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Application of Feedback Conversation for the Efficiency of Interpersonal Communication in Teaching in Higher Education

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<u>Abstract</u>

The objective of this research study is to explore the application of the feedback conversation on the efficiency of interpersonal communication in higher education teaching. For this purpose, a process of personal instruction was constructed that examined the interpersonal communication of the lecturer during the lecture in fivedimensions: the organization of the lesson, the clarity of the messages, the contact with the target audience (the students), the creation of interest, and the creation of value. To achieve the objective, a qualitative research was carried out in the method of action research that enabled the participants to be active and involved throughout the entire process. Ten (10) lecturers from the Beit Berl Academic College participated in this research study. All the lecturers expressed their consent to participate in the research. Theresearch instruments used in the research study are a semi-structured interview (beforethe beginning of the process and at the end of the process), films of the lecturer's lessons (three lessons during the semester), feedback conversation, and reflection (after each filmof the lesson).

The research findings indicate a change that occurred among all the lecturers in the cognitive, emotional, and behavioral aspects in each one of the dimensions of interpersonal communication during the feedback conversation. In addition, the findings indicate that for all the lecturers the feedback conversations were meaningful and contributed to the change of their teaching practices. The lecturers experienced thefeedback conversations as a positive experience, instructional, which contributed to the improvement of their teaching.

From this research study, a model developed that integrates a number of theories and approaches on the improvement of teaching in the framework of a process of professional development for lecturers in higher education: adult learning, the learning cycles of Kolb, learner-focused teaching, feedback conversations on the basis of filming lessons, dialogic feedback, and reflection. The model is based on three main components that facilitate the improvement of the lecturer's interpersonal communication in teaching: (1) consistent examination of the change that occurred in the dimensions of interpersonal

communication during the lecture after the feedback conversation, (2) integration of components that advance the improvement in the lecturer's performances (volunteering, dialogic feedback, and reflection in the feedback conversations, a parallel process in the interpersonal communication in the feedback conversation and during the lesson, preservation of the participants' privacy), and (3) implementation of the elements essential to professional development.

Alongside the contribution to the theoretical knowledge, this research study contributes also to the practical educational field through the implementation of the model for professional development of the lecturers, in the framework of the services of the Centers for the Advancement of Teaching.

Keywords: higher education, quality of teaching, interpersonal communication, feedback, reflective, professional development.

<u>Introduction</u>

Quality teaching is required today in higher education, and therefore it is necessary for the academic faculty to have pedagogical training and instruction to improve the teaching. The Higher Education Funding Council for England, HEFCE, notes that teaching and learning are the main elements in the goals of higher education and the students are entitled to a high quality of teaching. The institutions of higher education are required to ensure good education and good learning and to aspire to constant improvement (Devlin & Samarawickrema, 2010; HEFCE 2011). Research studies have found that programs for the advancement of the effectiveness of teaching contribute not only to the improvement of the teaching but also to the improvement of thequality of the students' learning (Hativa 2014). The effectiveness of teaching has impact on the students' satisfaction and perseverance in the academic institution (Pascarella & Terenzini, 2005).

Today, in Israel the feedback on teaching is performed through surveys of students, which provide for the lecturers information about their teaching. The findings ofglobal research show that information about teaching is not sufficient to bring about its improvement. It is expected of the academic institutions to encourage and support the teachers, who want improvement (Hativa 2005, 2010; HEFCE 2011; Notzer & Avramovitz, 2014). Research studies show that in institutions of higher education, lecturers are more aware of the lack of pedagogical training. They want to be better and have students look at them with satisfaction when they leave the lecture hall. Therefore, when institutions begin to address teaching, many lecturers are interested in improving and in being improved (Bakutes, 1998; Dotolo, 1999). There is an insufficient number of research studies that have addressed what happens during the lecture in higher education. Research engaging in the improvement of the lecturer's teaching quality following feedback and reflection on the 'here and now' in the lectures is lacking.

This research study engages in the improvement of the effectiveness of teaching in higher education. To exploring the application of feedback conversation of the efficiency of interpersonal communication in higher education teaching is the main goal

of the research. The extension of the instruments to evaluate the effectiveness of the teaching is required today in light of the importance of teaching in higher education (Henard, 2009).

In teaching, the lecturer is found in constant interpersonal interaction with the students. The aspect of interpersonal communication is vital to effective teaching. This research study examined the question of the meaning of the feedback conversations on the effectiveness of the interpersonal communication in teaching, in higher education. Forthis purpose, a personal instruction process was constructed, which examined the lecturer's interpersonal communication during the lecture, in five dimensions: the organization of the lesson, the clarity of the messages, the contact with the target audience (the students), the creation of interest, and the creation of value. The process of personal instruction for the lecturer lasts throughout the semester, about fourteen weeks. The feedback conversations were carried out with reference to the observation of three lessons filmed on video in one of the courses that the lecturer teaches and that he chose for the process. The process began with a semi-structured interview, the goal of which is forming an acquaintance and coordinating expectations, and ended with a semi-structured interview for the summarization of the process.

