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**Models of Internship Workshops
and Their Relationship to Changes in
a Sense of Coherence in Teaching
and Motivation for Teaching**

Long Abstract

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Abstract

Internship workshops constitute the final link in student-teachers' training process in Israel. Three models have been developed in the last two decades: FtF (face to face), online, and "incubator". Empirical evidence about the contribution of internship workshops exists, but to date, little empirical knowledge has been collected comparing the three models. This research sought to examine implications of the three models regarding their contribution to interns, to explore changes in interns' sense of coherence in teaching situations (SOCITS) and motivation for teaching, including job satisfaction as a result of participation in an internship workshop.

Three studies comprised this mixed-methods research. The first, quantitative study, examined similarities and differences between the three internship workshop models. The second, qualitative study, gathered in-depth information from interns, about factors promoting and hindering workshop contribution. The third study applied a mixed methods design, examining the implications of the COVID-19 pandemic on interns' learning environment preferences.

Data was collected from 125 interns in a convenience sample, each participating in one of the three workshop models. Structured questionnaires delivered at two time points, examined specific hypotheses about workshop contribution and personal characteristics: sense of coherence in teaching, motivation for teaching and job satisfaction. Structured in-depth interviews examined promoting and hindering workshop contribution factors as well as interns' preferred learning environment. Several independent sources were used to produce triangulation and expand understanding of the researched.

The findings revealed that emotional and professional support is provided in all three models, with varying nature of support between models. In addition, the FtF model was perceived as having the highest emotional and professional contribution. Factors promoting contribution were identified in the two new models: use of writing in the online model and participation of the professional community in the "incubator" model. The study was conducted following the COVID-19 crisis and revealed the centrality of workshop facilitators as a factor promoting the contribution among those who did not feel the difference between the FtF and online environments both in FtF and in 'incubator'. Regarding changes during the workshop – in contrast to what was hypothesized, it was found that SOCITS as a general concept has not changed, motivation for teaching decreased, and satisfaction as well as the comprehensibility component of SOCITS increased only in the "incubator" model.

In light of the findings, it can be concluded that each of the workshop models has a built-in uniqueness and that they are all needed for meeting interns' needs. While the FtF environment provides an effective way of gaining learning experiences., the online model promotes reflective processes. Therefore, it is recommended to combine elements from the three models and initiate a hybrid model for optimal workshop response. In addition, interns' perception of facilitators as significant figures, raises the need to make the online environment accessible for facilitators themselves. From a universal perspective, the study revealed the importance of teaching and learning processes in different environments, FtF and an online environment. Given the crisis education systems around the world have experienced following the COVID-19 pandemic, these insights add to theoretical and practical knowledge regarding the contribution of the online learning environment and its significance.

Keywords: internship workshop models; online workshop, 'incubator', online learning environment; face to face learning environment; COVID-19 crisis, motivation for teaching, SOCITS, job satisfaction.

CHAPTER I: INTRODUCTION

This work focuses on teaching interns, seeking to examine processes taking place in internship workshops in Israel in two aspects: (1) comparison between different workshop models and their benefits. (2) changes that occur during internship workshop, in interns' sense of coherence in teaching situations (SOCITS), motivation for teaching and job satisfaction, related to novice teachers' professional development. Additionally, it examines implications of the COVID-19 pandemic on interns' learning environment preferences .

Research Background and Gap in Knowledge

Induction programs are known all over the world (Nasser-Abu Alhija, Fresko & Richenberg, 2011). In their fourth year of teacher education in Israel, most students join a teaching internship workshop addressing challenging situations (Director General's Circular, 2014). The workshop's importance is critical regarding the system's expectations and gaps between theory and practice, which are among the main factors resulting in teachers' dropout in their first years of work (Adoniou, 2016; Shkedi, 2016). Several internship workshops models have been developed in Israel over the years: traditional face to face (FtF) workshop, online workshop, and 'incubator' workshop, taking place in school with the participation of factors other than interns, such as mentoring teachers.

The workshop models are similar in their goals, scope, and facilitation. They differ in the environment in which communication among participants occurs, (FtF versus online environment) and the context where the workshops are implemented (higher education institutions versus school).

Empirical evidence testified to the contribution of internship workshops (Maskit & Dickman, 2006; Zach, Talmor & Stein, 2016), and the changes occurring in participants' professional development. However, to date, little empirical knowledge has been collected comparing the three models. Comparison of FtF with online models is scarce (Rotenberg-Tadmor, 2014; Hammer-Budnaro, 2018), and the 'incubator' model, has only been compared to the traditional FtF model so far (Levi-Keren & Rosenberg, 2019).

The COVID-19 pandemic which broke out during the research period, provided a rare opportunity to examine the three models in real time, particularly the comparison between the online and FtF environment. This global crisis has led to a rapid, unexpected transition to online learning. Thus, interns, who experienced a FtF model in the first semester, experienced online learning in the second. This situation enabled comparing not only different workshop models among different interns, but also different learning environments among those interns who experienced the both FtF and online learning environments.

Interns' sense of coherence in teaching situation (SOCITS) as well as motivation for teaching have not been thoroughly studied. A sense of coherence (SOC) is a personal resource, linked to social adaptation and quality of functioning in different areas (Antonovsky, 1998). The meaning of the 'coherence' concept has expanded and defined in the field of teaching (Bracha & Hoffenbartal, 2011). SOCITS is a resource that may improve the quality of teacher performance and is especially important for interns, coping with pressure situations during induction to the profession and need to consolidate means of coping to successfully navigate through this stage. SOCITS changes during teaching training are proven, but no studies have been conducted about the changes interns undergo as a result of their participation in internship workshops, and no information about these changes and the internship workshop models (FtF, online, 'incubator') was collected.

Teachers' motivation for teaching has been researched extensively, including the influence of changes in motivation on teachers' role (Han & Yin, 2016; Kaplan & Madjar, 2017). Among interns, it acquires a special meaning, in that internship is the first encounter in which they are fully responsible for fulfilling the teaching role and experience teaching and discover the essence and complexity of teaching in an authentic reality. In these circumstances, motivation for teaching is put to the test.

Locally, this study may add valuable empirical information, to help policy makers and facilitators make better decisions regarding the most effective response to interns' needs. Globally, the study may lead to a better understanding of the implications of different learning environments on the practical part in teacher education. Moreover, it may reveal the importance of teaching and learning processes in an online environment. With regard to the COVID-19 crisis, this is of great importance.

Figure 1 below presents the research model. It depicts the two aspects of the research: The one - comparison of the three internship workshop models regarding their contribution to interns. The other - changes in SOCITS and motivation for teaching, following participating in workshop.

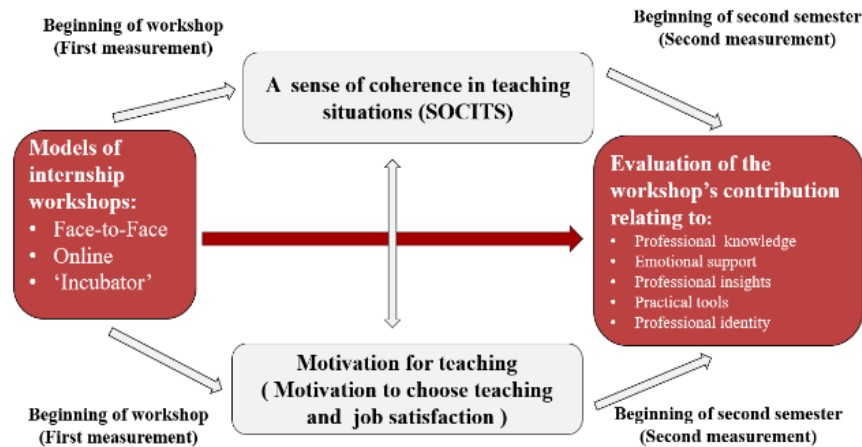


Figure 1: Research Model

Research Aims

1. To examine implications of three internship workshop models with regard to their contribution to interns.
2. To examine how interns perceive factors promoting and hindering workshop contribution in all three models.
3. To explore changes in interns' SOCITS (Bracha & Hoffenbartal, 2011; 2015), motivation for teaching and job satisfaction as a result of participation in an internship workshop.
4. To examine the implications of the transition from FtF to online learning as a result of COVID-19 pandemic, on interns' views regarding the workshop's contribution.

The mixed methods research (Creswell & Creswell, 2018) was divided into 3 studies. The questions and methodology of each study are presented below. The combination of the quantitative and qualitative approaches adheres to the principle of triangulation, maintaining that use of independent data sources and different methodologies increases research reliability and allows a fuller understanding of the research phenomena.

CHAPTER II: LITERATURE REVIEW

The literature review comprises two key topics. The one introduces the teacher education process with emphasis on the teacher induction and focuses on internship workshops, which are a key component of teacher induction workshops. Additionally, a short section will be devoted to the COVID-19 pandemic and the transition to online learning. The other describes two personal characteristics: SOCITS and motivation for teaching, including job satisfaction. The choice of these components is linked to Vonk's model of novice teacher's professional development during the induction period (1995).

Below The **conceptual framework of this research.**

Figure 2 presents the conceptual framework.

