

PROFESSIONAL LEARNING AND CHANGE

The Experiences of Literature Teacher Educators

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Abstract. This paper presents vignettes from life-stories of literature teacher educators, who participated in a wide-scale research project. Semi-structured in-depth interviews were conducted with these individuals, as part of a study into their professional development as literature teacher educators. The findings indicate changes in their thinking about literature and the instruction of literature, as well as changes in their understanding of their role as literature teacher educators. The findings allowed us to construct a dynamic model of professional development of literature teacher educators. This study contributes new insight regarding processes of teacher educators' professional development and change in their thinking about their work.

Keywords: change, conceptual change, instruction of literature, life stories, literature teacher educators, professional development

Chinese

[Translation Shek Kam Tse]

文学教师的经验

通过与研究主体进行半结构性的深入访谈，这份报告简略描述了一些曾参与大型研究计划的文学教师们的经验之谈。此研究是理解文学教师职业发展的一个环节。研究结果表明，教师们对于文学与文学教学的理念有所改变，而且他们对自己作为文学教师的身份理解，也有所改观。这些研究结果，有助于我们建构文学教师职业发展的动态模式。此研究对于教师职业发展以及教师对于自身工作的观念的转变过程，提出了新的洞见。

Dutch

[Translation Tanja Janssen]

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TITEL. Professioneel leren en veranderen; Ervaringen van literatuurdidactici.

SAMENVATTING. Deze bijdrage bevat schetsen uit de levensverhalen van lerarenopleiders literatuurdidactiek die participeerden in een grootschalig onderzoeksproject. Met hen zijn halfgestructureerde diepte-interviews gehouden, als onderdeel van een onderzoek naar hun professionele ontwikkeling als lerarenopleiders. De resultaten laten veranderingen zien, zowel in hun denken over literatuur en literatuuronderwijs, als in hun opvattingen over de eigen rol als lerarenopleider. Op basis van de resultaten construeerden wij een dynamisch model van de professionele ontwikkeling van literatuurdidactici. Dit onderzoek geeft een nieuw inzicht in de processen die een rol spelen bij de professionele ontwikkeling van lerarenopleiders en veranderingen in hun denken over hun werk.

TREFWOORDEN: verandering, conceptuele verandering, literatuuronderwijs, levensverhalen, literatuurdidactici, professionele ontwikkeling

Finnish

[Translation Katri Sarmavuori]

TITTELI: Ammatillinen oppiminen ja muutos. Kirjallisuuden opettajien kouluttajien kokemuksia

ABSTRAKTI: Tämä artikkeli esittää vinjettejä kirjallisuuden opettajien kouluttajien elämäkertoista, jotka osallistuivat laaja-alaiseen tutkimushankkeeseen. Heille tehtiin puolistrukturoituja syvähaastatteluja osana heidän ammatillista kehitystään kirjallisuuden opettajien kouluttajiksi. Löydöt osoittavat muutoksia heidän ajattelussaan kirjallisuudesta ja kirjallisuuden opetuksesta, samoin muutoksia siinä, miten he ymmärtävät roolinsa kirjallisuuden opettajien kouluttajina. Löydöt sallivat meidän konstruoida dynaamisen mallin kirjallisuuden opettajien kouluttajien ammatillisesta kehityksestä. Tämä tutkimus tuottaa uuden näkemyksen opettajien kouluttajien ammatillisen kehityksen ja heidän työtään koskevan ajattelun muutoksen prosesseista.

AVAINSANAT: muutos, käsitteellinen muutos, kirjallisuuden opetus, elämäkerta, kirjallisuuden opettajien kouluttajat, ammatillinen kehitys

French

[Translation Laurence Pasa]

TITRE : Formation professionnelle et changement – L'expérience des formateurs d'enseignants de littérature

RÉSUMÉ : Cet article présente des extraits de biographies d'enseignant de littérature, ayant participé à un projet de recherche à grande échelle. Des entretiens semi-dirigés détaillés ont été menés avec ces individus dans le cadre d'une étude sur leur développement professionnel en tant que formateur d'enseignants de littérature. Les conclusions indiquent des changements dans leur représentations de la littérature et de son enseignement, ainsi que dans leur compréhension de leur rôle en tant que formateur d'enseignants de littérature. Les résultats nous ont permis de construire un modèle dynamique du développement professionnel du formateur d'enseignant de lettres. Cette étude est une contribution à la nouvelle perspective sur les processus de développement professionnel des formateurs d'enseignant et l'évolution de leur réflexion sur leur travail.

MOTS-CLÉS : biographies, changement, changement conceptuel, développement professionnel, enseignement de la littérature, formateurs d'enseignants de littérature

Greek

[Translation by Panatoya Papoulia Tzelepi]

Τίτλος: Επαγγελματική μάθηση και αλλαγή

Οι εμπειρίες των εκπαιδευτών των δασκάλων της λογοτεχνίας

Περίληψη: Αυτό το άρθρο παρουσιάζει στιγμιότυπα από τις ιστορίες ζωής των εκπαιδευτών δασκάλων λογοτεχνίας, που έλαβαν μέρος σε μία μεγάλης κλίμακας έρευνα. Ημιδομημένες εις βάθος συνεντεύξεις πραγματοποιήθηκαν με αυτούς ως μέρος μελέτης της επαγγελματικής τους ανάπτυξης ως εκπαιδευτών δασκάλων λογοτεχνίας. Τα ευρήματα δείχνουν αλλαγές στον τρόπο σκέψης τους σχετικά με τη λογοτεχνία και τη διδασκαλία της, καθώς και αλλαγές στην κατανόηση του ρόλου τους ως εκπαιδευτών δασκάλων της λογοτεχνίας. Τα ευρήματα μας επιτρέπουν να δομήσουμε ένα δυναμικό μοντέλο επαγγελματικής ανάπτυξης των εκπαιδευτών δασκάλων λογοτεχνίας. Αυτή η μελέτη προσφέρει νέα οπτικά σχετικά με τις διαδικασίες της επαγγελματικής ανάπτυξης των εκπαιδευτών των δασκάλων και της αλλαγής του τρόπου σκέψης σχετικά με την εργασία τους.

Λέξεις κλειδιά: Αλλαγή, αλλαγή αντιλήψεων, διδασκαλία της λογοτεχνίας, ιστορίες ζωής, επαγγελματική ανάπτυξη εκπαιδευτών των δασκάλων της λογοτεχνίας.

Italian

[Translation Manuela Delfino, Francesco Caviglia]

TITOLO : L'esperienza dei formatori di docenti di letteratura

SINTESI: Questo articolo presenta alcuni episodi da storie di vita di formatori di docenti di letteratura, che hanno partecipato ad un progetto di ricerca su larga scala. Come parte di uno studio dedicato allo sviluppo professionale dei formatori di docenti di letteratura, sono state con essi condotte interviste in profondità e semi-strutturate. I risultati indicano sia i cambiamenti avvenuti nel loro modo di pensare alla letteratura e al suo insegnamento, sia i cambiamenti avvenuti nel loro modo di intendere il loro ruolo di formatori di docenti di letteratura. I risultati hanno consentito di costruire un modello dinamico di sviluppo professionale dei formatori di docenti di letteratura. Questo studio propone nuove idee in merito ai processi di sviluppo professionale dei formatori di docenti e ai cambiamenti nel loro modo di pensare al proprio lavoro.

PAROLE CHIAVE: cambiamento, cambiamento concettuale, didattica della letteratura, storie di vita, formazione di docenti di letteratura, sviluppo professionale

Polish

[Translation Elżbieta Awramiuk]

TYTUŁ: Kształcenie zawodowe i przemiana. Doświadczenia osób kształcących nauczycieli literatury

STRESZCZENIE: Niniejszy artykuł prezentuje historie życia wychowawców nauczycieli literatury, którzy uczestniczyli w szeroko zakrojonym projekcie badawczym. Z tymi osobami przeprowadzono wnikliwe częściowo zorganizowane według planu wywiady, które stanowiły część studiów nad rozwojem zawodowym osób kształcących nauczycieli literatury. Wyniki potwierdzają zmiany w ich myśleniu o literaturze i jej nauczaniu, a także zmiany w ich postrzeganiu siebie w roli wychowawcy nauczyciela literatury. Wyniki pozwalają zbudować dynamiczny model zawodowego rozwoju osób kształcących nauczycieli literatury. Badania wnoszą nowe spostrzeżenia na temat procesu rozwoju zawodowego wychowawców nauczycieli literatury oraz zmian w sposobie ich myślenia o własnym zawodzie.

SŁOWA-KLUCZE: zmiana, zmiana pojęciowa, nauczanie literatury, historie życia, osoby kształcące nauczycieli literatury, rozwój zawodowy

Portuguese

[Translation Paulo Feytor Pinto]

TÍTULO: Ensino Profissional e Mudança. Experiências de Formadores de Professores de Literatura

RESUMO: Este texto apresenta excertos da história de vida de formadores de professores de literatura que participaram num projecto de investigação de grande dimensão. Foram-lhes feitas entrevistas semi-estruturadas aprofundadas como parte de um estudo sobre o seu desenvolvimento profissional enquanto formadores de professores de literatura. Os resultados apontam para mudanças na sua visão da literatura e do seu ensino, bem como alterações na percepção do seu papel de formadores de professores de literatura. Estes resultados permitiram conceber um modelo dinâmico de desenvolvimento profissional dos formadores de professores de literatura. Este estudo avança com novas perspectivas acerca do processo de desenvolvimento profissional de formadores de professores e sobre mudanças na percepção que têm do seu trabalho.

