International Journal of Learning, Teaching and Educational Research
Vol. 19, No. 8, pp. 1-15, August 2020
https://doi.org/10.26803/ijlter.19.8.1

Training Professional Humanities' Teachers: A Controversial Study about Generic Methods

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Abstract. In the 21st century, generic methods and synergetic learning have been widely embraced in the areas of pedagogical and professional studies. It is crucial, especially in school-activity environments that involve technology and digital knowledge. Those who are capable of studying in teams and who promote 'collective intelligence' are likely to become influential and inspiring students and teachers. By understanding aligned visions from different viewpoints, students and teachers can maximize their efforts and talents. The idea of collective teacher efficacy (CTE) positively affects student outcomes and therefore is an essential tool in teacher training and practices. We live in the ongoing dynamics of integrated diverse thoughts, methods, disciplines, and activities. To create a better ecology for qualitative existence, numerous scholars and teachers, seek to devise necessary changes in education and social initiatives. In a world split by regimes and values, dealing with conflictual dilemmas is inevitable: preserving classical methods on the one hand, and encouraging innovative attitudes on the other. These contradictory approaches raise critical didactical questions about training future teachers and educators without prejudicing their fundamental essence. This article presents a three-years research of a group of students, at the Kibbutzim College of Education, Tel Aviv, who were trained to become professional teachers in the humanities, and their pedagogical eco-systems. It discusses some dilemmas about progressive school methods and focuses on some of the advantages and disadvantages of the generical attitudes in their practical work, regarding the gap between their first year of studying and the first year of teaching.

Keywords: Generic studies; Interdisciplinary; Pedagogical attitudes; Professional training

1. Introduction

The differentiation, isolation, and preventing the blurring of identity, were always the focal point of competition, tensions between tribes, peoples, cultures, and governing mechanisms. This idea is also present in the theological sources and the logic underlying division into categories. It is reasonable to assume that on these foundations, seven fields of human wisdom have been consolidated, and

separated from rituals and theology. These seven perceived components of a well-balanced education system are divided into two groups. The first comprised Latin, rhetorical language and logic, and the second, Mathematics, Geometry, Astronomy, and Music. In the 12th century, after the first universities were established in Western Europe, academic faculties also added Theology, Law, Medicine, and Philosophy as fields of study. Continuing the tradition of the guilds, which represented diverse skills in the Middle Ages, the importance of a profession grew as did the clarification of professional skills. These had to be studied in an orderly manner under the strict supervision of the "master," to guarantee the necessary level of execution and knowledge. This led to the development of vocational schools and higher education institutions that taught building, engineering, architecture, all types of technology, and the accompanying practical fields of knowledge, which demanded accreditation and a degree following advanced international standards (Doolitlle, 2015; Bergman, 2018).

Shifting chronologically to the Modern Age, it appears that the ability to manage knowledge and its fabric of combinations is manifested not only in the degree of aspiration to readjust it to present reality but also in the ability to respond to the unexpected. The idea of focusing only on what is relevant to human existence and the professional field questions the value of accumulated knowledge and the acquisition of basic concepts and introductory infrastructures. Response to a specific policy that each regime enforces, current events, and changing public trends, dictates what study content will remain, and what will be deleted. Steps of this kind necessarily demand innovative research methods and skills of follow-up and control for measuring the educational yardstick and risk evaluation. This is true because of the 21st century, which will most probably be characterized by political, social, and cultural uncertainty, the impact of the media and social networks on methods of choice, and the level of achievement and success in the field (Goleman, 2006; Brophy, 2006).

We are now witnessing an ever-developing trend of research and workspace that underscore the need for synergetic collaboration, which abandons professional isolation and fortification within spheres of interest solely on vertical axes. This is a horizontal perception that advocates spheres of knowledge relevant to improved results, mainly in subjects that pertain to human life, such as medicine, psychology, law, education, and teaching. Facing this contemporary global age demands more brainstorming processes which include high numbers of participants in the vein of the whole being greater than its parts (Plucker, Kennedy & Dilley, 2019). The variety of processes and technical and scientific possibilities creates opportunities for collaboration with people in faraway places, in tangential spheres, most notably in the academic and educational fields.

