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**Faculty of Psychology and Education Sciences**

**Doctoral School "Education, Reflection, Development"**

**DOCTORAL LONG ABSTARCT:**

**Promoting Active Citizenship and Activist  
Pedagogy among Israeli High School Teachers**

CONDUCĂTOR DE DOCTORAT

DOCTORAL COORDINATOR: **Prof. Dr. Muşata Bocoş**

Student-doctorand

Doctoral student: **Ayali Ketko Keren**

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## Glossary of Abbreviations

AC – Active Citizenship

APAC – Activist Pedagogy for Active Citizenship

AP – Activist Pedagogy

AT – Activist Teachers

CP - Critical Pedagogy

TLT - Transformative Learning Theory

TTP – Teachers' Training Program

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## Key Concepts

- ❖ **Activism** - a concept that is often perceived in the literature review as a subversive act that connects to social and political struggles.
- ❖ **Activist Pedagogy** - a term that connects to an activist educational approach that has been researched in recent decades, mainly in Western countries, such as Australia, England, the USA, and Canada. In Israel, research is still in its infancy. The meaning of the concept, and the tension between its two components, "pedagogy" and "activism". The origin, its applications, research, risks, and the costs of the activist pedagogical approach are complex and are discussed in depth in the research.
- ❖ **Micro-Political Activist Pedagogy** - This study addresses teachers' activist pedagogy approach in and out of the classroom.
- ❖ **Active Citizenship** - The study will deal with the term active citizenship as one of the 21<sup>st</sup> century skills, which should be aimed at educating the graduates of the world education systems to be involved in their communities and the society.
- ❖ **Activist Pedagogy for Active Citizenship** - The study addresses the importance of encouraging teachers to teach according to the activist pedagogy approach as an applied option to promote active citizenship, inside and outside classroom, in Israel and around the world.
- ❖ **Activist Teachers** - The study addresses studies on the subject of teaching of activist teachers around the world as well as teacher training programs, seeking to learn whether teacher participation in activist pedagogy for active citizenship training programs can affect teachers' knowledge, attitudes, and practices.
- ❖ **Transformative Learning** - The study focuses on transformative learning of activist-oriented teachers and their processes to undergo transformation through activist pedagogy for active citizenship teachers' training programs.
- ❖ **Teachers' Professional Identity** - The study will address additional effects of the teachers' training program on its participants other than a change in knowledge, attitudes, and practices. An accompanying effect of these variables is teachers' professional identity, empowerment, and motivation for teaching with activist meaning to promote social change.

## INTRODUCTION

This study examined activist pedagogy and its potential to promote active citizenship. This topic is particularly relevant because of a series of recent crises, primarily mass migration, racism, and human rights violations – all posing a risk to democracy. While this risk may be averted by strengthening citizens' sociopolitical involvement, beginning in school, students today are indifferent, distrustful of political systems, and have little faith in their influence as future citizens.

What role do teachers play as social change agents under these circumstances? Do teachers know the meaning of activist pedagogy and use it to help students attain active citizenship now or in the future? To address these questions, the research aims were to (1) conceptualize activist pedagogy for active citizenship (APAC) and (2) examine the effectiveness of a teacher training program (TTP) for APAC.

A total of 132 Israeli high school teachers participated in this mixed methods study, which consisted of two phases. The qualitative phase examined the personal meaning of APAC in two focus groups of 14 teachers and 27 interviews with activist teachers. The quantitative research phase employed an APAC questionnaire on changes in knowledge, attitudes, and practices among 47 teachers who had participated in an APAC TTP and 44 in a control group.

The APAC TTP was developed based on the qualitative phase. The main conclusions of the study were that among teachers who participated in the APAC TTP, there was a significant increase in APAC knowledge, personal beliefs, and behavioral intentions as well as some increase in practices, compared to teachers in the control group. In addition, the program participants had wider perceptions regarding the connection between various school activities and activism even before the program began and therefore, there was no further increase compared to teachers in the control group.

The study adds knowledge to the field of education, specifically in the activist pedagogy approach promoting active citizenship. Based on the findings of the qualitative and the quantitative studies, a new conceptual framework was developed. An innovative six-component for APAC, focusing on strategies and skills for helping teachers develop their ability to teach in the APAC approach, as well as strengthening their professional identity as educational activists. This framework can also be used diagnostically, to evaluate teachers' socio-political activist profile. Future studies can examine its applicability to education systems elsewhere, and the potential for international cooperation in educating active and engaged citizens for a more just world.

# **PART I - THEORETICAL FOUNDATION**

## **CHAPTER I: THEORETICAL BACKGROUND**

To understand deeply the meaning of activist pedagogy and active citizenship (APAC), I reviewed educational theories, skills, and pedagogies. The main foundation that I found relates to APAC were three 20<sup>th</sup>-century educational philosophical theories: the progressive theory in the US, with its well-known pioneers John Dewey (1859-1952) and Jane Addams (1860-1935); the Critical theory of the Frankfurt School (1920-1933); and the Transformative Learning theory developed by Jack Mezirow (1923-2014). Other sources of information were studies of reforms for meaningful education in various countries from the end of 1990s, focused on the need for teach 21<sup>st</sup>-century skills; particularly relevant for this study are active citizenship skills (e.g., Dede, 2010; Eisenberg & Selivansky, 2019).

Other important studies informing the current research address transformative pedagogy (Khedkar & Nair, 2016), including two pedagogical approaches. The first is critical pedagogy that emerged at the end of the 1970s with socio-educational activist Paulo Freire (1921-1997), and the early 21<sup>st</sup>-century formulation of activist pedagogy, which had no single founder (Catone, 2017; Frey & Palmer, 2014; 2017; Marshall & Anderson, 2009; Sachs, 2003, 2016).

### **I.1 Progressive Education Theory**

Progressive education promoted socio-political human behavior by engaging a strategy of ethical and educational actions that depended on what experience was. This theory had a practical and pragmatic approach; educational strategy always responded to realistic situations, contrary to traditional education, which was planned. It contained space for discussions about ways to improve situations socially, politically, and ideologically (Bruce, 2017; Bryan et al., 2010; Schott, 2005).

The social ethical progressive theory was flexible, it was simple, and predominantly based on reality, rather than adhering to a rigid formula, and thus led to meaningful learning (Volansky, 2020). Practical progressive theory components were solidarity, patience, and tolerance for humans. One of Addams' educational methods was practicing self-reflection, how to be open to change and examine one's actions. Conclusions of self-reflections learned jointly many times become systematic (Brown, 2004). Dewey was a lifelong advocate of dialogue. Education for him was not preparation for life, but life itself (Boydston, 1991).

Progressive theory can be considered a precedent for of APAC because it demonstrated how socio-political reform can bring about changes. This may also explain the significant place of socio-political action as a pedagogical idea for promoting changes in attitude, behavioral intentions, personal beliefs, and perception of the impacts of being active as citizens and even as activists for the essence of democratic values, social justice, equality, and human rights.

## **I.2 Critical Theory**

Critical theory presents a critical attitude towards ideas and conventions that have developed until the 1920s and 1930s. These ideas establish a relationship of inequality, of class, ethnic, racial, national and gender exploitation and oppression (Adorno & Horkheimer, 1993). In the 1920s, the influential Frankfurt School developed a broad ideological theory that focused on approaches generally critical of the hegemony (Darder et al., 2017; Gur-Ziv, 2013).

Unlike the progressive theory, which is mostly pragmatic, critical theory does not advocate a practical approach since it emphasizes aspects of criticism. In practical terms, critical theory may allow discourse to be of a destructive nature without any obligation to construct anything by virtue of being critical. Critical thinkers must suggest alternatives (Ophir, 2012), pointing in directions not always fulfilled, and often alternatives are also criticized. Critical theory is not pragmatic. It is important for this research, as it teaches about APAC's central idea of criticizing and questioning the status quo as a preliminary process for APAC approach.

## **I.3 Transformative Learning Theory**

The Transformative learning theory (TLT) is considered a branch of the constructivism theory of learning. TLT deals with understanding how adults learn, and its transformative component is emphasizing the internal and external impacts of learning. TLT is a learning experience that changes learners' present beliefs, perceptions, ways of thinking and motivates action for change addressing the transformation that has occurred (Mezirow, 1978; 2018). The TLT is important to this research as it correspond with the teachers' training program (TTP) to be developed with the core of transformative ideas of strengthening teachers' identities as social agents' activist teachers.



## **CHAPTER II: ACTIVE CITIZENSHIP AS A REQUIRED SKILL IN THE 21<sup>ST</sup> CENTURY**

This chapter describes changes that have taken place in the world to promote Active citizenship (AC) as an educational reform policy for skills needed in the 21<sup>st</sup> century. Ancient and modern philosophers have assumed that AC patterns are not congenital. To become active citizens, young people must learn and acquire behavioral patterns through education together with socialization and cultural acquisition. Active citizens are characterized by active civil-socio-political systems, such as treating people as equals, respecting them and their rights, seeking social justice, pluralism, tolerance, and involvement (Oser & Veugelers, 2008).

### **II.1 Active Citizenship**

Many studies have examined what skills students need to cope with the changing world and the uncertainty in terms of future professions. Instead of educating to different roles and professions, policies around the world embraced teaching new skills that will be required for any job and profession. The skills could be for example, problem solving, collaboration, critical thinking, technical-digital skills, creativity and innovation, ethical awareness. AC skills as mentioned is one of those needed skills (Dede, 2010). Integrating AC into learning subjects is critical and essential to promote and maintain future liberal democratic citizenship and connected to ACAP.

## **CHAPTER III: TRANSFORMATIVE PEDAGOGIES**

The definition of transformative pedagogy is "an AP combining elements of CP. The goal is to empower students to examine critically their beliefs, values, and knowledge. The process is conducted by developing a reflective knowledge base, appreciation for multiple perspectives, and a sense of critical consciousness for being a socio-political change agency" (Khedkar & Nair, 2016, 332).

### **III.1 Critical Pedagogy**

Critical pedagogy (CP) has its roots in Brazil. Its founder, social-educational Paulo Freire (1921-1997) was an activist himself. Freire believed in liberating the oppressed by way of educating and learning about oppressive power, particularly in its less-visible forms. According to CP, every discourse in the classroom is political in nature (Sarroub & Quadros, 2015). Critical learning is supposed to expose extreme inequality, discrimination, xenophobia, exploitation, and oppression – exploration and exposure of these is related to political awareness of power relations.

### **III.2 Activist Pedagogy**

The Activist pedagogy (AP) has grown in recent years out of several significant theories and pedagogies, and from the change in world education policy towards the introduction of skills for AC. Even though there is a fair amount of literature on AP, it is still an emerging pedagogy. The research literature often describes specific studies on the AP for promotion of areas such as environmental justice, social justice, shared life, anti-racism, anti-oppression, or gender issues. It has not been connected to one specific educational philosopher or researcher who developed the AP, or one specific framework of the approach, and that makes it even more complicated to study. Nevertheless, the significant academic and practical implications are worth it (Catone, 2017; Marshall & Anderson, 2009; Sachs, 2003; 2016).

The study of AP focuses on an innovative definition of the teachers' role as being responsible and capable of promoting AC, whether in or out of class. The system in Israel often fails to support teachers that use pedagogies with a pinch of criticism and emphasizes the status quo, so it takes a great deal of energy, patience, effort, and loneliness to act (Zalmanson-Levi, 2018). This situation does not only exist in Israel but is evident in other countries such as the U.S (Marshall & Anderson, 2009), Australia (Sachs & Mockler, 2012), and Canada (Niblett, 2015). That explains the importance of finding out locally and globally a way to help teachers who want to educate with an AP perspective how to realize their role as agents of social-political change.

## **CHAPTER IV: ACTIVIST TEACHERS**

### **IV.1 Activist Teachers – Definition**

The term 'activist teacher' (AT) appears in various forms in the literature, and it is therefore difficult to find a definition or fixed criteria for who is considered or can be defined an AT. Nonetheless it is possible to find several references in the literature where there is an attempt to define an AT's identity. Sachs (2001) described the conditions and opportunities comprising an identity for AT. Mockler (2011a) developed a model connecting to the definition of AT with respect to teachers' identity as a political tool and other researchers refer to the strategies for AT.

### **IV.2 The Strategy for Activist Teachers**

AT who teaches in AP approach act to push the teaching profession beyond standards and measurements, to be a strong and secure profession promoting multidimensional teaching to an external and internal political commitment associated with the role (Catone, 2017). When teachers expose students to power relations and the possibility of criticism and discuss controversial issues in class, it is evident that it is a way to help students engage and be AC (Cleaver et al., 2005).