PALAVRAS-CHAVE: mudança, mudança conceptual, ensino da literatura, histórias de vida, formadores de professores de literatura, desenvolvimento profissional.

Spanish

[Translation Ingrid Márquez]

TÍTULO: El aprendizaje profesional y el cambio. Experiencias de los educadores en la docencia literaria

RESUMEN: Este estudio presenta anécdotas de las historias de vida de educadores en la docencia de la literatura que participaron en un proyecto de investigación a gran escala. Tres individuos fueron entrevistados de manera semi-estructura y minuciosa como parte de un estudio sobre su desarrollo profesional como educadores en la docencia literaria. Los resultados indican cambios en su pensamiento acerca de la literatura y cómo enseñarla, igual que cambios en su comprensión del papel de un educador

en la docencia literaria. También nos permitieron construir un modelo dinámico del desarrollo profesional de los educadores en la docencia literaria. Este estudio nos da una nueva perspectiva sobre los procesos que componen el desarrollo profesional de un educador normalista y sobre cambios en su manera de considerar su propio trabajo.

PALABRAS CLAVES: cambio conceptual, enseñanza de la literatura, historias de vida, educadores en docencia literaria, desarrollo

1 PROFESIONAL CONTEXT

This paper focuses on the professional development of literature teacher educators. The research took place within the context of teacher education in Israel, which takes place in universities and colleges of education. The university studies take place in the school of education, after the student has gained a B.A. or M.A. in the humanities; in the college of education, a career in education is planned in advance: alongside the literary discipline (Hebrew literature, English literature, Comparative literature, etc.) , the student takes education courses towards a B.Ed. and towards a teaching certificate.

The lecturers who teach at university very often also teach in college, but the teaching aims are different. The declared intention of literature lecturers at universities in Israel is the formation of future literature researchers, whereas in the colleges of education it is the formation of literature teachers; thus the literature lecturer in college serves as a teacher educator. In this context, the colleges of education create a microcosm, which allows the examination, through the eyes of literature teacher educators, of fundamental issues relating to knowledge, attitudes and thinking – both regarding the specific discipline itself, and regarding teaching that is especially aimed at students whose future is to teach literature (reading, writing, and culture of mother tongue) at school (K-12). In our research we have found that these issues occupy literature teacher educators and act as a catalyst for their professional development.

We are teacher educators in colleges of education – one of us in the field of literature, the other in science; for the last nine years we have been studying and researching, together and separately, thinking processes, particularly those pertaining to our disciplines in a context grounded in practice in teacher education. When we began planning a research study that would focus on changes in the thinking processes of literature teacher educators and science teacher educators, we found ourselves describing and discussing our professional development, and analyzing our professional life-stories. We felt that a life-story has the force and ability to reflect processes of change and development. Consequently we have chosen methodology that utilizes teacher educators' narratives. This paper will address the changes in thinking among literature teacher educators as a means of learning about their professional development.

2 THEORETICAL FRAMEWORK

2.1 What is Change?

Change is converting one situation into another. By ‘situation’ we mean the activities, behaviors, emotions, attitudes, or physical environment, a state that existed at a given point in time and no longer exists, or one whose form or contents are different from what they had been (Fox, 1998). At the same time, as we live in a state where everything flows, we cannot perceive each conversion of one situation into another as change. To refer to a process as change, several conditions must exist simultaneously: The situation is relatively different from what the individual had previously experienced; the change will be perceived by the individual through the use of his or her senses; the individual refers to this as significant to his or her life; the new situation is not a result of the passage of time (Fox, 1998).

Watzlawick, Weakland, and Fisch (1974) distinguished between first-order change and second-order change. This distinction is fruitful for the analysis of thinking processes, and we therefore adapted it here, viewing *first-order change* as change that takes place within a given system which does not itself change, while *second-order change* changes the system itself, and is an overall modification of the complex of habits and routines.

2.2 Conceptual Change

There is general agreement that conceptual change refers to a reorganization of existing knowledge (Duit, 1999), although various disciplines, such as cognitive psychology, science education, and social psychology provide other definitions that are nuanced in specific ways. In cognitive psychology, *change* describes both the process and its outcome – the change itself (Chi, 1992).

In science education conceptual change has been studied primarily in physics (Caravita, 2001; Schnotz, Vosniadou, & Carretero, 1999), usually with the aim of understanding “what goes on in a learner’s mind”– the previous knowledge that the learner possesses, and how this is reorganized in processes of instruction and learning. The initial conceptual change theory was formulated by a group of Cornell researchers (Posner, Strike, Hewson, & Gertzog, 1982) to describe and explain conversion processes of alternative conceptions in accepted scientific concepts. Based on Piaget’s (1950) concepts of learning, this group examined the conditions that make individuals adapt, assimilate, or convert concepts. Accordingly, such a move is accompanied by cognitive and affective aspects.

Posner et al. (1982) recognized four components necessary for conceptual change: dissatisfaction, intelligibility, plausibility, and fruitfulness. These components are mandatory, yet on their own they do not suffice to bring about conceptual change.

Radical change, defined as second-order change (Watzlawick et al., 1974), was presented in the history of science as the conversion of paradigms that creates a

scientific revolution (Kuhn, 1970). There is an affinity between these changes in scientific knowledge and the term *conceptual change* as it has been presented in science instruction and in cognitive psychology. According to Chi (1992) and Thagard (1992), when observing long-term developmental processes, cognitive conflict is perceived as the most significant mechanism for creating stimulation for reorganizing conceptual categories and conscious constructs. New approaches in the study of conceptual change stress the impact of motivational factors (Pintrich, Marx, & Boylel, 1993) and of contextual, social, and ecological factors (Duit, 1999; Halldén, 1999).

Social psychology has been interested in the question of changes in attitudes and changes in beliefs. How do individuals shape their point of view? What is the likelihood of change and under what circumstances will it take place (Eagly & Chaiken, 1993)? Dole and Sinatra (1998) formed a model to describe processes of conceptual changes, based on unifying information gleaned from cognitive psychology, science instruction, and social psychology. They further broadened the scope of cognitive psychology to include attitudes and beliefs. According to their model, there are various possible outcomes of change – a strong conceptual change, a weak one, or conversely, no change at all.

Processes of conceptual change range from addition to revision, and include enrichment – the adding of new information to an existing theoretical framework. Revision is a complex change that requires the reorganization of knowledge within the existing theoretical framework (Vosniadou & Brewer, 1994). Vosniadou, Ioannides, Dimitrakopoulou, and Papademetriou (2001) claimed that the process of change is gradual: At times previous concepts are abandoned, but at others new ones join the old concepts and they continue coexisting (Tyson, Venville, Harrison, & Treagust, 1997), with the individual choosing which concept is to be activated in each situation.

2.3 *Change of Conceptions in Literature*

The following discussion will distinguish between three domains – literature itself, literary research and criticism, and literature instruction.

In literature, in and of itself, change is inherent. Literature has always had a dual, dichotomous development: the classical tradition – one that preserves existing trends, and the romantic tradition, which searches for new ways of expression (Abrams, 1953).

Literary research examines processes of change in literary works, literary criticism, and in reading and reception processes. Kurzweil (1959) asked a key question regarding the development of the new Hebrew literature: “Is our new literature a continuation or a revolution?” Shaked (1987) noted that despite the fact that he himself presented changes in Hebrew literature as a revolution and rebellion of one generation against the previous generation, literary changes are evolutionary and not revolutionary. They are a process that is at once historical, social, and cultural. Seen in perspective, modern twentieth-century poetry, rife with manifestos

proclaiming innovation and revolution, shows that there are no clear boundaries in the history of culture, and nothing “new” is totally innovative (Harshav, 1990).

Each school of literary research explains the reason for change and its manner according to its own viewpoint (Ehrlich, 1955; Even-Zohar, 1979; Jauss, 1982; Lukács, 1964). We may conclude by stating that literature as a domain hosts a multitude of coexisting paradigms (Harshav, 1976). In this it differs from the philosophy of science, where paradigms displace one another (Kuhn, 1970).

2.4 Changes in the Instruction of Literature in Israel

Instruction of literature in Israel had undergone changes throughout the twentieth century, and changes seem to continue into the twenty-first century.

The State of Israel was established in 1948, and all Israeli curricula were based on the State Education Law, approved by the Knesset (Israeli parliament) in 1953. In his introduction to the overall curriculum, the Minister of Education and Culture, Ben-Zion Dinur, wrote that the curriculum should faithfully express the objectives of state education, as mandated by law. The curriculum should be based on “Jewish cultural values and on scientific achievements, love of the homeland and loyalty to the State of Israel and the Jewish people, the practice of farming work and manual labor, training for pioneering, and an aspiration for a society based on liberty, equality, tolerance, mutual help and love of one’s fellow man” (Dinur, 1955: 5). These objectives were the mandatory path for curricula for the teaching of literature in all grades. In the 1950s and 1960s, literature instruction was aimed at education for Jewish, socialist, Zionist, and democratic values. The works chosen for the curriculum – whether mandatory or elective – represented a literary canon that reflected the social and cultural values of the young Israeli society, thus becoming a significant factor in the shaping of a collective Israeli memory (Halbwachs, 1992; Zerubavel, 1997).

