

'THERE IS NO WRITING THAT IS WRITING WITHOUT TEACHERS.'¹ TEACHERS' ROLE IN THE WRITING PROCESS OF A SEMINAR PAPER

IRIT HASKEL-SHAHAM*, ETTY COHEN-SAYAG**, AND REVITAL HEIMANN*

*David Yellin Academic College of Education, Jerusalem; **Talpiot College of Education

Abstract

This article is part of a larger study dealing with different aspects of seminar courses in academic colleges of education during 2014-2015, in which teachers are supposed not only to share knowledge of their expertise in a subject matter but also accompany their students through the academic writing process. This study examines teachers' presence, roles in the writing-inquiry process in a seminar course. Our aim is to portray the complexity of this presence and consequently, to provide the basis for a tool that could (should) be developed, that has the potential to enable seminar teachers to diagnose strengths and weaknesses in their teaching and accompaniment of students. Our research questions were: What is the nature of teachers' presence in the seminar course, and How do they cope with the challenges of accompanying students writing? We interviewed 26 seminar course teachers in six teacher education colleges. Our findings portray these teachers as multi-tasking 'acrobats': planners; instructors; coaches; assessors, and models. The importance of this research is that it provides a broad and complex picture of teachers' involvement as well as a basis for a tool for self-reflection.

Keywords: academic writing, teachers' presence, writing process, teacher education, tutoring and supervising

¹ Cited from: Bartolome, D. 1995: 63

1. INTRODUCTION

The seminar course taught in all academic institutions of higher education in Israel is the pinnacle of the B.Ed. studies, in which academic writing plays an essential role. Writing a seminar paper is a major challenge for many students as it requires the coordination of several cognitive abilities and strategies.

Seminar course teachers are expected not only to be experts in their subject-matter and lead the inquiry process logically and coherently, but they also have to accompany their students through the writing process.

In the last two decades, universities and colleges have welcomed a wider population and thus teachers are faced with new challenges when trying to pave the way for all students, especially in academic writing (Ganobcsik-Williams, 2006; Heimann, Haskel-Shaham, Cohen-Sayag & Kurland, 2017; Paltridge, 2004). Academic writing, whether it is a paper, an article, or a thesis, is an argumentative text, that involves persuading the audience using various rhetorical tools (Livnat, 2010), and as such it requires orchestrating several abilities and strategies (Bereiter & Scardamalia, 1987; Emig, 1977; Flower & Hayes, 1980; Graham, 2006).

Since our students are novices in academic writing, seminar course teachers must be involved in every step of the writing process: choosing and framing the research topic, retrieving information, generating ideas, organizing and elaborating on ideas, drafting, revising and editing (Bereiter & Scardamalia, 1987; Elbow, 1973; Elbow & Belanoff, 2002; Rijlaarsdam & Van den Bergh, 1996; Rijlaarsdam & Van den Bergh, 2006; Rijlaarsdam, Van den Bergh & Couzijn, 1996).

Several studies have already pointed out the low level of academic writing in higher education and in teacher education in particular (Ezer & Margolin, 2008; Ezer, Margolin & Sagee, 2010; Yarchi, 2001), and indeed, many students find writing a “threatening” assignment. They often find themselves stuck or feeling alone, leading to a sense of abandonment, or lack of belief in their own abilities (Humphrey & Simpson, 2013).

Based on our knowledge and experience as seminar teachers and on the interviews with our colleagues in the 6 colleges in the research (Heimann, Haskel-Shaham, Cohen-Sayag & Kurland, 2017), we can say that the challenges that teachers face in a seminar course are numerous: regarding the number of students and shortage of time are; teaching the course content versus supporting individuals in their inquiry process; accompanying the writing process versus developing independent learning; guiding versus evaluating students' products; developing critical thinking versus presenting basic knowledge.

As in qualitative-constructivist research, we assumed that a “thick” description of teachers' presence and involvement in a seminar course would provide us with answers as to how teachers cope with the challenges of the seminar course.

2. THEORETICAL FRAMEWORK

Academic writing requires a certain level of content knowledge as well as familiarity with the conventions of scholarly writing. Two dimensions are important: cognitive and socio-cultural. The former relies heavily on knowledge while the latter focuses on the communicative aspects of the text. The cognitive aspect refers to organization of content, focus on the goal of writing, choice of sub-genres, ensuring coherence and overall cohesiveness via grammatical and syntactical features. The socio-cultural aspect refers to taking a reader-based approach by providing the information needed for effective communication in order to avoid vagueness and ambiguity (Celce-Murcia & Olshtain, 2005; Hayes, 1996).

It takes time to master academic writing and it requires working side by side with a tutor, an expert writer who also knows how to accompany novice writers. Krashen and Brown (2007) claim that academic proficiency entails three important components: knowledge of academic language, knowledge of specialized matter, and strategies. It involves higher-order thinking and strategic decision-making across multiple domains and content areas (Fletcher & Portalupi, 1998; Graham, 2006; Pritchard & Honeycutt, 2006; Newell, 2006). Hence, teachers are required to orchestrate various cognitive procedures alongside creating a positive climate and promoting their students' sense of self-efficacy.

Accompanying the writing process is not merely a question of imparting writing conventions, but of also creating students' self-awareness of the inquiry-writing process and providing effective feedback. The latter has been found to be the most influential factor in learning (Hattie, 2009, 2012). This is why we were curious about teachers' presence in the seminar courses in relation to the process of writing a paper.

2.1 *Teachers' presence*

Given the low rate of submission of theses and dissertations in many universities around the world, policy makers understood that the main focus should be the accompaniment of the process (Grant, 2005) in which students move from relying on the tutor to independence and a sense of ownership of the text (Humphrey & Simpson, 2013).

The accompaniment of writing a paper is not a one-time action, it is rather a multi-faceted and ongoing activity. Students cannot wait for feedback on the final product, they need it throughout the process (Efrati & Lidor, 2006). Students who are not supported by their teachers feel insecure, they don't trust themselves to complete the assignment, and they feel detached from the paper (Humphrey & Simpson, 2013).

