



# EDUCATION AND CONTEXET

Vol. No. 39

2017

Kibbutzim College of Education, Technology, and the Arts

# **Abstracts**

## **Narrative Pedagogy in Teachers' Training**

**Nurit Dvir**

In recent years, professional trainers in various fields have been facing new challenges. Traditional views of various professions are changing, new training methods are being devised, and the knowledge and skills that professionals require are being reexamined. This led to the development of novel pedagogic methods of teaching that are based on constructivist and hermeneutic approaches, including Narrative Pedagogy that for the past two decades has been taking hold in professional training as a whole, specifically in teachers' training.

This article reviews the characteristics, implementation, and contribution of Narrative Pedagogy to the professional involvement of veteran and novice teachers. It follows from a narrative study of testimonies collected in recent years in internship workshops for new teachers, and in a course on qualitative research methods taken by veteran teachers studying for their MA in education.

The findings show the limitations of and advantages inherent in learning-teaching processes in the spirit of Narrative Pedagogy, and point to the centrality of personal stories, listeners, and instructors or teachers.

## **Leading Change Processes in Teachers' Internship in the Academy-to-Field Stage: A 3-Year Perspective**

**Dafna Hammer**

Dealing with change processes in teachers' internship, this article focuses on the stage of entering the field level and starting work as teachers. This

article wishes to shed some light on change processes associated with internship and the academy-field connection, specifically their impact on interns. It describes the background and the needs that led to the change, the process, and its impact on parties to the process – interns and new teachers, schools, training facilities, and policymakers. That change, which started in 2014 and is currently (2017) climaxing, prompted the Education Ministry to introduce new policies and reforms.

As part of the process, discussions were held and changes were made in the theoretical aspects of the concept and definition of the goals of internship. A new model named “incubators for new teachers” was tested for three years in three educational frameworks with qualitative and quantitative evaluation methods. The initial conclusions from this study point to the effectiveness of the process and to subjects’ satisfaction with it. School principals and interns reported having senses of coherence, belonging, personal and professional empowerment, and greater motivation to initiate and promote moves in schools. While a large percentage of teachers dropped out in the previous year, all of the incubator teachers stayed on and assumed significant roles in the education system. Principals further reported having a sense of continuity and cohesion regarding their relations with the college, departing from their previous sense of alienation. That change and its assimilation has been picked up by the teachers’ colleges as well. Feedback from the field that addressed the training program’s strengths, weaknesses, and things required for its optimal assimilation in schools prompted new discussions of the syllabus for various training tracks. Interns’ reports and insights gleaned from interviews with principals helped us recalibrate the training process. Looking forward, it seems that the new model contributes to collaborations between schools, teacher-training institutes, and policymakers that will improve the quality of teachers and the education system in Israel.

## **Women Leaders in Arab Sector Schools and their Contribution to Social Justice**

**Khalid Arar**

Focusing on the combination of gender and social justice, this paper cites female supervisors and principals in the Arab education system in Israel who wish to serve as agents of social change. Our research questions were: Which educational concepts characterize them? What changes did they introduce through their positions? What motivated them to serve as agents of social change?

We conducted in-depth interviews with four supervisors and two principals in which they described their paths in and contributions to Arab education system. Our findings indicate that leadership, entrepreneurship, a desire to succeed, and their struggle against existing rules and norms motivated these women to correct social wrongs and promote values such as justice, equality, empowerment, and encouraging others. They used their unique positions as women as well as their personal and professional experience to advance social issues beyond the scope of their official job descriptions. When we examined their managerial styles, we found that they focus on changing the Arab education system and on introducing a pedagogy that challenges the current social order, incorporates students, and empowers teachers. We conclude that the roles that our research subjects played made it possible for them to promote a policy of change and a new educational agenda.

## **Alternative Assessment through Online Role Playing: Test Cases**

**Yochy Shelah**

This article describes an alternative way of assessing students' achievements that combines the technology of online role playing. The cases presented here serve as an example of ways to use new teaching and learning options

in teachers' education systems, and of alternative assessments of students' achievements that replace traditional close-ended tests – without waiting for the realization of the comprehensive revolution of computers in education, but using one of many existing Internet tools.