The original curriculum for literature for elementary schools has been changed several times since its publication, each change in accordance with changes in educational approaches, approaches to teaching literature, and attitudes toward the canon. The 1968 curriculum focused on works that would teach principles of literature and would teach the importance of the author and poet in their historical context (Ministry of Education, 1968). The literature instruction focused on the content of the work and the ideas and values it represented. In contrast, the 1979 curriculum suggested a turning point, placing the literary text in the center of the literature lesson, reflecting the then-prevalent New Criticism. At the same time, curricular goals reflected a tension between a literary approach and education for values. The literary repertoire that the teacher was obliged to teach, or the works suggested to teachers, expressed a desire to form a balance between a common national basis and artistic or literary uniqueness. The common national basis was reflected in canonical works, and literary uniqueness in non-canonical works (Ministry of Education, 1979).

From 1990 onward, middle-school and high-school literature curricula shifted from addressing text or national and social values to addressing the readers' world and reading processes, in the spirit of Reader Response theory (Iser, 1978; Jauss, 1982), and ensuing teaching approaches (Rosenblatt, 1978). These changes in the objectives of literature instruction were accompanied by broad changes in the list of works now included in the curriculum, involving social and political struggles which transcended educational and literary issues (Poyas, 2001). The present curriculum (Ministry of Education, 2006) follows the goals set previously (Ministry of Education, 1990). An in-depth reading of the rationale, curricular goals, and the selection of works in the present curriculum points to a three-pronged tension – focus on the reader, focus on the text, and focus on values.

The processes of change in the instruction of literature in Israel follow the unique path of Israeli society, and are separate from those in the English-speaking world. At the time that Israeli literature instruction focused on education for values, instruction in the English-speaking world focused on a close reading of texts in the spirit of New Criticism (Wellek & Warren, 1949), and during the period that Louise Rosenblatt's work came into vogue, placing the learner's reading processes at the center, Israeli literature instruction addressed text and values.

Current understanding of reading in classrooms has moved away from the belief that the interpretation of literature is purely a matter of personal response. Instead, it has been argued, during recent decades, that reading is a socially, culturally, and historically located practice (Mellor & Patterson, 2004: 83).

Although postmodern approaches to society and culture are known in Israel, their effect is reflected in the selection of works, but not in instructional approaches. Ideological and multicultural issues are addressed in the Israeli classroom, yet the approach still reverberates with the voice of the Law of Education (Dinur, 1955).

2.5 *Change and Professional Development*

There are two common interpretations of the term *professional development*:

- 1) In-service programs, which are considered to be the primary way in which teachers receive continuing support in teaching (Ohme & Rayford, 2001).
- 2) Continuous experiential learning, based on phases during a teacher's career (Day, 1999).

In this study we integrate these two common interpretations of the notion of professional development. We regard professional development as combining continuous experiential learning during a teacher's career with other more formal, in-service programs. We refer to the teachers' professional development as a process and not as an event (Hall & Hord, 2001) although we do not focus on the phases, but use them in order to understand the whole picture.

There is a wide range of literature regarding school teachers' development, containing models based on phases during the teacher's career (Burden, 1990; Day, 1999; Hargreaves & Fullan, 1992; Huberman, 1995; Fessler & Christensen, 1992; Sikes, Measor, & Woods, 1985). Hargreaves and Fullan (1992) devised a three-part

classification of the explanations for teachers' development: (a) Development as an expression of professionalism, which is a function of knowledge and skill; (b) Development as a function of ecological-social circumstances in the teacher's work environment; (c) Development as a function of the teacher's personality growth and reflective skills.

Because the main focus of this study is on teacher educators in colleges of education, we refer to professional development of teachers in academia - that of university teachers and of teacher educators. The development of a teacher in the world of higher education has been a topic of research over the last decades. Kugel (1993), for example, studied the development of university teachers' abilities and came up with a five-stage model. During the first stage, the university teacher is focused on the self. He/she is worried about her/his new role, about transmitting information, and about showing authority and gaining respect. In the second stage, there is a focus on the subject, and on presenting the material in an attractive way. The next stage occurs when the teacher's focus is on the student as receptive being. He/she is concerned about her/his students' main errors, and knowing their main problems. These three stages form a single phase, in which the university teacher works on different aspects of teaching. The second phase (stages four and five) focuses on students' learning: In the fourth stage the focus is actively on the student. The university teacher helps students with their learning process, and tries to connect this to previous abilities and knowledge. The focus in the last stage is on developing independent, autonomous students.

Nyquist and Sprague (1998) viewed the development of new university teachers as a three-staged process: In the beginning, as a senior learner the university teacher is focused on self and on his or her survival: to be respected, to be liked. The discourse such learners use is presocialized, their technical vocabulary is still rudimentary, their relationships with students are intense and personal, and that with supervisors is of dependence, of needing support and feedback to solve daily problems. After some time the university teacher is seen as a colleague-in-training: focused on aspects related to mastering teaching abilities; with a more precise and fluent discourse; with a distant and analytical relationship, and with need for independence from the supervisor. In the last stage he or she is a junior colleague, focusing on the impact of his or her teaching, with a discourse that connects with one of the wider community. The teacher now regards students as unique, and the relationship with supervisors is good, interdependent, although not yet egalitarian.

Robertson's (1999) work reached similar conclusions: the university teacher passes from egocentrism, focus on the self, to allocentrism, focus on the learner, and finally to a systemic view that focuses on learning/instructing processes.

In professional development processes in the academic world there are advantages both for the learners – in the areas of comprehension and achievement, and for the teachers – in feelings of comfort with, and enjoyment of teaching, and in developing the skills and knowledge of teaching (Åkerlind, 2003).

While the scope of studies on the development of the school teacher is wide-ranging, the scope of studies on the development of teacher educators is rather

limited. There are only a few universities worldwide that have doctoral programs for preparing teacher educators (Cochran-Smith, 2003), and the thinking regarding preparing teaching faculty for academic institutions for teacher educators is, as yet, insufficient (Cochran-Smith, 2003; Gibbs & Coffey, 2000). Interest in the development of teacher educators has been personal or peripheral, and has only lately come to the forefront of the arena of educational research. Research on teacher educators raises issues regarding the wish to learn more about the professional knowledge of teacher educators (Cochran-Smith, 2003; Korthagen, 2000; Smith, 2003), professional standards for teacher educators (Koster & Dengerink, 2001; Smith, 2005), and the professional development of teacher educators within the teaching setting in colleges (Smith, 2003), through school practice (Loughran, Berry, & Corrigan, 2001; Mellor & Patterson, 2004), partnerships with schools (Keiny, 2002) and 'inquiry as stance' in teacher education (Cochran-Smith, 2003). Cochran-Smith (2003) refers to the question of what teacher educators need to know and to do in order to meet the complex demands of society in the 21st century. In her study she presents some of the professional development programs for teacher educators (in Norway, in Israel by the MOFET institute, and in Australia), and describes four different communities of learners of teacher educators. The case she makes is that the education of teacher educators is substantially enriched when inquiry is a stance on the overall enterprise of teaching, schooling, and teacher education. Little work has been done on the professional development of literature teacher educators (Mellor & Patterson, 2004), possibly because the main interest of pioneer research on the professional development of teacher educators has not been concerned with domain-specific knowledge.

Change is a necessary condition for professional development of teachers (Burden, 1990), but there is an opposite stance that professional development does not necessarily mean change (Day, 1999). Change is a necessary condition for many in-service professional development programs, and sometimes happens during processes and outcomes of continuous experiential learning, including the professional development of teachers (Burden, 1990) and teacher educators (Smith, 2003). Fear of change and resistance to it is an inhibiting factor in the process of professional development (Sinatra, 2005).

2.6 Teachers' Narratives, Professional Development, and Change

Narratives are knowledge par excellence. Narratives belong not only to the past, but to the present of the act of telling. They also belong to the narrator, the listener, and society, each of whom gives the narrative a meaning that is related to their world (Lyotard, 1988). They differ from logical knowledge and thinking, though they are no less valid (Bruner, 1986). Since the days of what is known as the *narrative turn*, narrative knowledge is not the unique domain of literary research. Rather, it is now perceived as legitimate knowledge that is an important research stratum in psychology, socio-linguistics, sociology, and a variety of professions such as

medicine, psychiatry, nursing, occupational therapy, law, social work, and education (Clandinin & Connelly, 2000; Kohler-Reisman, 2002).

Studies reveal that teachers' narratives and reminiscences are important for understanding the work of the teacher (Ben-Peretz, 1995; Connelly & Clandinin, 1990; Kelchtermans, 1993, 2005; Roth, 2005). Narratives construct an understanding of the teaching situation, of its policy and disciplinary contexts (Elbaz, 1988). By observing the ways teachers construct narratives – the things they emphasize, the things they appear to elide – we gain insight into their professional learning and sense of professional identity. Narratives give meaning to experiences in the different periods of the teacher's professional life (Connelly & Clandinin, 1986).

In recent years, a great deal of theoretical and research-based knowledge has accumulated regarding life stories and life histories of teachers. These stories reveal that a biographical or autobiographical approach, which enables teachers to tell their life story (during an interview) or to write it, is an important tool in the development of teachers in school and in higher education, as well as in research on this development (Clandinin, & Connelly, 2000; Goodson & Sikes, 2001; Roth, 2005).

Teachers' narratives that focus on their thinking processes form a connection between the personal experiences represented in the narrative and metacognitive thinking. Telling one's life story becomes a sense-making tool for the teacher educator, relating individual experience to the processes of metacognitive thinking. Metacognitive thinking is a prerequisite to meaningful learning (Korthagen & Wubbles, 1995; Schön, 1987) and thus enables the teachers' professional development.

