacher education programs are presented. ■

Teachers' Sense of Self-Efficacy

1. The Contribution of Clinical Work to Students' Sense of Self-Efficacy after Their First Year of Teaching (E)

Talya Gur

Oranim Academic College of Education, Israel

Oranim Academic College runs a unique training program for student teachers studying special education. A former study indicated that students' perception of their ability to function as special education teachers did not increase significantly after a year's work in the clinic. They also felt that the clinical experience would not affect their pupils' grades when they returned to their home-class. It was hypothesized that the reason for this was insufficient discourse between the pupils' homeroom teachers and the student teachers in the clinic.

The current study sought to rate how former students evaluate their ability to work as special education teachers toward the end of their first year of teaching, and the perceived contribution of the clinic to this ability. Based on the literature, it was hypothesized that their self-efficacy would decrease after the first year of teaching, but that the perceived ability to influence pupils' school grades would increase. It was also assumed that they would perceive the clinic's contribution as significant.

A questionnaire was administered toward the end of the year to teachers who had participated in the clinic during their academic studies (n=58). Findings indicated that, contrary to the hypothesis, first-year teachers' sense of self-efficacy was not lower than that measured at the end of their third year of studies. As hypothesized, an increase was found in teachers' convictions that they could influence school grades. In addition, they perceived the clinic's contribution to their work as special education teachers to be significant. Conclusions regarding the clinic's work procedures are discussed. ■

2. "I Made Great Efforts to Succeed Where Others Gave Up": Novice Teachers Tell Stories about Their First Year of Teaching (H)

Diana Zadoff, Edna Green, Khansaa Diab, Yahya Hijazi

The David Yellin Academic College of Education, Israel

The literature related to the induction period mainly emphasizes the difficulties and considers the first year of teaching as an exhausting one with many moments of desperation and disappointment. It offers little discussion of teachers' positive experiences and success stories during their induction year.

This study aims to explore the attributes of success stories of novice teachers from their subjective experiences. The concept originated in workshops in which we, as researchers accompanying them, dealt with questions regarding their essence and the novices' experiences during that year. Understanding and empathy for their difficulties swept us into a debate about distress and burnout, underlying which was the other discussion of moments of success, echoing as a weak, silenced voice. Thus, the desire to hear and accommodate the novices' success stories drew us to the joint study.

Data were gathered through in-depth interviews with 30 novice teachers from both the Arab and the Jewish sectors at the David Yellin College of Education in Jerusalem, in response to a public appeal.

Data analysis shows that success stories were organized in four dimensions. The first dimension focused on integration into and involvement in everyday school life. The second related to the school principal's central role in the novice teachers' professional development. The third addressed the complex interactions with parents, and the fourth presented the significant meaning of the educational work with children with multiple needs.

The findings further revealed diverse voices of sadness and pain together with excitement, activity, belief, and compassion. Novices enter the field strongly motivated to prove themselves, with fantasies of saving their pupils, understanding their holistic needs. They chose an area of activity within the system that had either already despaired of performing significant actions, or had not even had any professional agenda for significant actions. ■

3. "I Was Always the Good Girl": The Twofold Silencing of Teachers as a Force Fostering a Low Sense of Professional Self-Efficacy (E)

Efrat Kass

Achva Academic College, Israel

What makes well-trained, devoted, and experienced teachers experience a subjective feeling of low competence, that is, a low sense of self-efficacy? Self-efficacy is the perceived belief in one's own capability when facing a new task (Bandura, 2006). Regarding teacher self-efficacy, a strong positive relation between the teacher's self-efficacy and the quality of teaching was found (Tschannen-Moran, & Woolfolk-Hoy, 2007). However, the issue of the teacher's gender is lacking

This paper presents a less researched topic in the field of teachers' self-efficacy, namely, the effect of the nuclear family on professional self-efficacy. This study employed two methods: a quantitative methodology (a questionnaire) used to identify participants; and a qualitative methodology (open, in-depth interviews). Thirteen female teachers with a low sense of professional self-efficacy constituted the sample. Data were analyzed using Grounded Theory Methodology (Glaser & Strauss, 1967), and the axial coding procedure (Strauss & Corbin, 1994) was implemented. Findings indicate that these teachers experienced silencing by the dominant authority figures in two spheres of life that shaped their sense of professional self-efficacy: the nuclear family (parents), and the workplace (school principal). In the nuclear family, participants spoke of the lack of a supportive father figure, problematic communication with the mother, and the instilling of family values of traditional female roles. In the school domain, participants told of an inability to share feelings and hardships with the principal, the demand to cover things up, and an inability to criticize the principal. Similarities between the two spheres and implications for teachers and principals will be discussed. ■

4. The Timeline of Self-Efficacy: Changes during the Professional Life Cycle of School Principals (E)

Yael Fisher

Achva Academic College, Israel

Purpose: The first purpose was to investigate the relationship between principals' self-efficacy and work experience. The second purpose was to re-study structure of a multidimensional and hierarchical Principal Self-Efficacy Scale (PSES) (Brama & Friedman, 2007).

Design/methodology/approach: Principal Self-Efficacy (PSE) was measured using the PSES. During the 2010 school year, 123 principals participated. Exploration of PSES was based on Facet Theory (Guttman, 1959).

Findings: The highest levels of PSE pertained to principals in their first year. Self-efficacy levels dropped significantly during principals' second year and onwards, up to the fifth year of work experience. The levels of PSE started to rise after the fifth year, and stabilized after 10 years. Furthermore, the findings showed that PSES consists of organizational leadership (OL), educational and pedagogical leadership (EPL), and external and communal relations (ECR).

Research limitations/implications: The first limitation was that sample was relatively small and mostly from the school district of central Israel. The second limitation was that the sample included only Jewish principals. Given that Arab citizens comprise 20% of Israel's population, further studies should include all minorities in order to shed more light on the issue.

Practical implications: Understanding the relations between PSE levels and work experience could assist policy makers with decisions concerning the need to address principals' professional development (in-service training).

Originality/value: Little is known about the relations between perceived self-efficacy of principals and their work experience. ■

5. Motives and Self-Efficacy of Students and Graduates Studying in Specialized Teacher Training Programs who Opted for the Teaching Profession as a Second Career (E)

Dalia Imanuel, Tili Wagner
Beit Berl College, Israel

The research is based on the trend of broadening unique teacher training programs (Kee, 2012). The purpose is to examine the motives of students who opted for teaching as a second career, and their self-efficacy upon entering the school.

Research population: Ninety participants from three specialized teacher education programs: (1) the accelerated science teaching program; (2) the program for retirees from the security forces; (3) the program for training academics from various professions.

Research tools: A closed questionnaire for characterizing the perception of self-efficacy; a semi-structured questionnaire for characterizing the motives for choosing teaching; personal in-depth interviews with 15 participants. **Data analysis** included statistical quantitative processing (descriptive and inferred) of the self-efficacy questionnaire and variance tests. Content analyses were performed on the motives questionnaire and the interviews.

Findings: (1) Most of the motives relate to ideological aspects with less preference attributed to professional motives and even less to motives of convenience; (2) in the three efficacy dimensions relating to teaching tasks, teacher-student relations of authority, and influence in the organization, a medium to high average level was found in all groups. The teaching task dimension was found to be the highest, while the dimension of influence in the organization was found to be the lowest. A clear difference between the groups is reflected in the dimension of teacher-student authority. The research expands the viewpoint of the decision-makers as regards the benefit of unique teacher education paths in assisting the absorption of academics into teaching as a second career. ■

Collaborative Learning and Knowledge Generation

1. Collaborative Learning and Knowledge Generation in a Group (E)

Shoshana Keiny¹, Lilach Naishtat Bornstein², Ilana Ronen², Dalia Arad¹, Ety Hagai

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Within our educational system, learning occurs mainly in groups or classes, yet cases of collaborative learning are very rare. Our aim in this symposium is to change this reality and develop teachers able to introduce collaborative learning into their classroom, teachers who develop participative learners (Sfard, 1990) that construct subjective knowledge instead of retrieve given objective knowledge.

Our rationale is based on "Ecological Thinking" (Keiny, 2002), which uses ecology as a metaphor, an epistemology (Bateson, 1972). Open system ecology regards the teacher as an important factor of the system, positioned in a double role: As an insider, he/she interacts with the other components, while as an outsider, he/she is aware of his/her active role and assumes responsibility for his/her actions as well as his/her generated systems of knowledge (Foerster, 1992).

Ecological thinking is the product of the collaborative learning of the "discourse group". A group of teacher-researchers, each of whom leads collaborative learning within the educational system, aim to effect change. The discourse group has been meeting for 12 years for the purpose of studying itself. All meetings were recorded, transcribed, and handed to the participants for further reflection. These formed our database for discourse analysis.

Our aim in this symposium is to shift our focus from the product to the process, namely the *process of collaborative learning*. Our research questions are: What characterizes this process? How does it affect the participants' conceptual change?

The following presentations, given by four participants of the discourse group, will illuminate our way of working from different angles, thereby, we hope, providing a fuller view of the process. ■

2. Personal and Collective Knowledge in Literature Teachers' Education (E)

Lilach Naishtat Bornstein

Kibbutzim College of Education, Technology and the Arts, Israel

As a literary scholar, an activist, and a participant in a 'discourse group' [1], I shall present the unique value of personal and collective knowledge in literature teaching and in literature teachers' education.

As opposed to literature teaching as transmitting academic knowledge, I believe in learning literature based on the students' personal, subjective knowledge and the collective knowledge that collaborative learning generates in the classroom. This method was developed through my experience as scholar, teacher, and teacher educator.

The advantages of this method will be presented in an auto-ethnographic research study I conducted. At the center of the research stands a group of Israeli women, interpreting a canonic literary text. By analyzing the group's interpretive discourse, I traced narratives ('stories of reading') of 'barefoot readers', namely, lay readers.

The research findings illustrate the unique gains of collaborative learning, which generates personal and collective knowledge. Although the text was far from the 'barefoot readers' in terms of language, culture, and history, the insights gained from their discourse were fascinating and valuable, no less than those offered by professional interpreters.

The research emphasizes the value of narrative over theory in literary interpretation, and the advantage of collaborative learning in 'barefoot reader' discussion, which enriches academic knowledge.

The research findings were conceptualized in an innovative educational context by the 'discourse group', and will be discussed by means of the tools and concepts developed by this group.

[1] A group of nine Israeli educators, meeting monthly for 12 years, researching their own experience through collaborative learning. ■

3. Integrative Computerized Active Learning (E)

Dalia Arad

Ben-Gurion University of the Negev, Israel

Constructivism is one of the issues in which the group has engaged all along, both in terms of research and practice, leading me to adopt the computer as a learning environment. The advantages of this new learning environment are that on the one hand, it facilitates the autonomous activity of the learner, in terms of time, place, and personal tempo, and on the other, enhances communication with peers and the teacher. I found numerous work possibilities that employ the computer as a "mindtool" (Jonassen, 2000) that permits the construction of knowledge.

While teaching at the university, I developed new tools enabling students to become participants by involving them in the various stages of learning. They became more active and responsible for their learning, and they were forced to become more reflective about their activities as well as engage in negotiations regarding the activities of others.

Questions concerning the importance of the discourse group meetings to each participant, and whether we should continue to meet, arise every year. Naturally, this led me to suggest opening a group site for synchronous meetings, and a cooperative working platform. Although I am very much in line with constructivist learning, all my efforts to replace our face-to-face meetings with this new learning environment failed.

Analyzing the reasons for failure honed my understanding of the learning process. I realized that learning involves all the dimensions of the self, namely, the participants' cognition and feelings.

In my presentation, I shall apply this new understanding to teacher education. Using the computer as a constructivist tool for teaching and learning will compel teachers to rethink their work. Of no less importance is its contribution to overcoming teachers' opposition to and fear of introducing computers into their classroom. ■

4. The Discourse Group Learning Process: Application in Teacher Education (E)

Ilana Ronen¹, Shoshana Keiny², Lilach Naishtat Bornstein¹, Yael Zoran², Dalia Arad²

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²*Ben-Gurion University of the Negev, Israel*

As a new member of the discourse group, I followed the collaborative process of learning and tried to apply insights to various educational frameworks in which I am involved. This presentation will demonstrate the discourse group learning, focusing on the concept "goal" and the new knowledge generated. Using semiotic evolution as a discourse analysis methodology, I could identify three factors that characterized the discourse group and enhanced the emergence of the new knowledge: (1) Negative feedback: the ability to voice different ideas in the discourse group as negative feedback in response to the central and major theme of the group; (2) Constructivist leadership: leadership that encourages the participants to take responsibility and to lead the discussion along new and unexpected avenues; (3) Interaction of different interests: different participants' interests in the discourse produced a multifaceted view of the issues under discussion, leading to the generation of new and unexpected knowledge. Owing to the combined effect of these factors, the concept of goal discussed in the group broadened, and was actualized by the participants' behavior in their various fields of action. The learning I gained from the process has changed my role conception and my behavior as a group facilitator and as a teacher educator. The possibilities and challenges of implementing dialogue group learning processes in teacher education and in leading change processes will be discussed. ■

Emotion in Teaching, Principalship, and Schools

1. The Research of Emotion in Teaching, Principalship, and Schools (E)

Izhar Oplatka¹, Esti Arwas², Sharon Azaria³, Khalid Arar⁴, Hily Rosenblum⁵

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In recent years, greater attention has been paid to the study of educators' emotion, at least in part, because teaching is an emotional practice, i.e., the teacher's role activities are embedded with varied cognitive, emotional, and behavioral aspects, which are interconnected in any analysis of the teacher's or the principal's role. Therefore, the purpose of this session is to shed light on several emotional aspects of school life as identified by four different researchers in our era of standardization, accountability, and testing. ■

2. "Lovecircles" – Personal and Professional Development in Education (E)

Hily Rosenblum

Anglia Ruskin University, UK

The Zinman College of Physical Education and Sport Sciences at The Wingate Institute, Israel

This study evaluates an original professional development program for teachers entitled "Lovecircles". The program, which was conceived in Israel as a response to challenges of teachers working with children with special needs, is grounded on holistic-humanistic theories aiming to achieve teachers' personal-emotional empowerment for their professional development. This approach views the integration of emotions in teacher education as an integral part of their overall growth, essential for creating an atmosphere of trust with the pupils as well as for conducting an empathic and respectful teacher-pupil dialogue (Korthagen, 2005; Hargreaves, 2008; Oplatka, 2011).

The key research findings indicate that overcoming the participants' emotional barriers during the program, developing attention to themselves and to others, and expressing their emotions by integrating arts in the learning

empowered them as people and as educators. This empowerment has given rise to the adoption of a positive teaching approach in their work with children with special needs. The main prerequisites facilitating the participants' personal and professional development seem to be the program tutors' attention to the participants and the use of particular teaching styles and methods.

The present study provides insights and strategies for the professional development of educators working through integrating personal and professional development. It also contributes to the debate on the place of emotions within professional development programs of teachers and teacher educators in general and within the training for special education in particular. ■

3. The Invisible Childhood – Post-Traumatic Coping with School Experiences (E)

Esti Aruas

Ben-Gurion University of the Negev, Israel

Based on findings from the author's dissertation, this narrative study focuses on the school memories of adults from a developmental perspective. More specifically, the study deals with the school as an identity-building environment, and traces the psychological processes embedded in identity building during adulthood. Its questions revolve around the ways in which adults construct their stories about their school days, and how they perceive the effects of school experiences on their identity development.

Through in-depth interviews conducted with 50-60 year-old adults from various social contexts, several patterns of developmental stories emerged. One of them, the progressive pattern of development, characterizes school experiences as traumatic ones due to the narrator's poor academic achievements. In this paper, the author's attention focuses on the phenomenological dynamics and features underlying the experiences in school as well as to their subsequent developmental trajectory, which is characterized in terms of empowerment and growth. There is particular reference to the interviewees' personal characteristics and needs, their gender, and their post-traumatic experiences. This kind of pattern hones the importance and long-term effects of attributive aspects in the educational context and the need to pay more attention to emotional responses within the school arena. ■

4. The Caring Classroom: Developing Teachers' Awareness of their Emotions (E)

Sharon Azaria

Talpiot Academic College of Education, Israel

This study explores, by means of a college course, the attitudes and emotions of pre-service and in-service teachers and the reconstruction of those teachers' self-understanding. The study seeks to investigate pre-service and in-service teachers' emotions and attitudes toward pupils, toward themselves as teachers, and toward others in their working environment. In turn, it reveals how these emotions and attitudes have affected them in their teaching. The findings illustrate that the pre-service and in-service teachers experienced frustration, incomprehensible behaviors, and attitudes that affected them and their teaching. Through the support of the course, the students discussed and arrived at self-understanding, became more aware of themselves, effected changes in themselves, and worked out their feelings regarding difficult issues that upset them. ■

5. Female Arab Principals' Expression of Emotion at Different Career Stages (E)

Khalid Arar

The Center for Academic Studies, Israel

The College of Sakhnin, Academic College for Teacher Education, Israel

Emotional expression assists female principals' influence, particularly in interactions with teachers and students (Crawford, 2009; Oplatka, 2010). Studies dealing with female Arab principals in Israel indicate barriers they have to face in order to enter principalship. The studies illustrate that these principals employ an authoritarian leadership style that inhibits emotional expression in order to gain initial acceptance and recognition (Khattab, 2006; Shapira, Arar, & Azaize, 2011). With time, this style is being altered (Arar & Abu-Rabia-Queder, 2011).

Emotional expression can be studied through life stories (Chase, 2005), uncovering the "person beneath the surface" (Edel, 1979) and explaining how people operate as active agents in their professional careers (Zirkel, 2004). I investigated the life-stories of 11 female Arab principals and superintendents so as to discover their modes of emotional expression and repression at different career stages and to explore the impact of these strategies on their work.

Identified themes: (1) Prior to principalship: "Anger because I was not appointed" – made me more determined to attain status; (2) On becoming a principal: "What you see is what you get" – they described me as masculine, strict, and assertive, I laughed, but this challenged me even more; (3) Mid-career: "Using the correct facial expression" – humor is powerful and stimulates thinking and action; (4) Retrospective observation: "Feelings affect my understanding of my experience, my behavior and identity as a principal". Findings provide insights into leadership training programs and effective guidance for novice female principals in the Arab sector. ■

Enriching Jewish Education through Philosophical Inquiry

1. Understanding the Authority of Canonical Texts (E)

Howard Deitcher

The Hebrew University of Jerusalem, Israel

Over the past several years, a group of educators has piloted a program of philosophical inquiry with Bible that introduces young people to a series of ideas that are rooted in the biblical text and carry a sense of meaning and relevance for their lives. This approach was conceived as part of the Philosophy for Children project that began in North America in the 1970's, and invites children to explore philosophical ideas as part of their ongoing development. When introducing this program, we consistently confront questions about the authority of the biblical text and its impact on the educational process. Teachers are concerned about the text's possible loss of authority, and the overarching questions that may arise. In addressing this question, we turn to the pioneering work of Shaun Gallagher on the intersection between the world of hermeneutics and education. The current study explores the authority of the text as reflected in the four hermeneutic stances that Gallagher presents in *Hermeneutics and Education*. Gallagher distinguishes four hermeneutic approaches, namely, the conservative, moderate, radical, and critical. Furthermore, Gallagher argues that understanding is never neutral or free of pre-suppositions, and always includes a set of expectations and underlying assumptions. Our research adopts the Gallagherian model of hermeneutic stances as a means of presenting the authority of the text in a host of ways that can enrich the classroom dialogue and thereby invite students to engage in a meaningful study of the Biblical text. ■

2. Enriching Jewish Education through Philosophical Inquiry (E)

Jennifer Glaser

The Israel Center for Philosophy in Education — 'Philosophy for Life'

Abraham Heschel suggested that philosophy is 'the art of asking the right questions'. Questions, in turn, are invitations to inquiry. As Jewish educators, I would argue that we have a sacred responsibility to create safe spaces for children to ask questions and engage in such inquiry – both the unsettling speculative questions of human existence and questions that surface when wonder is awakened anew toward everyday concepts and experiences. One approach for opening this kind of space is through the introduction of Philosophy for Children. In this presentation we will begin with a general orientation to Philosophy for Children. Where did it originate? What is a community of philosophical inquiry and how does it function? What educational commitments and practices does it embody? When did experiments first begin using Philosophy for Children in a Jewish educational context? We will then explore the possibilities and challenges posed by introducing philosophy for children into Jewish education. In particular we will explore the educational value of building communities of philosophical inquiry in our Jewish studies classrooms, and address the question of whether there is an inherent tension between philosophical inquiry and commitment to religious beliefs and world-view. I will argue that philosophical inquiry enriches Jewish education through: (1) creating bridges between the canonic tradition and sites of meaning-making in students' own lives; (2) providing an experience of membership in a deliberative community, and (3) preparing students for participation in Jewish polity (education for citizenship in Israel and in Jewish communities abroad). ■

3. Educating for Spirituality (E)

Talya Birkhahn

The Israel Center for Philosophy in Education — 'Philosophy for Life', Israel

In the presentation, I will deal with the relationship between the program of Philosophy for Children and the dimensions of spirituality. Addressing the place of spirituality in Jewish education, I will focus on the issue of education for spirituality in the context of the individual and society. In particular, I will relate to the manner in which spirituality assists in developing the whole human being: physical body, emotional body, mental body, and spiritual body, with an emphasis on the link between spiritual education and educating for social change. Here I will draw on the literature within the Philosophy for Children movement that explores the Community of Inquiry as a spiritual community and its connection to Jewish thought. In this framework, we shall deal with the tension that exists between rationality and mysticism, and the role of spiritual education in nourishing a society that is based on values of truth and justice in which the practitioner seeks to continually correct herself through change. This commitment toward self-correction (of both individuals and communities) is deeply embedded in both Philosophy for Children and spiritual education. The presentation will draw upon rich examples and anecdotes from my experience with children and adults based on texts, pictures, and other materials. ■

Education and Literature

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1. Death in Arabic Children's Literature (H)

Rafia Yehya^{1,2}, Hanan Jaraisy²

¹*Al-Qasemi Academic College of Education, Israel*

²*The Academic Arab College for Education in Israel — Haifa, Israel*

Death, like other complicated and sensitive themes, has been absent from Arabic children's literature and neglected or rather ignored by children's writers for a long time. In our paper, we address the "death" theme in Arabic children's literature among the Arab minority in Israel. We argue that in the last few years, the concept of death has been increasingly introduced and dealt with in publications for children, through both modern stories and folk fairytales.

The paper addresses the diversity of methods dealing with death theme in Arabic children's stories. We review modern Reality Stories in Arabic, written for the purpose of helping children cope with death. We then introduce a recent research study in which fairytales were recounted to children, and the death theme and ceremonies were introduced and discussed with them by the storyteller.[1] Although modern Reality Stories tend to deal directly and realistically with the theme of death through human characters, and others present symbolic humanized characters such as animals, plants, or the child's personal possessions, folk fairytales tend to introduce death indirectly, via a rather holistic attitude, as a regular event in the circle of life. The fairytale tends to concentrate on the future of the child after losing a meaningful close person.

[1] This study was submitted to the senate of The Hebrew University in Dec. 2006 in accordance with the requirements for a Ph.D. degree from the Department of Folklore. ■

2. Teaching Hebrew Classics: A Test Case – Agnon's Story, "From Foe to Friend" (H)

Galia Shenberg

Gordon College of Education, Israel

Teaching literary classics has always been a burden for the teacher since the language is archaic, and neither the theme nor the structure appeals to the students because they are not trivial and do not deal with their immediate problems such as puberty or relationships with parents. Nevertheless, it is essential for students to be exposed to the treasures of their culture. I propose that we introduce the classics via their literary adaptations into children's book, comics, and so on. Both adaptation and translation involve interpretation. Therefore, by means of adaptation, we show the students that classic texts are complicated and potent, with many meanings. As an introduction to the works of S. Y. Agnon, I chose his story, *From Foe to Friend*. This story is considered to be simple and naïve; its plot is linear and accumulative, almost like a folktale or a children's story. Indeed, this story has been published (2008) not only as a children's book with illustrations, but also as a comic book (2012). I will demonstrate how we can use these books, along with the folktale of the *Three Little Pigs*, on which the plot of the story is based, to prepare students for the challenge of Agnon's literary work. The conceptual framework of this paper is based on the polysystem theory (Even Zohar, 1974); translation theory (Toury, 1977); and adaptation as an interpretation (Shenberg, 1996, 1998). ■

Ethnographic Research

A Close Look at the School and the Classroom: In What Ways Can Ethnographic Research Inform Practice? (E)

Bracha Alpert¹, Tammy Shel², Khalid Arar³, Dalya Yafa Markovich¹

¹*Beit Berl College, Israel*

²*Levinsky College of Education, Israel*

³*The Center for Academic Studies, Israel*

The session is based on a collection of articles that closely examine educational frameworks, processes, and issues by means of ethnographic research. We discuss examples of ethnographic studies and their potential to lead an educational change. In recent years, ethnographic studies of learning and schooling in various countries, including Israel, have been reviewed and examined (Anderson-Levitt, 2012). Such studies require long-term, repetitive observations and in-depth interviews. The researchers experience the field directly, analyzing and interpreting symbols, forms of discourse, and behaviors.

The first example we present examines the philosophy of caring and its relation to the practice of teaching. Caring is examined through an ethnographic study on two elementary-school teachers. Other studies deal with social and cultural messages that are transmitted in classroom teaching and through the curriculum. In one study, the ceremony of welcoming the Sabbath in non-religious kindergartens is examined. In another study, the attitude of elementary-school pupils and teachers toward authority is examined. An additional study looks closely at an Arab secondary

school's role in influencing adolescents' gender identity. Examples also deal with classroom discourse studies and their implications for teaching and learning and for critical analyses of educational messages.

In relation to such studies, we will examine the question of the ways in which research can inform practice and lead to change. With the expansion of M.Ed. and M.Teach. programs, there is an increased need for texts that will form a basis for reflection (and action) by teachers and student teachers on education, its difficulties, and its successes. ■

Initiative, Leadership, and Diffusion of Project-Based Learning **at Kaye College of Education**

1. Discovering My Students and Myself through PBL (Project-Based Learning) (E)

Inessa Roe-Portiansky

Kaye Academic College of Education, Beer-Sheva, Israel

The presentation will demonstrate my two years' experience of integrating the Project-Based Learning approach (as opposed to the more traditional Project-Oriented Learning) into teaching English majors. The approach was used in the following courses: *Teaching Reading Acquisition in EFL Classes*, *Teaching Critical Literacy Skills in EFL Classes*, and *HOTS: Developing Higher-Order Thinking Skills in EFL Classes*. I will describe a co-creative process that both students and teacher experienced.

Foreign language acquisition research and practice have long recognized the value of classroom interactions among learners and between learners and teachers for promoting language acquisition (Moss & Ross-Feldman, 2003). PBL functions as a bridge between using English in class and using English in real-life situations outside of class (Fried-Booth, 1997). Together with the students, we tried to create a learning community in which we develop 21st-century skills, namely, independent thinking, teamwork, and critical and creative thinking. The PBL process was aimed at incorporating these elements. Here the teachers and teacher trainees face a double challenge – that of implementing change and adopting pedagogies they themselves have not experienced as learners (Holst, 2003).

I will present the difficulties, doubts, successful projects, and expectations as a result of my experience with PBL. ■

2. Project-Based Learning (PBL) as a Pedagogical Innovation in the First-Year Program: The Team Leader Perspective (E)

Batia Riechman

Kaye Academic College of Education, Beer-Sheva, Israel

Our comprehensive, interdisciplinary program for the college's first-year students is designed to prepare them to work in education. The program exceeds the traditional framework of teacher education in the college and is designed for *all* first-year students from both the Jewish and Arab sectors. Since 2012, the course, "Education in the View of the Field", has been taught, using the innovative pedagogical method, PBL. The integration of the PBL approach has affected students and teachers alike (Korthagen, Russel, & Loughran, 2006).

The students investigated the topic, "Diversity", from different angles: (1) their own and others' cultural and learning differences, (2) their attitudes toward these types of differences, (3) how different educational institutions relate to diversity, and the consequences of these behaviors for teachers and students, and (4) how diversity can be used for personal development and empowerment.