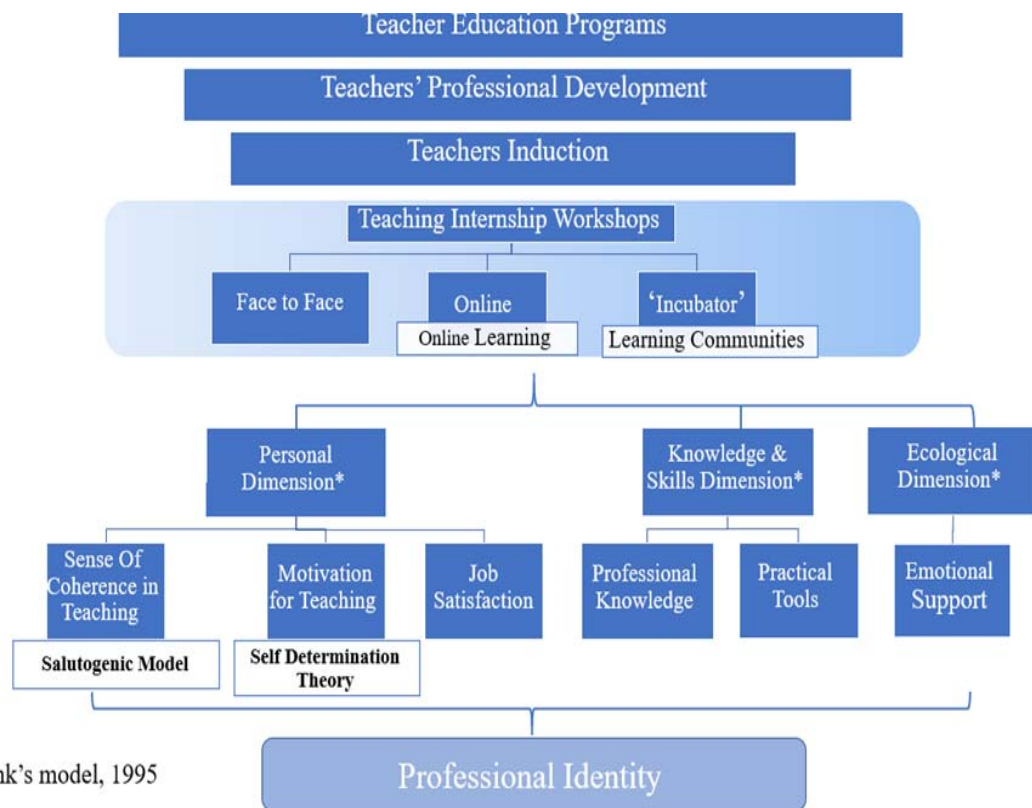


Figure 2: Conceptual Framework

II.1 Teacher Education and Induction

The teaching profession is considered one of the most complex of academic professions and including several stages that the teachers undergo (Asaf, Shachar, Tohar & Kainan, 2008; Orland-Barak & Maskit, 2011). Induction is one of the most complex periods in teachers' professional development. The first year of teaching exposes novice teachers to the intricacies, responsibilities, and obligations of teaching (Fantilli & McDougall, 2009; Maskit, 2014; Timor, 2017). Novice teachers' struggles often translate to high burnout rates, high emotional-mental costs, loss of a quality workforce and economic loss to the system (Ingersoll & Strong, 2011; Darling-Hammond, 2017). Induction programs seek to provide an answer to novice teachers' needs, strengthen them during their induction and provide them with tools so they can cope (Kutsyuruba, Godden, Matheson & Walker, 2016; Paz & Salant, 2012). Over the past twenty years, the number of novice teachers all over the world, receiving support programs at their induction has grown constantly (Curry, Webb & Latham, 2016). Most induction programs over the world are not defined as mandatory. In all OECD countries, about 30% of teachers work in schools without formal induction programs (Caspersen & Raaen, 2013). The main component is personal mentoring, while peer meetings take place sporadically (Cañón et al., 2017; Ingersoll, 2012). The Israeli program is mandatory for all novice teachers; training academic institutions have a key role and are responsible for operating programs, where internship workshops constitute a key component (Zilbershtrom, 2013)

II.2 Internship Workshop

An internship workshop in Israel is a 60-hour academic course framework taking place at teacher education institutions, at the same time as teaching work, (Zilbershtrom, 2013). Usually, once every two weeks, a workshop meeting is held, in which interns and a facilitator take part. Emphasis is on analyzing educational events from the field, relationships with role partners and coping with challenging circumstances. Discussions help interns emotionally, professionally, and didactically. Likewise, peer learning in this framework strengthens development of interns'

professional image and contributes to the development of a learning community of colleagues (Nasser-Abu Alhija, Fresko & Reichenberg, 2011). This workshop is led by a professional member of a college's staff.

Studies in Israel have examined the processes occurring in internship workshops' (e.g., Hammer-Budnaro, 2018; Zach, Talmor & Stein, 2016). Interns have testified that workshops are a significant anchor during their first year of teaching and are seen as a multi-valued tool to their emotional development (Bracha & Geronik, 2021).

Traditionally, internships workshops are conducted in weekly FtF sessions. Two additional models of internship workshops have developed in Israel in the last decade . One is conducted online and the other is the 'incubator' workshop, conducted as a professional learning community.

II.2.1 Online Internship Workshops

Online internship workshops were developed as a result of technological advancements and desire to respond to objective problems of distance and availability (Peled & Pieterse, 2013; Sela, 2010). Most online workshops conduct forums and blogs, where interns describe educational events and dilemmas in writing and have productive, enriching, theoretically supported discussions, which help to create learning communities, featuring collaborative learning and learners' personal and group responsibility (Birenbaum & Feldman, 2002). Online workshop has several benefits. First, the therapeutic value of writing as inviting introspection, expressing feelings, and generating insights (Boniel-Nissim, 2010; Kupferberg, 2013), as well as decreasing one's sense of distress (Barak & Boniel-Nissim, 2011; Kupferberg, 2013). Other benefits are the active participants' personal expression, responding to what has been written previously. Intellectually, multi-dimensional learning takes place when interns need to examine their behavior or explain reasons thereof to their colleagues. They have a different perspective, and in parallel they get a chance to examine their attitudes, opinions, and interpretation of events. Thus, they develop problem solving skills and reflective abilities (Lotan & Shimoni, 2005; Sela, 2010). However, the online environment has disadvantages as well. It may be inconvenient to express emotional difficulties in the absence of immediate FtF communication (Kupferberg, 2013). It has to be self-managed by self-discipline, which may result in feeling burdened. Online workshops require technological literacy (Mioduser, Nachmias &

Forkosh-Baruch, 2008) and despite participation in online courses throughout their studies, this literacy is not always accessible during the internship year.

II.2.2 'Incubator' model

The ongoing search for an optimal model, responding to the difficulties faced during induction and narrowing gaps between the training process and integration gave birth to a new workshop model (Hammer, 2017). At its core, creating a reciprocal partnership between academic institutions and schools, in which interns and new teachers are absorbed, and are accompanied by regional and local authority personnel (Immanuel, 2017). Hence, the center of power is shifted from training institutions as the sole factors determining contents for all participants to a partnership with the professional institutions, e.g., schools. These characteristics may allow interns and new teachers from different colleges to learn local language and school community norms, as well as required educational trends and processes and hence, better understand what is expected of them (Bracha & Geronik, 2021; Rosenberg & Carmel, 2019). Thus, novice teachers' sense of loneliness in entering the system is reduced (Klieger & Hoffman, 2012). Supporting grounds for professional and personal growth as well as connection to super supervisors and to other key figures in the municipal tapestry were identified as 'incubator' contribution (Rosenberg & Carmel, 2019; Ben Uri et al., 2019). Alongside benefits, it is important to critically examine issues arising from this model. For example, emphasizing the personal voice and producing educational leadership, does it suit all novice teachers? Or how to reduce professional conflicts of interest that may arise from over-involvement (Bracha & Geronik, 2021).

Although there are differences between environments, the knowledge basis addressing the effectiveness of one type of workshop over others is rather limited. Rotenberg-Tadmor (2014) in a comparative study between FtF and online workshops, did not identify any difference in their effectiveness or the level of interns' group cohesion in workshops. Hammer-Budnaro (2018) showed that whereas evaluation of pedagogical contribution was more prominent in the online workshop, the emotional contribution was more prominent in the FtF workshop. Comparing traditional FtF and 'incubator' workshops, Levi-Keren and Rosenberg (2019) found higher job satisfaction and higher capacity of teaching, building cooperation, and integrating in 'incubator' workshop. No significant findings emerged between workshop types with regard to the contribution of support factors.

The scarce knowledge about the 'incubator' model and gaps in findings between the traditional and online models, further studies are required to fully understand the effectiveness of the various models and processes occurring therein.

II.3 COVID-19 Implications for the Educational System

Although the trend for online learning in academia is accelerating and more online programs are added (Seaman, Allen & Seamen, 2018), it was the COVID-19 pandemic that really accelerated these processes (Cohen et al., 2020; Donitsa-Schmidt & Ramot, 2020). Academic institutions went in one go from a FtF learning environment to a full-scale online one. Hence everyone involved had to adapt without preplanning or time to adapt to learning that required new software and challenges not previously encountered (Bao, 2020; Donitsa-Schmidt & Ramot, 2020; Hadar et al., 2020).

