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Teaching Learner Autonomy Without Being Autonomous? Practices and Perspectives of English Teacher Educators

Ira Slabodar

Autonomous learning of English as a foreign language encompasses learner involvement, reflection, learner interaction, and target-language use. Teachers, functioning as mediators and facilitators, play a vital role in developing self-regulated learning capacities in their students. Thus, their perception of autonomous learning practices shapes the implementation of such practices by future English teachers. This study examines the training program of English teachers-to-be and the perceptions of the lecturers that implement it, to determine whether teacher education fosters autonomous schoolteachers likely to adopt self-regulated pedagogy. Thirteen novice teachers and five teacher educators were interviewed. The interviews with the lecturers aimed to determine the nature and quality of learner autonomy training within the overall teacher training program. The interviews with novice teachers aimed to learn their perception of the training program's autonomous component, and discover whether they perceived themselves as self-regulated learners. The study revealed that: (1) The training program has generally not promoted learner autonomy, since (2) the lecturers have not acted as whole-hearted agents of this method. Thus, (3) the graduates have not developed true autonomy. The lecturers' slow adaptation to autonomous pedagogy and their failure to integrate it into their beliefs may offer a possible explanation for this situation. It would appear that an ongoing dialogue with colleagues and professionals may boost the lecturers' conversion into active promoters of self-regulated learning in teacher education.

From Hierarchy to Symmetry: A Collaborative and Dialogical Curriculum Co-Created by Faculty and Students in a Teacher Training College

Itay Amdurski & Ilana Paul-Binyamin

The article presents a unique pedagogical teacher education model that transforms the hierarchical relationships between faculty and students into symmetrical, dialogic, and egalitarian interactions. This symmetry fosters collaborative curriculum development, teaching, and learning, through co-creation of a curriculum approach that spans the entire BA and teaching certification program.

Through qualitative analysis, the study examines whether this partnership effectively equips future educators with essential 21st-century skills in a VUCA (volatility, uncertainty, complexity, and ambiguity) environment. Findings highlight the model's impact in three key areas: fostering dialogic teamwork, empowering independent learning, and promoting pedagogic adaptability aligned with student life. The model addresses the moral and value-driven dimensions of education, establishing critical pedagogy as a response to contemporary educational challenges and offering actionable insights for developing resilient, socially-conscious educators. The article also raises issues of power dynamics between lecturers and students and how these dynamics affect teaching and learning processes.

Geopolitics and Demography: Demographic Development of the Village of Reina in the First Two Decades of the State of Israel (1948–1970)

Tarek Mahmoud Bsoul

In the first two decades of the State of Israel, two central geopolitical conditions shaped the demography of the village of Reina. First, its geographic proximity to the city of Nazareth—an urban center for the Arab population that remained in Israel after the 1948 War. Reina became a focal point for the absorption of Palestinian refugees who had been expelled from their home villages during the war. This aligned with the policy of the Military Government, which sought to concentrate refugees in specific Arab localities under supervision and control. The second was the significant presence of a Christian community in the village, which contributed to avoiding forced displacement of the village residents by the Israel Defense Forces during the war. By this, settlement continuity was preserved in Reina, unlike in other villages across northern Israel.

In the following years, the village benefited from essential state-provided services, including healthcare, postal services, education, and water infrastructure. These civil services helped stabilize the population and prevent negative migration, unlike the situation in other Arab villages. Notably, several villages in the region remained without basic healthcare services until the 1960s, leading many residents to migrate to Jewish or mixed cities.

Israeli Sustainability as a Principled and Practical Approach to Repairing Society and the State After the War

Arie Vanger

The concept of sustainability originates in the environmental field, and many identify sustainability with environmental protection and perhaps with bottle recycling alone. At its core, the concept represents the long-term preservation of the vitality and stability of the natural systems that support life on Earth. These systems underlie the entire human civilization, enabling it to build its social, economic, and cultural systems. But let us not be confused. Sustainability is not just basic existence. Sustainability deals (or should deal) not only with the natural environment but also with social systems; not only with technical matters but also with matters of values and the common good; not only with individual existence but with shared existence; and not only with basic existence but also with meaningful one. Sustainability is not limited to the bottom of Maslow's hierarchy of needs, but rises up the ladder. Therefore, the definition I propose for the concept of sustainability is: "Sustainability is a value concept that strives to shape the mutual relationships between humans and their environment and between humans themselves, and to assume responsibility for creating fundamental change in society and increasing the common good. All of this, in order to ensure continued existence, prosperity, and progress for society and human culture by building beneficial and just social systems that operate in a vital and functioning natural environment".

Multidimensional sustainability such as this has many practical aspects, but it also includes a value perspective that strives to foster the common good and to jointly bear responsibility for this generation and future generations. It is sustainability that deals with constant improvement and strives to build an ideal community while transcending private interests in order to continue to exist and prosper over time. Of course, the implementation of sustainability principles in the State of Israel must include an interpretation

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and content that combines universal values with Jewish and Zionist values. The article argues that in its Jewish-Israeli version, the concept of sustainability can contribute to observing the problems of the State of Israel and improving the ability to deal with them, and suggests using the concept of sustainability as a prism that will be the basis for repairing the state and society and rebuilding Israel after the war in areas such as economics, politics, education, community, ethics, democracy, and of course the environment.

Education between despair and hope: Confession of a defeated reformer

Yoram Harpaz

The essay seeks to explain why all the efforts to change school structure are doomed to fail. It describes the author's personal effort to establish a school based on a new pedagogy (see, Teaching and Learning in a Community of Thinking: The Third Model springer, 2014). To avoid despair and the loss of hope, the author suggests changing our attitude toward both despair and hope.