So, what is a teachers' presence in this process? What characterizes a tutor in the writing process? Grant (2005) saw in every tutor a 'caring professional expert'. Hasrati (2005: 558) described the best way to accompany students through the process:

“making explicit their tacit knowledge, coach by supporting students at doing the tasks and finally, fade when they have empowered the students to continue independently”. Nora & Crisp (2007) attested that the best way to avoid dropout is mentoring, meaning: (a) emotional support, (b) support in setting goals and paving the way towards them, (c) support in widening knowledge of the subject matter, and (d) modeling. The first entails sensitivity to the tutee, listening, moral support, strengthening self-esteem and leading to a strong sense of self efficacy; the second includes assessment of the tutee’s strengths and weaknesses and paving the way to achieve academic goals and autonomous decision-making, the third concentrates on strategies—retrieving information in the content area, assessing it and challenging the tutee; the fourth refers to the tutee’s ability to learn from the tutor’s experience and performance, and to learn from her/his own failures and successes.

Anderson and his colleagues defined teachers’ presence as “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Anderson, Rourke, Garrison, & Archer, 2001: 5). It starts long before the course begins with planning and mapping the route, and continues with instructing and guiding through reading, writing, problem solving, mediating and encouraging the students with every obstacle that “pops up” along the path of learning. This is achieved through good planning and navigating. Teachers’ presence is manifested by guiding and shaping the learners’ experiences. Setting clear expectations and providing guidance that supports students’ needs is an effective teaching approach (Boettcher, 2007; Boettcher & Connors, 2010).

Meijer, Korthagen & Vasalos (2009) consolidated a model in which “presence” contains all aspects of supporting students in learning, and this is the optimal path in teacher education. Stieha and Raider-Roth (2012: 267) stated: “presence from the teacher’s point of view is the experience of bringing one’s self to full attention so as to perceive what is happening in the moment”.

All cited researches referred to various dimensions of teacher’s presence; expanding knowledge and understanding, fostering technical abilities and empowering the students. We were looking for a model that could inspire and contribute to our investigation and observation of teachers’ behaviors in the seminar course.

Taylor and Beasley (2005) suggest a model of four conduits of teachers’ presence in the writing process, whether it is a PhD dissertation or any academic paper:

- 1) Laissez-faire—tutors assume that students are capable of completing the assignment by themselves vis-à-vis professional content and self-monitoring.
- 2) Pastoral—tutors assume that students are capable of completing the assignment by themselves vis-à-vis professional content, but need personal support.
- 3) Directional—tutors assume that students need support in the professional content of the assignment, but not personal support.

- 4) Contractual—tutors and students need to negotiate the nature and the extent of the support, both content and personal.

Garrison, Andersen & Archer (2000) present a model that involves three dimensions: (a) social presence based on open communication in academic discourse, sharing and supporting—all lead to cognitive presence and high quality products ; (b) cognitive presence—the extent to which students can construct understanding and meaning—the role of the teachers here is crucial, since they mediate the transition from exploring and integrating to problem solving ; and (c) teaching presence—creating discourse on different issues with the students and direct instruction of content.

Rickards & Hawes (2004) laid out a complex mission for writing teachers: they should be engaged as models, coaches, assessors, planners, and consultants. Modeling each step of the writing process requires expert writers who not only know how to write, but also know about writing processes and can verbalize linguistic concepts.

The theories and models above suggest that teachers' presence in the learners' environment is complexed and essential, and is crucial to their success (Hattie, 2009, 2012, 2015).

The complexity of the multi-faceted process of supporting the writing of a seminar paper led us to ask the following research questions: What is the nature of teachers' presence in the seminar course? How do they cope with the challenges of accompanying students writing? What roles are revealed from their descriptions while tutoring their students? Is there a pattern / a model that presents well all behaviors and conduits?

3. METHOD

This research aims to portray teachers' presence in the writing process in higher education based on an analysis of in-depth interviews with seminar course teachers according to the qualitative-constructivist approach (Seidman, 1991; Spradley, 1979). This research uses the testimonies (descriptions) of the teachers regarding their acts and their perceptions in the seminar course in order to give a conceptual explanation and construct a model / a theory (Lincoln & Guba, 1985).

3.1 *Participants*

The study was undertaken in six teacher education colleges, four secular and two religious, situated in the center and periphery of Israel. 26 teachers (experts in various disciplines, such as history, philosophy of education, educational leadership, teaching language arts, literature, communication, teaching science, Waldorf education and more) participated, 19 females and 7 males who have been teaching an undergraduate seminar course for the last three years and have been college teachers for at least the last five years. Two-thirds of the teachers taught education-

related content in the seminar while one-third taught discipline-related content. We received a list of teachers who were about to give a seminar course that year from the colleges. We wrote them a letter inviting them to participate in our research. Only those who answered us willingly (Mason, 1996) and had met the criteria at least five years of teaching in college and three years as a seminar teacher were included in this research. They signed an informed consent document in which we explained our research aims and our commitment to interviewees' privacy, maintaining their anonymity. Each teacher had about 20-25 B.Ed. students in the class, from various disciplines. Students who enrolled in a seminar course were supposed to have successfully completed a course in Academic Writing.

3.2 *Data sources*

The description of teachers' involvement is based on an analysis of all 26 teachers' in-depth semi-structured interviews designed to explore their perceptions, thoughts, intentions and acts during the seminar course. We interviewed teachers at the beginning of the first trimester of the school year. All interviews were transcribed. Pseudonyms are used throughout the article.

The interview included 18 questions² (see appendix A), some of which related directly to the teacher's presence in the writing process, such as asking teachers to describe their actions (Q. 8); or how they help their students attain the end goal of submitting the seminar paper (Q.16). But many other indirect questions provided plentiful information about teacher involvement in the writing process, such as questions about conducting the course (Q. 4-5, 17); course principles (Q.5); a good seminar paper (Q.6); presenting the seminar paper to the students (Q.7); students' difficulties (Q. 10); and teachers' dilemmas in the course (Q.11). Thus, the entire interview was the source of information for the portrayal of the teacher's presence in the seminar course.