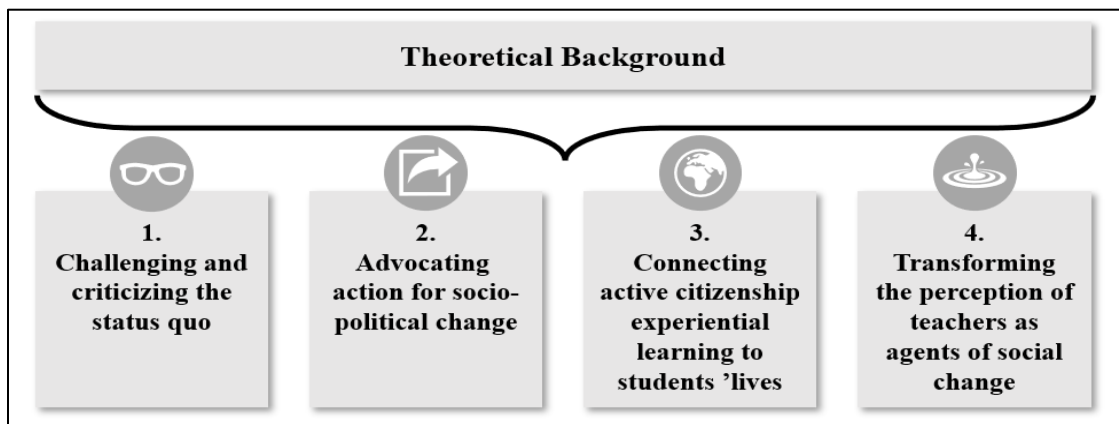
These issues refer to a gap between perceptions and its implementation. A Teachers training program (TTP) in the topic of APAC could be an answer for a systematically address knowledge, attitudes, behaviors, perceptions, and connections between APAC topics and the implementation in the school field. With that for assimilation pedagogy TTP must train for methods, tools, practical skills for teaching and learning. The next chapter will explain about TTP connected to APAC topics to be taken into consideration when developing an APAC TTP.

# **CHAPTER V: THE BACKGROUND TO THE ACTIVIST PEDAGOGY FOR ACTIVE CITIZENSHIP TEACHERS' TRAINING PROGRAMS**

TTP can be significant for implementing APAC approaches, because a TTP on socio-political issues can enhance awareness and even transform political norms that teachers can hold for years and some of which are harmful for preserving an existing state of oppression. Teachers participating in TTP can change and influence classroom climate and hence also affect contexts and acquired cultural-socio-political norms (Lloyd & Hub, 2013; Miske, 2013). Studies have shown increased use of new knowledge acquired through these programs. Reflective and dialogical practices in programs is one of the main ways of improving teachers' efficiency in terms of their learning, their attention to details and levels of their interest in issues (Barr et al., 2015; Rodriguez et al., 2020).

## **V.1 The Conceptual Framework**

This literature review reveals four components of a potential conceptual framework for APAC as can be seen in conceptual framework Figure 1.V below.



**Figure 1.V: The conceptual framework**

## **V.2 Gap in Knowledge**

To the best of the researcher's knowledge, empirical evidence in APAC TTP is scarce globally and particularly locally. Many studies on APAC described in the literature review used exclusively qualitative methods, e.g., biographies studies, personal narratives studies, case studies, etc. A mixed method of qualitative and quantitative studies is needed to bring clearer definition and assessment of effect of APAC on the future generation of activists. In addition, as far as the researcher is aware, no studies have been found that combine and connect both, education for APAC.

Research about high school teachers related to APAC TTP is missing, and no APAC questionnaire has been found. The present research aims to reduce this gap by illuminating various aspects of the meaning of APAC and the efficacy of APAC TTP for teachers who teach in public high schools in the educational system in Israel.

# PART II - THE DESCRIPTION OF THE RESEARCH ENTITLED PROMOTING ACTIVIST PEDAGOGY FOR ACTIVE CITIZENSHIP AMONG ISRAELI HIGH SCHOOL TEACHERS

## CHAPTER VI: RESEARCH DESIGN AND METHODOLOGY

### VI.1 Research Paradigm and Approach

The research paradigm and approach that was decided upon for this research was a mixed methods paradigm and constructivist phenomenological approach (Creswell & Creswell, 2017). The chosen paradigm and approach to the research topic promoting APAC among Israeli high school teachers, took into consideration which paradigm and approach would serve as broad constructions to study the topic.

#### VI.1.1 Mixed-Methods Paradigm

The research methods based on the Integrated Research Methods approach (explanatory sequential mixed method research), which is an approach to research that combines qualitative and quantitative methods (Creswell & Creswell, 2017). as can be seen in Figure 1.VI.

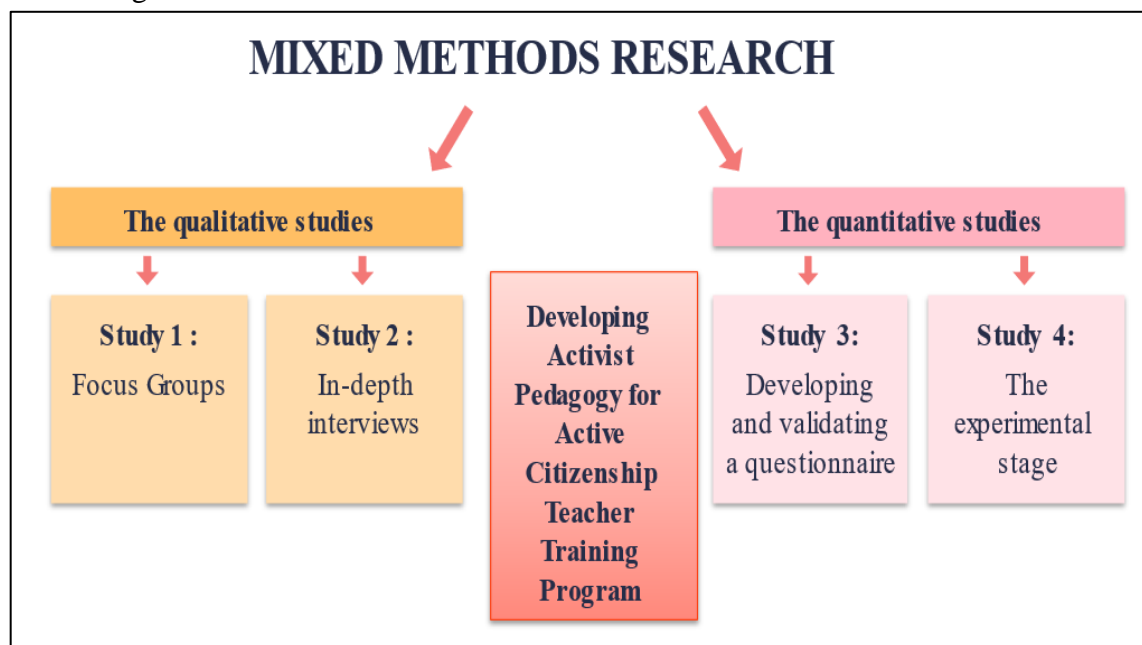


Figure 1.VI: Mixed-methods research design

## VI.2 Research Participants

Table 1.VI shows the research participants. Study III pertained to development of the APAC questionnaire and analysis of validity and reliability and is not included in the summary Table 1.VI.

**Table 1.VI: Summary of participants and research methods and tools – studies I, II and IV**

Studies	Methods and tools	Teachers interested in APAC	Activist teachers	Program group	Control Group	Total
Study I	Focus Groups	14				
Study II	In depth semi structured interviews		27			
Study I+II	Qualitative					41
Study IV	Quantitative - Survey - Questionnaire			47	44	91
<b>Total research participants</b>						<b>132</b>

## VI.3 Validity, Reliability, Generalizability and Triangulation

Validity, reliability, generalizability, and triangulation was achieved by applying different research tools. The qualitative data was integrated with the quantitative data in order to reach a deeper understanding of the research topic. Triangulation was achieved by employing different participants and different perspective for the qualitative phase. Qualitative research uses professional and personal knowledge, collected from professional literature, and the researcher's professional lives. Participants were diverse in their intentions, teachers interested in the research topic and teachers who act in an activist manner.

## VI.4 Ethical Considerations

To carry out the research, a request was submitted to UBB's Ethics Committee for ethical approval to conduct the research. After a number of amendments and additions to the questionnaire as required by the Ethics Committee, final approval was obtained for the research.

For the qualitative studies, an informed consent form was sent by WhatsApp from the researcher to all participants of the focus group and the in-depth interviews. In addition, the participants gave their consent to record the interview. Participants' anonymity was provided by the lack of identifying questions. Data was stored protected on the researcher's computer with a secret code, and backup was stored using a cloud technology.

# CHAPTER VII: STUDY I – THE MEANING AND THE NEED FOR A TRAINING TEACHERS' PROGRAM FOR ACTIVE CITIZENSHIP AND ACTIVIST PEDAGOGY

## VII.1 Study I Methodology

Study I methodology is presented in Table 1.VII.

**Table 1.VII: Summary of Study I - Qualitative**

Research Stage	Aims	Questions	Participants	Method + Tools	Data analysis
<b>Study I: Qualitative</b>	<p>1. To disclose the personal meaning of APAC among high school teachers in Israel who are interested in APAC.</p> <p>2. To examine knowledge of and attitudes toward APAC among high school teachers in Israel who are interested in APAC.</p>	<p>1. What does APAC mean to high school teachers in Israel who are interested in APAC?</p> <p>2. What are the knowledge of and attitudes towards APAC among high school teachers in Israel, who are interested in APAC?</p>	7 + 7 teachers interested in APAC	2 Focus groups	Content analysis (identifying themes)

## VII.2 Study I Findings

The findings emerging from two questions of Study I are presented in following Tables. Table 2.VII shows the themes that emerged about personal perceptions and interpretations of APAC with accompanying representative quotes.

**Table 2.VII: Personal perceptions and interpretations of activist pedagogy**

Theme	Examples of the Quotes
<b>1. Teachers as agents of social change</b>	<i>"I am referring to the reason I went into education, as part of my being a political person"</i>
<b>2. Critical thinking</b>	<i>"I understood about myself...over time...what guides my teaching...the desire to deal with education for critical thinking and social change..."</i>
<b>3. Connecting active citizenship to students' lives</b>	<i>"How is it possible to get youth to take action? ... to do something that is outside themselves?"</i>
<b>4. Hindering factors regarding AT</b>	<i>"If I am labelled as an AT, there is a fear as if I can be acting on behalf of..."</i>

The discourse in the focus group addressed participants' knowledge of and attitudes towards APAC and the necessity of APAC TTP, leading to teachers proposing



personal needs that such a program could meet. Table 3.VII shows the themes that arose from teachers' statements.

**Table 3.VII: Knowledge, attitudes, and necessity for an in-service program in activist pedagogy and its components**

Theme	Examples of statements
1. The need for knowledge	<i>"Get to know concepts and thinking in which I am less fluent and will help me with teaching"</i>
2. Connection between activism and education?	<i>"I have a personal interest in returning to be active and as a bonus...to introduce into school"</i>
5. Necessity for APAC TTP (Teacher Training Program)	<i>"I need it, if we want to educate young people to grow up to be aware and to be citizens that think - not robots..."</i>

Table 4.VII presents three themes that emerged in the content analysis of focus group discussion, showing desired way for participating teacher to apply an in-service program for activist pedagogy to promote active citizenship.

**Table 4.VII: Ways of Arranging work routine pertaining to activism in teaching**

1. Definitions for APAC	<i>"To organize intuitive teaching"</i>
2. Practical tools for APAC	<i>"I would love to learn methods of making politics accessible in class"</i>
3. Community of practice	<i>"I am looking for a learning and supportive community to break down the sense of loneliness in school routine"</i>

### VII.3 Study I Discussion

Participating teachers described how they needed to develop an activist-civic awareness as socio-political change agent. O'Sullivan (2013) also referred to identity consolidation processes of AT who are still addressing perceptive, evolving processes for their role as activist educational personnel. However, findings showed a known phenomenon where teachers are afraid of developing awareness of activist education associated with their personal beliefs, attitudes, opinions, which emphasize fear of change as described by TLT researchers (Brookfield, 1993; Mezirow, 2006; Mezirow et al., 2000; Taylor & Cranton, 2012).

Calleja (2014) referred to two levels of transformation in TLT, the personal-internal level associated with consciousness, in other words, thoughts and emotions. The process is that only after change in one's personal perspective will the external level of teachers' desire to change and influence society and the world. Therefore, according to the literature, the findings show a process requiring internal transformative change in role perceptions, as stated, before they can become activist educational personnel who influence their environment.