The PBL approach was a new experience for both students and course lecturers (Robbins & Stuart, 2005). The transition from the traditional paradigm to innovative pedagogy, PBL, involved changes in several dimensions: systemic, pedagogical, and in the teachers' teamwork. The teachers experienced new challenges and difficulties during the process. I shall present the difficulties, doubts, successful projects, and expectations that emerged from my experience as a team leader during the process. ■

3. Integration of a Project-Based Learning Approach into Teacher Education: Challenges and Dilemmas (H)

Amnon Glassner, Dalit Dolev, Dina Ben Yaish, Olzan Goldstein
Kaye Academic College of Education, Beer-Sheva, Israel

The symposium presenters will share their diverse experiences of integrating Project-Based Learning (PBL) approach into teaching courses at Kaye Academic College of Education. The presenters will discuss their conclusions and dilemmas concerning the impacts of the approach on students' learning as well as on their perceptions of the nature of learning and teaching. The courses are taught in different ways within different fields of knowledge: education, science, and physical education. The speakers will describe the following: the source of their motivation to adopt the PBL approach, the learning framework of the course, teaching methods and assessment, task structure, and student and teacher responses to the new experience. The presenters also will relate to the difficulties and challenges experienced and will offer recommendations to lecturers who are interested in the approach. ■

The Visual in Speech

1. The Visual in Speech: Contemplating Mentoring in Visual Arts from a Psychoanalytic Context (E)

Dorit Ringart
Oranim Academic College of Education, Israel

The lecture contemplates the mentoring process in visual arts by studying and borrowing concepts from psychoanalysis. Psychoanalysis examines the structure of the personality from a theoretical and therapeutic point of view. It traces the possibility of treatment to an encounter between a psychoanalyst and a patient who undergoes a transformative and creative process via speech. Speech translates and, simultaneously, creates the emotional, mental, and intellectual space that the patient and the psychoanalyst produce together. Psychoanalytic speech interprets, describes, defines, constructs, reveals, conceals, blurs and sharpens, and obstructs and opens the psychoanalytic encounter. I argue that mentoring in visual art also creates an encounter between mentor and mentee. Its purpose is to further both participants' mental, creative, and artistic development by means of speech. In this unique encounter, the student reveals his or her creative endeavor in its unfinished stages—sketches and initial reflections, sometimes inchoate, under-structured, or over-structured. At this delicate moment, the very use of words may conceptualize the artistic act and place it in a familiar and conventional format. The encounter empowers words. They shift the artistic act from art-language to word-language and raise working processes, trends of thought, conceptualizations, and insights to the surface. While psychoanalysis has developed different approaches toward and conceptualizations of the therapeutic process, mentoring in visual art takes place without accepted reflection and conceptualization. The lecture contemplates several main psychoanalytical approaches, each of which interprets the analyst's role differently and proposes different concepts, and attempts to link these approaches with the mentoring process. ■

2. The "Liquid Cube" Approach to Fostering Creativity (E)

Shai Hervitz
Independent Scholar, Israel

My paper is based on my doctoral dissertation, *Theater in Education – Medium for the Development of Creativity: The Cube as a Transdisciplinary Metapattern*, in which I created and developed an original pedagogical approach to foster creativity. The theoretical basis of my research is the paradigm of complexity and, particularly, the concept of the 'metapattern' as 'the pattern that connects' as set forth by Gregory Bateson and developed by Tyler Volk. The figure of

the cube is found in a variety of contexts, fields, and disciplines, and I therefore propose viewing it as a transdisciplinary metapattern that epitomizes the complexity of creativity. In this paper, I have examined creativity as a human resource comprising the attitudes and aptitudes that must be fostered through educational endeavor and viewed as a high-priority resource for the development of society as a whole.

The figure of the cube enables us to perceive transdisciplinary connections and a complex, multidimensional, and multi-level view of creativity. Each representation of the cube sheds light on a different aspect of creativity and alludes to the unity of human knowledge. Play, imagination and humor are the liquid elements that pass 'genetically' to creativity to become the foundation of the liquid cube. The six facets of the liquid cube of creativity are: characters; traits and obstacles to the creative personality; techniques and tools of creative thinking; the theory of multiple intelligences; images and symbols; and social contexts.

I believe that fostering creativity in teacher education is the first step toward recognizing creativity as a social value and an enriching human resource. ■

3. Personal Dimensions in Mentoring Discourse of Visual Art Studies (E)

Dorit Ringart¹, Eli Bruderman^{1,2,3}, Nurit Cohen Evron⁴

¹*Oranim Academic College of Education, Israel*

²*Sapir College, Israel*

³*Ministry of Education Northern Region, Israel*

⁴*Beit Berl College, Israel*

In 2012, a group of artists and art educators at art teachers' colleges convened a professional forum on personal mentoring in the visual arts. Personal mentoring is an important teaching method in secondary and post-secondary art programs. It challenges students by requiring them to create projects for display at an exhibition of final works. Although this exposes the works to discussion, the mentoring itself remains opaque. The forum probed the nature of mentoring in the visual arts given its centrality in teaching the discipline, and examined its contribution as a teaching method in other disciplines and in pedagogical instruction. The following lectures summarize our work in 2012:

Dr. Nurit Cohen Evron: Mentoring Based on Creative Work and Reflection as a Teaching/Learning Model. The lecture presents mentoring as a process of creative work and reflection that establishes a dialogic model between an expert (mentor) and a student, and then broadens and generalizes the model to create a relationship that helps the student grow.

Dr. Eli Bruderman: Hermeneutic Reading Processes in Mentoring. The lecture identifies possible attitudes and readings in mentoring processes, stressing their hermeneutic aspects. It illuminates these processes from the hermeneutic perspective of an expert as an other vis-à-vis a person who seeks truth through mentoring processes.

Dorit Ringart: The Visual in Speech: Contemplating Mentoring in Visual Arts from a Psychoanalytic Context. The lecture examines relations between psychoanalytic thought and action and mentoring in visual arts, reviewing the verbal dialogue through which discourse in this discipline takes place. **Theme:** Teachers for Change: Professional Life from Training to Retirement. ■

Excellent Teaching and Teaching Excellent Students

1. Looking Out from the Inside and Back Again: What Makes a Teacher Education Program Excellent? (H)

Dita Fischl

Kaye Academic College of Education, Beer-Sheva, Israel

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

This proposal presents findings from six teacher education programs defined as "excellent". The findings address two questions: What characterizes and designates these programs? What can we learn from their comparison that will promote excellence in Israel?

Examining the characteristics of the six programs, we found two salient findings: the local culture in which the program operates, and the theoretical/ideological platform. The local culture is a dominant factor expressed by mutual respect between staff member and student, the way issues are presented, assessment, encouragement of professional practice, choice of a pedagogical method, planning, and teaching.

A comparison among the six teacher education programs reveals that in four of them, the following conditions existed: (1) a balanced activity of study and practice; (2) close relations between staff members and students; (3) frequent, personalized formative and summative assessment; (4) modeling staff members' knowledge and sharing it with students; (5) asking the staff and students to perform independent and updated learning; (6) planning and presenting detailed and structured curriculum; (7) updating the teaching programs.

The highest level of demands existed in Finland, followed by the USA, and finally Israel.

Two essential issues regarding teacher education programs in Israel were identified: the culture characteristic and the need for an academic degree as a prerequisite.

To sum up, examining teacher education programs in the world can enrich our knowledge and indicate possible directions for teacher education programs in Israel. ■

2. School Climate Influence on Teaching Quality in Teachers who Are Graduates of "Regev" – the Program for Excellent Students Compared with Teachers who Graduated from Ordinary Programs (H)

Liat Basis

Bar-Ilan University, Israel

Basis 4 Evaluation, Israel

This study was designed to test how school climate influences teaching quality and classroom climate of teachers who trained in "Regev" – the program for excellent students as compared with teachers who trained in regular programs. The research hypothesis posited that the teaching quality and classroom climate of teachers from the program for excellent students would be less affected by school climate than those of their colleagues. A questionnaire that examined school climate, class climate, and teaching quality was developed. It was based on relevant research, aided by factor analysis. The questionnaire was distributed by the online survey unit at The MOFET Institute, with responses from 272 graduates from the "Regev" program and 198 graduates from regular programs. Over 80% of the respondents were women with an average of three years' seniority in teaching.

The research hypothesis was confirmed: a significant difference was found between the two groups. A stronger relationship was found between school climate and classroom climate in regular program graduates than in graduates from the program for excellent students. The school climate level in both groups was similar. The finding also recurred when divided by date of graduation and sector (Jewish/non-Jewish). This finding implies that teachers who graduated from the "Regev" program were less affected by the school climate than their colleagues from the regular program. The study offers different explanations for this effect. It seems that it is a combination of personal characteristics such as self-esteem and internal locus of control, and characteristics of the "Regev" program for excellent students, namely, initiative nurturing, leadership, and autonomy. ■

3. Influencing Policy in the Program for Excellent Students: Research Generating Change, Generating Further Research (H)

Judy Goldenberg^{3,4}, Rama Klavir^{1,2}

¹*Kaye Academic College of Education, Beer-Sheva, Israel*

²*National Director of the Program for Excellent Students, Israel*

³*Talpiot Academic College of Education, Israel*

⁴*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

The Program for Excellent Students, created in 1998 in colleges of education to raise the level of teaching in Israel, was designed to attract college students with high academic abilities, affording them a unique training experience

that would enable them to fulfill their potential and prepare them to be outstanding teachers and educational leaders in the future. The Israeli Department of Teacher Education supports this program and continuously monitors its success through various research projects. Research findings from individual colleges are used for internal evaluation and improvement of the program.

In 2007-9, findings from two major studies conducted on the program were published. The first was a book (Klavir et al., 2009) containing reviews, research, and evaluation studies relating to the first ten years of the program. The second was a comprehensive, nationwide assessment study of the program, comparing the integration of graduates of the program for excellence to a control group of graduates of the regular teacher training program in the education field. This study included quantitative and qualitative research aimed to evaluate the integration of the graduates into the field of teaching and to examine their attitudes towards the program (Goldenberg et al., 2007, 2009).

The proposed lecture aims to show how empirical findings based on these studies have been used to change and improve the program, and have influenced policy changes. Based on the effectiveness and influence of the findings, the Department of Teacher Education, in collaboration with The MOFET Institute, allocated additional funding to continue research on the Program for Excellent Students. ■

Innovative Coaching■

1. An Innovative Coaching, Teacher Education, and Capacity-Building Model and Curriculum for Teaching Diverse Learners (E)

Debbie Niderberg¹, Eden Israeli²

¹*Hidden Sparks, USA*

²*Agudah L'Kidum Chinuch, Israel*

This award-winning professional development program, which was founded in 2006 and is now being used in 50 Jewish day schools in New York, Baltimore, and Chicago, combines an innovative curriculum for understanding children with learning differences with a coaching model that empowers teachers and enhances school systems for meeting the needs of diverse learners. Agudah L'Kidum HaChinuch is interested in piloting it in Israeli schools. Based on the belief that the most effective approach to helping children with learning and behavioral challenges is one that helps *all* children in a school, the Hidden Sparks curriculum looks at children through neuro-development, behavior, temperament, and classroom ecology, focusing on obstacles to learning caused by attention, behavior, memory, language, social anxiety, classroom ecology, and temperament. Through a coaching model, Hidden Sparks' "External Coaches" work with teachers to help them deepen their understanding in these areas and acquire practical strategies for helping the struggling children. Through both weekly classroom-based mentoring and a protocol of monthly Judaic and general studies team meetings, the learning styles and progress of each student, in particular those who struggle, are reviewed and discussed. In order to build school capacity, "Internal Coaches" from the school faculty are trained and mentored in the Hidden Sparks approach and philosophy, and they work with teachers from additional grades. A five-year strategic plan envisions a cohort of Internal Coaches, or resident experts, in each school. This session will present the model and an overview of the curriculum. ■

2. The Use of "Peacemaking Circles" in the Classroom for Students at Risk (E)

Nina Wroldsen

Bjørnholt Skole, Norway

The linguist Stephen Krashen talks about "the affective filter" (Krashen, 1981, p. 82 in Simensen) as the learner's emotional state that can block or pass the learning input. Teachers know that in order to enhance learning in the classroom, it is important to establish a good and safe learning environment, free from bullying and ridicule on the part of student peers. This is very important when learning a foreign language such as English where there are ample opportunities to make mistakes. Over the years in my teaching career, my growing concern is for the

students with the kind of learning disabilities that are seldom addressed by teachers and researchers. They are the youngsters whose voices are hardly heard in the classroom, teens who lack self-esteem and empowerment, and who are consequently at risk of dropping out. By using "Peacemaking Circles" in the classroom and in the teaching of English, it is possible to create a good and safe learning environment for all students, and in particular for teens at risk. At the round table discussion, a brief explanation on what the "Peacemaking Circle" is will be offered, followed by examples from my own and other people's teaching experiences. ■

Computer-Supported Collaborative Learning

1. Digital Portfolios as a Self-Assessment Tool for Early Childhood Pre-service Teachers: An Ongoing Learning Process (H)

Ronit Ben Hemo

Efrata College of Education, Israel

Digital portfolios constitute an effective tool for assessing the practice of pre-service education students (Hicks et al., 2007). This method has also been found to enhance the quality of students' reflections on teaching (Sung et al., 2009). However, students often undervalue the digital portfolio in their professional development (Plaiser et al., 2011). This study examines the learning process involved in preparing digital portfolios by pre-service early childhood students. Through semi-structured interviews, we aimed to understand how students selected materials and what they learned about their own teaching measured against the standards of performance required in the portfolio design. Grounded theory was used to analyze the data. Many students selected material confirming their self-perceptions. However, a more reflective approach was also identified in which students learned about their own difficulties and challenges in their teaching practice. Video recordings of teaching episodes supported a more critical stance, while the use of written and visual materials supported self-assessment based on preconceived notions of abilities. These findings suggest that college mentors pay careful attention to the uses of audio, video, visual, and written materials in the portfolios, and that they scaffold students' use of these various materials to support genuine reflection that can improve their teaching. ■

2. How Computer-Supported Collaborative Learning May Promote Spiritual Engagement, Meaning-Making, and Legitimate Peripheral Practice (H)

Devorah Preiss

The David Yellin Academic College of Education, Israel

This project focuses on an innovative educational approach, namely, computer supported collaborative learning (CSCL) as a means of increased participation in a community of practice and of meaning-making. The intervention in question, PrayerLive, extended the parameters of traditional CSCL into the affective domain for spiritual/religious learning. The study asked the question, "How might CSCL be used for spiritual engagement?" This study is informed by Bers's (2007) work on identity construction environments, Perkins's (1993) distributed intelligence theory, and Lave and Wenger's (1991) Legitimate Peripheral Participation theory. Together they provide a solid rationale for creating a digital environment that offers a joint work space, rich in resources for the participants to transmediate, or represent meaning across multiple sign systems (Suhor, 1984; NLP, 1996). The digital environment enabled the reification (making an idea into a thing) of meaning that could be continually reviewed and changed in response to self-evaluation and feedback. Pre- and post-activity profiles, video recordings of the collaboration, field notes, personal interviews, and the completed multimedia projects were used to qualitatively analyze and to provide a rich description of the outcomes of the intervention. The results of this study corroborate the findings that the use of CSCL specifically facilitates meaning-making (Suthers, 2006), and point to an increase in participation with the community of practice, in appreciation for another's viewpoint, and in the acquisition of new tools for the interpretation of prose and meaning-making. ■

3. Developing International Collaboration through the Use of Modern Technology as a Means of Creating and Implementing an International Model for Teacher Education in Multicultural Education (E)

Rhonda Sofer, Laura Sigad
Gordon College of Education, Israel

This paper presents the use of modern technology as a means to build a culture of trust and professional cooperation for an international program aimed at curricular reform in multicultural education in teacher education. The implementation of technology as a tool of collaboration facilitated the successful development of an international project proposal selected for the fifth call for TEMPUS IV projects of the European Commission titled DOIT (Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training).

Based on a content analysis of 20 qualitative in-depth interviews conducted with key members of DOIT's international team in EU countries, Georgia, and Israel through SKYPE and other means of communication, the research aims are twofold: (1) to present the model that enabled the coordination, leading, and management of this international grant proposal, which united 22 academic institutions in seven countries and over sixty professionals affiliated with these institutions; (2) to describe and analyze the perceptions of DOIT's international team regarding the collaborative process, which utilized different forms of technology. We find that modern technology is a vital tool that permits collaborative work, the development of common goals and methodology, the sharing and exchange of knowledge and ideas, and most significantly, the ability to overcome obstacles and challenges. This research considers the role of virtual educational communities and their influence on changing education and practice internationally. Recommendations for potential virtual educational collaborations are suggested. ■

Challenges in Teaching Ultra-Orthodox Students

1. Teaching Shakespeare in Meah She'arim: Challenges in Ultra-Orthodox English Teacher Training (E)

Emmy Zitter¹, Tanya Ben¹, Sue Rosenfeld¹, Joel Walters²

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Today's global economy requires fluency in English; Israeli demographics require that the growing ultra-Orthodox (*chareidi*) population join today's workforce. These two facts, plus the insularity of the ultra-Orthodox population, create a need to train ultra-Orthodox English teachers who can successfully teach *chareidim* the language that will help them integrate into today's global working world. Israeli English teacher training programs incorporate four areas: language proficiency, pedagogy, literature, and linguistics. Within each of these areas lie potential problems for teachers of ultra-Orthodox students. For example, the English Inspectorate of Israel's Education Ministry mandates that English teachers be "familiar with a range of literary texts and cultural aspects of the English-speaking world, and use their knowledge to promote learners' literary and cultural appreciation" ("Professional Standards for English Teachers," 2003). Whether this requirement reflects cultural imperialism or is an essential component of English teacher training, choosing literature appropriate to *chareidi* sensibilities challenges teacher trainers accustomed to working within the accepted Western canon. Similar discrepancies exist between the *chareidi* worldview and certain topics on the traditional linguistics syllabus, and between the educational expectations, discourse, and goals of mainstream teachers and *chareidi* students. Yet, the combination of necessity and the potential for mutual knowledge and growth are powerful motivators for educators to explore the problems and possibilities arising in training *chareidi* students as English teachers. Presenters will utilize their academic backgrounds in Literature, Linguistics, and Education and their classroom experience in working with *chareidi* students at the college level to investigate this question. ■

2. Training Yeshiva Students as Teachers in Public Schools (E)

Dori Haneman, Tchiya Herman

Lifshitz College of Education, Israel

Israel society is experiencing change. In the last few years, the number of schools in Israel offering a pluralistic framework has increased dramatically. The largest audience of these schools is diverse. According to surveys by the Guttmann Institute, a large segment of Israeli society answers to a definition of traditional Jewish lifestyles.

A gathering of interested bodies, Metarim Network and Lifshitz College, led to the founding of an experimental program for the training of Yeshiva students as teachers at integrated public schools.

In order to teach in the public system, they have to go through a two-stage process;

- They have to undergo an adaptation enabling them to feel comfortable in the public school system. It is not unusual for a Yeshiva student to feel a sense of alienation in an environment which is run on a different set of educational values than the one they are familiar with.
- The Yeshiva student must adapt his expectations in order to achieve a new understanding of the goals and objectives to be accomplished. In the public and integrated system, the teacher has to interact with students in a dialogue that enables the student to develop his own identity.

The teacher education course operates in accordance with the "Personnel Development Model". The focus is on the personnel identity of the student teacher and his professional development.

Graduates of the course undergo a significant and meaningful personnel process and acquire a set of tools that enhances their understanding of all levels of Israeli society. ■

3. The Contribution of In-service Courses to the Personal Growth and Professional Enrichment of Those who Teach Educators in the Ultra-Orthodox Sector (H)

Chana Steinberg

Ministry of Education, Israel

In recent years, there have been changes in the professional development of those who teach teachers in all sectors. Similarly, in the ultra-Orthodox sector, teacher educators have become aware of the need for "lifelong learning", one expression of which is participation in formal enrichment courses on a variety of subjects related to their jobs.

In this presentation, we shall describe the value of an in-service course in which the administrative staff of the religious seminaries participated. The distinction of the preparatory educational institutions for religious teachers resides, among other things, in the granting of a degree equivalent to a B.A. in a setting in which the education of men and women is completely separate.

The purpose of the research is to investigate the contribution of enrichment courses to the administrative staff in the area of personal growth in professional tasks and teaching in a seminary. Research participants: Out of the group of course participants, 58 staff members from ultra-Orthodox seminaries responded to the questionnaire.

Research findings indicate that all of the participants stated that they benefited in the areas of diverse outlooks, professional growth, interpersonal relationships, and self-image. They expressed this by according a rating of middle to high. They perceived the "interpersonal relationships" as being of the highest priority, rating this even higher than "experience", which received a much lower rating. Their opinion of the value of the in-service course received a very high rating. ■

Professional Pedagogical Instruction

1. What Makes Pedagogical Instruction a Profession? (H)

Hana Zimerman, Leah Ofir

Beit Berl College, Israel

The use of professional language is one of the notable characteristics that differentiate a professional discipline from a non-professional one. Each professional discipline has its unique vocabulary and principles that are used among experts who work in the same context. The purpose of our study was to reveal the professional language, pedagogical concepts, and principles that occur in the discourse of pedagogic instructors. Employing discourse research tools, we analyzed the pedagogical discourse characteristics of six feedback conversations between pedagogical instructors and students. While we found extensive use of terms related to education and teaching, only a few of them were shared by or repeated among different instructors. Moreover, different instructors used different terms to describe the same idea or behavior. Regarding the use of educational principles, we found that all the instructors used principles associated with teaching, but they presented them in their operative-behavioral aspect rather than as general abstract principles. The most interesting finding was the absence of a linguistic common denominator among different instructors. The data suggest that every instructor has her own "language", using unique phrases, concepts, and principles. The absence of uniformity in conceptualization raises doubts as to whether pedagogic instruction can be viewed as a profession. In this work, we shall present other factors that support viewing pedagogic instruction as a profession. ■

2. The Professional Identity of Tutors at the Open University: Do Tutors at the Open University Have a Unique Professional Identity? (H)

Yaron Binyaminy

Oranim Academic College of Education, Israel

In the research literature, teachers' professional identity is presented as a complex, multifaceted, and multi-layered entity that changes in accordance with their progress along the time and development continuum (Beijard, Meijer, & Verloop, 2004). This study deals with the development of a professional identity and its characteristics among tutors at the Open University (OU). Tutors at the OU comprise a unique group of higher education teachers: their principal occupation is teaching, they are not expected to engage in research, and in most cases they do not prepare students for specific professions. The present research was conducted according to the narrative approach, which enables the researcher to gain an in-depth understanding of the characteristics and development of a professional identity, as perceived by the tutors themselves. Open interviews of approximately one and a half hours were held with eight tutors. An analysis of the resulting texts included a categorial as well as holistic analysis. The research findings revealed overt and hidden needs that motivate the tutors as they follow their professional path. In addition, the findings enabled a comparison to be drawn between the development of the tutors' professional identity and that of the teacher educators in the colleges of education. ■

Learning from Success

1. Learning from Success: Perceptions of Teachers in Their Internship Year and of Their Mentors (H)

Iris Zur, Chen Schechter

Bar-Ilan University, Israel

The process of entering the work force and beginning to teach is fraught with many difficulties and pitfalls since the new teacher is required to deal, on his/her own, with various challenging situations. Hence, the mentoring program for intern teachers at the beginning of their careers enables them to seek professional support from a senior teacher – a mentor.

This study explored the perceptions of intern teachers and mentor teachers regarding collective learning from success as a reflective process during the internship year. In particular, the study examined the fostering and inhibiting factors of collective learning from success during the internship year. The study population consisted of 37 teachers, 17 mentor teachers, and 20 new interns. The study was conducted using semi-structured interviews. Themes were generated according to participants' voices.

The findings pointed to four main factors fostering "learning from success": communication between intern and mentor; communication with additional professional teams; the internship year as part of personal growth; and definition of success – identifying and dismantling the success factors. The findings further indicated six main factors that hinder "learning from success": difficulty in identifying the factors for success; success that opposes the organization's values and policies; single-track and un-open thinking; excessive professional security; lack of professional esteem; and insufficient allocation of resources. Exploring the fostering and hindering factors of learning from success at the internship year may furnish both teacher education programs and mentor teachers with a conceptual framework for initiating and sustaining mentor-mentee reflective process during the internship year. ■

2. Physical Education and the Philosophy of Physical Education (E)

Izack Ram

The Zinman College for Physical Education and Sport Sciences at the Wingate Institute, Israel

Teaching physical education (P.E.) is quite a complex profession whose components are not always compatible. This research proposes observing this exceptional pedagogical world with the assistance of a theoretical analysis in order to try to clarify its fundamental conceptions and its constructed contradictions, and to suggest a possible line of thinking in order to help deal with the problems that arise while trying to plan and implement P.E. lessons.

The discussion of this topic commences by articulating the subject matters involved in it, namely Physical Education and the Philosophy of Physical Education, emphasizing the uniqueness of each of them and the uniqueness of integrating them, in an attempt to characterize the theoretical aptitudes related to this unique pedagogical phenomenon, to analyze the ideologies that direct the practice of P.E. and to shed light on the powerful bond between P.E. and morality.

The assumption posits that intellectual deliberation such as this will help reveal some unresolved pedagogical problems throughout the world of P.E., direct thinking in the search for possible rational solutions to these problems, and assist P.E. teachers in developing more coherent professional beliefs. ■

Thoughts on and Models of Teacher Education

1. Educational Alternatives in Israel: Between Theory and Practice (H)

Yotam Hotam

University of Haifa, Israel

Objective of the Session: The last decades have witnessed an efflorescence of new forms of educational 'alternatives' in Israel – alongside a growing interest in the old forms. The various educational approaches such as open, democratic, Waldorf, bilingual, 'dialogue', or home schooling and un-schooling, seek to pose a challenge to the public education, albeit in diverse and frequently conflicting ways. They do so by presenting alternatives to its teacher training methods, curriculum, the institutional organization, and the teaching ecology in general, and by hoping to change reality through education. It is a new, and, to my mind, growing phenomenon that is only now beginning to attract scholarly attention. The proposed panel is dedicated to this growing phenomenon, doing so by critically addressing the complex relations between the theories and teaching practices of contemporary 'alternative' pedagogies. Lectures will take issue with questions such as: What are the possibilities of 'alternative' schooling in the formal and informal education systems? What does teaching and teacher training in various alternative schools comprise? What kind of cultural, political, and ethical discourses do different types of pedagogical 'alternatives' promote? ■

2. Sitting with Lilly and Faffing Around: It's Time to Rethink Teacher Education (E)

Shai Aran

Ministry of Education, Israel

The David Yellin Academic College of Education, Israel

Teacher education, pre-service and in-service, presents a staggering imposition on the national budget. This enterprise needs thorough review, clearly defined objectives, and most importantly, officers appointed nationally whose sole function would be the establishment and administration of criteria for teacher education. I shall argue that the need for serious trainer training in Israel is not acknowledged. There is a dearth of good mentors and qualified staff for delivery of INSET. Upgrading of teachers in the field would both improve teaching and provide motivation and avenues for teacher advancement. At every stage of teacher education, goals, at best, are woolly, and standards are overly flexible. Those to whom teacher education, pre- and in-service, is entrusted, are often very busy people dealing with more than just this in their work load, resulting in inadequate planning and the perpetuation of mediocrity. In the round table discussion format, these points will be brought forward by the presenter, who will lead participants to reflect upon their own actions and offer pointers for improvement. The final 15 minutes of the session will be devoted to the establishment of a position paper for future action. This paper, based on the presenter's experience as a pre-service educator and District Inspector responsible for INSET in five centers, is theoretically underpinned by grounded theory and methodologically supported by action research of the presenter. ■

3. Types of Knowledge that are Absent in the PDS Program (H)

Ilana Dror

Beit Berl College, Israel

The nature of professional knowledge is complex and the attempt to map it is challenging because it is integrated into work habits and thought processes. Eraut (1996) claims that not only are it difficult for people to say what they know, it is difficult to extract it from them. Mapping knowledge is important because little research has been conducted on the subject in the Professional Development School program. That will reveal the knowledge that is being used as well as the absent knowledge, thereby permitting a critical analysis regarding the type of practical knowledge that is imparted in teacher preparation.

Research questions: (1) What types of practical knowledge were used in the Professional Development School program? (2) Are there links between different workplaces and the use of different types of practical knowledge? The research was based on the qualitative paradigm and the case study method. Data were collected over the course of 18 months. Research tools were interviews, observations, and document analysis. Data analysis was conducted according to the typology of Eraut et al. (2004).

Findings: In general, not all types of knowledge included in the typology of Eraut et al. (2004) were used in the Professional Development School program accountability, decision making, problem solving, judgment, and ethics. In addition, several types of knowledge were present in certain learning environments but absent in others.

Conclusions: The findings reinforce the need to seek a wider range of learning environments in order to increase the types of knowledge imparted in the PDS programs. ■

The Self and the Others in Israeli and Palestinian Textbooks

1. Schoolbooks in Palestine: Who is the Self and the Other in the Palestinian History Schoolbooks? (H)

Samira Alayan

The David Yellin Academic College of Education, Israel

This study examined history curricula and textbooks for the preparatory and secondary levels of education by analysing the curricula and textbooks and evaluating whether they succeed in developing a Palestinian national identity through their content and at the same time in maintaining the quality of the education. The study followed an analytical approach – involving analysis of the content of the books and of the documents and resources of the Palestinian Ministry of Education, of interviews with those in the Ministry responsible for directing policy and supervising the preparation of the history textbooks, and of other literature that has dealt with this subject.