It should be noted, however, that the study of life stories has its limitations. It is not a research method suited for a large number of participants. The research process is long, complex, and demands attention to a broad spectrum of details – both of the story itself and those pertaining to the context of the interview. The findings derived from these stories are not always easy to exhibit publicly as an argument to policy makers, as they are not “clear cut” (Kohler-Reisman, 2002). Additionally, there are researchers who think that the narrative study – as any qualitative study – cannot be used as a basis for making generalizations. Because the life-story tellers have already constructed their interpretation while telling the story, it would seem that the researcher's interpretation is another “storey” of interpretation, an interpretative interpretation of sorts (Josselson, 1995). This type of writing demands the utmost transparency from the researcher, a “thick” description of the interview, and a study that is rich in self-criticism and reflection.

3 OUR STUDY

This is a qualitative-interpretative study which observes professional development through the processes of change in thinking, using the life stories of literature teacher educators. The narratives are presented as reconstructed memories formed during the interviews. A previous study (Elkad-Lehman & Greensfeld, 2002;

Greensfeld & Elkad-Lehman, 2004) revealed processes of change in literature and science teacher educators' concept of "good thinking" in their discipline and its instruction. It has been obvious that most of these literature teacher educators ($N = 54$) are in the midst of growth and personal development processes. Over half of the literature teacher educators who participated in the study have reflected metacognitive awareness of processes of change in thinking (Elkad-Lehman & Greensfeld, 2002), and these changes have been assessed as local and of the first order (Watzlawick et al., 1974). In this paper we will present findings that indicate changes of the second order.

The aim of this study is to examine the processes of change in thinking as a means of learning about the professional development of literature teacher educators over time; how they pose and solve problems, and how they interpret their coursework. Listening to life stories of expert literature teacher educators may shed light on the development of other professionals.

Our main research question was: What can be learned from the changes in thinking processes described in the narratives of literature teacher educators about their professional development?

Secondary Questions were: How do literature teacher educators describe the processes they have undergone (or are undergoing)? What are the difficulties inherent in them?

4 METHOD

4.1 *Participants*

Participants in our previous study included 54 (45 female and 9 male) literature teacher educators from 21 teachers colleges throughout Israel, who taught courses in various areas of literature (Hebrew literature, children's literature, folk literature). Of these, 48% hold a Ph.D., and 79% have a teaching certificate. A substantial percentage of the teachers (71%) had previous teaching experience in schools, and 19% had previous experience teaching at universities. Most of them had considerable teaching experience. Almost half of them were involved in literary or educational research activities, and some (37%) were active as writers or as translators of literature. The background variables of the literature teacher educators were an indication that enabled us to treat them as experts in the subjects that they taught.

In our previous study, our colleagues from various colleges had kindly helped us get in touch with participants. We had not been personally acquainted with most of the participants prior to the study, although we had been in professional contact with a few. At the end of our earlier research we had sent each participant the basic findings. Some asked for details and these were sent upon publication (Elkad-Lehman & Greensfeld, 2002; Greensfeld & Elkad-Lehman, 2004).

One of the research tools in the previous study was text written by participants, in which they described changes in thinking they had undergone up to that point.

The analysis of these texts has served as a tool for the choice of participants for the current study. We established the following criteria for this choice:

- Willingness of teacher educators to share their narratives, possessing the ability to pass along information in a rich descriptive manner (Geertz, 1973), for example: forming texts containing detailed description, including examples that make the description a vivid one, and avoiding generalization; use of rich and metaphoric language, etc.
- Ability to verbalize metacognitive processes, for example: comprehensive description of the process that shows verbalization of emotions or of reflections or of difficulties.
- Representation of various viewpoints on the subject of the study (Johnson, 2002), for example: men and women, colleges that represent various philosophies and political approaches, a multicultural representation of the subject studied in the teacher education system in Israel (Jews and Arabs) (Ryen, 2002).
- Narratives that could be found to be an interesting story from which something could be learned (Stake, 1995).
- Representation of various career paths.

Of the 54 literature teacher educators that had participated in our previous study, we chose 7 who were willing to continue with us in the present research, for in-depth interviews.

This is a short description (by alphabetic order of pseudonyms) of the seven literature teacher educators participating in the current study:

- 1) Daphna, 51, has a Ph.D. in literature. At the time of the interview she was a lecturer in Hebrew literature in a Jewish Orthodox college, and in a college of education in central Israel.
- 2) Ido, 57, has a Ph.D. in Hebrew literature. He is a lecturer in literature and the head of the literature department in a college of education, one of the oldest in Israel.
- 3) Karen, 50, has a Ph.D. in literature, and is a lecturer and researcher in a university and in a college of education, both in the north of Israel.
- 4) Noa, 48, has a Ph.D. in literature. She is a lecturer and researcher in Hebrew literature in a liberal peripheral college.
- 5) Ruth, 55, has a Ph.D. in Hebrew literature. She is a lecturer and researcher in literature, a pedagogic instructor and the head of the literature department in a college of education in central Israel.
- 6) Susanne, 38, was a Ph.D. candidate when the interviews took place. She is an Arab. She is a writer and translator of literature (Hebrew / Arabic), and a pedagogic instructor, in a college of education for the Arab educational system.
- 7) Tami, 43, was a Ph.D. candidate when the interviews took place. She is a lecturer in literature and a pedagogic instructor in a college of education in central Israel.

4.2 *Tools*

Data were gathered using two qualitative research tools, constructed for this study to complement each other (Johnson, 2002): the main research tool was a semi-structured in-depth interview (Warren, 2002), in which participants told their stories. The interview contained questions for the purpose of raising metacognitive thinking (Costa & Garmston, 1994). Interviews lasted from one and a half to three hours; the other tool was documentation demonstrating the change described by interviewees (syllabi, tests, papers, and books written by the interviewees).

We intentionally began the interview with a general question, "Tell us about your professional life and your professional worldview." We then reflected back to the interviewee the major points of their stories as we understood them, and asked that they focus on changes in ways of thinking. We asked: "Over the years you must have experienced changes in thinking processes regarding your area of teaching. Please describe the process." Later, in order to focus on the process, we asked: "Please describe significant or important milestones in the narrative about your thinking in teaching your discipline." To gain an understanding of the processes of change described by the interviewee, and assuming that these processes involved metacognition (Dole & Sinatra, 1998), we asked such questions as, "Can you reconstruct the situation or the moment when you became aware of your thinking about teaching your discipline? How did it happen? Why did it happen when it did?" We also asked: "Can you describe difficulties in the process?" We asked each interviewee to suggest an appropriate metaphor for the processes he or she described (Kupferberg & Green, 2005), to choose a title for the processes out of a list of possible titles we presented (Change, Development, Addition, Expansion, Revolution, Variation) or to suggest a title of their own. In addition, we asked the interviewees to explain their suggestions.

Studies relying on narratives present research difficulties (Ben-Peretz, 1995) in addition to those that stem from studying thinking processes (Perkins, Crismond, Simmons, & Unger, 1995).

Research difficulties were related to the fact that the interviewees described thinking processes retrospectively, which might make them unreliable. "Life is not what you were, but what you remember and the way in which you remember in order to tell it" wrote Gabriel Garcia Márquez in his epigraph to his autobiography (Márquez, 2002). In a life story subjectivity is complex. The additional research tools that we used have aided us in triangulating what we learnt about the thinking processes of the participants. In this article, we will mainly be focusing on the interviews.

4.3 *Data Collection*

Both researchers conducted the interviews. For the sake of accommodating common professional discourse, the first author was the interviewer. To establish research credibility, the second author was an observer. The purpose of this research and its relation to our previous research were explained to each participant prior to

commencing the interview. The location and date of the interview were selected by each interviewee (Warren, 2002). Following the interview, the interviewee was asked for feedback on the interview, providing interviewers with reflections on the interview, and with an opportunity to fill in information (Costa & Garmston, 1994). The request for feedback also contributed to a feeling of cooperation and equality between interviewers and interviewees. Each interview was tape-recorded, transcribed for further analysis, and was given to the interviewee for confirmation and for the addition of any missing information.

Our data collection for this study took place between September 2002 and June 2003. The interviewees' identities have been kept in strict confidence.

4.4 Data Analysis

Data were processed using qualitative research tools and literature research tools. From the outset we had regarded interviews as text, and examined data according to principles of close textual analysis based on reader response theories (Jauss, 1982). Although analyzing according to principles of close reading is comparable to analyzing according to principles of grounded theory (Charmaz, 2002), close reading also highlights artistic components (e.g. repetitions, rhyme, language, orchestration, style and intertextuality) as a way of constructing meaning.

Each researcher conducted content analysis and narrative analysis of the interviews (Kohler-Reisman, 2002; Labov, 1972; Warren, 2002); categories were identified, and relationships between the various categories studied. Reading the narratives repeatedly enabled us to identify stylistic components in the interviews: repetitions, use of metaphoric language, use of linguistic registers, digressions, verbal choice and changes from passive to active language (Bruner, 1987).

We conducted a parallel listing of the interviewee's narrative continuity (*sjuzet*) and chronological continuity (*fabula*) (Rimmon-Kenan, 1989). This listing served us as a key for the identification of structures and for a deeper understanding of the stories: we identified major milestones in each interviewee's process of change in thinking.