For interns, induction into teaching was even more complex than ever. Distinct from acclimatization, often perceived as a period of shock and survival, where novice teachers have to decipher schools' unique language, nuances, and internal codes (Kupferberg & Gilat, 2001; Timor, 2017; Tzabar Ben-Yehoshua, 2001), the COVID-19 crisis did not pass over their veteran colleagues, who also had to find order in uncertainty and were not free to offer help. Many interns worked individually without professional support. They had to be involved in decision making and day-to-day coping while using an unknown online space (Dvir & Schatz-Oppenheimer, 2020). Conversely, some of the interns identified the centrality of flexibility in teaching and creating alternatives. For them, the transition to technological teaching sped up finding their professional space and discovering leadership skills (ibid, 2020).

II.4 Sense of Coherence in Teaching and Motivation for Teaching

Social developments in recent decades, leading to producing innovative teaching environments, resulted in a dramatic change to the meaning of teachers' role. Teachers are no longer seen as sources of knowledge but as knowledge mediators and learning managers (Avidov-Ungar & Oshrat-Fink, 2016) while having to adjust to rapid, unexpected, and demanding changes in the education system and among students in particular (Melamed & Goldstein, 2017). These changes are likely to affect personal traits, such as: SOCITS and motivation for teaching, which have been examined but a

little to date (Han & Yin, 2016; Kaplan & Madjar, 2017). Moreover, both SOCITS (Bracha & Hoffenbartal, 2015) and motivation for teaching (Han & Yin, 2016) have a stable component that is part of the identity with which pre-service teachers arrive at training, and at the same time, both have a dynamic and changeable component, occurring according to learning and environmental influences.

II.4.1 Sense of coherence in teaching situations (SOCIST)

SOCITS is derived from the salutogenic approach – examining what powers people have to cope on a daily basis with day-to-day crisis and stressful situations (Antonovsky, 1998). Key concept is sense of coherence (SOC), which provides a cognitive, behavioral-practical, and motivational-emotional foundation for activating coping resources. SOC consists of meaningfulness, manageability, and comprehensibility. The salutogenic model generally and SOC particularly have constituted broad grounds for research for more than thirty years (e.g., Ben-Naim et al., 2017; Pearlman-Amnion & Gurfinkel, 2019). Recently, the meaning of SOC has been expanded, and the SOCITS concept defined (Bracha & Hoffenbartal, 2011). Like SOC, SOCITS (Bracha & Hoffenbartal, 2011, 2015) is an inner coping resource, which also serves as a resource in coping with stressful and crisis situations in teaching (Bracha & Bocos, 2015). Furthermore, it represents a connection between theoretical foundations of teaching into practical elements (Bracha & Bocos, 2015; Hoffenbartal & Bocos, 2015). Similar to SOC, SOCITS examines the extent to which teachers have a sense of confidence in predictable, familiar situations and the belief that they can cope so that teaching situations are managed optimally. Like SOC, SOCITS has three components: **Comprehensibility** (cognitive component) – the extent to which teachers perceive teaching situations as cognitively meaningful and predictable. **Manageability** (behavioral component) – the extent to which teachers perceive available resources as satisfactory in their attempt to meet the demands placed by both external and internal stimuli on problems in teaching situations. **Meaningfulness** (motivational-emotional components) – the extent to which teachers feel that teaching situations are emotionally meaningful, and that at least some of the daily requirements pose more of a challenge than a heavy burden (Bracha & Hoffenbartal, 2011, 2015). Studies have found evidence for SOCITS in pre-service teachers (Bracha & Hoffenbartal, 2015) and a significant change in SOCITS level,

between the first and fourth year of teaching training studies (Bracha & Hoffenbartal, 2018).

II.5 Motivation for Teaching

Deci and Ryan's (Deci & Ryan, 2000; 2008; Ryan & Deci, 2000) theoretical framework of motivation was used in this study and is known as Self-Determination Theory (SDT). It is an empirical theory of human motivation, development, and quality of life, based on the humanistic approach. According to SDT, motivation is the desire to invest time and effort in a particular activity, even when it includes difficulties, a high price and failure (Assor, 2001, 2005). The central distinction in SDT is between autonomous motivation and controlled motivation. Congruent with low self-determination levels, controlled motivation is divided into two categories: (1) extrinsic motivation, where an individual acts under coercion, pressure, or external commitment, hoping for a material reward or seeking to avoid punishment; (2) introjected motivation - acting out of internal pressure, seeking to gain appreciation or avoid rejection, guilt feelings or shame. High levels of self-determination are found in both types of autonomous motivation: identified motivation, where an individual acts by choice, identifying with a value or behavior, recognizes the importance of an activity and understands the context between an activity and its goals; Intrinsic motivation, where an individual acts to derive satisfaction and enjoyment from activity itself. Such self-directed activity is inherent and not a product of internalization (Deci & Ryan, 2008; Kaplan, Glasner, Ades, 2016; Kaplan & Madjar, 2017).

The place of change in motivation for teaching during training is a frequent research topic. Gilat, Kupferberg and Sagee (2006) found a U-shape change during teacher education when high levels of motivation to choose teaching at the start diminished in the second and third years of study and increased again in the fourth and last year, when pre-service teachers commenced their internship period. Shayshon and Popper-Giveon (2016) found that induction into the education system was characterized by high expectations and a sense of self-efficacy, which very quickly changed to a sense of missed opportunities and disappointment.

In light of all of the above, motivation for teaching testifies to the factors that drive teachers to undertake this occupation. Together with additional factors, this

motivation can influence the general feeling that accompanies teachers in their practice - 'job satisfaction'. **Job Satisfaction** addresses multi-dimensionally the system of wanted and unwanted emotions, by which workers experience their role (Oplatka, 2015). A broad definition views satisfaction as a relatively stable quality, including all cognitive, emotional, and evaluative reactions to all professional duties (Greenberg & Baron, 1994). Among satisfaction dimensions, one can refer to external variables, such as promotion possibilities and work conditions and to variables linked to workers themselves, such as sense of self-efficacy and ability to cope with stress. Despite difficulties and stresses during induction, there is a general trend of high satisfaction among novice teachers (Troesch & Bauer, 2017; Bar-Tal et al., 2020). There is evidence regarding the contribution of induction to teaching programs to promote novice teachers' professional satisfaction with the profession in general (Ingersoll, 2012; Sela & Harel, 2018;) and particularly, the contribution of internship workshops.

CHAPTER III: STUDY 1- SIMILARITIES AND DIFFERENCES BETWEEN THREE INTERNSHIPS WORKSHOP MODELS (QUANTITATIVE RESEARCH)

III.1 Study 1 – Methodology

This study employed a quantitative methodology (Shaughnessey, Zechmeister & Zechmeister, 2012) to examine similarities and differences between three internship workshop models, and to conduct a statistical comparison between the models using specific measures of the workshop's contribution. The research design allowed an examination of correlations (ibid) between workshop contribution and other participants' traits, including personal traits: SOCITS, motivation for teaching and job satisfaction .

Table 1 below presents the methodological summary of study 1.

Table 1: Methodological summary of study 1

Aims	Questions	Hypotheses	Tools	Data Analysis
<p>1. To examine implications of the three internship workshops with regard to their contribution</p>	<p>1. What are the differences and similarities between the three models of teaching internship workshops with regard to their contribution?</p>	<p>No hypothesis addressed the first question, due to the paucity of research on this issue, and the contradictory empirical evidence (Bali & Liu, 2018; Broeckelman-Post et al., 2019).</p>	<p>Personal details questionnaire Workshop contribution questionnaire Alpha Cronbach = 0.67-0.94</p>	<p>MANOVA comparing three workshop models on measures of contribution. A post-hoc test (Tukey) - to identify the sources of differences between the three workshops.</p>
<p>2. To explore changes to interns' SOCITS, motivation for teaching and job satisfaction as a result of participation in an internship workshop</p>	<p>2. What are the changes that occur between the two measurements in SOCITS, motivation for teaching and job satisfaction in each of the models separately?</p>	<p>2.1. Interns' SOCITS and its components (manageability, meaningfulness, comprehensibility) at the second measurement (beginning of second semester) will be higher in each one of the workshop models than in the first measurement (beginning of workshop). The increase will be stronger in the 'incubator' model.</p>	<p>SOCITS questionnaire (Bracha and Hoffenbartal, 2011) Alpha Cronbach = 0.84</p>	<p>ANOVA with repeated measures comparing the changes in SOCITS, motivation and job satisfaction in the three internship workshop models. A post-hoc test - to identify sources of differences between the three workshops.</p>
		<p>2.2. As a result of participation in the workshop, autonomous motivation for teaching would increase and controlled motivation would decrease. The increase will be stronger in the 'incubator' model.</p>	<p>Motivation for teaching questionnaire (based on Deci and Ryan, 2008) Alpha Cronbach = 0.65-0.73</p>	
		<p>2.3. Job satisfaction at the second measurement will be higher than in the first measurement in each one of the workshop models than in the first measurement. The increase will be stronger in the 'incubator' model. As explained in the first hypothesis.</p>	<p>Teaching Satisfaction Questionnaire (Ezer, Gilat & Sagee, 2010) Alpha Cronbach = 0.91</p>	

Aims	Questions	Hypotheses	Tools	Data Analysis
<p>3. To examine correlations between SOCITS, motivation for teaching, job satisfaction, socio-demographic and professional traits and evaluations of the workshop contribution.</p>	<p>3.A. What are the correlations between SOCITS, motivation for teaching and job satisfaction with evaluation of workshop contribution?</p>	<p>3.A.1. The higher SOCITS at the first measurement, the higher the evaluation of workshop contribution</p>	<p>All the questionnaires from above</p>	<p>Pearson correlations between the initial level of SOCITS, motivation for teaching and job satisfaction with the workshop's contribution.</p>
		<p>3.A.2. The higher motivation for teaching and job satisfaction at the first measurement, the higher the evaluation of workshop contribution.</p>		
		<p>3.A.3. The higher SOCITS at the first measurement, the higher motivation for teaching and job satisfaction.</p>		
	<p>3.B. What are the correlations between social-demographic and professional traits and evaluations of the workshop contribution?</p>		<p>Personal details questionnaire</p> <p>Workshop contribution questionnaire</p> <p>Alpha Cronbach = 0.67-0.94</p>	<p>Pearson correlations between personal characteristics and measures of contribution.</p>

Participants teaching interns – once they have completed 80% of study obligations completed, most pre-service teachers in Israel join an internship workshop. As teacher interns, they are required to integrate into the education system in at least a 33% position, be accompanied by a mentoring teacher and participate in internship workshops (Director General's Circular, 2014). The convenient sample method (Haslam & McGarty, 2003, Coolican, 2014) was used. Table 2 shows the distribution between the background variable for all 125 participants.