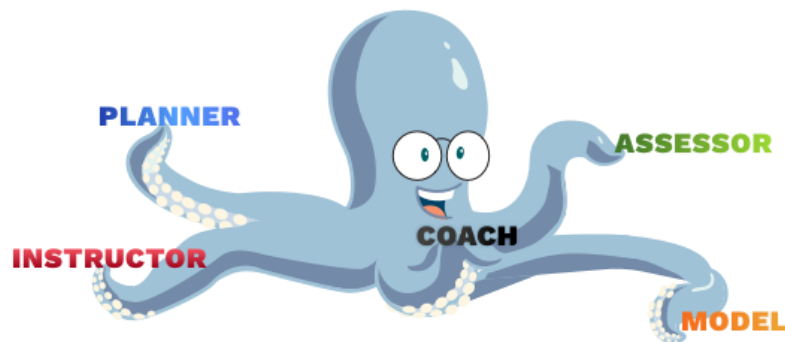
3.3 *Data analysis*

The analysis process combined grounded theory and theory-based research. The data was analyzed by categorization (Strauss & Corbin, 1990). We first read all teachers' descriptions for a general impression and to get a broad perspective on teachers' actions and behaviors. Transcripts underwent thematic analysis resulting in several characteristics of teachers' roles in the writing process. We elicited themes such as guiding the students how to write or instructions about the final product, etc. This process consisted of repeatedly reading each transcript until all relevant

² *The questions are part of a large research concerning various aspects of the seminar course, such as teachers' perceptions and attitudes (Heimann, Haskel-Shaham, Cohen-Sayag & Kurland, 2017). Thus, not all 18 questions referred to the accompaniment of the writing process.*

text was categorized and all themes were compared against each other. Then, we looked for existing models in the field. We first tried to analyze the data through the stages of the writing process, in order to find out where teachers are present and what they do. However, results yielded an insufficient description of what teachers had said, such as technical and organizational aspects or incompatibility with some stages of the writing process, such as editing and rewriting (because we did not check students' papers). Then we tried to apply the three main dimensions of the Garrison, Andersen & Archer (2000) Community of Inquiry (COI) model: Social presence, Cognitive presence, and Teaching presence. That model influenced us to try to find the same categories in our teachers' testimony, however, as we dived deep into our cases, we concluded that this previous model is not describing the delicate activity that teachers are doing in order to improve students' work. Some categories of the writing process could not be included in that model. We were inspired by the Rickards & Hawes (2004) model of teachers' presence in writing in elementary school and elaborated it according to the descriptions in the interviews and to academic writing process and conventions in the seminar course. Our aim to understand the richness of the actions, and support that teachers provide their students, led us to consolidate an alternative abstraction that, in our vision, better reflects the teachers' role in supporting and guiding students. We termed it "The Octopus Model"³ of teachers' presence in the writing process (see Figure 1 and Table 1).

Figure 1. The Octopus Model of teachers' presence in the seminar course (created for this article with artist's rights, Talmor Sela)



Our perception in developing the analytical model was to systematically trace the teachers' actions and analyze them according to the needs of the student. For instance, in the beginning, students need to know what product is expected (structure, theory resources, etc.) This led us to the main category—A, the planner. However,

³ Although an octopus has 8 tentacles and our model has only 5, the octopus' metaphor best describes the feeling of being everywhere all the time that the seminar teachers expressed.

planning contributes not only to drawing the road map (A2.) but also to the understanding of what is needed in order to achieve a high-standard product. This relates to different cognitive levels (A.1) as we defined in our categories. The more we analyzed the texts, the more categories we generated. After determining the categories we started to associate the related actions or functions according to different roles into five major categories as mentioned in our results.

After consolidating the model, we classified teachers' descriptions according to the scheme as follows: Each researcher analyzed 3/4 of the interviews, each quarter paired with a different fellow researcher. All disagreements were discussed by all 4 researchers until consensus was reached.

4. RESEARCH LIMITATIONS

The results are based on descriptions provided by 26 seminar course teachers from six colleges of different sizes and streams (secular and religious) in one country, which might be affected by local culture, local education policy and the history of academic colleges. It might be different in other countries, or cultures.

5. FINDINGS

We identified five roles in the seminar course from the descriptions of the teachers: planner, instructor, coach, assessor and model. Our findings here present acts and behaviors for each main role and its sub-categories accompanied by examples from the interviewees' descriptions.

A. The Planner

Seminar teachers set goals, organize the course timetable and explain them to the students as milestones in their steps towards the end goal of the seminar course.

A.1 Setting goals

The teachers described three types of goals that reflect their perceptions of teaching how to write a seminar paper:

(a) Fostering critical thinking habits. Most teachers emphasized that an important goal of writing a paper is the development of critical thinking. The teachers claimed that writing a seminar paper provides students with an opportunity to develop their thinking: *A seminar paper is a challenging personal process, and there is not enough challenging work at the college for critical thinking. We deal with higher-order thinking according to ...* (Barak). *I would like them to know how to read; the acquisition of critical reading and critical thinking is necessary for school teachers* (Vanessa).

(b) Preparing student-teachers for their role as writing facilitators. Some of the teachers explain that the most important goal of the seminar course is in its

contribution to the future professional life of the student as a teacher in a different perspective. They emphasize the development of the students' abilities to construct a working model: *I need to create a situation in which the work will provide them with more than just a grade, something that will allow them to examine their work [as teachers] from a different perspective...*(Tammie); *... the students will have to guide the children in writing at school, so I am trying to provide them with some modeling* (Sharon).

(c) Cultivating independent learners. The teachers think that an additional goal of the seminar paper is to encourage independent learning skills and the seminar paper is the right context to develop these abilities and they see their involvement as assisting the independent learning. In general, a seminar paper should be based on independent work, guided, but independent. *And this [the guidance] encourages this [independence]... the idea is to encourage a learning process that is mostly independent, with some help from me* (Moses).

A.2 Mapping the process

The complexity of the seminar courses and the final assignment brought the teachers to (a) set milestones in order to help the students manage their progress and overcome their difficulties and challenges along the way: *I note all the dates of submission for the different sections* (Nora); *Perhaps I put pressure on them with submission dates, these submissions actually bring them closer to submitting the paper, it teaches them that it is possible* (Mirey).

(b) In addition to a general schedule, teachers insist on having students hand in interim products: *By the end of the first semester they have to hand in two to three written pages, with the topic, its definition, a research question, 4-5 headings, and a basic list of references, so that I can see they are on the right track. The next date is June, to finish, if they can, the first draft in June* (Dan).

The teachers see themselves as writing facilitators because the target of this course is clear-cut: submitting a seminar paper. Therefore, they give clear explanations and guidelines for it.

B. The Instructor

The role of the teachers in higher education fluctuates between teaching solid knowledge, which will enable them to delve deeper into the topic they choose, and focusing on help that students need in research and academic writing. We found four different acts of the teachers: (1) issues of teaching the subject matter; (2) teaching and reinforcing research methodology; (3) reinforcing reading and writing skills; and (4) fostering critical thinking habits.

B.1 Teaching the subject matter

Many teachers emphasized the fact that this is a subject-matter course, and as such, they tend to create a wide common base of disciplinary knowledge in three ways:

(a) Teaching content and discussing terminology. They emphasize the importance of the subject matter: *At the beginning, in the first semester, I teach some topics, because I think I should* (Mirey); *In the first part we learn a few terms* (Dorith); *Slowly, slowly I construct the theoretical framework* (Mor).

