



# Gilui Daat

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## **Abstracts**

### **Teaching history during a period of transformations: The Hebrew Reali School in Haifa in the 1970s as a case study**

**Nimrod Tal**

The article exposes and explores the immense influence of historical consciousness on history teaching by analysing the reactions of history teachers in the Hebrew Reali School in Haifa to notable events in the 1970s, especially the Yom Kippur War, and to their pupils' weakening Zionist zeal. The research explores the teachers' response to what they saw as the primary challenge of that time: the danger that their pupils would develop a critical historical consciousness towards their collective past and heritage, and might, in turn, detach themselves from the Zionist enterprise of their teachers' generation. The Reali case study advances our understanding of how historical consciousness moulds educational actions and demonstrates how this theoretical prism can shed new light on historical processes. By viewing the 1970s from the vantage point of teachers, the article also highlights the decade's central position in the history of history education in Israel. Finally, it offers a historical reference point in the current academic and public debate about history teaching in times of change.

## **Conceptual frameworks in planning and designing educational spaces: A content analysis based typology**

**Gadi Bialik, Anat Moravi, Ortal Merhav, Sari Alfi-Nissan**

In the past decade, the intrinsic effect of educational spaces on educational practices won recognition, leading to massive investment in (re)planning, (re)building, and (re)designing innovative educational spaces. However, the literature addressing educational spaces is still in its infancy. Moreover, the existing theoretical and empirical knowledge mainly addresses architectural aspects or pedagogical purposes of student attainment influenced by school space. Hence, while changes accumulate in physical school sites, little is known about how educational practices and spaces interact and what conceptual frameworks guide these interactions in planning processes in Israel and the world. The present interdisciplinary study asks: What conceptual frameworks stand behind processes of planning and designing educational spaces? Do these conceptual frameworks articulate to create a dialogue between education and space, and if so – how? To answer these questions, we conducted a qualitative inquiry based on content analysis of architectural and educational publications that address the processes of planning and designing educational spaces. We present five typological conceptual frameworks underlying these processes: engineering-industrial, scientific, patterns, hermeneutic-interpretive, and user experience. We base the typology on classifying different paradigmatic assumptions leading to various formats of education-space and learning-environment dialogues. The typology aims to generate an innovative professional discussion of policy and practice between educational designers and architects/designers during the planning and designing of new educational spaces.

## **What did we decide today? Deliberative democracy in public kindergarten**

**Naomi Josefsberg**

"You don't decide about me," children may throw at their preschool teacher, expressing a human aspiration to participate in decisions that affect them. According to the UN Convention on the Rights of the Child, which officially applies also to early childhood, this is their right. The UN General Assembly has further established the right to "meaningful participation". In the contemporary academic world, deliberative democracy is at the forefront of political philosophy and empirical research on the democracy concept, its models, institutions, and degrees. In the article, I propose introducing deliberation into the kindergarten, albeit within boundaries, to allow children to realize their right to meaningful participation in decisions that affect them. I begin by introducing the core features of deliberative democracy and an interpretation of children's right to meaningful participation in decisions that may affect them. Next, I suggest ways to train preschool teachers in advancing the right to meaningful participation by introducing deliberation in public kindergartens. Ultimately, my purpose is to encourage a systematic implementation of the right to meaningful participation in kindergartens and thus contribute to the Ministry of Education's evolving conceptualization of "The Kindergarten of the Future" (*Hagan Ha'atidi*). This could also promote education for deliberative democracy as part of education for democracy in Israel.

**Keywords:** deliberative democracy, right to meaningful participation, early childhood, kindergarten, preschool teacher education

## **Still teaching, still learning: Literature classes for third-age learners**

**Ilana Elkad-Lehman, Esti Adivi Shoshan, Osnat Bar-On**

This mixed-methods study explores the unique experience of third-age students and lecturers in literature learning groups.

The findings indicate that the students are active older individuals who have been passionate about reading and literature throughout life. They regularly attend the sessions to gain a multisensory experience of exhilaration involving cognitive and socioemotional aspects that develop in the interaction with a book as a third space facilitating an inner discourse. This space extends into a social discourse in class, making for a unique guided adult learning practice aimed at being attentive to the text and the other. Moreover, the study reveals that literature learning enhances the participants' quality of life. In particular, they elicit a reflective perspective on oneself and life, and more broadly a literature-focused sociocultural routine at a time when the cultural role of literature appears to be waning. From the retired lecturers' perspective, teaching in these groups enables them to prolong their careers, enhance their academic skills, continue their professional growth, and undergo an identity transformation. The study has important implications for adult learning as well as school teaching, as the success of third-age literature classes stands in contrast to the difficulties encountered in teaching literature to high school students, suggesting a need to rethink how to teach literature to the young at school.

**Keywords:** adult education, facilitation, third age, literature classes, reading experience