The results obtained by this study reveal that the Ministry of Education has succeeded in presenting Palestinian students with content about conceptions of the Self and the Other in the history textbooks in such a way that they can crystallize and develop a national, ethnic identity that has a clear social impact. The textbooks convey the history of the Palestinian question from a clear and distinctive Palestinian perspective, demonstrated the image of the Other present in these books, and focused on the Arab-Israeli conflict from a Palestinian point of view that is opposed to Zionist thought, but not to Judaism as a religion. The study revealed that school history textbooks have attempted to present high quality academic content to Palestinian students. ■

2. Trends of Radicalization and "Laundering" in the Representation of the "Other" in Geography Textbooks (H)

Ido Avgar

Ben-Gurion University of the Negev, Israel

One of the salient features of the Zionist ethno-national discourse is the creation of a distinction between "us" (Jews, Israelis) and "others" (Arabs, Palestinians). This study examines the representations of the "other" in geography textbooks from the 1980s and 2000s using "Critical Discourse Analysis", hence emphasizing the context in which the language is being used. The study shows that both in the 1980s and in the 2000s, the "others" in the textbooks are impersonalized and excluded in various ways. In the 2000s, the study observes a striking disappearance of the non-Israeli Palestinians from the text. This trend, alongside other changes in the ethno-national discourse, indicates a radicalization of the discourse, which has become more one-dimensional and unambiguous. This radicalization may reflect wider ideological-educational shifts and provide evidence of a seeping of neo-Zionist values into the ideological mainstream and the educational discourse. The study also identifies an appearance of a "laundered" discourse in the representation of the "other" in the 2000s. The conflictive aspect in the relations between Israeli Palestinians and the State of Israel is mostly ignored, and their living conditions, as well as their relations with the state authority and the Jewish majority, are represented as good and peaceful. This discourse does not promote a more positive perception of the "other", but instead creates a misleading appearance of "liberalism" that contributes to neutralizing the possibility of any critical political act or thought. Thus, it joins the other discourse features in reinforcing a one-dimensional perception of the Zionist project. ■

3. The Representation of "Others" in Israeli Schoolbooks: A Multimodal Analysis (H)

Nurit Peled-Elhanan

The Hebrew University of Jerusalem, Israel

The David Yellin Academic College of Education, Israel

The paper uses social semiotic methods of inquiry and multimodal tools of analysis in order to examine the representation of "others" in Israeli schoolbooks of History, Geography and Civics. The paper's argument is that both non-Jewish and Jewish "ethnicities" are represented, both verbally and visually, in an anthropological way, as stereotypes and not as individuals with a history. Palestinian citizens and non-citizens are represented - if at all - as vile, primitive and dangerous, or as the "threats" and "problems" they constitute for Israel: the refugee problem, backwardness, demographic and security threats. Jewish "edot" or "ethnicities" – especially "oriental" and Ethiopian Jews, are represented as marginal and excluded from Israeli culture. The multimodal analysis allows a unified perception of this representation which reveals ideological undertones and interests. ■



Third Day Thursday, July 4, 2013

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Plenary Lectures

Imagining Relationships of Research and Practice: Joe Schwab's Voice of Practical Reason (E)

F. Michael Connelly

Ontario Institute for Studies in Education, Canada

The issue of the *relationship of theory and practice* has been a controversial issue throughout the history of educational research. The issue arises Lazarus-like independent of the current health of education. Early mentions are found in early 20th-century documents and writings by the National Society for the Study of Education and by education's greatest philosopher, John Dewey. International competition and globalization brought the issue to a head in the mid-to-late 20th century when education was seen as a key to national competition and security. Joe Schwab, who worked with Seymour Fox and Miriam Ben-Peretz, became, for a time, the best-known theoretician of how to think about the relations of theory and practice. In this address, Schwab's ideas will be contextualized in terms of their philosophical origins. Reflections on possible ways of addressing theory and practice relationships in modern globalized educational studies, drawing on Schwab's ideas, will be presented. Teachers more so than, or at least in cooperation with, researchers are at the heart of theoretically sound practice. ■

Education and Society: From Disciplines to Social Movements (E)

Philip Wexler

The Hebrew University of Jerusalem, Israel

The way in which we understand education in society is changing. For most of the twentieth century, research and theory in Education was based in the ideas, assumptions and paradigms of academic disciplines; for example, history of education, philosophy of education, psychology of education, and so on. The current tendency in Education is to incorporate these academic disciplines in practical training or in discussions of educational policy.

Between these options, the older disciplinary tradition and the current practice and policy emphasis, understanding education in society has become a less central question and interest. A third alternative is proposed, which aims to make sense of educational research and practice as influenced by broader social movements. These contemporary movements include the digital revolution, the ecological and social justice movements, and the so-called "spiritual revolution."

The importance of these movements for a renewed social understanding of education is indicated, with the extended example of the effects of the "religious turn" and "re-sacralization" on educational practice, research and theory. ■

Research and Practice (E)

Jack Whitehead

Liverpool Hope University, UK

This presentation will focus on the implications for research and practice in teacher education of the traditional use of only words and numbers in scholarly work. Through multimedia narratives, it will be shown that traditional scholarship is too limited to communicate the meanings of the energy-flowing values in explanatory principles that are embodied in what educators do. Evidence will be drawn from 40 doctoral research programs that were successfully completed between 1995-2012 in order to communicate the meanings of embodied expressions of energy-flowing values in explanations of educational influences in learning. In these research programs, individuals explain their educational influences in their own learning, in the learning of others, and in the learning of the social formations in which we live and work. These explanations are referred to as living educational theories. The digital technology of the Web will be used to give access to living educational theories that are being produced within different cultural contexts from around the world. The influence of economic globalization and economic rationalist policies will be considered in relation to the creation of living theories in the practices of teachers, teacher educators and their students. ■

Turning Teacher Education "Upside Down"? (E)

Sharon Feiman-Nemser

Brandeis University

A Blue Ribbon Panel on Clinical Teacher Preparation commissioned by the National Council for the Accreditation of Teacher Education (NCATE, 2010) recently declared that "the education of teachers needs to be turned upside down, shifted from academic preparation and courses loosely linked to school-based experiences, to programs fully grounded in clinical practice." Is there anything new about this recommendation? How have ideas about the practice side of teacher education evolved since Dewey (1904) distinguished between the "laboratory" and the "apprenticeship"? What does it mean to situate teacher education "in" practice and must this always involve school and classroom-based experiences? What does research have to say about the effects and effectiveness of alternative forms of clinical teacher education? In this talk, I will examine different conceptions of and arguments for (and against) practice-based teacher education and consider their implications for contemporary policy and practice. ■

Parallel Sessions

A Model for an ICT-Intensive Professional Development Course for Teacher Educators

1. A Model for an ICT-Intensive Professional Development Course for Teacher Educators (E)

Hanan Yaniv¹, Nili Mor¹, Zvia Lotan², Jay Horvitz¹, Ida Heiweil², Yaron Gilay¹

¹*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

²*Levinsky College of Education, Israel*

Despite much focus on professional development (PD) aimed specifically at developing technology integration skills, rigorous studies of effective PD are lacking. Evidence is also lacking on how these skills can best be integrated with pedagogical and content knowledge to improve student learning (Walker et al., 2011) [1]. A unique response to this lack is suggested in the teacher educators' PD course at The MOFET Institute. The main objective of the course is to adapt to a digital lifestyle and become digital learners (learners who use digital technologies to empower their learning process). Challenged with the goal of triggering a lifestyle change, we need a learning process that makes learning an authentic,

experiential, and integrated process. A technology-integrated, problem-based learning (PBL) environment is used to promote participants' understanding of pedagogy, technology, and content as a single entity. As they plan educational units for their students, the teacher educators examine the model and its principles, and adapt these to their different needs. The learning/teaching methods and platforms used in the course enhance the personal understanding of digital tools, clarify how and when to use them, and foster an atmosphere that is interactive and dynamic – as necessitated by the 21st century. Three projects planned and implemented by participants of the course will be presented.

[1] This article is available at DigitalCommons@USU:<http://digitalcommons.usu.edu/iagroup> ■

2. The Development of a Collaborative Online Learning Platform (Moodle) for the Core Course, "The Research of Teaching Practices" (H)

Tami Reuveni, Ariel Sarid, Nili Mor

Levinsky College of Education, Israel

One of the central goals that the Levinsky College of Education has set itself is to deepen the awareness among its staff and students of the great potential of using digital technologies for teaching and learning. In recent years, the School of Education at Levinsky College has spearheaded initiatives to change both mindsets and organizational attitudes in order to promote teaching and learning within richly technological environments. In our presentation, we shall describe the process we have initiated within the elementary school program: the development of a collaborative online learning platform (Moodle) that accompanies the program's core course, "The Research of Teaching Practices". This platform has been developed by the staff of the elementary school program (first year) and in part by the presenters as part of their participation in MOFET's ICT training program. In addition, we shall present several examples of how we propose to use various digital tools (online forums, Google Docs, albums, and various 'external' online tools) to promote basic pedagogical principles and notions such as collaboration, peer learning, reflection, critical thinking, the teacher as researcher, personalized teaching, and more. We shall focus on two complementary levels: (1) the professional pedagogical development of the program's teaching staff as it attempts to incorporate the use of digital technologies into their teaching practices, and (2) the professional development of the students who are exposed to the great potential of incorporating digital technologies into their training practices in schools as well as in their studies at the college. ■

3. Bringing Technology into the Classroom: The Flat Stanley Project (H)

Michele Horowitz, Nili Mor

Levinsky College of Education, Israel

This presentation will reflect the process of implementing the "Flat Stanley" project in Eshkol Elementary School in Lod. The project's primary goal was to promote an increase in English vocabulary through writing, using technology and programs accessible to all pupils. To this end, a threefold approach was required: it was first necessary (1) for me to be thoroughly proficient in the technology as well as learn a variety of new programs. This was accomplished by attending the "Information and Communication Technology" course at The MOFET Institute; (2) for me to teach my student teachers the same technologies and programs; and (3) for the student teachers to teach their own pupils using their newfound knowledge. This was especially challenging, for in addition to the required English Curriculum, the student teachers were also required to teach their pupils the technological skills necessary to create and share their own "Flat Stanley" stories. In the process of executing this project, the student teachers found themselves drawing on a variety of openly available technologies that also promoted classroom management skills and collaboration among their pupils. While many instances of success were worth celebrating, challenges to this project – teacher training as well as project implementation – presented themselves quickly. In light of this, revisions have been made to the current school year's project which, hopefully, will provide even greater successes for the student teachers as well as a more fulfilling experience for the children involved in the "Flat Stanley" writing project. ■

4. The Course, "Mediated Learning in Preschoolers", as a Model of a Fully Online Course (H)

Ora Segal-Drori, Nili Mor

Levinsky College of Education, Israel

In 2012-2013, I taught the course, "Mediated Learning in Preschoolers", at Levinsky College. This was a fully online course with 100 students enrolled. The students were introduced to the theories and the main concepts of discourse and mediation, and attempted to implement these in their daily work in their kindergartens. At the same time, I studied in the teacher educators' professional development course at The MOFET Institute. This course assisted me as I examined, developed, and taught my own course. There were several levels to this assistance: At the most basic level, it helped me assess the course so that I could improve it, translating the insights from the MOFET course to my own teaching. At the second level, it helped me conceptualize how a course dealing with both learning theories and in-the-field instruction could be combined into an online framework. The third level consisted of the actual teaching of a course that had been improved through what I had learned. Lastly, I was able to reflectively evaluate the final product. This lecture will present my dilemmas, difficulties, and solutions regarding teaching an online course. One central issue I dealt with, for instance, was how, in an online course, to transfer the responsibility of learning to the students (Anderson, Rourke, Garrison & Archer, 2001). This study aimed to help me improve my online teaching abilities as a lecturer in a college of education. In addition, it sought to serve as a model for other lecturers in the pre-school training department where I teach. ■

Science, Mathematics, Technology, and Social Education

1. Partial Translation of an STS Module for Arab High School Students in Israel (E)

Judy Abir Abed¹, Yehudit Dori², Revital Tali Tal²

¹Al-Qasemi Academic College of Education, Israel

²Technion – Israel Institute of Technology, Israel

Science learning involves difficulties that arise from the essence of science and the methods used to teach it. Incorporating real-life scientific problems—case-studies may increase students' motivation to engage in learning and foster higher-order thinking skills. Students in the Arab sector in Israel experience special difficulties in reading and comprehending case studies since they are written in Hebrew, which is a second language for them. Therefore, partial translation of learning materials may contribute to improving their scientific understanding.

This paper reveals one aspect of detailed research that investigated cognitive and affective aspects of learning the Science-Technology-Society (STS) module, "The Quality of the Air around Us", written in Hebrew. The module underwent partial translation into Arabic. Teaching and learning were conducted in both Arabic and Hebrew.

The research population included about 100 tenth- and eleventh-graders who were either science or non-science majors. The tenth-graders were exposed to science taught in Hebrew for the first time, while the eleventh-graders had studied another STS module written in Hebrew in tenth grade.

The research, which applied qualitative and quantitative tools, showed that bilingual learning is useful and beneficial since it helps students in their everyday lives and in preparation for higher education. Moreover, research has shown that partial translation of scientific learning materials is effective. It promotes students' understanding and attenuates their resistance to the introduction of learning materials written in Hebrew.

On the basis of these findings, we recommend incorporating bilingual instruction integrating partial translation of scientific learning materials. ■

2. Teacher Practical Arguments (E)

Jazlin Ebenezer

Wayne State University, USA

This paper will discuss the US Science Education reforms and present "teacher practical arguments" as a framework for teacher change. This theoretical framework will be supported by a chemistry classroom study. The paper will also outline a future study on teacher practical arguments. *A Framework for K-12 Science Education* (NRC, 2012) that embodies three intertwined K-12 "dimensions of science learning": Scientific and engineering practices; Crosscutting concepts; and Disciplinary Core Ideas in the sciences and engineering, which has been considered pivotal for STEM higher learning and STEM careers. This alternative framework for science education calls for teacher change. For teacher professional change, Gary Fenstermacher's philosophical discourse on the theory of practical arguments that encourages teachers to think more deliberately and robustly about their pedagogical practices seems defensible. The theory of practical arguments is guided by four premises: *Value Premise* – benefit to be derived from an act; *Situational Premise* describes the context in which the teacher's action takes place; *Empirical Premise* makes a claim subject to scrutiny or test; and *Stipulative Premise* defines, interprets, or establishes meaning. Together, these premises represent an intention of actions. The "Other" plays a critical role in the elicitation, appraisal, and reconstruction of practical arguments. Recent classroom studies provide evidence of teachers' practical arguments. A study is being developed to understand the sorts of practical arguments scientists and engineers advance as they educate the Detroit Area science teachers and translate their experiences working with teachers into their own teaching practices in university classrooms. ■

3. Learning Geometry Using Origami (E)

Fatima Kadan¹, Thanaa Owesat²

¹*Al-Qasemi Academic College of Education, Israel*

²*Tel Aviv University, Israel*

This study examines children's perception and understanding of various geometric terms using origami as an object. It also examines levels of geometric thinking and skills of spatial perceptions among fourth-graders as a result of using origami.

Qualitative methodology was employed, i.e., data collection, observations, and structured interviews with five pupils who experienced origami activities.

The findings reveal that pupils recognize triangles accurately; however, when asked about their properties, they tend to classify them according to edges rather than angles.

Pupils did not account for angles in squares. They accounted more for edges.

Among the skills of spatial perceptions, it was found that pupils could coordinate eye-motor, figure-ground perception, and perceptual constancy. The development of these skills attests to cognitive aspects while analyzing and solving problems since the pupil thinks about how he can reach the final end-product and the stages he should fulfill.

Two out of five levels of thinking were recognized by pupils, namely, Visualization and Analysis; they succeeded in recognizing these geometric figures and even naming them. In addition, they succeeded in analyzing the contents and the properties of the geometric figures and classifying them according to their contents.

Using origami in class provides pupils with a tool for developing thinking and spatial perceptions as well as a new experimental way of learning geometry. This also encourages social interaction and permits cooperative learning. ■

4. Professional Characteristics of the Mathematics Teacher in Secondary School as Reflected in Classroom Discourse (E)

Ilana Levenberg

Gordon College of Education

The purpose of this research was to characterize the Israeli secondary-school mathematics teacher by means of classroom discourse, assuming that besides the apparent mathematical contents, the teacher's behavior and interaction with students include components featuring his/her personal view and professional identity.

Two aspects of professional identity will be presented: the interactive aspect and the mathematical aspect.

Research questions:

1. What are the interaction characteristics in the secondary-school mathematics class?
2. What are the content characteristics of a mathematics class?

The research population comprised 12 mathematics teachers from the upper grades of secondary school, who were preparing their students for the matriculation exams.

Unique graphic models for presentations of findings were constructed during data processing.

The findings reveal an asymmetrical picture of partners in the Israeli math classroom. In the classes examined, there were no mathematical discussions; the talk was unilateral, with the teacher being the sole active speaker. The students had no opportunity to be active partners, to think, to express their thoughts, to ask questions, or to propose or initiate ideas. The findings further indicate the teacher's absolute control on the mathematical discussion level; most of the questions put to the pupils were knowledge questions ("testing questions").

The professional identity of the Israeli secondary-school mathematics teacher was overshadowed by the matriculation exams. ■

5. Interaction with Animals as a Means of Scientific Education? (E)

Michal Motro, Orna Shternlicht, Ainat Guberman

The David Yellin Academic College of Education, Israel

The "Animal Behavior" course is taught as part of the David Yellin College's early education curriculum. Student teachers and children work together in teams interacting with the same animals throughout the academic year. During these interactions, teams often encounter unexpected animal behaviors that violate their anthropomorphic expectations and raise their interest (for example: how rabbits find their way in dark tunnels or why a female turtle fails to look after its offspring). We hypothesized that in these situations, student teachers would be motivated to find adequate explanations through scientifically acceptable means, such as reading biological texts and conducting observations or experiments (Baybee, 1997; Duschl, Schweingruber, & Shouse, 2007). Interactions with animals often stir strong emotions in children (Melson, 2001), and we expected the students to support children's coping and emotional growth.

Method: Fourteen teams, six in the first year and eight in the second (consisting of 38 student teachers and 48 kindergarten to 2nd-grade children, 25 girls and 23 boys) were observed three to five times throughout one academic year. Their interactions were transcribed and analyzed (ten Have, 1999).

Results: Although student teachers were adept at providing children with emotional support, it was very difficult for them to work in a scientifically acceptable manner, to pay attention to significant animal behaviors and traits, and to elaborate on biological issues that were raised during the sessions. In the second year, additional time was allocated to preparation and discussions, thereby helping student teachers acquire the knowledge and skills they lacked. ■

Educational Issues and Challenges in Preschool Education

1. What Did You Sing at Preschool Today? (H)

Ora Geiger

Qatzrin Ohalo College – Academic College of Education, Science and Sport, Israel
Kibbutzim College of Education, Technology and the Arts, Israel

Singing constitutes an integral part of daily preschool activity. Songs reflect society's ideals and values, and song repertoires alter with changes in societal ideology (Kahanovitz, 2010). Gluschkof and Shachar (2004) could not identify a common repertoire of children's songs within Israeli preschools or clear, overt criteria for their selection. According to Kahanovitz (2010), Israeli preschool teachers nowadays tend to seek new songs, especially on holidays. The research was conducted by the music teacher and Early Childhood Education students at "Ohalo" Education College, aiming to discover which songs are considered obligatory in the preschools according to preschool mentor teachers, what characterizes them, whether there is a common repertoire, and whether the preschool mentor teachers are aware of Ministry of Education instructions and apply them in practice.

The research population consisted of preschool mentor teachers from the Galilee and Golan regions. Research tools comprised a questionnaire and observations. Responses were analyzed statistically using SPSS software and content analysis of open responses and observation reports.

Findings indicated that the respondents had a common repertoire of children's songs, mostly decades old. No new songs (last decade) were chosen for holidays. Song selections by traditional preschool teachers more closely resembled the selections of secular teachers than those of religious teachers. Most respondents were unaware of Ministry of Education instructions, but complied with its recommendations.

Contradiction between these research findings and the literature might be caused by distinctive characteristics of the research population: senior, experienced, preschool mentor teachers, working in a peripheral region. ■

2. Preschool Children's Knowledge of Ordinal Numbers (E)

Nitza Mark-Zigdon

Levinsky College of Education, Israel

The preschool math curriculum deals with two basic features of natural numbers: *cardinality* and *ordinality*. However, not much is known about the ordinal number property in the course of numerical cognition development in young children. The aim of this study was to find out what *cardinal-principle-knowers* (CPKs) who have the ability to generate the correct cardinality for number sets know about ordinal numbers. The main research questions were: (1) What do CPKs know about ordinal number relations? (2) Was there a difference between verification and performance tasks in the level of CPKs' understanding of ordinal numbers?

Study participants included 56 preschool children: 29 4-5 year-olds and 27 5-6 year-olds. Regarding research question (1), the results showed that while 5-6 year-old children had acquired the understanding of ordinal relations, 4-5 year-old children are still in the process of acquiring this knowledge. All children in both age groups were just beginning to understand the $N+1$ rule. Regarding research question (2), the results showed that in the more difficult tasks, there was a lower success rate on the production tasks as compared to the verification tasks. In view of these results, it seems that these two levels of performance must be taken into consideration when designing and administering developmental tests. The results also demonstrate that the acquisition of knowledge of ordinal relations is a much longer process than that of the acquisition of knowledge of cardinality. ■

3. Religious Observance and Gender Issues in the Religious Kibbutz Preschools (H)

Orna Schneider

*Shaanan Academic Religious Teachers' College, Israel
Bar-Ilan University, Israel*

Postmodernism highlights the ideological duality between Jewish and universal values, resulting in reformation among religious Zionists, and the establishment of communities with a distinct religious character (Sagi & Schwartz, 2003) such as the religious kibbutz, with its liberal view of others (Ilan, 2006). This presentation, which is part of a larger study conducted in a range of preschools, examines **how this ideological duality is reflected in the formation of preschoolers' religious identity on a kibbutz.**

Data were collected over two years, using ethnographic methodology – observations, interviews, and document analysis – and processed by means of content and discourse analysis.

Findings showed that underlying the religious identity of the kibbutz preschool was the **gender-marked religious identity**. There was an overt tendency to correct the collective-religious past and the biblical text that marginalizes the woman's voice by attributing them to male authorship. To reverse the trend and empower women in the present, the same biblical text accused of marginalizing woman is used in conjunction with religious ceremonies in which the children participate. In order to place the woman at the forefront of society, education of this type seeks to construct an identity with maternal characteristics found in its expanding ecological fabric: in the **micro system, the identity of the mother in the family**, who is a sensitive person, protective of her children; in the **macro system, the "mother of the nation" identity**, which imbues her with powers that save the nation. ■

4. Research and Practice: Is There Dialogue with Kindergarten Children in the Ministry of Education's "New Horizon" ("Ofek Hadash") Program? (H)

Efi Stolarski, Anat Geller

Oranim Academic College of Education, Israel

In light of the publication of the new program for kindergarten teachers, "New Horizon", in which the kindergarten teachers are required to conduct three "dialogues" with each child every month, we thought it would be useful to examine the characteristics of the "dialogues" that take place between the kindergarten teacher and the children, and at the same time attempt to identify indicators of effective and qualitative dialogue.

Current researches point out that emotional availability and emotional responsiveness of the kindergarten teacher towards the children, active attentiveness, and empathy are variables that have an effect on the child's well-being and development. Nevertheless, the research literature concerning issues of emotional availability and emotional responsiveness lacks an analysis of the quality of the dialogue between kindergarten teacher and child.

The aim of this research is to describe and examine situations and moments of effective dialogue that occur in kindergarten. The research is comprised of audio and visual recordings of the dialogues held between a kindergarten teacher and the kindergarten children, who were aged three to six. The visual and audio recordings were analyzed in accordance to the vectors of dialogue articulated by Cissna and Anderson (2002). The second stage of the research included open interviews with the kindergarten teacher, based on the analysis.

The research findings point to an inherent incongruity between the use of the term "dialogue" as it appears in the kindergarten requirements in the "New Horizon" program and the Buberian sense of dialogue. This incongruity enabled us to articulate some characteristics and variables that are indispensable for conducting an effective dialogue between kindergarten teacher and children. The outcomes of the research were articulated in such a way as to enhance the practice of effective dialogue between kindergarten teacher and children.

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5. Music Education in Preschool in Israel's Multicultural Society: Conceptions, Attitudes, and Beliefs of Educators (H)

Lea Marzel

Kibbutzim College of Education, Technology and the Arts, Israel

This research constitutes the first extensive study that examines the conceptions, attitudes, and beliefs of preschool educators regarding multicultural music education in Israel and the role of multicultural music and its integration in musical education work in kindergarten. In-depth personal interviews of 30 preschool educators, considered a 'multiple case study' via narrative research, were conducted according to a qualitative approach. The sources that influenced and still influence the conceptions, attitudes, and beliefs of the multicultural preschool music educators were identified, as were the relationships between such attitudes and their musical educational implementation in kindergarten. This study shows that in the kindergartens studied, there was an abundance of musical repertoires, but that this does not indicate the method of its construction, infrastructure, and categorization. The variety of musical styles is limited and minimal attention is paid to multicultural music education. The considerations for choosing the musical repertoire in various kindergartens are not systematic, indicate a lack of confidence, and do not allow for building a consistent, systematic, obligatory, and clear musical culture. Many of the kindergartens did not possess a musical work plan at all, let alone a multicultural one. All this may be a result of the historic reality of the 'melting pot' policy, which has existed since the establishment of the State, 'interfered' in the process, and caused the educational implementation of multicultural musical variety to be suppressed. This research clears a musical path toward a social dialogue among diverse communities and reflects the cultural mosaic of Israel's heterogeneous society. ■

Emotional Processes and Their Influence on Learners and Learning

1. Divorce Causes Model as an Indicator for Intervention Program in Teacher Education (H)

Yael Shachor

Michlalah Jerusalem College, Israel

Shaanan Academic Religious Teachers' College, Israel

The present study deals with the reality of the marital chasm in the modern era, and attempts to examine the source of the situation in order to offer an educational intervention program within the framework of colleges of education so as to provide peace of mind during professional development.

The research method was based on the Mixed Methods approach (Sabar Ben-Yehoshua, 1997; Shekadi, 2003), which incorporates qualitative and quantitative methods.

The quantitative research included an analysis of the causes of divorce found in 118 divorce files from the Rabbinical Court. These causes were studied on the basis of a structured model that identified the most common causes of

divorce by percentage in order to furnish specific tools for coping with the problems that appeared among high percentages of the population, when teaching the intervention course. The results identified the main and obvious causes, which were categorized. Based on the analysis of the divorce files, a model summarizing the most common causes was obtained. In each file, between one and thirty-one causes were found (mean 6.42, SD=4.37). A total of 758 causes were collected from the files.

The main causes identified were: interpersonal relations (over 54%); differences between spouses (8.8%); personal problems of one spouse leading to divorce (17.2%). The qualitative research results identified a clear need among single and newly-married students for instruction before and during marriage.

In light of the results, a basic instruction course was developed for students. The research and intervention program is relevant for supervisors, teachers, and policy-makers in the field of family education. The course outline, principles, and rationale will be included in the presentation. ■

2. "Transparent Grief": The Exclusion of Students who Have Experienced Loss (H)

Smadar Ben-Asher, Paz Arbeli Baruch

Kaye Academic College of Education, Beer-Sheva, Israel

The study focused on students returning to school after experiencing personal loss, and encountering a reality wherein the educational system absolves itself from being a resource to support and help them cope with processing grief and adapting to separation. Although the educational and counseling staff is instructed to pay attention to visible signs of distress or irregular behaviors and provide assistance, the latent assumption is that this kind of behavior is uncommon. This perception is inconsistent with the extensive body of research that views grief as an ongoing process. The study was conducted among 180 fourth- to sixth-grade students. Half the participants described encountering death within their family or close surroundings in recent years. Experiences of loss were examined and discussed in a student focus group, personal interviews, and a questionnaire administered to teachers that examined views and action scenarios in the classroom in cases of loss. The data served as the basis for building an intervention program for educational staff with the aim of providing them with knowledge, skills, and tools to help children cope with processing their grief. In meetings with teachers, their own emotional difficulties and attitude toward death emerged. This difficulty prevents and deters them from systematically helping students experiencing grief. The intervention program opened a path to empathic containment of students experiencing loss in their close circle, and to assuming responsibility. The teachers learned to help students experiencing loss and provide them with an opportunity to cope with it within the educational system as well. ■

3. Parenting Styles and Parental Involvement as Factors of the Social and Academic Success of Children with Special Needs (E)

Adva Zilberstein-Haham, Yossi Yaffe

Qatzrin Ohalo College - Academic College of Education, Science and Sport, Israel

This study examines the relationship between parenting styles and parental involvement on the one hand, and the educational and social functioning of children with special needs in inclusive and separative educational settings on the other.

The area of parenting styles has long been central to the theory and research of children's education, socialization, and development. The importance of parental functioning in relation to children's psychological development has been extensively discussed in the relevant literature, which identified parental "behavioral patterns" in children's upbringing that may positively or negatively impact their welfare. A specific parenting practice is known in the literature as "parental involvement", which is considered very valuable with regard to children's functioning in the education system.

However, knowledge pertaining to children with disabilities, in the context discussed above, is lacking. In recent years, parenting patterns among parents of children with disabilities with behaviorally disturbed characteristics have

been studied rigorously, but this subject has still not been sufficiently studied in relation to multiple disabilities. Therefore, we suggest examining parental characteristics and their effect on children's achievement and educational progress.

