



UNIVERSITATEA BABEȘ-BOLYAI CLUJ-NAPOCA

FACULTATEA DE PSIHOLOGIE SI STIINTE ALE EDUCATIEI

**Development of Children's Social-Communicative  
Patterns through a Multi-Dialogical Approach  
in the Kindergarten**

**Abstract**

PhD Coordinators:

Prof. Dr. MUȘATA-DACIA BOCOȘ

PhD student: MOLLY EFRAT

July 2016

## Contents

List of Tables .....	6
List of Figures .....	7
Thesis structure .....	8
Abstract .....	9
Introduction .....	11
Background and context of the research.....	11
The significance of the research.....	13
The structure of the thesis.....	14
Chapter I: Theoretical Fundamentals: The Dialogical Approach and Kindergarten Children’s Social-Communication Development .....	16
I.1 Preview.....	16
I.2 The dialogical approach in education.....	18
I.2.1 Negotiation between educators and children as the basis of the dialogical approach .....	18
I.2.2 The educator’s role in the dialogical approach .....	21
I.2.3 Observation and attentiveness .....	22
I.2.4 Discourse and dialog .....	24
I.2.5 Philosophical discourse.....	25
I.3 Main fundamental theories in dialogical education .....	27
I.3.1 The dialog and Socratic discourse .....	28
I.3.2 The Buberian dialog .....	30
I.3.3 Educational theory of John Dewey.....	32
I.3.4 The Rogerian Dialog .....	34
I.3.5 Paulo Freire’s pedagogical dialog. Critical pedagogy .....	37
I.3.6 Dialog and mediation – Lev Vygotsky and Reuven Feuerstein .....	38
I.3.6.1 Lev Vygotsky's Mediation and Dialog .....	39
I.3.6.2 Reuven Feuerstein's Mediation and Dialog.....	41
I.3.7 Howard Gardner’s multiple intelligences theory .....	43
I.4 Discussion of the main concepts in early childhood education .....	45
I.4.1 Definition of Multi-Dialogical Education.....	49
I.4.2 What do the children learn from the MDA? .....	51
I.4.3 Attentiveness as the basis of the approach.....	51

I.4.4 The kindergarten teacher: The place and role of the teacher working with the MDA.....	52
I.4.5 Negotiation between all participants, including the children, in learning and decision-making in the kindergarten .....	55
I.4.6 Children's participation in planning and guidance of kindergarten activities .....	56
I.4.7 Children's feedback as an integral part of activity guidance in the kindergarten .....	58
I.4.8 Peer study as a dialog .....	60
I.4.9 Conversation between equals: Acquiring discourse skills .....	61
I.5 Discussion of the main concepts in the development of kindergarten children's social-communication skills.....	64
I.6 An innovative model of multi-dialogical kindergarten activity planning .....	69
I.6.1 The conceptual framework.....	71
I.6.2 The elements of the conceptual framework in detail .....	72
Chapter II: Description of the Pedagogical Research entitled: Development of Children's Social-Communicative Patterns through a Multi-Dialogical Approach in the Kindergarten.....	75
II.1 Preview .....	75
II.2 Research aims .....	76
II. 3 Research hypothesis.....	77
II.3.1 Research variables.....	77
II.4 Research design .....	77
II.4.1 Research type.....	78
II.4.2 Research population .....	78
II.4.2.1 Research population profile .....	81
II.4.3 Location - the research field .....	84
II.4.4 Timetable.....	84
II.5 Research Methods.....	85
II.5.1 Paradigm.....	85
II.5.2 Mixed-methods research.....	88
II.5.3 Qualitative research – As part of mixed-methods research .....	90
II.5.4 Quantitative research – As part of mixed-methods research .....	91
II.5.5 Ethnographic research .....	93
II.6 Research tools.....	95
II.6.1 Video-films and participatory observations.....	96
II.6.2 The semi-structured interviews.....	99

II.6.3 The closed-ended questionnaire.....	100
II.7 Data-analysis methods .....	101
II.7.1 Qualitative content analysis.....	102
II.7.2 Statistical analysis .....	103
II.8 Research quality: Triangulation, validity, reliability and generalizability .....	104
II.8.1 Validity .....	105
II.8.2 Reliability .....	105
II.8.3 Generalizability.....	106
II.8.4 Triangulation.....	106
II.9 The researcher’s position .....	107
II.10 Ethics .....	108
Chapter III: Findings .....	113
III.1 Preview .....	113
III.2 Qualitative Findings .....	113
III.3 Quantitative Findings .....	158
III.3.1 The quantitative tools.....	159
III.3.1.1 T-tests for the two independent samples .....	159
III.3.1.2 Chi squared test ( $\chi^2$ ).....	159
III.3.1.3 Correlation matrices (Pearson correlation coefficients) .....	159
III.4 The findings from the questionnaire.....	160
III.4.1. Description of the sample.....	160
III.4.2 The Findings .....	161
Chapter IV Discussion of the Findings .....	182
IV.1 Preview .....	182
IV.2 Answering Research Question 1: Qualitative findings.....	182
IV.3 Answering Research Question 2: Quantitative findings.....	195
Chapter V: Conclusions.....	200
V.1 Preview .....	200
V.2 Conclusions regarding the differences between the MDA and the traditional kindergartens .....	200
V. 3 Conclusions regarding the social-communication patterns.....	201
V.4 Conceptual conclusions: Opening the gate for social-communication patterns .....	202
V.5 General Conclusions.....	205

V.5.1 Practical implications .....	205
V.6 Further discussion.....	206
V.6.1 Contribution to knowledge .....	206
V.6.2 Limitations of the research .....	207
V.6.3 New directions for investigation.....	208
References .....	209
Appendix 1: Video-films that were transcribed.....	224
Appendix 2: Structured participatory observations.....	225
Appendix 4: The closed-ended questionnaire.....	228
Appendix 5: Consent form and permission for the videotaping of children.....	239
Appendix 6: Statement of confidentiality.....	240
Appendix 7: Children’s documentation.....	241

## **Introduction**

The rationale that guided the research focuses on the gap that exists between the goals of education in general and the goals of education for early childhood as set out for the Israeli educational system, in particular. Those goals are presented by the Israeli Ministry of Education (2015a) along with the extent of their implementation in the field in the kindergartens. The present study focuses on the shaping of children's social communication patterns in early childhood, when they are educated according to the Multi-Dialogical Approach (hereinafter: MDA). These patterns in fact constitute important life skills that accompany the child from childhood through the different school stages and on into adulthood. According to the MDA, these life skills will form the foundation for the future citizen that the child will become in the society where he lives: a citizen with initiative, an independent thinker, reflecting on his actions, tolerant and flexible.

The Israeli Ministry of Education presents its educational philosophy in general and for early childhood in particular on its official Internet site. For example:

Deepening emotional, ethical and social education and promotion of personal and social involvement ... fostering an optimal climate to reinforce resilience and personal growth and to promote containment of the other and acceptance of diversity (Ministry of Education, 2015a, p. 7).

Another example, of the Ministry's declared goals of education, is:

To reinforce powers of judgment and criticism, to foster intellectual curiosity, independent thinking and initiative ...to allow the children to develop according to their own path (Ministry of Education Internet site, 2015b).

These are important and meaningful goals for the development of significant social communication skills in early childhood. As an experienced kindergarten teacher, a Ministry of Education mentor and lecturer in a teacher education college, who also trains student-teachers for work with early childhood, I have come to realize that these goals are

almost never implemented in practice in the field, meaning that they are almost never implemented in the kindergartens.

### **Background and context of the research**

The research context is in early childhood, which is the first period that children spend in the Israeli education system, within the educational frame of the kindergartens for ages 3-6, that provide a developmental space responding to the needs of children in early childhood. The kindergartens that belong to and constitute an integral part of the public education system, aim to establish a sense of confidence and trust for the child and his family, creating social interaction, so that the child can learn social rules, internalize behavioral norms, and develop emotional awareness and empathy, imparting values of morality and social justice and enabling the child to acquire world knowledge (Ministry of Education, 2010). The goals of the kindergarten as they are stated by the Ministry of Education are goals with significant weight for the social- communication development of kindergarten children. In practice, in the field of early childhood, in the kindergartens these goals are hardly expressed at all.

Various different educational approaches are implemented in the kindergartens for kindergarten children, including the Traditional Structured Approach, in which the teacher is the person that has the knowledge, which she transmits to the children (Kohn, 2002), and the Flow Approach that allows children to choose what they would like to deal with (Levine, 1989) and also the MDA (Firstater & Efrat, 2014). The implementation of the MDA in kindergartens relies on the general dialogical educational approach and expands its use to early childhood. According to this approach the children participate in decision-making regarding the operation of all areas of the kindergarten, through negotiation with the kindergarten teacher, who guides them. The distinction of this approach is that it relates to dialog at such an early age, in infancy and it provides the teacher with practical ways to do this in the kindergarten. Its innovation is expressed in the actual implementation, in practice, of the declared goals of education for infants in the kindergarten. It is therefore important to investigate the social- communication patterns of preschool children educated according to the MDA in order to determine whether Ministry of Education goals for kindergartens are actually achieved. For these reasons,

the present study that conducts just such an investigation can provide vital information for various practitioners, including kindergarten teachers, mentors and supervisors working in the field. Additionally the research findings and conclusions may be informative for the construction of courses for the professional development of those working with early childhood, and those who write learning programs for early childhood, and Ministry of Education policy-makers.

The gap in knowledge that this study aimed to fill is due to the fact that most studies which have been conducted in the dialogical learning field in various countries have focused on elementary school children. Others that related to kindergartens have mainly examined interactions between the kindergarten teacher and the child (Fumoto, 2011) and the influence of mediated learning on children (Tzurriel & Shamir, 2007). However, as far as can be ascertained, there has been no investigation of the implementation of different educational approaches in early childhood or of their implications for the children. The rationale for this seems to stem from the perception (that is not the subject for this research) that the educational stage of the kindergarten is a stage in the child's development of cognitive and emotional development for school. In any case no studies were found relating to kindergartens working according to the MDA that focus on children's social communication processes in early childhood. Thus, this is the first research of its kind in Israel or worldwide to specifically relate to social and communication patterns within the context of a multi- dialogical kindergarten in early education.

Two research questions were investigated: (1) what unique social, behavioral and interpersonal communication patterns develop among kindergarten children in a multi- dialogical kindergarten? And (2) what social, communication and interpersonal differences can be found between children educated in multi- dialogical kindergartens and children educated in traditional kindergartens?

The research aims to examine the development of children's social-communication patterns, such as initiative, leadership, discourse, and the ability to give and receive feedback in a multi- dialogical kindergarten. More specifically the research aimed:



- To ascertain the children's interpersonal communication patterns.
- To examine the implementation of the MDA in a kindergarten.
- To identify ways to implement the MDA in the kindergarten.
- To compare children's social-communication patterns in Multi-Dialogical kindergartens in contrast to children educated according to the traditional kindergarten approach.

### **The significance of the research**

The significance of the research lies in its ability to inform a change in the perception and practical approach to early childhood education in the context of the Multi-Dialogical kindergarten. The research did indeed lead to the development of an original modular theoretical and practical model that explains the forces operating in a kindergarten that works according to the MDA. These forces serve as the foundation on which social communication patterns can be developed among early childhood children in the multi-dialogical kindergarten.

### **The structure of the thesis**

*Chapter I: The Theoretical Foundations* chapter describes, discusses and analyzes theories relating to the subject of the research. This chapter begins with main theories of the Dialogical Approach in education, continues with main fundamental theoretical perceptions in Dialogical Education and then discusses the main concepts of kindergarten children's social and communication skills. The chapter ends with a summary and description of the conceptual framework that underpinned the research.

*Chapter II describes the pedagogical research.* It details the methodological considerations taken into account in order to choose the most appropriate methodology to attain the research goals. The chapter begins by presenting a description of the funnel-shaped structure representing the research hypotheses and goals, and then describes the research procedure. The description of the procedure includes the type of research chosen for the study – mixed methods research, its validity and how it is expressed, a description

of the research population that included kindergarten teachers and early childhood children, the location in which the study was conducted – the kindergarten, the timetable for the performance of the study, research methods employed to collect data – mixed methods including qualitative ethnographic study and quantitative study, the research tools – participatory observations (some video-filmed and transcribed and others recorded in writing) and semi-structured interviews in the qualitative part of the study and a closed-ended statistical questionnaire in the quantitative part of the study. It also describes the methods employed to analyze the collected data: content analysis for the qualitative data and statistical analysis for the quantitative data. The methodology chapter concludes with a description of the ethical considerations involved in the research and steps taken to address them.

*Chapter III: The Findings* presents the findings which emerged from the content analysis of the transcriptions of the video-films and structured participatory observations and the semi-structured interviews. It then describes the statistical analysis method used by the researcher and presents the statistical analyses of the quantitative findings.

*Chapter IV: The Discussion of the Findings* begins with the interpretation of the different types of findings discussing this interpretation in light of the theoretical foundations presented in the review of relevant literature in Chapter 1.

*Chapter V: The Conclusions* focuses on conclusions derived from the discussion of the findings, presenting a theoretical and practical modular model that was developed from the research findings, and drawing general conclusions. In an additional discussion presented in this chapter, the thesis describes the contribution of the study to extant knowledge, the limitations of the research and recommendations for further research.