The central discourse in this article examines different and contradictory aspects of the process of assimilation of generic and synergetic methods in the educational systems and the process of training teachers for the 21st century (Griffin & Care, 2014). The generic ecosystem demands the development of social and personality skills, such as advanced skills in digital technology, language command, and

interaction with people who come from different cultures and fields. This also mandates relinquishment of ego struggles, power positions, exclusivity, and the control over copyrights in favor of a multiplicity of intelligence and partnership in implementation and success (Plucker et al., 2019; Gamoran & An, 2016). It is reasonable to assume that a reality that fosters teaching through generic training, learning from afar, a decrease in the number of subjects and examinations, and a shift toward thematic "tasting" in the school space, is and will be rapid. The question is, will the result justify itself.

2. Personal success vs. group achievement: fostering generic learning

The synergetic concept has been taken from the language of organizational management in diverse cycles: macro-level–global governmental forums, public organizations, and academic institutions, and micro-level–municipal councils, political movements, community centers, and schools. It is essential to understand the uniqueness of the engendered perceptual change by incorporating the fields of knowledge, and entrepreneurship skills, and their execution. Knowing that, we can grasp the difference between the idea of one entrepreneur being innovative and groundbreaking as he or she may be, and the entrepreneurship process is undertaken by a team of several copywriters, each in his or her field. Recognize the contribution of a successful plan, both, by empowering partners and maximizing their skills is important in building mechanisms that guarantee the best kind of assimilation. At the same time there may be risks involved in the encounter of ideas and personal styles in every project, and doubtlessly in education and learning. Before examining the new teaching methods, it is necessary to clarify the foundations of the synergetic perception and what should, or should not, be adopted to empower teachers and learning processes in schools of the future generations.

Synergy is a joint activity or study that involves two or more participants who come from different disciplines or professions. By collaborative work, they seek to increase the value of their mission and enrich one another with ideas and personal or guided knowledge. This process makes 'the whole greater than the sum of its parts (1+1=3) and it creates many thoughts and encourages diverse discourse (Hattie, 2016). Moreover, it is a humanistic mechanism that explains how team participation reinforces the ability to identify, understand, and solve complex issues in almost every subject. Such sharing enables mediation and the completion of each one's lacunas separately, overcoming the weak points of each. It is essential to underscore that the benefits of synergetic and generic collaborative activity depend on the need, the ecosystems culture, the participants' abilities, and the risks facing those about to join. The importance of sharing methods has also been expressed in encouraging continuous learning from one another, seeing how others behave, think and operate, and viewing things from a new perspective (Fullan, 2016). How does this affect the education system and teacher training?

The generic and synergetic approach became an essential part of many educational systems and teachers' training programs (Goleman, 2006; Rosiek & Kinslow, 2016). It seems that the study content and choice of specialization and

professionalization streams have not been pursued obtaining a diploma, status, or a threshold for promotion. Teaching has become a changing interactive space, dependent on social, political, cultural, occupational, and interest-driven context. Everything that takes place inside and between classrooms is a microcosm of what goes on outside, with the relevant, pragmatic direction which has practical implications on the community of learners (Carlson, 2017). The diversity of intelligence, thinking teams, and synergetic work, leading multidisciplinary initiatives and projects, has permeated the education system and teachers' training. However, it is important to conduct an in-depth observation of the dynamics of these frameworks, and the place of the individual within them. In the final analysis, we are speaking of the life, coping, and success of each student individually (Rothstein, 2017).

The ultimate methods for qualitative learning, which will preserve a high standard of intellectual and professional curiosity, and address the needs of an ever-advancing reality, shifts like a pendulum between the axis of time and findings that change from time to time. Until twenty years ago, the results of direct instruction, characterized by clear-cut definitions of the lesson objective, the development of an individual relationship with learners, and skills for examining the level of their theoretical and practical understanding, were lauded. Findings show that personal and direct contact had the most significant effect on the level of achievement and the student's success in later stages of life (Hattie, 2015). According to Hattie, a review of every learner, mainly those who were average or below average, made the management of expectations and examination of the complexity of the student's character and abilities, imperative. He claimed that explicit teaching transformed teachers into role models, rendering them self-critical, and self-reflective vis-à-vis each student anew. In this way, in which teachers could become "a teacher of him, or herself" mentors, they examine the world through the eyes of their students, and sufficiently skilled to instill in them these abilities (Nir, Ben David, Bogler, Dan & Zohar,2016; Schofer, 2019).

