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Abstracts

What the Kibbutz' Haggadah and Abba Kovner's Scrolls of Testimony Have in Common

Amira Eran

In this paper, I point at common educational characteristics and similar contents that feature in the Haggadah version that the Kibbutzim Movement adopted and the Scrolls of Testimony as written by warrior, writer, poet, and educator Abba Kovner of Kibbutz Ein HaHoresh.

I wish to prove that Kovner viewed the Haggadah as an ideal model for instilling the narratives of formative events in future generations, and that it inspired him to write his Scrolls. I also explain why he chose scrolls shaped like a Talmud page to present testimonies of Holocaust survivors.

Consciously turning away from Jewish traditions, kibbutz members sought educational and contemporary contents. The Kibbutz' Haggadah, which focuses on going from enslavement and oppression to liberty and freedom, provided Kovner with a stylistic tool for turning a personal story – namely, the Haggadah – into a collective ethos that is revived annually at the Seder table. He believed that the edict "Tell thy son" is a call on every exiled generation to present its experiences to the generation that had already settled Israel. He also viewed the expression "each and every generation" as an historic outline of Jews' persecution; and saw the four brothers as archetypes of sons torn away from their families.

Extensive literature has been dedicated to Abba Kovner's life story, literary works, and inspiration sources, since the call he made as a youth in the Vilnius Ghetto on his contemporaries not to go to their death like "sheep to the slaughter" and up to having his vision engraved in Beit Hatefutzot in his old age. This paper exposes a yet-uncovered aspect.

English-Teaching Interns' Views After One Work Year

Rivi Carmel and Merav Badash

This study examined English-teaching interns feelings regarding their the sense of personal competence, school support, the role their supervisors play in their absorption process, and their desire to stay on in this profession at the end of their first work year – given the growing demand for English teachers in the education system (Donitsa-Schmidt and Zuzovsky, 2015; Olshtain & Inbar, 2014). The study included 60 English teachers who completed their internship in school year 2016-17 and hold a B.Ed. or had undertook an academics' retraining program at the Kibbutzim College of Education.

The interns were presented with two questionnaires: one when the school year started and another when it ended. We gathered general information on the interns and presented them with both closed- and open-ended questions. The questionnaires were analyzed with descriptive statistical tools, a regression model for examining the connections between various issues, and a 2-Way ANOVA – which looked into the differences between interns' stands at the beginning and at the end of their first year of work. The open-ended answers were analyzed with a qualitative method whereby similar answers were joined together and coded.

Our findings show that while the interns demonstrated a sense of medium-to-high readiness and competence levels, some 16% declared they would not go on teaching when the internship year ends, and 25% stated they were still deliberating. We further found that interns are forced to deal with challenging classes (*Etgar* and *Ometz* Programs) and low grouping. Though they feel that supervisors' roles are important, they reported that the supervisors' job description was not clear to them, and that their contributions to the interns' success was rather insignificant.

We suggest that the needs of English-teaching interns be reexamined, and that the roles of their supervisors be studied closely so as to make the best of this important resource in interns' work absorption over time.

The Midian War Narrative in the Book of Numbers: The Bible's Prototype for Religious Wars and Violence

Hanoch Ben-Pazi

Reading war narratives in the Scripture, one faces several addressable levels: the historic or legendary event, the literary aspect, religious meaning, and its interpretations over the ages. That is to say: An event or a series of events that the Bible presents as historic, the literary shape they took in the Scripture, the intra-religious meaning assigned to these events, and the religious interpretation of the meaning of such texts for believers.

This paper relies on these aspects while suggesting some moral considerations of the meaning of religious wars in the Bible as a model of religious violence in the Scripture. It offers an interpretative reading of the Bible, but on the deeper level it suggest a philosophic-moral meaning of Bible reading. The article is centered around a new type of perusing Numbers 24 to 31 as a religion-based description of Israel's war on Midian. These chapters describe a chain of events that took place near the end of the nation's Exodus voyage through the desert, leading to a national and moral conflict that ends in a war. The way the story is designed in the text indicates that the Biblical author wished to present the Midian War as a model of religious war. Reviewing these chapters philosophically reveals many key terms of war justification in general and religious war justifications in particular, including: its existential threats, its moral and religious meaning, and martyrdom or sacrilege. In this article I examine not only the actual violence described in the Scripture, but also the way in which that violence is justified and established through the text.

Teaching Patterns in Multi-Participant Online Courses

Miki Kritz, Tami Seifert, Orna Feliks

The increasing use of online teaching at higher education institutions requires students to master online learning skills in order to succeed in online courses. Advanced technologies enable online learning, without classroom meetings, and with a large number of participants. In order to make the most of this teaching model, it is proposed to examine the changing role of teachers and students in the online environment. The challenge of a multiplayer online course is intensified by trying to replace face-to-face meetings with online sessions and offer a variety of digital activities and experiences for students, while still allowing a large number of learners in the course.

This study reviews different teaching patterns of two lecturers in two instances of the same multi-participant online courses, and their considerations in planning, operating, and evaluating assignments. The study also compares students' learning patterns, their preferences, the amount of time they invest in the course, and their insights on and level of satisfaction with the teaching and learning methods of the two instances of the same course. The findings of this study provide insights into the unique characteristics and considerations of designing and running successful multi-participant online courses.

To Be a Teacher: Profitable or Worthy
A Vision Needed for Training Teachers in Teaching the Bible and Jewish Culture

Ori Katzin

In this article, the choice to engage in teaching is examined as value-based behavior that stems from people's desire to act on their obligation to engage in this profession, as dictated by standards of appropriateness that they consider essential. This follows from the findings of a qualitative study of the

motivations of students who chose to undertake a teacher-training program for outstanding students who teach Jewish subjects in non-religious public schools (Katzin, 2003). This program offers prestigious rewards, including generous scholarships and stipends. The study examined the first group of students in the program. The findings show that the generous scholarships and stipends – namely, the "profit" consideration participants made when entering the program – only marginally contributed to their decision to be teachers. Conversely, their sense of "worthiness" – regarding the teaching profession in general and the teaching of Jewish subjects in particular – was a significant and dominant motivational factor.

The implications of these findings on recruiting students to become Bible and Jewish culture teachers demonstrate that – while emphasizing the personal, professional, intellectual, and social development that the program offers participants – it is essential to state value-based motivations for teaching these subjects, and to emphasize the importance of the role of teachers as conveyers of cultural/value-based contents.