The main goal of this research study is to explore the application of the feedback conversation of the efficiency of interpersonal communication in higher education teaching.

The thesis includes five chapters. The first and the second chapters present the review of the literature. The first chapter presents the quality of teaching in Higher Education. The first topic in chapter one presents the characteristics of higher education in the world. There is reference to the social and economic processes that occurred since the second half of the 20th century and influenced higher education in the world. The second topic addresses advancement of teaching and learning in higher education and presents the tension that exists between research and teaching as well as the importance of teaching. Also, there is reference to the gap that is created between the students' need for meaningful learning that requires quality teaching on the one hand and the lack of

pedagogical training for the lecturers on the other hand. The next topic in this chapter addresses the characteristics of the quality of teaching and then the adapting teaching in higher education to the needs of contemporary students. The chapter next describes the characteristics of the students studying in higher education in the 21st century and the best way to teach them. The next topic addresses the evaluation of the quality of the teaching carried out today in higher education. The last topic in this chapter addresses higher education in Israel, with the influence of trends around the world on higher education

The dnoces chapter addresses the improvement of the quality of the teaching. The first part of the chapter discusses the interpersonal communication in the learning process. It presents the nature and importance of interpersonal communication in quality teaching, followed by the presentation of the five dimensions of interpersonal communication in teaching (organization of the lesson, clarity of the message, connection with the listeners, creation of interest, and creation of value). The next four topics in this chapter present the different means for the improvement of the teaching. The first topic addresses the feedback, the second topic reflection, and the third topic the observation of the filmed lesson as a basis for the feedback conversation. The fourth topic addresses the feedback conversation, a dialogic feedback conversation as an instrument for the improvement of the teaching. The learning cycle of Kolb as a basis for adult development and learning is the next topic. The last topic of this chapter discussed the professional development in teaching.

The third chapter is dedicated to the research methodology. This chapter presents the qualitative research approach chosen for this thesis, action research, and the research objective, the research problem, and the questions examined in this research study. The reader is presented with the research planning in two parts. The first part describes the participants, while the second part addresses the research process, in a step by step description. The next part describes the research instruments, and the part that closes the chapter discusses the ethical aspects of the research – the characterization of the ethical principles in the research and how they were expressed in the present research study.

The fourth chapter focuses on the research results. The research results are reported regarding the six research questions presented in the chapter of the Methodology(chapter 3). For every research question, first the results for each one of the research participants are presented, followed by the analysis of the findings regarding all the participants.

The fifth chapter, the Discussion, closes the thesis work. The chapter focuses on the integration between the findings presented in the previous chapter (chapter four) and the theoretical framework existing in the professional literature presented in the first and in the second chapters. This chapter presents the contribution of the present research study to the domain of the theoretical knowledge and to the domain of the practical educational field and gives an applied recommendation derived from this research study. The chapter also includes the research limitations and proposal for future research studies.

The topic of the research study is close to my heart as a lecturer and as the head of a unit in an academic college. The lack of pedagogical training for lecturers and feedback that enables them to learn and acquire tools for the improvement of their teachingintensifies the lecturers' frustration and the students' lack of satisfaction with their studiesin the college. In recent years, I have been helping lecturers to improve their teaching in the framework of the Center for the Advancement of Teaching. My insight is that the research in this topic that will broaden the information and develop a model for the professional development of lecturers will contribute to the lecturers, to the academic institution, and to the teaching in higher education.

Chapter 1. Quality of Teaching in Higher Education

In higher education, the lecturer is found in constant interpersonal interaction with students. In light of the characteristics of the contemporary world of education, the topic of the quality of teaching and especially the way in which lecturers convey the content of the lesson is of interest to both students and lecturers. Faculty development programs in institutions of higher education began to develop in the 1970s and since then have steadily gained momentum. These programs focus on teaching and include the provision of teaching skills to lecturers. However, in most institutions, teaching is still in second place after research (Henard, 2009). In recent years in Israel, the goals of the higher education system have been broadening, and the place of teaching is steadily becoming more prominent. The tension between research and teaching is found in the discourse of the Council of Higher Education and in the institutional discourse in Israel (Council for Higher Education, website, 2015; 2019). Therefore, to give teaching its appropriate place, it is important to define what quality teaching is and to define the measures for its assessment, while adjusting to the needs of the students today studying in higher education (Landsberger, 2007).

In recent years in Israel, the goals of the higher education system have been broadening, and the place of teaching is steadily becoming more prominent. The tension between research and teaching is found in the discourse of the Council of Higher Education and in the institutional discourse in Israel (Council for Higher Education, website, 2015; 2019).

