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ABSTRACTS

Love, Human rights and Social esteem

Shlomo Back

Abstract

This paper presents Axel Honneth's theory of recognition, and illustrates its significance to the field of Education. Honneth postulates three modes of recognition (love, respect and esteem), and claims that they are prerequisites for the development of the individual's self identity and to his being autonomous person. Lack of them results in impairment of the individual's ability of self-fulfillment. Each mode entails a "struggle of recognition", which both explain and legitimize moral conflicts. The interrelationship between the three modes is another important feature of the theory. Educational dilemmas can be viewed as struggles of recognition in and between these three modes. The second part of the article illustrates this claim.

Learning About, Learning From, Learning With: Emergence of a Social-Entrepreneurial Model of the Relations Between Society and People with Disabilities

Eyal Bloch, Silvia Szyglic, Israel Sykes

Abstract

The present paper presents a new mode of professional training in the area of disabilities, one which supplements the traditional mode of "learning about" people with disabilities, with the intentional creation of spaces in which students are able to "learn from" successful social entrepreneurs with disabilities, and to "learn with" and "act with" disability activists in the community. These new modes of training were implemented in a pioneering course in the David Yellin Academic College of Education in which students in their last year of training to become teachers of children with severe disabilities participated together with disability activists from the community. The article presents the principles underlying the course's design, the different stages of the process, and the experiences of course participants as reflected in diary entries.



Is it a new language? The use of metaphors and guided imagery in pedagogical training

Katy Watad-Khoury

Abstract

The goal of this article is to share the readers with one of the academic instruments borrowed from the psychotherapy field which is the metaphorical instruments. In the globalization era we are witnessing the phenomenon of transformation from one academic field to another. Hence it is noticeable that more and more academic instruments are moving from the therapy and psychology fields to the educational, counseling and training fields, for instance, using the directed imagination, drama, coaching, arts and more.

Using metaphor in training generally and in pedagogical training particularly is still new, however, we are aware of the growing need among trainers, educators and moderators in upgrading the “tools box“ and adding some new ones from the therapy and Para-medical fields. Through these tools they will be able to offer the trainees and observers wider and more creative variety of working tools by which it is possible to have greater influence on learning, adapting and communication. Using metaphor enables conversation in another language, which is an additional, exciting and more flexible language. By this language it's possible to improve the academic, emotional and social roles among trainees.

In the beginning of the article a literature overview will be given about the meaning of metaphor and the goals of using it. Later we'll deal with the subject of pedagogical training and its significant and main role for the pedagogical trainer in the growth and empowerment of his trainees. In addition we will present a number of examples from our own experience as pedagogical trainers in metaphorical activities that we operated in the frame of didactical weekly meetings for our trainees that were trained in a special education school.

A culture of dialogue - A Dialogue between teachers and students to develop the training track

Revital Heimann, Silvia Stiglitz, Orly Ido

Abstract

The study was carried out at a department that prepares teachers to work with children having severe disabilities. Every cohort in this track includes 20 students.

Few years ago, teachers of this track identified lack of communication that led to dissatisfaction in students' reactions to their studies. As a solution, a students'-teachers "Forum" was established, having monthly meetings where problems and dilemmas related the curriculum can be discussed and can initiate activities for the handicapped population.

The Forum activities followed by a research: At first, the research was formulated as an evaluation study (focused on changes in students attitudes) and later it was developed into an action research. The research was carried out by three researchers: two teachers, one of them were the head teachers of the track, and the third was as outsider researcher.

During the study (2003-2007), the researchers gathered different data including observations, interviews, field diaries and questioners. In afterword perspective on changes in the curriculum and the research process, it became clear that the Forum discussions influenced the length and sequence and depth of subjects that were taught during the learning in that track. Students' attitudes to learning changed during the period of time of the research. However, the questions of the researchers reflected development and shift in the researchers' interest: From a technical-instrumental focus (after Carr & Kammis categorization, (Carr & Kammis 1986)) at first (evaluation and assessment of influence of the dialogue on students' attitudes) the dilemmas were reframed into questions like how to make things better? How to involve more people in the discussions and development of the curriculum? (Practical point of view) and then to question the relationship between teachers' beliefs in the context of educating their students such as autonomy of students versus dependency, how students self efficacy influenced by teachers' practices etc.. Those types of reflective questions turn the inquiry into emancipatory self-study.

Subjective and Objective: The Implications of Perceptions of “Experience” in Teacher training

Boaz Tsabar, Smadar Galili

Abstract

In the following article we would like to discuss the dilemma that accompanies our work and that of our colleagues, pedagogical advisers in teachers' training institutes. This dilemma is reflected in the difficulty facing pedagogical advisers when it comes to successfully integrating the subjective and objective dimensions of the work of pedagogical guidance. We would like to argue that this difficulty undermines the possibility of formulating ideological guidelines for the attitude and behavior of advisers' vis-à-vis their students, and in the final analysis the quality of the training suffers. Below, we will try to present the complexity and consequences of this dilemma, followed by a criterion for solving the problem (using the concept of “experience” coined by Dewey) and we will present a test case in which we use this criterion in the context of our work.