It was noticeable that the findings emphasized the distinction between personal identity and professional identity as AT for AC, which corresponded with the literature (Keeley, 2017; Nias, 1989). However, if in these findings it appears that the distinction

between role perception and role self-efficacy indicated a gap in their affiliation, research literature showed the opposite. Researchers who interviewed AT in the U.S.A. and Australia saw a growing blur between teachers' personal and professional identity, and therefore, the gap was not as noticeable as was found here (e.g., Catone, 2007; Keeley 2017).

It is possible that the reason for this is that the studies mentioned focused on the participation of teachers who had previously been identified as activists in contrast to the current study that focused only on teachers who were interested in the subject. However, Niblett's (2015) research is an exception, in that although his study focused on AT, he examined interesting findings from interviews with them, which showed that although his research participants chosen to be interviewed as AT, some identified themselves throughout their interviews as being in a state of consolidating their activist identity in education.

It appears that the link between teachers' desire to teach using the APAC approach and a low sense of self-efficacy to teach according to this approach, supports worldwide studies and is expressed in the fact that even if there was a polity to teach AC, its assimilation in schools is deficient (e.g., Kennedy, 2006; Nelson & Kerr, 2006; Wood et al., 2018). Thus, the findings in this study expand on the research literature (ibid) and show that even if desire comes from grass roots (bottom-up), from teachers themselves to teach according to this approach, their capabilities are deficient.

The necessity for APAC TTP shown in the findings correspond with studies showing an absence of training to teach APAC areas around the world and in Israel and the need for them (Carmon, 2013; Ketko-Ayali & Bocoş, 2021; Niblett, 2015; Veugelers, 2020). The need for APAC TTP increases when studies show that programs from the field similar to APAC, can indeed help and influence improving efficacy including practices teaching how to assimilate contents in which teachers are interested (Barr et al., 2015; Gorozidis & Papaioannou, 2014; Liu et al., 2016; Rodriguez et al., 2020). Applying APAC in teaching promotes non-violence, multiple opinions, tolerance, responsibility, and action for socio-political change and therefore, it is extremely important to encourage teacher to develop professionally with APAC TTP (Lugueti & Oliver, 2019; Picower, 2012b) particularly if teachers are interested in it, as the findings testified.

## **VII.4 Study I Conclusions and Implications**

There are two main conclusions and implications to these findings. The first is the need to legitimize consolidating an activist professional identity for teachers who are interested in teaching to promote socio-political actions by interpreting and determining a conceptual framework for APAC. The second is an applied implication: TTP should be developed for teachers interested in teaching using the APAC approach, by which it is possible to consolidate an activist orientation and develop within themselves the connection between personal-subjective and professional-educational.

# CHAPTER VIII: STUDY II: ISRAELI ACTIVIST TEACHERS' NARRATIVES ABOUT ACTIVIST PEDAGOGY FOR ACTIVE CITIZENSHIP

## VIII.1 Study II Methodology

To disclose the meaning of APAC among high school activist teachers in Israel.

Study II methodology is presented in Table 1.VIII

**Table 1.VIII: summary of Study II – Qualitative**

Research	Aims	Questions	Participants	Method + Tools	Data analysis
Study II: Qualitative	1. To disclose the meaning of APAC among high school activist teachers in Israel. 2. To examine knowledge, attitudes, and <u>practices</u> of high school activist teachers in Israel about APAC.	1. What is the personal meaning of APAC for high school activist teachers in Israel? 2. What are the APAC knowledge, attitudes, and practices of high school activist teachers in Israel?	27 activist teachers	Semi-structured in-depth interviews	Content analysis (identifying themes)

## VIII.2 Study II Findings

Study II findings emerging from the content analysis of interviews will be presented in the Tables below.

**Table 2.VIII: First theme of activist teachers' professional identity revealed four types of activist teachers**

Categories of types of activist teachers	Descriptions and quotes
<b>15 AT who as well as school, are active in civic organizations out of school</b>	Gender, climate, animal rights, political, refugee and other organizations
<b>3 AT solely in educational framework</b>	Teacher 10: " <i>I don't think I am an activist outside the world of teaching because I am not a revolutionary...</i> "
<b>6 AT to some extent</b>	Teacher 8: " <i>...I speak my mind...I provide an example of freedom, that why they think I'm an activist...</i> "
<b>3 AT cautious of making open statements about their activism</b>	Teacher 5: " <i>[...] the truth is I hide activism [...] now [...] But I am deliberating whether to come out of the closet...</i> "

**Table 3.VIII: Personal perceptions and interpretations of the concept "activist pedagogy"**

Theme	Quotes
<b>1. Challenging thinking to promote actions for socio-political change</b>	Teacher 6: " <i>Activism as I understand this word, is one's desire to change reality</i> "
<b>2. Connecting AC experiential learning to the students' lives</b>	Teacher 15: " <i>Young people in high school must have as much knowledge and interest in what is happening around them...</i> "
<b>3. Connection between AP and promoting AC</b>	Teacher 7: " <i>It is essential for citizens of a country to be aware of developments there. They must establish a specific identity for themselves.</i> "

**Table 4.VIII: Knowledge, attitudes, and practices of AP according to AT**

Theme	Representative quotes	
<b>Challenging the connection between activism and pedagogy</b>	Teacher 12: " <i>There is a conflict between education and activism; education takes time ... and activism is here and now and quick, otherwise we miss out...</i> "	
Theme	Category	Representative Quotes
<b>Activist orientation in education system</b>	<b>How activist teachers see themselves</b>	Teacher 21: " <i>it's something in my nature</i> "
	<b>The nomenclature by which teachers and pupils define AT</b>	" <i>Mad teacher</i> " (2); " <i>unusual</i> " (2); " <i>leftist</i> " (10)
<b>Teachers' perceptions of their interpersonal connections with students</b>	<b>Accessibility</b>	Teacher 12: " <i>My connection with students is unclear in relation to boundaries...</i> "
	<b>Enabling connection</b>	Teacher 20: " <i>A teacher must invite criticism and dialogue</i> "
	<b>Activating connection</b>	Teacher 14: " <i>Over and above subject teaching [...] together we did very unusual things</i> "
<b>Need to structure organized framework to apply AP</b>	Teacher 5: " <i>I didn't do anything structured in class, no plans, no set of organized lessons</i> "	

### VIII.3 Study II Discussion of Findings

Chapter IV of the literature review, focusing on AT, showed how difficult it was to find one agreed interpretation describing understood dimensions according to which an AT is defined, and indeed it was noticeable from the first theme of the findings. These finding corresponding with other studies on this topic worldwide (Montãno et al., 2002; Paterson, 1998; Picower, 2012a).

Additionally, this finding, which associates with AT' professional identity and characteristics, showed that some teachers described the educational activist agenda in different contexts, for example climate, reference to refugees, and gender issues, a finding supporting studies around the world describing AT with an affiliation to a certain issue (Collay, 2010; Kokka, 2018; Kreisberg, 1992).

Nonetheless, in contrast to worldwide studies, the focus of AT in Israel was more vigorously associated with using the phrase: 'politics' and 'integrating politics' into

lessons, in contrast to studies around the world linked to specific issues as stated (ibid) or issues such as social change or social justice (Catone, 2017; MacRae, 2008; Marshall & Anderson, 2009; Niblett, 2015) or research that indeed showed AT' link to politics, but in their activities out of school (Paterson, 1998). In the aforementioned studies, AT were afraid of introducing politics explicitly into school systems, but in Israel, the political issue in teaching was raised by all AT and executives.

Another interesting finding emerged in which some teachers testified that here, in Israel, they have a need to hide their identity as activists, a finding supporting studies around the world. For example, AT teaching in the U.S.A in the Bible Belt testified that they did not reveal their activist identity in the activities associated with issues related to sexual harassment, gender, women, and abortion (Marshall & Anderson, 2009).

In the findings of Study II. in contrast to Study I, when AT made statements associated with link to everyday lives, they emphasized experiential learning either for changing reality now or in the future, in contrast to Study I, addressing more criticism and less actions for change. These findings reinforce studies linking AT to their community, society, and environment (such as Paterson, 1998).

Another way of interpreting the theme of difficulty inherently connecting activism and pedagogy is possible and affixed to the fact that activist educational personnel who later emphasized education to express criticism, doubt and challenge the existing situation answered that they did not accept that the issue was obvious, raised questions and revealed failures in connecting 'education/pedagogy' and 'activism'. This finding was similar to Mitra's (2020) study focusing on the dilemma whether pedagogy can be linked to activism?

The theme of the need to structure organized framework to apply AP showed the intuitive ways of AT and they were happy to find structure institutionalized framework to apply AP. Most described actions, strategies, tools, and skills they employed in teaching and learning – all intuitively and as they had adapted over the years. This support studies about AP (Catone, 2017; Marshall & Anderson, 2009, Sachs, 2003) but studies mainly tend to focus on abstract theoretical analysis of pedagogy and not focus on the issue of practices as presented in the findings of this study.

The fascinating finding regarding theme linked to the practical level of AP emphasized an important issue connecting practice and activist-theoretical pedagogy. Teachers mentioned that the essence of their professional identity as AT is not just a theoretical perception, but rather the contrary. The findings showed connection between ability to realize and role perception. This issue supports and even expands upon the following studies: Sachs (2001; 2003), Wenger (1998) and Mockler (2011a,b) discussing the affiliation between the identity component and practical component of teachers' professionalism.

#### **VIII.4 Study II Conclusions and Implications**

To summarize, it is possible that the findings in this study allow one to conclude that there are more teachers who are activist because they have a personal activist orientation and other traits of the AP school of thought, but on coming to the educational

field they suppress this part themselves for their own reasons, and this is a pity, because they are incomplete in their educational doing. The big hope is, therefore, that studies such as this will stimulate this part of themselves and allow it to be expressed in education. Educational personnel with an activist orientation feel a great sense of responsibility to an inclusive democratic sustainable world and society working for human rights and humanity.

## **CHAPTER IX: THE DEVELOPMENT OF ACTIVE CITIZENSHIP AND ACTIVIST PEDAGOGY TEACHERS' TRAINING PROGRAM**

The APAC TTP was developed in Israel but with possible global adaptation. The proposed syllabus was accepted as part of official TTP in the Ministry of Education in Israel and its official name is: 'Teachers as Agents of Social Change - Promoting Active Citizenship – Activist Pedagogy There is such a Thing!' (Ministry of Education- Israel, 2020).

### **IX.1 Principles of Professional Development for APAC TTP**

The program will allow a space for dynamic undertakings for teachers who perceive their role as having the responsibility and ability to promote democratic, liberal, and humanist values and encourage critical, independent learners, with the motivation for educational-ethical activist actions for social change. Developing APAC TTP, in addition to session-sphere learning, will be a learning space, continuous dialogue, reciprocal influences and action. This approach aspires to create a space allowing open discourse and listening.

Processes will include methodical learning of practical models for the purpose of assimilating them in teaching and learning. All these will allow participating teachers to operate in education to achieve their aims of promoting social change, while taking responsibility for themselves and their environment. The APAC TTP teaching process will aspire to be modelling for processes taking place at schools such as placing emphasis on a dialogic approach, teachers' experiencing activist educational initiatives, "starting small", exploiting opportunities and more. This with an emphasis on developing participating teachers' sense of self-efficacy and empowering them.

## IX.2 Theoretical and Research Basis for Developing APAC TTP

Figure IX.1 presents the theoretical and conceptual grounds for the development of the APAC TTP, based on the literature review, findings and conclusions of Study I and Study II.