1.1 Higher Education in the Contemporary world

The institutions of higher education have a history of many years of teaching, research, and service for society through the implementation of knowledge and thetraining of role-holders in society and the economy. Higher education has academic freedom that constitutes isolation from the pressures of society for the good of society. The goal of academic freedom is to enable teaching and research without fear of sanctions on the part of society (Altbach, 2015). Historically, education is perceived as a

basic human need and constitutes key factor in the social and economic development. Therefore, the investment in education increases the well-being and the human capital of people and their economic ability (Lemoine, Jenkins, & Richardson, 2017). Looking back, higher education was intended for the elite and was not intended to be available for all. Cultural, social, and economic processes in the world led in the second half of the 20th century to the expansion of the access to higher education, from education for the elite to education for the masses. The perception crystallized that the access to knowledge and to learning is a universal right, one of the key rights of the global community. This perception contributed to the view of education as a means for social mobility, dealing with poverty, and reducing inequality in society (Coley & Baker, 2013). This process is called the "massification of higher education" (Trow, 1973). The expression of thisprocess is a considerable rise in the number of students who study in higher education all around the Western world. In Europe in the 1950s, 3%-5% of the relevant age group (25- 64) had a higher education, and today this number is close to 50%. This is the situation inthe United States, Canada, and Israel (Finnie & Usher, 2007; Lindberg, 2007).

These processes broadened in light of globalization. Globalization, a central reality in the 21st century, greatly influenced higher education around the world. Globalization is defined as a reality shaped by the global economy. It is a global process in which ideas, information, people, capital, and products move rapidly from place to place, without distance or borders impeding them. The world is perceived as a "global village" with impact on the economic, political, cultural, and social system in most countries of the worlds (Van Der Wende, 2003; Zhu, 2015).

Higher education is involved in the global economic changes. It is vital to the production, exchange, and implementation of knowledge in the global market, since the ability of the countries to rapidly adopt, disseminate, and maximize the technologies rely on education. In parallel, higher education is influenced by the development of technology and computerization, innovative ways of communication, education without borders, and globalization. Technology re-shapes pedagogy and teaching. The abundance of information influences the patterns of communication between the lecturer and the student (Lemoine, Jenkins, & Richardson, 2017; Manning, 2017). In conclusion,

globalization broadens the potential reservoir of students for the academic institutions but in parallel increases the competition. Globalization has impact also on research. The research becomes more and more international, and the mobility of the faculty increases. Therefore, the institutions of higher education are required to be competitive and to adjust themselves to this reality through curricula, ways of teaching, and faculty development.

The preservation of the quality of the studies and training in the institutions of higher education is vital to the positioning of society in a dynamic world (Greenhow, 2011; Levin, 2011). In the global aspect it is possible to see that the processes ofglobalization caused the systems of higher education to be more uniform and "international" in their characteristics. The Bologna process enables the students to study in a number of institutions and countries on their way to the degree since there isuniformity in the different institutions. The universities hold programs intended for students from abroad (Lewin, 2010). Other universities have campuses in countries wherethe culture can be different from the culture existing in the mother university, and there are exchanges of lecturers between the countries (Tange, 2010). The technological developments change the nature of the teaching in higher education. There are massive open online courses (MOOC) learned through distant learning and Moodle, a system for the management of learning that accompanies the studies in the different courses. The attitude of the students to the learning in higher education is influenced also by the changes and developments. In the past, the academic studies were perceived as an essential station on the way to the acquisition of education and a better profession. Today, non-academic tracks of training that offer alternatives for the acquisition of a profession have developed. The young people painstakingly and critically examine the quality of theteaching and the degree of relevance of the contents learned to what occurs in the world outside of higher education (Almog & Almog, 2016; Fanghanel, 2011).

The role of the institutions of higher education is to create new knowledge and examine ideas. For this purpose, they must recruit and retain the best researchers in every field. However, in parallel, they must convey the knowledge onwards through quality teaching for the training of the future generations of researchers, to make certain that the graduates will be able to synthesize information and have the ability to think

independently. Therefore, the system of higher education has two primary roles: research and teaching. The tension between research and teaching is discussed by the Council of Higher Education and by the local institution. The institutions of higher education are required to ensure good education and good learning and to aspire to constant improvement (Henard, 2009; Henard & Roseveare, 2012). A research conducted at the University of England among 235 students found that half of the respondents experienced academic boredom periodically. The boredom derived from traditional lectures with the exaggerated and inappropriate use of PowerPoint. In a situation of boredom, the students reported that they dream and use social media (Sharp, Hemmings, Kay, & Murphy Elliott, 2017).