Table 2: Interns' Sociodemographic, Education and Employment Characteristics (N = 125)

<i>Characteristic</i>	Categories	Number	Categories	Number
<i>Gender</i>	female	117 (94%)	Male	8 (6%)
<i>Mother language</i>	Hebrew	106 (85%)	Other	19 (15%)
<i>Religiosity</i>	Secular	62 (50%)	Religious	63 (50%)
<i>Techer training</i>	Regular	74 (59%)	Academic retraining	51 (41%)
<i>Teaching framework</i>	Elementary	81 (64%)	Junior high or high	44 (36%)
<i>Type of education</i>	Regular	87 (70%)	Special education	38 (30%)
<i>Education stream</i>	State	97 (78%)	State religious	12 (10%)
	Independent	3 (2%)	Formal unrecognized	13 (10%)
<i>Position percentage</i>	Up to50%	25 (20%)	75 - 51	25 (20%)
	100 - 75	75 (60%)		
<i>Previous experience teaching</i>	Yes	42 (34%)	No	83 (66%)
<i>Workshop model</i>	FtF 39 (31%)	Online 38 (30%)	'incubator' 48 (39%)	
<i>Age means</i>	30.66 = 7.33SD			

III.2 Study 1 - Findings

This section presents the research findings of study 1 in congruence with questions and hypotheses.

III.2.1 Findings Emerging from Question 1: What are the differences and similarities between the three models of teaching internship workshops with regard to their contribution?

To examine this question, the three models were compared in categories of contribution: knowledge, tools, professional insights, identity, and emotional support. The comparison was conducted by using a One-way MANOVA with Tukey post-hoc comparisons. Table 3 presents the means, standard deviations, and analysis' results.

Table 3: Comparison between the three models on workshop contribution (One-way MANOVA and Tukey post-hoc)

	Face to face I (N=39)		Online II (N=38)		'Incubator' II (N=39)		F (1,122)	Tukey (post-hoc comparisons)
	Mean	SD	Mean	SD	Mean	SD		
Knowledge	4.44	1.00	3.58	1.33	4.09	1.20	5.19**	I > II
Tools	4.19	1.24	3.49	1.2	4.09	1.33	3.34*	I > II
Professional insights	4.38	1.18	3.80	1.33	4.51	1.23	3.75*	III > II
Identity	4.04	1.30	3.59	1.42	4.12	1.28	1.92	I = II = III
Emotional support	5.25	0.59	4.57	1.23	5.02	1.06	4.60**	I > II
Total contribution	4.46	0.96	3.80	1.22	4.47	1.12	3.99*	I > II

*P < 0.05 ** P < 0.01

The total score of contribution was significantly higher in the FtF model compared to the online model. The 'incubator' did not differ from the other two models.

Table 4 presents the means and standard deviations of the two types of contribution in the three models.

Table 4: Comparison between two types of contribution by workshop model

	FTF I (N=39)		Online II (N=38)		'incubator' III (N=48)		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professional contribution	4.26	1.11	3.61	1.28	4.20	1.18	4.04	1.22
Emotional contribution	5.26	0.59	4.57	1.23	5.02	1.06	4.95	1.03

Higher contribution in the emotional aspect is common to all three models of workshop.

III.2.2 Findings Emerging from Question 2 - What are the changes that occur between the two measurements in SOCITS, motivation for teaching and job satisfaction in each of the models separately?

Changes in SOCITS

Hypothesis 2.1 maintained that Interns' SOCITS and its components (manageability, meaningfulness, comprehensibility) at the second measurement will be higher in each one of the workshop models than in the first measurement. The increase will be stronger in the incubator model. To examine this hypothesis, a Two-Way ANOVA was conducted: 3 (models) X 2 measures (Time I / Time II) on each SOCITS

component and SOCITS as a general concept. Table 6 presents the results of Two-Way ANOVA of SOCITS and its components.

Table 5: Means and standard deviations of SOCITS and its components in each workshop model at both time measurements (Two-Way ANOVA)

Component of SOCITS	Time	FtF (N=39)		Online (N=38)		'Incubator' (N=48)		Total (N=125)		F (Time)	F (Interaction)
		M	SD	M	SD	M	SD	M	SD		
Manageability	Time I	4.68	0.45	4.71	0.53	4.66	0.52	4.68	0.50	3.98*	0.18
	Time II	4.56	0.58	4.66	0.58	4.55	0.53	4.59	0.56		
Meaningfulness	Time I	4.74	0.50	4.85	0.66	4.72	0.37	4.77	0.51	0.01	0.90
	Time II	4.67	0.57	4.85	0.60	4.80	0.47	4.78	0.55		
Comprehensibility	Time I	4.96	0.61	4.89	0.85	4.72	0.76	4.85	0.75	2.28	4.22*
	Time II	4.72	0.78	5.00	0.84	5.04	0.70	4.96	0.77		
Total SOCITS	Time I	4.74	0.45	4.80	0.59	4.70	0.42	4.74	0.49	0.28	0.75
	Time II	4.65	0.57	4.79	0.59	4.73	0.48	4.72	0.55		

*P < 0.05

Finding refutes the research hypothesis - manageability levels did not increase as hypothesized. Moreover, it even decreased in all models. Additionally, there was no change in levels of meaningfulness and in SOCITS as a general concept in all models.

Finding partially supports the research hypothesis - as hypothesized, a significant increase was found in Comprehensibility levels in the 'incubator' model, but there were no changes in the other two models.

Changes in Motivation for Teaching

Hypothesis 2.2 maintained that because of participation in the workshop, autonomous motivation for teaching would increase and controlled motivation would decrease. The increase will be stronger in the incubator model. To examine the hypothesis, a Two-Way ANOVA: 3 (models) X 2 (Time I / Time II) measurements was conducted, with each motivation dimension as dependent variables. Table 6 presents the results of Two-Way ANOVA of all types of motivation for teaching.

Table 6: Means and standard deviations of motivation for teaching in each workshop model at both time measurements (Two-Way ANOVA)

Component of motivation	Time measurements	FtF (N=39)		Online (N=38)		'incubator' (N=48)		Total		F (Time)	F (Interaction)
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
External	Time I	3.11	0.96	3.32	0.79	3.24	0.93	3.22	0.90	96.11**	0.33
	Time II	2.34	0.92	2.40	0.98	2.32	0.96	2.35	0.95		
Introjected	Time I	3.05	1.07	3.13	1.06	2.91	1.02	3.02	1.04	90.07**	0.03
	Time II	2.13	1.07	2.22	0.95	1.95	0.72	2.09	0.91		
Intrinsic	Time I	5.16	0.77	5.18	0.69	5.18	0.66	5.17	0.70	39.88**	0.22
	Time II	4.53	1.08	4.72	1.09	4.58	0.87	4.61	1.00		

Identified	Time I	5.24	0.65	5.30	0.74	5.27	0.67	5.27	0.68	14.61**	0.81
	Time II	4.91	0.79	5.14	0.92	4.88	0.95	4.97	0.90		

** P < 0.01

Finding supports the research hypothesis - there was a significant reduction in external and introjected motivation in all three models. **Finding refutes the research hypothesis** - there was no increase in intrinsic and in identified motivation in all three models.

Changes in Job Satisfaction

Research hypotheses 2.3 stated that job satisfaction at the second measurement will be higher than in the second measurement in each one of the workshop models. The increase will be stronger in the incubator model. To examine this hypothesis, a Two-Way ANOVA: 3 (models) X 2 (Time I / Time II) measurements was conducted, with job satisfaction as the dependent variable. A significant effect of interaction was found ($F(1, 122) = 2.87, p > 0.001$). To examine the interaction, post hoc comparisons (t-test) between the two measurements regarding professional satisfaction was conducted, with each one of the models. Table 8 presents the results of Two-Way ANOVA of job satisfaction

Table 7: Means and standard deviations of job satisfaction in each workshop model at both time measurements (Two-Way ANOVA)

	Time I		Time II		t
	Means	S.D.	Means	S.D.	
FtF	4.85	0.83	4.64	0.89	1.43
Online	4.86	0.19	4.78	0.21	0.48
'incubator'	4.70	0.91	4.87	1.01	1.81*

*P < 0.05

Findings partially support the research hypothesis - as hypothesized, a significant increase was found in the 'incubator' model, but no changes were found in the online model and in the FtF model

III.2.3 Findings Emerging from Question 3.A.: What are the correlations between SOCITS, motivation for teaching and job satisfaction with evaluation of workshop contribution?