Chapter I below describes the theoretical foundations derived from the review of the relevant literature that underpinned the research.

## **I. Literature Review**

This research focuses on the development of social-communication patterns among children in a kindergarten operating according to the MDA.

*The research aim* was to examine the development of children's social-communication patterns, such as initiative, leadership, discourse, and the ability to give and receive feedback in a multi-dialogical kindergarten. The specific research aims were:

- To ascertain the children's interpersonal communication patterns
- To examine the implementation of MDA in a kindergarten
- To identify and examine ways in which the MDA can be implemented in the kindergarten.
- To compare children's social-communication patterns in multi-dialogical kindergartens in contrast to the patterns of children educated according to the traditional kindergarten approach.

*The research questions* were: (1) what unique social, behavioral and interpersonal communication patterns occur among kindergarten children in a multi-dialogical kindergarten? And (2) what social, communication and interpersonal differences will be found between children educated in multi-dialogical kindergartens and children educated in traditional kindergartens?

The research draws on the premise that a connection exists between the MDA in kindergartens and the development of social-communicative patterns in the kindergarten children. Differences will be found in social and communicative patterns between children educated in multi-dialogical kindergartens and children educated in traditional kindergartens. Differences will be found mainly in the extent of participation by the children in their learning processes, peer education: the extent to which the children guide their colleagues on a learning subject, the feedback, the manner of discourse and the extent to which philosophical discourse is conducted.

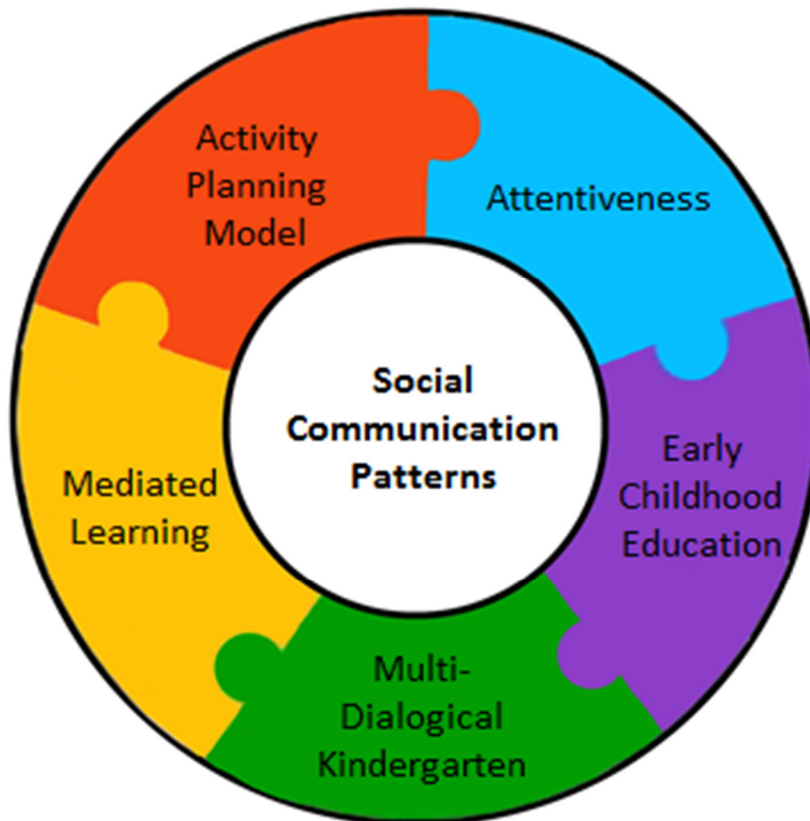
This research will contribute to the educational understanding of age-appropriate development of preschool children's social-communicative patterns following the MDA. It will contribute to the understanding of how preschool children learn to conduct

discourse, negotiations, and conversation and how they develop the ability to give and receive feedback, the ability to initiate and to lead, and the skills to consider others. The research findings may also be informative for any preschool in another country and/or culture.

In order to achieve the research aims, and based on the literature review above, the conceptual framework included the following elements:

1. Social communication patterns.
2. The multi-dialogical kindergarten.
3. A multi-dialogical kindergarten activity-planning model.
4. Early childhood education.
5. Attentiveness.
6. Mediated learning.

Figure below illustrates the conceptual framework that underpinned this study.



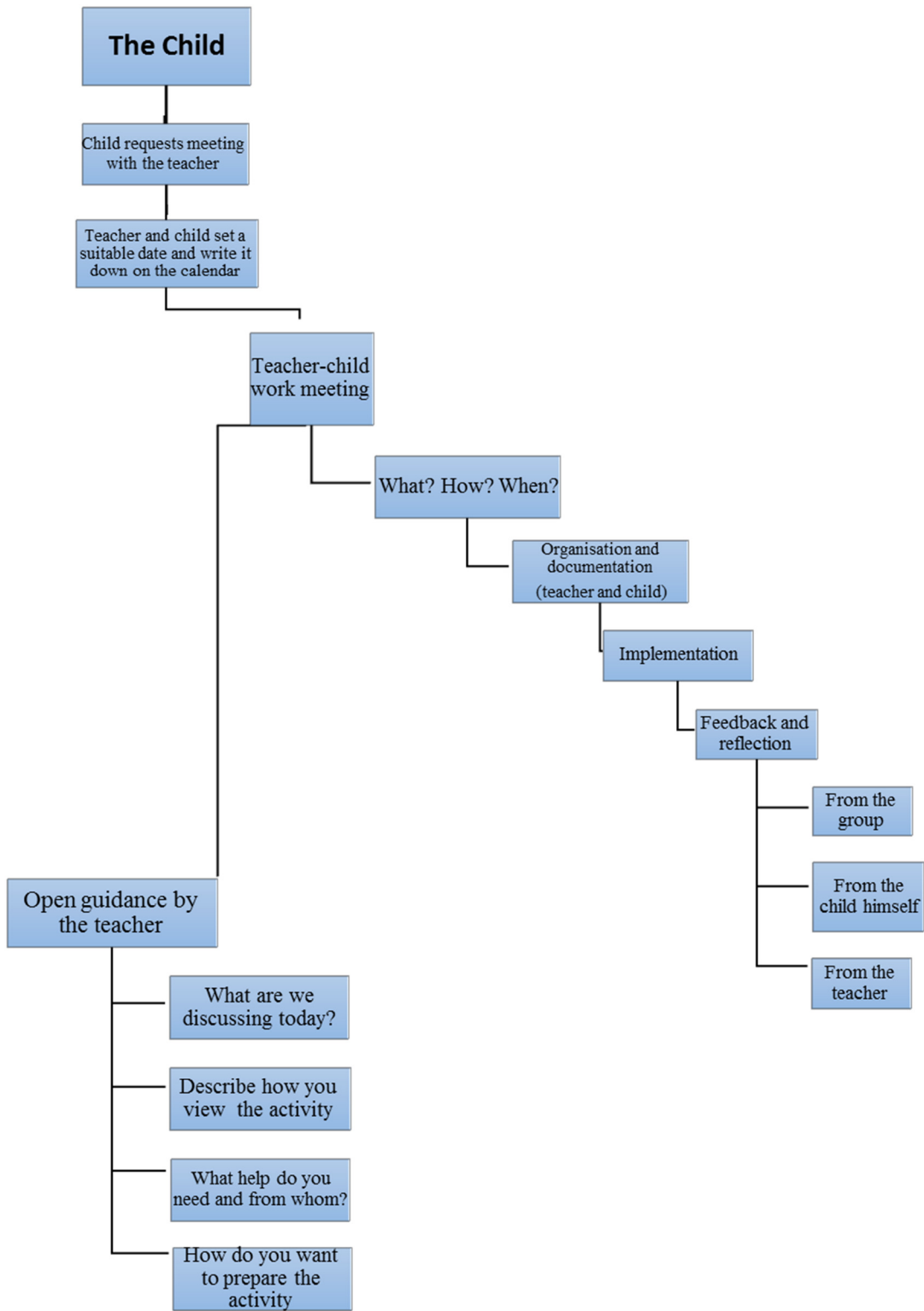
## **I.1 The elements of the conceptual framework in detail**

**Social communication patterns** can be found at the center of the figure as it represents the focus of the research. Education is based on the learner's freedom to explore and experience (Dewey, 1938). Learning through problem-solving and practical implementation of issues lead children to take on a more active role as people within society and develop social communication skills like initiative, problem solving, the ability to take a stand, and listening (Aliakbari & Faraji, 2011; Gover, 2008).

**Multi-dialogical kindergarten** aspects have been chosen for the conceptual framework because this type of kindergarten represents the setting in which the research takes place. The educational work in the multi-dialogical kindergarten is focused on observation and identification of the children's areas of interest and their initiatives (Firstater & Efrat, 2014; Jhong, 2008). When addressing learning inside a kindergarten that functions according to the MDA it is important to state that learning based on children's areas of interest will be significant learning (Renninger, 1992), where the level of children's influence and participation depends on the teacher's standpoint and approach (Arner & Tellgren, 1998; Emilson & Folkesson, 2006; Sheridan, 2001).

**Multi-dialogical kindergarten activity planning** has been chosen for the conceptual framework as it is the model which is unique to this type of kindergarten. The innovation and planning of activity by the child is seen as an important component of this type of kindergarten. The multi-dialogical kindergarten has developed a clear method for the planning of activity with a child who initiates an idea. The model is based on the philosophical theories of Socrates, Dewey, Buber, Freire, Rogers, Gardner, Vaygotsky and Feuerstein. What is common to these theories is their support of education based on dialog, asking questions, being attentive and conducting discourse between equals (Aloni, 2008; Avnon, 2008; Gardner, 1996; Gover, 2008; Harari, 2008; Tauber, 2008).

**Model of child-teacher activity planning (personal model)©**



**Early childhood education** is included as it provides the umbrella for understanding the research. Children at a young age are influenced by other children in their age group and influence them as well (Seung, Susan & Min, 2005). In other studies it was found that kindergarten children are capable of understanding that everyone has feelings, wishes and different thoughts, and that this ability to understand the difference, originates from interaction between peer groups (Astington & Jenkins, 1995; Slomkowski & Dunn, 1996).

**Attentiveness** is also included as a component in this conceptual framework as it is the basis of the MDA. When working according to the MDA, emphasis is given to the teacher's attentiveness to children's ideas and the discourse is based on them (Firstater & Efrat, 2014; Jhong, 2008). Attentiveness cannot be comprehended as "listening on the way to acquiring knowledge", but rather as a reflective process aimed at thinking about new meanings, making connections, and discovering new concepts (Clark & Moss, 2005).

**Mediated learning** is important as a fundamental constituent of the multi-dialogical kindergarten approach. According to the theory of mediated learning, children who experience meaningful mediation in an active way, succeed in making connections to meanings that originate from new information they encounter. In order to assist them, educators should organize the educational environment to enable the children to succeed, leading to the children's feeling that they can operate independently and can succeed in doing so (Feuerstein, Klein & Tennenbaum, 1991; Isman & Tzurriel, 2008).

In summary, the research sought to develop a theoretical model which can explain the unique approach in kindergartens operating according to multi-dialogical education and may serve as a practical modular method to be used by all kindergarten teachers.

## **II. Description of the Pedagogical Research entitled: Development of Children's Social-Communicative Patterns through a Multi-Dialogical Approach in the Kindergarten**

This chapter describes the methodology chosen for the current research, understanding that research is a systematic and meticulous attempt to produce reliable and trustworthy knowledge (Lavie-Ajayi, 2013, p 10). Mixed-methods data-collection tools were chosen to collect quantitative and qualitative data that could be used to respond to the research question. Part of the qualitative data was collected with an ethnographic study, including transcribed videotapes and protocols from structured participatory observations performed in a multi-dialogical kindergarten. These observations were used to clarify the different types of kindergarten children's interpersonal communication. In addition, the research employed semi-structured interviews and closed questionnaires. Semi-structured interviews were administered to a small number of kindergarten teachers in order to collect qualitative data that would help to examine the effect of application of the Multi-Dialogical Approach (MDA) in kindergartens. Closed questionnaires were administered to a large number of kindergarten teachers in order to collect quantitative data that would help to identify and explore ways to implement the MDA in kindergartens. The qualitative research data was analyzed by qualitative content analysis based on the formation of categories, while the quantitative data underwent statistical analysis using t-test variance tests in a purposeful sample.

Mixed-methods research relies on the collection and analysis of both quantitative and qualitative data, and the two types of data are collected simultaneously or sequentially, and integrated in a research process (Creswell et al., 2003). Mixed-methods are mostly used in educational research because this complex research field requires a thorough examination of both quantitative and qualitative aspects of the studied issues (Assaf, 2011; Bocos, 2007). It provides a unique added value as it is conducted in context and within relationships and experiences in an attempt to understand them (Bocos, 2007; Gidron, 2011). The contribution of mixed-methods research is that qualitative findings may add validity to the quantitative findings while the quantitative findings can examine and help to strengthen the reliability of the qualitative findings (Fetters, Curry, &



Creswell, 2013). The disadvantage of mixed-methods research is the fact that the use of more than one method may lead to problems of focus.