The tables of ranking of the academic institutions have great influence on the reputation of the institution. Regarding excellence in teaching, there is emphasis on the resources allocated to teaching on the part of the institution, the attitude between the number of lecturers and number of students, the reputation of teaching, and the range of students who learn in the academic institution. The reference to excellence in research is related to the number of citations, the quality of the research, reputation for tomorrow, and the revenues received by the academic institution from the research (Edwards, 2018).

Teaching has low priority in the academic world in comparison to research. However, a considerable time in the lecturer's role in the academia is dedicated to the teaching of the students and considerable resources are also devoted to the teaching. Research studies that examined the important criteria in the recruitment of lecturers, in the decision of promotion, and in the determination of tenure found that at the end of the 1970s the teaching was the important criterion and the research was secondary in importance, while from the end of the 1980s and the 1990s teaching is in second place and research and publishing are in first place (Euster & Weinbach, 1983, 1994; Gibbs & Locke, 1989; Miller, 1978).

The teaching hours of lecturers in higher education are determined according to the lecturers' ranking. As the lecturer's ranking is higher, the teaching hours are lessened. This rule is intended to ease the burden of the teaching of lecturers of higher rank so that

they have time for research. However, this conduct has created the image according to which teaching is not as important as research (Chen, 2001). Edwards (2018) notes that when today the promotion of a lecturer is discussed, emphasis is placed on the research activity, the number of publications, and the citations of the research.

Dunkin (1994) notes four reasons why research is more esteemed in higher education: (1) the reputation of an excellent lecturer is infrequently known outside of the institution where he works while the recognition of the lecturer as a researcher crosses borders. (2) The products of teaching are difficult to measure and quantify relative to the products of research. (3) The definition of effective teaching is different between the institutions while the standard of an excellent research is known and accepted in the world. (4) The technology of certain fields such as chemistry depends more on research and on institutions of higher education that have offered research since World War II. Therefore, the role of teaching is pushed aside. In addition, research allows for the payment of benefits from external sources and offers opportunities for researchers toserve in roles of counseling. The governments grant funding to the institutions of higher education based on the evaluation of the research products more than on the quality of theteaching activities (Fox, 1985; Young, 2006).

The European Commission (2013a) requires of the institutions of higher education in Europe to improve the quality of the teaching. This requirement led to the implementation of meaningful programs of training. The participation of the lecturers in these programs is a condition for obtaining tenure (Gibbs & Coffey, 2004). Many countries (USA, UK, Australia, Canada, Germany, Netherlands, and others) emphasize the quality of the teaching and its adjustment to the target community in the institutions of higher education through active participation in international organizations and are establishing centers for the promotion of the quality of teaching (ICED). In England the quality of the teaching constitutes an important component in the government financing of the institutions of higher education.

Every new lecturer at the university or college in England is required to participate in lengthy learning for a teaching certificate (HEFCE). The Center for

Teaching and Learning, Stanford University emphasizes the importance of the quality of teaching and notes the need for balance between research and teaching. In addition, the center proposes instructional sessions for lecturers to improve the quality of the teaching and the relevant reading material that provides tips for quality teaching (Hennessy, 2004).

There are international organizations that support the advancement of the quality of teaching in higher education with the goal of promoting higher education in the world. These organizations address the formation and assimilation of teaching practices.

The aim of the ICED, the International Consortium for Educational Development, is "to develop teaching and learning methods in higher education through international collaboration between existing national educational development networks" (Gibbs, 1993). The International Consortium for Educational Development was established in 1993, and it is the international voice for educational development in higher education. The members of the ICED are national organizations that engage in the development of staffs of higher education, and it includes 24 networks from different countries (Australia,Canada, Ireland, South Africa, Britain, the United States, Switzerland, Finland, etc.). The organization influences the development of the policy of higher education in the international aspect. This is done through development and shaping of innovative approaches to teaching, learning, and shaping of curricula, so as to meet the educational challenges of the 21st century (Green & Little, 2016).

The POD, the Professional and Organizational Development Network in Higher Education, is an international community for educational development. The community consists of more than 1,400 members around the world (United States, Canada, Australia, Europe, and Asia). The members are managers and staffs from Centers of Teaching and Learning in institutions of higher education, deans, students of advanced degrees, and others. The professional activities of the members of the PODs include activities for the improvement of the teaching and learning in higher education through staff development, guidance, improvement of the assessment of teaching, and organizational development. Like many professional associations, the POD enables the exchange of information and ideas, the development of professional skills, the research and discussion of topics of

education, and the sharing of expertise and resources. In addition, the network connects people with people and creates belonging and support (Professional and Organizational Development (POD) Website).

The International Committee for Improving University Teaching (IUT) has operated since 1975 and includes participants from six continents. Every year there is a conference in a different country. The IUT Committee examines topics relevant to the students, academic faculty, and higher education staffs and representatives of businesses and organizations that engage in higher education. The conference emphasizes dialogue and sharing between participants through lectures that inspire thought, interactive topic sessions, and workshops. The conference helps cultivate nonofficial relations in coffee breaks, lunches, and evening social events. The broadening online activity promises to supply additional resources for the community of international teaching throughout the year (IUT – Improving University Teaching Website).