Hypothesis 3.A.1. maintained that the higher SOCITS at the first measurement, the higher the evaluation of the workshop contribution. To test the hypothesis, Pearson Correlations were calculated between all the measure of SOCITS and the two measures of the workshop's contribution – professional and emotional. Tables 8, 9, 10 present the results of Pearson Correlations.

Table 8: Correlations between SOCITS and workshop's contribution (Pearson Correlations) (N=125)

	Comprehensibility	Manageability	Meaningfulness	Total SOCITS
Professional Contribution	0.35**	0.41**	0.37**	0.42**
Emotional Contribution	0.24**	0.25**	0.23**	0.27**

**P < 0.01

Finding supports the hypothesis - the higher SOCITS at the first measurement, the higher the evaluation of the workshop contribution.

Table 9: Correlations between motivation for teaching and job satisfaction with workshop's contribution (Pearson Correlations) (N=125)

	Controlled Motivation	Autonomous Motivation	Job Satisfaction
Professional Contribution	0.27**	0.37**	0.59**
Emotional Contribution	0.039	0.25**	0.23**

**P < 0.01

Finding partially supports the hypothesis - the higher autonomous motivation, controlled motivation and job satisfaction, the higher contribution of the workshop in professional aspect. The higher autonomous motivation and job satisfaction, the higher contribution of the workshop in emotional support.

Table 10: Correlations between SOCITS, autonomous motivation, job satisfaction with workshop's contribution in each model.

Contribution	Face to face (N=39)			Online (N=38)			Incubator (N=48)		
	SOCITS	Autonomous Motivation	Job satisfaction	SOCITS	Motivation	Job satisfaction	SOCITS	Motivation	Job satisfaction
Professional	0.42**	0.37*	0.34*	0.53**	0.50**	0.56**	0.40**	0.35*	0.36*
Emotional	0.20	0.18	0.10	0.34*	0.35*	0.38*	0.31*	0.27	0.18

* P < 0.05 **P < 0.01

Findings reveal that the professional contribution is significantly related to the SOCITS, autonomous motivation, job satisfaction in all three models whereas the emotional contribution is significantly related to SOCITS, autonomous motivation and job satisfaction only in the online model (except a correlation between the SOCITS and emotional contribution in the incubator).

Hypothesis 3.A.3. maintained that the higher SOCITS at the first measurement, the higher motivation for teaching and job satisfaction. To test this hypothesis, Pearson correlations were calculated between all the components of SOCITS and all the components of motivation for teaching in the first measurements. and job satisfaction. Table 11 presents the results.

Table 11: Correlations between SOCITS, motivation for teaching and job satisfaction (Pearson correlations) (N=125)

	External Motivation	Introjected Motivation	Intrinsic Motivation	Identified Motivation	Job Satisfaction
Comprehensibility	0.13	0.24**	0.56**	0.55**	0.54**
Manageability	0.27**	0.30**	0.56**	0.57**	0.52**
Meaningfulness	0.10	0.21*	0.56**	0.54**	0.52**
SOCITS Total	0.18*	0.27**	0.62**	0.61**	0.58**

* P < 0.05 **P<0.01

Findings partially support the hypothesis - the higher the motivation and job satisfaction, the higher SOCITS (except between external motivation with comprehensibility and between external motivation with meaningfulness).

III.2.4 Findings Emerging from Question 3.B.: What are the relationships between social-demographic, personal and professional traits, and evaluations of the workshop contribution?

This research question focused on the relationships between socio-demographic, personal and professional traits, and evaluations of workshop contribution.

No significant relationships were found between type of teaching, previous experience, scope of position and the workshop's contribution. Only two characteristics were significantly related to the workshop contribution. (1) Study framework, referring to the training route in which interns participated, a full four-year route or a short one (between one and two years of academic conversion). (2) Level of religious observance. These results are presented in tables 12, 13.

Study Framework

Table 12: Workshop contribution according to study framework (regular or retraining) (T-tests)

Type of workshop contribution	Regular(N=72)		Retraining (N=47)		t
	Mean	SD	Mean	SD	
Emotional	5.14	0.87	4.67	1.22	2.46**
Professional	4.30	1.16	3.70	1.27	2.65**

** P < 0.01

The contribution of the workshop was perceived as significantly higher by regular framework interns compared to career retraining interns in both types of contribution.

Level of Religious Observance

Table 13: Workshop contribution according to level of religious observance (T-tests)

Type of contribution	Secular (N=62)		Religious (N=63)		t
	Mean	SD	Mean	SD	
Emotional	4.86	0.90	5.05	1.14	1.04
Professional	3.82	1.07	4.26	1.31	2.08*

* P < 0.05

The workshop’s contribution was perceived as significantly higher by religious participants compared to secular participants in professional contribution.

CHAPTER IV: STUDY 2 - FACTORS PROMOTING AND HINDERING WORKSHOP CONTRIBUTION (QUALITATIVE RESEARCH)

IV.1 Study 2 - Methodology

This study was based on qualitative methodology (Corbin & Strauss, 2008) in order to examine factors promoting and hindering workshop contribution. Data was collected through in-depth interviews with interns at the end of the workshop, and also from answers to open-ended question on the COVID-19 questionnaire.

Table 14 presents a summary of study 2 Methodology.

Table 14: Methodological summary of study 2

Aims	Questions	Tools	Participants	Analysis
1. To examine how interns, perceive workshop's contribution	1. How do interns perceive workshop's contribution?	In-depth, semi-structured interviews	18 interns who participated in study 1 (Six interns from each workshop model)	Content analysis according to themes and categories
2. To examine how interns, perceive factors promoting and hindering workshop contribution in all three models	2. How do interns perceive factors promoting and hindering workshop's contribution in all three models?			Discourse analysis

IV.2 Study 2 – Findings

This section presents the study findings as revealed in content analysis of interviews. Findings will be presented in accordance with questions. Since this refers to qualitative research, there are no hypotheses.

IV.2.1 Findings Emerging from Question 1: How do interns perceive workshop's contribution?

Table 15 presents the Content analysis of workshop contribution as perceived by interns

Table 15: Content analysis of workshop contribution as perceived by interns

Themes	Categories	Interns' quotes
Workshop as a support space (emotional contribution)	Non-judgmental acceptance	<i>You can ask anything you want, <u>without</u> embarrassment, <u>without</u> feeling like an idiot, <u>without</u> criticism (intern from FtF model)</i>
	Normalize personal experiences	<i>When I saw my group mates were uncertain, it made me feel comfortable. <u>It wasn't just me, it's not just me</u> (intern from FtF model)</i>
	Strengthen sense of visibility	<i>When you enter the system...who has the energy for you now. You are new. They expect it to be easy for everyone. And you come to work. And encounter difficulties...but the workshop is different. You are visible, you feel interesting (intern from FtF model)</i>
Workshop as a shared space (social contribution)	Strengthen sense of belonging	<i>Whenever you enter a new environment, you don't know how to integrate and whether you will be accepted. And just the fact that the workshop is...other teachers in the same boat as me...it starts a dialogue (intern from 'incubator' model)</i>
	Sharing is a tool for interns	<i>I would keep things until Wednesday. I would come and listen, and then someone would say something similar in the workshop. I would erase it from my list and if sometime didn't say anything I would raise it in a way I would benefit from it, that they would advise me (intern from FtF model)</i>
	Promoting responses (encouragement, empathy, understanding)	<i>I was really encouraged by how my friends reacted to what I said and their support...often I felt at a dead end, but group correspondence and discussions encouraged me a lot (intern from online model)</i>
Workshop as learning space (pedagogical-professional)	Professional learning from workshop participants (interns, facilitator)	<i>I was hooked on reading diverse messages, I applied some in class or wrote it down as something to remember. It made me much more aware of things that were likely to happen to me later (intern from online model)</i>
	Reflective-personal learning	<i>There was something in the workshop that allowed me to stop the day-to-day race and look at things I do <u>over and over again</u> and I don't have the time to stop and learn from them (intern from 'incubator' model)</i>
	Meaningful learning about the profession	<i>Everything we learned in our postgraduate degree was theory. Lots of things we learned did not really help me. Learning was this year. What they brought to the workshop (intern from online model)</i>
No contribution	Professional experience	<i>I know that my education knowledge is great and comes from many years' experiences. I am aware of this. I came to my studies with it. I have lots and lots of knowledge. So, I really don't need this framework (intern from FtF model)</i>
	Other source of	<i>If school had not understood, supported, included and given me the</i>

	mentoring	<i>response I needed...the workshop would have helped...otherwise it seems to me to be superfluous, enforced (intern from online model)</i>
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Discourse analysis revealed that experiencing support, expressed in choice of metaphors testifies to a sense of protection and stability: 'safe home', 'anchor'. This in contrast to detaching or harmful experiences interns are likely to encounter in the professional field at induction into the profession. it was also clarified the legitimization not to know everything as well as the sense of acceptance. By using terms such as “idiot” or “fool”, associated with someone challenged intellectually, interns emphasized that they had experienced external or even internal condemnation, and workshops are not part of this. In addition, it revealed that employing metaphors such as: 'we are all in the same boat', 'a problem shared is a problem halved', strengthens the fact that workshops are a place to belong, which bolsters defenses against stress and a sense of fear of failure.

IV.2.2 Findings Relating to Question 2: How do interns perceive factors promoting and hindering workshop’s contribution in all three models?