(b) Connecting the content to real life, encouraging discussion in order to implement the content and promote involvement: *There are a lot of arguments and discussions* (Sharon). *Another way to make students more active and involved is by emphasizing relevance - connecting content to life: I show them how things are relevant not only to science, but to oneself or society...* (Betty).

(c) Reading together as an effective way to ensure understanding of certain issues. *The good lessons are those where we analyze texts which deal with the subject and situations* (Barak). It seems that teachers who are focused on the subject matter also seek students' involvement, encouraging them to dive into the subject.

B.2 Reinforcing research methodology

All teachers pointed out the importance of instilling research methods, mostly how to choose the best methodology for one's project/research. They emphasized the importance of finding the best way to conduct a certain inquiry. Here are their ways of doing so: (a) Wording research questions: *We meet to discuss and formulate research questions* (Rebecca). (b) Teaching different methodologies for research: *I explain when is better to choose a quantitative or qualitative research method* (Abraham). (c) Focusing on a certain component of research: *I show how to collect data, how to identify themes* (Julia). (d) Calculating statistics, analyzing: *I start working with them early on analyzing data* (Tamara). (e) Instilling research tools and preparing them (e.g. questionnaires): *They learn skills like interviewing in this process. I teach them all the narrative tools...* (Nora); *I teach them research tools for online learning environments* (Alma).

It appears that teachers take their students "by their hand" and guide them through methodologies of the subject matter. Not only do they teach them from scratch (even though there are special courses for methodology), but they escort them in every step, examining the tools and the process of research.

B.3 Reinforcing reading and writing skills

Some of our interviewees thought that teaching reading and writing is part of a seminar course, and therefore accompanied their students very closely in reading and writing by (a) searching for academic information: *After teaching them how to search for information for the theoretical part, and to extract the appropriate information*

we begin... (Rebecca); *I guide them how to differentiate between scientific and non-scientific journals* (Agatha). (b) One of the skills stressed is reading and summarizing articles - *We read articles in depth during at least 3-4 lessons* (Dan); *For the first one-on-one meeting I expect them to bring a few articles they read and wrote an abstract of each* (Sharon); *I ask them to quote properly and to rephrase the main idea and show how it is connected to their paper* (Michelle). (c) Devoting time to integrating information - *In the theoretical introduction I work with them step by step: reading, summarizing, integrating...* (Abraham); *After teaching them... we will work on integrating texts, they have to write a small integrated piece* (Rebecca). Some were definite against it: *I don't have time to teach them integrative writing* (Mor). (d) Polishing the product - *I ask a question, and everyone writes for 5 minutes, then reads aloud. We discuss the style together. I demonstrate a good enough paragraph, even a sentence, just so it will be neat language and coherent* (Tammie); Some did not agree to handle these skills: *How to write a paragraph—I don't do it! ... I don't have time to dedicate to phrasing and styling* (Dan); *I practice writing a paragraph only once. They are supposed to learn it in another course* (Eilon).

We found out that every teacher has several acts promoting reading and writing skills, but these instructor acts are not individual differential instruction but rather teaching acts that teachers in the seminar course do with the whole class. Some of these acts belong to the question of knowledge in the discipline versus knowledge of navigating research.

C. The Coach/Facilitator

A coach helps a learner achieve goals through one-on-one guidance. Coaching might mean an informal relationship between people, where one is an expert and experienced in offering support to the trainee, the learner. Unlike mentoring, coaching entails coping with specific tasks. In class, the teacher's presence as a coach is expressed mainly in the social and emotional support that he/she offers to students throughout the seminar paper writing process by connecting, bonding, and highlighting student's ability and strengths (Rickards & Hawes, 2004). We present here three behaviors: reaching out and bonding, highlighting strengths and abilities, and responding to coping with tasks.

C.1 Connecting—reaching out and bonding

Teachers (a) create a supportive environment to discuss difficulties - *I always tell them, they are most welcome to ask and to share everything* (Vanessa); *We meet them several times a week in groups or separately... to get closer* (Michelle). (b) they generate space for expression of their students' frustration, and encourage them - *And suddenly I understand what a narrative he carries with him and where he is today...* (Tammie); *My constant presence calms the students down, and allow them to express difficulties* (Nora). At the same time, teachers (c) maintain their high

expectations of good performance—[I tell the students] *when you understand that I respect you more than you do yourself, you will make a change...* (Agatha); *I want each one of them who is going to be a teacher, to be able to read an academic article and criticize it* (John).

The personal relationships allow the students to take risks, to hesitate, to be escorted in the first steps. It is the delicate space between being a protector while at the same time demanding high results. At least one teacher claimed that she sometime reduced her demands because she knew the limits.

C.2 Emphasizing strengths and abilities

Teachers try to highlight the strengths of students' work, use examples of it to reassure them they are on the right track, and guide them how to complete the task. One strategy is (a) using many examples to clarify the task and encourage students in their work: *I present in class many examples from their work as learning materials* (Rebecca). Another is (b) Pointing out their worthiness - *I want them to understand that if they are doing worthy paper, there is no limit to what they can do [in the future]* (Nora); *I tell them—it is beautiful that you contribute to human knowledge* (Agatha).

C.3 Relating to students' need

An important role of being a coach is to relate to students' academic needs, which are diverse in content and timing. Responding to learning needs should take place face-to-face and/or through mails and deal with a variety of issues. Each student confronts different problems and needs guidance. This support includes: (a) discussing the topics and the research questions, guiding how to take the first steps by supplying directions, and watching the student progress step by step from the first chapter - *During the whole seminar I personally escort them via mails and meetings. If they cannot formulate a topic or if the topic is too broad, I help them [to narrow it down] ...* (Abraham); (b) encouraging students to take risks, to experience and to dive into the process. Teachers state that they encourage students to investigate a topic they are enthusiastic about, to "open their head" and to ask question: *I tell them to choose a topic they are interested in, one you have access to and have a passion to know more about and start reading* (Barak); *I tell them: deal with an unusual topic, you can raise a topic which is of interest to the public. I feel this is the essence of a seminar paper—individual work, dealing with the topic of personal interest* (Abraham).

The role of the teacher as coach is sensitive, based on empathy and inclusiveness. Teachers must, on one hand, be sensible and encouraging, but on the other, they must set a high standard for the task. These descriptions of reaching out and bonding, emphasizing strengths and abilities, and relating to students' needs, seemed to be the teachers' answers to students' fear of writing the seminar paper.