Higher education in Israel is also influenced by the trends in the world. These trends have led to the expansion of post-secondary school education, which is expressed in the multiplicity and diversification of institutions of higher education and a great number of students who learn in these institutions. In light of this expansion, the Council for Higher Education in Israel promotes the topic of the quality of the teaching through the Centers for the Advancement of the Teaching existing in the different institutions. Israel is an active partner and member in international organizations for the advancement and improvement of the quality of teaching (Arum, Gamoran, & Shavit 2007; Council forHigher Education, Website, 2015; 2019).

1.2 Advancement of Teaching and Learning in Higher Education

The lecturers in higher education engage in research and in teaching. These two actions fill a central role in their work. However, the lecturers are not as ready for their teaching role as they are ready for their research role (Pleschová, Simon, Quinlan,Murphy, & Roxa, 2012; Rosado Pinto, 2008). The development of the research ability has formal accreditation: bachelor degree, master degree, and doctoral degree. The lecturers are required to present their formal degree when they are accepted to the

academic institution as lecturers. However, they are not required to present formal teaching credentials. They are not required to have a teaching certificate or to show that they have the abilities for teaching. For the most part, new lecturers are accepted to the academic institutions on the basis of their specialization in the doctoral studies. Some of the lecturers have already acquired a reputation and have become experts in their fields even before they began to teach in an academic institution. The lecturers who have a teaching certificate and pedagogical training who taught in schools have teaching skills, but these skills are suited for the teaching of children and not adults (Pleschová et al., 2012; Sogunro, 2015).

Lacking pedagogical training for higher education, the lecturers tend to base their teaching on their experience as students, and consequently the teaching methods are outdated and the focus is on the lecturer and not on the students' needs. The focus is on the content conveyed to the students and not on the understanding of the contents learned and the change of the students' knowledge. The feeling among the students is that this way of teaching is not relevant to their areas of interest and does not develop their knowledge (Pleschová et al., 2012).

Client orientation is the approach today in higher education in the Western world. The students today are defined as clients, and they consider it to be their right to receive quality teaching. In many countries in Europe, the tuition has increased, for instance, in England in the year 2012 the higher education institutions received permission to increase their annual tuition from 3000£ to 9000£. The government encouraged the student to be more involved in their learning experience, through the National Student Survey (NSS) (Bunce, Baird, & Jones, 2017).

The students invest time and money, and they want to know that the lecturers who teach them have pedagogical skills. The students expect to have a good learning experience that is expressed in the understanding of the learning material and they see thelecturers are responsible for this (Silander & Stigmar, 2019). The research of Sogunro (2015) found that the quality of the teaching is the most significant factor for academic learning and choice of the academic institution. Quality teaching is characterized by the

effective and efficient planning and organization of the lesson, the lecturer's knowledge of the contents, the use of modern technology, and the lecturer's personality, which includes interpersonal communication ability that entails listening, commitment, dedication, accessibility, empathy, use of humor, and enthusiasm.

Higher education is intended to create and disseminate knowledge, and good teaching is very important in the dissemination of the knowledge. Support and pedagogical guidance are important to lecturers in higher education since their expertise is for the most part in the content field and not in pedagogy and didactics. The role of the Center for the Advancement of Learning and Teaching is to help lecturers advance and improve their teaching, to cope with new teaching approaches, to diversify and enrich their teaching, and to make the learning effective and challenging. The centers in the different institutions have different names, such as Center for Teaching and Learning or Center for Faculty Development, and so on, but the nature of all the centers is identical (Wright, Lohe, & Little, 2018).

The centers constitute focuses of pedagogical innovation and engage in a broad range of solutions for academic faculty members, through the instruments required for the improvement of teaching and learning. The centers integrate technological aspects and pedagogical instruction. They enable instructors to think about new teaching approaches and to attempt new formats. The service is given individually or group, participation in learning communities (Lieberman, 2018; The Harriet W. Sheridan Center, 2020).

The focus in the centers changes during the years of activity, and this according to the process of assimilation in the institution and according to the needs of the faculty and the requirements of regulation. The process of assimilation includes mustering the different academic units and joint work with the managers and faculty of lecturers. Boston College's Center for Teaching Excellence in the United States, which was established in the year 2014, has experienced a change from support of technology and teaching and became a center that supports more general pedagogical interests, including technology. The changes were intended to express the goal of the center, to help the

faculty improve the pedagogy and know that technology is one component in the teaching (Boston College's Center for Teaching Excellence, 2020; Elon University, 2020).