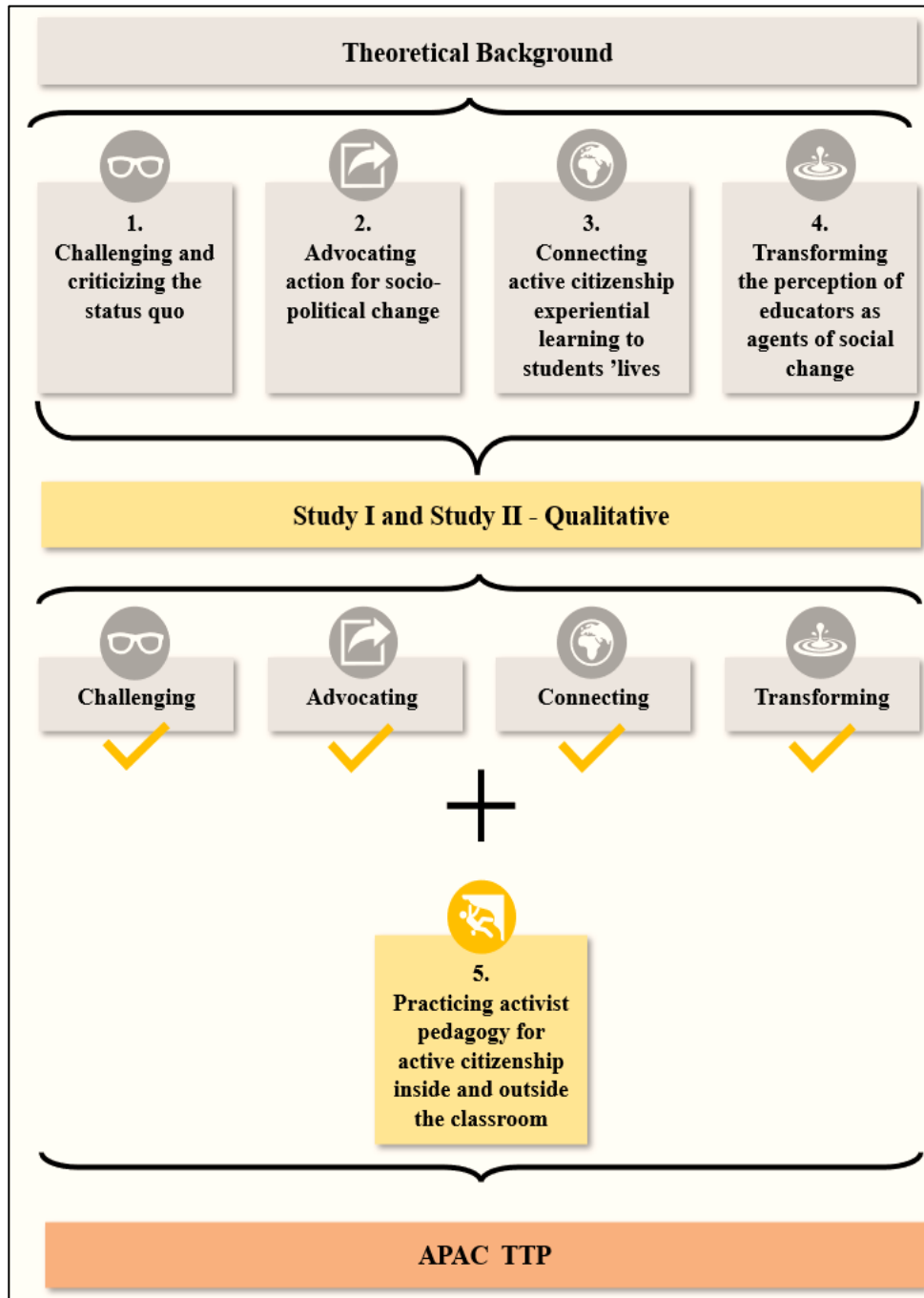


Figure 1.IX: Theoretical-conceptual grounds for developing APAC TTP

## IX.3 Program Aims and Target Participants

- To allow a platform for participants to undergo a conscious transformative process to consolidate identity and role perceptions as socio-political change agents and develop professionally as AT.



- b. To familiarize participants with key concepts and contents of APAC to assimilate in educational dialogue and curriculum.
- c. To instill competencies and practical tools for hybrid (physical and online) teaching-learning in 21<sup>st</sup> century skills to use in education for APAC and integrate it in all learning subjects in and out of class.
- d. To promote creation of an online social network of teachers acting together and proactively to produce new change-making educational projects.

**Target Audience:** High school teachers in all subjects from the Israeli state education system interested in joining APAC TTP and join a community of practice as leading teacher social change agents.

#### **IX.4 The Five Axes of the APAC TTP**

The APAC TTP is based on five axes:

- 1. Learning environment axis** – allows safe space – basic dimension of instilling knowledge and understanding concepts while building a safe and enabling space.
- 2. Knowledge axis** – exposure/awareness and stimulation – get to know concepts, exposure to critical thinking, awareness, areas taking teachers outside their routine and comfort zones, over and above routine actions based on theories described in Chapter I.
- 3. Didactic axis** – strategies and skills to assimilate the approach in taught subjects – practice level of APAC as a guiding view. Providing a practical model to apply APAC and its assimilation in all subjects' content, breaks, class excursions, sporting sessions and all activities linked to schools.
- 4. Experiential axis** – experiential learning in applying the approach in teaching through collaborations and partnership with civic organizations. Experiential learning will address various subjects matching socio-political values and agenda according to teachers' independent choices such as, educational coping with racism, gender, democracy, climate and more and translating them into educational practice.
- 5. Initiative axis** – activist initiatives – to complete teachers' empowerment and transformation process as social change agent AT for APAC and help them, during the program, to concentrate on consolidating a teaching-learning professional identity as AT.

# CHAPTER X: STUDY III – DEVELOPING AND VALIDATING THE QUESTIONNAIRE

## X.1 Study III Methodology

Study III methodology is presented in Table 1.X

**Table 1.X: Summary of Study III**

Research	Aims	Questions	Participants	Method + Tools	Data analysis
Study III: Quantitative	To develop a questionnaire as a research tool to examine changes in knowledge, attitudes and practices among high school teachers who participated in the APAC training program in Study 4 (before and after the training program).	Is the questionnaire developed specifically to study about activist pedagogy for active citizenship sufficiently valid and reliable?	10 experts and 20 teachers	Method – survey Tool - APAC questionnaire	Questionnaire validity and reliability testing using statistical analysis: Pearson correlations Cronbach's alfa

To develop a questionnaire as a research tool to examine changes in knowledge, practices, and attitudes about APAC, among high school teachers who participated in APAC TTP.

## X.2 Questionnaire Structure

Quantitative part of the questionnaire made up of five sections:

**Part 1 - demographic and personal data** e.g., teachers' subject matter, involvement in society or community, joining activist movements, political involvement etc.

**Part 2 – examining attitudes, which was divided to three parts:**

1. Behavioral intentions for APAC.
2. Personal Beliefs about APAC.
3. Perceptions about the connection of APAC to educational activities in and out of class.

**Part 3 – practice:** The strategies skills and tools used by teachers for implementing APAC in or out of their classes.

**Part 4 – knowledge:** examining the knowledge which teachers have about concepts and issues related to APAC.

**Part 5 - Reflection on the influence and contribution of the APAC TTP:** knowledge, attitude, practice, and factors enhancing and hindering successful outcomes. This part was conducted after the APAC TTP.

Questionnaires were administered before and after the APAC TTP in the experimental group consisting of participants who had undergone the APAC TTP. At

the same time these questionnaires were administered, before and after, to a control group who had not participated in the APAC TTP. The same questionnaire was used pre- and post-TTP except for a section addressing the contributions of the TTP, which was only distributed to the experimental group that had participated in the APAC TTP. This section included was closed and open questions related to the APAC TTP (Jaba & Moroşanu, 2012).

○ **Qualitative part of the questionnaire**

**Open Questions** -At the end of the questionnaire was additional section adapted for teachers who participated in the APAC TTP only. This section included questions about the contribution of the TTP and about factors enhancing and hindering successful outcomes of this APAC TTP. It consisted of four open-ended questions, the purpose of which was to gain qualitatively broader insights from participants about the APAC TTP in which they had participated. Feedback was anonymous and their context at the end of the questionnaire was significant to gain insights about the APAC TTP and how it had influenced them.

### **X.3 Findings**

#### **X.3.1 Validating the Questionnaire**

To statistically validate the questionnaire, Pearson correlations were computed between measures of different parts of the questionnaire. The results showed positive significant relationships, with moderate intensity, between all parts of the questionnaire. This means that all five sections of the questionnaires were related in meaning, but each section also had a unique meaning. These results support the questionnaire’s validity and are presented in Table 2.X below.

**Table 2.X: Statistical Validity of the Questionnaire (N=91)**

	<b>Attitude: Behavioral intentions for APAC</b>	<b>Attitude: Personal Beliefs about APAC</b>	<b>Attitude: Perceptions of APAC as it relates to school activities</b>	<b>Practice: Skills and tools for implementing APAC</b>
<b>Attitude: Personal Beliefs about APAC</b>	.485**			
<b>Attitude: Perceptions of APAC as it relates to school activities</b>	.297**	.146*		
<b>Practice: Skills and tools for implementing APAC</b>	.719**	.468**	.323**	
<b>Knowledge: Concepts and issues related to APAC</b>	.468**	.369**	.314**	.476**

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

### X.3.2 Questionnaire Reliability Testing

Measuring variables in a reliable manner refers to measuring the variable's values accurately, making sure no errors arise from time of measurement, content, or individual researchers. Operational definitions of reliability include reliability as stability, equivalence, internal consistency, and inter-judgment reliability (Cooper, 2016; Crano et al., 2015). The questionnaire's reliability was verified by calculating Cronbach's Alfa for each part (Cronbach, 1957). The results are presented in Table 3.X.

**Table 3.X: Statistical reliability of the questionnaire**

<b>Questionnaire</b>	<b>Examples</b>	<b>Cronbach's alfa</b>
<b>Attitude:</b> Behavioral intentions for APAC	<ul style="list-style-type: none"> <li>○ I will share my political views with my students, without persuasion or bias</li> </ul>	<b>0.87</b>
<b>Attitude:</b> Personal Beliefs about APAC	<ul style="list-style-type: none"> <li>○ Every teacher must share their activist activities with their students</li> </ul>	<b>0.76</b>
<b>Attitude:</b> Perception about the connection of APAC to educational activities in and out of class	<p><b>Please mark to what extent as a teacher you see an association between the following topics and an activist teacher approach and active citizenship.</b></p> <ul style="list-style-type: none"> <li>○ Humanistic Education</li> <li>○ Demonstrating</li> <li>○ Break times</li> </ul>	<b>0.90</b>
<b>Practice:</b> Skills and tools for implementing APAC	<ul style="list-style-type: none"> <li>○ I will add to my lesson plan issues associated with and encouraging social change</li> </ul>	<b>0.91</b>
<b>Knowledge:</b> Concepts and issues related to APAC	<p><b>to what extent do you recognize or not the following concepts?</b></p> <ul style="list-style-type: none"> <li>○ Active citizenship</li> <li>○ Activism</li> <li>○ Activist pedagogy</li> </ul>	<b>0.92</b>

Results showed high Cronbach Alpha scores confirming accepted levels of reliability presented in Table 3.X above. These results led to consequent calculation of global measures regarding each questionnaire. This was done by averaging all statement responses as presented in the Findings chapter.

### X.4 Study III - Discussion of Findings

The findings revealed, as mentioned, a valid and reliable questionnaire, it could also serve as a diagnostic tool for teachers to know whether they have in fact successfully assimilated an APAC approach in their lessons, a topic corresponding to

research on models to assimilate APAC in subject both in and out of class (Ketko-Ayali & Bocoş, 2020; Sachs, 2003). Finally, the questionnaire in this study examined the influence and efficiency of a TTP and thus strengthens the need to investigate programs in adjacent subjects found in the literature review, such as Barr et al. (2015) and Rodriguez et al. (2020).

### **X.5 Study III - Conclusions and Implications**

This research tool was developed to encourage and facilitate research and examination of education and teachers' role in efforts to create future partnerships as active citizens. Hence, it could help expand quantitative research in the APAC field because it can offer teachers and researchers with a new source of information. To assess validity This questionnaire relied on two existing questionnaires, one, an indicator and the other, a scale of AC and social activism, both of which were adapted to education. A literature review, focus groups, interviews, and the researcher's experience as a teacher and social activist underpinned questionnaire items. To assess validity and reliability, the questionnaire was administered to 91 high school teachers in Israel. Results confirmed that it met standards to qualify as suitably reliable and valid.

The implications of this study describing the development of an APAC questionnaire measuring teachers' activist pedagogical knowledge, attitudes, and practices are its possible application for a various purposes: (1) allow individual teachers to gauge their own activist orientation in education and assess their improved knowledge, attitudes, and practices; (2) assess pre-/in-service TTP; and (3) provide a new tool for researchers to evaluate APAC-related issues in future studies, examples of which were mentioned previously.

# CHAPTER XI: STUDY IV: EXAMINING THE IMPACT OF THE TEACHERS' TRAINING PROGRAM FOR ACTIVIST PEDAGOGY FOR ACTIVE CITIZENSHIP

## XI.1 Study IV Methodology

Table 1.XI and Table 2.XI below summarizes the methodology of Study IV.