D. The Assessor

The role of assessor in the seminar involves both formative and summative assessment. We found six teacher behaviors regarding the role of assessor in teacher presence.

D.1 Providing criteria guidelines

All the teachers gave their students criteria guidelines for the seminar paper before writing, but every teacher emphasized different criteria. Many talked with their students about (a) writing coherent text as the most important guideline: *The paper needs to have a good structure, a logical structure of the main chapters* (Dan). Some mentioned (b) intactness of the language - *I am very sensitive to style and correctness of writing and I talk with the students about it, informing them that I am going to look at their writing very pedantically* (Eilon). Few talked about (c) the purpose of the seminar paper: *I tell the students that the seminar paper should present something new* (Abraham). Some presented an opposing view - that good work does not need to be a new idea; *I prefer them to be accurate at summarizing the literature instead of expressing their opinions* (Jonathan).

D.2 Responding

The range of responses to students' writing was wide and it seemed that every teacher tried to find his/her own solution to the struggle between time constraints and the number of students who need intensive feedback. The responses were given more in face-to-face meetings during and after course hours, and less via written feedback. Teachers mentioned three ways in particular: (a) meeting with students one-on-one for any question - [I conduct] *an individual talk on the introduction as the first step which serves as evaluation of the progress in the seminar: I see how knowledgeable the student is in the subject* (Mirey). (b) Responding in general notes as formative feedback - because they would like the students to think and improve their writing by themselves: *I write general notes; I write notes only on one or two parts in detail which the student will apply to the other sections* (Tammie). (c) Responding as modeling: *I try to respond as a model, after all they will be teachers and will need to know how to write feedback* (Michelle). It seems that seminar teachers respond to their students consistently and in various ways.

D.3 Grading and evaluating the final work

The teachers confront a dilemma in grading the final paper; on one hand they want to help, but on the other, they wonder about how involved they should be. One solution to this dilemma was to evaluate the process alongside the final product: *I give 30% on the presentation and 70% to the final product* (Vanessa). Some presented a

more holistic view: *If a student went through a very meaningful process, I will take it into consideration. If the student does not deliver parts of the seminar paper, it will harm his final grade* (Dorith). A few teachers said they did not give comments on the final work because he/she was so involved the writing process, therefore they had nothing to add: *... I was so involved in the writing process, to whom is this evaluation addressed?* (Abraham, John). Seminar teachers hesitate between evaluating product versus evaluation of process and product for the final grade. Each teacher found his/her own solution.

D.4 Pointing out weaknesses

The teacher as an assessor identifies weaknesses and uses responsive teaching. Teachers pointed out three weaknesses to which they put effort into improving: merging ideas, methodology and reading: *I can see students writing chains of summaries, this is not integration* (Moses). Some of the teachers talked about diving into the process of writing as the main difficulty of the students and about their effort to overcome their fear of writing.

Most of the teachers regulate every part of the work and expect the student to write the final paper by her/himself and thus the teachers' assessment can stand for its value.

E. Modeling

Modeling is an important idea in education. One of the best ways to teach writing is by the teacher showing the students how he or she is coping with an assignment. Students gain insight by watching their teachers doing, thinking, and writing. In the writing process it is quite complicated, since the process is fairly long and recursive. The teacher can show students how she/he reflects or combines a sentence or revises the piece aloud. Teachers can provide students with books or interviews of well-known writers describing their writing process (Rickards & Hawes, 2004). Since there were not many examples, we present all comments for all phases of the writing process as one piece. We should note that not all phases of the writing process are represented here (i.e., post-writing: revising; editing; publishing), since there were no comments on them.

In our research we did not find many examples of modeling, very few teachers mentioned it and when they did so they said very little about it. We describe it according to the writing process: Pre-Writing - (1) Choosing a topic: This is easy to show in class: *I try to do some modeling, for instance, I demonstrate how to choose a topic, what is important for me? does it relate to my work?* (Sharon). (2) Brainstorming and gathering information: *So I show them how I choose an article... (Agatha); I showed them how I ask questions, what is it for? How do we do it? Who else does it, etc.* (Mor); (3) Processing and organizing information: *When I read a book that I might use in my research, I prepare an index... and I show them how I do it* (Nora); I

demonstrate how to extract themes, the method [of doing so], how to organize them (Mirey).

Writing—putting words on paper. It is quite difficult to model this phase, since the writer has to think aloud and transfer to the students a very detailed and complicated process. *Sometimes I bring some examples from my books, it is easier for me to demonstrate* (Sharon).

Post-writing—revising, editing and publishing. Revising is quite easy to demonstrate—take any section of a paper and show how we can rewrite it more coherently, making it more focused and dense. The other two are more complicated to demonstrate. We found no references on any of these.

It seems that modelling the writing process is not so visible in teachers' acts in the seminar course.

5.1 Summary

Table 1 summarizes the various sub-categories of the five roles of teachers' presence in the seminar course. The fact that not all main categories have the same number of sub-categories does not necessarily imply anything about either their importance or their frequency of appearance in the data.

Table 1. Classification of teacher's roles in the writing process of a seminar course (yielded from their descriptions)

Roles	Acts and Behaviors
A. Planner	A.1 Setting goals A.2 Mapping the process (for the students)
B. Instructor	B.1 Teaching the subject matter B.2 Reinforcing research methodology B.3 Reinforcing reading and writing skills B.4 Fostering critical thinking habits
C. Coach	C.1 Connecting - reaching out and bonding C.2 Emphasizing strengths and abilities C.3 Referring to students' needs
D. Assessor	D.1 Providing criteria guidelines D.2 Responding to students' writing products D.3 Grading and evaluating the final paper D.4 Pointing out weaknesses
E. Model⁴	Choosing a topic, Brainstorming, Gathering, processing and organizing information

To conclude, the description of teacher presence presents a very detailed and complex picture of the writing process in a seminar course. Five roles are revealed: planning and designing; instructing; coaching; assessing and modeling—all these five are

⁴ *Some stages of the writing process were not mentioned by the teachers: Writing a draft, revising and editing, publishing.*

parts of the puzzle—the above ‘thick’ description presents teachers’ acts and behaviors while trying to pave their students’ way to writing a seminar paper.

6. DISCUSSION

The seminar course leads to writing a research paper, is the summit of the bachelor's degree in university and college. Its purpose is to widen students' knowledge, to enhance their skills in writing arguments and pave their way to joining the academic community (Coffin, Curry, Goodman, Hewings, Lillis, & Swann, 2003; Delyser, 2003; Wolsey, Lapp, & Fisher, 2012; Yagelski, 2009).

