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Abstracts

MOOCs in Initial Teacher Training Programs during the COVID-19 Crisis

Smadar Donitsa-Schmidt, Rony Ramot & Beverley Topaz

The current research investigates the perceptions of teacher training students about the contribution of Massive Open Online Courses (MOOCs) to their future teaching work. The participants were all second-career student teachers enrolled in a one-year online program during the COVID-19 crisis that precluded face-to-face learning. Taking numerous MOOC courses was a mandatory component of their studies. The findings of this qualitative study derive from in-depth content analysis of the reflections the participants submitted on completion of each course. Despite the widely accepted advantages of MOOCs, the current study revealed a need to rethink how these courses should be adapted to improve teacher training programs and their perceived relevance for the future teaching practice of pre-service teachers. Three key findings emerged from the qualitative analysis of the reflections. (1) A need to adapt the MOOCs to maintain a sense of coherence to the program; (2) A need to mediate the course contents to the learners by faculty members; (3) Creating a learning community of peers for students participating in each MOOC. These insights have practical implications for online course incorporation, particularly MOOCs, into teacher training programs.

Key words: online teaching, COVID-19, MOOCs, coherence, mediation, peer learning, learning communities

Heutatechno-gogy – an Integrative View of the Futuristic Orientation of Teacher Training for Technology in Education

Yael Yondler, Tami Seifert & Michal Hirshman

The article proposes guidelines for a unique integrative way to observe teacher training for technology in education that follows a futuristic approach known as heutatechno-gogy. Data gathering for this mixed-method research leaned on three sources: structured (close-ended) questionnaires distributed to 129 student-teachers in a teachers' education college in central Israel, who participated in an M.A. course on technology in education; semi-structured interviews with 15 student-teachers; and two focus groups. The research was conducted during the 2020-2021 distance learning period of the COVID-19 pandemic.

Empirical findings indicate the presence of three heutatechno-gogyskills in the online learning environment: (1) *digital literacy* - communications and team work; (2) *technological literacy* – using technological tools and mastering their operation, including problem-solving; (3) assessment for learning – a discussion of formative assessment processes.

The findings point to a significant reciprocal affinity between these three skills. They also indicate that they interact with the following three indices: constructivist student-teacher perception; positive stances about the integration of technology in teaching; and a sense of teaching self-efficacy in an online learning environment among the student teachers. Moreover, the research findings suggest that all the above can predict and explain teaching self-efficacy in an online environment.

Theoretical contribution: On the theoretical level, the proposed observations may contribute to the planning of teacher training for using technology in the unique context of an online learning environment as follows:

- Serve as a theoretical compass in developing a heutatechno-gogy observation in a humanistic and constructivist-social educational context

- Present a broad and open approach emphasizing multiple literacies and not just technical literacy
- Introduce the insightful thinking of Heutatechno-gogy, combining knowledge and practice of heutatechno-gogy skills with a sense of teaching self-efficacy in an online learning environment.

Practical contribution: The proposed observation can serve as an applicable pedagogic tool to facilitate using heutatechno-gogy skills when planning training in an online environment.

Key words: heutatechno-gogy, technology in education, self-efficacy in online teaching, digital literacy, technological literacy, assessment for learning

Impact of the Transition to Online Learning in COVID-19 Conditions on Pre-Service Teachers' Attitudes Towards Future Online Teaching

Adva Margaliot & Dvora Gorev

The present research aimed to uncover the beliefs determining the attitudes of pre-service teachers (PSTs) towards their future teaching in online environments, based on their emergency online learning experience during the COVID-19 pandemic.

Research data were gathered in the first semester of the 2021 academic year via an online questionnaire combining qualitative and quantitative research methodology. The questionnaire leaned on the COtheory, whose basic assumption is that every action is a function of an underlying motivation, and motivation is the behavioral program that implements it. The respondents were 378 PSTs who experienced massive exposure to online learning in the second semester of 2020.

The findings indicate that the PSTs had a moderate level of beliefs about themselves as learners and their future teaching, with a higher

level of beliefs about the latter. Findings generally show that emergency remote learning positively affected PSTs' beliefs about their future online teaching.

The respondents detailed their envisaged components of an optimal online lesson, including lesson structure, nature of the student-lecturer relationship, and the degree of their self-organization for learning. These findings constituted the basis of their beliefs about the goals of future online teaching. The findings extracted from the questionnaire and the online learning experience description yielded five beliefs relating to the actions required in future online teaching: (1) mediation of meaning; (2) flexibility; (3) entrepreneurship; (4) adopting social and humanistic approaches; (5) diversity as a learning construction agent.

These five beliefs, reflecting the research participants' expressions, are also the components of the optimal future online teaching profile.

The Connection Between Problem-based Learning Using a Digital Concept Map and Motivational Variables: Education and Health Management Students' Perceptions

Dorit Alt, Lior Naamati-Schneider

The present research had two purposes: (1) Planning an activity combining concept maps with problem-based learning; (2) Assessing the activity's effectiveness based on how students of education and health systems management in two Israeli academic colleges perceive it against the backdrop of the purpose of achievement, learning orientation, and self-regulation in online learning. The activity followed the problem-based learning practice, leaning in this research on the Values and Knowledge Education (VaKE) approach, where learning is based on a moral dilemma in the relevant professional field. Initially, the students had to list arguments to support their proposed solution for the dilemma, constructing a

concept map as they went along. In the second stage, they presented information supporting their claims and linked it with relevant ethical terms. To fill this assignment, they built another map with arguments and information sources supporting them, accompanied by related terms. To create and present the concept map, they used the popular digital platform Mindomo. The students also received clear self-esteem criteria. Questionnaires distributed following the above work provided the research data. The data analysis used the Partial Least Squares Structural Equation Modeling (PLS-SEM). The results revealed a positive correlation between using a concept map as an effective tool in problem-based learning and the perceived purpose of achievement, learning orientations, and learning self-regulation, as reported by the students, regardless of their different disciplines. The research demonstrated how digital concept maps encouraged the learners to resolve a problem by thoroughly exploring the proposed arguments. The concept map tool allowed organizing and structuring information while presenting arguments and explaining their connection with the supporting evidence. Perceiving such capabilities as conducive to the learning process emerged as related to independent learning strategies.

The Book Creator Tool as a Promoter of Social-Emotional Distance Learning During the COVID-19 Crisis: a Student Teachers' View

Hagit Yarom, Dana Sachyani, Adiv Gal

The COVID-19 crisis has had significant emotional and psychological effects on students while also compromising the ability of educational institutions to support social-emotional learning (SEL) in response. The present qualitative phenomenological study analyzes interviews with seven teacher-college students who have experienced learning with the digital platform Book Creator (BC), which allows for creating and sharing

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personal digital books. The study explored the interviewees' perception of SEL characteristics that emerged while using BC.

The analysis findings revealed three central themes: The effect of social learning on knowledge building, ethical dilemmas characteristic of social learning, and the impact of continuous assessment and media-rich feedback on SEL.

According to the interviewees, proper use of the BC tool allowed overcoming the complexities of distance teaching and learning during the pandemic. It facilitated implementing SEL principles while emphasizing the value of ethics, thus creating a positive learning experience despite the imposed physical distance.

Keywords: social-emotional learning, Book Creator, teacher training, online teaching, collaborative learning, distance learning, humanistic assessment, learning ethics