In this test/game, students portray various characters that discuss a given subject in a closed group. Held through computers, such discussions help students demonstrate a variety of skills and capabilities that attest to significant learning on their part. They need to demonstrate coherent text writing and understanding, applying learned materials, critical thinking, and interpretative abilities through group conversations and discussions. Students use the familiar interface of chats that they know from their social networks that lets them use new media (uploading video, audio, and picture files) to enhance their arguments with materials found through independent research. Furthermore, such test-games make room for students to show their creativity, originality, and even sense of humor, which makes these tests enjoyable by both students and teachers.

The conclusions presented here are based on two cases – one describe in detail and the other in short. Thus, these are inductive findings of a non-experimental research, but they can attest to new student evaluation options that the use of technology opens for education systems.

## **“Donkeys in a Dandelion Field” Portrayals of the Palestinian *Nakba* in Israeli Literature**

**Mimi Haskin**

This article describes the way the Palestinian *nakba* is portrayed in Israel's Hebrew literature. *Nakba* is the Palestinian counterpart of the Israeli War of Independence of 1947-8 and literally means disaster, deportation, and refugee life. Looking into this issue, I studied four works by Israeli writers – two novels that are actually biographies, a lyrical-prose poem, and a short story: *With His Own Hands* by Moshe Shamir; *Trifles* by Yaakov Orland; *Unrepentant: Four Chapters in the Life of Amos Kenan* by Nurith Gretz; and *A Treasure in Bissan – as It Occurred, as I learned of it, and as It Will Occur* by Zvi Ben-Dor Benite.

The first three works present a maturation process that starts with focusing on the collective I while ignoring others (Shamir), continues with attentiveness for the enemy's shocking suffering (Orland), and ends with an admission of guilt and responsibility by Gretz and Kenan. Ben-Dor Benite's work stands out because it addresses the end of times, ignoring empirical reality as we know it. Yet, the four works are sequentially placed on a time axis that could serve as a reconciliation chronology.

## **Limitations as Possibilities: Uri Orlev's Holocaust Narratives for Children and Young Adults**

**Rima Shikhmanter**

This article wishes to demonstrate how books about Holocaust written for children's and young adults offer space for writers and readers to actively and constructively address the memory of the Holocaust. It focuses on three books by Uri Orlev, an internationally acclaimed Israeli writer and a survivor who writes about the Holocaust for young readers: *The Island on Bird Street* (1981); *Run Boy, Run* (2001); and *Homeward from Steppes of the Sun* (2010).

The distinctions that Dominick LaCapra made between "acting out" and "working through" help describing how Orlev's choice to write children's books helps him personally and culturally address the memories of Holocaust. The article describes the liminal state of his protagonists' awareness or lack thereof, which is viewed as natural in children's literature, as a way of coping with the inability to let go of the past through acting out. The article further shows how using available models of children's literature helps Orlev revisit his own survival experience while processing and attempting to rationally understand it. Finally, the article shows how processing the Holocaust experience by critically addressing the current political reality helps Orlev actively and constructively address the Holocaust experience.

## **The Establishment of Autonomous Indigenous Communities in Latin America (1500-1813) as an Enterprise of Supervision, Acculturation, and Exploitation**

**Eitan Ginzberg**

This article examines the legalistic, political, and administrative process that was applied when all of the indigenous Latin Americans were organized in new locations and communities. These communities replaced the native parochial settlements in the South American subcontinent with settlements based on European, Spanish, and Christian principles. I argue that this large-scale relocation of several dozen millions of indigenous peoples from their original locations to new landscapes, memory, production, and supervision sites, while their traditions were destroyed, was a necessary move for those who wished to dominate and exploit others' continent to serve their needs. The conquerors' pretense that this could be done through an agreed-upon and reconciled move that had been coordinated with the indigenous leaders while largely avoiding the use of force and violence was proven wrong. The arbitrary and violent way this enterprise was undertaken, though concealed deep in the folds of the orders and instructions that shaped the move, was expressed in its daily implementation. Yet, some 400 years later, these new and autonomous indigenous communities – also known as “republics” – have paradoxically turned into a source of new Latin American identities that flourished over the past three decades.