As previously stated, some of the qualitative research employed here was ethnographic. In ethnographic research the researcher gathers data from the studied environment, and constitutes the main research tool due to his involvement, sensitivity, openness and insight into events. This method enabled the researcher to examine how the research participants, the children in the multi-dialogical kindergartens, expressed their social and communication skills which result directly from the MDA.

Ethnographic research is social research that addresses the social and cultural aspects of the research question and relates to the way of life of a group of people within their own culture, which may exist anywhere and at any time. Ethnography study originated from the field of anthropology where field research is common and the ethnographer-researcher is someone who considers himself as connected to the group under study. In this type of research, social phenomena are examined where they occur. The researcher observes the group's values and norms, as they are expressed in the behavior of the group under study, and conducts the research from within the group, spending enough time with the group to understand its behavior patterns. The goal is to identify social processes which the group is undergoing (Sabar Ben-Yehoshua, 2002).

The multi-dialogical kindergarten also constitutes a group in which social, academic, communicative and group processes occur. The researcher is a teacher in a multi-dialogical kindergarten and regards herself as a member of the group of children who are the subjects of this research. Her research objective was to examine the development of children's social-communication patterns, such as initiative, leadership, discourse, and the ability to give and receive feedback in a multi-dialogical kindergarten. The ethnographic research method was facilitated by the fact that the researcher had worked with this group of children in the researched kindergarten for a long time and could conduct the ethnographic part of the research from within. Thus, it appears that the mixed-methods approach was the most appropriate method to answer the research question and provide valid and reliable data for the research. The research examined the assumption that there

is a connection between the use of the MDA in kindergartens and the development of kindergarten children's social-communication patterns.

### **Research aims**

The main research aim was to examine the development of children's social-communication patterns, such as initiative, leadership, discourse, and the ability to give and receive feedback in a multi-dialogical kindergarten. In order to achieve this aim, the subsidiary aims were:

- To ascertain the children's interpersonal communication patterns
- To examine implementation of MDA in a kindergarten
- To identify and examine ways of implementation of the MDA in the kindergarten.
- To compare children's social-communication patterns in multi-dialogical kindergartens in a comparison with children educated with the traditional kindergarten approach

### **Research hypothesis**

**Hypothesis 1:** Differences will be found in social and communication patterns between children educated in multi-dialogical kindergartens and children educated in traditional kindergartens.

**Hypothesis 2:** Differences will be found mainly in the extent of participation by the children in their learning processes, and in peer education: the extent to which the children guide their colleagues on a learning subject, the feedback, the manner of discourse, and the extent to which philosophical discourse is conducted.

### **Research variables**

**Independent variable:** Implementation of a multi-dialogical kindergarten approach for children aged 3-6.

**Dependent variables:** Social-communication pattern level:

- Participation: the extent of participation by the children in their learning processes (*the implications for participants*).

- Peer education: the extent to which the children guide their friends on a learning subject (*the implications for children's leadership abilities*).
- Feedback: the extent of planned feedback provided by the teacher to the child regarding activities initiated by the child; the extent to which children are asked by the teacher to give feedback to the child that guides the activity (*the quality of the feedback*).
- The manner of discourse: the extent to which children participate naturally in the educational process (*the quality of open dialog*).
- Philosophical discourse: the topics developed from the children's theories which are discussed in the kindergarten (*implications for children's ability to develop philosophical concepts*).

### **Research design**

This research is a mixed-methods study. It uses a qualitative approach that sees reality as a multifaceted phenomenon whose different inter-connected levels should be investigated together because of the connection between them (Lavie-Ajayi, 2013). The qualitative study is complemented by a quantitative study, which contrastingly examines the implementation of theory in order to provide data relating to the existing reality (Raphaeli, 2011). As noted above, this mixed-methods research investigated the development of children's social-communication skills in a kindergarten working according to the MDA.

### **Research type**

As noted above the first part of this mixed-methods research was a qualitative-ethnographic study, in which the researcher was involved in the daily life of the studied group and took an interest in their culture, their thoughts and feelings (Sarantakos, 2005). The qualitative study aimed to enable a profound examination of the implementation of the MDA in the kindergarten, and increased the validity of the research. It aimed to add an additional layer to understanding of the use of the MDA in the kindergarten and how the implementation of this approach influences the development of the children's social-communication skills. The second part of the research was a quantitative study in which the researcher examined the implementation of this method and its consistent nature in

order to represent it and provide data relating to the existing reality (Raphaeli, 2011; Westerman & Yanchar, 2011).

### **Research population**

The research population consisted of three groups: the first group included 25 children aged 3-6; the second group included 15 kindergarten teachers and the third group included 130 kindergarten teachers. Participants were selected according to the purposive sample method to represent the phenomenon under study. This is a method commonly used in case studies such as this one (Stake, 1995; Shkedi, 2003; Mason, 1996).

*The first population group* for the qualitative study consisted of children, learning in a kindergarten that operated according to the MDA, in a kibbutz in the North of Israel. A kibbutz is a type of communal settlement that exists uniquely in Israel. Kibbutzim are scattered throughout Israel and located in rural areas. This form of settlement began more than 100 years ago in Israel and its lifestyle was based on three fundamental values: full reciprocal responsibility between the members, complete equality and participation of all members in all areas of communal life including assets. In recent years this picture has altered: on the one hand equality is no longer complete and kibbutz members are awarded differential earnings, on the other hand, property is still shared and the level of reciprocal responsibility varies from kibbutz to kibbutz (Palgi, 2008; Shapira, 2010).

The participatory structured observations (some of which were documented in writing while others were video-filmed and transcribed) were conducted during the school years 2013-2015 and focused on one kindergarten class which had 25 students (12 girls and 13 boys) aged 3-6 years (8 aged 3, 8 aged 4, and 9 aged 5). The children learn in the kindergarten over a three year period, entering at age 3 and moving to schools at age 6. There are sibling couples in the kindergarten who are not twins, and one set of female twins. Most of the children come from the kibbutz's families, and have a medium socio-economic status. The researcher, who acted in this part of the research as an ethnographic researcher, serves as a teacher in the kindergarten and works according to the MDA, this status was one of the strong considerations for her choice of the children as the population for this part of the research.

*The second and third population groups* were composed of kindergarten teachers.

*The second group* used for qualitative research was composed of 15 kindergarten teachers. Seven of them work and receive training in the multi-dialogic approach, while the other eight work according to the traditional approach. All of the participants in this group work in kindergartens in kibbutzim and community settlements in the North of Israel. Community settlements in Israel share social activities but do not share economic or occupational roles as in the kibbutzim. Yet like each kibbutz, each community settlement has a common vision determining its character (religious or secular) and decisions concerning the community are decided by a general assembly of all community members and not by publicly elected representatives.

It is noted that all the studied kindergarten teachers have academic education. Most had a first academic degree and one had a second degree. They also all had teaching certificates and they were employed by the Israel Ministry of Education in the state education system.

The number of children in the kindergarten classes, in which the teachers worked, ranged from 14 to 32. The ages of the children in their kindergartens ranged from 3-6. The teachers are assisted in the kindergarten by assistants and young women serving in compulsory civil service, who are assigned to civilian duties. The role of the assistants is both educational and operational. They act in cooperation with the teacher as a team. However, the teacher is the one who manages and is responsible for the operation of the kindergarten, and the assistant is her right-hand man in all pedagogic functions, helping to prepare the kindergarten for various events (for example festivals and birthdays) and performing cleaning duties etc. (Guberman, 2009; Ministry of Education, 2001). The young women who serve in civil service are of an age for compulsory enlistment into the army (18 years), but are exempted from military service due to religious beliefs or medical disabilities and instead serve in civilian functions, in places where the state needs extra manpower such as educational institutions or hospitals. During the period of their service the state supports them financially as it supports soldiers. Their role in the kindergartens is identical to that of the assistant-teachers, but they are younger than them.

The similarity between the kindergartens where the studied teachers worked in terms of composition of the kindergartens, employer, the number of assistants, and the age of the children, constituted one of the considerations for the selection of these kindergartens as a source of teachers for the research population. An additional consideration for selection was the teachers' training or lack of training in the use of MDA in kindergartens.

*The third group* of the research population, which was employed for the quantitative research, consisted of 130 kindergarten teachers employed by the Ministry of Education as kindergarten teachers in state kindergartens. This population included 73 kindergarten teachers who use and receive training in the MDA. Most of these kindergarten teachers are enrolled in an in-service professional framework which provides knowledge and skills regarding the MDA. This means that this educational approach appears to be gaining power and popularity. The remaining 57 teachers in this group use the traditional approach. The main criterion for the selection of this population was the educational approach used by the kindergarten teachers.

The sample of the research population, with its three component groups is an intentional sample. "Intentional sampling methods are non-probability procedures that select a group of individuals for a sample with the purpose of meeting specific prescribed criteria" (De Souza et al., 2012, p.189). The researcher using intentional sampling should be aware of its advantages and disadvantages. The advantage of such sampling is that it provides validity for the research since it selects a sample from those who actually experience the studied phenomenon. The main way to examine the development of social communication skills of children learning in a multi-dialogical kindergarten, which is the purpose of this study, is through the experience of an individual participating in this process (Shkedi, 2003), and even though there are many participants, in fact each of them constitutes a unique case and represents the phenomenon under study (Stake, 1995). The disadvantage of the purposive sample is its low reliability, since the sample reflects the approach that the studied phenomena are investigated through the subjective experience of people who experience it. In the present study, to accurately explain the reasons for selection of the sample, it is noted that it focused on the choice of participants, children and kindergarten teachers, who would succeed in representing the population from which

they were selected in the most significant way, so that they could clarify the studied phenomenon (Mason, 1996).

**Mixed-methods research design**

<b>Method</b>		<b>Aim</b>	<b>Tools</b>	<b>Origin of the tool</b>	<b>Data analysis</b>	<b>Sample population</b>
<b>E T H N O G R P H Y</b>	<b>Stage 1a Qualitative study</b>	To ascertain the children’s interpersonal communication patterns	Filmed and transcribed participatory structured observations.	Original tool	Content analysis	25 children learning in the kindergarten
	<b>Stage 1b Qualitative study</b>	To examine implementation of MDA in a kindergarten	Semi-structured interviews	Original tool	Content analysis	15 kindergarten teachers:  7 of the teachers had undergone training for the MDA.  8 of the teachers had not undergone training for the MDA.
		<b>Extracting categories</b>				
<b>Stage 2 Quantitative study</b>		To identify and examine ways of implementation of the MDA in the kindergarten.  To compare children’s social-communication patterns in	Close-ended questionnaire	Original tool	Statistical analysis	130 kindergarten teachers:  73 of them undergone training for the MDA.

	multi dialogical kindergartens in comparison with children educated using the traditional kindergarten approach				57 of them use the traditional approach.
--	-----------------------------------------------------------------------------------------------------------------	--	--	--	------------------------------------------

The researcher chose to use a mixed-methods approach for the present research to gain deep understanding of the research field that in this case was a kindergarten, and to investigate how the MDA influenced its work; the rationale for this decision being that it was important to attain a high level of reliability, validity and generalizability and this approach enabled the researcher to respond to the research question: What are the unique social, behavioral and interpersonal communicative patterns occurring among the kindergarten children in a multi-dialogical kindergarten? Table II.6 below summarizes the research methodology:

**Research Methodology**

<b>Paradigm</b>	<b>Mixed-methods</b>
<b>Approach</b>	Constructivist
<b>Research Design</b>	Two Stages: Stage 1: Qualitative Ethnographic Stage 2: Quantitative
<b>Population</b>	Stage 1a: 25 kindergarten children Stage 1b: 15 kindergarten teachers Stage 2: 130 kindergarten teachers
<b>Research Tools</b>	Stage 1a: Filmed and transcribed participatory structured observations; Stage 1b: Semi-structured interviews. Stage 2: Closed questionnaires devised from the categories that emerged from the content analysis of the qualitative part of the



	research.
<b>Hypothesis</b>	Differences will be found in social-communication patterns between children educated in multi-dialogical kindergartens and children educated in traditional kindergartens. Differences will be found mainly in the extent of participation by the children in their learning processes, peer education: the extent to which the children guide their colleagues on a learning subject, the feedback, the manner of discourse and the extent to which philosophical discourse is conducted.
<b>Data Analysis</b>	Stage 1: Qualitative content analysis Stage 2: Quantitative statistical analysis
<b>Ethical Considerations</b>	Discretion, anonymity, informed consent form, blurring faces in films.

### III. Findings

#### Qualitative Findings

The content analysis that was employed to analyze the data yielded six themes with categories belonging to each different theme. The identification of the themes and categories that emerged from the study was guided by the conceptual framework that underpinned this research, in an attempt to respond to the research aims and research questions. In other words, since the aim of this study was to explore the communicative-social patterns in a multi-dialogical kindergarten based on data collected through the various research tools, then the following themes and categories are presented as the findings emerging from the qualitative study. Table III.1 below presents the themes and categories.