The study objectives are to examine (1) the contribution of parenting style to the academic and social functioning of children with special needs in inclusive educational settings, while taking into account the mediating effect of parental involvement in school, and (2) the relationship between parenting style and educational progress of children with complex disabilities enrolled in special education.

The study group includes 50 teachers working with students with special needs and 50 of the children's parents. This study will illuminate the importance of parental involvement and styles in relation to their child's success in education. ■

4. Frustration, Challenge, and Emotional Processes during an Initial Educational Task of Conceptual Change (E)

Yaron Schur¹, Efrat Nevo²

¹*The David Yellin Academic College of Education, Israel*

²*Michlalah Jerusalem College, Israel*

The difficulties of experiencing conceptual change processes (Carey, 2009) led us to examine the emotional difficulties of an opening educational task that enabled students to experience conceptual change (Schur et al., 2009). This study examines the emotional reactions of educators experiencing the need to change their perspectives and relinquish their egocentric point of view. It can serve for preparing teachers for possible classroom experiences whose aim is conceptual change. Twenty-eight educators studying in academic courses (2009-2011) performed a task in which they were required to place themselves on the moon and draw day and night on Earth from there. The students were asked to complete a questionnaire and describe the emotional processes they underwent. The task created high levels of emotional involvement. Out of 28 students, 25% (89.2%) expressed emotions. Seventeen (61%) of the students expressed mixed feelings and positive and negative emotions. Feeling a lack of knowledge and not being accustomed to this kind of task (68%) were the main causes for expressing feelings. In this context, they expressed negative feelings such as fear and anxiety, and positive feelings such as curiosity and challenge. Eighteen percent were afraid that their colleagues would recognize their scientific ignorance. Our research shows that the fact that the students were emotionally involved enabled them to be open to change. The mediation was important for accepting the feelings of the students, and leading them to continue working on the task. ■ 1078

5. Promoting Empathy through Performing Literature (E)

Lynn Timna

Bar Ilan University, Israel

The Academic Arab College for Education in Israel - Haifa

Work in a number of fields converges to support the hypothesis that the study and performance of literary texts can lessen the gap that exists between the individual and society, and in so doing, foster a more complete understanding of others.

In this paper, I will explore the transitional process my Israeli Druze students experienced when studying, and eventually performing scenes from the play *Romeo and Juliet*. Having been raised in a society where adolescent boys and girls are not allowed to date, and children's acquiescence to the wielding of parental authority is quite natural, these students were angered by Romeo and Juliet's behavior. Initially, they interpreted the play from a self-oriented perspective. By the end, however, after a set of mediated learning experiences, they were able to enfold a relationship-oriented perspective.

The mediated learning experiences included three major elements. The first was the students' age; under this rubric, both their roles as young adults dealing with parental authority and their ease with the medium of film as partakers of the general youth culture. Clips from the Franco Zeffirelli (1968) and Baz Luhrmann (1996) filmed

versions of the play were used during every stage of teaching. The second element was their interest in science. The students were exposed to recent empirical research on the adolescent brain. The third element was their ethnic and cultural orientation.

In conclusion, I shall describe which factors I have found to be essential to the development of a reliable process for teaching how to dramatize canonical literary texts with a view to producing empathy for others in foreign language classrooms. ■

Ideology, Policy, and Teaching

1. A Farewell to "Farewell to Education" by S. Yizhar (E)

Shraga Bar-On

The David Yellin Academic College of Education, Israel

The author, philosopher, and politician Yizhar Smilansky (S. Yizhar) was an accomplished man who also served as a professor of education at the Hebrew University. In 1989, he wrote an influential essay called "Farewell to Education". This essay, which reflected the spirit of progressive education, exerted a profound effect on the educational scene in Israel. It strongly influenced the thinking of many teachers and affected educational policy in various fields of teaching.

My lecture seeks to coherently reformulate the claims of Yizhar's article, to examine them in the light of progressive educational theory, and to try to reevaluate the key arguments. I shall suggest that Yizhar's essay contains three inconsistent arguments, all leading to a common conclusion, namely, that there is no place for an education of values, but that education should be limited only to instruction. Against those claims, I shall present the inverse thesis that humanistic education (and not merely teaching) plays an important role in shaping society and culture; that humanistic education is effective, and that humanistic education does not necessarily demand too heavy a personal price. This can be achieved through teaching that maintains a balance between two fundamental educational goals: education as a socialization mechanism and education as an agent for changing society – both goals that conceive of education as dealing primarily with values. ■

2. The Education System from a Parliamentary Point of View (E)

Yuval Vurgan

The Knesset Research & Information Center, Israel

The lecture aims at revealing and presenting the reciprocal relations between the parliamentary practice in The Knesset and key processes in the Israeli education system (including the teacher education system). All this from the perspective of the parliamentary research official in the field of education at the Knesset.

The first part of the lecture will show the relations between the main three functions of The Knesset: 1) legislation; 2) overview of the executive branch; 3) representation, through the initiation of public deliberation, and the formulation of education policy in Israel, in the aspects of administration, budget, curriculum and instruction, etc. Within this part, the lecture will shift between the theoretical side – in which some structural and procedural tools will be presented, and the practical side – in which these tools were used in actual cases at the education committee of the Knesset, and in other debates at on education in the Knesset.

The second part of the lecture will review several case studies of Knesset's debates, where research and information were used, in the field of education in general, and teacher education in particular.

The third part of the lecture will discuss possibilities of mutual influence of the parliamentary arena on the different communities dealing with education (policy makers, researchers, educators – principals, teachers, teacher educators, students and parents), and in particular the potential impact of the communities involved in education on the parliamentary arena – through active involvement, as part of civil and/or professional organizations, through the mediation of position papers and research findings, and more. ■

3. Ideology and Politics as Shaping Factors in Making Educational Decisions: The Approval of Textbooks and the History Curriculum (E)

Doron Niederland

The David Yellin Academic College of Education, Israel

Over the past two decades, Ministers of Education from opposing ends of the political spectrum have sparked public controversy with debates in the Knesset Education Committee leading to their decisions to approve or disqualify textbooks for the high-school history curriculum. Are educational considerations really the only issue here? The intense public response indicates the importance of history textbooks in creating a national memory and defining collective identity and values. Furthermore, their approval and particularly their rejection reflect specific perceptions with regard to the role of the state in education and its involvement in shaping the identity and character of society.

This study will systematically examine approval procedures for history textbooks together with the bodies involved. Such an examination, not being limited to the solitary cases that created a public storm, will first of all reflect political and social processes that have taken place in the State of Israel. Additionally it will demonstrate Israeli society's changing values, educational ideas, and concept of self-identity, i.e., the changing emphasis of collective memory over time.

Methodology: Historical analysis of documents from the State and Knesset archives including protocols and correspondence of the pedagogical secretariat, the textbook approval committee, the curriculum department, ministerial and deputy ministerial bureaus, the Knesset Education Committee, as well as agenda proposals and parliamentary queries that were addressed to the education ministers.

The examination so far shows that over time, the reasons and circumstances leading to requests for the disqualification of history textbooks have indeed varied. These changes provide a mirror image of Israeli society's developing self-image and collective memory. ■

4. Generations Z, Y, X and Baby-Boomers: Comparison of Expectations of the Future Workplace and Views of the Ideal Future Teacher (E)

Eyal Kaminka^{1,2}, Shlomit Kaminka¹

¹*The College of Management Academic Studies, Israel*

²*Orot Israel College of Education, Israel*

Generation Z is the name generally given to children born after the 1990s. As opposed to the baby-boomers (1945) and Generations X (1965) and Y (1980) that have been researched and characterized in recent years, Generation Z is still an enigma. However, this generation is going to be the major work force in a few years and as such will dramatically influence the organizations of the 21st century. It is expected that Generation Z will work alongside Generations Y & X and baby-boomers with a mix of cultures, languages, expectations, and values.

In a recent pilot research study that was conducted in Israel (2012), the expectations of Generation Z teenagers (N=120) regarding the future workplace were compared to those of the other generations (N=350). Contrary to expectations, 'meaning' and 'task-level' (challenge at work) were found to be the most valued criteria for all generations, even before 'salary' and 'promotion'. Most of the participants (70%) favored the work-family balance, while 'salary' was ranked very low as a legitimate reason to quit. Other views, values, and expectations, such as the character of the ideal teacher of the future, team-work, multi-generational settings, and flexibility were examined. Future research, as well as education implications, is discussed. ■

5. The Professional Development of Educators in the Paradigm of LLL: Serving Individual or State Interests (E)

Tatiana Voronchenko, Lyudmila Tatarnikova
Zabaikalsky State University, Russia

There is an urgent desire in the changing world to correlate our adherence to traditions of the past with the challenges of the present day and the needs of younger generation. In the sphere of education, this process demands innovative approaches and learning strategies. To our mind, the professional development of educators fits the paradigm of Lifelong Learning, which allows higher-level school educators to sustain their intellectual activity even at retirement age (e.g., professors emeriti), and enhance their level of competitiveness throughout their lives.

We posit that this is one of the most crucial problems in Russian education nowadays, and at least two aspects of it require special consideration. The first is related to the fact that many Russian university educators do not speak English at a level that is adequate for professional communication, and are unable to transmit their ideas and share the results of their creative work with colleagues from different countries. The second aspect is connected with a certain degree of fear of computer technologies and its wider implementation in the learning process on the part of the older generation of educators.

Another important problem is associated with the question of whether the professional development of an educator should satisfy personal interests or work on behalf of the interests of society as a whole.

Solving these problems will bring about the harmonious combination of individual and collective interests, since providing opportunities for the personal and professional development of educators (professional licensure and certification courses) means improving the educator's role in society and preventing the devaluation of the status of academic education. ■

Language Education in a Multicultural Society

Language Education in a Multicultural Society: An Overview of a Graduate Studies Program (M.Ed.) in a College of Teacher Education (H)

Ilana Elkad-Lehman, Irit Kupferberg, Iris Alfi-Shabtai
Levinsky College of Education, Israel

The 2013/2014 school year will mark the beginning of the second decade of the graduate program for Language Education in a Multicultural Society at the Levinsky College of Education. We shall introduce the program from three different perspectives. We shall begin by presenting the rationale underlying the construction of a unique multidisciplinary program that focuses on the teaching of languages as well as on multilingualism and multiculturalism in school and society in the Israeli context. We shall examine the first curriculum designed and the changes it has undergone. Then, we shall present a quantitative study of the program and of the achievements of its graduates. This study will include information regarding the number of graduates, percentage of graduating students, reasons for dropping out, students' occupations when they began their studies, and students' final projects (both research- and practice-oriented). We shall also introduce the different segments of the final project, and describe the program's contribution to the participating students' professional development and the publications generated to date. The third perspective will allow conference participants an immediate encounter with a selection of examples of students' projects, encompassing some of the areas covered by the program, e.g., school, multicultural and multilingual encounters with new immigrants, the social and education context of language and discourse in the technological era, and literature and reading in the communal space. These will be presented by graduates, former students, or the project advisor. ■

New Concepts of Communities

1. Online Teachers' Communities – A Tool for Teacher Empowerment (H)

Dalia Fenig

Ministry of Education, Israel

Technology offers education systems a broad range of new possibilities. While there is still disagreement among academics and educators regarding the advantages of digital pedagogy in improving the learning experience and its impact on pupil achievement and its integration into teaching-learning-assessment processes, there is no argument regarding technology's advantages for teachers' communities in the following areas:

- Peer learning and information sharing;
- Partnerships for shaping and formulating policy;
- Belonging to a professional community;
- "Unit pride" and group empowerment.

As a coordinating inspector (*mafmar*) for geography teaching for ten years (2002-2012), I participated in a teachers' community that was established in the early 1990s and served as a pioneer in this area. The teachers' community afforded an opportunity for exchanging opinions and ideas, and offered assistance at important junctures. For example, new curricula and textbooks were uploaded to a related site, chapter by chapter, where community members could leave their comments. A large number of these remarks were taken into consideration, which not only helped improve the material, but also gave teachers a sense of partnership and made them feel they had made an impact.

In the lecture, I shall provide a variety of examples of the perspectives noted above, while also presenting the difficulties and challenges. The Pedagogic Secretariat encourages the establishment of teachers' communities in all content areas and for all grade levels as part of an overall perspective that views the potential offered by online communities for professional development, maintaining contact between the field and headquarters, and leveraging teacher empowerment. ■

2. Service Learning in Educational Training (H)

Rinat Arviv-Elyashiv, Anat Miller-Shavit

Kibbutzim College of Education, Technology and the Arts, Israel

The service learning program at Kibbutzim College strives to cultivate among teaching students social consciousness both as citizens and as educators. This program combines attendance of an academic course dealing with social issues with community activities carried out in social and educational settings. The present study examines the perceptions of students participating in the program for its contribution to fostering awareness and social action in relation to three areas: knowledge (knowledge relevant to social programs), attitudes (fostering a perception of community orientation and valuable educators) and self-efficacy (sense of ability to activate social initiatives).

The study was conducted with 200 undergraduate students in the 2010 school year. Findings of the questionnaires showed that according to students' perception, the program was able to promote aspects related to social concepts, reflecting awareness, socio-community orientation and criticism. However, the program's contribution was less significant in acquiring relevant social knowledge and in fostering feelings of capability to initiate and lead social moves. Within this context it was, therefore, deduced that the program was more successful in constructing or strengthening social consciousness perceptions as individuals who are part of the community and less as future educators.

Findings also show that the program can contribute more to fostering socio-community orientation among teaching students whose department head defines himself as having an authentic and deep connection to social issues. Moreover, a sense of satisfaction from the program contributes to the internalization of societal attitudes, and to the ability to work and lead change in these contexts. ■

3. The Changing Reality of the Parent-Educator Partnership (E)

Maya Goldman

The David Yellin Academic College of Education, Israel

Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Since schools have an important responsibility in helping to nurture and teach future generations, families trust them to provide educational foundations for their children's future. At the same time, schools need to recognize the primary role of the family in education.

Research demonstrates that parents' involvement in the educational process and their attitude toward school is strongly related to improved student learning, attendance, and behavior. Family involvement can have a major impact on student learning, regardless of the family's social or cultural background. This is why working in partnership is critical for schools and families in general, but even more for families of children with disabilities.

This knowledge notwithstanding, partnership is difficult to achieve: teachers and parents have serious mutual complaints and easily fall into competitiveness and defensive-attack coping strategies. Moving toward partnerships requires a significant change in attitude and school policy, and the key is simple: training teachers and principals to work with parents.

The lecture will present basic principles (built on 30 years of hands-on experience) for developing a partnership with parents in schools – particularly with parents of children with special needs. These principles are grounded in concepts of diversity, suitability, asymmetric relationship, and both parents' and educators' expertise, and function as guides for educators when confronted by the overwhelming dilemmas of how to relate to the students' families. ■

4. Practical Project: Teacher Education Program for Parental Involvement (E)

Vered Altshuler Ezrachi

Mandel Leadership Institute, Israel

This research, which was conducted over the last four decades, indicates the importance of parental involvement for children's scholastic achievements, behavior, and well-being. Nevertheless, the Initiative for Applied Education Research (IAER) found scant parental involvement in Israeli schools (Greenbaum & Fried, 2011). Several obstacles hinder parental involvement, notably teachers' unwillingness to assume responsibility for working with parents (Epstein, 2011), which they ascribe to their lack of pertinent training (Zygmundt-Fillwalk, 2011). Although the Ministry of Education defines working with parents as part of the teacher's role (RAMA, 2011), this is not sufficiently manifested in teacher education. The IAER report identified a few courses (most of them electives) that prepare teachers to work with parents. Moreover, practical methods for working with parents constitute a weak link in the teacher education system today. The proposal is for a program to prepare teachers to work with parents, based on and integrated into the current practicum model. It will develop pre-service teachers' personal and professional efficacy and skills for working with parents, so that they will initiate relationship with parents as an integral part of teaching. The program will combine existing courses on working with parents with a practicum in which pre-service teachers meet pupils' parents. This experience will be accompanied by ongoing reflection and feedback to consolidate their sense of commitment, personal fulfillment, and self-efficacy. The program could bring about the required change in the relations between parents and schools, thereby improving pupils' performance. ■

5. Understanding the Concept of "Social Involvement" among Students in the Ayalah Program, Michlalah Jerusalem (H)

Myriam Merzbach, Hava Greensfeld, Yitzhak Izak
Michlalah Jerusalem College, Israel

Michlalah Jerusalem has experimented with various models for encouraging social involvement among students participating in a high-achiever teaching program. We present a study conducted in 2011-2012 investigating ways in which first-year female students in the high-achiever program understood the concept of social involvement, and the influence exerted by the project both on their views and on their professional development. The project included activities with pupils and organizing social events for new immigrants. Research tools were a preliminary questionnaire to determine views concerning social involvement, weekly journals in which the participants recorded activities and meta-cognitive thought about them, a concluding questionnaire, and interviews. Analysis of the definitions of social involvement held by volunteers in the context of teacher education yielded four motivational patterns: (1) involvement as a "mission", motivated by a high level both of social concern and readiness to act for the benefit of others; (2) involvement as an "idea", with a high level of concern yet minimal readiness to act; (3) "practical action", with a high degree of readiness to act but a low level of social concern; (4) "apathy", with low levels both of social concern and readiness to act. Analysis of students' responses to the concluding questionnaire indicated changes in their views regarding social involvement. Another change concerned the students' professional development in various areas. Research results contribute to the understanding of motivational patterns among students and suggest means of motivating with long-term benefit in teacher education. ■

A Philosophical View of Education

1. "Hierarchy of Love": A Humanistic Israeli (Jewish-Democratic) Philosophy and Its Application in "Educational Teaching" (H)

Reuven Gerber
The David Yellin Academic College of Education, Israel
Levinsky College of Education, Israel

It is agreed that the State of Israel is a Jewish and democratic state, but in reality, society is split between the values of Judaism and those of Democracy. This is reflected in the agenda of the general education system in the absence of clarity about the ethical image of its graduates and in the ideological separation between teaching "the heritage of Israel" and teaching "citizenship". This phenomenon is a withdrawal from the concepts of Spiritual Zionism, which integrated the common ideals of tradition and modernity that are essential to a civilized society, and have been embedded in the Declaration of Independence: "The State of Israel ... will be based on freedom, justice and peace as envisaged by the prophets of Israel." Believing in the centrality of these ideals, I designed a philosophical-educational model called 'The Hierarchy of Love', integrating the personal dimension of freedom; the social dimension of justice; the interpersonal dimension of solidarity; the familial-communal dimension of love; and the ideal of unity in the dimension of nature. Implementing the principles of this model within the education system can help effect a transformative change in society, geared toward humanistic, unifying ideals. In my book, *Israeli Humanism – From Spiritual Zionism to Israeli Identity*, I call the pedagogical approach, inspired by this philosophy, 'educational teaching'. This approach integrates the pupil, from a cultural-moral perspective, and through dialogical relations, into the classroom community. In recent years, I have worked with this approach when teaching Jewish philosophy in colleges of education. I will illustrate the teaching method with a short talk and workshop revolving around a short Talmudic story titled 'Kamsa and bar-Kamsa'. ■

2. Does Education Change Reality? A Philosophical Point of View (E)

Eilon Shamir

Beit Berl College, Israel

The first question to be asked is what reality is education meant to change? If the stratum of "reality" to which we refer is an economic-political stratum, we may choose Paulo Freire's way (Mifras, 1981). However, I would like to relate to another stratum of "reality": the inner spiritual reality, based on the theory of A. D. Gordon (Hasifria Hazionit, 1951) and M. Buber (Mosad Bialik, 1980). Gordon emphasized the dimension of the "heart" versus what he called "the sick consciousness", and Buber emphasized the dialogue, and the contacts, the connections in education. In Israel today, the student is a product of the capitalistic culture. Outside school, the student is shaped by television and the computer, as envisioned by Postman (Poalim, 1986). And as a rule, a materialistic educational perception that emphasizes cognitive aspects in teaching prevails inside school, too. School has become an alienated, violent place, engulfed in noise and suffering. Can education change such inner spiritual "reality"? I believe it can. A change occurs wherever a teacher standing in front of students leaves room for "the heart" and not just "the head". It occurs where a dialogue takes place – between student and text, between student and peer, between student and teacher. It occurs where there is discussion of questions of identity and values through emotional experiencing. These are seemingly small changes, and are difficult to carry out. But when they do occur, they reward those who partake of them with joy, connectedness, curiosity, and the thrill of learning. That is why I believe that this direction can help change the political stratum of reality as well. ■

3. Educating for the Future (H)

Eyal Weissblueth, Shimon Amar, Yonit Nisim

Qatzrin Ohalo College - Academic College of Education, Science and Sport, Israel

Ohalo Academic College of Education identified a significant need to shape the teacher's role according to necessary 21st-century skills. It consisted of a higher level of creative thinking and active leadership among school staff members during their in-service teacher formation.

This led to a pioneer project, unique in its scope and essence, which commenced in 2010, in collaboration with Intel Corporation. Since then, 454 student teachers have completed an annual course titled "Educating for the Future". They learned to combine new teaching methods with information technologies while stimulating interest, thinking, and creativity in their students as part of their lesson plans. The project comprised several stages. First, it required the use of various tools, some developed by Intel Corporation. This enabled them to teach and challenge children by requiring them to use higher-order thinking skills. The outcome was a learning unit planned by student teachers in various disciplines. Second, 61 selected students were instructed by senior managers at Intel in practicing leadership and change management skills and abilities.

The evaluation of the first-year project showed that pedagogical instructors and teacher educators must be involved in the process. Switching from a fixed mind set focusing on Intel methodology to a mind set open to many other pedagogical methodologies was necessary. At the same time, providing leadership tools for leading changes was critical. The second-year evaluation, evident in satisfaction surveys and other manifestations, showed that the first stage was successful as students demonstrated required behaviors and skills during their "student-teaching experience". ■

4. The Crisis is the Main Feature of Teaching (E)

Amikam Marbach

*Retired - Shaanan Academic Religious Teachers' College, Israel
Academic Center of Design and Education, WIZO, Israel*

The purpose of this article is to investigate the reason for the inability of teaching to escape from the crisis in which it finds itself. The problem is that despite the inexhaustible abundance of "reforms" and pedagogical changes, teaching always comes back, sooner or later, to its routine agenda, sinking into the ongoing educational crisis. The literature reveals that teaching practice is locked by a linear communicative mechanism based on the following formula: 1 X 40 X 50 X 6 (a teacher who imposes processed knowledge on his forty pupils in fifty square meters six hours a day – all that accompanied by rigid discipline, tests, and "ringtones"). This formula depresses the pupils, castrates the teacher, and precludes any pedagogical change that could break the oppressive routine of teaching. The conclusion is that the compulsive approach of teaching prevents the realization of most of the basic educational goals and turns the crisis into the main feature of teaching. It is suggested that the linear communicative mechanism be replaced by a friendly educational environment that encourages pupils to pave the way to knowledge by themselves. This approach is especially important in a changing world in which pupils are frequently required to reexamine phenomena that they are unable to explain or elaborate on by means of their prior knowledge.

5. The Return of the Sophists to Power or Mass Media and the Public Discourse (H)

Orly Ravid

Kibbutzim College of Education, Technology and the Arts, Israel

This lecture deals with the development of public speech in the mass media, and its adjustment to today's communication arena. In this lecture, I will suggest that despite the importance of the various means employed by the media today, there is no substitute for genuine discourse in society, discourse that is based on the rules of public discussions and on common social norms. This approach is based on the rhetoric of Aristotle and Perelman, who stressed the importance of a common starting-point for public discussions, one that is grounded in the common norms and values of any particular society. I will also discuss the place and significance of classic rhetoric in today's political-economic and political fields, and all of these in the age of mass media, social networks, and interactive media. Today's communication methods are different; they are not only spoken language, but they rely heavily on images. The language of television is a language that stands alone and possesses its own types and doxa. Visual norms from social semantics and technical assumptions, from the arts of photography and film, are all part of today's world. They create a unique new visual language that most viewers understand and are influenced by. In my lecture, I will contend that it is important to practice discourse in our society in a manner that encourages public debate, discourse that is based on the rules of rhetoric and its role in the public domain. I will base some of my suggestions on the important works of the German philosopher, Jurgen Habermas, the founding father of the new rhetoric, Chaim Perelman, and other important writers from Israel such as Ruth Amosi and Yehoshua Gitay. ■

Research and Ethics in Teacher Education

1. Bridging the Gap between Research and Practice in Teacher Preparation (E)

Ofra Walter, Meirav Hen

Tel-Hai College, Israel

Enhancing students' ability to recall education knowledge and research skills that can be applied in professional situations is a major educational goal. Bridging the gap between theory and practice has preoccupied teacher educators for the last 30 years. Teachers involved in research can gain an insight into how they are working at present while looking ahead to their future practice. The focus of the current research was to develop a research seminar teaching model for student teachers based on the evaluation and assessment of an existing *research-based* seminar teaching model for B.A. students. This action research utilized students' pre- and midterm reflective questionnaires and final assignments, as well as instructors' reflective teaching diaries. Findings suggested that a *research-oriented* teaching model was more suitable for B.Ed. student teachers than the *research-based* model. Future studies should explore more systematically the teaching designs of research skills and their actual implementation in the educational field. ■

2. Within Dialogue and Without: How Has "Being in the Unknown" Become a Value in My Developing into a Better Dialogical Educator? (E)

Anat Geller

Oranim Academic College of Education, Israel

This talk is based on an autobiographical study using a Living Theory Action Research methodology (Whitehead and McNiff, 2012) concerned with 'I' as a nearly childhood pedagogy instructor, an Israeli Jew from a Hebrew-speaking culture, working mainly in three educational frameworks in three cultures: (1) in an Israeli-Arab college that is predominately Muslim; (2) as the director of a course for Druze caregivers on the occupied Golan Heights, and, (3) as a pedagogy instructor in an academic college of education that is affiliated with the Zionist Kibbutz movement, servicing the multicultural and multinational sectors of Israeli society.

The originality of the presentation lies in the process of synthesizing and acknowledging instances of 'being in the unknown'; in revealing the values that enabled me to recognize and see beyond the socially constructed discourse, values, ethics, and morals in varied cultural, contextual, and educational settings, and move beyond their limitations, enhancing my ability to be a better dialogical educator.

Although the issues of 'Dialogue' and 'Thou' have been elaborately discussed, the process of revealing the 'I' and the result attributes one has to possess in order to be in dialogue with the 'Thou' are not explicit (Buber, 1955). I assert that the process of unveiling one's core self (Rogers, 1969) – the 'I' – is a necessary component or phase in the process of becoming a 'good enough' dialogical educator. This assertion is examined in the light of fundamental literature on dialogue – chiefly from Buber, Freire, Rogers, and Korczak. ■

3. Teachers' Morally Courageous Behavior (E)

Lea Baratz, Roni Reingold

Achva Academic College, Israel

Moral courage was defended by Miller (2000) as "a willingness to take a stand in defense of principles or convictions even when others do not. People who exhibit moral courage are often subject to...inconvenience, unpopularity, ostracism, disapproval, derision, and even harm to themselves or their relatives" (p. 36).

Despite the huge importance of teachers' morally courageous behavior in school life, very few studies have examined that issue. In Israel, the authors of the current study were the first to do so.

The purpose of this study was to assess the dimensions of morally courageous activity within school life by qualitatively analyzing 31 Israeli teachers' defined self-narrative, which they felt could shed light on elements of educational moral courage.

The findings indicated that the interviewees' (17 secular public school teachers and 14 religious public school teachers) responses not only expressed a profound understanding of the concept of moral courage, but could define the content domains of morally courageous educational behavior. The findings also revealed that the interviewees from both sectors claimed that the Israeli educational system is characterized by instructional price tags for teachers' morally courageous behavior.

While there was no essential difference between the religious and secular public school teachers' perceptions of the concept of "teachers' moral courage", we found a fundamental difference concerning their willingness to display morally courageous behavior. More specifically, the religious public school teachers attributed their moral actions (including teaching their students values) to conformity to the values and norms of the religious public school system rather than to moral courage. ■

4. Code of Ethics for Educators and Teaching Professionals Appertaining to Interns and Novice Teachers (H)

Sarah Zilbershtrom

Ministry of Education, Israel

This lecture will deal with the connection between the Code of Ethics for Educators and Teaching Professionals and teachers at the induction stage of the profession. In recent years, teaching has been undergoing a process of professionalization. This process in Israel requires compulsory internship (induction) in teaching, to be undertaken upon completion of degree and certification studies. The aim of the internship, which is one of the conditions for obtaining a license to teach, is to support the novice teacher successfully through the induction stage. Simultaneously, another process is apparent in the world of education and teaching, also deriving from the professionalization of teaching, namely, consolidation of a Code of Ethics for educators and teaching professionals. In many professions, the Code of Ethics constitutes an important component in the comprehensive regulation of internship, authorization, and affiliation to the profession as well as the rules of conduct incumbent upon those professionals during their careers. At present, there is no binding Code of Ethics for educators and teaching professionals in Israel, although four draft versions do exist. This lecture will relate to these two components of the professionalization process in the teaching profession: internship in Teaching and consolidation of a Code of Ethics. Do they go hand in hand, complementing one another – the Code of Ethics, representing the aspiration for the supreme self of the ideal teacher, and induction workshops, offering methods of implementing the present self of the ideal teacher; or are they contradictory? While it is widely accepted that the workshops help the teacher survive and succeed, the Code of Ethics, by nature, requires him/her to fulfill moral-ethical demands. The latter may be considered as exerting extreme pressure on novice teachers at the outset of their professional paths. ■

5. Supplementary Individual Teaching Hours According to the Courage to Change Reform (E)

Emanuel Tamir

*Qatzrin Ohalo College - Academic College of Education, Science and Sport, Israel
University of Haifa, Israel*

In 1997, Israel's post-primary Teachers' Union realized that campaigns to improve wages and work conditions had failed to change the education system. It therefore assembled work-relations experts, who constructed the unique *Oz Latmura (Courage to Change)* reform program, an unprecedented move for a workers' union, especially a teachers' union. Subsequent organizational development of the teachers' union led the union to expand from a mere trade union into a professional association as well, enhancing teaching as a profession (Tamir, 2009). Following struggles and work disputes, the program matured and is presently being gradually implemented.