With the overusing of the traditional models of teaching means, lesson structure, performance, and division into activity teams, the term "pedagogical innovation" became frequently required. The idea of making more sources accessible does not depend only on attractive digital and "less tiresome" appearances in contrast to "old methods." The beginning of the changing process of the academic community considering the use of digital innovation was based mainly on an empirical pilot study performed in the alternative, democratic, or "natural" schools (Alammary, Sheard & Carbone 2014; Plucker, et al., 2019). At the same time, social movements emerged, calling to bring education back to "human nature," eradicate the competition for grades and adjust achievement measures to the individual pace of each learner (Goodman, Joshi, Nasim & Tyler, 2015). In other words, assimilation of the technological means in the pedagogical and academic systems was carried out slowly, coupled with professional and research distrust. This was true despite the OECD findings of Paniagua & Istance (2018) that showed how approaches that combine generic knowledge clusters with digital innovation not only boost achievement but also help in cultivating values of collaboration, mutual responsibility, social and emotional empathy, and

readiness for the 21st century. Alex Paniagua and David Istance, OECD researchers, believe that this is closely linked to the degree of technological and communicational exposure. Their findings show that all these changes encouraged learning based on inquisitiveness, an in-depth study based on experiential partnership, demonstrating an improvement in the level of achievement (Paniagua & Istance, 2018: 77-84).

In this context, education researchers Calarco (2019) and Schofer (2019), who deal with the development of schools affected by change over time, claim that thought should be devoted to the tension created between what is desirable and real. On the one hand, boundless openness concerning instilling skills for knowledge management is encouraged, still, on the other hand, the school is turning into a functional organization recruited to provide a precise response to a vital policy in its existential environment. The neo-institutional theory that they explored tested the innovative approaches on a dual reality test of the achievements of the individual within the ordinary achievements of the team or group. The innovative pedagogical approaches offer differential teaching and enhancement of the motivation of students according to their abilities, together with online teaching from afar outside the classroom framework. In this way, learners' achievements depend on them only, on their knowledge, literate and analytical skills, and ability to concentrate. At the same time, circles of learning companions are encouraged, corresponding to the group project method that demands shared and synergetic responsibility for each study and research assignment. According to these methods, the greater the number of knowledge spheres and research sources and creativity, the greater the high-level and trailblazing achievements (Sahlberg, 2015, 2018). In such instances, commendation is accorded to all group members, or the project, with no specific and special attention to one of them, only. The objective of changes to the perception of education management systems and its practical assimilation is to train students to become citizens and human beings. They will be attuned to a future reality, not only on the product level. All forms of thinking may change, as well as the value hierarchy and measures of evaluation of success, decision-making, and the choice of career and specialization (Fullan, 2016; Calarco, 2019; Schofer, 2019).

Remaining for a lengthy period in a specific place to secure a higher position is no longer relevant in a dynamic reality that shifts people from one place to another in a short timeframe to meet the rapid pace of innovation. To this end, it is imperative to invest in a different language of thinking and implementation skills, such as creativity, critical thinking, problem-solving strategies, partnership management, and practical synergy. Exploring innovative teaching methods shows that generic skills are used and needed in progressive schools and are necessary for free lessons and synergetic projects. This also relates to the PBL (Project Based Learning) method that reasonably represents the perceptual change in managing and instilling knowledge acquisition. Since coping with content and the completion of assignments is usually carried out in teams, it is essential to train moderators and teachers who will preside over learning and the implementation of this collective work, people who will be able to orchestrate a

philharmonic work to guarantee the best well-suited product (Brophy, 2006; Doolittle, 2015).