Get a move on kid! – Early Childhood Teacher Training according to the new program for Physical Education in Kindergarten

Ruth Bar-Sinai

Abstract

In light of reality in which children from early childhood, hardly move, and the understanding of the importance of Movement, educators have written a new program for Physical Education (PE) in Kindergarten. In this program, the kindergarten teacher plans daily activities, so that every child will be physically active for at least an hour and fifteen minutes every day. In this article there is a description of the principles of the new program and description the training of early childhood students in PE according to this program. Special emphasize will be given to the training principles which attempt to create a “rectifying experience“ based on non-competitive games and open instruction, in contrast with the poor experience most students had in their PE lessons at school.



“Exploring animal behaviors“ as means to nurture scientifically acceptable working methods and biological conceptualizations in the early childhood

Michal Motro Orna Shternlicht Ainat Guberman

Abstract

In order to develop proficiency in science, students must have the opportunity to participate in “hands on“ engaging scientific inquiry, consisting of generating researchable questions, designing scientifically acceptable methods of answering them, debating alternative interpretations of the data, communicating and justifying the conclusions, formulating viable generalizations and applying the gained knowledge to other contexts.

The purpose of the current paper is to describe the “Animal Behavior“ course taught according to the above mentioned standards at the David Yellin College of Education and in second grade by the course’s students.

Students and children worked together in teams, each team caring for the same animal throughout the academic year. While caring for the animals and observing them, the teams are often encountered unexpected animal behaviors that violated their anthropomorphic expectations and elicited cognitive dissonance that resulted in highly motivated questions regarding the animals’ behaviors.

We will provide examples showing how both students’ and children’s knowledge of biology and of scientifically acceptable methods evolved throughout the course, and how the students’ teaching methods were influenced.



Playing or Building and the art muse in between: Art Teachers Training at Agron School in Jerusalem

Lilac Sasson¹

Abstract

This article presents a project of teachers training in the plastic arts under my supervision in Agron School in Jerusalem. A wall painting by the artist Avraham Ofek is placed at the school's entrance. The painting portrays an epic of the society of the land of Israel that has educational import. Elements of the painting are used in this essay in presenting the teachers training project. Learning processes, methods, aims and intentions are presented paralleling the narrative represented by the painting on the wall of the school building. Avraham Ofek said: "Art is and will remain only one thing for me, the only key to understanding life" (Ofrat: 1987: 4). I use this same key, as presented to us by the artist, to open door after door and evaluate our activities in the school. The fundamentals of building and play are presenting in the article as the foundation of the project. This is concomitantly a linear process of building layer upon layer, with defined and applied aims, and a spontaneous process of free-flowing and dynamic experience. Integration of these processes creates the sensual learning experience of the students, as it also does for their pupils.

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"You are now managing a classroom, not just going over materials": Feelings and perceptions of student teachers who experience teaching through "an independent teacher" approach

Bruria Shayshon

Abstract

The "independent teacher" approach enables student teachers in their second (and final) year of field experience to serve as independent teachers in a class (or half a class) during a whole year without the presence of a trainer teacher in the class (the regular teacher of this particular class). The students are accountable for their pupils' learning, and are responsible for managing the class, assessing the pupils, as well as dealing with, and responding to, discipline problems. A supervisor, who is a team member of the teachers' college, guides and supports the students in their practical work. Because this approach to field experience is not a common one, and because of the students' special status in the schools where they gain experience (they are not yet full teachers but they act in that capacity), a study of the student teachers' perceptions and attitudes may shed light on a fundamental element in the process of becoming a teacher. It may also help teachers' teachers, supervisors and other decision makers improve the practical dimension of teachers' training programs.

The data in this research was collected through interviews with seven student teachers. The findings shows that alongside the feelings of empowerment and ownership towards their class and the learning processes that take place, the student teachers complain about their low status relative to that of the regular teachers in their schools. The study also finds that while a relationship of caring with their pupils is their prime goal, in the absence of an institutional authority the student teachers utilize this relationship, in order to control the class and motivate their pupils to learn.