#### Themes and categories that emerged from the collected data regarding the implementation of the MDA in a kindergarten

<b>Theme</b>	<b>Categories relating to the implementation of the MDA in a kindergarten</b>
1. Listening and	1. The teacher's attentiveness

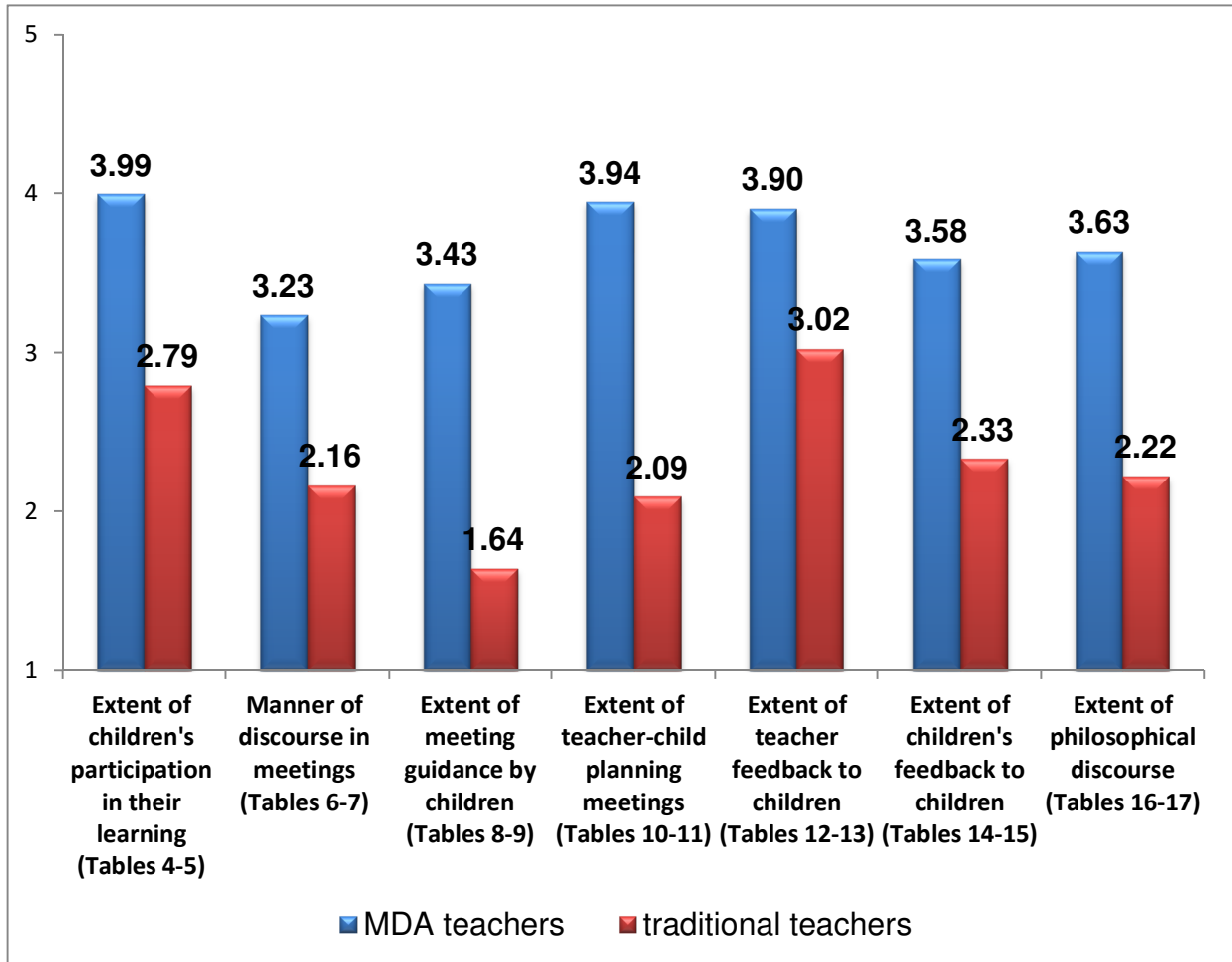
dialogue	<ol style="list-style-type: none"> <li>2. Attentive beyond words</li> <li>3. Attentiveness between the children</li> <li>4. Active attentiveness</li> <li>5. Observation in attentiveness</li> </ol>
<ol style="list-style-type: none"> <li>2. Resources and difficulties involved in the implementation of the MDA</li> </ol>	<ol style="list-style-type: none"> <li>1. A change in the teacher's perspective</li> <li>2. Alteration of the teacher's perception of control</li> <li>3. The teacher's genuine attentiveness</li> <li>4. Organization and management of time</li> <li>5. Courses and mentoring on the subject</li> <li>6. Flexibility and learning together with the child</li> </ol>
<ol style="list-style-type: none"> <li>3. Learning processes in a multi-dialogical kindergarten</li> </ol>	<p>The source of the content dealt with in the kindergarten</p> <p>Construction of an activity and learning curriculum in the kindergarten</p> <p>Learning from the children's field of interest</p> <p>The teacher's role in learning according to the MDA</p> <p>Implications of learning according to the MDA</p> <p>Peer study</p> <p>Development of independent thinking</p> <p>The child's deepening of knowledge and investigation in their field of interest</p>
<ol style="list-style-type: none"> <li>4. Feedback and reflection</li> </ol>	<ol style="list-style-type: none"> <li>1. The children's ability to give and take feedback</li> <li>2. The role of the teacher in feedback</li> <li>3. Implications of the feedback for the children</li> <li>4. Reflection</li> </ol>
<ol style="list-style-type: none"> <li>5. Dialog styles in a multi-dialogical kindergarten</li> </ol>	<ol style="list-style-type: none"> <li>1. Dialog and partnership between the teacher and students</li> <li>2. Dialog as the kindergarten language</li> <li>3. Brain-storming</li> <li>4. Personal meetings between the teacher and the child</li> <li>5. Children as guides</li> <li>6. Discourse in general and philosophical discourse in particular</li> <li>7. Mediation and documentation</li> </ol>

6. Social communication patterns in the multi-dialogical kindergarten	<ol style="list-style-type: none"><li>1. Life skills</li><li>2. Consideration, tolerance and recognizing the 'other'</li><li>3. Ability to initiate and lead</li><li>4. The child as an active member of society</li><li>5. Cooperation between children</li><li>6. Empowerment</li></ol>
-----------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Quantitative findings**

Figure below is a figurative representation of the comparison between the MDA and traditional approaches as seen by the teachers who responded to the research questionnaire.

**Summary of the research indices (means): Comparison of grading by MDA teachers and by traditional teachers**



This figure summarizes the overall findings presented in this chapter by displaying the means of the research indices for the MDA teachers and also for the traditional teachers. It is important to emphasize that all the differences presented in this diagram between the two comparison groups were found to be statistically significant. It was found that all the indices were given significantly higher grades by the MDA teachers in comparison with the traditional teachers.

#### **IV. Conclusions**

##### **Conclusions regarding the differences between the MDA and the traditional kindergartens**

**Hypothesis 1: Differences will be found in social and communication patterns between children educated in multi-dialogical kindergartens and children educated in traditional kindergartens. Hypothesis 1 was confirmed.**

In the multi-dialogical kindergarten, social-communication patterns are shaped through the teacher's "attentiveness", which enables the children's initiatives to come into expression, and these initiatives form the basis for the work and learning curricula in the kindergarten. Moreover it seems that the children's attentiveness to their friends is a social-communication pattern that is acquired in the multi-dialogical kindergarten and receives an important place through the coaching and guidance of the teacher. The "active listening" that is exercised by the teacher and the children helps the children to develop additional patterns such as autonomy and empathy, so that in practice it can be seen that taking responsibility for learning, decision-making abilities and cooperation are all acquired through the teacher's observation of the children's actions (through attentiveness and active listening). This observation is an additional way to pay attention to them.

More specifically, it is concluded that the way in which children are equipped with social-communication patterns depends on the teacher's approach that, unlike the approach of the teacher in the traditional kindergarten, facilitates the expression of the children's initiatives and fields of interest. The way to equip the children with social-communication patterns such as flexibility and thinking outside the box depends on the teacher's own ability to do this and thus to act as a "model". Moreover, patterns such as the children's desire to learn, learning in depth and the ability to ask questions are encouraged by the construction of a learning curriculum that will enable these patterns to be expressed out of the children's fields of interest.

## **Conclusions regarding the social-communication patterns**

**Hypothesis 2: Differences will be found mainly in the extent of participation by the children in their learning processes, and in peer education: the extent to which the children guide their colleagues on a learning subject, the feedback, the manner of discourse, and the extent to which philosophical discourse is conducted. Hypothesis 2 was confirmed.**

In a similar spirit, patterns of expertise, developing abilities, drawing conclusions, independent thinking and peer learning are shaped as implications of learning according to the MDA. The children's consideration of their friends, expression of their opinions and feelings in a group, identifying difficulties and strengths, and respecting the time needed for deep thinking are acquired through "mediated learning". The teacher coaches the children to use the tools of "giving and accepting feedback".

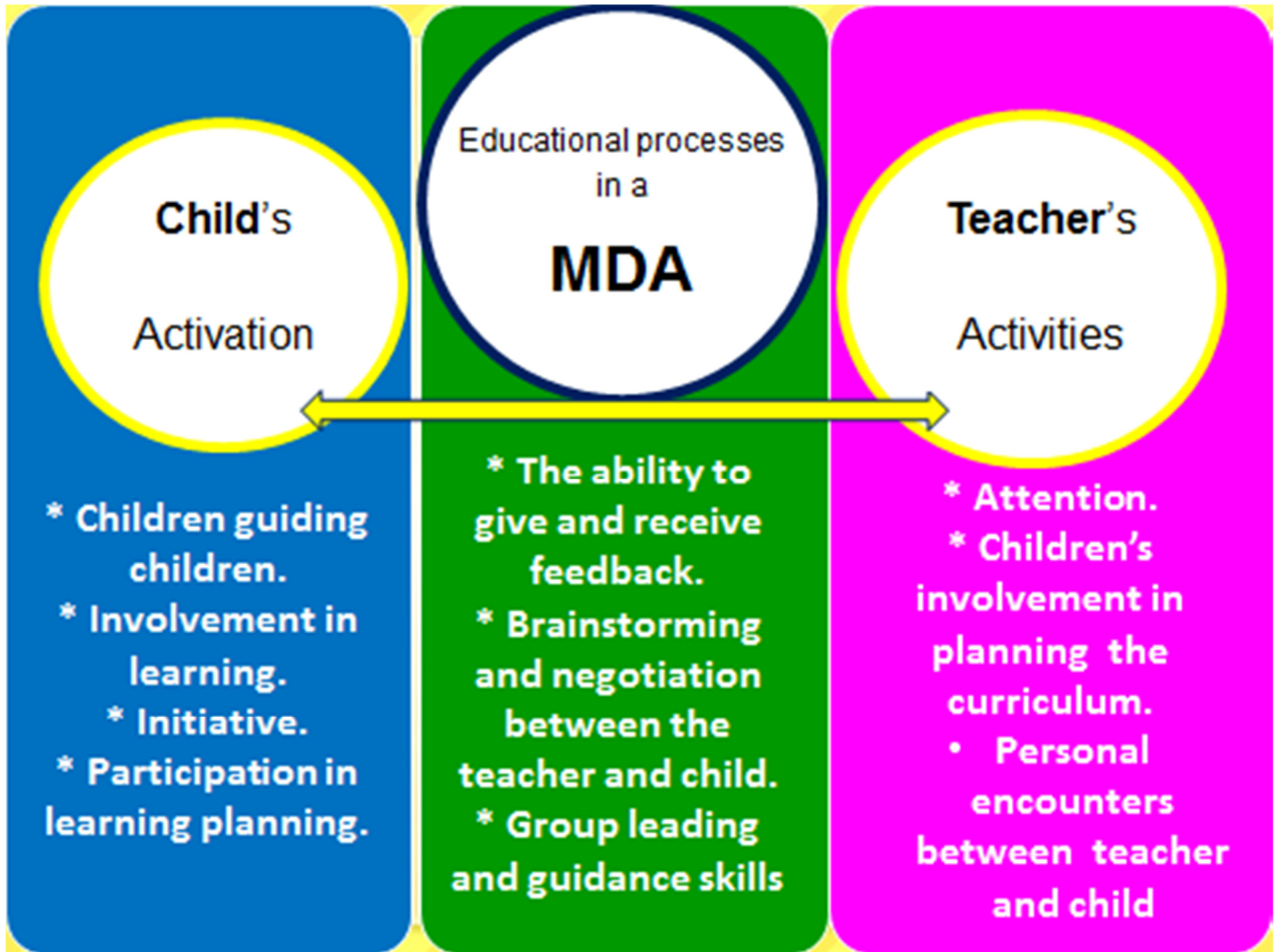
The fact that the children become active partners in the planning of the kindergarten life and the determination of its contents and play an active part in the kindergarten activities and events allows the children to become equal participants in their learning. Moreover, the teacher's use of "brainstorming" together with the children allows them to develop the ability to learn in a group, to express an opinion and to take responsibility for learning alongside the ability to be flexible in learning. This tool constitutes the basis for "negotiation" between the children and the teacher.