## **Gender Differences in Solving Equations with Structure Sense**

**Ronit Bassan-Cincinatus and Ravit Feldman**

When teaching mathematics, it is easy to see that many students lack the skill of logically considering algebraic expressions. As a result, their

approach to problem solving is rather technical, they need more time, make multiple arithmetic mistakes, and have a hard time solving problems that require structural perceptions (Hoch & Dreyfus, 2004). That missing skill is known as Structure Sense. When algebra is taught in high schools, that lack is expressed in students' inability to identify known structures in their simplest forms, handle complex algebraic expressions as single units, and recognize familiar structures in complex form through effective assignment. Studies of the issue found gaps between genders. According to the Central Bureau of Statistics (2016 data) more male than female students took high-level mathematics tests in 2009-2015.

This article addresses gender differences in solving equations with algebraic fractions that can be more efficiently resolved with Structure Sense. Our findings show that both male and female students were not particularly successful and that the rates dropped as the complexity of the solutions increased. Additional differences were found in the students' choice of strategies. Female students tended to take safer and familiar technical approaches, which made solving equations harder, while male students chose to use appropriate algorithms that offer a more effective way.

## **A Cognitive-Behavioral Approach To Causes and Characteristics of Mathematics Anxiety**

**Yoram Greenstein**

Mathematics-related anxiety seriously impairs on learning and even teaching the subject. This article addresses the characteristics and causes of that anxiety, offering a new conceptualization of that anxiety based on the cognitive-behavioral approach. That, in turn, offers a better understanding of the anxiety. The article reviews current studies in brain imaging, international surveys of mathematical achievements, and studies that address the reasons, causes, and characteristics of mathematical anxiety in both students and teachers. The paper further suggests ways of reducing that anxiety in learners and prospective teachers.



## **On Maimonides' Opposition to Teaching Metaphysics to the Masses**

**Amira Eran**

In this paper I discuss the educational reasons for Maimonides' belief that metaphysics should not be taught to the masses. He cited political and theological considerations that may be viewed as educational because Maimonides believed that society should educate its members to engage in moral acts and adopt beneficial views.

Viewing himself as both an interpreter of sacred texts and as a commentator of philosophical truths, Maimonides pondered over whether complex and abstract knowledge should be presented simply or metaphorically. Though this view is currently considered elitist, Maimonides' approach reveals the weaknesses of the democratic educational approach.

## **On Poetic Empathy and How It Becomes Real**

**Naama Lev Ari**

This article is based on the notion that the gist of human experience is anchored in our constant craving of empathy, which seems to be lost in reality, an absent experience. In our need for empathy (Kohut, 2007) we target unknown others, outside our selves, while we constantly wish to grasp it conceptually and understand it emotionally. Though that process entails frustration and disappointment, it is vital and leads to personal involvement.

The article suggest that we examine empathy and its presence in texts as symbolizing others, which helps us consider human others. I would also like to show how considering versions of poetic empathy should help us observe our lives, understand linguistic terms and interpersonal relations, and give them new meaning.

This paper refers to Yoel Hoffman's literary works and addresses their unique poetic peculiarity that gives rise to questions about it and ourselves,

about the sources of empathy within us, and of the way that complex literary encounters potentially prompt change. We examine the real and imaginary impact of empathy as inspired by the concept of “the possible third” (Albeck-Gidron, 2016) and the way it is expressed in Hoffman’s works. I would like to point at the movement created when “the possible third” concept is applied and how it is perceived as a metaphoric modus that contains the two emotional states that are relevant to this discussion – the mental experience of empathy, and its poetic expression.

That discussion demonstrates the poetic movement between the two possible incarnations of empathy, between the way we need and want it and the way we acknowledge its insubstantiality. The article shows how Hoffman’s texts and the metaphoric perception that accompanies them serve as appropriate resources and a pool of supportive experience that we need in order to preserve the self as a dynamic material that can be processed and recreated.