Within this reform, schools are assigned 'individual teaching hours' to support and reinforce pupils. These hours need not necessarily relate to academic aspects (Meier, 1995). Schools adopting there form must create content for these hours, undefined by the program, leaving schools with degrees of freedom.

Qualitative research, presently under way, employs interviews with school coordinators and Ministry officials, with document analysis to investigate the implementation of 'individual teaching hours' in different schools, and develop practical models. Research questions are: Which practical models emerge from the field? What are their characteristics? What potential do these models have to advance teaching as a profession? This investigation should facilitate future theory-grounded applicable models, aiding the development of theory concerning professional aspects of teaching. ■

Research in Teacher Education

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1. From Covert to Overt – Reflective Journals as a Methodological Tool for Evaluating a Practice Teaching Program in Teacher Education (H)

Bilha Bashan^{1,2}, Rachel Holsblat¹

¹*Talpiot Academic College of Education, Israel*

²*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

The practice teaching program is an important element in teacher education. Cochran-Smith and Lytle (2009) indicated the need to rethink how to transform the practice teaching program into effective learning environments and starting points for teacher research. In this lecture, we shall present qualitative-ethnographic research based on a phenomenological perspective. The research examined the complexity of the co-teaching process in the training program for pre-service teachers in regular classes that include special needs students. The research objective was to understand the significance of the 'teaching act' according to the pre-service teachers and pedagogical instructors. The chosen methodology of ethnographic research with a phenomenological perspective permits a view of the entirety of the phenomenon in its complexity and symbolic significance (Wolcott, 1988, 2001). This type of research focuses on the manner in which the various events are perceived and interpreted by the different participants. Data were collected from pedagogical journals written by pre-service teachers during the practicum year and a journal written by the instructor during the program implementation. According to Goetz and Le Compte (1984), these data constitute process data and show what occurs during the implementation of a program or any innovation in addition to the participants' perceptions. Data of this type also enable the extent of contribution or success of the innovation to be evaluated.

The lecture will present data from journals as well as the insights that were gained from this methodology and that will help successfully realize the training goals in the practicum program. ■

2. "Learning Community" A Habitat for Learning in Teacher Training (H)

Teresa Lewin, Hadassa Aillenberg, Esther Vardi-Rath, Zehava Cohen, Talia Weinberger, Dina Ben Yhaish, Orit Shemer

Kaye Academic College of Education, Beer-Sheva, Israel

A learning community, as a model of collaborative learning (Panitz, 1996), is an example of the collaborative construction of knowledge and research. It is an interactive-constructive process requiring a high level of knowledge sharing, individual and group reflection, and collective authority and responsibility (Brown & Campione, 1994, 1996; Wenger, 2004; Pringle, 2002). As part of a study on children's discourse conducted in the Early Childhood Program, a learning community of college mentors, students, and mentor-teachers from kindergarten and elementary school was formed. The dynamics and the cooperative characteristic of the research within this learning community led to the idea of concomitantly researching ourselves as learners. The research objective was to characterize the learning community as a model of collaborative learning, focused on authentic field learning alongside theoretical conceptualization. Data were collected through audio recordings and transcription of all joint learning workshops. In addition, semi-structured interviews were held with study participants. These data were analyzed using a qualitative methodology, on the basis of categories stemming from the findings. During the research, we developed tools for documenting learning processes. Today these tools are integrated into teaching-learning processes in student training, as part of a Pedagogy of Listening, itself an essential element of community learning. In this regard, we wish to emphasize that we believe learning through research experiences to be a pivotal component of teacher education. In this lecture, we shall also present the changes made to the Early Childhood Program curriculum. ■

3. Teaming Up: The Contribution of Teamwork to Teachers' Learning during Teacher Research (E)

Yael Furman-Shaharabani

ORT Braude College, Israel

Given that teaching in this rapidly changing era is complex, a lifelong undertaking of learning and development is essential for all teachers, particularly for science teachers. While teacher research is accepted as a way to develop professionally, the contribution of group work is not yet established in science education. Employing a social-constructivist theory, this study explored the contribution of teamwork to biology teachers' learning during an action research course in a graduate program for science teachers. The teachers worked in couples on a topic of their choice, and each stage was supported by whole-group discussions and feedback. As a result, there were two levels of teamwork.

The data sources were teachers' research reports, learning diaries and reflections, audio recordings of classes, on-line discussions, and interviews. Content analysis was performed to identify the categories. The main findings revealed that both levels of group work had an important impact on the learning. The group supported learning in more ways than one, for example: focusing the research topic and scope; motivating the advancement of the projects; providing support and encouragement at difficult stages; learning from peers; improving research methods. The two levels of support will be discussed during the presentation. The results also showed that the teamwork exposed the wealth of practical knowledge the teachers were able to share. This study stresses the fact that teamwork plays an important role in supporting teachers' learning, and should be encouraged during programs for teachers' professional development. ■

4. Being in the Between: Teacher Education as a Relational Transitional Space (H)

Judith Barak, Smadar Tuval, Ariela Gidron, Bobbie Turniansky

Kaye Academic College of Education, Beer-Sheva, Israel

Our study is an auto-phenomenological collaborative self-study that takes our teacher education program as a phenomenon and seeks to understand the subjective ways in which its participants experience it. The study inquires into the relational and transitional aspects of our collaborative curriculum of teacher education in an attempt to understand the inter-subjective aspects of teacher education pedagogy. We aim to grasp the complexity of this environment by examining different perspectives on the ways it is experienced and their meanings with regard to teacher education. Since these perspectives interact with each other, we hope that deconstructing them will facilitate an understanding of the complex matrix of teacher education. To this end, we investigate our program by looking at the following questions: (1) How do we, the teacher educators, experience our life in the collaborative space of our program? (2) How do our students experience their teacher education studies? (3) What can we learn from both perspectives about the relational and transitional space of our program, and how can it inform our practice?

The use of narrative analysis to capture the grand story of a phenomenon composed of multiple perspectives and diverse sources and lenses contributes to the reliability of the study. Our outcomes highlight the dynamics and inter-subjective facets of the curriculum as major texts that influence learning. This work highlights some of the problematic and conflictual situations that it entails as well as the opportunities it offers for teacher education pedagogy. ■

5. Action Research as a Tool for Empowering Preservice Teachers (H)

Nurit Weider

Efrata College of Education, Israel

Action research transforms the teacher into a researcher with direct involvement in praxis. This self study develops reflective abilities by integrating personal practice with ongoing formative assessment in order to improve teaching in the field. It seeks to answer the following question: How can the pre-service teacher be empowered through involvement with action research? Zeichner (2001, in Dayan, 2006) claims that action research supports flexibility, openness to new ideas, and defense of existing stances; it engenders analytical ability and improves interactions with others. Engaging in action research allows pre-service teachers to undergo change in their own teaching environment, thereby heightening their motivation to work and their belief in their own ability to solve problems. In this lecture I shall present three cases of action research among pre-service teachers in the framework of a research seminar course, and analyze the effects of this process on their professional identity through semi-structured interviews that were analyzed using grounded theory. It was found that in the process of this action research, the pre-service teachers developed professional skills, including data collection related to a classroom problem. They acquired knowledge in the domain under investigation by reading research literature. They also acquired a sense of efficacy to speak with other professionals on their own level. The research process improved their ability to communicate with students who were previously perceived as problematic, and to recognize their students' need for help and caring. At the end of the process, the pre-service teachers claimed that the action research heightened their belief in their ability to solve problems in their everyday classroom practice, which went beyond the actual conducting of the research. ■

Teacher Educators as Members of an Evolving Profession

Teacher Educators as Members of an Evolving Profession (E)

Miriam Ben-Peretz¹, Michael F. Connelly², Mohammad Essawi³, Sharon Feiman-Nemser⁴, Michal Golan⁶, Anat Zohar⁵

¹*University of Haifa, Israel*

²*Ontario Institute for Studies in Education, Canada*

³*Al-Qasemi Academic College of Education, Israel*

⁴*Brandeis University, USA*

⁵*The Hebrew University of Jerusalem, Israel*

⁶*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

Structure:

Opening panel participants: Miriam Ben-Peretz; Michael F. Connelly; Muhammad Essawi, Sharon Feiman-Nemser, Anat Zohar

Discussion in groups

Chairperson: Michal Golan

Panelists will briefly discuss the following questions:

(10 minutes each)

1. The process of teacher education becomes more and more diversified with many alternative routes into teaching. What are some implications for teacher educators as a profession?
2. What do we mean by an "evolving" profession? What kind of changes are anticipated? Who is responsible for these changes?

Presentation titles (alphabetically):

Miriam Ben-Peretz

Alternative Routes into Teaching and the Impact on the Role of Teacher Educators

Michael F. Connelly

Teacher Educators, Teacher Education, Curriculum and the Landscape of Education

Mohammad Essawi

Value Confrontation as an Innovative Approach to Teacher Training: Creativity out of Complexity

Sharon Feiman-Nemser

Is Teacher Education a Profession? Are Teacher Educators Professionals? Some Reflections

Anat Zohar

Dreaming Educational Innovations in Teacher Education: Dilemmas from the Field in an Era of Evolving Pedagogies

Discussion in groups

Major question: What do we mean by an "evolving" profession? ■

Teachers' Perceptions Regarding Changes and Reforms

1. The 2007 Reform in Teacher Education Programs in Israel: How Did the Academic Colleges of Education Perceive and Implement the Reform? (E)

Barbara Fresko^{2,4}, Ronnie Lidor^{1,4}, Rachel Talmor^{1,4}, Naomi Feigin^{1,4}, Haggai Kupermintz^{3,4}

¹*The Zinman College of Physical Education and Sport Sciences at The Wingate Institute, Israel*

²*Beit Berl College, Israel*

³*University of Haifa, Israel*

⁴*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

The purpose of this study was to examine how the most recent reform in teacher preparation programs in Israel (undertaken on the basis of a 2007 report submitted by a committee headed by Ariav and Katz) was perceived

and implemented in the academic colleges of education in Israel. Data were collected for this study in three ways: (1) quantitative and qualitative analyses of the new study programs in 20 colleges were performed, (2) two questionnaires were administered to key figures and staff members at each college, and (3) in-depth interviews were conducted with key figures involved in the implementation process of the reform at each college. Among the findings of this study were that (1) the reform was perceived as a new way of organizing existing programs of teacher preparation, (2) the majority of the colleges implemented the principles of the new reform, and (3) implementation tended to be top-down, with decisions being taken by key figures with little participation on the part of the academic staff. It was also found that major issues related to teacher preparation programs (e.g., the clinical side of teacher preparation that occurs in the schools) were not adequately addressed by this reform. ■

2. A Study on the 2007 Reform in Teacher Preparation Programs in Israel: Difficulties and Challenges (E)

Ronnie Lidor^{1,4}, Rachel Talmor^{1,4}, Naomi Feigin^{1,4}, Barbara Fresko^{2,4}, Haggai Kupermintz^{3,4}

¹*The Zinman College of Physical Education and Sport Sciences at The Wingate Institute, Israel*

²*Beit Berl College, Israel*

³*University of Haifa, Israel*

⁴*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators. Israel*

Since the establishment of the State of Israel in 1948, and even prior to that event, a number of committees have been appointed to examine various academic and organizational aspects of existing teacher preparation programs. The most recent reform implemented in the teacher preparation programs in Israel, based on a report submitted by a committee headed by Ariav and Katz in 2007, was followed by a three-year study (Lidor, Talmor, Feigin, Fresko, & Kupermintz, in preparation) aimed at examining how key figures and staff members in the academic colleges of education ($n=20$) perceived the principles of the reform, as well as how they implemented these principles in the teacher preparation programs. In this presentation, we elaborate upon a number of difficulties and challenges we faced in conducting the study, among them the status of the existing programs of teacher preparation (e.g., who is actually responsible for running these programs?) and the relationship among the Research Authority of The MOFET Institute (the body responsible for the study), the Ministry of Education (the body that instigated the study), and the academic colleges of education (the participants in the study). It is recommended that prior to conducting further similar studies, the difficulties and challenges we faced be considered in order to facilitate processes such as data collection. ■

3. Professional Development Model: Evaluating Teachers' Perceptions during Organizational Change (E)

Orit Avidov-Ungar

Achva Academic College, Israel

This research seeks to evaluate how teachers perceive their professional identity and professional development following "Ofek Hadash" - the "New Horizon" educational reform. This reform outlines the importance of on-the-job training and professional development for all teachers. It consequently affects the way teachers perceive their professional identity and development (Fraser, Kennedy, Reid, & McKinney, 2007; Kennedy, 2005). **Participants:** Twenty-four teachers from diverse Israeli schools. **Method:** A semi-structured interview about their professional identity and development (e.g., "What motivates your desire for professional development?"). **Results:** Qualitative analysis has identified several "types" of teachers who can be classified on two axes. The first axis distinguishes between teachers with "vertical inspirations" of moving toward management positions, and teachers with "horizontal inspirations" who wish to expand their knowledge and professionalism in the teaching profession. The second axis distinguishes between "personal motives" for development (such as motivation, interest) and "external motives" (such as promotion). From these axes, four "types" of teacher emerge: "vertical-personal", "vertical-external", "horizontal personal", and "horizontal external". **Conclusions:** Finding these teacher types contributes to a deeper understanding

of the way teachers perceive their professional development and underlying motivation. The "horizontal" teacher fits the profile of the "novice experience" (Friling & Turniansky, 2008) in which the professional identity of a teacher is a dynamic process of evolvement and exploration in the profession. Thus, while "horizontal" types embrace their identity as teachers and aspire to evolve as such, the "vertical" types perceive professional development as a move from teaching positions toward more senior positions. ■

4. Physical Education Teachers and their Attitudes toward Change: Implementation of the New Horizon Educational Reform (E)

Varda Inglis, Sima Zach

The Zinman College of Physical Education and Sport Sciences at The Wingate Institute, Israel

The "Ofek Hadash" (New Horizon) reform was agreed upon by the Israeli government and the Teacher's Union representing all teachers in State elementary schools. Its main purposes were to promote and nurture pupils, to improve their achievements, to provide fair recompense to teachers, and to bolster teachers' status in society. **Research goals** were to clarify the ways in which New Horizon was implemented among Physical Education (PE) teachers, to examine the attitudes of PE teachers toward the reform and toward the changes entailed in the implementation of the reform. **Participants** were 381 PE teachers, who filled out a questionnaire that aimed to gather information for the purpose of achieving the research goals. **Results** describe a positive attitude toward change following the implementation of the reform. Teachers had inner motivation for promotion without any demands from principals or supervisors. However, they reported insufficient preparation for the reform, and inefficient teachers' meetings. They indicated that the workload was the most strongly endorsed perception of change. **Conclusions:** The positive attitude toward change can be explained mainly by three factors: students' involvement in school life, preparation for the reform, and teachers' status. It is, therefore, recommended that these factors be taken into account when planning to integrate changes into the education system. ■

5. Voices from Far Away: The Professional Development of Teachers as a Result of the "New Horizon" Reform in Northern Israel (E)

Roxana Reichman

Gordon College of Education, Israel

There is a consensus that the professional development of teachers is a personal process of change in response to professional needs (Darling-Hammond, 2011; Kozminsky, 2010; Zuzovsky, 2000). This study aims to achieve a profound understanding of the teachers' beliefs regarding their professional development. The research question is: How do teachers view their professional development before and after the "New Horizon" reform? This qualitative study is based on interviews with 36 elementary-school teachers from two Jewish schools that started implementing the reform in 2008 in Northern Israel. In-depth interviews were conducted, and the data were analyzed using constant comparison and clustering. The themes and patterns identified through the content analysis reveal the way in which the teachers viewed their professional autonomy before and after the reform, as part of their beliefs regarding its advantages and disadvantages. The teachers from one of the schools reported that even before the reform, the teachers met students in small groups and even on a one-to-one basis, and options of professional development were available; therefore, the change was not so dramatic. On the other hand, the teachers from the second school reported a major change in the organizational culture that also affected the way they view their professional development. All the teachers reported significant changes in their status and stressed the importance of the private meetings with their students. While the teachers are satisfied with the salary increase, they complain about the workload and about the fact that in one region, the opportunities for professional development are limited. ■

TEC Center: Teachers for Change

1. TEC Center: Teachers for Change (E)

Miri Shonfeld

*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel
Kibbutzim College of Education, Technology and the Arts, Israel*

The TEC Center develops and implements a collaborative learning model based on advanced technologies for lecturers, teachers, pre-service teachers, and pupils from different ethnic groups and religions, yielding constructive dialogue and cooperation between diversified groups, and eventually tolerance and mutual respect.

Main objectives:

- To develop innovative educational models that bridge cultures, using and applying advanced technologies;
- To train teachers from diverse cultural backgrounds to use the Internet and other advanced communication technologies as teaching tools while becoming acquainted through collaborative small-group learning;
- To establish ties among teachers, pre-service teachers, and students from different cultures;
- To stimulate cooperative multicultural ventures among educational institutions and non-profit organizations, as well as with the Ministry of Education in Israel and in other countries facing multi-cultural challenges.

The projects that will be presented in this session will demonstrate the TEC model (Hoter, Shonfeld, & Ganayem, 2011). This is an extension of the contact hypothesis (Allport, 1954; Pettigrew & Tropp, 2004) to online environments. The model is implemented within small teams from diverse cultures, progressing from online communication (textual, oral, visual) to F2F interaction, in order to gradually build trust between participants (Lea, Spears, & de Groot, 2001; Turner et al., 2007; Salmons, 2008). As a result of participating in these programs, when the pre-service teachers become teachers, they are able to implement the program with their future pupils, thereby serving as major agents of social change, impacting generations of students. ■

2. Leading Sustainable Change in Education (E)

Einat Rozner

Kibbutzim College of Education, Technology and the Arts, Israel

Educational researchers, the general public, and policy makers in most countries in the world today agree that education systems are in deep crisis, and, as a result, are subject to pressure for change and innovation due to dissatisfaction with their functioning.

This research provides a different, more assuring approach whereby the teachers initiate, plan, and implement innovations that oppose the top-down approach. It examines the case of an educational initiative that has been running successfully for seven consecutive years. Additional institutions have adopted the model, and it has gained recognition from an intercollegiate institution. This project, which began as a course built by three instructors from three different colleges of education, relies on the contact hypothesis (Allport, 1954) that was expanded to adapt it to more remote areas.

This study is part of a larger study seeking to develop a model demonstrating the factors involved in the development and sustain ability of a field project. It is a qualitative study based on the grounded theory, which is used as a central data analysis to conceptualize a theoretical model of change-leading teachers in higher education. The central question examines the growing grass roots initiative to implement and maintain sustain ability. Data collection was performed in various information sources to verify reliability using cross triangulation. Initial results of the study clarified the research focus and goal. Findings indicate four main components permitting the creation, implementation, and continuous pedagogical initiative emerging from the field: intentionality, collaboration, "win vs. lose", and renovation. The work so far suggests that collaboration is the basis for the entire venture, and it refers to the collaborative work between students and staff expressed in facilitating and constructing the course and preparing unit plans throughout the years. ■

3. SVIVA 1 – Multiculturalism, Computerization, and Environment (E)

Ilan Nagar, Kochavit Lankry

Hemdat Hadarom College, Israel

"SVIVA 1" is an online multicultural learning project co-founded in collaboration with the TEC Center. No fewer than 54 seventh- to ninth-grade pupils from three different schools – an **Arab Muslim** school, a **religious Jewish** school, and a **secular school** – took an active part in the project. Pupils were selected by the project moderators. The work was carried out within a social network of multicultural groups operated by the TEC Center. Each moderator had the responsibility of guiding three mixed groups of six students, two from each sector. The activity was scheduled every week. The various activities were conducted by our moderators in collaboration with the TEC Center and included homework, quizzes, discussions, and environmental issues. Each activity was conducted within a technological framework and with collaborative learning according to the TEC model (Hoter, Shonfeld, & Ganayem, 2012) developed by TEC. Initially, the collaborative learning communication commenced through texts transmitted via digital tools previously introduced to the teachers and the students. Subsequently, three schools simultaneously followed an online lesson titled "**An Ecological Footprint as Mirror to Judaism and Islam**". The lesson was monitored by the teachers. Finally, a face-to-face meeting and joint action on environmental issues concluded the project. This activity summarized the use of technological tools throughout the project. "Sviva 1" aims to promote major issues through academic discourse – for instance, the breaking of barriers and prejudice between people, acceptance, and mutual respect. Thanks to the project, we now believe that cooperation, self-expression, and mutual encouragement create and foster strong relationships among students. ■

4. A Collaborative Learning Model of Advanced Internet Technologies for Teachers and Pupils from Different Ethnic Groups and Religions (E)

Elaine Hoter¹, Miki Kritz²

¹*Talpiot Academic College of Education, Israel*

²*Kibbutzim College of Education, Technology and the Arts, Israel*

Since 2008, teachers from nine primary schools have been recruited each year by the Israeli Ministry of Education's gifted education section through its "Amirim" program for exceptional students, to work in clusters of three schools, allowing teachers and children to have the experience of contact among orthodox Jews, secular Jews, and Israeli Arabs, using ICT as part of a curriculum enrichment program. The model enables the children to gradually build links first through the exchange of written language via online forums, then through audio work, and finally through a joint multimedia activity, preparing them for a face-to-face meeting at a neutral venue at the end of each year.

Data were collected from visits to schools; interviews with principals, teachers, and pupils; meetings with officials in the Israeli Ministry of Education (which co-funds the project together with the Kibbutzim College of Education); analysis of published work and from discussions with the project's academic coordinators. The evaluation addressed three key issues: What is the impact of the program on teachers and young people? What steps might be taken to improve the program in the future? Is the overall design of the program in line with research from other ICT-enabled educational initiatives that have been designed to promote social cohesion?

One of the outcomes of the evaluation is a pre-course three-day stay-over workshop where the teachers collaborate with their teammates, devise tasks for the project (instead of getting them from the managing team), are updated with online collaborative software, and engage in social activities to strengthen the connections and commitment among the teachers. ■

5. TEC Course: Advanced Educational Environments (E)

Asmaa Ganayem¹, Wafa Zeidan², Eleanor Adika⁴, Rachel Krupel³, Pdut Giladi⁵

¹*Al-Qasemi Academic College of Education, Israel*

²*The Academic Arab College for Education in Israel, Israel*

³*Lifshitz College of Education, Israel*

⁴*The David Yellin Academic College of Education, Israel*

⁵*Beit Berl College, Israel*

A one-year course entitled "Advanced Educational Environments" is being taught in parallel at nine Israeli colleges of education from the three main religious/cultural sectors in the educational system (i.e., secular Jewish, religious Jewish, and Arab). The course is delivered online using both synchronous and asynchronous tools, and involving team teaching and group projects. The multicultural, virtual groups collaborated online on a number of learning tasks. The participants work in small multicultural groups of six, each group member from a different college. Participants' interaction focused primarily on collaborative educational assignments related to the topic of information and communication technologies (ICT) in learning and teaching. The process of this course is based on the TOCE model developed by the TEC center, which will be presented at the conference. ■

6. Ecology, Environment, and Sustainability: A Computerized Course for a Consortium of Science Teaching Students (E)

Daphna Mandler¹, Eli Zaadye², Eibrahim Ameri³, Lena Gnaim⁴, Naa'im Najami⁵, Tomer Yaffe⁶, Oren Shainberg⁷, Miri Shonfeld⁸, Einat Rozner⁸

¹*Achva Academic College, Israel*

²*Kaye Academic College of Education, Beer-Sheva, Israel*

³*Beit Berl College, Israel*

⁴*Al-Qasemi Academic College of Education*

⁵*The Academic Arab College for Education in Israel – Haifa, Israel*

⁶*Lifshitz College, Israel*

⁷*Talpiot Academic College of Education, Israel*

⁸*The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel*

During the academic year 2012-2013, a computerized course on basic concepts of ecology, environment, and sustainability opened at MOFET's TEC Center. It possesses unique features: (1) It is a course for a consortium of college science teaching students from seven colleges of education around the country. Professors and students from different cultures teach and learn cooperatively. (2) The online course facilitates unbiased meetings between cultures, geographic distance, and diverse ways of thinking. Students from participating colleges are divided into heterogeneous groups, each comprising representatives of all the college students. Each group has a faculty facilitator responsible for the group's activities throughout the course. Each group has a forum shared by the students where they discuss course activities. These discussions allow them to express different opinions with diverse cultural perspectives concerning various ecological/environmental issues. The course consists of synchronous lectures, regular assignments, and two field trips undertaken by students near their colleges. All activities, including field trips results, are processed through the collaborative forum. Since the data from the field trip are obtained from different geographic regions, it permits in-depth discussion. For most lecturers, this is their first experience of a collaborative, computerized course. Through it, faculty teachers and students alike are exposed to new and innovative teaching methods. The latter augment teaching abilities and enhance the quality of teaching in this and other courses. During the session, we shall elaborate, using the model of multicultural cooperative teaching and learning. We shall relate to the construction of the course and its contents; the interface for collaborative teaching; ways of learning and knowledge acquisition with heterogeneous/multicultural groups; involvement and leadership; implementation, perception, and creativity among students; teaching difficulties and academic achievements; advantages and disadvantages. ■

An "Induction Nursery" for Beginning Teachers

An "Induction Nursery" for Beginning Teachers via an Alternative Model of School-College Partnership (H)

Dalia Imanuel¹, Belrose Maram¹, Irit Diamant¹, Sara Moshekowize², Osnat Ben Porat³

¹Beit Berl College, Israel

²"Dror" High School, Israel

³"Hoff Hasharon" High School, Israel

Recent years have witnessed an increase in research dealing with the support and accompaniment systems for beginning teachers (BT) (Ingersoll, 2012). In Israel, most of the support is afforded via inclusive workshops in the academic institutions, and support by mentor teachers (MT) within the school. On a few occasions, difficulties flare up between the academic and school systems, particularly in crisis situations, when the BT fail in the induction process.

The objective of the proposed panel: To describe a new model – "An Induction Nursery" ("IN") for BT in two high schools that have established partnerships with Beit Berl College. Thirteen BT from each school (26 altogether) are participating with school personnel, MT, and academic instructor.

The "IN" is currently being evaluated by examining the BT's feeling of satisfaction and the positive attitude toward gradually fitting into the school. The qualitative and quantitative tools employed: ten observations of the "IN" during the present academic year; ten interviews with the BT, principals, and MT involved in the "IN"; semi-structured questionnaires to be administered to all BT in the "IN".

What will be presented during the session: The "IN's" rationale and contents; description of the nursery experience from the BT's, principals', and MT's viewpoints; the evaluation findings regarding "IN"; critical conclusions and the model's applicability.

