# Table of contents

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editorial .......................................................... II</td>
</tr>
</tbody>
</table>

## Education Understanding at Schoolteachers

**Ester Firstater** - Is it good to be alone? Attitudes of pre-school teachers toward their role as sole educators in pre-school education ........................................................................................................................... 9

**Nili Mendelssohn** - Perceptions of professional self-image of teachers of mathematics in relation to the social positioning of their discipline .............................................................................................................. 34

**Ditza Maskit** - Attitudes of teachers toward pedagogical changes and their perspectives views about teaching as a profession: contexts and essence................................................................. 82

## Learning and Thinking Process

**Eliezer Yariv** - Self-regulated learning administered by "stations" ................................................................................................................................................ 127

**Ilya Sinitsky, Bat-Sheva Ilany & Raisa Guberman** - Algebraic thinking of pre-service teachers of mathematics in elementary school: case of generalization and justification................................. 156

**Daniela Zveda & Rina Cohen** - The semiotic perspective and the process of learning ............................................................................................................................ 178

## Communication and Culture

**Meyran Boniel Nissim & Michal Dolev-Cohen** - Children's writing on walls: The Facebook culture.......................................................... 207
Ornat Turin - Changes in the construction of teachers portrayal in Israeli printed news .................................................232

Nugit Altschuler - Yudel marries America; Shrulik Meirs is engaged to the land: Weddings in the Yiddish films and in Israeli films in the first half of the 20th century.................................................261

Tamar Shapira, Khaled Arrar & Faisal Azaiza - "They didn't really want me; they didn’t open the door for me; they didn’t roll out the carpet for me": Women principals in the Arab sector in Israel.................................................................312

Eli Eshed - Katush the magician as an anti-Nietzschean figure ........................................................................................................338
Is it good to be alone? Attitudes of pre-school teachers toward their role as sole educators in pre-school education

Ester Firstater

The job of the preschool teacher as an independent manager of a pedagogical-management unit is a complex and multi-task one, including the design and implementation of the curriculum. A key element of preschool teachers' work is their isolation from other professionals. The research question of this study is: What are the attitudes of kindergarten teachers toward their job as independent professional educators? In the framework of the study, eight kindergarten teachers from the north of Israel were interviewed. The interviews were analyzed according to qualitative methods. The findings show that kindergarten teachers are aware of their heavy responsibility toward children and parents on an emotional, social and instructional level. The heavy burden attached to this responsibility is expressed in needs that are not satisfied and expectations that are not fulfilled: expectations of cooperation, listening, recognition and appreciation by other professionals. Despite the heavy responsibility, the feeling of overload and the unfulfilled expectations, kindergarten teachers prefer being the sole managers of independent units. Although these findings do not answer the question of whether being an independent manager of a kindergarten is an advantage to the teachers, it does open the gate as to the awareness of their needs in such an arrangement.
Perceptions of professional self-image of teachers of mathematics in relation to the social positioning of their discipline

Nili Mendelssohn

This article presents a combined view of two major relevant variables for the work of the teacher: the professional self-image and the perception of the discipline. This combination was examined with the use of two research tools: a qualitative tool comprising visual metaphors (pictures and illustrations) and a quantitative tool composed of a ranking scale of professions. The research participants were students on a training course in preparation to become mathematics teachers (half were from universities and half from teachers colleges) and teachers (half from junior high schools and half from high schools). The findings of the research expose a new aspect of the teaching profession dependent upon the perception of the professional image of the teacher. It was found that the nature of the training institution has a significant influence on the choice of metaphor representing the professional image. In contrast, no correlation was found between the different sectors and the professional image. It was also found that the participants of the study ranked the teaching profession relatively high in relation to other professions. In this study, emphasis was placed on the personal aspect of the professional image of the teacher as expressed in positive metaphors as a "caregiver" and an "orchestra conductor," in contrast to the negative metaphors of the teacher as an "animal trainer" and a "judge".
Attitudes of teachers toward pedagogical changes and their perspectives views about teaching as a profession: contexts and essence