**Table 1.XI: Summary of Aims, Participants, Method and Tools, Data Analysis of Study IV – Quantitative**

Stage of Research	Aims	Method + Tools	Participants	Data analysis
Study IV: Quantitative	1. To examine changes in attitudes, practices and knowledge among high school' teachers who participated in the APAC TTP - (before and after) - experimental research. 2. To identify factors enhancing and hindering successful outcomes of this TTP.	147 Teachers who participated in the APAC TTP. 44 Teachers as a control group.	Method – survey Tool - APAC questionnaire	Statistical analysis: ANOVA T-test Pearson correlation Content analysis of open questions and reflections

**Table 2.XI: Summary of Questions, Variables and Hypotheses of Study IV – Quantitative**

Stage	Questions	Independent Variable	Dependent Variables	Hypotheses
Study IV	1. To examine changes in attitudes, practices, and knowledge among high school' teachers who participated in the APAC TTP - (before and after) - experimental research.  2. To identify factors enhancing and hindering successful outcomes of this TTP	Application of the APAC TTP development in high school teachers in Israel	1. Behavioral intentions towards APAC  2. Personal belief about APAC  3. Perceptions about the connection of APAC to educational activities inside and outside classrooms  4. Number and variety of APAC practices.  5. Level of knowledge of concepts and issues related to APAC	1.a. Behavioural intentions towards APAC will increase among teachers who participated in the APAC TTP more those than in the control group.  1.b. Personal beliefs on APAC will increase among teachers who participated in the APAC TTP more those than in the control group.  1.c. Perception about the connection of APAC to educational activities inside and outside classroom will be wider among teachers who participated in the APAC TTP more those than in the control group.  1.d. Teachers who participated in the APAC TTP will apply APAC practices more than those in the control group.  1.e. Knowledge of concepts and issues related to APAC among teachers who participate in the APAC TTP will be richer than that of teachers in the control group

## XI.2 Study IV Findings

The quantitative findings in accordance with the two research questions. For the sake of enrichment, the qualitative findings **collected and analyzed from the individual and group reflections, from the WhatsApp group and the expressive reflection, during and at the end of the program** will be presented. This study measured number and variety of APAC practices the Level of knowledge of concepts and issues related to APAC. The study measured attitude. The attitude was divided to three dependent variables measuring Behavioral intentions towards APAC, Personal beliefs about APAC and perception about the connection of APAC to educational school activities and the findings regarding attitude can be seen in Tables 3.XI.

**Tables 3.XI Findings of the Three dependent variables of Attitude**

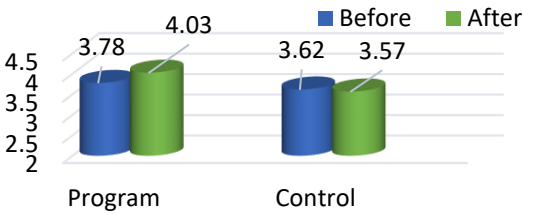
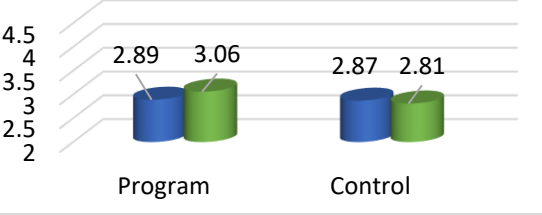
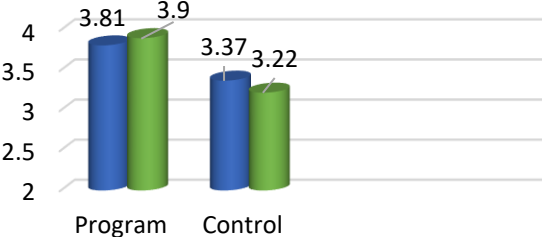
Attitude	Means of Program and Control group	ANOVA Results: Interaction									
<b>Behavioral intentions</b>	 <table border="1" data-bbox="518 846 1061 1059"> <caption>Data for Behavioral Intentions</caption> <thead> <tr> <th>Group</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>Program</td> <td>3.78</td> <td>4.03</td> </tr> <tr> <td>Control</td> <td>3.62</td> <td>3.57</td> </tr> </tbody> </table>	Group	Before	After	Program	3.78	4.03	Control	3.62	3.57	F (1,89) = 6.34, p < .01
Group	Before	After									
Program	3.78	4.03									
Control	3.62	3.57									
<b>Personal beliefs</b>	 <table border="1" data-bbox="518 1097 1061 1310"> <caption>Data for Personal Beliefs</caption> <thead> <tr> <th>Group</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>Program</td> <td>2.89</td> <td>3.06</td> </tr> <tr> <td>Control</td> <td>2.87</td> <td>2.81</td> </tr> </tbody> </table>	Group	Before	After	Program	2.89	3.06	Control	2.87	2.81	F (1,89) = 4.48, p < .05
Group	Before	After									
Program	2.89	3.06									
Control	2.87	2.81									
<b>Perceptions of connections</b>	 <table border="1" data-bbox="518 1321 1061 1556"> <caption>Data for Perceptions of Connections</caption> <thead> <tr> <th>Group</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>Program</td> <td>3.81</td> <td>3.9</td> </tr> <tr> <td>Control</td> <td>3.37</td> <td>3.22</td> </tr> </tbody> </table>	Group	Before	After	Program	3.81	3.9	Control	3.37	3.22	F (1,89) = 2.28, p > .05
Group	Before	After									
Program	3.81	3.9									
Control	3.37	3.22									

Table 4.XI shows the three hypotheses of the level attitude of teachers' who participated in the APAC TTP compared to the teachers of the control group.

**Table 4.XI Findings regarding hypotheses regarding attitude**

Dependent Variable: Attitude	Conclusions
Behavioral intentions	<b>Hypothesis 1.a was confirmed</b> Behavioural intentions towards APAC increased among teachers who participated in the APAC TTP more those than in the control group.
Personal beliefs	<b>Hypothesis 1.b was confirmed</b> Personal beliefs on APAC increased among teachers who participated in the APAC TTP more those than in the control group.
Perceptions of connections	<b>Hypothesis 1.c was refuted</b> Perceptions about the connection of APAC to educational activities inside and outside classroom <u>did not become</u> wider among teachers who participated in the APAC TTP more those than in the control group.

The study measured knowledge and practices. The finding regarding knowledge and practices can be seen in Table 5.XI.

**Table 5.XI The Findings Regarding the Variables Knowledge and practices**

Dependent Variables	Means of Program and Control group	ANOVA results: Interaction									
Practices	<table border="1"> <caption>Data for Practices Bar Chart</caption> <thead> <tr> <th>Group</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>Program</td> <td>3.8</td> <td>3.94</td> </tr> <tr> <td>Control</td> <td>3.67</td> <td>3.55</td> </tr> </tbody> </table>	Group	Before	After	Program	3.8	3.94	Control	3.67	3.55	$F(1,89) = 3.11, p < .08$
Group	Before	After									
Program	3.8	3.94									
Control	3.67	3.55									
knowledge	<table border="1"> <caption>Data for Knowledge Bar Chart</caption> <thead> <tr> <th>Group</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>Program</td> <td>3.16</td> <td>4.35</td> </tr> <tr> <td>Control</td> <td>3</td> <td>2.99</td> </tr> </tbody> </table>	Group	Before	After	Program	3.16	4.35	Control	3	2.99	$F(1,89) = 52.07, p < .001$
Group	Before	After									
Program	3.16	4.35									
Control	3	2.99									



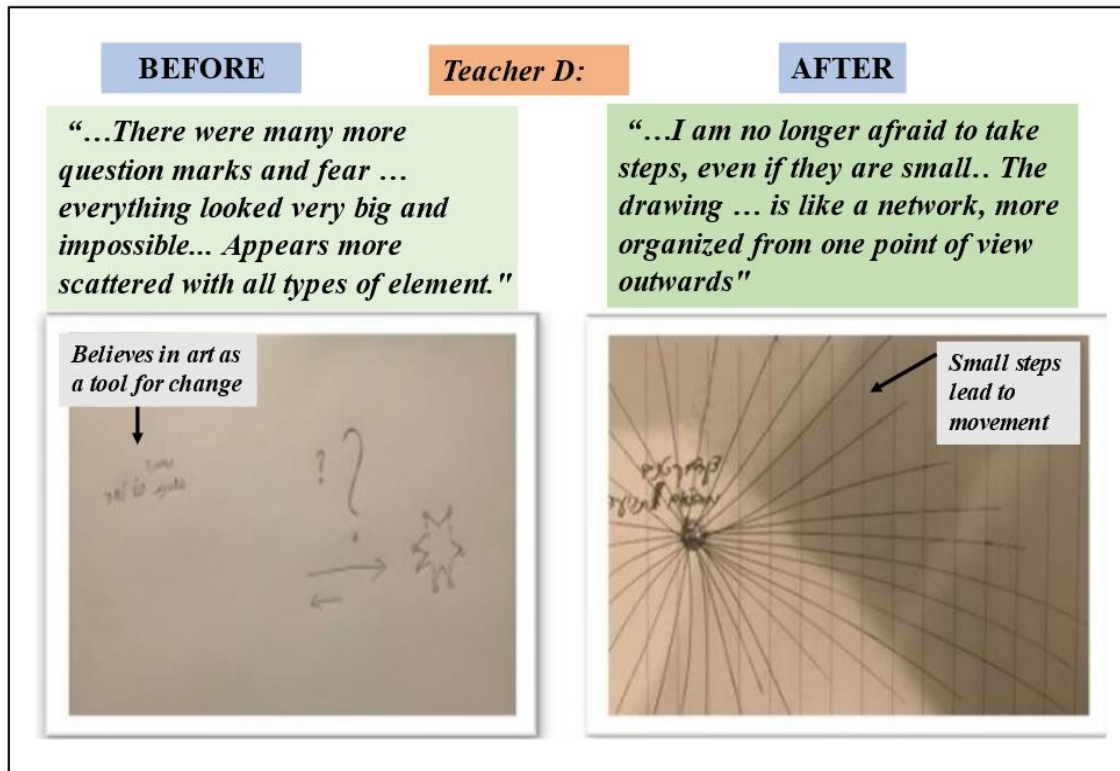
Table 6.XI shows the two hypotheses of the level knowledge and the level of practices of teachers' who participated in the APAC TTP compared to the teachers of the control group.

**Table 6.XI Findings regarding hypotheses regarding practices and knowledge**

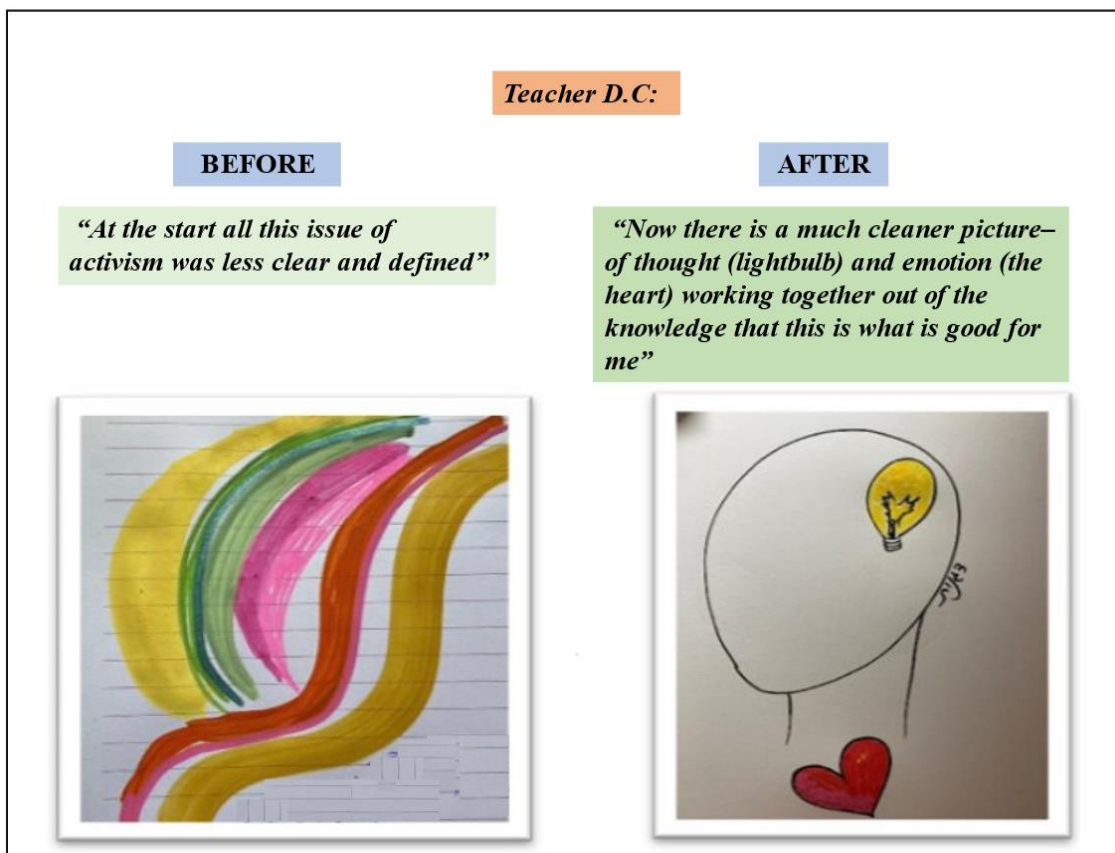
<b>Dependent Variables</b>	<b>Conclusions</b>
<b>Practices</b>	<p><b>Hypothesis 1.d was nearly confirmed</b></p> <p>Teachers who participated in APAC TTP applied slightly more (not significant) APAC practice than those in the control group.</p>
<b>knowledge</b>	<p><b>The 1.e hypothesis was confirmed</b></p> <p>Knowledge of concepts and issues related to APAC among teachers who participate in the APAC TTP became richer than that of teachers in the control group.</p>

### **XI.2.1 Examples of Qualitative Findings from Reflection about Attitude, Knowledge, and Practices of APAC**

Figures 1.XI and 2XI presents' examples of qualitative findings from reflections through the drawing task. It was conducted as follows: at the start of the first session, participants were asked to draw on paper the term "APAC" and had exactly the same task at the end of the TTP. After that the two drawing results were sent to each participant for asking for personal analysis.



