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Abstracts

Adaptation of Palestinian East Jerusalem students to an academic college in Israel: A case study

Omar Mizel & Dita Fischl

The article explores the academic and social adaptation of an East Jerusalem group of first-year Israeli college students. It presents and interprets their perspective of the difficulties, the available college supports, and how they perceive these supports.

The participants were 30 East Jerusalem students accepted by an Israeli college based on a Palestinian *Tawjihi* matriculation grade. Content analysis of interviews held with them identified four themes characterizing the participants' difficulties: culture shock, language difficulties, new teaching styles, and ways of coping.

To handle the encountered difficulties, the students turned to religion, family, third-year students, and Arabic speakers in the college. There were no indications that they approached supportive college entities, such as counselling services. This might point to missing information about these services, lack of prior contact with similar services, or little confidence in the college.

Integration and inclusion of learners with Learning Disorders in on-line educational environments

Dana Barak-Harel and Heidi Flavian

Many educators have recently engaged in developing educational environments that enhance significant learning processes in learners with diverse specific learning needs. While planning such learning environments is challenging given the numerous factors involved, unexpected situations tend to uncover new perspectives to this challenge. Thus, during the COVID-19 pandemic, teachers had to hastily replace the physical learning environment with a virtual one. Although researchers have recommended to adjust the teaching processes to the learning spaces, the rapid transition to distance learning precluded this option. Moreover, at least initially, the virtual learning environment did not allow for constructing individual and group learning zones to enable the inclusion and integration of students with special needs, particularly ones with learning disorders. Behind the present study was a wish to learn from elementary school teachers who taught daily online classes that included learners with learning difficulties during the COVID-19 pandemic. The present research focuses on understanding the advantages and challenges mentioned by teachers promoting the inclusion of learners with learning difficulties. This qualitative study was based on semi-structured individual interviews of 45 teachers. Data analysis used the narrative approach and content analysis methods. Despite the challenges, the identified themes indicated that teachers implemented teaching strategies that promoted processes for the inclusion of students with learning disorders in the online educational space.

The Educational thought of Aaron David Gordon: “The Main Thing is the Human”

Kobi (Jacob) Dana

This article engages with the educational doctrine of Aaron David Gordon (1856–1922), a prominent early 20th century thinker of the Jewish community in *Eretz Yisrael*. His educational approach within his general thought deserves further research.

The study explores Gordon’s approach to values education and how his ideas shape his view on the individual and national Jewish identity, adding a layer to his educational doctrine and general thought. It shows that Gordon’s philosophy does not negate values as educational guidelines, but rather regards them as an intrinsic part of the Jewish identity within the Jewish national and human context. Finally, the study shows that Gordon’s doctrine is relevant to educational philosophy and continues to play a significant role in identity-shaping that adheres to personal and national values.

Ofakim journey: A journey to another space and time

Maitri Shacham, Adiv Gal, Shai Frogel

The essay offers a multi-disciplinary presentation of the recovery power a journey to Makhtesh Ramon had for teenagers from Ofakim after the October 7 events, whose success led to other similar journeys. Educators and therapists from environmental education, philosophy, and dance therapy led this therapeutic-educational journey. The first part brings an environmental education perspective of the desert's power to become a space of consolation and healing. The second part leans on Emanuel Kant's idea of the sublime to offer a philosophical analysis of the desert experience as an aesthetic one. The third part describes the therapeutic interventions that occurred during the journey. The three perspectives conclude together that the power of this journey lies primarily in the different space and time of the desert environment.

A culture of addictions is a culture of degeneration and dehumanization

Nimrod Aloni

The essay begins by presenting the well-known damages of personal addictions such as drugs, greed, fame, sex, or gambling. Such addictions result in losing one's self-possession, personal autonomy, the ability to think and act rationally, and fulfill personal obligations and obligations to others. The essay proceeds to discuss the well-documented dramatic growth in the number of addicted individuals in contemporary culture, and the expanding spheres of addiction. Together with the intensification and tolerance of greed, sex, power, and fame addictions, we now witness new forms of addiction to synthetic drugs, opiate painkillers, junk food, junk mass culture, smartphones, social media and the internet. These cultural afflictions often result in what is commonly known as "broken people" and dysfunctional communities and societies. – Consequently, hundreds of thousands of individuals die every year, experience chronic sickness, lose their rational autonomy, or become homeless. The essay calls on governments worldwide to develop dramatic cultural strategies to combat these trends and recover the health of individuals and societies.