However, in a combined project, be it learning, research, or practical, it is imperative to be attentive to the inner and interpersonal dynamics within each team and group. This mandates an agreed-upon contract with well-defined definitions and clear-cut conditions that relate to the strength of each participant, the scope of his or her contribution, and ability to meet schedules despite the individual pace, which is never identical. Also, it is crucial to relate to the capacity to accept criticism and feedback in a democratic and empathic way at every stage, mainly when it is mandatory to favor the success of the group or the assignment over individual promotion. It is important to remember that not everyone is fit to work in a team or a group (Goodman et al., 2015). This characteristic and the willingness to relinquish ego and special status is not entirely natural or self-evident. It is often essential to assess the nature of the assignment, and see whether it promotes synergetic and energetic group work. Still, it obstructs a leap forward by one of the team members who possesses a unique trait (Rosiek & Kinslow, 2016).

In such an event, they need distant space for action and a route of activity that is separate from other group members so that they will not "interfere" their performances and revelations in specific fields. This is true of teams of teachers, members of the academic staff, or any other organization. We are witness to the natural behavioral components of jealousy, competitiveness, the ability to take genuine pride in the success of the other, and the ability to cope with human differences. Learning methods and research, brainstorming, and generic and synergetic endeavor may expose such human weaknesses and the gaps that may arise may, even on the covert level, obscure the final results and the profit of the collaborative process (Gamoran and An, 2016; Bergman, 2018; Virtanen & Tynjälä, 2019).

In the collective circles of the 21st century, students are the ones who play a central role and not teachers, moderators, or principals. In these spaces, they are more the facilitators of studying and research mentors who encourage critical thinking and discover new concepts of creativity (Bauder & Rod, 2016), trying not to remove the needs of students and team members, abilities, or personal style. Accepting that this term is essential for any synergized process - is it possible not to demand it, sometimes, in favor of the group's interests and success? This issue boosted renewed deliberation on thinking strategies and the implementation of training professional teachers, particularly in middle schools and high schools. Through several case studies that were examined in the Humanities Department at a Tel Aviv Teacher Training College, several unexpected findings concerning the idea of synergy in teaching and generic learning will be presented. It will be compared with disciplinary training in separate streams according to "old" methods.

3. Going back to disciplinary learning: Methodology and study characteristics

In research, it is customary to speak of three different models of teacher training. The first is behavioristic and attributes importance to the "teacher's technical toolbox." Regarding this approach, teaching is a profession measured by its qualities and achievements, and it examines how a teacher meets the demands of the subject and acts according to policy (Ashton, 1996; Ainscow, 2005). Here the thematic and pedagogical content precedes any practical activity and therefore comes before all experiential work. Training for the enrichment and the development of creativity will be carried out only after proving theoretical conversancy (Christianakis, 2010; Griffin & Care, 2014). The second model is rationalistic, which relates to teachers not only as of the "executors" of policy and an instrumental tool of the government, but as thinking, deliberating, and autonomous human beings. This is despite the fact that although the spheres of knowledge in which they are involved are defined by academic discipline and prescribed didactic methods.

Nonetheless, a rational teacher is an intellectual who deals with the continuous transformation of the pedagogical experience in a humanistic-liberal spirit, according to valuable cultural assets. The intention is to sharpen the thinking of teachers, and turn them into reflective and constructive human beings so that they can translate theoretical courses into the practice of the cultural ecology in which they live. The third model represents the teacher's critical and reflective skills, which place the learner on center stage. The idea is that the responsibility of learning is passed on to the students, and knowledge acquisition, practice, and meeting evaluation examinations. It thus cultivates the independence to reach goals in ways that are suitable to their wishes. The core of this method is the nurturing of dialogic pedagogy and emotional involvement with the student during the learning process (Alammary, et al, 2014; Carlson, 2017).