**Figure 1.XI: Findings of attitude from reflections through the drawing task**



**Figure 2.XI: Findings of knowledge from reflections through the drawing task**

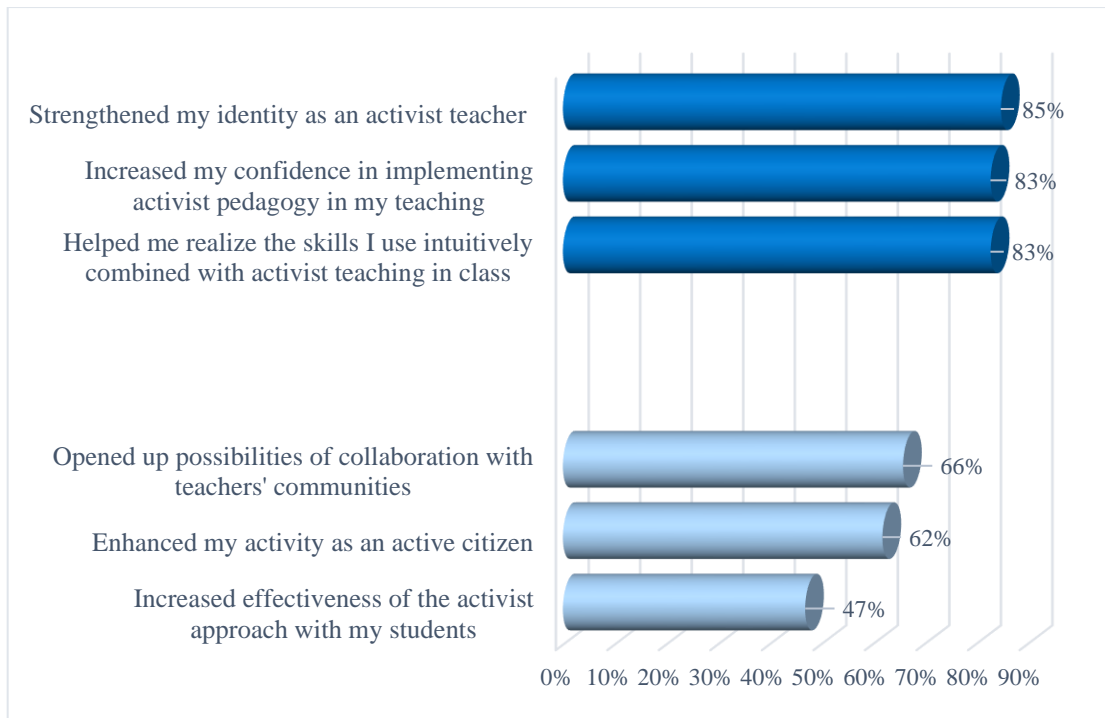
## XI.2.2 Findings Regarding Participants Perceptions of APAC TTP Contribution

This last section addressing the first research question, presents the findings emerging from the questionnaire directly examining program participants' perceptions about its contribution to them, using 16 closed questions.

The results presented in Table 7.XI reveal high levels of satisfaction with the program: At least 75% of the participants evaluated their satisfaction as high, in ten out of 16 areas which were included in the questionnaire. Figure 4.XI shows the three highest and lowest levels of satisfaction that found in answers to the 16 closed questions.

**Table 7.XI: the program's contribution**

	<b>Area of contribution</b>	<b>M</b>	<b>SD</b>	<b>% (4,5)</b>
1	Helped me realize the skills I use intuitively combined with activist teaching in class	4.36	.87	83
2	Strengthened my identity as an activist teacher	4.26	.89	85
3	Increased my confidence in implementing activist pedagogy in my teaching	4.23	.96	83
4	Gave me tools for activist teaching online	4.23	1.00	79
5	Helped me understand the level of teaching in the activist approach	4.23	.98	79
6	Gave me tools for implementing active pedagogy in the subject I teach	4.19	.94	77
7	Strengthened my motivation for teaching	4.13	1.06	75
8	The online facilitation in the program was effective for me	4.06	1.24	77
9	Provided me models and skills of activist pedagogy	4.02	1.10	75
1	Strengthened my sense of belonging to my peers	3.96	1.37	75
11	In my work I adopt teaching methods that I have been exposed to, by the facilitation of the program (approach, reference, skills, tools, methods, etc.)	3.95	1.12	70
12	Gave me courage to use the activist approach with my students	3.91	1.24	70
13	Enhanced my critical thinking	3.87	1.29	72
14	Enhanced my activity as an active citizen	3.85	1.23	62
15	Opened up possibilities of collaboration with teachers' communities	3.85	1.21	66
16	Increased effectiveness of the activist approach with my students	3.28	1.33	47



**Figure 4.XI: The three highest and lowest level areas that was found regarding the contribution of APAC TTP**

### XI.2.3 Description of the Qualitative Findings Relating to the Research Question 2

The question was: What factors enhance and hinder the success of APAC TTP?

The findings about factors enhancing and hindering the success of APAC TTP emerged from question 2 of the qualitative section added to the quantitative part of study IV; from two open question presented at the end to teachers who had participated in the program. Findings revealing promoting factors are described in the following Table 8.XI.

**Table 8.XI: Factors promoting program success**

Themes	Statements
<b>Digital environment</b>	<i>"Online learning suited me greatly – it gave me broader exposure and possibilities to contents and worlds that we would not necessarily reach in a physical space"</i>
<b>Digital Skills</b>	<i>"I acquired useful digital tools and skills for distance learning to use in teaching"</i>
<b>Experiential learning – practical actions alongside theoretical TTP</b>	<i>"The workshop allowed me to organize what I did instinctively" "</i>

<b>Facilitation with emphasis on modelling</b>	<i>"Your ability Keren to encourage pleasant conversation and reflect on various discussions that occurred, both on WhatsApp and at sessions themselves – this for me was meaningful learning"</i>
<b>Community of Practice</b>	<i>"Helped with sense of isolation and loneliness"</i>

Content from the answers to open questions on the participants' post-TTP questionnaire and reflections during workshops was analyzed and the findings can be seen in Table 9.XI.

**Table 9.XI: Factors hindering the TTP success**

<b>Theme</b>	<b>Statements</b>
<b>Digital environment</b>	<i>"The minus is that the personal experience, the face-to-face is missing"</i>
<b>TTP time is short term</b>	<i>"Short time and duration periods reduce the ability to carry it out in class"</i>
<b>Applying with students while participating in TTP</b>	<i>"I have failed ... mainly how "to motivate", to make students want to be activists"</i>

### **XI.3 Study IV – Discussion**

In the discussion of the findings, it is important to know firstly that as far as the researcher knows and from several TTP research reviews, it is difficult to find studies assessing the three areas of knowledge, attitude, and practice for TTP on subjects associated with APAC or education subjects for social change and mainly those promoting APAC. Salas-Zapata et al., (2018) and Bhargava and Jerome (2020) even emphasized the **absence** of quantitative studies (until January 2022) on topics relating to education towards activism, for example, on topics such as sustainability or citizenship.

The current study examined the effect of knowledge, attitude and practice following APAC TTP – this is a program focusing on teachers' professional development to study an APAC whose aim is to encourage and empower teachers with an activist orientation to education in and out of class according to this approach to promote socio-political change. Academic knowledge imparted in the program focused on structuring the basis of the approach including concepts and contents associated with APAC such as required skills, as well as practical strategies and skills to assimilate APAC in and out of class, such as the 5-level model (Ketko-Ayali & Bocoş, 2020). The following methods expressed in TTP were found to be effective.

The APAC TTP revealed and approved the principles that emerged from the literature review and in light of two qualitative studies (study I and study II, see previous chapters).

Attitude changed because participants underwent a complex intrinsic transformative process, but despite the change in **attitude**, the change regarding

**practice** is too complex to see immediately after the program and therefore, the outcome is only almost significant. These findings correspond to research about the theory of transformative learning, in which researchers (e.g., Mezirow et al., 1990; Taylor, 2009) distinguished between transformation in changing awareness, perceptions and knowledge regarding oppressive structure in society and the knowledge how to overcome and refer to the need for change – between transformation referring to action that changes reality in a political context.

Gunnlaugson (2008) argued that there are two waves of transformative change, the first more specific, such as increase in knowledge that changes quickly, from lack of knowledge before the program to addition of much knowledge thereafter – obviously compared to the control group, whereas the second wave, according to Gunnlaugson, is more holistic, integral and takes time. The findings reinforce this with the change in attitudes, behavior and personal beliefs and therefore teach us about the important achievement of APAC TTP.

Indeed, regarding the findings of *applying APAC practical models, skills and tools*, the intention was to examine whether practical methods of assimilating AC were applied before and after the APAC TTP, the result was **nearly significant effect** because it is possible that objectively, time was too short to start applying the process of applied assimilation; however, as seen previously knowledge about acquiring methods and strategies of learning according to the APAC approach were acquired, but not yet practically applied. Reinforcement for this was found in studies showing that the applied change in practice is weaker and slower (Karami et al., 2017). Fullan (2012) also argued that the hardest shell to crack in teaching is the applied part of teaching practices. Nelson and Kerr (2006) in their research about AC studies in sixteen countries showed a lack of clarity and understanding about the term AC and particularly how it should be applied in policy and practice.

When we look at the results of knowledge, attitude and practice dimensions, the general total shows that APAC TTP affected participants in the experimental group more significantly than the control group. Karami et al.'s (2017) study concerned with addressing teachers' knowledge, attitude and practice on the issue of education for climate change showed that teachers who had not undergone any training program on the subject had low increase in knowledge, attitude and practice and showed a need for TTP.

Findings on the general effectiveness of knowledge, attitude and practice on APAC TTP participants confirm studies that found that when there is a professional development program that is effective for teachers it is because it emphasizes professionalism in content, active learning, coherence, and collective participation (Darling-Hammond et al., 2017; Desimone, 2009).

The second research question was what factors enhance and hinder the success of an APAC TTP and the results showed five themes that enhanced the success and three that hindered it. APAC TTP was mostly conducted in digital space, and it was interesting to see in the answers to the second research question about factors hindering and enhancing the program's success, that teachers viewed the digital environment as both an enhancing and hindering factor. Darling-Hammond and Hyler (2020) showed

that even with online learning, face-to-face communication is important to the development of group and personal connections. Lindberg and Olofsson (2009) argued that online training programs must emphasize not only technological aspects but the pedagogical approach relying to a great extent on social and shared components of participants in learning as the point of origin to develop online teaching and learning practices.

Carillo and Flores (2020) reviewed 134 studies about online TTP methods of teaching and learning and found two factors matching those found in this study. The first was that facilitation was an important component, but not alone, because group learning enabled by a digital study program was even more significant. This study also showed that there were many online interactions which contributed to the group community discussion, to coping with the challenges of teaching and pedagogic professional understanding.

"Community of practice" is one of the findings found to enhance the program's success, which corresponds to Baumgartner's (2012) research emphasizing that in transformative learning theory, the location of ideal discourse in learning, was expressed solely to set standards and did not always have to be applied. This emphasizes that indeed in practice change, as stated, was almost significant. Learning through discourse in a professional learning group helps to exchange ideas without coercion. In a learning community, learning occurs with regard to diverse views through support and reinforcement that encourage transformation in attitude. Awareness created in community discussions refresh behaviors and fixed ruled as was found in the finding with regard to knowledge, attitude and practice change in the test group before and after the program.

Researchers (e.g., Sachs, 2003; 2016; Marshall & Anderson, 2009) emphasized the loneliness and isolation felt by AT. Therefore, the finding of the professional learning community factor as enhancing is highly significant and corresponds to studies showing the many advantages of learning communities (Barab et al., 2002; Wenger, 1998). Further reinforcement of this was found in Barab et al. (2002) who maintained that the formal contexts of shared learning between members of a community can create informal connections, and these have a chance of leading to socio-political actions. Moreover, cooperation with a community of teachers with similar views can empower participants with intentional personal teaching methods (Murray, 2010).

