

The Giv'at Washington Research Journal

Annual of Giv'at Washington Teachers College **2021**

Vol. VIII



Table of Contents

Forward from the Head of the College	5
Editors' Note	7
List of Authors	11

Part I | Judaism

Moshe A. Zipor	The Language of the Bible as Generating Midrash and Homily	17
Gavriel Barzilai	Which mountain is 'Har Hamor', in the piyyut 'Yom Shabbaton' by Rabbi Yehuda Halevi?	45
Yehoshafat Nevo	The Single Man in his Relation to his God in R. Zeev of Zitomir Thoughts	63
Yitzchak Avi Roness	Rabbi Kook's Historical Image in the Eyes of the Descendant's of his Chareidi Disciples – Between the First and Second Generations	87

Part II | Education and Teaching

Alicia Greenbank and Efrat Banjo	Parental Involvement in the School in Jewish Education: National, National-Religious, and Ultra-Orthodox Education, and in Arab Education	105
Orit Gilor, Hagit Klibanski, Drora Kfir	Who will raise the leisure flag? On leisure policy for youth with disabilities	123

Ester Goldblat, Rivka Felsenstein, Ohela Gross-Avinir	Challenges in the Integration of Health Related Therapists into Educational Frameworks in the Beginning of Their Professional Path	143
Eliezer Yariv and Batya Bar	Therapeutic Intervention by an Educator in a Special Education Classroom: A Case Description	165
Rinat Caspi	The Relationship Between Parental Efficacy and the Quality of Father- Child Interaction, and the Extent to which Fathers use Digital Media While Interacting with Their Children	185
Orli Shai	The Connection Between the Personal Characteristics of Teachers and Student Teachers and Their Attitudes Toward the Inclusion of Students with Hearing Disabilities into The Regular Education System	207

Part III | Physical Education and Health

Miri Shachaf, Roni Laslo-Roth and Eyal Rosenstreich	Postural Stability and Academic Achievements among Fifth Graders: An Experimental Field Study	233
Dikla Ziv and Daniel S. Moran	Teaching and Training Teachers in Physical Education Through Online Learning An Opinion Article	249
Sigalit Abuhassira, Daniel S. Moran, Uri Eliyahu	Evaluating the Efficiency of Swimming Lessons in Israeli Schools in the Period 2011-2016	269

Part IV | Book Reviews

Reviewed by Orna Levin	Is there a right to exist for the humanities in the current format?": Limitations of academic research dealing with the academic model".	287
---------------------------	---	-----

Translation of Abstracts	E7
---------------------------------	----

Translation of Abstracts

Part I: Judaism

The Language of the Bible as Generating *Midrash* and Homily

Moshe Zipor

A common feature of the different stages of Talmudic and Midrashic literature that is not found in other cultures is that it often interprets words and expressions in the only sacred text in a way that consciously ignores what is actually written. This way of reading generates novel insights and conclusions that are not found in the text. One of the terms used to read the text in this way: "Do not read X [the straightforward reading] but Y. An example: "Anyone who studies halakhot every day is guaranteed that he is destined for the World-to-Come, as it is stated (Hab 3:6): 'His ways [*halikhot*] are eternal' [*halikhot 'olam* – ways of eternity – is a construct chain, and the subject is God]: Do not read the verse as *halikhot* [ways]; rather, read it as *halakhot*" (Megillah 28b). In this way, the homily changes the meaning of additional words in the sentence as well as its structure: [Anyone who studies] *halakhot* – inherits 'olam ("the World-to-Come").

The conceptual basis of such a reading of the sacred text is that its every word and letter contain hidden layers to be revealed through study. "Turn it over again and again, for everything is therein" (Mishnah Abot 5:22).

It is argued here that reading a text in this way is possible only in the Hebrew text of the bible. The Hebrew language, and Biblical Hebrew in particular, actually "calls" for *midrashim* like this. This is due to some of the features of this language. In this article we will point out these features and demonstrate varied ways of reading words differently from their original intention – how homilies were built on them and how this is possible due to the characteristic features of Biblical Hebrew.

