

# **Insights from a Constructivist Teacher-Education Program- The added value of philosophy of education courses and of a Reflective Journals Writing**

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## **ABSTRACT**

Teacher-education programs tend to focus on the development of skills such as classroom management and lesson planning, as well as on theoretical and practical knowledge. The status of courses on the philosophy of education, which were considered essential during several decades of the last century, have become marginalized. Moreover, or as a result, the use of constructivist learning process, is not playing a pivotal role in teacher education programs. The current study aims to underscore the potential and practical contribution of these courses and that pedagogy to the development of upstanding educators.

The opinions of thirty students who participated in a unique teacher-education program, in which three courses on the philosophy of education, served as the educational anchor, can be regarded as self-defined narratives. The responses have been sent voluntarily as an email, to the program's chair during a several weeks, following the date in which the students, got their accreditation. fifteen students, referred to the program's contribution to their ability to think critically and develop moral courage. Additional fifteen students, reported reflectively about the learning process involved in writing reflective journals. Engaging in an ongoing written dialogue with the instructor helped them become reflective teachers and critical thinkers.

**Keywords:** Constructivist pedagogy; Master of Teaching program; moral education; multicultural education; self-defined narrative