Social-communication patterns such as planning, initiative and thinking about additional directions of thought, are connected to "dialog" conducted in the "personal meeting" between the teacher and a child in the multi-dialogical kindergarten. It can also be concluded that the patterns of guidance, leadership and leadership skills are imparted to the children when the children act as "guides for their friends" which is a unique pattern of behavior for children educated in the multi-dialogical kindergarten. Additionally, patterns such as the ability to discuss with attentiveness and tolerance towards others, avoiding judgment, while demonstrating restraint and accepting the opinions of others are derived from the practicing of discourse in general and "philosophical discourse" in particular.

The patterns of deep learning, illustration, cooperation, independence and acceptance of decisions in learning are shaped and acquired in the multi-dialogical kindergarten through the “mediation” of learning by the teacher and “documentation” by the teacher together with the children. Moreover, the children acquire life skills as a result of their involvement in the planning of the life of the kindergarten and the social interaction that this involvement offers. It therefore seems that the children’s initiative, guidance, planning activities and leadership are evident when there is “structured practical coaching” for the children, showing them how to do this.

The children offer and receive “feedback” so that they play an authentic part in the communication. It seems that the feedback is an important component helping to equip the children in the multi-dialogical kindergarten with social-communication patterns such as tolerance, recognition of others, empowerment, peer education and reflective thinking. These patterns are acquired and shaped through prior planning and structured practical coaching for the children, by the teacher showing them how to do these things. Additionally the teacher represents a “model” for the children when she participates in the feedback circle, and feedback is also a planned part of the kindergarten learning curriculum and a planned part of the daily schedule. The manner of discourse involves the children’s natural participation in the education process. It can be seen that social-communication patterns such as taking responsibility for discourse, paying attention to others and the skills of group discourse are shaped in the multi-dialogical kindergarten as a result of the manner of discourse in the meetings guided by the teacher and this enables the children to learn when to enter the discourse, and they are not managed by her. In their “philosophical discourse” the children propose particular topics to discuss in the kindergarten. Additionally, the ability to ask questions, to examine things from different angles, to draw conclusions and to make decisions, to consider others and to pay attention are realized through philosophical discourse that is a structured part of the learning curriculum in the multi-dialogical kindergarten.

**Conceptual conclusions: Opening the gate for social-communication patterns**





The conceptual conclusions from the research findings relate to education for early childhood. The conclusions derived from the research allowed the researcher to develop a theoretical model that explains the educational processes that advance children's social-communication processes in early childhood through the implementation of the MDA.

As can be seen from the model shown above there are three main dimensions involved in the implementation of the MDA in the kindergarten: *the teacher's activities, educational processes and the child's activation*. Sample components of these three dimensions are shown in the model.

In addition to the components shown in the diagram, *the teacher's activities* include the following components:

- The teacher's attentiveness
- Coaching and guidance
- Teacher's approachability
- Organization and time management
- Collegiality, group support and guidance
- Role modeling
- Children's involvement in planning the curriculum
- Children's participation in planning kindergarten life
- Personal encounters between teacher and child
- The ability to empower the child
- Structured and practical coaching by the teacher
- Discourse guided by teacher

The teacher's approach is expressed in *educational processes* that involve empathy, autonomy, active listening, collaboration and peer study, decision-making, ability to give and accept feedback, brainstorming and negotiations between the teacher and the child, as well as group leading and guidance skills, leadership abilities, discourse skills, reflective thinking and independence.

The entire process of the *children's activation* is connected in an optimal manner with the children's initiatives, so that they are able to take responsibility for their learning, and to

develop the ability to study in a group, the ability to ask questions, to draw conclusions, to think independently and to express emotions in a group. Other abilities developed by the children are the ability to take time to think, to converse, and to use in-depth learning, to conceptualize, to share experience and personal opinions and to examine things from different perspectives. It is possible to see how these processes lead the children to become involved in their learning and to develop a strong desire to learn, to be active in their learning, and to participate in learning planning. In this sense they are able to deal with difficulties and strengths, be flexible and open in their thinking, guide their friends, be attentive and tolerant to others, and practice restraint and acceptance.

To summarize: The model shows that the integration of the teacher's approach regarding the important place of the child as an active partner in the kindergarten and the reciprocity that is created between teacher and child engender educational processes and that allow different strengths to be combined, in other words a synergy is formed. The formation of this synergy enables the shaping and maximization of social-communication processes among children in early childhood.

### **General Conclusions-**

#### **Practical implications**

The practical implications of the research findings relate to four areas: implications for the kindergarten teacher's work, implications for teacher training programs, implications for the design of learning curricula for early childhood and implications for education policy for early childhood.

- Implications for the teacher's work – the teacher needs to increase her own awareness regarding the substance of attentiveness in the educational act, and to learn how to apply this at her own personal level and in the kindergarten.
- Implications for kindergarten teachers' training programs – A framework is needed for the teachers' professional development to focus on and develop expertise in education according to the MDA for early childhood.

- Implications for the design of learning curricula for early childhood – The conclusions from this study could inform those who draft curricula for early childhood and wish to incorporate the MDA into the learning curricula.
- Implications for education policies for early childhood – A change is needed in the perception of early childhood education, to reduce the gap between the declared education policies of the Ministry of Education and extant practice as expressed in kindergartens.

### **Contribution to knowledge**

The contribution of this study to the extant corpus of knowledge is expressed by filling the gap in knowledge in the domain of children’s developmental psychology, and by proposing a modular model, which explains the development of children’s social-communication patterns in early childhood through the MDA in kindergartens. This model can be implemented in various ways. The findings draws on and adds to Socratic theory, which argues that dialog is conducted through questions and answers, and to the “I-Thou” theory coined by Buber, to Dewey’s theory of negotiation between the individual and society, to Roger’s theory of “active listening”, to the theory of equal discourse between learners and educators proposed by Freire, to Gardner’s theory of multiple intelligences, to the theory of the “Zone of Proximal Development” of Vygotsky, and to Feuerstein’s theory of "mediated learning" by combining the concepts of these different scholars into a single theoretical model that can be applied in educational practice. In other words the theoretical model constructed in this research constitutes an integrative practical model for operation that can guide learning in a multi-dialogical kindergarten for early childhood. Moreover, since this model was developed by the researcher on the basis of the findings of the present study and stemmed from the field, it can be said that this is an original innovative evidence-based model, based on data collected in the field.

The study’s contribution to practical knowledge can be seen in the modular-adaptive nature of the model that allows various possible applications to be adapted to different learning approaches. It therefore seems that this unique model can provide guidelines for a kindergarten desiring to work according to the MDA. More specifically, it is noted that

the approach that allows the kindergarten teacher to rely on attentiveness and that is accompanied by reflective educational processes is optimally connected to the children's acquisition and development of social-communication patterns that become tools for life.

An additional contribution to the gap in knowledge from the findings of the present study relates to knowledge that can inform and stimulate a change in educational policy for early childhood and in the training of educators for early childhood. This is so because the implementation of the model that was constructed from the research findings could reduce the gap between goals and aims of education in general and education for early childhood in particular as they are shaped and declared by the Ministry of Education and the practical implementation of these goals in the field by kindergarten teachers. In other words the model can facilitate the reduction of the gap between the aforesaid declarations and practice in the field, by stimulating a change in perception by field practitioners, i.e. the kindergarten teachers, supervisors and mentors for the kindergartens. In addition, the model may have an influence on perceptions of training for early childhood education through the adoption of the principles of the MDA in kindergartens, the opening of special course in frameworks for early childhood and the development of settings for professional development of early childhood practitioners (kindergarten teachers, supervisors and mentors for the kindergartens) according to the MDA.

### **Limitations of the research**

It is accepted that there is no perfect academic research. When discussing the limitations of a study, four elements are usually discussed: the research method, research tools, the researcher and the generalizability of the study. The following limitations should therefore be noted with regard to the present study:

1. Limitations relating to the research method- the qualitative part of this study was an ethnographic investigation whose main disadvantage is expressed in a rather low level of objectivity, reliability and generalizability. In order to overcome this disadvantage the researcher used a wide range of sources of information in order to increase the validity of the findings.

2. Limitations associated with the research tools – this study employed filmed and transcribed participatory structured observations, semi-structured interviews and closed-ended questionnaires. In the participatory observations, the fact that the researcher was present in the field could influence the behavior of the research participants. However, the many hours of filming and observation meant that the participants became used to the presence of the researcher and the camera and consequently ignored them. In the semi-structured interviews, one of the disadvantages that could arise was the participants' tendency for social conformability i.e., to please the interviewer. In order to overcome this tendency the participants were promised that any information given would be used solely for the research so that they could provide information that was as authentic as possible. Moreover, the researcher avoided judgmental reactions during the interview to deter the tendency to meet what might be construed as her expectations.
3. No limitations arose regarding the data collected by the questionnaires in the present study since the questionnaire was composed in reliance on data collected from the qualitative stage in order to ensure the validity of the questionnaires.
4. Limitations associated with the researcher. In the qualitative ethnographic part of the research, the researcher was a part of the research field so that her presence might have had a strong influence on the research field and might harm the objectivity of the findings. In order to reduce this influence the researcher found the golden mean between integration, empathy and involvement in her relations with the research participants, while distancing herself and conducting reflective critical thinking. She did this by conducting conversations with herself at every stage of the research, critically processing situations that occurred in the research field and constantly re-examining understandings that she reached.
5. Limitations relating to generalizability. This research had no such limitations since the researcher used triangulation as a strategy, so that the findings are strong and can be generalized at a high level.

To summarize: the present mixed methods study used triangulation as a strategy to reinforce the findings and to increase the level of generalizability, and so the study can claim a high level of generalizability.

### **New directions for investigation**

The study reported here indicates that the implementation of MDA educational processes can promote children's social-communication patterns in early childhood. It is suggested that future studies should investigate different ways to implement the MDA in a large number of kindergartens. Additionally it would be useful to examine what the kindergarten teachers and education systems employing this approach need in terms of human resources and strategies, in order to implement the MDA in kindergartens.

## References

- Alexander, R., 2006. *Towards dialogic teaching: Rethinking classroom talk*, 3rd ed. Cambridge: Dialogos.
- Aliakbari, M. & Faraji, E., 2011. Basic principles of critical pedagogy. In *2nd International Conference on Humanities, Historical and Social Sciences IPEDR*, 17, pp. 78-85.
- Aloni, N., 2008. Introduction. In N. Aloni, ed. *Empowering dialogues in humanist education*. Tel Aviv: Hadekel. pp. 16-47. [Hebrew]
- Aloni, N., 2013. Philosophical-educational empowerment for students in the 21<sup>st</sup> century. *Gilui Dea*, 3, pp. 13-30. [Hebrew]
- Alpert, B., 2011. From qualitative research to high quality writing: Interest, investigation and creativity. MOFET Institution: *Shvilei Mehkar*, 17, 114-150. [Hebrew]
- Anderson, R. & Cissna, K. N., 1997. *The Martin Buber Carl Rogers dialogue. A new transcript with commentary*. Albany, State University of New York Press.
- Aram, D. & Shlak, M., 2007. The safe kindergarten: Promotion of communication and social skills among kindergartners. *Early Education and Development*, 19, pp. 865-884.
- Ares, N., 2006. Political aims and classroom dynamics: Generative processes in classroom communities. *Radical Pedagogy*, 8 (2), pp. 12-20.
- Arner, E. & Tellgren, B., 1998. Children's views of adults – the meaning of conversation to find and understand children's perspective. *Poang I Pedagogic, Pedagogiska institutionen, Orebro Universitet*, pp. 61-80.
- Ashkenazi, M., 1986. *Research methods in social sciences: Research principles and styles*. Unit 4, Ethnographic Research in Anthropology. Ramat Aviv: Open University. [Hebrew]
- Aspan, M., 2005. *To do oneself justice: Children's and adults' perspective of a school project to increase pupils' influence*. Stockholm, Utvecklingspsykologiska seminariet, Stockholms universitet.
- Assaf, M., 2011. Can the wolf lie down with the sheep?: About mixing methods from different approaches in educational research. *Kolot*, 1, 17-19. [Hebrew]
- Astington, W. & Jenkins, J. M., 1995. Theory of mind development and social understanding. *Cognition and Emotion*, 9, pp. 151-165.
- Avnon, D., 2008. The Buberian dialogue: Personal meetings, humanistic learning. In N. Aloni, (Ed.) *Empowering dialogues in humanist education*. Tel Aviv: Hadekel, pp. 143-156. [Hebrew]
- Bae, B., 2009. Children's right to participate – challenges in everyday interactions. *European Early Childhood Education Research Journal*, 17, pp. 391–406.
- Bakhtin, M. M., 1984. *Problems of Dostoevsky's Poetics*. Manchester: Manchester University Press.
- Baniwal, V., 2014. A response to Jane Sahi's 'Dialogue as Education: Martin Buber. *Contemporary Education Dialogue*, 11, pp. 179–195
- Bar-Shalom, I., 2011. Thoughts on ethnographic research. *Shvilei Mehkar*, 17, 94-101. [Hebrew]
- Barnett, R., 2007. *A will to learn: Being a student in an age of uncertainty*. Open University Press.
- Bartholo, R., Tunes, E. & Tacca, M. C. V. R., 2010. Vygotsky's and Buber's pedagogical perspectives: Some affinities. *Educational Philosophy and Theory*, 42(8), pp. 867–880.
- Becker, E., 2009. *Who did you play with in kindergarten today: The social world of pre-school children*. Tel Aviv: Research and Curriculum Development, Mofet. [Hebrew]
- Bengtsson, J., 2005. *The life-world as a foundation*. Lund, Studentlittertur.
- Ben-Yosef, A., 2009. *Circles of connection: Concerning the fostering of a discourse culture in a humanistic educational institute*. Rannana: MOFET Institute. [Hebrew]
- Berk, L. & Winsler, A., 1995. *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC, National Association for the Education of Young Children.
- Berthelsen, D., 2009. Participatory learning: Issues for research and practice. In D. Berthelsen, J. Brownlee & E. Johansson (Eds.), *Participatory learning in the early years: research and pedagogy*, London, Routledge, pp. 1-11.
- Blum-Kulka, S., 2008. Language, communication and literacy: Outlines for the development of literate discourse. In P.S. Klein and B. Yablon, eds., *From research to action in early childhood education* (pp. 117-154). Jerusalem: Keter.
- Bocos, M., 2007. *The theory and praxis of pedagogical research. [Teoria și practica cercetării pedagogice]*. (in Romanian), Cluj-Napoca, Editura Casa Cărții de Știință.
- Bodrova, E. & Leong, D., 2005. Why children need play. *Scholastic Early Childhood Today*, 20, pp. 1-6.