Table 16 and 17 presents the qualitative content analysis of factors promoting and hindering workshop contribution.

Table 16: Qualitative analysis of factors promoting workshop contribution

Theme	Category		Interns’ quotes
Factors associated with facilitator	Caring for interns on a personal level		<i>The facilitator punctiliously told us that we could turn to her at any time. And there was a feeling that she was always available for us (intern from FtF model)</i>
	Commitment to professional processes occurring in workshop		<i>...She provided possibilities, made material accessible...it was excellent. I didn’t get this anywhere else (intern from online model)</i>
Factors associated with model	Online model	Writing as reflective and professional process	<i>...There is something in the writing process that made me think more profoundly. It gave more time to digest things...I believe that people participate more in writing done when convenient and in their private space.</i>
		Convenience	<i>That I don’t have to go to college, especially when living far away...after a day’s work. When you respond in your own time. We have a week/two weeks to submit, you aren’t under pressure, at your own convenience...from home, in your own time, when convenient for you</i>
	'incubator' model	Physical environment	<i>Physically at our school. It’s wonderful. You live there, breathe. Do everything there. You have a sense of accessibility and convenience.</i>
		Workshop participants	<i>In the 'incubator' there are other teachers who can help, who have coped with the same issues when they were interns a year before me. They have already completed a year they actually know the system better.</i>

The **discourse analysis** revealed that interns used words such as: *'thought together with me'*, *'motivated me to continue to look forward'*, *'I felt she touched my heart'*. Using these expressions shows the deep, cognitive and emotional connections interns felt with their facilitator.

Table 17: Qualitative analysis of factors hindering workshop contribution

Theme	Category	Interns' quotes
Factors associated with the model	Lack of fit with model (in online model)	<i>An online environment is less comfortable for me only because of my nature but it was convenient for me personally and familywise. In my nature I have to touch a person, see him physically. I knew I <u>need people, always people</u>, not to be alone with myself and a computer (intern from online model)</i>
	Incongruence with nature of workshop	<i>Girls who cried how hard it was for them with parents...and how hard it was with this...this is not for me. This flogging is not for me (intern from FtF model)</i>
External factors	Group size (in FTF and online models)	<i>But the large group only allowed a little. I needed more. There was no possibility...not fair. In my eyes a smaller group is necessary to give regular personal attention (intern from FtF model)</i>
	Session duration (in FTF and online models)	<i>To come after a day at work is very demanding and difficult.... A little heave, a little long (intern from 'incubator' model)</i>
	Session location (in FTF model)	<i>To do these workshops at school. Because every school has its own organizational culture (intern from FtF model)</i>

CHAPTER V: STUDY 3: COVID-19 IMPLICATIONS ON INTERNS LEARNING ENVIRONMENT PREFERENCES (MIXED METHODS RESEARCH)

This study is a Real Time Research (Back, Lury & Zimmer, 2013), which took place during a situation of crisis, the COVID-19 pandemic. Its aim was to examine the implications of the COVID-19 pandemic on interns' learning environment preferences. Quantitative data was collected from short questionnaires, which were written for this study, as well as qualitative data from interviews. The two approaches complemented each other to understand fully what the preferred learning environment is and reasons for these views. Below is the Methodological summary of study 3.

Table 18: Methodological summary of Study 3

	Questions	Tools	Participants	Data Analysis
ne the s of the FTF first online second interns' ding the .	1. How do interns, who made the transition from FTF to online learning as a result of the COVID-19 perceive the workshop's contribution?	COVID-19 Questionnaire (constructed for the purpose of this research)	95 interns participating in FTF and in 'incubator' workshops	Frequency analysis Chi square test
re how ain ne environment o a with ovid-19.	2. How do interns explain preferring one learning environment (FTF or Online) in relation to workshop's contribution?	Open – ended question in COVID-19 questionnaire In-depth, semi-structured interviews	95 interns participating in FTF and in 'incubator' workshops 12 interns who participated in study 2 (Six interns from FTF and six from 'incubator' workshop model)	Content analysis according to themes and categories Discourse analysis

V.1 Study 3 - Findings

This chapter presents the findings of Study 3, conducted in a mixed method. The findings will be presented according to the questions.

V.1.1 Findings Emerging from Question 1: How do interns, who made the transition from FtF to online learning as a result of the COVID-19 perceive the workshop's contribution?

To identify a preferred learning environment, interns were asked to choose one of three options. Table 19 presents the findings according to a frequency statistical analysis.

Table 19: Frequency analysis of learning environment preference in relation to workshop contribution in percentage

Topic	FTF learning I	Online learning II	No difference between environments III
Emotional support	52	5	43
Professional knowledge	46	2	52

Practical tools	46	7	47
Professional identity	41	5	54
General assessment	39	6	55

Table 20: Two chi square tests results comparing preference for learning environment

Topic	Comparison between FTF & online I vs. II	Comparison between FTF & online + No difference I vs. (II+III)
Emotional support	23.22**	0.08
Professional knowledge	22.23**	0.18
Practical tools	19.94**	0.18
Professional identity	16.65**	1.08
General assessment	13.67	2.02

**P < 0.01

Analysis revealed a significant preference for FtF learning compared online (I > II). No difference was found between preference for FTF compared to the other possibility: Online + no difference (I = II + III).

V.1.2 Findings Emerging Question 2: How do interns explain preferring one learning environment (FTF or Online) in relation to workshop's contribution?

Table 21: Qualitative analysis of factors driving preference for a learning environment in relation to workshop's contribution

Preferred Environment	Rationale	Interns' Citations
FtF learning environment (first semester)	Technical problems with online learning	"...No internet, can't hear, cut off. Simply more cumbersome. Flows less"; "Zoom is more problematic. Have to pay more attention. Also have to know how to transmit, otherwise it is boring and infuriating. It's impossible to work more than ½ hour on Zoom"
	Learning style and personal tendency of learners	"FtF sessions were more meaningful. We would sit and watch – 'that one had a hard day, from eight in the morning on his feet, he suffers, and he is here...' Because you see people, body language, facial expressions. It has something of kindred humanity..."
	Expression of workshop purposes	"On Zoom, the feeling is that you are swallowed up between everyone...there was a feeling that people spoke <u>less</u> , participated <u>less</u> . There was much <u>less</u> sharing for example that first semester sessions. And this is what was really <u>lacking</u> because that is the workshops' purpose."
Online learning environment (second semester)	Practicality and time saving	"Naturally, it's fun to talk when I am on my bed and not going anywhere. Sessions were to the point, concise without philosophizing. I liked the concept"
	Personal learning style and tendency of learners	"I see myself as an introvert, who doesn't tend to share. And it's precisely the computer and sitting behind a screen that allowed me to start sharing."
	Expression of workshop purposes	"Following a mix-up, I joined the internship workshop a little late and I felt that I didn't <u>belong</u> ...The rapid change from frontal to online was right for me, because it made me understand that everyone learns while moving and it's not only me. It was a little easier and I felt I <u>belonged</u> more"
No difference	Facilitator's	"Zoom sessions were fascinating...and therefore I felt that the contribution as

between two learning environments	presence	<i>meaningful. The facilitator continued to conduct workshops like in class.” "As if we learned to cope and reinvent ourselves so did the facilitator".</i>
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CHAPTER VI: GENERAL DISCUSSION AND CONCLUSIONS

The main findings and conclusions are divided into two areas: (1) Comparison between three internship workshop models regarding their contribution. (2) Interns' changes in personal characteristics during the workshops. The conclusions emerging from the whole research are based on triangulating the evidence from the various independent sources.

VI.1 Comparison between Three Internship Workshop Models Regarding Their Contribution

The analysis of the findings reveals common and differentiating characteristics between the three models. Three patterns of contribution were found in each model: providing emotionally supportive environment, providing social experiences and suggesting professional-pedagogical space. The value of the workshop in these three areas is consistent with the literature, (Nasser Abu Alhija et al., 2006; Raingold, 2009; Fisherman, 2011) .Meeting emotional, social, and professional-pedagogical needs is critical at the induction to teaching stage, both in school integration and in developing a professional identity as a teacher (Pritzker & Chen, 2010). Failing to meet these needs is likely to produce a sense of frustration, burnout, and loneliness (Kaplan, Glassner & Ades, 2016) and hence, to taking the quick way out and dropping out of the profession. The conclusion arising from this is that **internship workshops are highly valuable in the process of induction to teaching by offering solutions to interns' needs**. This conclusion has a unique meaning, in light of the fact that most induction into the profession programs globally do not include a component of a year-long permanent group mentoring, guided by a skilled facilitator. While most programs in the worlds are based on personal mentoring teachers, workshops in Israel appropriately meet the professional and systemic needs of interns. Although this is not the principal aim of this study, it is important to recognize the unique contribution of a group framework accompanying interns during their induction to teaching stage.