The model may well be increasing teachers' success in integrating into teaching as well as in establishing school-college partnerships that reinforce the continuum of the teacher's preparation to processes of absorption into the school. ■

Between the Individual and Society

1. Reflecting on Testimony Discourse and Testimony as a Theme (H)

Yael Guilat, Dorit Ringart

Oranim Academic College of Education, Israel

The curriculum of Oranim Institute of the Arts includes a unique course, *Departmental Encounter*, in which students meet with departmental and guest lecturers on a specific theme. The theme chosen in 2011/12, *Testimony*, was examined from different perspectives as well as in the arts. The lecture takes a reflective, critical look at the discourse that developed during the course, which we initiated and conducted. The inclusion of students with different cultural, gender-related, ethnic, and national identities posed an ethical, pedagogical, and emotional challenge. The nexus of trauma, memory, and testimony created a complex and cautious field of discourse that crossed from the personal to the interpersonal and broadened our view of the relations between testimony and exclusion. The participation of "guest" lecturers linked the *act of testimony* with that of hospitality and illuminated the conditions under which testimony is given. Moreover, the dialogue between us as lecturers from different disciplines – one from the arts and psychoanalysis and the other from theory and cultural research – provided an initial basis for testimony as "praxis of dialogue and not as pure theory" (Felman, 2000, 22). Presenting it to the class, we asked whether we could transition from a cultural discourse *about* testimonies to a class discourse that would encourage the growth of the students' *internal witness*. After all, as Felman noted, testifying means "performing a speech act." The lecture examines the approach and the teaching/learning processes throughout the course on testimony as well the testimony discourse that developed during the course. ■

2. "Only of Myself I Knew How to Tell?" Autoethnography in Research and Teaching (H)

Tamar Hager

Tel-Hai College, Israel

The lecture deals with my encounter as a researcher, writer, lecturer, and activist with research, with writing autoethnography, and with teaching this genre to students. Autoethnography, which has spilled over from anthropology to the other social sciences, greatly aroused my curiosity when I was dealing intensively with personal stories in my research on Arab-Jewish discourse and on images of "bad motherhood". What interested me was the way it deals with the complex relationships between the Self and society as a function of political, social, and economic power relations, the way it exposes the indistinct area between the personal and the cultural, and the fact that the identity of the writer is fluid and can be understood only in the framework of complex and changing political and social relations. This echoed what I had felt about the stories told by Jews and Arabs in the Jewish-Arab dialogue course I moderated, and during my research journey as I negotiated with the norms of the motherhood role. It became clear to me that their narratives and mine, despite their personal nature, were not only taking place within psychological parameters, but were rather echoing and negotiating with social and cultural norms. Thus, in order to write about them, to understand them, and to interpret them, it would be worthwhile espousing an autoethnographic stance. In this lecture, I will describe this stance along with its advantages and disadvantages in class and in research. ■

3. Art and Visual Culture Education, Social Justice and "Difficult Knowledge" (H)

Ya'ara Gil-Glazer

Tel Hai College, Israel

Oranim Academic College of Education, Israel

In this paper, I shall present examples from courses I teach, in which the visual culture of subjects associated with social justice and social change are discussed by reading visual images. Such images often contain "difficult knowledge" (Britzman, 2006) – knowledge dealing with such conflictual subjects as discrimination and violation of human rights, violence, suffering and pain, sexuality and gender identity. The purpose of this paper is to examine, by means of reflective analysis of classes and interviews with students, the complexity involved in the discussion of such images, and to offer ways to use them effectively in education and art courses. Reactions to "difficult knowledge" are often characterized by anxiety, defensiveness or "a silent 'putting up with'" (Heybach, 2012). Based on my experience, images involving "difficult knowledge" stimulate great interest, curiosity, and thought on the one hand, while evoking embarrassment or objection, and sometimes even a feeling of exclusion from the group discourse, on the other. One explanation for these reactions is that such images may be at variance with rooted values and beliefs. Another states that since these images are frequently provocative, blunt, or repulsive, they challenge one's aesthetic experience. In addition, such images may also provoke and arouse personal pain or conflict. While visual images containing "difficult knowledge" may confront students with various conflicts, they have the potential to promote a discourse oriented toward values and ethics. Teachers engaged with such images in the context of critical art and visual culture education face the difficult challenge of mediating them effectively. ■

4. Between the Self and Society: Three Perspectives on Belonging, Exclusion, and Testimony in Art and Education Teaching and Research (H)

Yael Guilat¹, Dorit Ringart¹, Tamar Hager², Ya'ara Gil-Glazer^{1,2}

¹*Oranim Academic College of Education, Israel*

²*Tel-Hai College, Israel*

This session consists of three papers on different approaches to teaching and research relating to the links between education and art. Each paper deals with the relationship created between the Self and social-cultural reality in a particular manner: (1) "Reflecting on Testimony Discourse and Testimony as a Theme", by Dr. Yael Guilat and Dorit Ringart; (2) "'Only of Myself I Knew How to Tell?' Autoethnography in Research and Teaching", by Dr. Tamar Hager; (3) "Art and Visual Culture Education, Social Justice and 'Difficult Knowledge'", by Dr. Ya'ara Gil-Glazer. ■

..... Developing Tools for the Evaluation of Pedagogic Staff in Israel's Education System

Developing Tools for the Evaluation of Pedagogic Staff in Israel's Education System (H)

Margalit Yosifon¹, Hagit Hartaf², Ofra Ratner-Abrahami², Nurit Lipshtat², Hagit Glickman²

¹*Ashkelon Academic College, Israel*

²*RAMA, Israel*

For many years, a small number of principals and inspectors in Israel have evaluated teachers using various tools. Although these tools relate to different aspects of the teacher's work, they were not standardized. Furthermore, most teachers were not evaluated at all.

Teacher evaluation has now changed as a result of the "New Horizon" reform (2008), in which it was decided that a comprehensive evaluation process for all teaching and education personnel must be an integral part of their professional development and promotion. The Ministry of Education requested that The National Authority for Educational Measurement and Evaluation (RAMA) develop tools for evaluating the following education personnel: teachers, principals, vice-principals, kindergarten teachers, counselors, pre-service and novice teachers, and personnel from the health professions.

The session seeks to present the process of tool development by means of the following three lectures:

- Principles and considerations for developing a tool for teacher evaluation;
- Developing and modifying tools for the evaluation of additional position holders in the education system;
- Determining a threshold for granting tenure in education – the complexity and necessity for such considerations.

Although RAMA is a member of the steering committee for implementing the tools, the session will not discuss their implementation, although there will be mention of how their integration method influences later development processes for additional tools. ■

Interactions among Community, School, and Family

1. Elite Track Passes through the Barrier of Religion: Choice of a Christian-Community Elementary School by Muslim Parents (E)

Ahmad Badran

University of Haifa, Israel

The study deals with the choice of a Christian-Community elementary school by Muslims in Shefa-'Amr investigates the considerations and sources of information they use, and examines the implications of choice in education on inequality among Israeli Arabs.

Research indicates that parents employ a mixture of rationalities when choosing schools and refer to the consequences of uncontrolled school choice in social stratification and inequality issues. However, this does not relate to Arab population in Israel, although the option of choice for Arabs has always been unplanned in the educational system.

The research method is qualitative: 37 semi-structured interviews were conducted with Muslim and Christian parents when their children attended first grade in Christian-Community or State schools in 2010-2011. Another seven interviews were conducted with principals of elementary schools and the director of education in the municipality.

Key findings: class and ethnic differences are based on school choice options and sources of information for parents; rumors are the most frequent information source; Muslims in the Christian system are active in selecting the school; they are less religious than those in State system. The main factors affecting Muslims who select Christian schools are the pursuit of quality education, planning a long-term educational path, and ensuring "good company" for their children. They were found to be more satisfied with the school than those whose children studied in State schools.

Main conclusions: Mostly middle- and upper-class parents enjoy uncontrolled and free choice; the free market model in education also permeates the State system; further research is required about controlled choice plans, especially in the light of strengthening privatization and market forces in the Arab education system. The status quo increases inequality and ethnic differentiation. ■

2. "On Our Own Two Feet": Mothers of Large Families Acquire Higher Education (E)

Naomi Weiner-Levy

The David Yellin Academic College of Education, Israel

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

As I entered my classroom, I realized that a unique group of women was participating in the course. During that semester, I discovered that they were low-salaried, working-class mothers who had opted for higher education and joined a special program established for them at The David Yellin Academic College. Conversations with them during breaks revealed the complexities of these women's quest for education.

Education is a crucial means for learning and for attaining knowledge, professional training, and improved economic and social status. Research literature highlights the importance of acquiring education, especially for underprivileged groups and minorities, focusing primarily on material advantages. Education does not only intensify personal gains, however. In this study of working-class women, higher education indeed constituted a path for knowledge, enabled empowerment, and broadened employment choices, but it also highlighted the complex position of these women at home and in society, reshaping coping strategies and the sense of "self."

Semi-structured interviews were conducted with 10 women students at the college, and categories were detected and analyzed accordingly.

Interviewees will take part in presenting the findings. The presentation will explore the complexities of higher education – the gains along with the losses. Achievements are shown to entail concessions, pain, and difficulties. Exploring the personal dynamics inherent in obtaining higher education is essential in understanding the upward mobility that education provides for working-class women. ■

3. The Power of Hamula (Family) in Arab Villages: Is There a Hamula-based Preference when Appointing Principals? (H)

Hamdallah Rabia

Al-Qasemi Academic College of Education, Israel

Achva Academic College, Israel

Kaye Academic College of Education, Beer-Sheva, Israel

Many studies have dealt with the issue of Hamula and its political and social role among Arabs in Israel. Nonetheless, insufficient focus has been directed at the mutual relations between Hamula and school system in the local domain. Recently, only sporadic investigations have addressed this issue – and then more from the standpoint of attaining higher education and/or of feminism-based research focusing on women, and less from the standpoint of Hamula. This research discusses the delicate weave between Hamula and school system in the Arab sector. It examines whether a Hamula-based preference has existed when appointing principals since the establishment of Israel until the present day. For the benefit of this study, a village from the center of the country was chosen, with a socio-economic and demographic resemblance to other villages in the region. However, the research findings cannot encompass all villages.

The corpus was taken from the municipality files. The prevalence of categorical variables was examined by modified Yates Chi Square and Fisher tests. With regard to the linkage power, I utilized Contingency Coefficient.

The findings show a Hamula-based preference when appointing principals who are affiliated with the mayor. It is highly noticeable that the appointment of principals has been associated with Hamula affiliation, that is, the kinship between principals and mayors. The lecture seeks to illuminate to what extent conservative social structures such Hamula can potentially influence the education system in Israel. ■

4. A Multi-Dimensional Perception of Parental Involvement (E)

Yael Fisher

Achva Academic College, Israel

During the past decade, Israeli parents declared their rights to be involved in their children's education. The term used is "parental involvement", but there is no real agreement on its definition. The main purpose of this study was to define and conceptualize the term "parental involvement". A questionnaire was administered to parents (140), teachers (140), students (140), and highly ranked civil servants in the Ministry of Education (30). Responses were analyzed by means of the Smallest Space Analysis (SSA). The SSA solution among all groups yielded a two-dimensional solution with a coefficient of alienation .19. The SSA map clearly divides 44 parental activities into four regions. The left and right regions represent the focus of parental activity: the left region represents in-school activities, and the right region represents extramural activities. The upper and lower regions represent the organizational level: the upper region represents organizational-based activities, and the lower region represents student-based activities. The initial findings also showed that we can define parental involvement by 44 actions that are deployed on the SSA map in a polarized facet that comprises four elements (separation index 1.00): resources, school welfare, control processes, and pedagogical contents. ■

Meeting Points among Organizations and Identities

1. Jewish Lecturers under the Mosque: The Experience at Al-Qasemi Academic College of Education (E)

Margalit Ziv

Al-Qasemi Academic College of Education, Israel

Researchers in the field of peace education recommend ongoing contact between people from groups in conflict. Al-Qasemi Academic College defines education for coexistence as an important goal. Jewish lecturers constitute 10% of the academic staff and teach in all the teacher education programs. The study explored their experience in working at Al-Qasemi College and the significance they ascribed to this experience. All 13 Jewish lecturers (five women and eight men) participated. They were asked to respond to eight open-ended questions in writing, including: Why did you choose to work at the college? What is the connection between your personal vision and that of the college? What positive experiences have you had? What difficulties have you encountered? What insights have you gained about education for peace? Qualitative analysis points to a complex and challenging experience. The majority of the participants appreciated the atmosphere of tolerance, equality, and mutual respect at the college and encouraged conversations in the classroom on issues related to cultural differences and controversial topics. Three lecturers initiated intercollegiate projects in which Jewish and Arab students studied topics of equality and diversity together. The most significant difficulty involved coping with the tensions of war and violent incidents that occurred in the country. Conducting open and attentive dialogue among the faculty considerably eased the tension. The lecturers concluded that creating an atmosphere of tolerance and partnership, based on listening to and talking about painful topics and conflicts, sets an example for the Israeli education system and for Israeli society as a whole. ■

2. Vision Perception and the Issue of Organizational Identity in Two Israeli Colleges of Education (E)

Hanna Kurland

Oranim Academic College of Education, Israel

The present study aims to identify the organizational-educational vision regarding the direction in which teacher education in Israel should be heading, and clarifies its characteristics as perceived in two leading Israeli academic colleges of education.

In-depth interviews were carried out with 16 upper management administrators and 13 heads of departments and lecturers. Fifty-six lecturers participated in focus groups, and 286 fourth-year students from both colleges completed open-ended questionnaires.

The research findings show that the joint vision of both colleges indicates an ideal college of education to be an institution that leads pedagogical innovation, educating teachers to becoming educational leaders of social change, with a clear identity and professional knowledge. The participants point to two unique core strategies of the teaching profession: 'personal example' – the lecturer-student relationship is perceived as a model for the teacher-pupil relationship, and 'personal practice experience'.

A surprising finding is that side by side with a clear and practical vision perception, the issue of the unique organizational identity of the colleges of education as compared with university-based teacher education is raised: "...Why do we even need this body called a college which tries to be like a university but is not as good as a university, it doesn't really provide training in the discipline like a university... I think the colleges have a right to exist... we need to look for it in a different place." The vision perception vis-à-vis dealing with the issue of the unique organizational identity of the colleges of education as seen in the present study indicates the challenges these colleges are facing. ■

3. Al-Qasemi Students in an Online Multicultural Course (E)

Asmaa Ganayem

Al-Qasemi Academic College of Education, Israel

In our global reality, living together and accepting differences while building on commonalities has become crucial to every day life. In a society such as Israeli society, which is beset by intercultural tensions and political enmities, differences rather than similarities are often at the forefront of public discourse and are deeply anchored in many Israeli minds. Mirroring diverse cultural and religious streams, each sector in Israel has its own educational frameworks, school curriculum, and teacher training institutes: secular Jewish, religious Jewish and Arab-Palestinians.

Al-Qasemi students are part of the TEC (Technology, Education and Cultural diversity) students' program at The MOFET Institute, a program that builds bridges among students from different colleges in Israel. The students in this program belong to different cultural groups – secular and religious as well as Arabs and Jews in Israel. They participate in a one-year course online while working on their assignments collaboratively in small multicultural groups.

The presentation focuses on a unique experience of Al-Qasemi students who had to overcome a number of cultural differences and obstacles, such as problems of language, different study habits and styles, inter-cultural competitiveness, and ideological and psychological barriers. ■

Multiculturalism from Practice to Theory

Multiculturalism from Practice to Theory (H)

Judith Barak, Shoshana Steinberg, Ronit Veintraub, Anna Masrwa, Zipora Elnabari, Shirli Abargil, Smahar Agabaria

Kaye Academic College of Education, Beer-Sheva, Israel

The symposium presents everyday expressions of multiculturalism in education. It shows the complexity of multiculturalism and its various manifestations in the context of pedagogy, curriculum, home culture, and the students' culture. The studies focus on: (1) recognizing students' rights to realize their culture and identity; (2) the role of the system in finding ways to respect and accommodate diversity. The studies reveal difficulties and challenges as well as the perceptions that are "taken for granted", and deal with unexpected questions raised during the inquiry. We present four studies and discuss their practical implications and contribution to change.

The first presenter explores how her difficulty in teaching Ethiopian students stems from a lack of understanding their culture. Through the perspective of the Social Representations Theory, she describes her learning process and pedagogical changes she made. The second presenter explores how Bedouin students' achievements in English depend on the cultural context of the texts they read. She found that when texts are in a familiar cultural context, students can deal with higher levels of difficulty. The third presenter explains school dropout among Bedouin girls as a culture-dependent phenomenon. The coping methods that she proposes take into account cultural sensitivities. To promote change, she recruits people with social and cultural authority such as religious leaders. The fourth study explores Arab students in Jewish schools from two perspectives: Jewish teachers' and Arab parents'. It exposes the difficulties experienced by both sides and deals with ways of bridging the gap. ■

Perceptions of Two Groups of Stakeholders in Israel with Regard to the Inclusion of Students with Special Educational Needs

1. The Perceptions of Two Groups of Stakeholders in Israel with Regard to the Inclusion of Students with Special Educational Needs (SEN) (H)

Gilada Avissar

Beit Berl College, Israel

Almost two decades ago, the Salamanca Conference on Special Needs Education endorsed the idea of inclusive education. During the subsequent years, there have been considerable efforts in many countries to move educational policy and practice in a more inclusive direction. However, despite national policies that promote it, there is evidence of confusion with regard to the definition of the idea of inclusion and its implementation.

The integration of students with SEN in regular schools in Israel has been practiced on a voluntary basis since the mid-1950s and became mandatory in the early 1990s following the passage of the 1988 Law of Special Education. The law was amended (2002) to emphasize the mandate to include children with SEN in general education settings. However, neither the interpretation nor the implementation of the directives that followed is clear-cut.

A number of researchers and policy analysts have argued that it would be naïve to assume that legal mandates will ensure the development of appropriate practices. Positive perceptions may encourage appropriate policies and practices while negative attitudes tend to sustain lower expectations and inappropriate practices.

There are three presentations in this session:

1. Equality? Inclusion? Do they go hand-in-hand? The perceptions of policy makers regarding inclusion;
2. "It is not our business": Perceptions of department heads of teacher education programs regarding inclusion;
3. "The morning after": Examining pitfalls in conducting a multi-stage study. ■

2. "The Morning After": Examining Pitfalls in Conducting a Multi-Stage Study (H)

Gilada Avissar, Gila Vogel

Beit Berl College, Israel

The idea for this research emerged as part of a study group comprising lecturers from the special education department of a college of education. It was based on an uncomfortable feeling – as well as research evidence from Israel – that inclusion is an unclear concept among various stakeholders. Our sense was that contradictory forces exist, so we set out to clarify these differences. We believe that perceptions may encourage or discourage policies and practices. Our original intent was to find a research technique that would impact policy rather than merely reveal existing attitudes and practices.

Some of the questions we shall relate to in this presentation include:

- Who should be the subjects of our study?
- What method would best suit our goals?
- How should our data be collected and analyzed?
- What timetable would be practical and what impact would budgetary considerations have on the study?
- How can a group of six researchers function optimally?

In our presentation, we will share our experiences and our thoughts on these issues. ■

3. Equality? Inclusion? Do They Go Hand-in-Hand? The Perceptions of Policy Makers Regarding Inclusion (H)

Perach Licht, Anat Moshe
Beit Berl College, Israel

The goal of the study was to find out how different policy makers in leadership positions at the Ministry of Education in Israel perceive inclusion.

Method:

The participants were 29 individuals in leadership positions from three departments of the Ministry of Education: special education, early childhood education, and elementary education. The research was conducted in two stages. The first consisted of individual in-depth semi-structured interviews (eight individuals). The second comprised a questionnaire (Perceptions about Inclusive Education – PIE) (N=21) followed by three group discussions. The texts of the interviews and the group discussions were analyzed using qualitative measures, and the questionnaires were analyzed using quantitative measures.

Findings and discussion:

- All the participants agreed that inclusive education is a basic right;
- There is still considerable confusion and difference of opinion with regard to the target population for inclusion;
- Teacher education is not part of the policy makers' agenda;
- Each of the departments has its own priorities. Consequently, there is very little sharing and collaboration among the different departments;
- The role of the special education specialist in schools is not clear. This finding calls for further investigation;
- Special educators in policy-making roles focused more on the ideology of inclusion, whereas policy makers from the other departments focused more on practical issues;
- Since policy statements were composed mainly by officials in the Special Education Department, they were not fully acknowledged by the others. ■

4. "It Is Not Our Business": Perceptions of Department Heads of Teacher Education Programs Regarding Inclusion (H)

Pnina Shavit, Orit Gilor
Beit Berl College, Israel

The goal of the study was to determine how the department heads of teacher education programs perceive inclusion and its role in teacher education. Our underlying assumption is that teacher education should take into account current trends and policies of the Ministry of Education.

Method: Twenty-six department heads of teacher education programs from various colleges throughout Israel took part in this study. All were heads of the special education, early childhood, or elementary education departments. The research was conducted in two stages. The first consisted of individual in-depth semi-structured interviews (eight individuals). The second comprised a questionnaire (Perceptions about Inclusive Education – PIE) (N=19) followed by three group discussions. The texts of the interviews and the group discussions were analyzed by means of qualitative methods, while quantitative methods were used to analyze the questionnaires.

Findings and discussion:

- All the participants expressed positive attitudes toward inclusion;
- Differences were found in the way inclusion was interpreted;
- Although all agreed that pre-service training should promote inclusive education, there were differences in the recommended extent and duration of the courses offered;
- Most of the elementary and early childhood department heads do not consider themselves responsible for determining the specific content of their programs. ■

Politics and Policy in Education

1. Embedding Educational Reforms for Sustainability in a College of Education in Israel: A Case Study (E)

Iris Alkaber, Ilana Avissar

Kibbutzim College of Education, Technology and the Arts, Israel

The importance of EfS (Education-for-Sustainability) has grown significantly in recent years. Consequently, the need for expert, highly skilled educators who can prepare learners for a sustainable future requires embedding EfS in teacher education reforms. This interpretative study aims to identify how teacher educators in an Israeli college of education that recently started embedding EfS reforms perceive 'sustainability' and EfS, and how they view the enablers and challenges of embedding EfS reforms on campus. We adopted the Australian whole-school model of EfS, which requires a systematic change in teaching and learning. Data collection included interviews with educators, observations of EfS initiatives, and protocols. The educators perceived sustainability as ecologically-, socially- or justice- and democracy-oriented, and struggled with its complexity. They suggested implementing EfS reform on several levels: greening the campus buildings; integrating sustainability issues into students' courses; and requiring students to undertake social activism to empower local communities in underprivileged areas. Student initiatives and support of the institution's administration were reported as enablers of EfS reforms. Low environmental awareness of many educators and students and their unfamiliarity with 'sustainability' were identified as challenges that demonstrate the complexity of embedding EfS reforms into teacher education. The enablers reported herein both bottom-up and top-down efforts to embed EfS reform on campus and draw attention to campus-community relations. These systematic efforts could serve as a model for any educational institution wishing to implement EfS reform. Professional development programs for college educators are required in order to promote a culture of sustainable discourse in teacher education institutions. ■

2. Spaces of Experience: The Global and Local in Classrooms (E)

Sabine Krause

University of Vienna, Austria

It is no secret that there are a multitude of influences on education, more than professional educators are mostly willing to acknowledge. These influences are driven by sociocultural, economic, and political negotiations and are mirrored back to the classroom through parental education, teachers, and the students themselves. Teachers must therefore address these non-pedagogical influences.

Three different styles of transmitting knowledge to future generations can be differentiated: first, self-contained tradition, which is learned mainly mimetically; second, preserving and at the same time changing tradition; and third, an innovative tradition in which memories are created. Schooling contributes mainly to the second and third kind of transmission to ensure that future generations are able to take an active part in the processes of negotiating.

How can teachers and other professional educators influence the ability to negotiate seriously, that is, how to teach reflexivity? Since 'good' or valued education consists not only of reflexivity but also of appropriate performance, what is the contribution of the school community to the introduced forms of transmission? Educational institutions everywhere are oriented toward the ideas of society and community of that particular country. Therefore, there are possibilities as well as limits to the day-to-day life at schools. At the same time in a globalized world, we have to face the wider experienced spaces of future generations. How are those moments reflected within contemporary theories on education? ■

3. The Influence of the Home Environment on Literacy Development among Preschool Bedouin Children (E)

Saeda Dagash, Ely Kozminsky

The College of Sakhnin, Academic College for Teacher Education, Isarel

The primary aim of the current research is to document and assess environmental and family influences amongst the Bedouin families living in the Negev on the emergent literacy of preschool children. This includes features such as the child's phonological awareness, visual ability, and conceptualization of the written word.

The research focuses on the following questions:

1. What is the level of correlation between children's literacy level and family background variables such as socioeconomic status, mother's education, mother's age, story reading, residence region, and child's age?
2. To what extent is there an improvement in mothers' literacy according to background variables?
3. Is there a difference between literacy cultivation in dispersion (unrecognized inhabitants) compared with cultivation in recognized inhabitants in the Bedouin sector, and how this difference is expressed?

In order to answer the above questions, data were collected from two groups of families in the unrecognized villages and in the permanent Bedouin settlements in the South. Fifty families were chosen: 23 from unrecognized areas and 27 from permanent settlements such as Ksefe and Lakeia; the youngest child in the family was 4-9 years old and had no known developmental delay. The families were chosen according to their socioeconomic status.

The results of the research demonstrate positive correlations between literacy development and environmental factors. The child's literacy development was related to the socioeconomic status of the home as well as to the mother's literacy. No significant correlation was found between the child's gender and his/her literacy level. ■

4. Professional Ethics in Teaching (E)

Anita Hirsch-Adler

National Autonomous University of Mexico, Mexico

Professional ethics in teaching is a meaningful theme that has generated an increasing number of research projects and publications. The objective of the paper is to articulate teaching in higher education with the research field of professional ethics. We will refer to teaching as a profession, professional ethics principles, the application of these general principles to professional ethics in teaching and to different educational processes: dilemmas, tensions, and contradictions in the professional conduct of professors, some ethical conflicts that professors perceive in their practice, structural conditions of teaching that create ethical conflicts, and the proposal by one of the authors studied about what can be done to diminish these conflicts. Some of the conclusions are: (1) We were able to locate dilemmas and non-ethical conduct in professors and students in different universities in Mexico; (2) One of the problems identified is the dilemma that teachers face between "loyalty" to colleagues and the priority of their students' needs; (3) The authors studied express the possibility of diminishing dilemmas and ethical conflicts in teaching; (4) The studies conducted in Mexico and other countries show that it is necessary to continue this line of enquiry among researchers and teachers. ■

Re-contemplating Teacher Education

1. Re-contemplating Teacher Education: Contemplative Practices and Teacher Presence (E)

Oren Ergas¹, Freema Elbaz-Luwisch³, Aviva Berkovich², Pninit Russo-Netzer³

¹*The Hebrew University of Jerusalem, Israel*

²*Weizmann Institute of Science, Israel*

³*University of Haifa, Israel*

The session will include one presentation that serves as an introduction to contemplative practice, neuroscience, and education, two sessions demonstrating embodied contemplative practice and narrative writing as teacher education pedagogies, and one presentation that shares findings from diverse contemplative interventions in a number of educational settings. ■

2. Treatment and Advancement of the Underachiever in Mathematics within the Regular Framework of Primary School: Is It Possible? How? (E)

Aviva Berkovich-Ohana

Weizmann Institute of Science, Israel

The third and fifth grades are junctions where mathematical topics requiring cognitive "quantum leaps" on the part of students are taught, thereby exposing many students with mathematics difficulties, also known as "underachievers". In this study, underachievers manifest consistently low mathematics achievement, with no significant learning disabilities in mathematics, and average gains in most other areas (Geary, 2011). There are several key characteristics of students with mathematics difficulties that inhibit their progress, among them: (1) memory difficulties, particularly memory deficits (Rivera, 1997) and difficulties in storing long-term memory information (Geary et al, 1991; 2000); (2) problems with creating mental images of mathematical concepts (Geary, 2004) and poor abilities to produce meaning from numerical symbols (Rouselle & Noel, 2007); (3) inadequate use of strategies in solving mathematical problems (Rivera, 1997), probably due to metacognitive deficits (Goldman, 1989; Montague, 2003.) Many teachers do not have the necessary tools to deal with the issues with which these students struggle. In this study, the intervention program, *Understanding Plus*, was developed in order to achieve two goals: (1) to improve the knowledge and skills of the underachieving students in the third and fifth grades, thus enabling them to be successfully integrated into their regular mathematics class; (2) to provide teachers with tools allowing them to successfully deal with the above-mentioned issues. These two goals are achieved by goal-oriented teacher education and by the development of unique learning materials and evaluation tools. During the session, the program's principles and findings will be presented, indicating the progress and successful integration of these at-risk students into their regular mathematics class. ■

3. Educating the "Self that Teaches" through "Contemplative Practice" (E)

Oren Ergas

The Hebrew University of Jerusalem, Israel

This presentation follows recent interest in the incorporation of "contemplative practices" (i.e., yoga, mindfulness practice, Tai Chi) in education (Bush, 2006; Ergas, 2012a; Bar Shalom, 2012). This burgeoning field has evolved from a number of discourses, two of which are (1) a critique of an overly rational curriculum that neglects the student as an embodied and spiritual being (Miller, 2007; Ergas, 2011, forthcoming a); (2) research in neuroscience and psychology, demonstrating the effects of "contemplative practices" on stress reduction (Kabat-Zinn, 1994), self-regulation (Goleman, 2003), and rumination (Kingston et al., 2007).

The focus of this presentation is the argument that "contemplative practices" can become a formidable *foundation* for teacher education. This claim will be elaborated by means of the following arguments: (1) Behind the *content knowledge* (Shulman, 2004) required for successful teaching lies the "self that teaches" (Palmer, 1998). (2) This "self" is *a teaching*; however, it requires excavation. "Self-as-teaching" is rendered here as *presence* (Ergas, 2012b, forthcoming a & b); a special quality of dwelling *here* and *now* within body and mind. It is *this* unique quality of the teacher that is remembered long after the content knowledge taught has been forgotten (Palmer, 1998). (3) Some "contemplative practices", especially mindfulness-oriented ones (Hanh, 1975), constitute pedagogies that cultivate this quality since they are directly geared toward cultivating our ability to dwell in the present moment. The presentation will include a short introduction to contemplative practice in education, a presentation of the above argument, and a short contemplative practice providing a first-hand experience of its embodied taste. ■

4. Presence in Teaching: Learning from Teachers' Narratives (E)

Freema Elbaz-Luwisch

University of Haifa, Israel

Narrative research shows that early experiences have a formative impact on teacher development (Goodson, 1992; Bullough et al., 1992); teaching is embodied work (Johnson, 1989: 374-375; Griffiths, 2006). Teachers teach *who they are* (Kelchtermans, 2009), taking up a "position of presence" (Estola & Elbaz-Luwisch, 2004) in class. This presentation will focus on the use of writing to develop presence in teaching, a theme that speaks to the crisis in contemporary education and teacher education (Miller, 2009) as addressed by contemplative approaches (Hart, 2008).