With the start of the Center for Teaching and Learning at Dixie City University in Utah in the year 2014, a survey was conducted for the examination of the teaching styles among the lecturers. The results that were obtained showed that 75% of the lecturers reported a traditional approach based on lectures and lecturer-focused teaching. Thecenter manager decided to act to promote student-focused teaching. In the beginning the lecturers instructed how to use new technologies and today the approach is to help in the development of modules that engage in the improvement of the teaching through face-to-face workshops and online instruments. This approach is what is accepted today in most of the centers in the world. The challenge of the centers for the implementation of this approach is to create motivation to change among the lecturers (Lieberman, 2018).

The Center for Teaching Enhancement at the Groningen University in Netherlands requires all lecturers to be accredited for university teaching (UTQ). The University Teaching Qualification (UTQ) is proof of didactic competence for lecturers in academic education. Educational Support and Innovation (ESI) Staff Development section enables current lecturers and other University staff to improve their professional skills via workshops, courses, open days and tailored activities.

The results of the study indicate that observation is a tool for diagnosing and improving the quality of instruction. Through observation, the lecturer learns his own teaching practices. Can receive feedback on the implementation of his teaching methods and receive tools to implement different teaching methods. It is possible to discover and receive tools to communicate knowledge more clearly and acquire skills to connect with participants (Smit, Grift, Bot, & Jansen, 2017).

1.3 Characteristics of the Quality of the Teaching

The quality of the teaching is the key in the quality of the students' education. The quality of the teaching is the most significant factor in the choice of an academic

institution by the students around the world and constitutes the most significant factor in the learning (Sogunro, 2015). The lecturer's quality teaching has impact on the students' motivation (Devlin & Samarawickrema, 2010; Garrett, 2009; Soslau 2012) and has impact on the dropping out of students after the first year of studies (Hativa, 2010). The research of Pascarella and Terenzini (2005), who extend upon findings of previous research studies, found that the perception of the students of the teaching in the class as effective influences their perseverance in the studies in the same institution after the first year of studies. The quality teaching in the classroom influences the learning and the satisfaction of the students with the learning experience in the institution.

The issue that arises in reference to the quality of the teaching in higher education is whether the quality of teaching is universal in nature or depends on different characteristics of the context in which it occurs, such as the learning environment, the learners' characteristics, the field of the learning, and type of the educational institution (university, teacher training institution, college, etc.). According to Orenstein (1986) and Tuckman (1995), there is no sweeping agreement among the researchers on the nature of the quality of the teaching in higher education. There is agreement that quality teaching causes students to learn and to grow, and there is no uniform model that describes effective teaching (Cheng & Tsui, 1999; Wood & Su, 2017). The difficulty with defining quality teaching is both in the theoretical dimension and in the research dimension.

There are two main approaches in reference to quality teaching. The first approach is a product-focused approach, which defines effective teaching through the products of teaching – the students' achievements, the quality of the students' functioning with the end of their studies in the framework of their work. The approach is based on objective measures (Wood & Su, 2017). The second approach is process-focused. It defines the concept of effective teaching through the lecturer's characteristics – traits and teaching skills, as perceived by the eyes of the partners in the learning-teaching process. This approach is based on subjective measures such as evaluations of the students, the superiors, and the peer, and the self-evaluation of the lecturers. According to the product- focused approach, a lecturer is considered to be effective if the students have succeeded in attaining high achievements. According to the process-focused approach, a lecturer is

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considered to be effective if he is perceived as clearly explaining the material, diversifying the ways of teaching, and strengthening the students' ability. The prevalent approach today in higher education is the process-focused approach (Chen, Chen, & Chen, 2014; Gore, Smith, Bowe, Ellis, Lloyd, & Lubans, 2015).

Another indicator related to the quality of the teaching is the perception of the teaching. The perception of the teaching is divided into two categories: traditional teaching, which is 'teacher-centered teaching' or 'curriculum-centered teaching', and constructivist teaching, 'learner-centered teaching' (Stover, Heilmann, & Hubbard, 2018; Weimer, 2002).

In 'teacher-centered teaching', the lecturer is the supplier of knowledge, who is responsible for the building and transfer of the information when the students are passive. The main role of students during the lecture is to listen, to summarize the material that the lecturer conveys, and to note comments. The knowledge existing in the students does not receive a place during the lecture (Rogers & Freiberg, 1994).

'Learner-centered teaching' is based on the theory of social constructivism, which was developed by Lev Vygotsky (1978). Vygotsky maintained that the learners must be responsible for the building of their knowledge, and they cannot listen passively to the lecture given by the knowledgeable lecture (Stover, Heilmann, & Hubbard, 2018). 'Learner-centered teaching' is focused on the creation of a learning experience, and its objective is the understanding of the material learned by the student. The building of the student's knowledge is through the reference to existing knowledge. The lecturer's role is to be an instructor for the learning and not a giver of knowledge (Dole, Bloom, & Kowalske, 2016). There is no one model suited to all the lecturers, and there is no order of operations. The lecturer must make the decisions about the teaching practices. The lecturer must be attentive to students and tailor the teaching practices to the students' needs (Cheng, Tang, & Cheng, 2016; Kagan, 1992).