#### **XI.4 Study IV Conclusion and Implications**

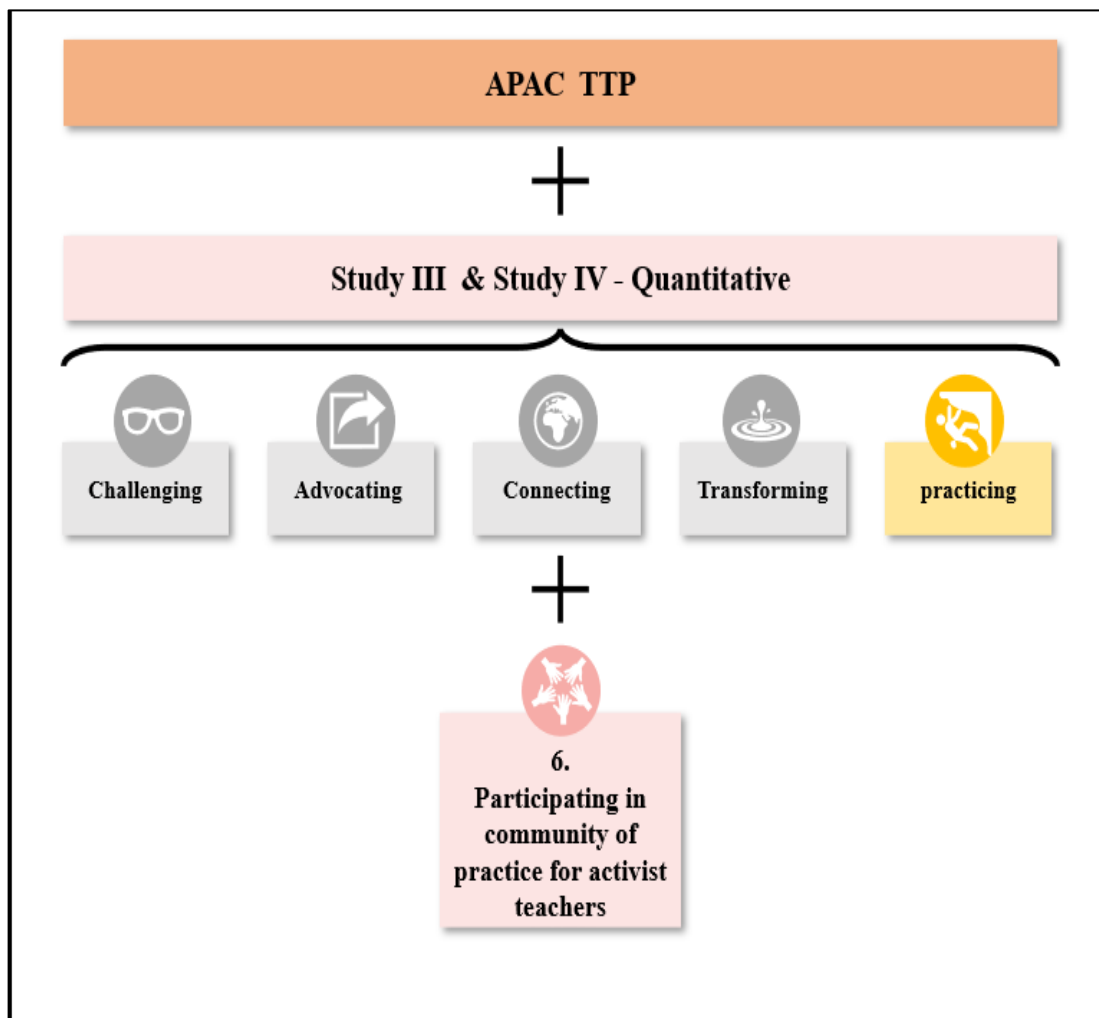
The conclusion drawn from this study was that the APAC TTP had a positive effect on knowledge, attitude and practice. Some of the study's conclusions require TTP on the issue of APAC because without TTP, no progress will be made on this issue as seen in the control group. It is noticeable that teachers reported the need for assistance consolidating their professional identity as social change agents.

The conclusion of this study, therefore, showed that teachers with an activist orientation who register for courses such as APAC TTP arrive with high expectations that it is possible to link educational acts and activism. The training not only helps

teachers with an activist orientation to consolidate it, but also enriches knowledge, changes attitudes, and perhaps after the APAC TTP, will also apply most of the learning content. Policy from TTP goals particularly in issues associated with APAC rely ultimately on different interpretations and therefore, even school institutions can interpret these matters in a manner that will not fit classroom teachers and the meaning of the process teachers undergo individually to strengthen their professional identity as AT is significant in the effectiveness of APAC TTP.

Another conclusion that emerged was that teachers underwent a transformation in their professional identity as change agents and AT in teaching together with the desire to apply the pedagogy in practice. Therefore, it is noticeable that the component of knowledge, attitude and practice changes affect the theoretical part defining the conceptual framework of APAC and the conclusion is that conceptualizing APAC is unique in that it is both theoretical and practical.

Additionally, the conclusions in the previous chapter showed the added component of APAC as can be seen in Figure 5.XI.



**Figure 5.XI: Addition of the sixth principle to the Theoretical-Conceptual Framework of APAC**



Main implication that can be deduced from study IV is that the contribution of APAC TTP showed consolidation of teachers' professional identity. The ACAP TTP gave them motivation and reminded them why they had joined the teaching profession to begin with, as they testified. An additional implication can add to the influence of the work process on the teachers' sense of self-efficacy to teach in the APAC approach. It can strengthen their motivation and perseverance in the teaching profession and prevent teachers' dropout.

# PART III: GENERAL CONCLUSIONS AND RESEARCH CONTRIBUTION

## CHAPTER XII: CONCLUSIONS AND LIMITATIONS

### XII.1 Conclusions

The conclusion regarding a theoretical framework for APAC is that one must address the term on two levels – theoretical and practical. The theoretical level has a strong and significant association with the practical level of promoting acts for sociopolitical change. The research supports the argument that critical pedagogy is an important part of AP, but that in AP, the focus is on active solutions to criticism. Therefore, AP cannot remain solely a theoretical pedagogy. Thus, the conclusion is that AP is practical theory.

The focus of the research addressed the question of APAC conceptualization and significance. Its conceptualization relied on the four key principles in the literature review. Added to these was a fifth component that emerged from the quantitative research (Studies I and II) and to these a sixth component was added from a conclusion of the qualitative study (Study IV). Hence, there are six components to the theoretical-practical conceptual framework of AP for AP. Figure 1.XII illustrates the process of establishing the six components arising stage by stage as a general conclusion emerging from the theoretical background, qualitative study and finally after the quantitative study.

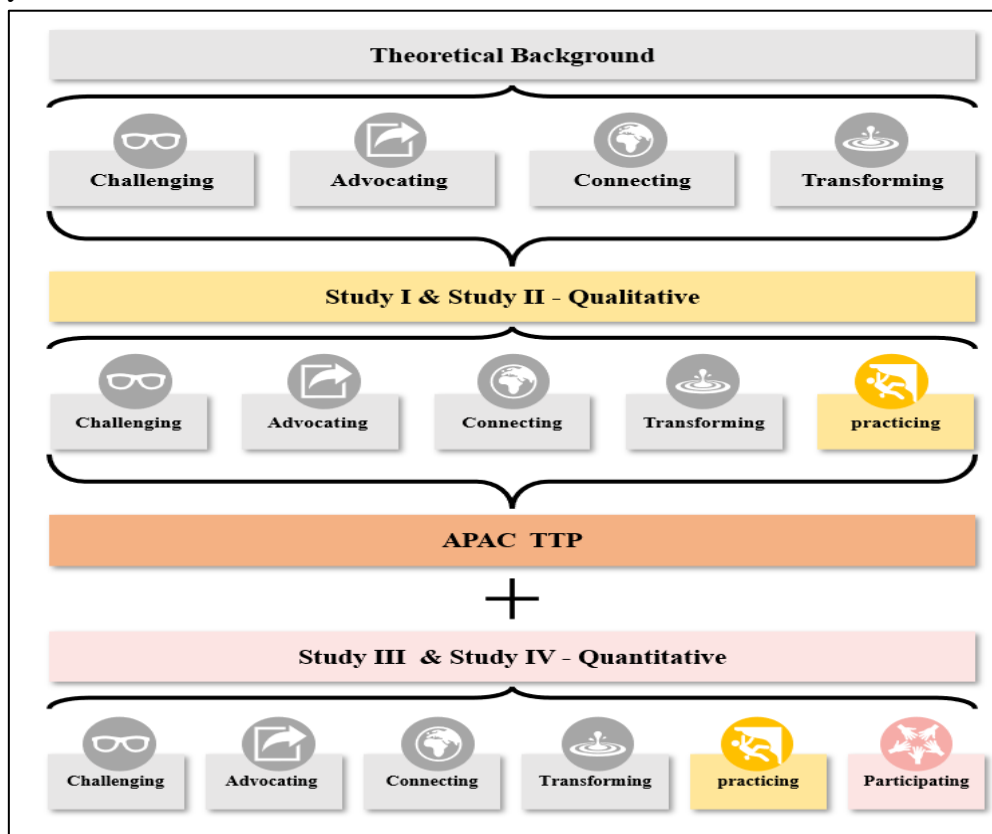
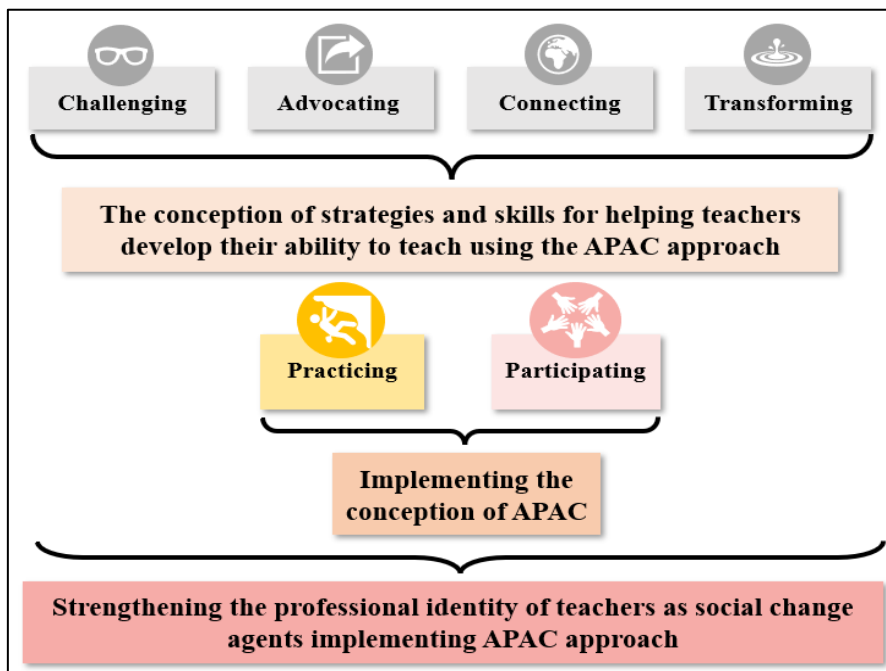


Figure 1.XII: The six principles of the APAC conceptual framework

The main conclusion was that APAC TTP was effective for participants in contrast to the control group. APAC TTP increased, deepened, and enriched knowledge significantly, providing the participants with a set of tools and competences to help them assimilate this approach in and outside classrooms. Additionally, APAC TTP successfully brought about a transformative change in personal beliefs, intentions and behaviors and even strengthened teachers' attitudes with regard to the link between APAC and all activities taking place at and outside school.

Participation in APAC TTP increased the meaningful understanding that it is important not only to change attitudes through teachers' transformative learning, but also to provide knowledge and skills on how to apply this approach in class. Interestingly, the research also revealed even teachers who had developed an activist orientation and understood the link between APAC and various school activities, and that it was necessary to strengthen the connection between activism and education in all subjects, needed empowerment and direction in different ways in addition to conceptualizing and framing the area.

A significant conclusion was that it was possible to teach and promote AP among teachers. In other words, the focus was on teachers' own transformative learning, development, experience and practice before they moved on to implementation. The research showed how it was possible to promote education encouraging students to become involved in society, but that it was essential to focus on teachers first, so that every participating teacher would find a way to critically examine their beliefs, views, values and knowledge so as to become a sociopolitical change agent. Since the emphasis of this research was on teachers' own process of adopting the APAC approach, it can be concluded that the six APAC components present this process in three steps. Figure 2.XII shows the process leading to the teachers' professional identity as activist teachers.