Critical accounts of the schooling (e.g., Bourdieu & Passeron, 1977, 1990) call into question any simplistic treatment of teacher presence. However, teachers are still called on to be there in front of the class. Rogers and Raider-Roth (2009) define presence as "a state of alert awareness, receptivity and connectedness" to students within the learning environment, bringing a complicated mix of "self-knowledge, trust, relationship and compassion" (p. 266).

In recent years, teachers have been writing in order to reflect, to formulate professional knowledge, and to study their practice (Heikkinen, 1998; Johnson, 2007; Ambler, 2012). Autobiographic writing about personal and professional concerns facilitates teachers' ability to speak out about what matters to them (Elbaz-Luwisch, 2010, 2001); they become more themselves, more responsive to students, and more 'present'. The presentation will explore the themes of *detail, feelings, imagination, and difference* in teachers' writing (in a Master's-level course), the links between writing and other contemplative practices that foster awareness, and the implications of such work for teacher education. ■

5. "From Information to Transformation": What We Can Learn from Positive and Contemplative Classroom Interventions (E)

Pninit Russo-Netzer

University of Haifa, Israel

A growing body of research shows that when students experience school as a warm and secure environment, their academic performance and sense of success are enhanced (Capuzzi & Gross, 2004; Suldo & Shaffer, 2007). In addition, as meaningful adult figures, educators have the ability to significantly influence their students' lives, perspectives, goals, and even identity (Yair, 2003; 2008). The extent to which teachers reflect their inner world through their teaching constitutes the authenticity of their teaching, and is recognized as a significant concept with respect to learning and development in both teachers and students (Kreber et al., 2007).

This presentation will claim that both the enhancement of a secure environment and the acknowledgment of teachers' influence as role models are grounded in the cultivation of such authenticity in teaching. Given the above, it is highly plausible to claim that teachers are required to cultivate awareness of their own inner world, strengths, and values. However, the emphasis on rational-empirical traditions that characterizes the education system and some teacher education programs tends to neglect the cultivation of such crucial teacher skills. Scholars have shown that these skills can be enhanced through contemplation (Hart, 2004), cultivation of positive experiences and holistic well-being (Conoley & Conoley, 2009; Seligman et al., 2009).

The presentation will explore findings and suggested practices from different existing intervention programs integrating elements of positive education, empathy, virtues, gratitude, contemplation, and introspection at the educators' level. These will elucidate the transformative power of teacher education pedagogies beyond the subject matter taught, and their contribution to the heart and soul of the art of teaching and educating. ■

Tailoring Teaching to Learners with Learning Disabilities

1. The Inclusion of Students with Learning Disabilities in Secondary Schools in Israel: A Study on School Factors (E)

Tsafi Timor

Kibbutzim College of Education, Technology and the Arts, Israel

Since the end of the 1980s, education in the western world has increased its awareness of students with special needs, and more specifically, students with learning disabilities (LDS). Current legislation and written policies in Europe support the enhancement of educational inclusion in mainstream education. The Amendment for the Special Education Act (2002) in Israel also emphasizes the inclusion of these students in mainstream education and is supported by written policies of the Ministry of Education.

The present study focuses on how school staff members perceive the inclusion of LDS as regards three school factors known in the literature as related to inclusion: leadership, climate, and structures. The three populations that participated in the research were school principals (5), teachers (50), and counselors (26). The study was conducted in five mainstream secondary schools in Tel Aviv. The research tools were in-depth interviews, a study of school documents, and questionnaires. The picture of inclusion indicates that while LDS are not rejected, they do not constitute a top priority for school principals, who are not really involved in the process (leadership). Schools declare their vision advocating inclusion and positive attitudes of staff (climate). The structures and resources that are allocated are limited (e.g., no inclusive curriculum). Throughout the study, discrepancies were found between the declarative and structural-practical levels. Additionally, teachers' and counselors' perceptions differed from principals' perceptions. Despite positive attitudes, it seems that at this point, the educational system is offering partial solutions to LDS. Therefore, this issue should still be considered a change in process. ■

2. Using Figurative Language to Assess the Stage of Acceptance of a Learning Disability as a Springboard for the Treatment of Students with Learning Disabilities (H)

Sara Givon

Lifshitz College of Education, Israel

In order to examine the emotional and cognitive processes experienced by adolescents with learning disabilities (LD), 20 tenth-grade Israeli students were studied over three years. Data gathered by means of in-depth interviews underwent an axial-coding process, and a grounded theory model was constructed. The findings revealed various coping styles adopted by students throughout the process of accepting the disability. Participants were asked to use figurative language to describe their method of coping with the disability. Participants' choice of phrase, metaphor, or image characterized the phase of their acceptance as well as their coping style. This can serve as an effective tool of detection. Identifying the stage of students' acceptance and their coping style may promote optimal treatment for students with LD. ■

3. "First You Have to Think You Can, and Then You Have to Sit for a Long, Long Time and Try...." (H)

Aviva Barnir

The David Yellin Academic College of Education, Israel

Both successful and unsuccessful LD pupils describe how they cope with their English studies, enabling teachers and teacher educators to understand and guide them in their classrooms. The research aim was to identify resilience and support factors among LD pupils studying EFL in elementary school.

Pupils who experience difficulty in acquiring reading skills in their mother tongue are predisposed to similar problems in learning a foreign language and additional secondary difficulties, e.g., low academic self-esteem and lack of motivation. Research on successful LD students and adults shows the necessary characteristics for developing resilience among children. This study focuses on pupils relating their personal experiences in real time whilst learning a second language.

The research employed a mixed methods methodology, the qualitative study serving as the main paradigm and the quantitative study being secondary. Ten successful and ten unsuccessful LD pupils were interviewed for the qualitative study. The quantitative study was used to create triangulation and strengthen the qualitative study's findings.

The qualitative findings demonstrated four LD coping profiles for foreign language acquisition: ambitious, survivor, complacent, quitter. Each profile was characterized by variables arising from the interviews: autonomy, self-awareness, motivation, support. These variables were found among the successful LD pupils' characteristics – the ambitious profile. The successful LD pupil is distinguished by his subjective utilization of both external and inner resources.

Coping strategies of LD pupils will be presented at the conference so that we may rethink our approach to these pupils, and develop more suitable teaching methods by listening to their voices. ■

4. Attitudes toward Autism among Israeli Arab Students at Colleges of Education (H)

Nirit Karni¹, Shunit Reiter²

¹The College of Sakhnin, Academic College for Teacher Education, Israel

²University of Haifa, Israel

The rise in the prevalence of autistic spectrum disorder (ASD) has increased worldwide (Flood, Bulgrin and Morgan, 2012). The aim of the study was to assess the current views and attitudes among would-be teachers in the Israeli Arab community regarding ASD.

Hypotheses: (1) There are correlations between positive attitudes in the areas of knowledge about autism and emotional and behavioral willingness to be close to people with autism, and positive conceptions of their abilities in the areas of life skills, academic skills, and social competence to be included; (2) Those who attended a course on autism exhibit better knowledge of the syndrome than those who did not; (3) There are positive correlations between the background variables of previous connections with people with autism and better knowledge and positive attitudes toward those people. (4a) Religion is indicated as the major factor underlying attitudes and conceptions regarding autism; (4b) Religion correlates with the most negative attitudes and conceptions, more than prejudice and personal experience.

Sample: 321 students from a college of education completed two questionnaires.

Our findings indicated that positive attitudes toward persons with autism correlated with positive perceptions regarding the possibility of their inclusion in the community. There were no significant differences between those who knew a person with autism and those who did not. No differences were found regarding the relative impact of religion, prejudice, or personal experience on the perceptions.

The major conclusion of our study is that the issue of attitudes toward and perceptions of persons with autism is complex and requires further research in order to find out the most effective way to effect positive changes in this area. ■

New Teachers' Challenges and Growth Processes: From the Internship Stage to the First Year of Teaching and to the Role of a Mentor

New Teachers' Challenges and Growth Processes: From the Internship Stage to the First Year of Teaching and to the Role of a Mentor (E)

Haya Kaplan, Rachel Tzafrir, Vered Rafaely, Sahar Adas, Amnon Glassner, Esty Fierstein, Rakefet Shahar, Keren Tal

Kaye Academic College of Education, Beer-Sheva, Israel

Session Chair: Dr. Haya Kaplan.

The beginning teacher's difficulties are well documented in the literature, and the rate of teacher dropout in the first five years of teaching is high (e.g., Dvir & Schatz Oppenheimer, 2011). The Kaye College Induction Unit accompanies new teachers' professional development processes. The unit emphasizes the development of proactive self-determination and positive psychology in a needs-supporting environment (Self-Determination Theory, Deci & Ryan, 2000). We are proposing a symposium that will illustrate a professional development continuum of beginning teachers and their mentors through a series of studies.

Symposium Structure

A short overview of Kaye College Induction Unit – Dr. Haya Kaplan

What can formative evaluation during teaching induction teach us? Content analyses of mentor's evaluations of novice teachers' teaching quality – Rachel Tzafrir and Dr. Vered Rafaely

Developing self-determination and exploration processes in teachers during their first year of teaching as a growth-prompting process. A qualitative phenomenological study – Sahar Adas and Dr. Amnon Glassner.

The collegial encounter in the first year of teaching as supporting psychological needs and prompting autonomous motivation in new teachers. A quantitative pilot study – Dr. Vered Rafaely, Dr. Haya Kaplan, and Esty Fierstein.

Growing into a mentor's role: The professional development experience from a multi-year development perspective. A qualitative-phenomenological study – Rakefet Shahar and Keren Tal.

Discussant – Dr. Sara Zilberstrom ■

Challenges in Multicultural Education

1. Exposing the Multiculturalism Approach of Teacher Educators and the Role of the Tutor (E)

Shosh Millet, Chaya Golan, Nomy Dikman

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

Research Questions

- What are the perceptions regarding multiculturalism of teacher educators participating in the specialization studies at The MOFET Institute's School for Professional Development?
- What is the role of the tutor during the study course when multicultural conflicts or dilemmas arose?

Theoretical Framework

Teacher education has a social responsibility. Teaching and teacher education influence and are influenced by social cultural and political values, goals, and intentions (Ben-Peretz, 2001; Ben-Peretz & Lotan, 2010; Cochran-Smith, 2000). Hence, teacher education programs need to engage with public and political debates such as 'social justice' (Cochran-Smith, 2000). This study examines the multicultural perception of teacher educators with regard to the importance of the teacher's role in educating students for sensitivity and diversity.

Methodology

The current research comprises a series of "case studies" that are part of a qualitative-interpretive study. The use of the qualitative interpretive method permits comprehension, description, and interpretation of occurrences in the field, including hidden aspects, from the points of view of the participants themselves (Smolicz & Secombe, 1990;

Steinberg, 2010; Yin, 1993).

The research population included 58 trainees from four fields of specialization: instruction and training, research, academic management, and evaluation and assessment. These trainees are teacher educators, who are a mirror of Israeli society.

Research tools

A background questionnaire and an open questionnaire were used.

Main Findings

With regard to the characteristics of the multiculturalism approach and how this was expressed in the specialization studies at The MOFET Institute, most answers (86%) stressed demographic differences and the creation of a unique ideological meeting.

The trend in the findings regarding conflict/dilemmas was highly influenced by the Gaza War and by religious and national conflicts. The tutor was the leader of the discussions and the navigator who found the appropriate words for understanding everyone in the complex process of the trainees' professional development. ■

2. Female Muslim Principals' Transition to Traditional Dress in Public Arenas (E)

Tamar Shapira, Khlid Arar

Gordon College of Education, Israel

This study investigates professional, social, familial, and community aspects of female Arab principals' life stories, focusing on the acceptance of the female principals' transition to traditional dress within public arenas and the implications of this phenomenon for teacher education. Nine female principals participated in in-depth interviews, and the stories yielded by the interviews were analyzed by the "Listeners' Guide", employing several readings of the text.

The female principals' considerations for adopting traditional dress were found to be mainly cultural. Traditional appearance is significant in traditional society, and the principals felt they were expected to change their external appearance when they were received their appointments as principals.

Interviewees described Jewish colleagues' surprised reactions concerning their altered appearance, characterized by the perception that transition to traditional dress is an indication of religious radicalization. Acceptance in public spheres plays an important function in explaining that traditional dress does not symbolize radicalization and conservatism, but rather affords opportunities for women to advance to managerial roles in traditional society by bonding with their culture.

These women constitute a model of leadership in the Arab education system and other community spheres. Female Arab principals promote democratization in school, initiate pedagogic innovations, and improve school organization (Shapira, Arar, & Azaiza, 2010, 2011). Arab student teachers observe how these women principals manage to be modern, advanced leaders yet maintain their respect for tradition. These female principals serve as models and sources of empowerment and inspire professional aspirations. ■

3. Mainstreaming Multicultural Education within Teacher Education: A Case Study (E)

Rhonda Sofer, Laura Sigad

Gordon College of Education, Israel

This paper presents a case study that can be used as a model for mainstreaming the culture of multicultural education within colleges and universities that are involved in teacher education. It discusses the stages and processes by means of which Gordon College of Education in Israel has integrated a holistic policy supporting the development of courses, workshops, and activities in multicultural education. We analyze and describe the process whereby different levels of the institution were co-opted into the mission of furthering values and behaviors reflecting multiculturalism and cultural diversity as well as the different degrees to which this process is perceived by the faculty and key

administrators of the college.

The mainstreaming of multicultural education within this college of education has influenced the development of Gordon College's leadership role in promoting multicultural educational community programs within Israel as well as in the international arena by leading a selected European Commission program, TEMPUS, which promotes curricular reform that unites 22 institutions in seven countries. This paper presents the multifaceted ways in which a culture of diversity permeates the college as a whole. ■

4. Sushi, Hora or Samba: Teaching Multicultural Business Practices at the University Level (E)

Judy Henn

Technion-Israel Institute of Technology, Israel

The changing reality of 21st-century global businesses demands that the curriculum in a Business English course at the university level raise awareness of cultural differences in order to promote optimal business cooperation and communication. Israel is a multicultural, multi-religious country, but it is also insulated and isolated; although fully 85-90% of Israeli university students are older than their counterparts worldwide, and have frequently traveled to exotic locations, they are nevertheless ignorant of the pressing need for knowledge of the cultures they may encounter in their professional careers. The role of Business English today must be to prepare young Israeli professionals to assume leading roles in education, industry, science, technology, and the arts as part of global and not only local fields. The course, "Communication in English", an undergraduate elective at the Technion-Israel Institute of Technology, includes a unit in multicultural business practices in which students choose a country, research it, and present to the class the salient points of business culture, including methods of negotiation, networking, entertaining, dressing, and conversing. The multicultural business practice unit is outlined in a PowerPoint presentation as a method of raising awareness of difference, thus promoting understanding and cooperation. ■

Globalization in Jewish Education around the World

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1. Globalization, Education, and Jewish Communal Life: Latin-American Transnational Jewish Educators All over the World (E)

Yossi J. Goldstein

The Hebrew University of Jerusalem, Israel

Jewish educators provide a relevant analytical angle for studying the changing cultural and institutional patterns of Jewish education in a transnational context. They constitute a central referent of socio-cultural transnational spaces and networks of interactions and belonging, and may be seen as actual or potential builders of transnational cooperation. As part of the ongoing migration trends, Jewish educators are central carriers of Jewish continuity and creative change, and are also highly mobile and active players in the relocation of Jewish life.

The introduction of new educational technologies in Jewish schools and educational communal institutions might constitute one of the key elements in understanding the development of a Transnational Jewish Educator and of educational communities stimulated by virtual networks and e-learning.

The proposed paper for the conference will focus on the professional tracks and Jewish identities of Jewish educators trained in Latin American countries – especially in Argentina – who immigrated to other countries all over the world. The paper will introduce the audience to the theoretical and practical research that I have been coordinating along with Mexico and Argentina during the last months, and will elaborate on the impact of globalization and transnationalism on Jewish educators and Jewish education. ■

2. Twinned Schools in Israel and in the Diaspora Develop a Glocal Curriculum: The Case of the Israeli School (E)

Dinah Laron¹, David Mittelberg¹, Fern Chertok²

¹*Oranim Academic College of Education, Israel*

²*Brandeis University, USA*

This research examines a curriculum developed jointly by two twinned Israeli and Jewish-American schools, and how it relates to the Israeli school's vision.

This curriculum aims to broaden the Israeli students' perception of their Jewish identity within the Jewish Peoplehood paradigm of global Jewish solidarity, by dealing with culture heroes and social trends in Israel and in the Jewish community in the USA.

The Israeli school's declared vision aims to "strengthen respect of, and connection with, Jewish cultural heritage". This goal relates to the historic Jewish cultural capital, but ignores today's global pluralistic reality of the Jewish people.

Does this curriculum really expand the school's vision to include the contemporary Jewish global space of the Jewish peoplehood paradigm? The collaboration of two teams in two countries, through direct and on-line encounters, operating in two schools in different continents, mutual visits, and dealing with contents specific to their partners, allow us to answer positively.

The research was conducted using qualitative tools, including analysis of the curriculum content, in-depth interviews with its authors, and classroom observations.

We conclude that, contrary to the traditional way of dealing with sacred texts, this historical-social curriculum creates a unique glocal genre by dealing with cultural heroes and immersion in today's global Jewish context. It combines learning of 'oneself' with 'the other' in the Jewish world and expands the school's vision toward global Jewish solidarity. ■

3. Gender and Education in the French Context: What about Homophobia? (E)

Sigolène Couchot-Schiex

Université Paris Est Créteil, OUIEP / IUFM, France

In France, since 2000, the code of education and two interministerial agreements (2000, 2006) make a reference to sex equality. The importance of promoting this equality throughout the school system and society in general has thus been recognized. This value is based on respect for the other sex and involves the implementation of initiatives on how to prevent sexist behavior and violence. An anti-discrimination law was enacted in 2001: Any distinction made between persons on the basis of their sex or sexual orientation constitutes discrimination. Fourteen additional forms of discrimination have been identified. For over 20 years, gender studies in the French school system have shown how sex inequality is created. In this presentation, homophobia is seen as a prevalent, insidious, and invisible form of violence wrought upon students who are perceived or assumed to be homosexual. A review of the literature will show the insufficiency of previous work focusing on this question in the field of education. Although recent studies have been conducted on homophobic violence based on events occurring in a sports/athletic context, general school contexts have not been investigated. Nonetheless, homophobic discrimination in schools leads to the marginalization of those who endure it. Teenagers whose sexual orientation does not correspond to the social norm are potential targets of physical and psychological violence. This harassment may result in their being excluded from peer groups, dropping out of school, or even committing suicide. While teachers seem largely oblivious to these forms of violence, they can clearly be held accountable when these acts occur in school settings. ■

4. Traditional Chabad Girls and Their World: An Ecological Analysis of Beliefs Concerning Women's Roles and Future Orientation (E)

Shlomit Dekel

Beit Rivka College, Israel

The objective of this research is to examine links between family atmosphere and future orientation among traditional adolescents in the unique culture of the Chabad community regarding two areas of life: work and career, and marriage and family. The study draws on Bronfenbrenner's (1979, 1986, 1989, 1995) ecological-developmental analysis and later revision, which added the intra-personal aspect. In this study, future orientation is conceptualized by means of the three-component model: motivational, cognitive, and behavioral (Seginer, Vermulst, & Shoyer, 2004). Data were collected from 820 tenth-, eleventh-, and twelfth-grade students from nine Chabad girls' secondary schools in Israel. Their ages ranged from 15-18. Altogether, the findings highlight four focal issues. The first relates to the consistency of the effect of the two aspects of family atmosphere – beliefs regarding women's roles and interpersonal relations – on future orientation by means of self-representation. The second indicates the consistent mediating effects of the two self-representation variables. The third underscores the stability of the structure of the relations among future orientation components. The fourth relates to the thematic aspect of future orientation specifically pertaining to the difference found between two future domains: family and career. In addition, the adolescents discussed their future thinking by means of narratives of hopes and fears. The narratives also express commitment to the future of the Jewish people, specifically reflected in their desire to serve as the Rabbi's emissaries – a unique future domain in the world of adolescents in Chabad society. ■

Interactions between Teacher Education and the Education System

1. Hand in Hand: Policy-Makers and Researchers Collaborate in Order to Promote Educational Goals (E)

Ainat Guberman, Michal Golan, Abraham Yogev

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

Background: Policy makers and researchers are often described as two cultures with distinct epistemologies and needs (Sebba, 2007). In order to promote fruitful dialogue between policy makers and researchers, officials of the Ministry of Education in Israel and The MOFET Institute, a national institute for research and curriculum development in teacher education, initiated an ongoing collaboration process in which the officials present their questions to The MOFET Institute researchers. The current study has attempted to understand both policy makers' and researchers' motivations to join hands in research. We tried to characterize different models of collaboration between policy makers and researchers that emerged in six research projects, and explore the benefits as well as the difficulties associated with each model.

Method: Semi-structured interviews were used with seven researchers (six of them group leaders) and the six policy makers who commissioned the projects.

Main findings: The policy makers viewed research as a means for updating and obtaining data from the perspectives of different stakeholders. Promoting their professional image was also mentioned. Researchers felt that the projects enable them to make significant contributions to practice as well as to develop their professional skills. Three models of cooperation were identified: a traditional model whereby policy makers commission a research study; a "diverse stakeholders" model, whereby researchers who are policy makers' employees join the research group; and a collaborative action research model whereby policy makers join the research in order to study their own work. The publication of the research results and their implementation in practice are more likely to occur in the latter two models; however, tensions about academic freedom and "ownership" as well as conflicting loyalties are also more common in these models. ■

2. The "Ofek Hadash" ("New Horizon") Reform in the Elementary Schools in Israel (E)

Eissa Elfahel, Mohammad Saied Ahmad

Al-Qasemi Academic College of Education, Israel

The main objective of this research is to evaluate two important issues for teachers working within the Ofek Hadash reform (OHR) in the elementary schools: their attitudes toward the OHR and the extent of their satisfaction with teaching in this new setting. The research is based on the following assumptions: the Ofek Hadash teachers in the elementary schools have a positive attitude toward the reform. They also are highly satisfied with teaching. There are significant differences in level of satisfaction between the Ofek Hadash teachers and those teachers who do not work in the new reform setting. There is a significant positive correlation between teachers' attitudes toward the OHR and their degree of satisfaction with teaching in the schools. Research participants included 1,401 teachers working within the OHR and 138 teachers not working in the OHR setting from elementary schools in four districts in the Arab sector: South, Center, Haifa, and North. A questionnaire distributed to the participants examined the two variables teachers' attitudes toward the OHR and teachers' level of satisfaction with teaching in various fields related to their work at school. The findings corroborate the four research assumptions. They are discussed and relevant conclusions are drawn.

The findings show that the Ofek Hadash teachers have a positive attitude and a high level of satisfaction with the new reform. Moreover, the findings demonstrate that these teachers have a higher level of satisfaction than the teachers who do not work within the Ofek Hadash framework in all domains related to their work, such as the way in which the teacher faces and copes with instruction. The findings also show that there is a strict positive relation with a low power between the two variables. ■

3. What Concerns Schoolteachers Today? Identity Conflicts of Israeli Schoolteachers (E)

Pnina Steinberger¹, Noga Magen-Nagar²

¹Orot Israel College of Education, Israel

²Gordon College of Education, Israel

The professional identity of teachers is a relatively new domain within identity research. The definition of the term and its methods of measurement are still controversial and do not offer a coherent and comprehensive understanding. Psychologists today agree that the process of identity formation is based on the need for accord among elements of the self as well as between the self and societal demands. Thus, identity conflicts exemplify a state of discord and serve as crucial catalysts for forming an identity. The purpose of the present study was to develop a way to measure Teacher Identity through coping with identity conflicts. Twenty-seven concrete, common, and significant conflicts were identified through personal interviews. The conflicts relate to a variety of topics in all spheres of the teacher's professional life, such as curriculum issues, discipline-related conflicts, and parental involvement. The conflicts were presented to 170 elementary- and high-school teachers who were asked to rank the intensity of each conflict on a Likert scale from 1 (not intense at all) to 5 (highly intense). Both exploratory and confirmatory factor analyses were conducted using FA and SEM methodology respectively. The findings validate the questionnaire and reinforce the contextual approach locating identity conflicts at the center of teachers' identity formation process. A validated questionnaire may accurately monitor the "professional pulse" of teachers today and allow novice teachers to cope with common conflicts during their training period, before "hitting the road". ■

4. Educators as Writers and Researchers: "Hachinuch" Magazine, 1910-1914 (E)

Nava Dekel

Kibbutzim College of Education, Technology and the Arts, Israel

This paper deals with the content of the articles in the magazine, *Hachinuch*, during the first years of its publication (1910-1914). Its purpose is to present the identity of the teachers during the first years of the Jewish Yishuv in Eretz Israel as writers and researchers representing the educational trends that were developing here during those years. *Hachinuch* magazine, "a pedagogical paper for teachers and parents", was published by the Teachers Association in Eretz Israel and was edited by Dr. Nissan Turov. It contained original and translated articles on various pedagogical topics that sought to respond to issues raised by teachers and parents. Many of the writers and translators were teachers who worked in different schools in the country. For these reasons, *Hachinuch* is an important historical source that reveals the pedagogical ideas of the educators in Eretz Israel during the first years of the development of the Jewish Yishuv here. The articles published in the magazine present a variety of topics such as innovative pedagogical issues, new psychological research studies dealing mainly with children, and educational issues such as teaching methods, obedience, motivation, and managing pupils with difficulties. In my lecture, I shall focus on the new theories that the writers elected to present in the magazine as well as the educational ideas that were meaningful to them. I shall also analyze the teachers' position as writers and researchers. ■

..... Involvement and Responsibility

1. Involvement and Responsibility of Principals and Mentor Teachers in the Process of Training New Teachers (E)

Nitza Schwabsky¹, Judy Goldenberg², Orna Schatz-Oppenheimer³, Liat Basis⁴

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The present study examined the involvement and responsibility of principals and mentor teachers in training teachers from their point of view. According to the Ministry of Education's Executive Circular (September 2009), principals and mentors play a major role in training new teachers, and the principal is expected to be actively involved in and responsible for this process in his/her school. The mentor teacher comprises an important "link" in the training process and is regarded as a major figure in the training. Participants included 191 school principals and 765 mentor teachers. The findings were collected via online questionnaires. The principals and mentors view the training of new teachers as valued, but differ in their perceptions of obtaining information, satisfaction, and responsibility for the training process. Principals are aware of the process in their school, are involved, and are familiar with the procedures. They do not feel obligated to be solely responsible or accountable for the training of the new teachers, but rather to collaborate with the mentors. The mentors, on the other hand, claim that the principal is responsible for the formal actions related to mentoring. Most mentors take personal responsibility for the success of the training and do not share responsibility with the principal, whereas the principal views the process as part of his/her overall responsibility for the school. It is recommended that the gap in perceived responsibility between the principal and the mentors be brought to the attention of decision makers for renewed examination of the role definition of those involved in this process. ■

2. Processes of Promotion to Middle Management Academic Administration Positions in Colleges of Education from the Point of View of the Academic Staff (E)

Ariella Teichman-Weinberg¹, Nitza Schwabsky²

¹*Achva Academic College, Israel*

²*Gordon College of Education, Israel*

Middle management positions are a major component in the promotion of academic staff in colleges of education in Israel and comprise a link between administrative and academic-pedagogic roles. The present study examined attitudes of the academic staff toward promotion to middle management academic administration positions with reference to staff members who hold and do not hold such positions, who aspire to or are not interested in such a position. Participants included 208 academic staff members from colleges of education. Factor analysis of the questionnaire items indicated six distinct variables that were divided into two domains: real and ideal. The real domain included a 'sense of personal popularity', 'sense of fulfillment and satisfaction', 'fairness of the process', and 'familiarity with the process'. The ideal domain included 'ideal organizational norms' and 'aspiration to influence'. The variable 'status of the staff member' was constructed, and four status groups were defined: 'active', 'burned-out', 'aspiring', and 'not active'. Differences were found in the variables from the real and the ideal domains with reference to staff members' status. Two distinct groups were found in the real domain, one containing the 'active' and the 'burned-out' and the other containing the 'aspiring' and the 'not active'. The means of the 'active' and the 'burned-out' were significantly higher than those of the 'aspiring' and the 'not active' for all four variables. The research conclusion is that the process of appointing middle management academic administrators in colleges of education should be improved, and that further research in this field is necessary. ■

3. "From All My Teachers I Gained Knowledge": The Role of Mentorship for Novice Teachers – Its Influence on the Mentor (E)

Orna Schatz-Oppenheimer¹, Judy Goldberg², Nitza Schwabsky³, Liat Basis⁴

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This presentation examines the induction year from the aspect of the mentors' role. We focused on the effect of that role on mentors' professional development.