In this language and in its sister languages (Canaanite, Moabite, and more), only the consonants, but not the vowels, were written. This is clear from various archeological findings and ancient inscriptions. For example, the word d-b-r can be read in different ways and mean different things, and the

intention of the writer can only be decoded in light of the context. But the homiletical interpreter will find additional meanings also in the alternative ways of reading.

Over time, aids were sought for that would make it easier for the reader to find out how to pronounce (and understand!) the word within its context. The solution that was found was to add certain letters to indicate vowels, 'vowel letters', namely the letters א, ו, י, and only to indicate the sounds O, U, I (and in isolated cases also the sound A). The vowel letters came into widespread use towards the end of Second Temple times, and this was the 'normative' spelling. Gradually, they also penetrated the biblical books, but they were not added consistently and in accordance with any fixed rules. Thus, in many cases the very same word is written in both plene and defective spellings within the same biblical unit, and sometimes even within the same verse, 'completely plene' and 'completely defective'. It therefore comes as no surprise that when the interpreter observed this 'anomaly' it caught his attention, and he found in it a hidden insight to be revealed.

There are additional elements unique to the Hebrew language that were used by the Midrashic literature.

Keywords: "Do not read"; The ways of the *Midrash*; *Midrash* and the language of the Bible.

Which mountain is 'Har Hamor', in the piyyut 'Yom Shabbaton' by Rabbi Yehuda Halevi?

Gavriel Barzilai

In a famous piyyut for the Shabbat day, R. Yehuda Halevi calls Har Sinai (Mount Sinai) – Har Hamor (The Mountain of Myrrh). In the present article we set out to trace the meaning of this epithet. Our research on this question led us to deal with the relations between midrashic Bible exegesis and the piyyut literature, and the relations between different holy places in Jewish culture. After all, we proposed three possible meanings for the epithet Har Hamor deriving from midrashim on the books of Genesis and Canticles. As

for the original intention of Yehuda Halevi we may only conjecture what it might have been.

Keywords: Piyyut, Midrash, R. Yehuda Halevi, Har Hamoriah, Canticles, Genesis, Binding of Isaac, Bethel, Temple Mount, Mount Sinai, Sanctuary, Apocrypha.

The Single Man in his Relation to his God in R. Zeev of Zitomir Thoughts

Yehoshafat Nevo

R. Zeev of Zitomir deals in his book with the state of the Shechina which is being in our world and revives it. The Shechina transfers also the divine's abundance to our world and it is regarded as the messenger of G-od in the world. In spite of the fact that the Shechina revives the world it itself feels here as in exile. Men's task is to redeem it and to pray for its redemption. In order to fulfill this designation man has to interrupt his egotism. Another idea which the author deals with is the fighting with the strange thoughts which penetrates man's mind during prayer and learning and the ways to overcome them.

Keywords: Shechina; Tefila; God Worship; Strange Thoughts; R. Zeev of Zitomir

Rabbi Kook's Historical Image in the Eyes of the Descendant's of his Chareidi Disciples – Between the First and Second Generations

Yitzchak Avi Roness

Many of Rabbi Abraham Isaac Kook's closest followers did not identify with the practical path of the Religious-Zionist 'Mizrachi' movement. In the years after his death, as the social rift between the religious and Chareidi

communities deepened and widened, Rabbi Kook's public image gradually became solely identified with the Religious-Zionist movement and ideology.

In light of this new reality, when descendants of Rav Kook's Chareidi students, retold their ancestor's life story, they chose to ignore, and obscure, their forebearer's connection to Rabbi Kook.

The article presents a number of examples of this phenomenon, while pointing to signs of an intergenerational shift in this regard. Amongst the second generation of these descendants, we can discern a different approach to the issue: Rather than hiding, and obscuring, any mention of Rabbi Kook's name, they openly acknowledge the existence of these historical connections. Concurrently, they forcibly refute the claim that Rabbi Kook's figure should be seen as connected in any way to the current path, and practices, of the Religious-Zionist community. After detailing this change in approach, a number of suggestions are made as to the possible source of this change in direction.