Teachers’ presence is manifested by guiding and shaping the learners’ experiences and setting clear expectations (Boettcher, 2007; Boettcher & Connard, 2010). Hattie claims that teachers should guide, tutor, influence, be involved and care for their students, for they are the key to the students' success (Hattie, 2012: 37). Accompanying the writing process is not merely a question of imparting writing conventions, but of also creating students’ self-awareness of the inquiry-writing process and providing effective feedback. Tutors should care in a professional manner by assessing strengths and weaknesses and paving the way to the students’ attainment of academic goals and autonomous decision-making. They should pay attention what is happening at the moment, and provide students with emotional support by listening, strengthening self-esteem and encouraging a strong sense of self-efficacy (Grant, 2005; Nora & Crisp, 2007; Stieha & Raider-Roth, 2012).

These courses take various forms, and teachers emphasize different goals (Zhu, 2004). These differences might be attributed to perceptions relating to the teaching of writing a seminar paper. Heimann, Haskel-Shaham, Cohen-Sayag and Kurland (2017) mentioned six perceptions: gaining knowledge, enhancing reading and writing skills, development of professional identity, generating links between theory and practice, contributing to the academic community and nurturing involvement in the civic community. These six perceptions can influence the teachers' choices while accompanying the writing of a seminar paper.

Based on teachers’ reports, this research portrays a multi-faceted picture of teachers’ presence and roles in their students’ writing of a seminar paper. Five main issues arise from this research:

- 1) *Mixture*. Accompanying students in writing a seminar paper is a complex and very challenging mission. One has to be a 'proficient juggler' in order to orchestrate the five roles of a seminar teacher. Every teacher composes her/his own ‘cocktail’ of the five, for instance,⁵ Mirey 'blended' a little bit of the Planner by mapping the process with a similar ‘amount’ of the Coach by referring to students’ needs, just a bit from the Assessor, mostly by grading

⁵ We refer here to the times and 'thickness' of the interviewee's testimony on various issues. We did not mean a quantitative research.

and evaluating the final paper. Eilon, on the other hand, emphasized two roles: being an Instructor—teaching the subject matter, and being a Coach—pointing out students' strengths and abilities. These differences probably derive from their perceptions of the seminar course.

- 2) *Focus*. Many teachers focused on being a planner and an instructor and did not devote themselves to accompanying their students in every phase of the writing process. Our interviewees are teacher educators, and as such are expected to be very attentive. Nora was an example of this kind of a teacher: "What calms students is presence. I'm present. I answer mails immediately, and if I can't I let them know, I'll get back to them in a day or two". Yet, most teachers act more in the Directional model (Taylor & Beasley, 2005), meaning they assumed that students need support in the professional content of the assignment, but less or no personal support. Students who are not supported by their teachers feel insecure, they feel detached from the paper, and might quit (Humphrey & Simpson, 2013). Nora and Crisp (2007) emphasized emotional support - sensitivity to the tutee, listening, moral support, strengthening self-esteem and leading to a strong sense of self efficacy alongside assessing and paving the way to achieve academic goals.
- 3) *Independence*. Some teachers are more active than others and the diversity in their teacher presence depends on their attitude towards independent learning. On one hand, they want to help their students through every step of the process, but on the other hand, they hesitate about how involved they should be if they wish to develop their students' independence, as Hasrati (2005) recommends that the teachers slowly fade into the background, so that their students can continue independently. Policy-makers around the world have understood that the focus should be the process and its accompaniment (Grant, 2005), creating a process in which students move from relying on the tutor to independence and a sense of ownership of the text (Humphrey & Simpson, 2013).
- 4) *Professionals*. Teachers faced a dilemma: Although they are not primarily writing teachers, they act as writing facilitators as they accompany their students in writing a seminar paper: Mirey trained her students in reading and writing skills, Abraham did too, while others objected—it was not their job, they do not have time for it (Mor, Dan, Tammie). These attitudes reflect two main schools regarding whether teaching writing is possible (Rienecker & Jorgensen, 2003): the Anglo-American school and the European school. The first sees writing as a craft that requires skills, therefore teaching writing is possible, while the second is characterized by interpretive, hermeneutic and discursive writing that debates with other perceptions and is perceived as an art that can be acquired by time and experience, rather than through teaching (Catt & Gregory, 2006). From earlier research with the same teachers, it seems that most of them refer to teaching writing as a craft rather

than an art (Heimann, Haskel-Shaham, Cohen-Sayag & Kurland, 2017). What more profoundly highlights the differences are two attitudes toward writing that are known as WAC - Writing across the Curriculum and WID - Writing in the Disciplines. The first maintains that writing should be cultivated in all subject-matters and by language teachers, while the second claims that writing should be done within the disciplines, led by the discipline teachers who are familiar with its structure. In this way, they learn the rhetoric of the discipline (French, 2011; Ivanič & Lea, 2006). Some teachers claim that they don't possess enough knowledge of teaching writing (Zhu, 2004). These attitudes are in the background of the seminar course and might explain the teachers' indecision concerning their role in teaching the writing of a research paper.

- 5) *Process*. Looking at the results through the lens of the writing process, we noticed that teachers' presence is not spread equally across the three phases of pre-writing, actual writing, and post-writing. In the pre-writing stage, where teachers dedicate most of their efforts, they help with formulating a research question, and with retrieving, sorting, classifying, and organizing information. We can describe it as 'setting the stage' for the writing. They initiate brainstorming and navigate the process. Very few accompany their students in the drafting phase. Some teachers were present in the post-writing phase - responding to and evaluating final products.

To conclude, the seminar course is a very 'exigent place' for teachers, a place where there are opportunities to enhance students' abilities in several aspects of learning-investigating-writing. Hattie (2015) claimed that teachers should provide good guidance, influence their students, care for them, and be involved and driven by passion and showed that it did not matter so much which method of teaching one chooses - traditional lecture, problem-based learning, or MOOC. What matters is the teacher's involvement and care, "...method does not matter. Much more important are the ways teachers, irrespective of the method of delivery, make their success criteria clear, the degree of challenge and feedback, and the quality of interactions among students and between students and the teacher" (Hattie, 2015: 86). In our research, teachers did present the 'road map' and criteria for the final products. Some gave full formative feedback. Some were visible for their students in the social and interpersonal aspect by being a coach: they were anxious to give their students a sense of meaning, encouraging them to see themselves as educational leaders. They pointed out their students' strengths and responded to their needs, some were also sensitive to their students' personal stories. Most teachers assume that students are capable of completing the assignment by themselves vis-à-vis professional content, but need personal support (Taylor & Beasley, 2005) and tutor them accordingly.