Compared to previous methods, this method comes closer to liberal perceptions and open, democratic, and enabling education. The approach creates an equal process shared by teachers and students in the spirit of Freire (1997), according to which teachers do not oblige students to accept their standpoints, nor do they use their authority to impart their worldview. This type of teaching model envelops the personality and characteristics of students which are honesty and authenticity, motivation and responsibility, and the development of both introspective and reflective awareness (Freire, 1997; Grollios, 2016). As mentioned earlier, these are the three traditional models that serve as the foundation for developing learning methods that fall in line with the changes in human ecology in the Western world. Given the accelerated changes in the "real" world outside school, there was a need to tighten and make more precise the rational, pragmatic, and practical connection between content, values, and the shaping of the character of both students and teachers, between their role as citizens, each in his or her area. The aim was to leave the comfort zones of conceptual and ideological fixedness and cultivate inquisitiveness toward learning and innovation, and digital skills instead of rigidly preserving antiquated habits (Tamir, 2015; Doolittle, 2015; Ravitch, 2016). Thus, while breaking down the barriers in the workplace which were between

classrooms, activity areas, and offices, concepts such as dialogue, openness, collaboration, transparency, genericism, empathy, and interdisciplinary synergy, began permeating pedagogical language. There was no doubt that the revolution in the education system was apparent in the entire learning process (Carlson, 2017; Hannon & Peterson, 2017).

This research is based on a primarily qualitative study, and on a constructive paradigm that makes it possible to examine different aspects in the Humanities teachers' training department. Being the head of a department, eased to gather data and follow a group of selected students following with the "field-based theory," a method that made it possible to gather information from individual interviews of students during the process of their admission, training, and school experience in both forms. Generic lessons on one hand and disciplinary lessons, on the other. Let us consider a test case carried out at the Kibbutzim College of Education, the largest academic institution for teacher training in Israel. The dilemma concerns the lecturers and pedagogical counselors because of all that has been stated so far, about the graduate interns. Firstly, there is a desire to preserve a level of knowledge in the subject of specialization from all possible angles. Still, then, there is a commitment to provide training that is suitable to the 21st century: combined and online teaching, PBL skills, digital skills and "learning experiences," and Internet and cellular capabilities that replace conservative frontal teaching. To investigate this conflict, individual interviews were conducted in a chosen group of 48 first-year students.

4. Methods and results

As part of their studies, they had five practical hours a week in one of the high schools in one of their subjects of specialization. They were supposed to study for four years, and in their fourth year, begin a year of internship as specialized teachers in high schools in two selected subjects in the humanities. It merits note that this year students were trained according to the combined generic method, i.e., one lecturer, an expert in one of the humanities. It was taught in pedagogical seminars, with no specialized subject differentiation, with no differentiation between the language of writers or men and women of religion, and that of the historians. They expected to build the disciplinary lesson plans in history, literature, or the Bible studies, under the curricula and demands of the schools in which they worked. This approach stemmed from an interdisciplinary worldview according to which it is essential that all students in teacher training experience independent professional development and undertake responsibility for the degree of success or failure of the class. They have to encourage individual reflective skills to create "their own character" as teachers. This method makes it imperative for future teachers to find supportive theoretical bodies of knowledge on their own before they teach each chapter or topic in the classroom. It is crucial when they unrelated the didactic and technological skills which they amassed in generic training such as verbal analysis, content understanding, the encouragement of dialogue and discussion, and discussion of test cases and their relevance to reality.

At the end of their first year of practical work, arguments were raised about the scope of professional readiness and their sense of security as teachers who will, in the future, prepare students for the matriculation exams, or final papers in their field of specialization. The main argument raised in numerous variations was about their lack of scientific and disciplinary maturity beyond that which was required according to the curriculum. For example, anyone planning to teach literature in high school had to acquire broad intellectual, cultural, and artistic education. They had to be conversant in numerous styles of writing, be exposed to an enormous variety of writers, poets, and playwrights from different cultures and periods, and receive pedagogical and scientific guidance in inter-textual and provocative reading. The majority felt that their teaching was detached from an in-depth foundation of knowledge, and this could not be achieved independently in a way that would do justice to the profession.