Keywords: Rabbi Kook, Chareidi Ideology, Rabbinic Censorship, Rabbi Shulzinger, Rabbi Arieli, Historical Legacy, Generational-Shift

Part II: Education and Teaching

Parental Involvement in the School in Jewish Education: National, National-Religious, and Ultra-Orthodox Education, and in Arab Education

Alicia Greenbank and Efrat Banjo

The aim of the present research is to examine the differences in parental involvement, in types of involvement, as well as the reasons for the lack of parental involvement in different education systems in the different sectors: In the Jewish national, national-religious, and ultra-Orthodox education, and also in Arab education. The sample included 185 teachers, of whom

123 were female teachers and 62 were male teachers. The teachers taught in educational settings in different areas in Israel – in the South, in the North, and in central Israel. The data were collected using a questionnaire containing three questions, each question focusing on one of the areas examined in the study. The findings of the study showed that significant differences exist between the various educational systems in the various sectors regarding both parental involvement and types of parental involvement, as well as regarding the reasons for lack of parental involvement. The findings of the study show that in order to promote parental involvement in the school in different educational systems, one must give due consideration to the specific needs and characteristics of the population in any given educational system. This must be done both at the teacher training stage and through the development of programs to encourage parental involvement.

Keywords: Parental involvement, National education, National-religious education, Arab education, Ultra-orthodox education.

Who will raise the leisure flag? On leisure policy for youth with disabilities

Orit Gilor, Hagit Klibanski, Drora Kfir

The term ‘policy’ describes decisions and the management processes for their implementation. The purpose of the study reported in this article is to examine policy regarding leisure activities for youth with disabilities. Many Western countries have a stated and clear policy on this issue and activities to implement it. The present article presents what is done in the State of Israel, which enacted the Special Education Law in 1988 and the Equal Rights Law in 1998 (last amendment 2016). In an attempt to examine the policy regarding leisure, that is, non-formal education, for young people with disabilities, we approached 18 people engaged in the field of leisure who by virtue of their function are directly or indirectly responsible for planning and carrying out leisure activities for this population. In in-depth interviews study participants were asked about the need for leisure activities for young people with disabilities and what they provide to address these needs. The findings of the study indicate that officials recognize the need

for and the contribution of leisure activities to youth with disabilities. The gap that exists between the understanding of needs and the inadequate response to these needs is explained by the lack of regulation of the Equal Opportunities Law in the field of leisure for youth with disabilities, and the implications for this are presented. This raises questions about the nature of the required application, and how the regulation of the policy can contribute to the development of the field.

Keywords: Leisure, Special needs, Youth, Disability, Policy and regulation, Life quality, Local authorities.

Challenges in the Integration of Health Related Therapists into Educational Frameworks in the Beginning of Their Professional Path

Ester Goldblat, Rivka Felsenstein, Ohela Gross-Avinir

Health related therapists in Israel are integrated into work in educational frameworks under the Special Education Law of 1968. These frameworks have become complex systems in which workers from different disciplines are required to work in coordination. Difficulties arise in the face of differences between the workers in the various professions, differences that require adaptation to a work model that is different from the traditional medical work model.

The purpose of the study was to examine how health related therapists in Israel in the beginning of their professional path perceive work in educational frameworks. The research questions were how health related therapists describe their work in educational frameworks in the beginning of their professional path, which barriers do they encounter, and how do they cope with these barriers in order to implement their work?

The study involved five occupational therapists and five speech-language pathologists in the education system. While the research was conducted, all of the participants studied at the adaptation course for health related therapists and arts therapists on behalf of the Ministry of Education at the Orot Israel

College of Education. A qualitative content analysis was performed for the assignments that the participants submitted during their studies.

The findings of the study indicated the existence of a number of barriers to optimal teamwork. The main ones were the lack of regular staff meetings and differences in attitudes between the health related therapists and the educational staff. Additional barriers were a lack of continuous contact with parents, a lack of professional equipment and a suitable treatment room, limited guidance, a lack of specialization, and the splitting of work between several educational frameworks. Participants were aware of the ecological approach to disability, but most performed intervention according to the medical model. It seems that a systemic change is needed in order to move to an ecological intervention model in educational settings. It is also recommended to develop alternative ways of maintaining continuous contact with parents and providing guidance to health related professionals.

Keywords: Multidisciplinary teamwork, Ecological model, Health related therapists.