Ditza Maskit

The demand on teachers that they renew and improve their effectiveness as part of their professional requirements has been emphasized recently in the professional literature and by policy-makers. At the same time, the issue of the teacher's standing and that of teaching as a profession have become a focus of discussion. The present research deals with three issues: (1) the connections between teachers' attitudes toward pedagogical change and their views of teaching as a profession (2) the difference in attitude between those who have implemented change in their work as opposed to those who have had no experience in pedagogical change (as shown in a questionnaire of attitudes and to a semantic differential – this bit can be omitted) and (3) the differences in the perspective of teachers toward teaching as a profession between those who have implemented change in their work as opposed to those who have no experience in pedagogical change. The participants of the study were 520 teachers who teach in elementary schools, junior high schools and high schools. The findings of the study indicate: (1) positive significant correlations between attitudes towards pedagogical change and perceptions of teaching as a profession, (2) more significantly positive attitudes towards pedagogical change among those teachers who have experienced change in their own work as opposed to those who have no experience with such change and (3) a higher positive perspective of teaching as a profession among those who have experienced change in their own work as opposed to those who
have no experience with such change. The findings and the insights gained from them contribute to the knowledge of the teachers' world concerning their attitudes toward teaching as a profession and pedagogical change. These findings support considerations about the processes that are necessary for the empowerment of teachers as agents of change.
Self-regulated learning administered by "stations"

Eliezer Yariv

This action research examines a new teaching and learning method that is based on three metaphorical road-stations. Following Garrison (1997) self-regulated-learning scheme, the 'stations' include several cognitive elements that are meant to assist students to manage their learning and monitor their progress. Students were asked to prepare a written assignment about a subject that is personally relevant for them. While gathering and interpreting the data, they were asked to introspectively monitor their learning process along three 'stations' of 'approaching', 'getting acquainted' and 'understanding'. The sample included five lecturers and 374 students whom they taught (of whom 186 in the experimental group) in 6 academic courses taught in a teachers' college. It was found that the students in the experimental group were more involved but their grades were not differed from the control group (as hypothesized). The discussion examines the importance of students' self-monitoring and reflecting upon their studies and achievements.
Algebraic thinking of pre-service teachers of mathematics in elementary school: case of generalization and justification

Ilya Sinitsky, Bat-Sheva Ilany & Raisa Guberman

Developing of informal algebraic reasoning in elementary school requires an analysis of algebraic knowledge of teachers. The ability of pre-service math teachers for generalization and justification is the main focus of this paper. The theoretical discussion in the article is reinforced by an experimental study with 47 pre-service teachers from three colleges of education in Israel.

The participants preservice teachers who participated in this study demonstrated adequate formal algebra abilities. However, most pre-service teachers had a difficulty to construct relevant generalization.

The research identified various categories of partial generalizations. In generalization, the participants in this study typically considered the single component of information they have. They alternatively referred to the regularity in given data, dealt with set of result with no reference to the data or were focused on accidental links between the data and a specific answer. Only 30% of pre-service teachers in the study felt the need to provide justification for their generalization. Practical suggestions to construct and contribute towards the significant algebraic knowledge of future elementary school math teachers during their training are proposed.
The semiotic perspective and the process of learning
Daniela Zveda & Rina Cohen

One of the major problems of the educational system is how to develop learning that is internalized and basic and not just/merely resulting in short-term recall; i.e., it should inculcate significance of the learning material for the learner and to foster an understanding that is relevant to observations and occurrences. As a result of a survey of various learning theories, this article opens a door to the semiotics approach of Charles Sanders Peirce. According to the semiotics approach, learning occurs as a process of experimentation at the meeting point between the ability to absorb new knowledge and external reality. The semiotics approach presents systems for the acquisition of knowledge and discovery in widespread interpretations loaded with symbolic meanings that are characteristic of our modern age more than at any other time. According to this model, learning takes place through the semiotic process of continuous and infinite levels of understanding and deduction. In educational situations today, there exists an extensive basis for intervention and remediation in the learning chain for the purpose of strengthening teachers in their response to the great challenges they face. The article suggests the integration of the theory of Peirce in the training process of teachers to develop a widespread reflective semiotic awareness in order to improve instructional processes and education.
Children's writing on walls: The Facebook culture
Meyran Boniel Nissim & Michal Dolev-Cohen

The social network of Facebook was originally intended for the population of adult students and not for children and teenagers. However, the younger generation embraced this as its own natural means of communication, thereby bridging the generation gap. Although there is a feeling that we all share the same space, there is also the feeling that in this vast space, we really know little about what is happening within it, why it has become so popular and what the activities of the younger generation are. In the present study, 758 children and teenagers between the ages of 8 and 18 answered a survey whose purpose was to provide answers to questions concerning Facebook usage, attitudes regarding ways of communication and the behavior of bullies and victims. The findings of the survey present a complicated picture of children's and teenagers' use of this network. It appears that social forces in the physical world are gaining additional power in the virtual world. This information contributes to a deeper understanding of the educational discussion that is necessary in relation to young people, their social networking culture and the implications for implementation.
Changes in the construction of teachers portrayal in Israeli printed news
Ornat Turin

The aim of this research is to describe and analyze the portrayal of teachers in the Israeli printed news. The social discourse dealing with teaching and teachers in Israel expresses deep public's dissatisfaction. The impression that teaching fell from grace is supported by a long line of research. The effort to explain this decline involves a complicated matrix of variables: historic, demographic, gender and ideological. The study resulted from the feeling that media stereotypes play a significant part in structuring the negative image of teaching. As all representation studies this research built on the assumption that the media not only reflect the low status of teachers but also constructs and legitimizes it. The research questions are:

- How are teachers presented in the Israeli printed news?
- What changes have occurred in those presentations over the years?