'Learner-centered teaching' is the perception of quality teaching in higher education in the 21st century. The lecturers must create a learning environment that enables the students' development (Blumberg, 2016). The quality of the teaching is the

key in the students' quality of education. The objective of education in higher education is to help the students to learn, to complete the degree, and to succeed with the end of their studies. To achieve this, the lecturers and the students must understand that it is not possible to see the teaching in its narrow sense, the holding of lectures, since it is not possible to teach the current generation as people learned in the past; the lecturers and thestudents need to understand that the responsibility for the learning is shared and the students' involvement in the learning process is required (Devlin & Samarawickrema, 2010; Doyle, 2011; Suskie 2015; Weimer, 2002, 2013; Zhu, Wang, Cai, & Engels, 2013).

The examination of the effective teaching resulted in an abundance of research studies that used a variety of methods: observation of excelling teachers (Hativa, Barak, & Simhi, 2001), evaluation of students of the lecturers' teaching (Marsh, 1984), analysis of the letters of recommendation the lecturers received (Lowman, 1996), and analysis of the events of effective teaching that were etched in the students' memory (Gilat, Brown, & Gennis, 2003). The product obtained from these research studies is a list of characteristics of good teaching that includes beliefs on good teaching and the skills and strategies the lecturers use during the lecture.

The teaching is an individual action of the lecturer that includes personal and environmental factors, the population of the learner students, and the learned content (Skelton, 2009). Consequently, the teaching is characterized by the need to cope with a variety of unexpected situations in real time. Therefore, the teaching is complex and obligates the lecturer to combine between the professional knowledge he acquired in the knowledge domain and his natural abilities so as to provide a solution to these situations The quality of teaching includes an interpersonal dimension and a didactic dimension (Kagan, 1992; Wood & Su, 2017). Gibson (2007) asserts that quality teaching requires of the lecturer social, educational, and technological skills. The social skills are so that he can communicate with different characteristics of students, the educational skills address the lecturer's desire for students and the learned material, and the technological skills emphasize the lecturer's ability to integrate technology during the lessons. Abdous (2001) addresses the teaching process in three stages. The first stage is the preliminary planning of the course and the lesson, and the second stage is the course of the lessons, when the

reference to the lecturer is to an instructor and the course of the lessons includes the interaction with the students. The third stage is feedback and reflection after the lesson. Fitzmaurice (2010) determines that quality teaching is associated with the lecturer's individual traits, his ability to deal with interactions and complex human systems of relations, and the ability to care for the "weaker" students. Harvey and Knight (1996) and Bain (2004) caution against the linkage between quality teaching and personal traits. They assert that the lecturer's personal style and perception of teaching are important. Itis important that the lecturers will have energy in the lesson, will have desire for the topics they teach, and will show their role as instructors of the students.

The findings of research studies carried out to examine quality teaching among lecturers and students indicate the relationship between the lecturer, the student, and the material (Williams, Nixon, Hennessy, Mahon, & Adams, 2016). This relationship includes a number of characteristics of quality teaching in higher education. The research of Wood and Su (2012) found that communication, a sense of humor, and willingness to help are the characteristics of quality teaching. The lecturer's mastery of the learned material, the clear message, the creation of interest, the creation of a challenge, and the relevance for the students were found to be important in the research of Williams et al. (2016). However, the way in which the messages were conveyed to the students wasmore important. The lecturer's ability to create a relationship with the students is important but is not the most important.

The excellent lecturers achieved effectiveness in different methods, but the common denominator among them is that they excelled in the clarity of the teaching and created a positive climate in the classroom (Hativa 2014). In the framework of the examination of the effective teaching in higher education in Australia, nine components were found: academic value, lecturer enthusiasm, organization and clarity, interaction in the group, personal connection of the students to the topic, coverage of the learning material, tests, load assigned to the student, and difficulty of the study material (Devlin & Samarwickrema, 2010). At Stanford University, in the framework of the promotion of the quality of the teaching, a document was released addressing the characteristics of effective teaching: what they do right during a lesson, the organization and clarity of the

study material, mastery of the material, display of dynamism and enthusiasm, creation of interaction with the group, and creation of a personal relationship with the students (Hennessy, 2004).

The interpersonal aspect was perceived both by the lecturers and by the students as most important to effective teaching. The components of effective teaching shared by the lecturers and students are: the supportive reference for the student, the high didactic ability of the lecturer, the organization of the lecture, the clarity of the messages, and the creation of interest in the lecture, so that the material will have value for the student (Hativa et al., 2001; Lowman, 1996; Williams, 2016).