Therapeutic Intervention by an Educator in a Special Education Classroom: A Case Description

Eliezer Yariv and Batya Bar

The reform carried out by the Ministry of Education in the integration of students with special needs into regular education requires a systemic change in the ways these students are taught and assisted. The Ma'atefet program (supportive care system) prepares teachers to conduct individual emotional interventions with students who suffer from emotional and social distress. The program provides teachers in regular and special education with specialization in a short-term intervention method, all this with the assistance of an educational psychologist. Ma'atefet was developed by the first mentioned co-author of this article, who teaches it in a master's degree program for integrative education in a college of education. Within the framework of this program, the second co-author, a teacher in a special education school, intervened with a tenth-grade student suffering from severe social difficulties.

Over the course of two months the teacher taught eight SEL-based classes and held three individual sessions with the student. The sessions focused on imparting social awareness skills while addressing conflicts that the teenager had with his friends. The results of the intervention indicate an improvement in social understanding, a strengthening of the sense of belonging to the class, a reduction in incidents of bullying, and an improvement in the boy's relationship with his classmates. The discussion examines the benefits of the educator's actions and also highlights Ma'atefet as a possible educational way of coping with the changes that the reform of the Ministry of Education's imposes on schools and teachers.

Keywords: Teachers, Socio-emotional learning, Psychotherapy, Educational Psychologists, Special education.

The Relationship Between Parental Efficacy and the Quality of Father-Child Interaction, and the Extent to which Fathers use Digital Media While Interacting with Their Children

Rinat Caspi

The aim of the present study was to examine whether the sense of parental efficacy and the quality of father-child interaction would predict fathers' media consumption habits. The study also examined during which of the times spent by the father with the child did he consume more media (during a meal, while playing at home, while spending time together outside the home, or while taking a walk together).

The research involved 82 fathers of children aged 2 to 12. The fathers were asked to answer questionnaires about their media consumption habits in different day-to-day situations, their perceptions of their parental efficacy, their perceptions of the quality of interaction between them and their child, and a demographic questionnaire. It was found that the father consumes digital media the most time while spending time with the child outside the home (compared to other situations with the child). Also, when the father has a high sense of parental efficacy, his emotional availability to interact with his child is better. A higher degree of emotional availability for interaction

with the child on the part of the father explains the reduced use of media during the time spent with the child. The research opens up a new window for understanding the interrelationships between fathers' media consumption habits, and the sense of parental efficacy and the extent to which they are emotionally available for interaction with their children.

Keywords: Digital media, Parental efficacy, Social media, Parent-child interaction, Fathers' involvement.

The Connection Between the Personal Characteristics of Teachers and Student Teachers and Their Attitudes Toward the Inclusion of Students with Hearing Disabilities into The Regular Education System

Orli Shai

The aim of the study is to examine the connection between the character traits of empathy, dogmatic thinking, and a sense of self-efficacy among teachers and student teachers and their attitudes towards including students with hearing disabilities into the regular education system. Many studies point out the contribution of the teachers' attitudes to the success of the inclusion. The population of students with hearing disabilities is significant in scope but little research has been done on it. The present study is unique in that it focuses on the inclusion of students with hearing disabilities. Attitudes were tested among two populations: Primary school teachers (N = 79) and student teachers (N = 77). Student teachers differed from teachers with regard to the level of 'dogmatic thinking' in attitudes towards inclusion in connection with the following factors: 'Training teachers to teach students with hearing disabilities', 'a sense of ability to teach', and 'a sense of ability for social advancement'.

In addition, the study found significant positive affinities between 'empathy' and 'a sense of self-efficacy' and 'attitudes towards including students with hearing disabilities'. As expected, also significant negative affinities were found between 'dogmatic thinking' and some of the factors of 'attitudes towards integrating students with hearing disabilities'. These findings have

theoretical and applied recommendations that may contribute to future studies, to educational policymaking, and to improve the inclusive of students with hearing disabilities.

Keywords: inclusion education, hearing disability, empathy, self-efficacy, dogmatic thinking.