Mentoring for Interns and Beginning Teachers

Orna Shatz-Openhiemer

Abstract

Mentoring of interns and beginning teachers is a relatively new role in the educational system. This mentorship is based on the professional concept that those beginning their work as teachers have to adapt, from the outset, to a new and unfamiliar organizational system. They have to deal with emotional, didactic and pedagogic difficulties and challenges, arising from the educational system itself, as well as having to build their own professional identities. In order to help the beginning teachers as they progress from the training stage to the practical stage of professional work, from theory to practice, it was decided to provide a qualified teacher who would accompany them – a mentor. In recent years, academic Colleges of education and Universities have been offering courses in training students in mentorship. The process of professionalizing the role of mentorship has allowed the formation of the position of mentor according to professional standards based on theoretical "know-how" and practical experience. This article presents the concept of the role of mentor for beginning teachers, while relating to the in-role tensions that accompany the work of a mentor from several aspects: providing support and fostering empathy between the mentor and the beginning teacher, and, at the same time, encouraging the ability to criticize the beginning teachers and assess their own suitability to the profession; encouraging the beginning teachers to exercise their own judgment and professional autonomy, while integrating practical guidelines. In addition, the mentoring sessions take place on a consistently regular weekly basis, though in everyday reality, the mentor must be available as ongoing events evolve. The mentor's aims are directed towards the individual's needs – the intern or beginning teacher – but the work relates to the educational organizational system wherein the mentorship is taking place. This article relates to the theoretical aspects of the concept of mentorship of beginning teachers and interns as a complex role. This professional perception has consequences on the training process and on the contribution these have for the intern, the beginning teacher, the mentor and the educational system.

Observations of students in special education teachers' training in David Yelin College of Education on inclusion of pupils with special needs in the regular educational system

Hagit Inbar-Furst Smadar Galili

Abstract

The article sums up a year of students' experience in a new training program, which was launched at the David Yelin College of Education during the academic year 2008-2009. This program was aimed at training students for teaching in schools that promote inclusion of pupils with special needs in the regular educational system. Being aware of the complexity of experiences in inclusion schools, we wanted to learn about the students attitudes towards the inclusion principle, and to gain insights regarding the improvement of their training program.

Based on their reflective journals, which they wrote during the year, the students were asked to sum up descriptions of their feelings and thoughts, successes and failures, while working with those pupils.

Those summations gave us the opportunity to learn about acquisition of teaching strategies in the inclusive class, students' attitudes toward the inclusion principle and their recommendations for improving the process of inclusion in schools.

By content analysis of these summations, we found that students acquired teaching strategies supporting the inclusion process; they see the importance of team work and collaborative teaching; they can assess the inclusion process both from academic and social achievements. Their attitudes toward inclusion are varied and relate to different aspects.

Students' recommendations on inclusion show holistic approach to the pupil's needs, along with deep understanding of the complex organization's role and the pedagogical-didactical aspects.

This article is a product of a limited pilot study, which we have conducted in order to get some insights regarding our inclusion training program, and in order to continue to develop training models based on grounded theory.

Blogs for physics teacher training – using "blogs" for physics teacher training in The David Yellin Academic College of Education

Yoram Orad

Abstract

The purpose of this essay is to present the contribution of the use of blogs to teacher's training, as I've witnessed within the frame of my work in physics teacher's training. Through the last years, blogs are becoming a tool used in educational contexts, of which a portion concerns higher education. Blogs are used to raise ideas, thoughts and attitudes that concern education, to present relevant web links, to connect students to each other and to their lecturer, and so forth. It seems that the use of blogs in higher education contributes to promote knowledge construction of students, communication among themselves and efficient tracking of their learning process. Since 2008, I use blogs within the frame of my work in the physics teacher's training course, within the David Yellin College. The blogs include my own personal blog, **through the lane of teaching**, and my students' blogs. It seems that use of blogs eased the operating of the reflections required by the students as part of their learning debts. It supported their learning from each other, and the construction of a collective knowledge. It contributed to the promotion of communication among themselves, and between them and me. The blogs enabled efficient tracking of the learning process of students. Using my personal blog supported me in formulating thoughts in the realms of teacher's training and didactics of physics. Some students have encountered difficulties through the use of blogs, like fear of being exposed for all to see in the internet and technical problems in using the blogs.

Evaluation of the functioning of Arab graduate teachers in the Special Arab Education Department at the David Yellin College of Education by field educators: implications on training programs

Hansaa Diab Diana Daabul

Abstract

This article presents a study examining the evaluation of educators and school officials of the functioning of Arab graduate teachers in the Special Arab Education Department at the David Yellin College of Education. It aimed to study the effectiveness of the training program, and methods of improving and adapting it to the educational needs of Arab society in Israel. Herein lies the innovation of the study, since till now, most of the research relied on program evaluation during and after the training by the students themselves.

The findings show that graduates managed to positively integrate in the various teams, while conducting diverse educational initiatives and projects. The graduates are thus perceived by most of the interviewees as preferred to graduates of other training programs, since they used properly adapted teaching strategies and methods with different pupil populations.

Similarly, ideas that were suggested for improving the training program, have been included in it for following cycles, such as providing a broader solution to improve the level of the Arabic language and teaching disciplines, expanding familiarity with the forms typical of the work of the special education teacher, and increasing their use.