- Bodrova, E. & Leong, D. J., 2007. *Tools of the mind. The Vygotskian approach to early childhood education*. New Jersey, Pearson.
- Bowman, B. T. & Donovan, M. S., 2001. *Eager to learn*. Washington D.C., National Academy Press.
- Boyd, M. & Galda, L., 2011. *Real talk in elementary classrooms: Effective oral language practice*. New York, NY, Guilford Press.
- Boyd, M. & Markarian, W., 2011. Dialogic teaching: Talk in service of a dialogic stance. *Language and Education*, 25(6), pp. 515-534.
- Bradburn, N., Sudman, S. & Wansink, B., 2004. *Asking questions*. San Francisco, CA: Jossey Bass.
- Bruner, J., 1996. *The culture of education*. Cambridge, MA, Harvard University Press.
- Bryman, A., 2001. *Social research methods*. Oxford: Oxford University Press.
- Bryman, A., 2004. *Social research methods*. NY: Oxford.
- Buber, M., 1980. *Secret discourse*. Jerusalem: Bialik. [Hebrew]
- Buber, M., 2002. *Between man and man*. New York, Routledge.
- Buchs, C., Butera, F. & Mugny, G., 2004. Resource interdependence, student interactions and performance in cooperative learning, *Educational Psychology*, 24, pp. 291-314.
- Callander, D., 2013. *Dialogic approaches to teaching and learning in the primary grades*. Doctoral dissertation, University of Victoria.
- Campbell, S. B., 2002. *Behaviour problems in preschool children*. New York, Guilford Press.
- Carpendale, J. I. M. & Lewis, C., 2004. Constructing an understanding of mind: The development of children's social understanding within social interaction. *Behavioural and Brain Sciences*, 27, pp. 79-151.
- Caspi, M., 1979. *Education tomorrow*. Tel Aviv: Am Oved. [Hebrew]
- Ciot, M. G., 2009. A constructivist approach to educational action's structure. *Bulletin of University of Agricultural Sciences and Veterinary Medicine (BUASVM) Cluj-Napoca Horticulture*, 66(2), pp. 1-6.
- Clark, A. & Moss, P., 2005. *Spaces to play: more listening to young children using the Mosaic approach*. London, National Children's Bureau.
- Claudie, T., 2012. Emphasizing the importance of early childhood education at the beginning of the 21st century: opportunities, risks and dilemmas in long-term strategic planning or implementation of the "here and now"? *Journal of the MOFET Institute*, 47, pp. 25-31.
- Claxton, G. & Carr, M., 2010. A framework for teaching learning: The dynamics of Disposition. *Early Years: An International Research Journal*, 24(1), pp. 87-97.
- Cohen, A., 1976. *The educational theory of Martin Buber*. Tel Aviv: Yahadav. [Hebrew]
- Cohen, A., 1983. *A revolution in education*. Tel Aviv: Reshafim. [Hebrew]
- Cohen, A., 2008. *Small philosophers, philosophy for children and with children*. Haifa: Amatzia. [Hebrew]
- Cohen, I., 2001. Value-oriented experiences in Jewish philosophical literature. In I. Baruch, S. Iram, I Skolnikov, Cohen, I. & Shechter, A., eds., *Crossroads – Values and education in Israeli society*. Jerusalem: Ministry of Education and Culture, pp. 39-68. [Hebrew]
- Cohen, P. A., Kulik, J. A. & Kulik, C. C., 1982. Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19, pp. 237-248.
- Council of Europe, 2011. *Consultation on the draft Council of Europe Strategy on the Rights of the Child*. Strasbourg, 20 July 2011.
- Cohen, L., Manion, L. & Morrison, K., 2007. *Research methods in education*. 6<sup>th</sup> ed. London: Routledge Falmer.
- Cornu, R. L. & Peters, J., 2005. Towards constructivist classroom: the role of the reflective teacher. *Journal of Educational Inquiry*, 6(1), pp. 50-64.
- Creswell, J. W., 1998. *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage Publications.
- Creswell, J. W., 2013. *Research design: Qualitative, quantitative, and mixed methods approaches*. UK: Sage publications.
- Creswell, J. W. & Plano Clark, V. L., 2011. *Designing and conducting mixed-methods research*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W., Plano-Clark, V. L., Gutmann, M. L. & Hanson, W. E., 2003. 'Advanced mixed-methods research designs', In A.Tashakkori and C.Teddlie (Eds.), *Handbook of mixed-methods in social and behavioral research*, Thousand Oaks, CA: Sage, 209-240.



- Danner, S. & Jonyniene, Z., 2012. Participation of children in democratic decision-making in kindergarten: Experiences in Germany and Lithuania. *Socialinis Darbas/Social Work*, 11, pp. 411-420.
- Darom, D., 1989. *Climate of growth, liberty and commitment in education*. Tel Aviv: Hakibbutz Haartzit. [Hebrew]
- Denzin, N. K. & Lincoln, Y. S., 2000. Introduction: The discipline and practice of qualitative research. In N.K. Denzin and Y.S. Lincoln, eds. *Handbook of qualitative research*, 2<sup>nd</sup> ed. London: Sage Publications, 1-28.
- De Souza, L. M., Nakano, F., De Bragança Pereira, C. A. & Stern, J. M., 2012. Intentional sampling by goal optimization with decoupling by stochastic perturbation. *AIP Conference Proceedings*, 1490, 189-201.
- Dewey, J., 1938. *Experience and education*. New York: Macmillan
- Dewey, J., 1956. *The child and the curriculum and the school and society*. Chicago, Phoenix
- Dewey, J., 1961. *Democracy and education* (1916). New York: Macmillan
- Dewey, J., 1988. *The ethics of democracy*. University of Michigan, Philosophical Papers, Second Series, No. 1, Ann Arbor: Andrews and Com.
- Dewey, J., 1997. *Experience and education*. NY: Touchstone Book.
- Dey, I., 1993. *Qualitative data analysis*. London: Routledge.
- Dheram, P., 2007. Empowerment through critical pedagogy. *Academic Leadership*, 5(2).
- Dushenik, L. & Sabar Ben-Yehoshua, N., 2002. Ethics of qualitative research, In N. Sabar Ben-Yehoshua (Ed.), *Traditions and genres in qualitative research*. Or Yehuda: Dvir, pp. 343-368. [Hebrew]
- Edwards, C., Gandini, L. & Forman, G., 1998. Introduction: Background and starting points, In C. Edwards & L. Gandini & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia approach- advanced reflections*, London, Ablex, pp.5-25.
- Efrat, M. & Ungureanu, D., 2015. Is the egg spoiled? A big question from a small child. *Proceeding of the International Conference on Education Reflection and Development*. Romania: Cluj-Napoca, pp. 294-312.
- Egan, K., 1992. *Imagination in teaching and learning*. New York, Routledge.
- Ekhholm, M. & Lindvall, K., 1991. Pupils and democracy in school, Forskningsrapport, 91, 6, Hogskolan i Karlstad.
- Emilson, A., 2007. Young children's influence in preschool. *International Journal of Early Childhood*, 39, pp. 11-38.
- Emilson, A. & Folkesson, A. M., 2006. Children's participation and teacher control. *Early Child Development and Care*, 176(3-4), pp. 219-38.
- Emilson, A. & Johansson, E., 2009. The Desirable toddler in preschool: Values communicated in teacher and child interactions. In D. Berthelsen, J. Brownlee & E. Johansson (Eds.), *Participatory learning in the early years: research and pedagogy*, London, Routledge, pp. 61-77.
- Erhardt-Weiss, D., 2008. Independence and selfhood: parents, children and the development of autonomy in early childhood. *Psycho-actuality – A Spotlight on Developmental Psychology*, July 2008. 28-33. [Hebrew]
- Feld-Elhanan, N., 2007. When the other is invisible, unheard and unrecognized. From education as friendship and as culture for teaching and as accessible and inclusive: Some examples from discourse with immigrant children. *Bemicala*, 19, pp. 39-76. [Hebrew]
- Fetterman, D. M., 1989. *Ethnography: Step by step*. London: Sage Publications.
- Fetters, M. D., Curry, L. A. & Creswell, J. W., 2013. Achieving integration in mixed-methods designs - principles and practices. *Health services research*, 48(2-6), 2134-2156.
- Feuerstein, R., Klein, P. S. & Tennenbaum, A., 1991. *Mediated Learning Experience (M.L.E)*. London Freund Pub., House.
- Fiore, L. & Rosenquest, B., 2010. Shifting the culture of higher education: Influences on students, teachers, and pedagogy. *Theory into Practice*, 49(1), pp. 14-20.
- Fiore, L. & Soares, S.C., 2010. This issue. *Theory into Practice*, 49(1), pp. 1-4.
- Firestone, W.A., 1993. Alternative arguments for generalizing from data as applied to qualitative research. *Educational Researcher*. 22(4) 16-23.
- Firstater, E. & Efrat, M., (2014). Social communication patters of children in a kindergarten operating according to the dialogical education approach. *Rav Gvanim, Research and Discourse*, 14, pp. 11-48. Under the auspices of "Study and Research in Teacher Training", Jerusalem: Ministry of Education and Gordon Academic College of Education. [Hebrew]

- Fisher, R., 2007. Dialogic teaching: developing thinking and metacognition through philosophical discussion. *Early Child Development and Care*, 177, pp. 615–631.
- Flick, U., 2009. *An introduction to qualitative research*. London: Sage Publications.
- Foley, P., 2007. A case for and of critical pedagogy: Meeting the challenge of libratory education at Gallaudet University. Paper Presented at the *American Communication Association's Annual Conference*. New Mexico, Taos.
- Forman, G. & Fyfe, B., 1998. Negotiated learning through design, documentation, and discourse. In C. Edwards & L. Gandini & G. Formaneds. *The hundred languages of children: The Reggio Emilia approach- advanced reflections*, London: Ablex, pp. 239-260.
- Freire, P. (2000). *Pedagogy of the oppressed*. London: Bloomsbury Publishing.
- Freire, P. & Freire, A. M. A. (2004). *EPZ pedagogy of hope: Reliving pedagogy of the oppressed*. London: Bloomsbury Publishing.
- French, G., 2007. *Children's early learning and development: A research paper*. Dublin: National Council for Curriculum and Assessment (NCCA).
- Friedman, M. S., 2002. *Martin Buber: The life of dialogue*. London and New York: Psychology Press.
- Fuchs, D., Fuchs, L. S., Mathes, P. G. & Simmons, D. C., 1997. Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34, pp. 174–206.
- Fumoto, H., 2011. Teacher–child relationships and early childhood practice. *Early Years*, 31, pp. 19-30.
- Fumoto, H., Hargreaves, D. J. & Maxwell, S., 2004. The concept of teaching: A reappraisal. *Early Years*, 24(2), pp. 179-91.
- Gall, M. D., Borg, W. R. & Gall, J. P., 1996. *Educational research*. White Plains, NY: Longman.
- Gardner, H., 1996. *Multiple intelligences theory in practice*. Jerusalem: Branko Weiss Institute. [Hebrew]
- Gardner, H., 2011. *Frames of mind: The theory of multiple intelligences*. Basic books.
- Gee, J., 1989. Literacy, discourse, and linguistics: Introduction. *Journal of Education*, 171(1), pp. 5-17.
- Geertz, C., 1973. Thick description: Toward an interpretive theory of culture', In C. Geertz, *The interpretation of cultures*. New York: Basic Books.
- Gibton, D., 2002. Field grounded theory: Meaning of the data analysis process and construction of theory in qualitative research. In N. Sabar Ben-Yehoshua, ed. *Traditions and genres in qualitative research*. Or Yehuda: Dvir, pp. 195-227. [Hebrew]
- Gidron, A., 2011. Between qualitative and quantitative or how to define the research in which you are involved. *Kolot*, 1, 15-16. [Hebrew]
- Given, H., Kuh, L., Leekeenan, D., Mardell, B., Redditt, S. & Twombly, S., 2010. Changing school culture: Using documentation to support collaborative inquiry. *Theory into Practice*, 49(1), pp. 36-46.
- Goldstein, K. S., 1964. *A guide for field workers in folklore*. Hatsboro, PA: The American Folklore Society.
- Gover, N., 2008. The Freirian dialogue: Empowerment, liberation, political literacy and social solidarity. In N. Aloni, ed. *Empowering dialogues in humanist education*. Tel Aviv: Hadekel. pp.195-213. [Hebrew]
- Greene, M., 1995. *Releasing the imagination*. San Francisco: Jossey-Bass.
- Guba, E. G. & Lincoln, Y. S., 1994. Competing paradigms in qualitative research, In N. K. Denzin and Y. S. Lincoln eds. *Handbook of qualitative research*. Thousands Oaks, CA: Sage, 105-117.
- Guberman, O., 2009. Helping hand – training kindergarten assistants. Evaluation research. *Hed Hagan*, Quarterly Journal for Early Childhood Education, 14-23. [Hebrew]
- Gur, H., 2007. A decade after the death of Paulo Freier, Pedagogy of hope – Dialogical teaching. *Hed Hahinuch*, 81(9), 93-95. [Hebrew]
- Gutierrez, K. & Larson, J., 1995. Script, counterscript, and underlife in the classroom: James Brown versus Brown V. Board of Education. *Harvard Educational Review*, 65 (3), pp. 445-71
- Han, H. S. & Kemple, K. M., 2006. Components of social competence and strategies of support: Considering what to teach and how. *Early Childhood Education Journal*, 34(3), pp. 241-246.
- Harari, D., 2008. The Rogerian dialogue: To enable, to accept, to foster. In N. Aloni, ed. *Empowering dialogues in humanist education*. Tel Aviv: Hadekel. pp. 178-194. [Hebrew]
- Harcourt, D., 2011. An encounter with children: Seeking meaning and understanding about childhood. In D. Harcourt & J. Eiransdottir (Eds), *Children in research: Special Issue*. European Early Childhood Research Journal, 19(3), pp. 333-345.
- Harpaz, Y., 2014. Shapers of educational discourse – Pessy Sahlberg. *Hed Hahinuch*, 6, pp. 50-55. [Hebrew]