**Figure 2.XII: The APAC conceptual framework reframed**

Since APAC TTP focused on teachers' transformative learning, we can see that learning the AP approach led to teacher empowerment and gave them a set of tools to apply activism which they have to practice in education. Teachers reported receiving a boost of energy, motivation, drive, and empowerment to become activist teachers. Some even confessed to being reminded why they had joined the teaching profession originally. Therefore, it is possible to associate the research conclusions with issues such as teacher sense of self-efficacy, burnout, professional engagement, and satisfaction.

## **XII.2 Limitations and Future Directions**

1. The first research limitation is related to the homogeneity and non-representability of the sample. Most research participants belonged to the majority Israeli population and taught in the Jewish education system. Further studies could examine different populations as well or examine populations with completely different background characteristics (teachers from other countries or parents, other professionals, etc.).
2. The research took place in Israel. It would be interesting to explore the issues examined here in an international comparative study.
3. There is a potential for multiple biases in qualitative research due to research instruments and the researcher's contact with participants, a topic that is political and sensitive. The researcher addressed these biases by guaranteeing complete confidentiality and employing triangulation – using several information sources (focus groups, interviews, anonymous questionnaires, and participants' reflections of several types. In addition, an additional point of view of a professorial colleague, who analyze the contents independently. Furthermore, the presented findings include many quotes to support the analysis.
4. The quantitative research comparing a control group and the program group all variables should have the same starting point, but there was a gap in one, when from the start participants in the program group saw a link between school actions and possibilities to teach APAC. Indeed, the research was not conducted in laboratory conditions. Nonetheless, the control group was very important to the study also because of political circumstances in Israel. The sociopolitical climate at the time of study could be considered a research limitation, because of four rounds of national elections between 2019 and 2021, that culminated in a change of government.
5. Future research should examine teachers together with groups of their students before and after the program. Addressing the effects of APAC application for these students requires a longer process.
6. A main research conclusion arose regarding strengthening teachers' professional identity as social change agents as a result of APAC TTP and one of its consequences was redefining the leading core values and principles of the teaching role and renewed motivation for the role. Therefore, it is recommended

examining the ongoing journey of teachers who had participated in APAC TTP in their continued professional development at different stages of their professional careers.

7. Another important conclusion arising in this research was the connection between APAC TTP and issues such as teacher sense of self-efficacy, burnout, professional engagement, and satisfaction. An interesting proposal for future research could be to examine the link between participating in the APAC TTP and in supportive learning communities for activist teachers, and renewed motivation to teach and addressing burnout.
8. A future study can assess the broader effects of APAC. Does participation in APAC TTP help teachers' personal and professional growth? How does participation in APAC TTP help better teaching, learning and assessment processes in class?
9. Since it was found that it was possible to train teachers in APAC, it should be emphasized that the target audience of TTP and participants were in-service teachers. Nevertheless, it is perhaps even more important to train pre-service teachers since their professional identity is not yet consolidated. Therefore, it would be possible to offer such training to pre-service teachers.

## **CHAPTER XIII: IMPLICATIONS AND RESEARCH CONTRIBUTION**

### **XIII.1 Implications**

This research sheds light on the importance of educating the next generation in the AP approach. The number of teachers applying to new cycles of APAC TTP multiplied every year since this research was conducted.

One of the main consequences of explorative concern with teachers' teaching in and out of classes according to the APAC approach is legitimizing teachers' reference to themselves affiliated with their identity as social change agents. Teachers' quotes demonstrate this: *"I began to feel more comfortable expressing my personal activism..."; "Made me understand myself better, why I want to be a teacher"* or how the transformation made the teacher teach differently: *"I think the course slowly but surely allows me to form and develop my personal stance about becoming more active with my students with regard to active citizenship activism"*. Therefore, according to interpretation and determining a conceptual framework for AP and putting it on the educational agenda through research and APAC TTP, teachers could consolidate their affiliation to assimilating activism in education and influence coming generations to improve society as humanist, liberal and promoting human rights.

The research contributes to understanding the role of activist teachers in educational systems and is likely to benefit not only researchers on changes in education and teaching methods, but also policymakers with regard to their appreciation of activist teachers and finding ways of doing their important work for social justice and strengthening democracy by promoting AC in the future generation that needs it so urgently.

From the gap in knowledge in the two core research foci regarding the conceptual framework of the meaning of the APAC concept, and whether it is possible to teach teachers the APAC approach the research's contribution to knowledge is noticeable. The research enriches and maps dimensions for a conceptual framework for the term APAC. Additionally, the research contributes to knowledge by developing APAC TTP, which was found to be effective and influential.

### XIII.2 Contributions

The significant contributions of this research are presented in three levels, theoretical, practical and methodological. Table 1.XIII presented the main contributions of the research.

**Table 1.XIII: Contribution of the research in summary**

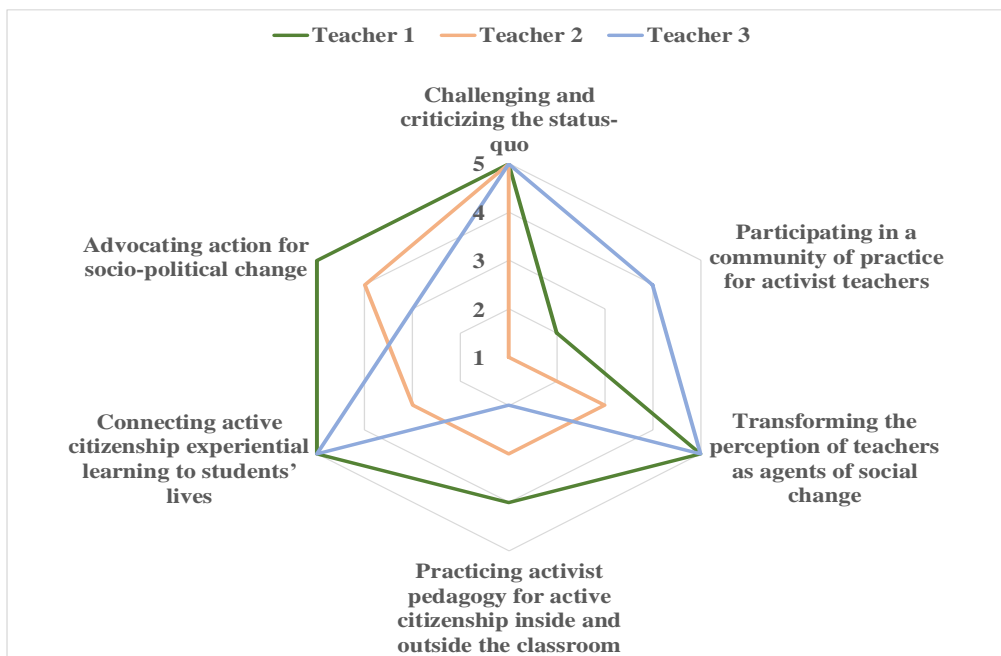
Theoretical Level	<ol style="list-style-type: none"> <li>1. Expanding knowledge about the concept of APAC</li> <li>2. Mapping the dimensions of APAC</li> </ol>
Methodological Level	<ol style="list-style-type: none"> <li>1. Developing a new, validated APAC questionnaire</li> <li>2. Developing a diagnostic tool for evaluating the profile of activist teachers</li> </ol>
Practical Level	<ol style="list-style-type: none"> <li>1. Universal contribution in that APAC TTP can be applied in other countries and cultures</li> <li>2. Establishing practical models to implement APAC in classrooms</li> <li>3. The formation of an activist teachers' network and community of practice for the first time in Israel</li> </ol>

### XIII.3 Practical Recommendations

1. Continue APAC TTP not only in Israel but also expand internationally, including its expansion to pre-service teachers to help them consolidate their role as change agents – our hope for the future in education systems.
2. Nurture a network of activist teachers in Israel that will serve as a link with similar networks internationally.
3. Produce an adapted shortened questionnaire for different places around the world to make it accessible as a complement for qualitative research on APAC.
4. Develop diagnostic tools based on the six principles of the new conceptual APAC framework, whose purpose is to give every teacher a picture of their AP profile. Teachers will be asked to assess themselves on a 5-point Likert scale to produce a spider-web profile. See Table 2.XIII with examples of three teachers who assess themselves on a 5-point Likert scale regarding the six components and the Figure I.XIII below that shows the results in a spider diagnostic tool. The more the external polygon covers a greater area, the stronger AP expressed in the profile. This diagnostic method also allows for examination of internal differences in every teacher, in the spaces between principles from the center of the diagram, and hence teachers are able to identify what principle is realized more and which needs to be strengthened. The tool is applicable to various sociopolitical agendas and may thus be easily adapted for international, cross-cultural studies.

**Table 2.XIII: Diagnosing the APAC profile of three teachers with an activist orientation**

<b>Participating in a community of practice for activist teachers</b>	<b>Transforming the perception of teachers as agents of social change</b>	<b>Practicing activist pedagogy for active citizenship inside and outside the classroom</b>	<b>Connecting active citizenship experiential learning to students' lives</b>	<b>Advocating action for socio-political change</b>	<b>Challenging and criticizing the status-quo</b>
2	5	4	5	5	5
1	3	3	3	4	5
4	5	2	5	3	5



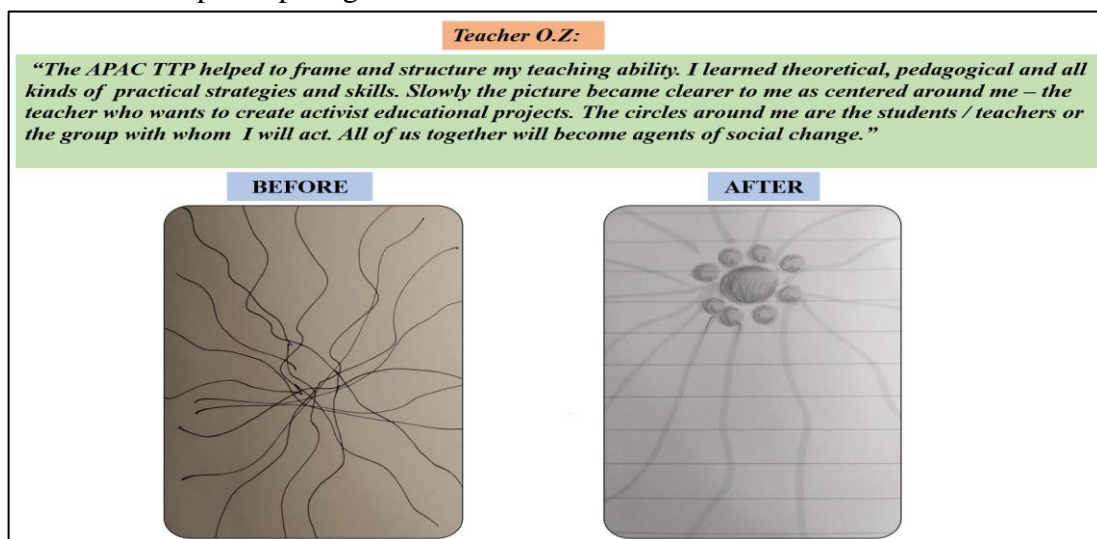
**Figure 1.XIII: Diagnosing the APAC Profile of Three Teachers with an Activist Orientation**



## EPILOGUE

The present research findings and implications fill me with hope for the future as they are already affecting my daily educational practices. The two core research questions have been appropriately addressed by the findings of the six components that ambiguate the concept of activist pedagogy, as well as the understanding that a continuing education activist education program for promoting active citizenship affects activism-oriented teachers' knowledge, attitude, and practices towards sociopolitical change – teachers who want to create a better world.

The process of writing this dissertation made me realize the importance of framing: the APAC framework was found to be highly significant for the teachers. It mainly encouraged me to see the teachers suggesting that this innovative approach to activist pedagogy motivated them to cultivate active citizenship values and student engagement at school in terms of theoretical concept and as part of the application process also in practical terms. In an era of multiple crises, primarily mass migration, racism, and human rights violations – democracy is at risk. As this risk may be averted by strengthening citizens' sociopolitical involvement, beginning in school, APAC is particularly relevant for teachers today. I will end with a quote (Figure 2.XIII) from a teacher who has recently participated in the program, in which she explains her drawing before and after participating in the APAC TTP:



**Figure 2.XIII: The drawing before and after APAC TTP**

If other teachers experience the APAC TTP like this teacher, as a kind of “mess” that eventually becomes organized and flourishes into actions for sociopolitical change as the teacher acquires the ability to impact additional circles, then the process of this research is heading in the right direction, raising hope through education for the future. It appears that APAC can contribute to improving worldwide educational systems and society in general, because it will be possible to enlist curious teachers with the desire to promote sociopolitical change to develop, deepen and refresh their profession and professional identity to improve society in education systems in various countries.

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