The aim of internship in teaching is to help novice teachers face awaiting challenges; to offer personal, emotional, professional support, and to permit optimal absorption into the system. Various factors demonstrate that mentoring constitutes a meaningful role in preventing the dropout phenomenon. Internship comprises two main support channels: internship workshops and personal mentors. This presentation focuses on what mentorship means to the mentor.

The study is based on a sample of 765 mentors in Israel, constituting approximately 20% of the mentor population in 2011 who completed on-line questionnaires. The questionnaires included various subjects: type and quality of activity included in the mentorship, participation in training courses, and so on.

Findings show that the greatest influence on mentors' professional development is at the personal level: personal ability, motivation, responsibility, etc. The secondary area of influence is the didactic level: empathy toward the children's difficulties; teaching methods; use of technologies, etc. The least influenced field is the system-organizational: sense of affiliation to the school, integration, etc.

These data are congruent with further data in this study, according to which the personal field is the most meaningful field in mentorship (for both intern and mentor).

We found that the contribution of mentorship to professional development is better felt amongst mentors who participated in a mentorship course than amongst those who did not.

The implications of these findings teach of the importance of the mentor's role, not just for interns, but also for the mentors' professional development, particularly when that includes taking pre-coordinated courses, when the effect on the mentor's development has more impact. ■

4. Actions and Attitudes toward Mentoring from the Perspective of Mentors and School Principals in the Internship Program for Beginning Teachers (H)

Judy Goldenberg^{1,2}, Orna Schatz-Oppenheimer^{1,3}, Nitzza Schwabsky^{1,4}, Liat Basis¹

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In 2000, an internship program for beginning teachers was implemented in Israel. Its goal was to encourage and support the beginning teacher and to help allay his fears. The present research examined the program from the perspective of 765 mentor teachers, based on responses to an online questionnaire administered to a national sample of mentors. This presentation will focus on the act of mentoring, both in terms of actual tutoring and mentoring experiences and factors promoting and inhibiting the success of mentoring. The findings will be compared to two previous studies conducted in this field: recent research examining the internship program from the perspective of 208 school principals (Schwabsky, et al., 2012), and an extensive study examining internship in teaching in 2006 (Nasser-Abu-Alhiga, Reichenberg, & Fresco, 2006).

The findings indicate that the main occupation of mentoring is to strengthen the personal-emotional aspects of the intern teacher. Most mentors take personal responsibility for the success of the internship process and believe that it depends mainly on the mentor himself. Slightly more than half of the mentors and two-thirds of the school principals were satisfied with the internship process in school. According to the mentors, successful mentoring is based primarily on the mentor's personality and supportiveness, together with didactic and organizational skills. Dissatisfaction is seen to be related to inhibiting factors such as structural organizational problems (sufficient time, workload and work pressure).

The findings of this study can help policy makers understand the attitudes and feelings of the major participants in the internship program for beginning teachers. ■

Issues in Special Education: Research Conducted in the Research and Evaluation Program at The MOFET Institute's School for Professional Development

1. Session: Issues in Special Education: Research Conducted in the Research and Evaluation Program at The MOFET Institute's School for Professional Development (H)

Osnat Rubin

Talpiot Academic College of Education, Israel

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

Thirteen years ago, a school for professional development for teacher educators was inaugurated at The MOFET Institute. Four specialization programs were developed. The goal of the studies is to contribute to the learners' professional development and to expand the theoretical basis of their thinking and practice in teacher education, affording an opportunity for professional development and personal enrichment, encouraging lifelong-learning, and developing a community of learners. Each program has its own unique contents that meet the specific needs and goals of its target population. Teacher education is undergoing changes in its processes of academic accreditation. These changes call for the expansion and entrenchment of the research culture in the colleges of education – a call to which the *Research and Evaluation Program* responds. The *Research and Evaluation* program enables its participants to broaden their knowledge and experience of various types of research, and offers individual support for each participant's innovative research. Four researches will be presented, all developed by participants of the *Research and Evaluation* program, highlighting current issues in Special Education: The first focuses on the placement decisions regarding students with autism in inclusive or special education. The second explores

narratives of principals of special education schools regarding "inclusion"; The third deals with self-efficacy of teachers who are responsible for preparing the Individualized Education Programs (IEP) for their included students. The fourth examines stories of kindergarten teachers with learning disabilities. ■

2. Changes in the Placement of Students with Autistic Spectrum Disorder: A Retrospective Study (H)

Shahar Gindi¹, Liss Roey², Ziva Bracha²

¹*Beit Berl College, Israel*

²*Educational Psychological Services, Israel*

The increase in the prevalence of autism has been documented worldwide, with preliminary studies revealing that this trend exists in Israel as well. While research focusing on the placement of students with Autistic Spectrum Disorder (ASD) in the education system is in its infancy, it demonstrates a gradual and consistent increase in the inclusion of these students in regular classrooms in the United States. The present study examines the placement of students with ASD in Israel in the past 20 years. Psychological case files of students with ASD in the center of Israel are examined to uncover data regarding intelligence, academic performance, SES, age of diagnosis, treatment history, and other relevant information. (Sixty files have been studied so far, with the intention of covering 200 files.) The presentation will focus on trends in the placement of students with ASD in the past 20 years. Characteristics of ASD students who are placed in various educational settings will be compared: ASD students in special education schools will be compared with ASD students in special education classes and with ASD students placed in regular classrooms. The relationship between placement trends and public laws and policies will be examined. Implications for the identification and placement of students with ASD will be analyzed, and the changes that have occurred over the past two decades will be discussed. ■

3. Writing Individualized Education Programs (IEP): Difficulties and Self-Efficacy (H)

Nihad Massalha

Al-Qasemi Academic College of Education, Israel

The Academic Arab College for Education in Israel – Haifa, Israel

Writing Individualized Education Programs (IEPs) for special needs students who are integrated into regular education / in inclusive settings is a Ministry of Education requirement dictated by the Law of Special Education, 1988, and constitutes an integral part of special education teachers' routine.

Semi-structured interviews were conducted with 30 special education teachers from the Arab sector in the central and southern regions who teach elementary students diagnosed with learning disorders, and whose seniority ranges between three and 20 years. The data were analyzed by means of a content analysis, yielding several categories. In the lecture, I shall discuss some of the categories that represent sources of difficulty and aspects of self-efficacy.

The findings attest to a number of difficulties experienced by the teachers when writing IEPs: (1) communication difficulties with the staff and parents; (2) difficulties in obtaining relevant written material and documents; (3) personal difficulties with writing that were associated with the physical and organizational structure of the school.

An important characteristic that came to the fore in the content analysis was the level of importance the teacher ascribed to writing the IEP and his/her attitude toward it. The findings show that the teachers who reported a high level of self-efficacy as regards their ability to write IEPs also ascribed great importance and significance to writing IEPs, perceiving it as an inseparable part of their everyday work. Additional findings reflecting implications to the theory and research in the field will be presented at the conference. ■

4. Childhood Memories and Professional Considerations of Kindergarten Teachers with Learning Disabilities (H)

Hanna Bartikva

Gordon College of Education, Israel

The research seeks to identify the links between a childhood memory from kindergarten and school and present professional considerations among kindergarten teachers with learning disabilities. The research question posed in this narrative qualitative study is as follows: How are the childhood memories of a kindergarten teacher with learning difficulties reflected when she describes an event in the kindergarten or a pupil who is experiencing difficulty there? Thirteen kindergarten teachers with seniority of six years or more participated in this study. They were asked to describe an event or a child with difficulties in the kindergarten and also to recount a memory from their own kindergarten or school days. The texts all underwent a qualitative content analysis. Findings show that childhood memories from school and kindergarten serve as the teachers' "hidden guide" in managing the kindergarten setting and in particular with regard to children with difficulties. A central conclusion posits that childhood memories are "present" in educational practice and enrich the teacher's professional considerations. The research implications trigger the question of whether, during the preparation of teachers and kindergarten teachers, learning from past memories and process might empower them into enriching their professional "tool-box". ■

..... It Could Be Different... The Trade Union Integrates and Affects the Educational Reality of the State of Israel

It Could Be Different... The Trade Union Integrates and Affects the Educational Reality of the State of Israel (H)

Nehama Rabner, Hana Lahav, Naomi Riftin, Zion Sorek, Riki Eigner

International Teachers Union, Israel

The Trade Union is sometimes perceived as a barrier to reforms and changes in education systems due to the duality between preference for "bread and butter" and preference for the necessary conditions for successful improvements and changes. According to the Education Report from the OECD countries, the better the functioning of an educational system, the better the chances are for fertile work relations between the country and its trade union. The country perceives the union as a professional partner. In recent years, the Teachers' Union has developed a department for research and development, thereby granting it the ability to examine the relationship between appropriate professional requirements arising from professional teacher upgrading. We present the position of the trade union as a body that promotes the professional aspect and educators' rights in addition to taking part in improving the educational reality: (1) The trade union's plan of action for enhancing the ranking of teacher training and improving the teaching in the Israeli education system; (2) Pedagogical achievements – a significant pedagogical achievement is represented by the individual hours whereby students are advanced in different aspects: personal-educational reinforcement, and inter-personal relationships – encouragement and empowerment; (3) Professional development – an agreement was reached between the Ministry of Education and the teachers' union whereby teachers' professional development is based on the understanding of continuing development of knowledge. (4) The New Horizon Reform permits teachers an increase in ranking promotion, since the conditions refer to a set period of time for meeting the criteria of professional development. ■

Rhetoric and Reality

1. From Vision to Practice: Professional Adjustment of Beginning Teachers (H)

Ori Katzin

Kibbutzim College of Education, Technology and the Arts, Israel

The current study seeks to examine—by comparing vision and practice—the process of beginning teachers' professional development in light of the following question: How, if at all, do beginning teachers change their teaching approaches, along the continuum of a positivistic to a constructivist approach?

The methodological approach employed will be qualitative-constructivist, following a strategy of multiple case studies: thirteen student teachers graduates of a four-year honors program for Jewish Education in public high schools. Data were collected over a six-year period via approximately 140 open in-depth interviews and observation (video-recording of lessons). Data were analyzed by means of thematic analysis in four continuous stages. In the fourth stage, a grounded-theory concerning the development and transformation of teaching approaches among student teachers emerged.

Findings suggest that from the beginning of their training, most student teachers adopt teaching as transmission approaches. During the training, hardly any changes occur in the teaching approaches practiced; if they do, they reflect an enhancement of the transmission model. Simultaneously, perceptions of the ideal change, and the tension between vision and application is mitigated.

Analysis of the findings leads us to propose a three-phase model:

A Spontaneous espousal of a teaching approach while questioning its nature;

B. Adhering to the espoused approach while recognizing its advantage;

C. Entrenching the initial approach while accepting its superiority.

The model indicates the strength and durability of prior knowledge possessed by student teachers entering training and the reduction of self-critical reflective thought concerning the teaching approach and work methods implemented. ■

2. The Rhetoric Reality Gap: The Case of Multicultural Educational Discourse Pertaining to Arab-Israeli Students Attending Jewish-Oriented, Hebrew-Speaking Colleges of Education (E)

Anat Geller

Oranim Academic College of Education, Israel

The aim of this lecture is to present several assumptions explaining the underlying reasons for the rhetoric reality gap that permits the reproduction of the multicultural discourse, which, I assert, is not adaptable or appropriate to the context of Arab-Israeli students attending Jewish-oriented, Hebrew-speaking colleges of education.

Today, there is an influx of Arab-Israelis attending Hebrew-speaking, Jewish-oriented colleges of education in Israel (Peleg & Sakar, 2003:117). As a result, many of these colleges are in a state of discomfort and confusion caused by the inevitability of dealing with what seems to be multicultural issues and dilemmas of adjusting culture and language requirements to training curricula – yet dodging allegations of hegemonic condescension (Shamai & Binyamin, 2004:430). The lecture is based on a research study that employs Critical Discourse Analysis methodology. The study uncovered a discursive flaw in previous studies that employ the multicultural paradigm but fail to mention or discuss many generative issues that are relevant to educational subjects in the colleges of education. I intend to unveil and discuss diverse assumptions that might explain the reasons for this actuality. As Coleman explains, 'Social research in education is a prominent part of the developing self-consciousness of Israelis about the way their institutions function. A self-consciousness that can lead to embarrassing questions but can also lead, when these questions are addressed in social research, to better-functioning institutions' (in Krausz, 1989:1). ■

3. When Formal and Informal Education Meet: Intervention in Illegal Immigrants' Daycare (E)

Rachel Oron, Mira Karnieli

Oranim Academic College of Education, Israel

Recently, illegal refugees mainly from Africa have settled in Israel. During the day, their young children are sent to "pirate" daycare centers run by babysitters, most of whom lack any formal education. This ethnographic study describes the decision, dilemmas, and manner of intervention within one such daycare center from a teacher educator's perspective. The dilemmas include deciding on and negotiating priorities for intervention(s).

We posit that knowledge resides in the meaning the participants ascribe to their actions. Data collection was based on an audited trail of numerous aspects that were perceived during the stages of action via field notes, observation, interviews, document collection, and diaries.

The study focused on the interaction of two women: Dana, a teacher educator, familiar with the educational trends in the Israeli education system, and Ann, an immigrant from Ghana, residing illegally in Israel. Ann, who has no formal education, established the daycare center in her home in order to avoid exposure, which could lead to her apprehension by the authorities.

Dana's western thinking mode and ambition to apply modern educational patterns are very different from Ann's traditional world. The differences between change agents' initial perceptions and those of the people who need the change can become an opportunity for reflection, which in turn will enable educators to overcome intellectual gaps and traps and improve their work. When effecting change, the *modus operandi* should be selected with great caution, displaying sensitivity to the culture and basic morals of the group. ■

4. (In)Equality between Boys and Girls at School: Can Laws and Politics Change the Deal? (E)

Muriel Salle

Université Claude Bernard Lyon 1, France

This paper will explore the links among politics, laws, and education concerning the specific subject of gender and coeducation, and present an account of the most recent developments on the subject in France. In May 2012, after the election of a new French president, socialist François Hollande, a ministry responsible for Women's Rights was created. It is the first time since 1981 and the presidency of François Mitterrand that, in France, women's rights are being officially defended by a ministry. A few months later, Minister of National Education, Vincent Peillon, and Minister of Women's Rights, Najat Vallaud-Belkacem, both announced their desire to reestablish the school of the Republic and work toward greater equality between boys and girls at school. It is not the first time that politicians have placed these issues on their agendas. In France, coeducation has been compulsory since 1975 and the Haby Law. Since then, several laws and official texts have insisted on the necessity to make French school more egalitarian for both boys and girls, from kindergarten to university. However, numerous studies in the sociology of education show that this aim has still not been achieved. Will the actions of Vallaud-Belkacem and Peillon obtain better results? Undeniably, the political context is different. The reform of teacher training is a great opportunity to induce profound reflection on the role of the school in bringing about the evolution of sex-related stereotypes. This paper will foreground teachers' roles in perpetuating or deconstructing such stereotypes, and the absolute necessity to instruct them about coeducation in the quest for social change and equality between girls and boys. ■

Teachers' ICT Skills

1. Pedagogic Training as a Catalyst for Teachers' Integration of ICT (E)

Nimer Baya'a, Wajeeh Daher

Al-Qasemi Academic College of Education, Israel

In the past three years, we have been involved, together with our third-year pre-service teachers majoring in mathematics and computers, in building internet sites that include computerized mathematical learning materials. The topics of these materials include: cellular phones in mathematics education, history of mathematics in mathematics education, and computerized mathematical units. In addition, we recorded a number of successful ICT-based mathematics lessons taught by our pre-service teachers with the collaboration of the in-service mentoring teachers. Our own experience, together with our pre-service teachers and the mentoring teachers, in integrating ICT into mathematics teaching, made us aware that the mentoring teachers who collaborated with the pre-service teachers in preparing and teaching ICT-based lessons were encouraged to do so by themselves after awhile. In the last academic year (2011-2012), in the frame of a PDS (professional development school) project, this caused us to adopt one mentoring school, which had appropriate ICT infrastructure, as a professional development school in order to encourage the teachers to integrate ICT into their mathematics teaching. We employed two cornerstones in our initiative: the computerized mathematical materials developed in the previous years, and the support accorded the in-service teachers by us and our pre-service teachers. To assess the change in the in-service teachers' attitudes toward ICT integration into mathematics teaching, we conducted semi-structured interviews with them and administered a questionnaire on the same issue at the beginning and the end of the academic year. The results show that the in-service teachers experienced a positive change in attitude toward ICT integration into mathematics teaching, but with conditions. In our lecture, we will present the detailed results, together with the procedure of the professional development of the schoolteachers. ■

2. Assimilation Processes of ICT Skills at Beit Berl Academic College (E)

Osnat Dagan, Orit Shalev, Sigal Morad

Beit Berl College, Israel

Beit Berl Academic College (BBAC) is a multidisciplinary academic institution that is active in education, society, art, and culture. Jews and Arabs study side-by-side in three pre-service teacher education schools (School of Education, Academic Institute for Arab Teacher Education, School of Art – Hamidrasha). BBAC is one of nine colleges chosen last year to participate in the Ministry of Education's national ICT program for enhancing the use of ICT in colleges of education. As part of this program, six pedagogical instructors in various subject matters from the three schools were chosen to receive a massive ICT training course at The MOFET Institute. Based on the implementation program, these representatives are leading the assimilation of ICT skills in their schools during the 2013-2014 academic year. The study, conducted with the cooperation of MOFET's Intercollegiate Research Unit, will evaluate the different processes of the six ICT training projects at BBAC. Data will be obtained from the pedagogical instructors, and their target audience will comprise the lecturers. Mixed methods research model methodology will be employed: (1) a narrative analysis of a reflective diary kept throughout the process by each of the pedagogical instructors will be performed; (2) a total of 12 interviews with the six pedagogical instructors before and during the implementation of the project and at its conclusion will be conducted; (3) a focus group with the pedagogical instructors will be held at the end of the process. Questionnaires will be completed by the lecturers in order to gain their perspective. Findings will be reported and discussed at the conference. ■

3. New Literacies for the Knowledge Society: ICT as a Lever for Pedagogic Change (E)

Alona Forkosh-Baruch

Levinsky College of Education, Israel

This paper focuses on analyzing the concept of literacy in the knowledge society, assuming that literacy nowadays may involve different skills, competencies, and abilities. The notion of literacy evolved from a strict focus on reading and writing skills to the inclusion of a comprehensive set of skills and competencies required for learning, working, interacting socially, and coping with everyday life needs (Lemke, 2005). This change is related to vital changes in the lives of individuals and societies resulting from developments in Information and Communication Technologies (ICT). The relationship between technological developments and individual as well as social functioning has been discussed in academic literature. However, the reciprocal relationship between ICT and the emergence of new literacies needs further elaboration regarding implications for education. The presentation will concentrate on the following conceptual assumptions: (a) literacy is, and should be perceived as a complex and multifaceted construct, not only including skills related to the written or printed word (Olson, 1994); (b) specific predominant literacies should not be regarded as independent constructs (e.g., a set of objectively defined skills), but rather as the result of the intertwined interaction between individuals' knowledge and the knowledge embodied in the technology (Mioduser, 2005); (c) literacies are in essence more than a set of acquired skills; they are the individual's standpoint toward knowledge-embedded objects of diverse types (e.g., textual, visual), behaviors (e.g., static, dynamic), media (e.g., print, digital), and semiotic eminence. These set the framework for discussion on seven main literacies for the knowledge society. ■

4. Adapting to Technological-Pedagogical Changes in an Era of Rapid Technological Advancement (E)

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As a result of the accelerated technological development occurring all around us in the digital age, we are required to adapt to frequent changes in our environment. Since most of the teaching staff in teacher education programs were not born into the digital informational revolution, they themselves must undergo training so as to acquire digital proficiency. This generation of technology users has been called "Generation X", or "digital immigrants", and it is they who will educate Generation Y – the generation born into the information age (Prensky, 2009). The education system must therefore modify its teaching methods for the oncoming wave of digitally-proficient students, with their skills, experiences, and needs. This study provides an overview of the means whereby educators in the field of digital education approach the technological-pedagogical changes that inevitably occur in their field. Eighty-six educators and 186 students completed an online questionnaire, with questions tailored to each group. The questionnaire included quantitative as well as qualitative, open questions. In addition, 11 interviews were conducted. Data analysis was performed with both quantitative and qualitative tools. The study results indicate that despite the numerous changes that we experience in our environment, methods of teaching and learning have not changed substantially. Many students report difficulties in adapting to new technologies. While both students and educators agree that experiencing new technological environments is an important step toward a different educational future, students feel that in fact, educators are not making a genuine effort to lead the change that they recognize as so important. ■

The MOFET Institute – Current Actions and Future Directions: Peer Meeting Session for Overseas Participants

The MOFET Institute – Current Actions and Future Directions: Peer Meeting Session for Overseas Participants (E)

Michal Golan

The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

The MOFET Institute is a national intercollegiate center for the research and development of programs in teacher education and teaching in the colleges. The Institute constitutes a unique framework both in Israel and worldwide for supporting teacher educators' professional development. It was established in the belief that since the teacher education profession had its own unique components, it was necessary to respond directly to teacher educators' need for professional development.

Throughout the 30 years of its existence, different questions have been raised, such as:

1. To what and to whom is the Institute committed?
2. Who should determine its agenda – the Institute's staff? The colleges? The Ministry of Education? Others?
3. Does the Institute serve identified needs or initiate actions to promote certain agendas?
4. Who should decide upon the allocation of resources?
5. What are the role demands of staff members at MOFET?
6. Should the Institute concentrate on responding to local needs or spread its wings overseas?

Owing to the fact that these and other questions are raised constantly, colleagues will be invited to take part in the dialogue during the session. ■

The MOOC and Teacher Education Colleges in Israel

The MOOC and Teacher Education Colleges in Israel (H)

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The MOFET Institute – Research, Curriculum and Program Development for Teacher Educators, Israel

Massive Open Online Courses (MOOCs) are becoming a mass phenomenon. The *New York Times* even declared 2012 "The Year of the MOOC". Numerous universities, either out of a conviction that this is the trend of the future or because they fear missing the boat, have jumped on the bandwagon and offer courses via MOOCs. Clearly, these are going to be around for quite a while, although their eventual effect on higher education remains to be seen. In the midst of this uncertainty, Israel's colleges of education must examine how MOOCs might influence teacher education.

The vast majority of today's MOOCs consist primarily of recorded video lectures, secondary reading materials, and computer-graded exercises. It is very unclear whether a model of this sort is suitable for learning the pedagogy and the didactics at the heart of good teacher education. It is mainly for this reason that an examination of the possible influence of MOOCs on teacher education is necessary.

Among the questions to be examined:

- Will colleges of education still need lecturers in non-pedagogy-related subjects?
- Will the bulk of instruction be farmed out to "star" lecturers from other institutions?
- Should future teachers learn to teach in a MOOC framework?
- If it is true that teachers teach as they have been taught, how might studying via a MOOC influence the way tomorrow's teachers will teach?

Whether MOOCs will be a lasting or a transient phenomenon remains to be seen. It is clear, however, that along with numerous other technology-influenced changes in education, MOOCs are capable of exerting a lasting effect on teacher education. In order to ensure successful and effective teacher education, Israel's colleges of education would do well to examine these possible changes sooner rather than later. ■

Wide-Scale Implementation of Educational Innovations: What Can We Learn from Efforts in Teacher Education?

1. Implementing Digital Learning Lifestyle in a Teachers College Faculty (E)

Hanan Yaniv, Rivka Wadmany

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Educational technologists keep trying to find new paths to explore what is believed to be the greatest potential for educational change since the invention of schools. New pedagogical models are emerging and old pedagogical ideas are brought back to support inquiry-based, collaborative, project-based, problem-based learning (Wadmany, 2012; Yaniv 2010).

This paper describes a diffusion model of learning technology into a large scale system – in this case a teachers college faculty as a pilot while the whole college is the goal.

The challenges can be divided into 3 layers: Personal; Organizational and Operational.

On the personal level, a job analysis was performed to set a standard for a 'digital learner'. A PBL, collaborative e-learning system has been designed to simulate events in learners life in which using digital technologies can empower learning. At the organizational level, a digital system is designed to augment the physical campus with a virtual one, making the physical campus into a digital video studio, streaming social and presentation events. The virtual campus feeds into a digital magazine, parts of which are open to the general public offering students and faculty an opportunity to present their work and activities to the world.

The Operational level is aimed to lure faculty to explore pedagogical models that makes the use of learning technologies authentic and meaningful through supported design of PBL e-learning units.

Real life examples will be presented of all three layers. ■

2. The Challenge of Scaling Up Pedagogical Innovations (E)

Anat Zohar

The Hebrew University of Jerusalem, Israel

Examples of pedagogical innovations are abundant in the current educational arena. Many of these innovations have been translated into small projects and assessed empirically, showing positive outcomes. Pedagogical innovations touch upon learning and instruction that are at the heart of schooling. Large-scale efforts to improve teaching and learning focus more on structural and administrative characteristics of reform than they do on fundamental changes in the instructional core. Not only are innovations that require significant changes in the core of educational practice usually limited to small-scale effects, but they also do not usually last very long. The reason education is not improving more rapidly is not because we lack good examples of pedagogical innovations, but because we do not have a good enough working model of how to scale them up. In order to do so successfully, at least three conditions are necessary: (1) It needs to consist of a solid, research-based idea of pedagogical innovation that would improve learning and instruction; (2) It needs to have a detailed implementation plan on the pedagogical level; (3) The pedagogical plan must be supported by long-term structural, administrative, and financial resources.

My lecture will consist of two parts. The first part will open the symposium, providing a brief literature-based review of the issues involved in scaling up pedagogical innovations. This will be followed by two presentations providing concrete examples of system-wide pedagogical innovations that are currently taking place in a college of education (Kibbutzim College). The second part of my lecture will follow these two presentations and will consist of a critical analysis of the scaling-up models that will be presented in the two examples. It will conclude with a set of questions to be discussed by the audience in small groups. ■

3. Promoting an Educational Agenda in a Faculty of Education: Fostering Student Teachers' Expression Skills (E)

Yehudith Weinberger

Kibbutzim College of Education, Technology and the Arts, Israel

This paper presents a comprehensive pedagogical agenda that I lead at Kibbutzim College of Education. It aims to foster student teachers' oral and written expression skills in their learning, teaching, and research tasks, with emphasis on the use of rich, correct, and accurate language, and on focus, clarity, and coherence. The project is expected to increase students' awareness of the pivotal importance of expression skills and literacy in education, and improve their intellectual self-image, thereby reinforcing their professional authority as educators in the present and the future.

The target population of this study constitutes the 2,068 students studying in the college's Faculty of Education and their 248 professors.

The current discourse in this domain focuses on the concept of Disciplinary Literacy (Moje, 2012), which refers to the role of spoken and written texts, along with cognitive processes, in the creation of disciplinary knowledge. It follows that the challenge of fostering expression skills cannot be considered the sole responsibility of the language teachers; every academic professor in the faculty should attempt to nurture his/her students' literacy skills in various aspects of the discipline he/she teaches (Bazerman et al., 2005).

The actual implementation of a new pedagogical agenda in education is a complex task that requires both knowledge (of pedagogy and management) and experience (Fullan, 2009). A three-year action plan was designed in order to implement the faculty's new agenda. During the first year, the process involved only members of the teaching staff: eight learning sessions (48 hours) were held in which a group of 38 faculty members participated. The learning activities and the discussions that took place there resulted in a set of principles according to which pilot programs were designed, to be implemented during the next year. ■

Assessment, Leadership, and Achievements

Teachers' Evaluation in Arab Schools in Israel: Criteria, Contribution and Effectiveness

Rawhi Dallashi, Mahmood Khalil

The College of Sakhnin, Academic College for Teacher Education

The current study sheds light on the status of evaluation of teachers in Israeli Arab Public Schools from the perspectives of principals and teachers, and provides insights into the evaluations of teachers in traditional societies. The recent study also attempts to examine the degree of consideration for the evaluation criteria during the evaluation, the effectiveness and contribution of teachers' evaluation methods.

The study combines qualitative and quantitative tools. The qualitative component is a case study which is expressed by a semi-structured interview with the principals of five Arab public schools with traditional orientation in the north. The quantitative aspect is based on data collected through a questionnaire filled by teachers working at the five schools.

The status of teachers' evaluation in Arab schools in Israel is not adequate; even poor, seemingly filling conventional functions and control needs, this does not promote achievement and excellence. The findings show that the primary evaluation is carried out in low frequency, mainly by principals at all levels of school. In addition, there were no differences in frequency of evaluation, the effectiveness of teachers' evaluation, the contribution of teachers' evaluation to the changes in various levels of teachers at schools which implemented the new reform.

The findings also indicate that greater consideration of comprehensive assessment criteria increases the contribution for teachers in their personal, financial and professional levels; and increases the effectiveness of evaluation in various levels. Therefore, teachers' evaluation in Israeli schools in general and in Arab schools in particular should be based on more unified and comprehensible criteria and more variety of evaluation tools, and not on low-frequency direct evaluation that generally ignores major evaluation factors such as parents and students. In addition, the ministry of education should be committed to enhance the training process of the evaluation factors. ■

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