Their answers show that most of them proved conversance in teaching and the structural and digital changes in schools, in the PBL method, and in learning outside the classroom. Also, it was clear to them that the skills of teaching and learning had to fall in line with the synergetic and dynamic reality in which we live, and therefore the role of the school in the life of the children was critical. This state of affairs was manifested in the findings shown in Table 1: out of 48 subjects, 38 (approximately 80%) believe that generic learning diminishes comprehensive theoretical and research expertise. Out of these 48 students, 43 (90%) believe that combined generic training impairs the field of knowledge which they chose to professionalize as specialized teachers. The majority argues that a significant difference exists between training a specialized teacher and training a general (homeroom) teacher. Teachers of the humanities, who are more 'verbal,' should be given separate pedagogical guidance for each subject of their specialization.

Table 1: Students' attitudes to generic training in the humanities, 2017

	Specialized teachers are different from generic tutors of teams' projects	Generic training impairs the specialized teacher	Generic learning reduces profound knowledge and research	Sciences and technology fit generic learning because they are less verbal	The humanities demand separate teaching due to multi-verbal contents
Yes	44	43	38	31	42
No	4	5	10	17	6

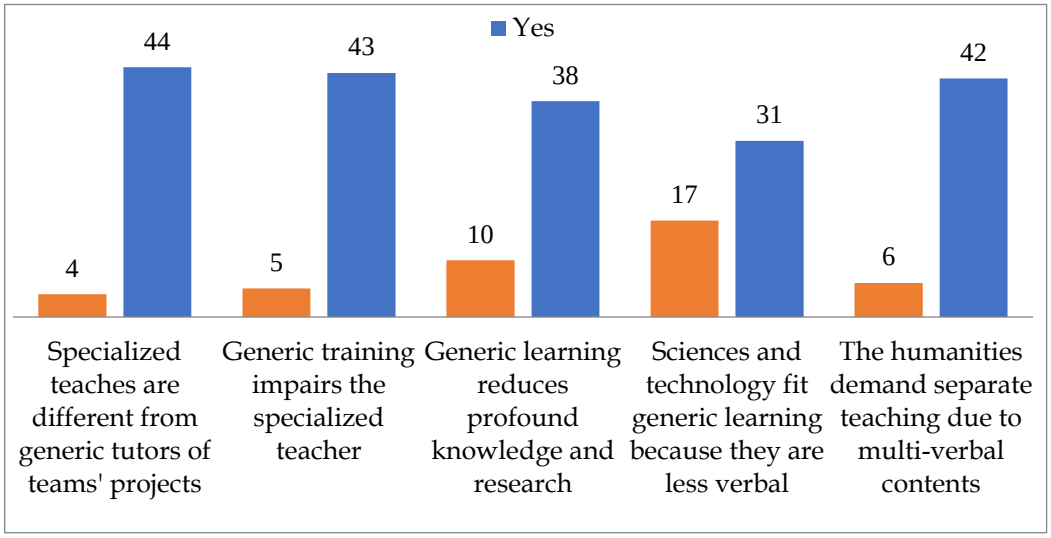

Figure 1: Students' attitudes to generic training in the humanities, 2017

Given the findings as mentioned above, a decision was taken to change the process of the combined specialized pedagogical training of that group of students. To this end, the generic method was eliminated in the department for teaching the humanities in high schools. The academic staff undertook the task of building separate didactic seminars for each subject of specialization, based on a disciplinary division. For the three subjects, literature, history, and Bible studies, six professional-pedagogical instructors were chosen for second and third-year students; throughout the year they trained students in one field only. In this framework, students were provided with theoretical and scientific bodies of knowledge. They were exposed to research in their specific area and diverse methods of teaching. The objective was to turn them into expert specialized teachers who chose to specialize in this subject.

Over the two years of their training, the students continued to acquire experience in different high schools, according to their academic planning and the demands of their degree. When this period was concluded, the same 48 students were interviewed again to discover the extent that this change contributed to their success in the classrooms in comparison with the way, they felt in the generic training framework. Findings left no room for doubt as shown in Table 2: over 90% reported a strong sense of security in teaching their specialized subject, and their success in creating curiosity among their students. Over 80% claimed that disciplinary guidance helped them decide which specialization they wanted to choose in the future, and perhaps even continue toward attaining a master's degree. A similar percentage was found among those who claimed that the generic system was professionally detrimental to their training, and to the subject itself as a field of knowledge.