Hermeneutics play a major part in understanding a story and constructing its meaning. This is as true for literature, as it is for hearing the unfolding narrative of a life story. For example, one of the interviewees, Susanne, recounted an Arab proverb in her story: "You're carrying the ladder sideways." As we could not figure out the meaning of this proverb in the context of her story, we asked her, during the interview, for an explanation: "If you carry a ladder sideways it just won't go through. People who carry the ladder sideways are the kind of people who seem to carry the whole world on their shoulders. People always treated me like that." We, as researchers tried in the hermeneutic process to understand Susanne's linguistic or poetic need for self-description by using a traditional linguistic device that was alien to the interview. We looked for understanding of the proverb not only literarily in the specific sentence – but as a part of Susanne's life story. We were surprised as we figured out that this traditional linguistic usage of the proverb served to present a

non-traditional, even revolutionary idea in the interview, of feministic assertiveness. The linguistic phrasing served this speaker as effective camouflage for her need to express her anti-traditional position. Additionally, following our request that she title her story, Susanne gave her story three titles. This is a poetic choice, in the spirit of postmodernism. In order to understand this choice in the overall context of the interview, we tied this phenomenon to the word "split," a word that recurred in the interview and represented the split she sees in her world.

We held an interpretative dialogue with each interviewee: the interviewee had received a draft of our interpretation of the data collected and responded to it. Following the response we finalized our interpretation and then resubmitted it for approval.

5 RESULTS

We heard life stories from literature teacher educators about the changes in their thinking and their professional development. These are not necessarily "success" stories. Sometimes the success is partial, and in some stories the process is the essence. The stories can serve to teach how, when, and under which conditions literature teacher educators learn and change.

This study will present some of the polyphony (Bakhtin, 1984) in the stories we heard. However, as the scope of an article is limited, we have chosen to present only some vignettes from the literature teacher educators' stories. These vignettes contain questions and concerns that we heard in the stories of the other literature teacher educators, and can demonstrate the processes of change and of professional development, mainly those regarding questions about reading, understanding, and teaching literature in colleges of education in Israel.

The main themes in the literature teacher educators stories are: factors supporting or inhibiting changes in thinking (psychological, social, professional); the core of the literature teacher educator's work; knowledge necessary for literature teacher educators; attributes of the literature teacher educator's teaching; reading of literature; philosophical approaches to literature.

The themes raised in the teachers' stories represent our participants' world. At the same time, they can be viewed as representative of literature instruction themes in teacher education colleges in Israel. One theme, for example, is pondering over classical, modern, and postmodern approaches to literature and its instruction. At the same time, there were themes that only one interviewee emphasized. Thus, only one of the literature teacher educators we interviewed mentioned a learning community as a factor in his personal process of change, whereas studies of processes of professional development accord it major importance (Cochran-Smith, 2003; Smith, 2005).

The main themes in the literature teacher educators' stories are listed below (see Figure 1). The order of the themes as listed does not indicate their frequency in these stories. The themes refer to the various stages of the professional development

process of the literature teacher educator (before, during, and after the change has been in progress).

- 1.0 Factors supporting/inhibiting changes in thinking
 - 1.1 Psychological factors
 - 1.1.1 Personal factors
 - 1.1.2 Familial factors
 - 1.1.3 Critical colleague
 - 1.1.4 "I had a great teacher"
 - 1.2 Social factors
 - 1.2.1 Israeli political and social context
 - 1.2.2 Organizational context
 - 1.2.3 Colleagues (work/research)
 - 1.3 Professional factors
 - 1.3.1 Processes of organizational change
 - 1.3.2 Change-enhancing leadership
 - 1.3.3 Organizational support of research and publications
 - 1.3.4 Community of learners
 - 1.3.5 Teacher's status
 - 1.3.6 Status and promotion at college or university
 - 1.3.7 Job security
 - 1.3.8 Participation in research
- 2.0 The core of the literature teacher educator's work is:
 - 2.1 Knowledge of literature
 - 2.2 The learner (future teacher) and learner's learning processes
 - 2.3 Transfer in learning expressed in student's experiencing teaching
 - 2.4 Student's values and values in literary work
 - 2.5 Multicultural aspects of literature
 - 2.6 Fostering reading abilities and habits
- 3.0 Knowledge necessary for literature teacher educators
 - 3.1 Familiarity with current literature
 - 3.2 Reading of contemporary literature and contemporary criticism
 - 3.3 Knowledge of teaching
 - 3.4 Knowledge regarding learning literature and teaching it
 - 3.5 Ethical and moral values and perceptions
 - 3.6 Broad interdisciplinary knowledge
- 4.0 Attributes of literature teacher educator's teaching
 - 4.1 Description of successful/problematic lessons and courses
 - 4.2 Awareness of multiculturalism in literature instruction
 - 4.3 Description of ties between college teaching and field
 - 4.4 Relating to values and to social, political, and ethical issues
 - 4.5 Incorporating technology into teaching
 - 4.6 Discourse on outstanding new books
 - 4.7 Creating intertextual multidisciplinary relations between texts (literature and arts, history, bible etc.)
 - 4.8 Relevance of literature to the student's life
 - 4.9 Instruction documentation
- 5.0 How to read literature
- 6.0 My perception of literature
 - 6.1 Platonic approaches to literature instruction: Literature as an educational tool
 - 6.2 Aesthetics and aestheticism
 - 6.3 Social and ideological approaches to literature instruction
 - 6.4 New Criticism vs. Reader's Response
 - 6.5 Modernism and postmodernism

- 6.6 Classicism vs. innovation in literature
- 7.0 Additional occupations
 - 7.1 High school teaching
 - 7.2 University teaching
 - 7.3 Research
 - 7.4 Educational administration
 - 7.5 Ph.D. studies
 - 7.6 Family and children
 - 7.7 Writing literary works
 - 7.8 Lectures in the media

Figure 1. Main themes in the stories of literature teacher educators regarding their professional development

5.1 Ido's narrative: From researcher to teacher

Ido is a 57-year-old man. He holds a Ph.D. in literature, and has been a teacher for 33 years. He has been a lecturer in the Department of Literature at a college of education since 1978, a pedagogical instructor for literature since 1979, and a Head of Department in the college. At present he is a lecturer and head of the literature department in a college. He has also taught in high school and university, and held management and supervisory positions in the Ministry of Education. The interview with Ido was conducted on November 26, 2002.

Ido called his story *From Researcher to Teacher* to describe the processes of change that had taken place in his professional life. Listening to him indicates that this title has a dual meaning, and refers to two processes – first, the development in Ido's career. Ido had started out as a researcher and chose to turn to instruction and to teacher education as his primary occupation. The second meaning of his title is the one that relates to the change he made in the nature of teacher education – the fruit of his training would not be that of a researcher of literature but that of a teacher and educator.

As far back as 1968 Ido had been involved in instruction and education in high school, yet he saw his calling in research, and was committed to it until 1973. It was then that the Yom Kippur war broke out. He was drafted with his reserve unit, and found himself fighting in the desert when he had planned to be studying in a library.

After the war [...] I had this feeling that I couldn't lock myself up in some academic ivory tower, and that what was essential was social and political involvement. These processes of greater involvement in matters of instruction and education were paralleled by a development of political consciousness.

Ido's identification with left-wing politics was the "main push" and the "catalyst" to his turning to political-social instruction of literature, seeing it as more than just a means to earn a living.

Professor S. was Head of the literature department in the college in 1978, and he recruited Ido, his doctoral candidate at the university. Ido was part of the team that shaped literature studies in the image of the "university model." The model had historical "divisions" in accordance with the literary canon, theory- and research-oriented "core" courses, and a prescribed number of hours for each course. The

courses Ido taught, and the instructional methods he first used, were an exact replica of university instruction both in its research-directed contents and its methodological approach that was aimed at developing a new generation of researchers of literature (Wellek & Warren, 1949). Throughout the interview Ido echoed the words “take a different turn” to describe the conceptual change he had undergone regarding instruction of literature in teacher education colleges.

What made me take a different turn in my professional development was nothing but pure chance. A year after I arrived at the college [...] they asked me if I'd be willing to [...] teach some of the methodology classes. It was that unexpected, different turn of direction [...] that in addition to my interest in literature and in the instruction of literature, I also began developing an interest in much broader aspects of instruction and of education in general. It took on a force of its own, and over the years became as central as the teaching itself [...]. All these years I've been standing firmly, with my two feet grounded both in education and in literature.

The turn, which began with external factors and the “chance” appointment to a new job, began an internal process of processing and changing conceptions regarding his role as a teacher of literature within teacher education, and regarding the areas of knowledge this required. Ido's metaphor of *standing firm* demonstrates his feeling of mastery of both areas: literature and the methodology of teaching it. He perceives the essence of teacher education to be an integration of education with literature as a discipline. This is a paradigmatic change, from a university-based, academic view of literature instruction to a broader view as a teacher and a human being.

Lately, said Ido, there was another paradigmatic change in his work:

In one of my seminars, “Immigrants to Israel: Universal attributes of immigration,” I include, alongside literary texts, sociological ones. For me, this was *a willingness to dare*, to move out of literature proper. I believe that teachers bring of themselves into the classroom, and that as teachers, our main tool is ourselves, who we are. We must choose content areas that have a formative value, the type of value that will let us shape the identity of future teachers – not as teachers of a given discipline and not as technocrats, but rather their identity in matters of nationality, society, and gender....

At the same time that these changes were taking place in Ido's personal conception, there was a rethinking of the curriculum of the literature department in the college. The academic model that had been copied from the university did not hold up in its entirety, yet relinquishing it required courage and openness, and many teachers encountered great difficulties in the process. Ido has undergone a second-order change (Watzlawick et al., 1974) in his view of himself as a literature teacher educator: “it was a rebellion”. The meaning of this change in his instruction is a shift from seeing literature in Aristotle's spirit, from a perspective of research and analysis with a focus on the theory of literature, to seeing it in a context that is social, political, ethical, and ideological, a “more open view” of literature. He regards literature instruction as education for the development of self (Langer, 1995; Sumara, 2002), for the development of a political consciousness, and as a commitment to society, in the spirit of *littérature engagée* (Sartre, 1948). As a teacher educator, he does not see himself as developing literary researchers. His

position relates to the approaches to literature instruction, as described in the Ministry of Education publications, mentioned above (Dinur, 1955).