The point of departure of this research was the great challenges of a seminar course for students. It seems that seminar teachers cope with many challenges, for some of which they were not specifically trained. The demand to be there for the

students on all levels (Humphrey & Simpson, 2013) and throughout the process is burdensome. Perhaps there should be a shift in the organization of a seminar course, such as two tutors: an expert in the subject matter and an expert in writing, or to add to this course an automated program that accompanies the students in the phases of writing as a virtual tutor.

Research contribution and further research. The contribution of this research to the community of seminar teachers is twofold: (a) our results portray a multi-faceted challenging and demanding role of a seminar teacher, who is supposed to reach out with five hands; and (b) a basis for a scale [that can be developed from our charts] that every seminar teacher can use while preparing her/himself for teaching by referring to all subcategories and asking oneself 'how do I navigate the seminar course, and how do I accompany my students?'

Our descriptions should be further researched in different contexts and cultures in order to crystalize the concept of teachers' presence in the seminar course. We suggest two other directions of research: first, exploring differences between subject-matter teachers and teachers in the education-related courses. Secondly, teacher's presence from students' perspective, after all teachers' acts affect students in the seminar course.

DECLARATION OF CONFLICTING INTERESTS

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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APPENDIX A. THE INTERVIEW QUESTIONS

An In-depth Semi-Structured Interview for Supervisor in a Seminar Course

Name: _____ Gender: male/female
 Field of specialization: _____ Duration of teaching experience (years): _____
 Education: _____ Position: _____
 Name of college: _____ Date of interview: _____
 Duration of supervising seminar papers (years): _____
 Title of seminar class: _____

1. Please inform me on your job in the college.
2. Can you specify about the seminar course that you are teaching this year?
3. How do you conceive your role in this course? What is important for you to achieve?
4. Please tell me about the structure of the course.
5. Which principles guide you in supervising a seminar paper?
6. What are your criteria for a good seminar paper? Can you specify?
7. How do you explain the requirements of a seminar paper to your students? Please provide an example!
8. What is the character of your supervision up to the submission of the paper? Why have you chosen to conduct it in this way?
9. What are your expectations from the students in the seminar course? What informs these expectations?
10. In your opinion, what are the difficulties that the students face and why? Please provide an example!
11. What are the dilemmas that you cope with throughout conducting this course? Please provide an example!
12. What is the credit of the course (academic hours)?
13. How many students are in your seminar class?
14. What are the external factors that influence the quality of your supervision?
15. What is the maximum number of students to whom you can offer a satisfactory supervision?
16. How do you promote the students' work towards completing a qualitative academic product? Please provide an example for what you regard as a good supervision!
17. Based on your experience, what would you recommend to a teacher who instructs a seminar course for the first time?
18. With whom did you consult when preparing your first seminar course?

- To receive rich information, you are encouraged to ask the interviewed, when proper: What motivates you to teach a seminar course? Please provide an example!

Guidelines for the interviewer (a research assistant)

An in-depth semi-structured interview

The first part of the interview includes an open, broad and general question that invites a free, spontaneous, rich and descriptive expression of the interviewee's individual experience.

The second part includes detailed, focused and inquisitive questions aimed at completion of details or at further specification and delving into the information received in response to the general question. To expand the data provided by the interviewee, she will be asked to provide examples for her actions and feelings.

General information

The purpose of the interview: Acquiring a preliminary and general picture of the work of the interviewee, her perspective on the writing of a seminar paper, the students' population and the structure of the seminar course.

The researcher presents herself- the interview is part of a research project conducted by four instructors from different colleges—{names of colleges}—under the auspices of the Mofet Institute. The researcher presents the framework of the project, its purpose and significance. She thanks the interviewee for her willingness to contribute to the project. She guarantees confidentiality and maintenance of ethical standards. The length of the interview is approximately one hour.

Please do not forget to indicate the date of the interview, the names of the interviewer and the interviewee. Please record the interview and save it in two different sites. Transcribe the text as close as possible to the date of the interview.

APPENDIX B. CLASSIFICATION OF TEACHERS' ACTS AND BEHAVIORS

Teachers' acts and behaviors as A. Planners - A.1 setting goals

Perceptions	Examples
1. Fostering critical thinking and becoming teachers as researchers	<i>I would like them to know how to read. Acquiring critical reading and critical thinking skills is necessary for school teachers (Vanessa).</i>
2. Preparing student-teachers for their role as writing facilitators	<i>... the students will have to guide the children in writing at school, so I am trying to provide them with some modeling (Sharon).</i>
3. Cultivating independent learners	<i>In general, a seminar paper should be based on independent work, guided, but independent. And this [the guidance] encourages that [independence]... the idea is to encourage a learning process that is mostly independent, with some help from me (Moses).</i>

Teachers' acts and behaviors as A. Planners - A.2 mapping the process

Acts/behaviors	Examples
1. Set milestones for submission	<i>I note all the dates of submission for the different sections (Nora); Perhaps I put pressure on them with submission dates, these submissions actually bring them closer to submitting the paper, it teaches them that it is possible (Mirey).</i>
2. Handing in products	<i>By the end of the first semester they have to hand in two-three written pages, with the topic, its definition, a research question, 4-5 headings, and a basic list of references, so that I can see they are on the right track. The next date is June, to finish, if they can, the first draft in June (Dan).</i>

Teachers acts and behaviors as B. Instructors - B.1 teaching subject-matter

Acts/behaviors	Examples
1. Teaching content and discussing terminology	<i>At the beginning, in the first semester, I teach some topics, because I think I should (Mirey). Slowly, slowly I construct the theoretical framework (Mor).</i>
2. Connecting the content to real life Encouraging discussion in order to implement the content and promote involvement	<i>There are a lot of arguments and discussions (Sharon). Another way to make students more active and involved is by emphasizing relevance - connecting content to life...(Betty).</i>
3. Reading together as an effective way to ensure understanding of certain issues	<i>The good lessons are those where we analyze texts which deal with the subject and situations (Barak).</i>

Teachers' acts and behaviors as B. Instructors - B.2 Reinforcing research methodology

