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Abstracts

Between positivistic measurement and constructivist evaluation: The courage to bring about a change

Irit Levy-Feldman and Zipi Libman

The constructivist paradigm has been the dominant paradigm in education in recent years. It advocates active learning within an authentic given context, based on the belief that this would offer learners knowledge and skills that would serve them throughout their lives. While students' evaluation has shifted from a positivist-determinist approach to a constructivist-interpretive-critical one as part of recent developments in the perception of teaching and learning, the traditional-positivist paradigm continues to prevail in practice despite the available operative possibilities of constructivist evaluation in education.

The article aims to describe and explain the current gap between the impact of the constructivist paradigm on operative aspects of instruction and learning and its avoidance in the operative evaluation aspects and stress the significance of reducing this gap.

Higher education within families of young Israeli Arabs and Druze: From social mobility to self-fulfillment

Adam Haisraeli

The study explores intergenerational relations within Israeli Arab and Druze families, as manifested in their perception of higher education. These families belong to a national minority group undergoing accelerated change processes. Against this backdrop, the study investigates their functioning regarding the education of the young generation. Twenty half structured depth-interviews were held with Arab and Druze students, mostly first-generation academics. The interviews allowed discerning the different perceptions and practices of the parents' and the children's generations regarding education. The interviews' analysis reveals that while the parents regard education as a safe traditional social mobility tool that guarantees occupational and economic stability, the younger generation sees academia as a means of self-fulfillment and self-empowerment. They perceive themselves as part of a new Arab and Druze middle class that seeks to integrate into the academic world and adopt a modern western worldview and lifestyle. The study concludes that these intergenerational tensions, among other perspectives about gender equality and national discourse issues, position the family as an effective confidence enhancer that allows accepting various stands, and mediates between tradition and progress. The findings are also discussed in the current context of the COVID-19 crisis effects on Arab and Druze students.