Intra-collegiate processes were the motivation for change, and this change brought about a new perspective in Ido's view of teacher education. In the interview he formulated this in an all-encompassing manner: "The time has come for the college to stand on its own two feet [...]. The main question that should guide the thinking in the various disciplines is: what is the difference between us and a university?" According to Ido, with this type of teacher education, disciplinary academic studies cannot be detached from their affinity to education and still maintain the highest academic level possible. The social, political, occupational context played a central part in Ido's story. The *Cognitive Reconstruction of Knowledge Model* (Dole & Sinatra, 1998) suggests observing the inter-relation between a person holding knowledge, beliefs, attitudes – and new messages he gets, sent to him on purpose to change his conceptions. Ido's conceptual change was both on a personal level, as a literature teacher educator, and on the systemic level as the head of a department in the college and a supervisor for the Ministry of Education.

Despite his 33 years within the system, and despite the inhibiting influence of professor S., he looked forward, not back. Ido concluded the interview by viewing his years in teaching as "development" at once dynamic and full of vitality. It is a process of evolution, of a gradual modification of concepts (Sigler, 1996; Smith et al., 1993), composed of learning in the realm of education and social and political involvement, and accompanied by the joy of interpersonal interaction that is part of teaching. Ido's words reflect the benefits of change to the teacher and the organization (Åkerlind, 2003).

5.2 Susanne - Change? Development? Revolution?

Susanne is a 38-year-old Israeli-Arab woman, a doctoral candidate and author. She has been teaching for 17 years, currently in a college where she is a literature teacher educator and a pedagogical instructor. She has always had a special feeling for literature: "My mother used to tell us stories and we had lots of books at home. Literature is not only something I read at home, literature is something you live, you suckle, something that engulfs you."

During the interview, which took place on September 19, 2002, Susanne divided the changes she had (or had not) undergone into three areas. When discussing the personal side she says, "I've now undergone a revolution and I've changed." At the same time she says, "I developed in literature, and there was no development in teaching."

Susanne divided the professional aspect of her life into two – instruction, which she calls "work," and "literature," which is research, writing, and translating. Regarding instruction and pedagogical instruction in college, Susanne's perception is that her role is to teach how to teach, a conception rooted in education, not in literature.

Susanne went back to school to pursue her doctoral studies, after a few years' break. From her point of view, this is a return to "literature" and it raises processes of "change" in thinking of the kind she had already experienced during her graduate studies. At that point, Professor H. urged her to take "a courageous look" at Palestinian literature. This made her trust herself as a researcher. During her doctoral studies her beliefs and conceptions regarding the boundaries between literature and education were shuffled and realigned.

The last turn came about when [...] I spoke to my tutor. She read my paper and said: 'Look, I think this is headed toward education research, how about education?' I said, 'Let me think about it.' I sat there and decided that there is no way I'll do educational research; I knew I just couldn't do it. No, only literature! That's it. I'm doing this for me, not for the job [...]. Absolutely not education, it was totally clear to me. Then I started making a very clear distinction, really clear, because I hadn't done that up to then. I really started noticing, when I touch upon a piece of literature, which part is education and which is literature [...]. I began noticing how badly we distort literature when we recruit it for educational use.

The doctoral studies confront Susanne with basic aesthetical questions: What is literature, what areas does it encompass, what are its boundaries, its research methods, and how should it be taught? Her dialogue with her tutor, on whom her academic future is dependent, shook up her conceptions and her college work practice. Susanne had previously connected literature and education, and she now finds this connection dubious.

I think that because I teach in a college and because I teach teachers [...] my goal and my aim are to teach them how to teach this piece of literary work. This is the problem [...]. My point of departure is enjoyment; the basic goal [of literature] is enjoyment. If there is enjoyment everything else follows – education, and messages, and whatever people and parents and teachers want.

The point of departure for Susanne's work is the aesthetic, not educational value. She experiences an inner conflict that makes her "sad for literature," as she cannot bridge between the two opposing concepts she holds. One is an aesthetic literary approach (Aristoteles, 1953) demanded by academia and her research, the other, an approach that emphasizes educational and social aspects (Plato, 1979; Sartre, 1945), which she perceives as being demanded in teacher education. This inner conflict inhibits her teaching and her research. She functions within two detached realms – "work" and "literature". "People can develop their studies well from their work. I feel that this is tough for me".

The discussion with her tutor made Susanne question her beliefs and concept of education and literature. This type of conflict could be a steppingstone to conceptual change (Dole & Sinatra, 1998). Susanne, however, had a clear role perception of her work in teacher education, and had no need for change. On the contrary, any possible change in her work made her feel uncomfortable and inhibited conceptual change (Gregoire, 2003). In a conversation with Susanne, two years after the interview, she said that she has not yet resolved the conflict. She is highly motivated to succeed with her dissertation and her writing, and motivation is paramount to the processes of change she is undergoing (Pintrich et al., 1993).

Susanne describes a three-prong process, and named each one – revolution, development, and lack of development. This matches the split that is characteristic of Susanne’s thinking. In the interview she related that she exists in a split between languages (Arabic and Hebrew), cultures, and national identities (Israeli and Palestinian), a split manifested by the fact that she keeps three separate personal journals to document different aspects of her life. Her openness during the interview allowed her to share her thoughts of her future with us. She looks forward to a future where she will have enjoyment of literature and where her literary work will be dominant: “Perhaps the turn for me will be that I work with literature and enjoy it. Enjoy writing, reading, research, and move away completely from literature instruction.” Susanne’s professional development as a teacher educator may seem, according to theory (Kugel, 1993; Robertson, 1999), to involve regressions. Only the future will tell how this conflict will be resolved and which direction this resolution will take.

5.3 *Karen, Daphna: Conversion of paradigm*

We presented Ido’s story, a story of conceptual change, and contrasted it with Susanne’s story, a story where no conceptual change took place, at least not regarding teaching and literature. In both stories the issue of change moves along the axis of the two basic concepts of literature – the Platonic concept and the Aristotelian one. A few vignettes from the other stories will serve to demonstrate the complexity of the processes of changes in thinking undergone by literature teacher educators. All these processes center on the basic question of the nature of literature and the significance of its instruction.

Karen, 50 years old, is a former high-school teacher, and has a Ph.D. in literature. She is a lecturer and researcher of literature instruction, in a university and in a college of education.

My entire academic pursuit was literature, up to and including, my Ph.D. When I was offered a teaching position in the Faculty of Education, I realized that I would have to reorient myself from literature to education, and acquire a new language, the language of education. This began with new terminology [...]. I proceeded to adopt the methodology of educational research. [...] My thinking became that of social science. [...] When I apply these terms - it changes my thinking on literature. Entering this conceptual world did not mean relinquishing the world of literature and its terminology, which I now combined with my new field and incorporated into it. Naturally, this merging brought about change [...]. I turned from being a total New Criticism person to a Reader’s Response person.

“I decided to learn the new place I’m in” is what Karen said about the situation she faced when changing her place of employment. Karen began a learning process while thinking about teaching in a teachers’ education environment, at once gaining knowledge of several disciplines. In the realm of education she learned language and the ways of thought of social science research. This resulted in a conversion of paradigm, from literature to education, a conceptual change which Karen calls “a change of language.”

Her role, as she described it at this stage, was to “think about those who are supposed to absorb literature [...] and to do something with it.” In other words, the student of education is at the heart of her teaching, not the student of literature. Her role perception had changed, and regarding literature, she asked herself: “What is it of literature that the student possesses after graduation?” Dissatisfied with the New Criticism approach (Wellek & Warren, 1949; Harshav, 1976), she found a new direction – as a school teacher and as a literature teacher – in Louise Rosenblatt’s (1978) writings on literature instruction. Like teachers and teacher educators worldwide (Poyas, 2001; Mellor & Patterson, 2004), and in accordance with the national curriculum we described above, she underwent a conceptual change toward reader response theory (Iser, 1978; Jauss, 1982). She realized that students should read and build their own understanding of literature, through thinking and dialogue in class. She came to believe that the main goal of literature instruction, in school and in teacher education, is the development of a thinking and critical person. Her work in teacher education became a starting point for various enterprises, researching literature instruction and teacher education.

The social context of her work brought about another stage in her professional development. Following the initiative of other teachers, Karen joined in “an experiment to integrate cognitive psychology into the knowledge of practices of teaching.” At this stage she joined a learner’s community within the Faculty of Education. This generated a change in her areas of knowledge, her teaching, and her role perception. She now sought to teach her students how pupils organize knowledge, and to understand their thinking processes.

Daphna, 51, has a Ph.D. in literature. She teaches Hebrew literature in several colleges of education, and lectures in prestigious non-academic institutions. Her story demonstrates, in our opinion, a change from a traditional concept of reading literature to a postmodern one.