Table 2: Students' attitudes to generic training in the humanities, 2020

	There is a disadvantage in generic learning as a basis for disciplinary learning	There is an advantage in generic learning as a basis for disciplinary learning	Disciplinary training in teaching improves the students' achievements	Separate professional training improves managerial skills	Separate professional training improves the quality of teaching
Yes	38	10	37	39	44
No	10	38	2	2	3
Not sure	0	0	9	7	1

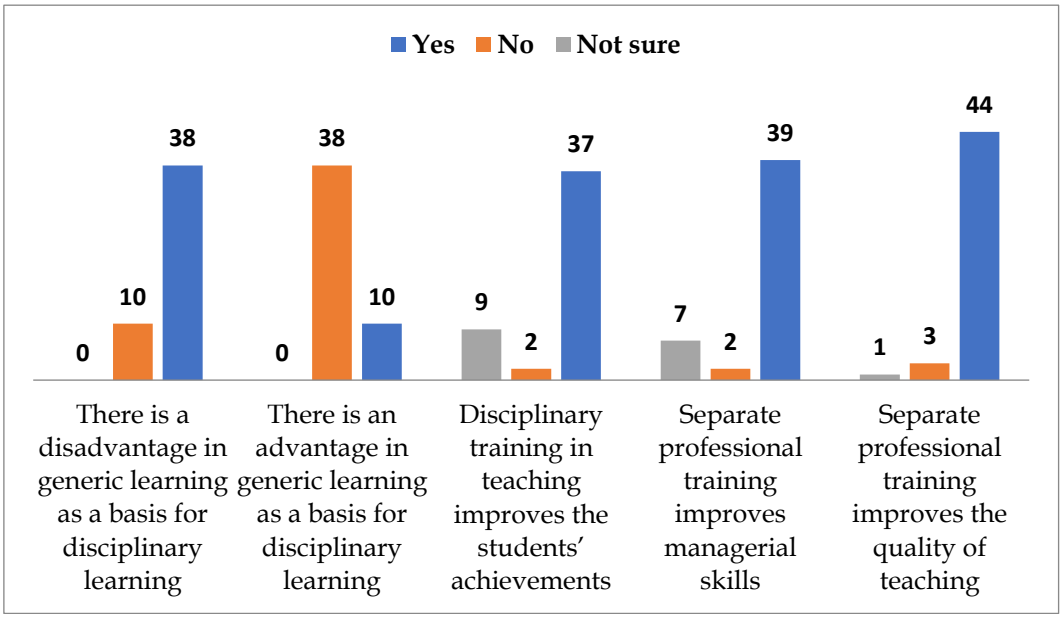

Figure 2: Students' attitudes to generic training in the humanities, 2020

These discoveries necessitate new thinking about pedagogical methods that train teachers for future schools in the next generation. They also have implications on preparing students to become citizens in the 21st century, with cognitive, mental, and physical readiness to realize themselves and succeed in everything that life has in store for them. Realizing this, it appears that it is essential to equip teachers and students with as many methods and learning challenges as possible, without discrediting one way in favor of another. The most obvious conclusion, voiced by the majority of participants, relates to the importance of in-depth theoretical and practical bodies of knowledge in their training as teachers who specialize in the humanities. Reflective descriptions of what went on in their classrooms reveal that students as well require more profound theoretical studies. This is counter to what is usually believed concerning this generation - its lack of patience for in-depth learning, reading, and writing.

The conclusions mentioned above, do not underestimate the value of generic, synergetic learning and activity through projects and group assignments together with means that are not solely theoretical. It is reasonable to assume that this is

only the beginning of a study that will expand to other areas of specialization and other academic institutions. From all that has been stated in this article, it is crucial to examine the balance, dosage, and assimilation of these methods in coordination with the criteria of culture, location, social profile, time constraints, and mandatory policies. However, the case study presented above, and the arguments that have been raised from different and contradictory viewpoints, show that these subjects demand caution and close professional reviewing, mainly in teaching. It is imperative to focus on the overt and covert tension created between the will of the individuals to promote their abilities, separate from their commitment to invest efforts in promoting their group. Those who support PBL and generic learning guarantee all students that they will express themselves and contribute and will not be "devoured" by the group experience (Alammary et al., 2014; Rosiek & Kinslow, 2016). Those who harbor doubts concerning this method take care that the effort invested in learning means and methods, is greater than the effort of having all students broaden and deepen their knowledge and understanding, and encourage them to achieve self-fulfillment.