- Hecht, I. & Ram, A., 2008. The dialogue in democratic education: From personal empowerment to social activism. In N. Aloni, ed., *Empowering dialogue in humanist education* (pp. 336-257). Tel Aviv: Hadekel. [Hebrew]
- Hill, M., Davis, J., Prout, A. & Tisdall, K., 2004. Moving the participation forward. *Children and Society*, 18(2), pp. 77–96.
- Hobson, R. P., 2002. *The cradle of thought: Exploring the origins of thinking*. London: Macmillan.
- Hockings, P., (ed.), 1995. *Principles of visual anthropology*. 2<sup>nd</sup> ed. Berlin: Mouton de Gruyter.
- Holt, G., 2004. *Continual learning*. Tel Aviv: Prague. [Hebrew]
- Howe, K. R., 1988. Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher*, 17(8), 10-16.
- Howe, K. R. & Dougherty, K.C., 1993. Ethics, institutional review boards and the changing face of educational research. *Educational Researcher*, 22 (9), 16-21.
- Inan, H. Z., 2009. Science education in preschool: How to assimilate the Reggio Emilia pedagogy in a Turkish preschool. *Asia-Pacific Forum on Science Learning & Teaching*, 10(2), pp. 1-11.
- Isman, E. B. & Tzuriel, D., 2008. The Mediated Learning Experience (MLE) in a three generational perspective. *The British Psychological Society*, 26, pp. 545–560.
- Jewitt, C., 2008. Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), pp. 241-267.
- Jhong, S. O., 2008. Children's dialogue: A hermeneutic phenomenological approach. *International Journal of Education through art*, 4(1), pp. 75-81.
- Johansson, E., 2003. To come close to the child's perspective. *Pedagogisk forskning*, 8(1-2), pp. 42-57.
- Johansson, E., 2004. Learning encounters in preschool: Interaction between atmosphere, view of children and of learning. *International Journal of Early Childhood*, 36 (2), pp. 9-26.
- Johnson, D. W. & Johnson, R. T., 1986. *Learning together and alone*, 2nd ed. Englewood Cliffs, NJ, Prentice Hall.
- Jones, D., 2007. Speaking, listening, planning and assessing: The teacher's role in developing metacognitive awareness. *Early Child Development and Care*, 177 (6-7), pp. 569-579.
- Kassen, L. & Krumer-Nevo, M., 2010. *Data analysis in qualitative research*. Beer Sheva: Ben Gurion University of the Negev. [Hebrew]
- Kincheloe, J. L., 2005. *Critical pedagogy primer*. New York, NY: Peter Lang Publishing.
- Kirk, J. & Miller, M. L., 1986. *Reliability and validity in qualitative research*. Beverley Hills: Sage Publications.
- Klein, P., 1986. *A wiser child*. Tel Aviv, Bar Ilan. [Hebrew]
- Klein, P. & Yablon Y., 2007. *From research to practice in early childhood education*. Jerusalem: National Israeli Academy of the Sciences. [Hebrew]
- Kohn, A., 2002. *Education that our children deserve*. Tel Aviv: Sifriat Poalim and Kibbutz Meuhad. [Hebrew]
- Kozulin, A. (2004). Vygotsky's theory in the classroom: Introduction. *European Journal of Psychology of Education*, XIX(1),3-7.
- Kress, G., 2007. Thinking about meaning and learning in a world of instability and multiplicity. *Pedagogies: An International Journal*, 2(1), pp. 19-34.
- Lam, Z., 1996. The concept of pluralism and its implementation in Israeli education. In A.G. Zeev, ed. *Education in the era of postmodernist discourse*. Jerusalem: Magnes, pp. 207-219. [Hebrew]
- Lansdown, G., 2001. *Promoting children's participation in democratic decision-making*. Florence.
- Lasri, D., 2004. *A place to grow*. Rosh Pinna: Haofen Tivai. [Hebrew]
- Lavie-Ajayi, M., 2013. Qualitative research in educational psychology: A tool for everyday observation with new eyes. In *Observation of the work of the educational psychology services in light of principles of qualitative research*. Jerusalem: Ministry of Education, Education Unit, Education Psychology Services, 9-14. [Hebrew]
- Leinonen, J. & Venninen, T., 2012. Designing learning experiences together with children. *Procedia-Social and Behavioural Sciences*, 45, pp. 466-474.
- Levine, G., 1989. *Another kindergarten*. Tel Aviv: Ach. [Hebrew]
- Lincoln, Y. S. & Guba, E. G., 1985. *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.
- Lincoln, Y. S. & Guba, E. G., 1986. But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. In D. D. Williams, ed. *Naturalistic evaluation*, San Francisco, CA, Jossey-Bass, pp. 73-84.

- Lincoln, Y. S. & Guba, E. G., 2000. Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin and S. L. Lincoln (Eds.), *Handbook of qualitative research*. 2<sup>nd</sup> ed. London, Sage Publications, 163-188.
- Lipman, M., 2003. *Thinking in education*. Cambridge, Cambridge University Press.
- Lipman, M. & Sharp, A. M., 1985. *Ethical inquiry: International Manual to accompany 'Lisa', Montclair*. N.J., Institute for the Advancement of Philosophy for Children.
- Lopez, M., Tarullo, L., Forness, S. & Boyce, C., 2000. Early identification and intervention: Head start's response to mental health challenges. *Early Education and Development*, 11, pp. 265–282.
- Lyle, S., 2008. Dialogic teaching: Discussing theoretical contexts and reviewing evidence from classroom practice. *Language and Education*, 22, pp. 222-240.
- Mack, N., Woodson, C., MacQueen, K. M., Guest, G. & Namey, E., 2005. *Qualitative research methods: A data collector's field guide*. Research Triangle Park, NC: Family Health International and US Agency for International Development.
- Malaguzzi, L., 1998. History, ideas, and basic philosophy: An interview with Lella Gandini, In C. Edwards & L. Gandini & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia approach- advanced reflections*, London: Ablex, pp.49-99.
- Mason, J., 1996. *Qualitative researching*. London: Sage Publications.
- Mathes, P. G., Howard, J. K., Allen, S. H. & Fuchs, D., 1998. Peer-assisted learning strategies for first-grade readers: Responding to the needs of diverse learners. *Reading Research Quarterly*, 33, pp. 62-94.
- Maykut, P. & Morehouse, R., 1994. *Beginning qualitative research: A philosophic and practical guide*. London: The Falmer Press.
- McLean, V. S., 1991. *The human encounter: Teachers and children living together in preschools*. London, New York: Falmer Press.
- Mercer, N. & Dawes, L., 2010. Making the most of talk: Dialogue in the classroom. *English Drama Media*, 16, pp. 19-25.
- Mercer, N. & Littleton, K., 2007. *Dialogue and the development of children's thinking: A sociocultural approach*. New York, NY: Routledge.
- Merriam, S. B., 1998. *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Merrick, E., 1999. An exploration of quality in qualitative research. In M. Kopala & L. A. Suzuki, eds. *Using qualitative methods in psychology*, London: Sage Publications, pp. 25-36.
- Miller, J., 1997. *Never too young: how young children can take responsibility and make decisions*. London: National Early Years Network/Save the Children.
- Ministry of Education (20.08.2001). *The role of the assistant in the kindergarten*. Circular 746ESHb. Israel: Ministry of Education, Pedagogic Administration, Department of Pre-school Education. [Hebrew]
- Ministry of Education, 2010. *Guidelines for educational work in kindergartens*. Jerusalem: Department for Pre-Primary Education, Ministry of Education. [Hebrew]
- Ministry of Education., 2015a. *The goal of state education*. Available at: <http://edu.gov.il/owlHeb/AboutUs/MinisterEducation/EducationLaws/Pages/public-education.aspx> [Hebrew]
- Ministry of Education., 2015b. *Files for planning, management and organization*. Jerusalem: The Pedagogic Administration, Ministry of Education. [Hebrew]
- Missall, K. N. & Hojniski, R. L., 2008. The critical nature of young children's emerging peer-related social competence for transition to school. In W. H. Brown, S. L. Odom & S. R. McConnell (Eds.), *Social competence of young children: Risk, disability, and intervention*, Baltimore, MD, Brookes, pp. 117–137.
- Muijs, D., 2010. *Doing quantitative research in education with SPSS*. London: Sage.
- Mullender, A. & Ward, D., 1991. The practice principles of self-directed group work: Establishing a value-base for empowerment. Nottingham: The Center for Social Action.
- Murphy, T., 2010. Conversations on engaged pedagogies, independent thinking skills and active citizenship. *Issues in Educational Research*, 20(1), pp. 39-46
- New, R. S., 1998. Theory and praxis in Reggio Emilia: They know what they are doing, and why. In C. Edwards & L. Gandini & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia approach- advanced reflections*, London: Ablex, pp.261-284.