I’m a teacher of literature. I don’t think that I’m good enough at doing something else well. In the *Mishna* there is a verse about Moses receiving the Torah on Mount Sinai, passing it down to Joshua who passed it down to the next generation, as so on. When I first started teaching, I felt that I was part of this millennia-old chain of transmitting knowledge. It is as if there is something out there that is objective, and it is that which I am to transmit. It took me a long time to understand that this objective thing is imprinted with the personal subjective seal of my teachers’ personalities. I think that I devoted more thought to that which I was transmitting than I did to my students. [...] Over the years I found that my literary experience becomes reality while I teach. It is the medium which endows me with yet another identity. I’m not only a teacher of literature – I read literature. Others write, I read, and teaching places a demand upon me – it demands that I make the most out of my reading. Furthermore, teaching is related to dialogue. Serious, responsible dialogue removes me from myself. I create a network of dialogue, a web of words that has an object – the text.

Daphna had undergone a conceptual change, one which changes her approach to literature and to literature instruction. Moreover, her epistemological concepts had undergone a change. She shifted from an approach that viewed literature as a canon that must be preserved and passed on, to a constructivist, personal and relative approach to knowledge (Brooks & Brooks, 1993). Her attitude is flexible and

postmodern, unlike the spirit of the national curriculum described above. In her narrative, she repeated the word “liberation” 14 times, and claimed that this liberation allowed her to become more “authentic,” to “be more of me.” The liberation was also a psychological liberation from her great university teacher. For her, the university tradition which she upheld was close to Judaism and to the traditions with which she grew up. This may have been the reason that this concept of literature had a power from which she had to “liberate herself” in order to find her “self.” Daphna replaced a traditional understanding of literature with a postmodern one. As a reader, she is now an active interpreter of texts, not only a recycler of knowledge. We found that her hermeneutics are an act of deconstruction and reconstruction, a work of art in the tradition of Derrida who viewed text as *dissemination*, the act of scattering seeds to the wind, and having them break new horizons beyond the author’s declared intentions (Derrida, 1972). Derrida wishes to imbue reading with something personal that is neither remote nor academic. This something should originate from the unique way readers relate to the subject matter, the language, and the work, and from their willingness to take the risk and read in order to reveal for themselves that which the writings conceal. This is an entrance into the labyrinth of the weaving of a work, yet the readers hold in their hand the end of Adriane’s thread which will lead them through the twists and turns. Such reading is a game played among various meanings. Daphna’s new reading of literature represents a conceptual change, a view of reading and teaching as a construction of interpretation that expresses her autonomy as a reader. Her personal readings, and the ensuing teaching, are an optimal realization of literature marked by the signature of her own personality, while listening with empathy to others and being willing to learn from them. As a teacher educator, the change reflects the professional development of a teacher in the academic sphere (Kugel, 1993; Nyquist & Sprague, 1998; Robertson, 1999). Daphna’s initial approach to teaching was egocentric, and emphasized herself as a teacher who passed along canonical knowledge to a passive learner. Following her conceptual change she accorded the learners a greater space in her classes, as her own self found a broader authentic setting.

5.4 Ruth – *Development, not change*

Although this chapter presented stories of professional development that include conceptual changes, the professional development of literature teacher educators is not necessarily contingent upon such change. One such story is the story of Ruth’s professional development, whose path of teaching literature is an interweaving of old and new, canonic and non-canonic, or even popular literature:

It is not a question of ‘ring out the old, bring in the new.’ There is the old, and it is the old that I preserve at all times. I have it renovated, I clean the dust that coated it, I guard it with my life, and all the while I collect more and more.

Ruth’s story is full of metaphors such as growth, expansion, flow, and good literature as *haute couture*. To describe her professional development she quotes a poem by the famous Hebrew poet, Lea Goldberg:

My days are engraved in my lines
As the years of a tree in its rings
As the years of my life in the wrinkles of my brow
(Goldberg, *About Myself*, 1964: 74)

She designed two drawings to describe her professional development, one of tree rings, mentioned in the poem above, and the second of the Jordan River:

A meandering river, snakelike, flowing, and gathering more streams into itself. At times the curves look like retreat, as if there is something obstructing progress, but there is also a detour. The end result is that it flows, it reaches its destination. That's the way. That is my river. It has a destination.

Although one drawing illustrates a linear process, and the other a circular one, Ruth explained her choice of the river metaphor to describe her professional development falling into lines with that of tree rings. Both demonstrate the existential principles of her concept of her development as a teacher. Ruth's goal in her work as a teacher educator was to develop students' thinking through reading, both within the teacher education students and the students in school. Reading, she believes, combines an aesthetic aspect on the one hand and a cultural one on the other. Ruth does not have a solely aesthetic view of literature, as does Susanne, nor does she accept Ido's view of values and social concern. She aspires to encourage reading and the study of literature for reasons of developing a personal and cultural identity (Rosenblatt, 1978) and to empower individuals (Sumara, 2002). Literature can provide the enjoyment of beauty and the satisfaction of belonging to a world of rich cultural tradition (Eliot, 1950).

6 DISCUSSION

The teacher educators' stories of the changes in their thinking processes teach us about their professional development. We found that the stories centered on questions such as what is literature and why should it be taught, and in relation to these questions, the teacher educators contemplated their role as teacher educators for literature teachers. Listening to these stories and the involvement with them led us to question whether literature and the teaching of literature are one and the same, or whether they are two separate areas, much as are science and science instruction. In the last decades, many universities worldwide have been teaching science instruction, whereas there are few departments for teaching literature instruction. Involvement with the philosophical aspects of aesthetics is also lacking throughout teacher education. A student of literature almost "happens upon" becoming a teacher (Booth, 1998), usually with rather limited studies of education and methodology. A literature researcher or a person regarded as a good literature school teacher holding a Ph.D. becomes a literature teacher educator, by chance, while getting a position in a college of education. No specific qualifications are required for position of literature teacher educator, except a solid academic background in literature.

The teacher educators' stories we heard suggest that specific training for teacher educators of literature should be considered.

The literature that addresses teachers' processes of professional development presents various models related to the teacher's life pathway, from novice to retirement. The duration of teaching and the teacher's age are central factors in these models. The teacher educators whose stories we heard are at different formal stages of their professional life. The development they describe is partially typical of all teachers, e.g. focusing on the learner's needs (Kugel, 1993; Nyquist & Sprague, 1998; Robertson, 1999). At the same time, some of what we heard is unique to teacher educators in the special context of colleges in Israel, and the timing of the writing of this material may also be significant. This paper was written in the first decade of the twenty-first century, a period of reform in the education system in Israel (Ministry of Education, 2007), when issues of disciplinary teaching in the colleges of education were brought into sharp focus.

We designed a dynamic model (Figure 2) to describe the professional development of teacher educators as we had learned about it from the stories told by the literature teacher educators.

Several factors affect teacher educators' learning, among them: previous knowledge, previous personal experience, and motivation – whether extrinsic or intrinsic. The learning process can take place in three different situations:

- 1) Unplanned learning which is circumstantial, and takes place as part of a person's professional or personal life, e.g. going on a journey, watching a film, or visiting a museum as an enjoyable leisure activity may yield professional applications.
- 2) Structured learning to attain defined goals; these are planned by authorities, and the initiative and the running of the program are not in the teacher's hands, e.g. in-service classes, PDS - professional development (or Practice) schools (Levine, 1992), action research which is part of a structured activity of being in a learners' community, etc. This is such a common expression of professional development that in the literature that addresses the professional development of teachers the term "professional development" is synonymous with in-service learning (Moore, 2003).
- 3) Personal learning processes which the individuals themselves initiated and planned to attain personal goals, e.g. reading updated literature in their discipline, developing a curriculum for an innovative subject, Ph.D. studies, writing a book or article, etc.

The case presented here refers to the learning of literature teacher educators, and to the process of professional development that occurs in the world of a teacher educator. This process shapes the way this teacher educator perceives his or her role, a perception we will call *X*. According to the stories we heard in the initial stage, when a teacher educator begins teaching in a teacher education college, this person has a perception which we will call *X*₁, which refers to the nature of his or her role as a teacher educator. Learning that had taken place under each of the circumstances we listed could generate change in one, some, or all of the following realms: change

in content knowledge in the discipline, change in general pedagogic knowledge, change in knowledge of the environment, change in knowledge of the learner, and change in the teacher's knowledge of him- or herself. In addition, teachers' attitudes and beliefs can change toward a complex of issues related to their occupation. Such changes are contingent upon processing by the individuals – it is possible that the information (or message, if the issue is attitudes and beliefs) was not received (“I read it, but I didn't do a thing with the information”), or the information could have undergone significant processing (“I organized what I had read into instruction, I taught, and then I considered how I could improve teaching this topic” or “I was convinced that it is worth joining a social organization for...”).

The presence of meaningful processing is a mandatory condition (but not a sufficient one) for professional development. In the absence of meaningful processing, there will be no professional development. As we saw in the teacher educators' stories, changes in attitudes or conceptual changes can follow the processing, for example, the conceptual change in the concept of literature and its instruction in Ido's story. At times a conceptual change will not occur, but professional development will nonetheless occur as a result of change in one of the aforementioned areas (e.g. updating and gaining a deep knowledge of contents), as we saw in Ruth's story. This complex of processes expresses professional development in the broad sense of the term.

All of this would suggest that the model we propose for describing the professional development of teacher educators is a dynamic one. It is a model of life-long learning, which takes place in the context of working as teacher educators and within social, cultural, organizational, and political contexts. While working, changes could occur in knowledge, attitudes, and beliefs, and these can bring about a hierarchy of changes, namely, changes will take place over a continuum ranging from deep conceptual change, through development accompanied by a conceptual change that is not deep, development without conceptual change, and no conceptual change at all.

