

Dialogical Andragogy Through Unique Group Processes: Identity Formation in Teacher Education

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ABSTRACT

"This study explores an innovative andragogical approach implemented in the ""Shvilim"" teacher education program at KAYE Academic College of Education, focusing on how unique group processes contribute to professional identity development. The research examines a four-year dialogical process incorporating parallel dialogues between participants and their peers, mentors, environment, and self-reflection.

Using qualitative methodology, the study analyzed reflective writings from 35 student teachers across different academic years. The findings reveal three core components of the dialogical andragogical process: creating meaningful gaps in understanding, providing supportive environments for exploration, and offering structured guidance through scaffolding. The unique group process operates through distinct phases: discovery, deepening, production, and implementation, each supporting different aspects of professional identity formation.

Results indicate that this andragogical approach facilitates identity development by creating safe spaces for experimentation, reflection, and professional growth. Participants reported significant transformations in their educational perspectives and teaching approaches. The study also identifies challenges, including emotional expression barriers and balancing personal sharing with professional development needs.

This innovative methodology offers significant implications for teacher education programs seeking to integrate adult learning principles with identity development processes, demonstrating how structured dialogical exploration supports professional identity formation among future educators.

Keywords: Dialogical Andragogy, Group Process, Identity Formation, Teacher Education, Professional Development, Adult Learning, Democratic Education, Reflective Practice, Educational Innovation