- Nyland, B., 2009. The guiding principles of participation. Infant, toddler groups and the United Nations convention on the rights of the child. In D. Berthelsen, J. Brownlee & E. Johansson (Eds.), *Participatory learning in the early years: Research and pedagogy*, London: Routledge, pp.164-184.
- Nystrand, M., Gamoran, A., Kachur, R. & Prendergast, C., 1997. *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. New York: Teachers College Press.
- O'Connor, C. & Michaels, S., 2007. When is dialogue 'dialogic'? *Human Development*, 50, pp. 275-285.
- Odom, S. L., McConnell, S. R. & Brown, W. H., 2008. Social competence of young children: Conceptualization, assessment, and influences. In W. H. Brown, S. L. Odom & S. R. McConnell (Eds.), *Social competence of young children: Risk, disability, and intervention*, Baltimore, MD: Brookes, pp. 3-29.
- Ohara, Y., Saft, S. & Crookes, G., 2000. *Teacher exploration of feminist critical pedagogy in beginning Japanese as a foreign language class*. Paper presented at the University of Hawaii, Manoa.
- Ojala, M., 2010. Developing multicultural early childhood education in a Finnish context. *International Journal of Child Care and Policy*, 4, 1, pp. 13-22.
- Okazaki, T., 2005. Critical consciousness and critical language teaching. *Second Language Studies*, 23(2), pp. 174-202.
- Palgi, M., 2008. Introduction: Changes occurring in the kibbutz. In M. Peleg and D. Zamir, eds. *From a welfare state to a market society: Economic distress in the kibbutz*. Haifa: University of Haifa and Van Leer Institute in collaboration with the Institute for the Study of the Kibbutz and the Cooperative Concept, pp. 7-13. [Hebrew]
- Palinscar, A. S., 1998. Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49, pp. 345-375.
- Patton, M. Q., 1980. *Qualitative evaluation methods*. Beverley Hills: Sage Publications.
- Phillips, C., 2004. *Six questions of Socrates*. N.Y.: Norton and Com.
- Pianta, R. C., LaParo, K. M. & Hamre, B. K., 2008. *Classroom assessment scoring system*. Baltimore: Paul Brooks Publishing Co. Inc.
- Peshkin, A., 1993. The goodness of qualitative research. *Educational Researcher*, 22(2), 23-29.
- Pidgeon, N., 1996. Grounded theory: Theoretical background. In J. T. R. Richardson, eds. *Handbook of qualitative research methods*, Leicester: The British Psychological Society Books, 75-85.
- Pidgeon, N. & Henwood, K., 1996. Grounded theory: Practical implementation. In J. E. Richardson, ed. *Handbook of qualitative research methods for psychology and the social sciences*. Leicester: British Psychological Society.
- Polanyi, M., 1967. *The tacit dimension*. Chicago: The University of Chicago Press.
- Pole, C. & Morrison, M., 2003. *Ethnography for education*. London, UK: Open University Press.
- Pramling-Samuelsson, I. & Sheridan, S., 2003. Participation as value and pedagogic approach. *Pedagogisk forskning i Sverige*, 8(1-2.), pp. 70-84.
- Rachel, J., 1996. Ethnography: Practical implementation. In J. T. R. Richardson, ed. *Handbook of qualitative research methods*, Leicester: The British Psychological Society Books, pp. 113-124.
- Rahim, S. N. F. B. A. & Rahman N. S. N.A., 2013. Children interaction patterns exhibited during learning activities: a case study at a selected public kindergarten in Malaysia. *Proceedings of the International Conference on Social Science Research*, pp. 1389-1411.
- Raphaeli, V., 2011. Between quantitative and qualitative or the connection between the student's absence and success in studies. *Kolot*, 1, 11-14.
- Reed, R. F. & Johnson, T. W., 1999. *Friendship and moral education - Twin pillars of philosophy for children*. N.Y.: Peter Lang.
- Renninger, A., 1992. Individual interest and development: Implementation of theory and practice. In K. A. Renninger, S. Hidi & A. Krapp, eds., *The role of interest in learning and development*, Hillsdale, NJ: Earlbaum Associates, pp. 361-397.
- Retting, M., 2005. Using the multiple intelligences to enhance instruction for young children and young children with disabilities. *Early Childhood Education Journal*, 32, pp. 255-259
- Rhedding-Jones, J., Bae, B. & Winger, N., 2008. Young children and voice. In P. Hughes, G. MacNaughton & K. Smith (Eds.), *Young children as active citizens: Principles, policies and pedagogies*, London and New York, Cambridge University Press, pp. 44-59.
- Rinaldi, C., 1996. Malaguzzi and the teachers. *Innovations in Early Education: The International Reggio Exchange*, 3(4), pp. 1-3.

- Rinaldi, C., 1999. Overt attention. *Hed Hagan*, Kislev, 5760, 7-9. [Hebrew]
- Rinaldi, C., 2005. Documentation and assessment: What is the relationship? In A. Clark, A. Kjørholt & P. Moss, eds. *Beyond listening: Children's perspectives on early childhood services*, Bristol, Policy Press, pp. 17–28.
- Rinaldi, C., 2006. In *dialogue with Reggio Emilia*. London, Routledge.
- Rogers, C. R. & Freiberg, H. J. 1994, *Freedom to Learn*. Columbus, OH, Charles Merrill Publishing Company.
- Rogoff, B., Turkkanis, C. G. & Bartlett, L., 2001. *Learning together: Children and adults in a school community*. New York, Oxford University Press.
- Rohrbeck, C. A., Ginsburg-Block, M. D., Fantuzzo, J. W. & Miller, T. R., 2003. Peer-assisted learning interventions with elementary school students: A meta-analytic review. *Journal of Educational Psychology*, 95, pp. 240–257.
- Rosenstein, B., 2002. 'Video use in social science research and program evaluation'. *International Journal of Qualitative Methods*, 1(3), 22-43.
- Ryle, G., 1971. *Collected essays*. London: Hutchinson.
- Sabar Ben-Yehoshua, N., 2002. Ethnography in education. In N. Sabar Ben-Yehoshua, eds. *Traditions and genres in qualitative research*. Or Yehuda: Dvir, pp. 101-139. [Hebrew]
- Sadan, A., 2008. Empowerment as a key concept in humanization in our times. In N. Aloni, ed. *Empowering dialogs in humanistic education*. Tel Aviv: Hadekel, pp. 48-67. [Hebrew]
- Sadeghi, S., 2008. Critical pedagogy in an EFL teaching context: An ignis fatuus or an alternative approach? *Journal for Critical Education Policy Studies*, 6(1).
- Sarantakos, S., 2005. *Social research*, 3<sup>rd</sup> ed. New York: Palgrave Macmillan.
- Sargeant, J., 2008. Australian children: Locally secure, globally afraid? In R. Gerber & M. Robertson (Eds.), *Children's lifeworlds: Locating indigenous voices*, New York: Nova Science Publishers, pp. 119-133.
- Schofield, J. W., 1989. Increasing the generalizability of qualitative research. In E. W. Eisner, E.W. and Peshkin, A. eds. *Qualitative inquiry in education*. New York: Teachers College Press, pp. 201-232.
- Sela, L., 2002. Thoughts on dialogue in kindergarten. In: P. Klein & D. Givon, eds. *Language, learning, and literacy in pre-school children*, Tel Aviv, Ramot, pp. 233-255.
- Selberg, G., 1999. *Pupils' influence in learning. A study in what happens when pupils have influence over their own learning and when pupils have different experience of such influence*. Lulea, Sweden: Universitetstryckeriet.
- Seung, Y. L., Susan, L. R. & Min, S. S., 2005. Not the same kind of leaders: Four young children's unique ways of influencing others. *Journal of Research in Childhood Education*, 20(2), pp. 132-149.
- Shapira, A., 2010. The kibbutz and the state. *Studies in the establishment of Israel*, 20, 193-207.
- Sharpley, A. M. & Sharpley, C. F., 1981. Peer tutoring: A review of the literature. *Collected Original Resources in Education*, 5(3), pp. 7–C11.
- Sheridan, S., 2001. *Pedagogical quality in preschool: An issue of perspectives*. Goteborg: Acta Universitatis Gothoburgensis.
- Sheskin, D. J., 2003. *Handbook of parametric and nonparametric statistical procedures*, 3<sup>rd</sup> ed. Boca Raton: CRC Press.
- Shkedi, A., 2003. *Words that attempt to touch, Qualitative research - Theory and implementation*. Tel Aviv: Ramot. [Hebrew]
- Shkedi, A., 2011. *The meaning behind the words, Methodology in qualitative research – The practice*. Tel Aviv: Ramot. [Hebrew]
- Shor, A. & Freira, P., 1990. *Pedagogy of liberation. Dialogs of change in education*. Tel Aviv: Sifrei Mifras. [Hebrew]
- Silverman, D., 2006. *Interpreting qualitative data – Methods for analyzing talk, text and interaction*, 3<sup>rd</sup> ed.. London: Sage Publications.
- Sinclair, R., 2004. Participation in practice: Making it meaningful, effective and sustainable. *Children & Society*, 18, pp. 106-118.
- Skidmore, D., 2000. From pedagogical dialogue to dialogical pedagogy. *Language and Education*, 14(4), pp. 283-296.
- Skidmore, D., 2006. Pedagogy and dialogue. *Cambridge Journal of Education*, 36(4), pp. 503- 514.

- Slavin, R. E., 1995. *Research on cooperative learning and achievement: What we know, what we need to know*. Baltimore, MD, Center for Research on the Education of Students Placed at Risk, Johns Hopkins University. Available at: <http://www.successforall.com/resource/research/cooplearn.html>
- Slomkowski, C. & Dunn, J., 1996, Young children's understanding of other people's beliefs and feelings and their connected communications with friends. *Developmental Psychology*, 32, pp. 442-447.
- Smith, A. B., 2002. Supporting participatory rights: Contributions from sociocultural theory. *International Journal of Children's Rights*, 10, pp. 73-88. *Developmental Psychology*, 9, pp. 173-188.
- Sparadley, J. P., 1979. *The ethnographic interview*. New York: Holt Rineat and Winston.
- Sroufe, A., DeHarte, G. & Cooper, R., 2004. *The development of the child, its nature and its course*. Ramat Aviv: Open University. [Hebrew]
- Stake, R. E., 1995. *The art of case study research*. London: Sage Publications.
- Stake, R. E., 2005. Qualitative case studies. In N. K. Denzin and Y. S. Lincoln, eds. *The Sage handbook of qualitative research*, 3<sup>rd</sup> ed. London: Sage Publications. 443-466.
- Stance, S. & Kao, P., 2010. Examining second language learning: Taking a sociocultural stance. *ARECLS*, 7, pp. 113-131.
- Stanton-Chapman, T. L., Denning, C. B. & Jamison, K. R., 2012. Communication skill building in young children with and without disabilities in a preschool classroom. *The Journal of Special Education*, 46, pp. 78-93.
- Stetsenko, A., 2009. Teaching-learning and development as activist projects of historical becoming: Expanding Vygotsky's approach to pedagogy. *Pedagogies: An International Journal*, 5, pp. 6-16.
- Strauss, A. & Corbin, J., 1990. *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage Publications.
- Tashakkori, A. & Teddlie, C., eds., 2003. *Handbook of mixed-methods in social and behavioral research*. Thousand Oaks, CA: Sage.
- Tauber, Z., 2008. Socratic dialogue: Undermining and openness, pedagogic Eros and irony. In N. Aloni, ed. *Empowering dialogues in humanist education*. Tel Aviv: Hadekel. pp. 89-110. [Hebrew]
- Thomas, N., 2002. *Children, family and the state. Decision-making and child participation*. Bristol: The Policy Press.
- Tomasello, M., Carpenter, M., Call, J., Behne, T. & Moll, H., 2004. Understanding and sharing intentions: the origins of cultural cognition. *Behavioural and Brain Sciences*, 28(5), pp. 720-721.
- Topping, K. J., 2005. Trends in Peer Learning. *Educational Psychology*, 25, pp. 631-645.
- Tzurriel, D. & Shamir, A., 2007. The effects of Peer Mediation with Young Children (PMYC) on children's cognitive modifiability. *The British Psychological Society*, 77, pp. 143-165.
- Venninen, T., Leinonen, J. & Ojala, M., 2010. When the shared experience transforms to a collective joy. *Children's Participation in Day Care centers*, 3.
- Vianna, E. & Stetsenko, A., 2006. Embracing history through transforming it – contrasting Piagetian versus Vygotskian (activity) theories of learning and development to expand constructivism within a dialectical view of history. *Theory & Psychology*, 16, pp. 81-108.
- Vygotsky, L. S., 1978. *Mind in society: The development of higher psychological processes*. Cambridge, MA, Harvard University Press.
- Vygotsky, L. S., 1999. Tool and sign in the development of the child. In R. W. Rieber, ed. *The collected works of L. S. Vygotsky: Vol. 6. Scientific legacy*, New York: Plenum, pp. 3-68.
- Vygotsky, L. S., 2002. *Thought and Culture: Anthology*. Jerusalem: Van Leer Institute.
- Wegerif, R., 2010. *Mind expanding: Teaching for thinking and creativity in primary education*. New York, NY: Open University Press.
- Wells, G., 1986. *The meaning makers: Children learning language and using language to learn*. Portsmouth, NH: Heinemann.
- Wells, G., 2000. Dialogic inquiry in education: Building on the legacy of Vygotsky. In C. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research*, New York, NY: Cambridge University Press, pp. 51-85.
- Wells, G., 2006, Dialogue in the classroom. *The Journal of the Learning Sciences*, 15(3), pp. 379-428.
- Wells, G. & Ball, T., 2008. Exploratory talk and dialogic inquiry. In N. Mercer & S. Hodgkinson (Eds.), *Exploring talk in school*, London, UK: SAGE Publications, Ltd., pp. 167-184.
- Wertsch, J. V. & Rogoff, B., 1984. Editor's notes. In B. Rogoff & J. V. Wertsch (Eds.), *Children's learning in the 'zone of proximal development'*. San Francisco, CA, Jossey-Bass, pp. 1-6.

- Westerman, M. A. & Yanchar, S. C., 2011. Changing the terms of the debate: Quantitative methods in explicitly interpretive research. *Theory and Psychology*, 21(2), pp.139–154.
- White, J., 2007. League tables damaging to society's future. *Irish Independent*, 19.
- Willingham, D. T., 2004. Reframing the mind. *Education Next*, 4, pp. 18-24.
- Wolensky, A., 2014. Shapers of educational discourse – Passi Salberg. *Hed Hahinuch*, 6, pp. 40-41. [Hebrew]
- Wolf, D., 1998. Qualitative interaction in the classroom. *The Kindergarten Echo*, 62, pp. 396-409.
- Wong, A., 2009. Dialogue engagements: Professional development using pedagogical documentation. *Canadian Children*, 34(2), pp. 25-30.
- Woods, P., 1996. *Researching the art of teaching: Ethnography for educational use*. London: Routledge.
- Wright, K. C., Stetson, R. W., Rourke, M. & Zubernis, L. S., 2003. The relationship between psychological understanding and positive social behaviours. *Social Development*, 12, pp. 198-221
- Zamir, S., 2006. Attentiveness – A cornerstone of the learning process. *Al Hagova*, 5, 13-16. [Hebrew]