The deepest change is one that generates within the individual a need to redefine his or her role as a teacher educator. The life stories we heard demonstrated how the very story itself served as a hermeneutic framework for the storytellers, within which they described the process through which they redefined their role. Such changes regarding teachers' role perceptions have been previously described in a narrative study of teachers' professional development (Kelchtermans, 1993, 2005). However, this study did not address the term “conceptual change” as it is used in science instruction or psychology. *A more moderate change* is a conceptual change that is not deep, one which is accompanied by developmental processes that include broadening and deepening various forms of knowledge, as well as attitudes and beliefs, and in refining the practice of teaching. Quite possibly, all these changes do not include a change in the role perception itself. Conversely, we could encounter a situation where there is *no conceptual change* although there is development that is expressed, for example, in applying new practices or in using new knowledge because of various contextual reasons. In this case there will be no change in role

perception. In the extreme case where there is a total absence of processing the material learned there will be no conceptual change – the learning process is over, and will begin anew in another learning cycle.

The model we proposed creates a relationship between three terms that are not routinely related in the professional literature – conceptual change, as currently explained in cognitive psychology, social psychology, and science instruction; professional development and role perception, as presented in organizational counseling and occupational guidance. The professional literature on occupational counseling and guidance uses the term “occupational identity” or “professional identity.” We chose to use a related term, “role perception.” During their years of work, teacher educators develop personal-hermeneutic frameworks which include mental concepts and representation that serve as “lenses” through which they view their work, provide it with meaning, and according to which they work (Kelchtermans, 1993). Kelchtermans distinguished between two areas that establish this concept – first is the professional self which includes teacher educators’ perceptions of themselves as teachers, and the teacher educators’ subjective-educational theory – the teacher educators’ knowledge and beliefs regarding teaching. All these establish role perception which, time and again, the individual constructs and reconstructs, doing so through dynamics and interaction, over time, in line with the way he or she, as a subject, interpret for themselves their actions, beliefs, and the context in which they work. We found that its dynamic nature makes the term role perception especially suitable to our work, which is based on life stories of teacher educators. The context of teacher education in teacher education colleges in Israel brings about processes of personal development that are different from those of teachers in the academy, and are also different from those of school teachers. We see the focus of this difference as the issue of teacher educators’ role perception. The stories reveal that before they actually began working, each teacher educator had an inner image of the work that is done by a teacher educator. Reading the teacher educators’ stories we found complex processes of professional development, at times related to conceptual change. As a result of this conceptual change, or as a result of developmental processes, some of the teachers changed their initial role perception as teacher educators – one time or more. The life stories of teacher educators reflect four basic questions that relate to any organization where people work together. In education, these are points of departure for action on the micro and macro levels, and we believe that role perception is based on these four points. The four basic questions were: Who am I? What do I do (in literature instruction)? Why do I do it? And finally, Why do I do it this way (why do I teach literature, this work, this way)?

The dynamic model presented here will demonstrate how that learning which led to development or to a conceptual change of teacher educators could generate changes in the way they comprehend their role as teacher educator, that is, it could change their role perception. The graph refers to the initial role perception as X_1 . Change in role perception will construct a new conceptual change – X_2 , which is a modification of the previous (X_1) definition. Additional learning processes may

cause the cycle to repeat itself, and the teacher may redefine his or her role as X_3 , and so on. The various broken lines represent “rounds” of redefinition, of the individual’s redefining his or her role perception. Each new cycle of learning refers to previous knowledge, motivation, and experiences which were constructed throughout the previous learning cycle. After all, as Heraclites said, “everything flows.”

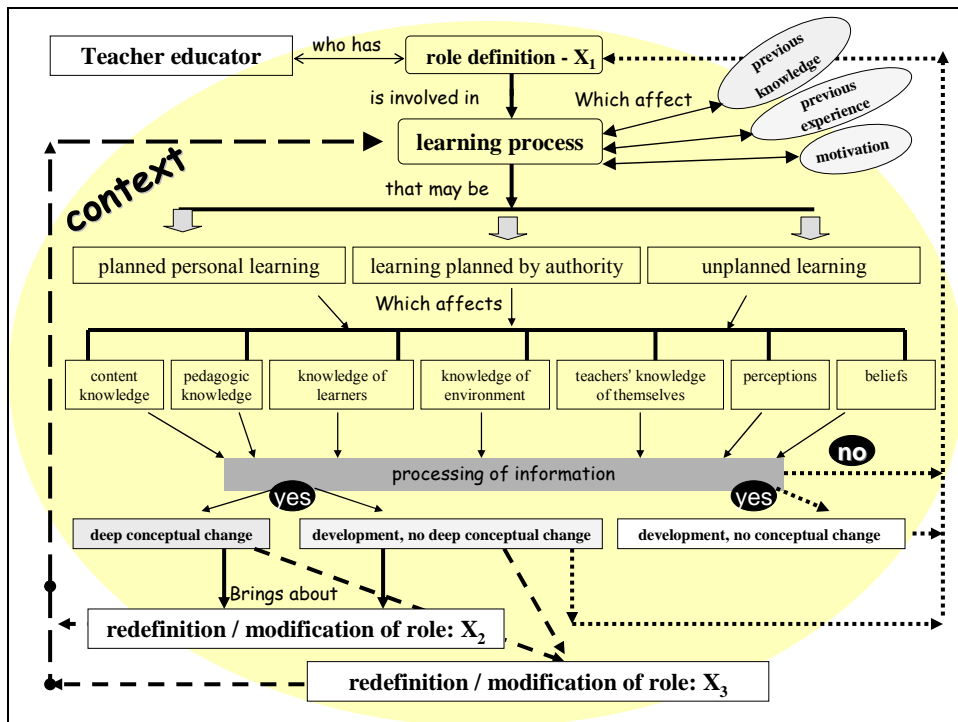


Figure 2: Dynamic model of professional development

We shall present a few schematic examples to illuminate the way this dynamic model was revealed in the life of our interviewees. Ido started out as a high-school literature teacher who was pursuing an advanced degree in literature. When he began teaching at the teacher education college he perceived his role, X_1 , as a lecturer in an academic institution, who passes along to his students canonical knowledge that had accumulated during many years of research. The fact that they were planning to become teachers was inconsequential to him. When he was appointed to supervise students' field work, he learned about the college environment within which he worked, about his learners' knowledge and needs, and expanded his pedagogical knowledge. Consequently, he changed his role perception to X_2 , and began defining himself as a teacher of future teachers. Over the years, with his added experience, and following deep learning of the context of literature

education in Israeli schools, his role definition was redefined to X_3 . He was not a teacher educator who wants to train researchers in literature, nor does he seek only to pass along canonical knowledge. He now sees himself as an educator who wants to develop his students and turn them into people with social, political, and cultural awareness. Ido's story demonstrates a deep conceptual change that took place throughout his career.

Karen, too, underwent a deep conceptual change. She had been a high-school literature teacher, and perceived her role, X_1 , as one who teaches adolescents and enables them to receive high grades on the matriculation examinations. When she began educating teachers, she redefined her role, and this redefinition, X_2 , replaced the first one. She also understood her own need to study new knowledge in education and psychology so that she could acquire the language of education: "I would have to reorient myself from literature to education, and acquire a new language, the language of education."

Following these studies another stage, X_3 , took place in her role definition, and X_3 meant that she was a teacher educator who teaches so that her students can learn. She had undergone a complex of conceptual changes of her role definition, her comprehension of literature, and her attitude to the instruction of literature for teacher educators.

Ruth's story demonstrates a process of development. Ruth refines and develops her approach to literature instruction, deepens and expands her knowledge of the discipline, and constantly applies metacognitive thinking to her education and literary activities. She develops professionally, but does not undergo a conceptual change. As a further example, Susanne's story demonstrates an unrelenting learning process that is directed toward achieving a Ph.D. Any conceptual changes she underwent relate only to her personal life (and were not reported in this paper), and not to the way she perceives her work in the college or literature itself. However, her knowledge of literature is expanding and deepening, and she is therefore undergoing a process of professional development which is not accompanied by conceptual changes relating to her role as a teacher educator.

The model we constructed begins with the private, individual point of view and moves on to describe a process that could relate to many teachers and teacher educators, and perhaps exceed our professional boundaries. The conceptual and perceptual foundation for the model presented here is derived from narratives, as well as theoretical sources and research presented in the first part of this paper. The proposed model is a summarization of the stories, as they relate to the worlds of knowledge regarding the professional development of teachers, the professional development of teachers in academia and of teacher educators, the development of literature teachers, the terms "change" and "conceptual change," from the perspective of cognitive psychology, social psychology, and science instruction. The model enables us to provide a visual representation of the dynamic relations that take place among phenomena which – to the best of our knowledge – have not been related to each other in previous research, such as, for example, the ties between conceptual change and professional development. In addition, the model enabled us

to present dynamic changes in role perception as a central factor in the professional development of literature teacher educators. Collecting the stories, reading them as a group, their analysis and interpretation enabled us to learn not only about the uniqueness of each person interviewed, but also about the common elements of life stories of teacher educators in Israel, and their ability to transfer these elements (Guba & Lincoln, 1989).

It is our hope that this type of research will lead to systematic rethinking and reorganization in the domain of professional development of literature teacher educators. This study presents an opportunity to our interviewees to make their voices heard, and to teacher educators to read and join other teachers in circles of thinking regarding the issues raised in the narratives. In fact, they are the narratives and voices of our selves and our reality. Most interviewees found that the interview was their first opportunity to discuss an ongoing, and not always easy quest, and it opened up the possibility to share the solutions they had come up with for themselves. They had traveled a long way, and in the words of T. S. Eliot,

The destination can not be described
You will know very little until you get there
(T. S. Elliot, The cocktail party)

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