

## Lecturers' experiences in Pedagogical Partnership program at Teacher Training College – Self-Determination theory perspective

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### Abstract

This qualitative study was conducted according to the collaborative self-research method. The participants are three lecturers at the Kaye Academic College of Education in Israel, who participated in the PPP (Pedagogical Partnership Program). The purpose of the study is to learn about our experiences as lecturers according to the Self-Determination Theory (SDT) perspective. The research tools include (1) documentation of 42 discussions at the end of each lesson; (2) three reflective diaries written by each lecturer; (3) documentation of discussion conducted by the lecturers at the end of the partnership process.

The research findings presented four main themes: (1) concerns and doubts; (2) mutual learning and professional development; (3) commitment to the process; (4) a sense of empowerment and satisfaction. The research findings indicated tension between restraining forces and promoting forces in the partnership process, creating a puzzle of various experiences. It corresponds to the psychological needs of the SDT which include: Competence, Autonomy, and Relatedness. The existence of these needs among each lecturer shaped the experience of each of us. This study may contribute on a practical level by answering these needs as part of the lecturers' professional development, with their participation in PPP thereby constituting an additional professional step.

**Keywords:** high education, self-determination theory, pedagogical partnership, teacher training, professional development