Acts/behaviors	Examples
1. Wording research questions	<i>We meet to discuss and formulate research questions (Rebecca).</i>
2. Teaching different methodologies for research	<i>I explain when is better to choose a quantitative or qualitative research method (Abraham).</i>
3. Focusing on a certain component of research	<i>I show how to collect data, how to identify themes (Julia).</i>
4. Calculating statistics, analyzing	<i>I start working with them early on analyzing data (Tamara).</i>
5. Instilling research tools and preparing them (e.g., questionnaires)	<i>They learn skills like interviewing in this process. I teach them all the narrative tools...(Nora); I teach them research tools for online learning environments (Alma).</i>

Teachers' acts and behaviors as B. Instructors - B.3 Reinforcing reading and writing skills

Acts/behaviors	Examples
1. Searching for academic information	<i>After teaching them how to search for information for the theoretical part, and to extract the appropriate information we begin... (Rebecca); I guide them how to differentiate between scientific and non-scientific journals (Agatha).</i>
2. Reading and summarizing articles	<i>We read articles in depth during at least 3-4 lessons (Dan). I ask them to quote properly and to rephrase the main idea and show how it is connected to their paper (Michelle).</i>
3. Devoting time to integrating information	<i>In the theoretical introduction I work with them step by step: reading, summarizing, integrating... (Abraham); After teaching them... we will work on integrating texts, they have to write a small integrated piece (Rebecca).</i>
4. Polishing the final product	<i>I ask a question, and everyone writes for 5 minutes, then reads aloud. We discuss the style together. I demonstrate a good enough paragraph, even a sentence, just so it will be neat language and coherent (Tammie); I practice writing a paragraph (Eilon).</i>

Teachers acts and behaviors as B. Instructors - B.4 Fostering critical thinking habits

Acts/behaviors	Examples
1. Encouraging students to think alternatively	<i>I encourage them to read each other's papers and ask challenging questions (Nina).</i>
2. Insisting that students keep asking questions	<i>I start with a question and then encourage discussion (Mor); In every student's presentation I ask peer students to present questions (Sharon)</i>
3. Criticizing own and others' papers	<i>You should look at your paper and say: OK, this is what the writer [of a certain article] thought, but can I look at it in a different way? (Vanessa).</i>

Teachers acts and behaviors as C. Coaches - Connecting: C.1 reaching out and bonding

Acts/behaviors	Examples
1. Creating a supportive environment to discuss difficulties.	7. <i>I always tell them, they are most welcome to ask and to share everything (Vanessa); We meet them several times a week in groups or separately... to get closer (Michelle)</i>
2. Generating space for emotional expression	<i>And suddenly I understand what a narrative he carries with him and where he is today... so I encourage to talk about it...(Tammie).</i>
3. Teachers maintain high expectations for good performance	<i>I want each one of them who is going to be a teacher, to be able to read an academic article and criticize it (John).</i>

Teachers acts and behaviors as C. Coaches - C.2 Emphasizing strengths and abilities

Acts/behaviors	Examples
1. Using many examples to clarify the task	<i>I present in class many examples from their work as learning materials (Rebecca)</i>
2. Pointing out their worthiness	<i>I want them to understand that if they write a worthy paper, there is no limit to what they can do [in the future] (Nora); I tell them—it is beautiful that you contribute to human knowledge (Agatha)</i>

Teachers acts and behaviors as C. Coaches - C.3 Relating to students' needs

Acts/behaviors	Examples
1. Responding and guiding	<i>Throughout the seminar I personally escort them via mails and meetings. If they cannot formulate a topic or if the topic is too broad, I help them [to narrow it down] ...(Abraham)</i>
3. Encouraging students to take risks, to dive into the process.	<i>I tell them to choose a topic they are interested in, one you have access to and have a passion to know more about and start reading (Barak); I tell them: deal with an unusual topic; you can raise a topic which is of interest to the public. I feel this is the essence of a seminar paper—individual work, dealing with a topic of one's interest (Abraham).</i>

Teachers acts and behaviors as D. Assessors - D.1 Providing criteria guidelines

Acts/behaviors	Examples
1. Pointing out coherence	<i>The paper needs to have a good structure, a logical structure of the main chapters (Dan)</i>
2. Pointing out intactness of the language	<i>I am very sensitive to style and correctness of writing and I talk with the students about it, informing them that I am going to look at their writing very pedantically (Eilon)</i>
3. Pointing out the purpose of seminar paper	<i>I tell the students that the seminar paper should present something new (Abraham)</i>

Teachers acts and behaviors as D. Assessors - D.2 Responding

Acts/behaviors	Examples
1. meeting with students in one-on-one for any question	<i>...Individual talk on the introduction as the first step which serves as evaluation of the progress in the seminar: I see how knowledgeable the student is in the subject (Mirey)</i>
2. Responding in general notes as formative feedback	<i>I write general notes; I write notes only on one or two parts in details which the student will apply to the other chapters (Tammie).</i>
3. Responding as modeling	<i>I try to respond as a model, after all they will be teachers and need to know how to write feedback (Michelle)</i>

Teachers acts and behaviors as D. Assessors - D.3 Grading and evaluating the final work

Acts/behaviors	Examples
1. Evaluating the process and the final product.	<i>I give 30% on the presentation and 70% to the final product (Vanessa); If a student went through a very meaningful processes, I will take it into consideration. If the student does not deliver parts of the seminar paper, it will harm his final grade (Dorith)</i>

Teachers acts and behaviors as D. Assessors - D.4 Pointing out weaknesses

Acts/behaviors	Examples
1. Pointing out and presenting weaknesses	<i>I show them how to integrate parts. Many don't do it properly (Mirey); I can see students writing chains of summaries, this is not integration. I show them how to connect these summaries to their main argument (Moses; other teachers mentioned it too: Nora; Sharon; Alma; Rebecca).</i>

Teachers' acts and behaviors as E. Models - modeling the writing process

Acts/behaviors	Examples
<i>Pre-Writing</i>	<i>I try to do some modeling, for instance, I demonstrate how to choose a topic (Sharon).</i>
1. Choosing a topic	
2. Brainstorming and gathering information	<i>So I show them how I choose an article... (Agatha); I showed them how I ask questions, what is it for? How do we do it? Who else does it, etc. (Mor).</i>
3. Processing and organizing information	<i>When I read a book that I might use in my research, I prepare an index... and I show them how I do it (Nora); I demonstrate how to extract themes, the method [of doing so], how to organize them (Mirey).</i>
<i>Writing</i>	<i>Sometimes I bring some examples from my books, it is easier for me to demonstrate (Sharon).</i>
4. Putting words on paper	