Another interesting finding is the dominance of the emotional contribution over professional contribution in all three models illustrating the extent to which interns

need emotional responses during their induction to the profession stage, a period mentioned in the literature as a survival stage (Adoniou, 2016; Makit, 2013). Internship workshops were identified as one of the basic means of providing a response to this deep need for support. In existing disagreements about priorities between professional and supportive-emotional responses (Slonim, Levin & Chen, 2014), the current study reinforces the centrality of the need for emotional support. This finding can be explained according to the research literature, identifying emotional support as the main resource to balance pressures (Ruthig, Hayes, Stupnisky & Perry, 2009; Wang, Cai, Qian & Peng, 2014). **Since the internship period is perceived, as previously stated, as a time of stress and crisis and given that the component of support was found to be high in all three models, the obvious conclusion is that emotional support is a resource that is not associated with learning environment or specific workshop model.**

It is important to note, that in light of this research' findings, emotional response offered to interns is expressed differently in each workshop model. Hence it is possible to meet differentially the needs for support among interns with different characteristics, needing a response through different channels: in the face-to-face model, response is provided in the intimate encounter with a peer group. In the Online model, the response is found in the intensive connection between facilitator and intern, which is mainly applied in writing, a channel which in itself encourages profound emotional exploration (Kaplan, Glassner & Ades, 2016). In the 'incubator' model, an emotional response is possible mainly through an enveloping sense of community, with sessions occurring in an educational community in which a common language is consolidated. **Hence the research findings strengthen the inherent uniqueness of each model and show the need for diverse ways of responding emotionally to interns' needs.** Additionally, these findings correspond with study findings examining the contribution of the three workshop models among facilitators (Freedman & Cucos, 2021). It was found that the online model contributes to the sense of professional self-efficacy through the written and documented discourse and the 'incubator' model contributes through the broad support circles of the professional community linked to the 'incubator'.

Alongside the advantage of the FtF model, found in the quantitative analysis, qualitative testimonies allowed identification of the latent benefits of the online model. These advantages were expressed in the high level of facilitator availability, apparently as a response to physical absence; use of writing, which led to reflective thinking and findings solutions as well as practical advantage of saving resources, such as required to reach workshops. **The conclusion arising from these findings is that for greatest contribution to interns, it is worthwhile integrating components of learning in a FtF environment and components of an online environment in workshops.** This model, comprising learning in integrated FtF and online environments, has been studied recently and is called a hybrid model (Skulmowski & Rey, 2020; Zhao, 2020).

As for promoting factors, it was found that workshop facilitators constituted an important factor in promoting contribution. Evidence of this was found in two independent studies: qualitative research, which discussed generally promoting and hindering factors and the mixed-methods study, conducted as a result of the COVID-19 crisis. **Triangulation between the findings led to the following conclusion: workshop facilitators and the way they conduct workshops both emotionally-personally and professionally, is a significant factor in interns' viewing workshops as contributing to their professional development.**

As other promoting factor taken from the online model, writing was experienced as a helpful tool expanding learning possibilities as well as a tool recommended for use in professional development. Given that reflective writing serves as a tool encouraging communication, with a therapeutic value (Boniel-Nissim, 2010; Kupferberg, 2013) and sharpening exploratory processes (Kaplan, Glassner & Ades, 2016), **it can be concluded that the online model specifically promotes reflective processes in general and the development of interns' self-identity in particular.**

In the 'incubator' model, physical space and meeting workshop participants were emphasized as factors promoting contribution. The transition to school space is not merely a physical transition but entering a wedge into the professional world and basis for new positioning as a teacher. Sessions with new teachers and mentors, allow creation of a powerful community and thus increase the sense of belonging. **Hence,**

these research findings strengthen the contribution of the 'incubator' model as promoting a sense of belonging and professional confidence.

The above conclusions were reinforced by the mixed-methods study conducted in the midst of the COVID-19 crisis. This study examined learning environment preference (FtF or online) among interns, who participated until COVID-19 in one of the two models: traditional FtF or 'incubator'. As mentioned, the COVID-19 crisis halted known learning continuity and significantly strengthened learning in an online environment in every education system globally. Hence, interns who had studied until COVID-19 in the traditional FtF or 'incubator' models had to switch to an online environment, namely, online model. The findings presented an interesting picture, according to which more than half of interns were willing to study in an online environment and even found it to be the main contributor to their professional development. This is an important finding in that it opens the gates to expanding the scope of online workshops that until now had been seen as less prestigious than those taking place in a shared physical space. **The conclusion is that workshop aims can also be realized in the online model, and interpersonal processes become more profound in online communications as well. Hence, there is no difference in workshop contribution in both learning environments. In other words, workshop contribution does not depend necessarily on learning environment but learners' preferences, their learning styles and facilitation.**

Moreover, reasons for preferences for various learning environments were examined. An interesting and unexpected reason was mentioned by those who felt no preference for one or other environment. Their reasons related to how facilitators conducted the workshops and what was their professional and personal attitude. A close examination of learning environment preference produced the following conclusion: **for interns who found the workshop's contribution to be identical in both learning environments, the facilitator was perceived as highly influential. This influence is more significant than other factors designing the molding of learning experience, such as: learner's personal tendency or environment features. Whereas for interns who preferred the traditional learning environment, it was noticeable that their learning experience was formulated to a great extent by environment features, as well as personal tendency.**

It appears, therefore, that **there is a place for each one of the models, each with its unique features. In planning workshops and assigning interns to workshops, the degree of match between model features and interns' strengths, learning preferences and personal needs should be considered to achieve the greatest possible contribution from workshops to interns' professional development.**

VI.2 Changes Taking Place during Internship Workshops

With reference to changes in personal variables, such as SOCITS and its components, motivation for teaching and job satisfaction, it is important to remind that data was collected at the height of the COVID-19 pandemic. The hasty transition to learning in an online environment led to bringing the second measurement forward to maintain the differences between the workshop models. It is possible that the source of some changes in variables relate to the pandemic and its implications for the education system in particular and life in general.

SOCITS and its Components

In contrast to what was hypothesized with regard to an increase in SOCITS components and the general concept in light of participation in the workshops, each component behaved differently: the manageability component declined in all three workshop models, the meaningfulness component did not change in any of the models, and the comprehensibility component increased only in the 'incubator' model. The source of the decline in manageability, which refers to how teachers perceive resources available to them as satisfactory (Bracha & Hoffenbartal, 2011; 2015), is likely to derive from being located in a survival and reality shock stage (Moir, 2000; Tzabar-Ben Yehoshua, 2001), where coping with complex reality skills had not yet been assimilated (Friedman, 2005; Timor, 2017). Hence one can conclude that **manageability is perceived as declining during the first year of teaching as a result of the demands and challenges of induction into teaching.** An absence of change in meaningfulness, associated with a teacher's sense that teaching situations have an emotional meaning, and that at least part of professional commitment constitutes a challenge (Bracha & Hoffenbartal, 2011; 2015), is very important in this chaotic year and therefore, one can conclude that **meaningfulness is perceived as a factor that does not change despite the difficulties experienced by interns.** A significant increase in the comprehensibility component was found solely in the

'incubator' model. As the cognitive component in SOCITS, associated with the tendency to perceive teaching situations as understood, foreseeable, organized, and logical (Bracha & Hoffenbartal, 2011; 2015), it is possible that a supportive community environment, with a common professional language, advances professional insights. Hence, **comprehensibility is perceived as a factor that increases as a result of meeting with the reality of school life.** Thus, **introducing the ecological, community aspect into the traditional FtF and online models is likely to improve the comprehensibility component in SOCITS** among interns.

From the above, **it is possible to conclude that developmental processes in each of the three components during workshops have a different nature.** In other words, all three have different requirements in order to change. Comprehensibility is likely to improve faster because it is dependent on cognitive understanding. Manageability requires practical experience and learning from experiences and therefore, will only change after interns acquire a range of experiences to develop this component.

Motivation for Teaching

The findings relating to motivation for teaching pointed to two phenomena. The first, autonomous motivation is stronger than controlled motivation. This difference exists at the beginning of workshops and does not change even at the end. This finding is consistent with studies examining the motivation of educational staff who argued that ideological, altruistic and intrinsic driver constituted the main motivations to choose teaching (Gilat, Kupferberg & Sagee, 2006; Shayshon & Popper-Giveon, 2016). The second finding showed a decline in both types of motivation, but the decline in autonomous motivation was more moderate than in controlled motivation. Regarding changes in motivation for teaching, the study showed that interns are more driven by autonomous motivation than controlled motivation. In light of the profession's complexity and acquaintance with external reward sources such as salary and working hours, it is possible that interns relinquish their initial perceptions and abandon these sources of motivation. The decline in autonomous motivation is likely to be explained by time of measurement and thus exposing an interesting process among interns, about changes in motivation during the internship year. It is possible that intrinsic motivation is only realized at the end of the year, with reflective insights about the process interns have undergone, such as children's learning and social progress. In

this, these findings reinforce previous research findings that examined changes in motivation during teacher education, and even expand on knowledge regarding pre-service and actual teachers, as well as interns (Gilat, Kupferberg & Sagee, 2006; Shayshon & Popper-Giveon, 2016). Additionally, it is possible that the fact that diminished motivation was similar in all three workshop models testifies to an intrinsic process occurring in interns and not affected by external circumstances, such as workshop model. **The conclusion arising is that there is a need to show sensitivity with regard to interns' motivation during the year. It is possible that higher levels of support are needed in this critical period.**

Job Satisfaction

An increase was found in job satisfaction in the 'incubator' model, but no change was found in the other two models: online and FtF. **One can conclude that satisfaction with choice of career is associated with authentic and complete teaching experiences, consolidated during sessions between interns and their natural ecological teaching work environment. This, in contrast to the two other models employed in teacher education colleges, in an environment that can be seen as a laboratory.**

VI.3 Correlations between Personal, Socio-Demographic, and Professional Traits and Workshop Contribution