Part III | Physical Education and Health

Postural Stability and Academic Achievements among Fifth Graders: An Experimental Field Study

Miri Shachaf, Roni Laslo-Roth and Eyal Rosenstreich

Postural stability was previously associated with academic achievements among kindergarten and primary school children. However, only little is known on how cognitive-motor processes underlie academic achievements. The purpose of this research was twofold. First, it was aimed at investigating children's postural stability using continuous, rather than temporal or qualitative, assessment. Second, it was aimed at investigating cognitive-motor performance (e.g., single vs. dual task gait) and its correlates with achievements in math and language arts. To this end, 96 5th graders performed several dynamic and static balance tasks (e.g., walking on beam, standing blindfolded on one foot), while their mediolateral trunk sway was assessed using a Kinect 3D sensor. It was found that only dynamic balance tasks were the primary predictors of math and language achievements, such that better dynamic stability accompanied higher academic grades. However, employing stability performance ratios (e.g., blindfolded divided by eyes open) revealed that the ability to maintain static balance in the absence of visual information was the primary predictor of language arts. This study stresses the importance of examining children in their natural environment

and of employing performance ratio scores in order to better understand the cognitive-motor-academic connection.

Keywords: Static balance, Dynamic balance, Academic achievements, Kinect, Attention, Inhibitory processes.

Teaching and Training Teachers in Physical Education Through Online Learning

An Opinion Article

Dikla Ziv and Daniel S. Moran

The corona plague has forced the education system, including the institutions of higher learning, to move to distance learning immediately and without adequate preparation and tools. This radical move has changed the traditional way of teaching and has required teaching staffs to move to online learning through the use of technology.

The article focuses on the training of physical education teachers and examines the contents of the training program that includes a variety of topics: Education studies, teacher training, discipline studies, and the skills of movement and sport. The practical training courses include a theoretical and applied background that is not recommended for online learning. In these courses, the students acquire motoric skills through practice and the investigation of movement, in order to specialize in performance and understanding. Later, the acquired knowledge will help them in future teaching. The article raises challenges in online teaching that characterize the field of physical education, presents advantages of online teaching, and offers ways to improve online teaching in training program courses and in particular in practical courses. The purpose of this is to make the learning effective and of a high standard so that it will prepare those who train themselves to teach physical education.

Keywords: Online learning, Physical education, Ordination of teachers.

Evaluating the Efficiency of Swimming Lessons in Israeli Schools in the Period 2011-2016

Sigalit Abuhasira, Daniel S. Moran, Uri Eliyahu

The State of Israel is facing a significant increase in the number of drowning incidents among children and adolescents compared to previous years. In the years 2014-2018, 108 children and teenagers aged 0-17 died as a result of drowning, a factor that constitutes the second leading cause of death (30%) after road accidents (before 2018). Reducing drowning is done, among other things, by teaching swimming lessons designed for fifth- and sixth-grade students in six districts across the country. The aim of the study is to evaluate the efficiency of swimming lessons in the teaching districts between the years 2011-2016.

This is a descriptive study that examines the data of the Ministry of Education's swimming study tests in six teaching districts in the period 2011-2016. We analyzed the percentage of students defined as 'non-swimmers' in 'screening' and 'graduation' tests and 'swimming lessons efficiency' by segmenting each district and comparing its values to the national average. Comparing between districts makes it possible to identify which districts lead the 'swimming lessons efficiency' rate and which districts are in need of improvement compared to the national average. Comparison with the national average was performed by using a χ^2 test, the results being considered statistically significant for $\alpha < 0.05$. The statistical analysis examines differences in percentages from samples of other districts.

In light of the results of the study, it can be observed that regularly throughout the years 2011-2016, about a third of the participants in the 'screening' tests know how to swim. At the end of the training almost 80% know how to swim. 'Swimming lessons efficiency' is close to 70%. Comparing the teaching districts over the years, the 'Central' district has shown the most marked improvement in 'swimming lessons efficiency'. The districts of 'Tel Aviv', 'Jerusalem' and 'Haifa' were below the national average.

The factors that hinder the generation of 'swimming lessons efficiency' in districts that are below the national average should be examined in detail. The

results of the study may be a tool in making decisions regarding emphases that can improve the 'efficiency' of swimming instruction for Israeli students.

Keywords: Drowning, Intervention program, Teaching program, Swimming lessons, Swimming lessons efficiency, Swimming tests, Swimming lessons in schools.

Part IV | Book Reviews

Is there a right to exist for the humanities in the current format?": Limitations of academic research dealing with the academic model".

Reviewed by Orna Levin

תקצירים מתורגמים