Three daily newspapers were sampled for two weeks at random, at four-yearly intervals between the years of 1945 and 2009. From the newspaper articles that reported on teachers, the following variables were coded: the kind and variety of subjects through which teachers make the news, the prominence and frequency of the reports, the place of reporting within the paper. It was found that news about teachers is newsworthy and appears in the daily part of the news. Also, it was found that the most frequent subject related to teachers in the news was connected to strikes, sanctions, working conditions and salary. More than a quarter of the newspaper articles dealt with these subjects in one way or another. The
accumulated impression that emerges from the analysis is one of an educational system in frequent crisis and of teachers who prefer to engage in struggles over wages rather than dealing with educational issues. The discussion indicates factors that could benefit from such a crisis-laden portrayal impression. such as the national budget, the universities and the promotion of neo-liberal reforms.
Yudel marries America; Shrubik Meirs is engaged to the land: Weddings in the Yiddish films and in the Israeli films in the first half of the 20th century

Nugit Altschuler

This study examines the place and the role of weddings in Yiddish cinema and asks what the weddings sought to represent and symbolize, why the weddings were so central to Yiddish cinema in the 1920s and 1930s and why they totally disappeared in the early years of the establishment of the State of Israel from the films that were produced in Israel. Analysis of films from the corpus of the Yiddish cinema shows that filmmakers created texts that highlighted the ambivalent nature of Jewish existence in the modern age. The wedding was used as a symbol to create a compromise depicting a society torn between tradition and progress as well as between East and West. Although it would be expected that weddings would continue to appear in the films made in Israel, the wedding totally disappeared from the corpus of films made before the establishment of the State of Israel and for the first decade after its establishment. One explanation claimed that the culture of the time could not cope with dialogue in relation to tradition and roots. In place of this, a new hero was created in the inspiration of the return to the homeland: the "Tzabar," the immortal youth born of the sea who sacrifices his personal life and his desire to create a family in order to fulfill the collective obligation of the Zionist ideal to conquer the desert.
"They didn't really want me; they didn’t open the door for me; they didn’t roll out the carpet for me":

Women principals in the Arab sector in Israel

Tamar Shapira, Khaled Arrar & Faisal Azaiza

This article presents the stories of Arab women principals who managed to attain positions of leadership in the Arab sector of education in Israel. The study was carried out according to narrative principles and the research tool was an open interview. The analysis related to the biographical information of the participants and to the political and social significance of the appointment of women to management positions. The findings show that the source of women's power to attain positions of leadership in traditional Arab society was found to be in their personal backgrounds. The personal stories are stories of family and empowerment. The breakthrough for these principals depended upon the education that they had received in childhood, one that went against the traditional norms. Even today, the women who are principals are perceived to be different from other women, since the position of the principal is perceived, in Arab society, to be an appropriate position for men. The women principals' stories present the problematic nature that characterizes the appointment process of principals when a woman is among the candidates. Even before the appointment of women to the position of principal, they are subjected to social and political pressures that are aimed at preventing women from appearing "in the public eye", especially in positions of authority in the community.
Katush the magician as an anti-Nietzschean figure
Eli Eshed

This article deals with Yanosh Korchak's book, *Katush the Magician*, which is also called *Yotam the Magician*. The book tells of the journey of a boy who learns to be a magician through difficult and painstaking efforts and how he comes to understand the significance of this profession and the responsibility it entails. From the point of view of genre categorization it is customary to group this book with children's and youth literature or with science fiction and fantasy tales. As such, Katush appears to be the first child magician in literature, long before the time of Harry Potter. The article suggests analyzing the book in three contexts: First, as part of the appearance of super figures in the popular literature of the 1930s, such as Batman and Superman. Second, as a reaction against the Nietzschean spirit that Hitler introduced to Europe. Katush elevates the values of humanism and compassion to a place of miracles and presents criticism and an attack on the worldview that laid the foundation for Nazism, the Nietzschean perspective of the "super man." Finally, the book can be examined as part of the collected works of Korchak depicting his expertise and attraction to science fiction. It is a common perception that this is Korchak's best and most unified book since it was not recruited to serve didactic purposes as were so many of his other works.