With reference to the correlations between personal traits and workshop contribution, a correlation was found between SOCITS and workshops' professional and emotional contribution. This means that the higher SOCITS when workshops started, the more it is perceived as contributing. **One can conclude therefore, that interns with high personal SOCITS resources are likely to benefit more from internship workshops.** Additionally, workshop's professional and emotional contribution were found to be associated with autonomous motivation and professional satisfaction, while controlled motivation was found to be associated only with a professional contribution. Furthermore, it was found that motivation for teaching and job satisfaction were associated with an initial SOCITS. In other words, the greater interns' SOCITS when workshops started, the higher their motivation for teaching and job satisfaction. Moreover, all the variables (SOCITS, autonomous motivation for teaching and job satisfaction) correlated to the professional contribution in all models,

only in the online model was a correlation found between the three variables and emotional contribution assessment. **Hence, it can be concluded that contribution of internship workshops is associated with high SOCITS, autonomous motivation and job satisfaction, as well as the nature of a learning environment that enables outlet of genuine emotions.**

With regard to interns' socio-demographic and professional traits, most were found not to correlate with perceptions of workshops' contribution. Only two features were found to correlate: level of religious observance and previous professional background. It was found that second career interns viewed workshops as less contributory than regular interns, who had studied on a four-year course. Interview evidence showed that the second career population had less need for workshops, apparently because of skills they had acquired in the past and their personal maturity. This was found in the quantitative study and supported in the qualitative study. **One can conclude that second career interns require different internship workshops.** The second finding showed that interns who define themselves as religious perceived the workshops as contributing more than secular interns. This finding corresponds with previous findings, indicating the greater appreciation of religious people to learning and the status of teachers in society (Gilat & Wengrowicz, 2018).

VI.4 Theoretical, Methodological and Practical Implications

Research findings allow identification of local as well as universal contribution. From a local point of view, this research provides insights and recommendations referring to all factors associated with teaching internship workshops, from policy makers, through facilitators and ending with interns themselves. Additionally, it provides insights into the training stage itself and the importance of promoting personal characteristics of interns during their study years. This to develop their professional and personal abilities in taking on themselves the status of interns and face the induction into the profession stage. From a universal point of view, this research exposes the importance of teaching and learning processes in an online environment. Referring to the COVID-19 crisis the world experienced and educational systems in particular, these insights and recommendations are even more important (Dvir & Schatz-Oppenheimer, 2020; Scull et. Al, 2020). Below are details of the theoretical, methodological, and applied implications.

Theoretical Implications

A theoretical implication arising from the findings is expressed in the integration of learning environments. Its importance is associated with an issue that has concerned educational researchers in recent years about the efficiency of each of these two environments. It is even deeper with regard to workshop learning with an emotional-social nature, as this nature of learning apparently contradicts learning in an online environment, in which there is no direct meeting between learners and facilitator. This study expands understanding about learning processes occurring in each of these learning environments and a combination of the two. As found, each of the two environments has unique advantages and combining them enables optimal exploitation of both their characteristics in the learning process.

Moreover, the study expands the theoretical literature regarding the contribution of learning in an online environment in real time, with the COVID-19 pandemic's outbreak and with the rapid transition of world education systems to online learning and teaching. Although many in the educational and academic world have anticipated a rapid return to familiar learning patterns, i.e., Face-to-Face learning courses, initiatives have recently emerged for **hybrid teaching and learning processes**, combining diverse teaching-learning environments (Skulmowski & Rey, 2020; Zhao, 2020). Indeed, studies reveal that a hybrid environment is perceived as contributing the most to learners, to their achievements and their learning experience (Nortvig, Petersen & Balle, 2018). The expectation following this transition, is for imminent development models of hybrid learning. This research contributes to knowledge about the transition to online learning in general and the facilitator-student encounter in an online environment in particular.

In addition, this study contributed to reinforcing theoretical concepts among interns: a sense of coherence is a known concept, introduced by Antonovsky (1998). It refers to the way people look at their internal and external worlds and cope with their life experiences, cognitively, practically, and motivationally. SOCITS as a relatively personal resource among teachers (Bracha & Hoffenbatal, 2011; 2015) is a relatively new concept with little research reinforcement. The current study strengthens this theoretical concept and the fact it consists of three specific components. Similarly, the stronger influence of autonomous rather than controlled motivation is known from

previous studies about student teachers and veteran teachers. This study expands the ability to include this phenomenon for interns as well. The conclusion hints at the existence of similarities between interns and educational staff at later stages of the teaching career.

Methodological Implications

Methodologically, this study was planned as a mixed-methods design. Data collected from a range of independent sources, produced the possibility of triangulation and reaching conclusions about the examined phenomenon. There is no doubt that the information collected would not have been acquired using only one methodological approach. Whereas questionnaires provided information about the existence or absence of workshop contribution, together with changes in personal characteristics, in-depth interviews revealed interns' patterns and perceptions, which would have been impossible to know without using these tools as well as increasing the need to explore them. An example of this was revealing the key role of workshop facilitators. Thus, it was possible to underline the ability to generalize the importance of workshop facilitators in general and in online workshops in particular. Another example was exposing the feelings of second career teachers, who today constitute a high percentage of teaching students. This information demands that all involved personnel – from policy makers, through educating institutions to workshop facilitators - pay attention to the specific and unique needs of second career teaching interns.

A second methodological contribution was possible thanks to the two-stage qualitative analysis. Qualitative data was analyzed using two qualitative methods: content analysis and discourse analysis. It was possible to reach a further dimension of data interpretation and rely not only on content gathered from interviews but also language use. It is important to note that this qualitative method of discourse analysis is less common in the world of research, and by adding another layer to content analysis, the original contribution of the research increases.

A third methodological contribution has to do with the fact that the research is built as a dynamic research set adapted to circumstances and called real time research (Back, Lury & Zimmer, 2013). The COVID-19 pandemic created an exceptional external situation, which enabled learning about its effect on the research topics. The year in which this study was conducted was most challenging for the researcher to collect data. The radical circumstances produced by COVID-19 placed the whole study at risk. However, it was precisely its closeness to this reality and thinking profoundly

about the situation and changing the disadvantages into advantages, that led to a new research direction.

Practical Implications and Recommendations

Findings pertaining to the online model call for thinking about the future of integrating online teaching in general, and in interns' workshops in particular. Thus, a different perception of online workshops can be proposed, focusing on learners' practical needs, such as preferred learning style and technological skills. Furthermore, online workshops ought to be considered as a built-in part of learners' schedule. These workshops currently are viewed as an internship year obligation, where interns need to cope with learning in their own time. Creating the workshop part of their timetable is possible to assist in finding a structured timeframe for it. Moreover, it is recommended that the number of a-synchronic sessions in an online environment be reduced, while increasing the number of synchronic sessions, e.g., Zoom. This change is likely to sustain the advantages of an online environment by increasing interpersonal discourse and thus reducing the sense of overload. It is recommended to build personal curricula, in the sense of volume and nature of integrating teaching in an online environment, by providing detailed information regarding requirements from learners and their obligations. These recommendations appear to be valid for programs in full online environments, where participants experience work overload and lack of interpersonal encounters. In addition, owing to the COVID-19 pandemic, which has expanded synchronic space tenfold, they are likely to open the door to a new era of teaching workshops during academic teacher education.

In addition, perception of workshop facilitators as significant figures, to the extent that they were the arrowheads of assimilating changes in learning environment and participants' view of workshops, raises the need to make the online environment accessible for facilitators themselves. And therefore, it is recommended providing facilitators with training and help them strengthen their pedagogical views of online teaching, including getting to know technological teaching interfaces and digital tools. Furthermore, it is recommended integrating online and ecological components in all models. For example, creating activities making use of a writing channel, both between interns themselves and between each intern and facilitator. Alternatively,

integrating a community aspect through sessions with facilitators, principals, and other participants from the education community.

Regarding the finding according to which academic retraining interns did not perceive the workshop as contributing, it is important to examine in depth and address the needs they express. This is in parallel with the creation of designated and tailored workshop models both in terms of their duration, content, and ways of operation.

In light of the importance of workshops and their contribution it is recommended directing interns to self-clarification about finding an appropriate response for them during their internship year. Additionally, it is recommended that interns be encouraged to use the online model to enjoy the advantages of the online environment.

VI.5 Research Limitations

The findings of this study have to be seen in light of some limitations. The first limitation pertains to the COVID-19 crisis, which forced a change in the original plan - the "post" data was collected before the end of workshop and did not allow for obtaining a complete picture of personal variables examined in the study. On the other hand, the forced change also served as an opportunity to examine another research question, addressing interns' preferences for a contributing learning environment. The second limitation has to do with data collected during workshops resulting in a limited perspective of immediate observations, without any follow up. The third limitation derived from the fact that this study was based on data collected solely from interns. To understand workshops' contribution and changes occurring in them more fully, facilitators' voices should also be heard.

VI.6 Future Research

Proposed below are a number of directions for future studies: (1) Examining the topic from a retroactive perspective, which will enable learning about the three workshop models' long-term influence and contribution to interns' integration into teaching. (2) Examination the consequences of the facilitators – interns' relationship on interns' professional functioning and performance as teachers. To shed light on facilitators' contribution, it is recommended collecting teachers' narrative memories about workshop facilitators. It is possible to ask teachers, several years ahead, to recall

meaningful events associated with their workshop facilitators and learn from these accounts about facilitators' long-term contribution to teachers' professional development process. (3) To explore the online learning experience among interns who had not been acquainted with online workshop environments before.

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