Another issue, that we should be aware of, is the collaborative and innovative learning methods addressed to those who tend to be less prominent due to personal and social inhibitions, or difficulties in expression. At the same time, one should not ignore the fact that risk always exists that exceptional and gifted students, who possess natural leadership skills, will do everything in their power to curtail their natural characteristics. In their wisdom, they realize that this type of learning and research method sanctifies partnership and the mutual contribution of each one equally, and this, in turn, forces them to lower their profile. From this derives the supreme importance of training future teachers and enhancing their professional skills, so that they will possess the sensitivity and education needed to detect these difficulties and know how to resolve them vis-à-vis every student, both separately and as part of the group. These are the future teachers who are supposed to become specialists through innovative approaches, intending to be able to implement them in the schools where they will conduct their practical work and later permanent work. Alongside the understanding that to be a specialized teacher it is imperative to deeply study the area of specialization, and continue to do so in the years to come, these teachers are aware of the fact, that in the schools in which they will work – the staff thinks differently. The study set-ups include more multidisciplinary projects, learning 'outside the classroom' and online learning, and a free choice of classes and evaluation methods.

It is obvious that the required hours for a degree in education diploma should contain more practical work in digital pedagogy, with all the media means and their incorporation into generic learning. However, this type of teaching eliminates the uniqueness of the discipline and directs them to become "service providers" and project managers in the classroom. It is reasonable to assume that a student who wishes to specialize only in history and becomes a history teacher, will find it harder to survive in his/her work at a school that changes its physical and systemic structure (Gamoran & An, 2016). On the other hand, a teacher who was granted accreditation to teach two or three subjects such as history and

literature through generic training will find it easier to adjust in this type of innovative school. The interviews' answers over three years of training and practical work, exposed more and more interesting facts regarding professional and mental difficulties. Their training process included all the advanced educational models, to introduce them to practical perception and reinforce their steps along an axis built between the academic world and its demands for a degree, and the school that adheres to the constraints of a policy determined each time anew. Thus, the question arises again: why should they engage in overqualified studies of their subject of specialization, as if they were medical students? Why do they need academic degrees, cultivation of research skills, and writing articles about professional and practical training, when in fact their status, and presence as "specialized teachers" is diminishing in the classroom and public? (Nir et al., 2016; Hannon & Peterson, 2017).

5. Conclusions

In modern classrooms, students participate in more active learning and are highly motivated by working in project-teams and subject-groups. By developing partnerships in understanding and analyzing failure, they are more likely to retain knowledge. This pedagogical approach accords them the freedom to learn in their way, and to solve common problems by carrying on open-minded debates and brainstorming. Another important outcome of this article is that collaborative learning redefines traditional student-teacher relationships, in and outside the classroom (Paniagua & Istance, 2018; Sahlberg, 2018). It is imperative to examine how demanding disciplinary learning (like in the past), more hours of reading and practicing and fewer hours of recreation and screen games, devoid of group background noise, and enhance the drive to explore and excel. This is essential to enable maximal concentration in reviewing and enriching memory reservoirs and the ability for greater and more complex analytical, cognitive, and mental understanding.

The findings which are presented here, prove that the gap between theory and practice, which derives from the complexity created by generic perceptions, increases. These issues became critical for all graduators at the Israeli Colleges of Education and are been discussed in teams of experts in the educational systems. Although it is still early to arrive at a definite conclusion about the data of continuous change in generic teaching, it performs in any pedagogical discourse with more extensively in recent years. This is mainly due to the socio-cultural state of affairs and because of geopolitical events that define the reality of the background of all educational and disciplinary processes, and mostly, the face of the next generation. The discussion around these issues needs more researches for accomplishment to make better decisions in teachers' training, especially in the Humanities studies.

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