The quality lecturer puts the student at the center, 'learner-centered teaching'. According to this approach, the lecturers must be more optimistic, take into consideration the student's needs, and hold effective communication that ends with more positive results of the learning (Reis, 2009).

1.4 Adapting Teachin in Higher Education to the Needs of Contemporary Students

To provide an answer to the students' needs and to provide "learner-centered teaching", the lecturers must know the characteristics of the target population in higher education, with reference to their being adult learners and the generation to which they belong, generation Y and generation Z (Shatto & Erwin, 2017; Sogunro, 2015). Most of the students who study in higher education belong to generation Y, the millennial generation, while the coming wave of students, generation Z, has begun to attend academic studies. Generation Y are people born in the period from the start of the 1980s to the end of the 1990s. Generation Z are people born in the period from the end of the 1990s to the middle of the 2010s. These groups have many similarities, but each one of them has unique characteristics that create challenges during the lessons in higher education (Shatto & Erwin, 2017).

Generation Y was the first generation which received the name the millennial generation. They were the first wave of the digital generation born into the world of

technology. The members of this generation are very competent in digital knowledge, feel comfortable in the use of the keyboard, and prefer it over writing in a notebook. They prefer reading from a digital book over reading from a printed book and are aware of the fact that it is possible to have a constant connection with family and friends at all times and in all places. Their circle of friends is virtual; they primarily cultivate their relationships on social websites. Their pace of life is fast, they adjust to changes, and theylive the day – they do not like planning for the long term. They are motivated by goalsand success. Work is very meaningful for them, and the family remains in the background. From their perspective, success, career, and money are the top priorities, since they have learned that this is what can advance them in today's consumer society (Carter, 2018; Chicioreanu & Amza, 2018; Tari, 2010). Generation Z is the most materialgeneration, technologically immersed, globally connected. This generation grew up into the digital era and uses technology in all areas of life. It is the first generation whose years of childhood were with the use of smartphones. This is the first generation that is truly global: ranging from the consumption of music, fashion, food, entertainment, and culture to the formation of relationships, globalization characterizes the culture and social life of members of Generation Z who experience in parallel uncertainty, fluctuations, complexity, and ambiguity more than did previous generations. This is the most material generation, technologically immersed, and globally connected, when the expression of these attributes is their lack of patience and their need for challenges and thrills Carter, 2018; Chicioreanu & Amza, 2018; Tari, 2010).

The professional literature notes that as learners, generation Y and generation Z have rapid response ability, aspiration for continuous and immediate interaction. They consider themselves to be expert and technologically capable, to have high expectationsof technology. They tend to independent or autodidactic learning and feel comfortable in visual digital environments. Moreover, they have the ability to multitask and are not dependent intellectually on teachers / lecturers, but appreciate lecturers who exhibit reliability and fairness, respect for others, and honest and open communication (Pérez-Escoba, Castro-Zubizarreta, & Fandos-Lgado, 2016; Schwiger & Ladwig, 2018). It becomes clear that the prevalent assumption regarding the new learners as having abilities and technological literacy is mistaken, since daily use of the Internet and smart

devices does not give abilities of communicational literacy and high order thinking without guidance and appropriate training. The digital divide is placed in this context because of the lack of digital abilities and not because of the lack of approach to devices or to the Internet. The literature indicates that the new learners are characterized by low information literacy, their speed of searching for information is at the expense of the evaluation of the information, they have little understanding regarding the information needs, and they lack effective search strategies (Boyd, 2014; Johnson, Adams-Becker, Estrada, Freeman, Kampylis, Vuorikari, & Punie,, 2014; Pérez-Escoba et al., 2016).

It is possible to see in the following figure the difference in the characteristics between the generation of the baby boomers (1946-1964) and generation Z (1997-2012).

Figure Number 1: Comparison between Baby Boomers and Generation Z

Baby Boomers	Generation Z
Preference for the verbal	Preference for the visual
Learning from sitting & listening	Learning from trying & observing
Teacher	Instructor
Content (what)	Process (how)
Curriculum-centered learning	Learner-centered learning
Closed book exams	Open book world

Source: Own elaboration based on literature review (McCrindle, 2009)

McCrindle (2009) proposes four principles of teaching in the digital era that also suit teaching in higher education. (1) Principle of realness. They must maintain a real communication style. They search for understanding and respect and give great importance to transparency. (2) Principle of relevance. The learned contents are required to be tailored to the students' areas of interest. But also the style of communication between the lecturer and the students is important. The lecturers' understanding of the students' communication styles will help the lecturers in their teaching practices. (3) Principle of responsiveness. Learner-centered teaching has four elements of positive communication: interest, instruction, caring, and inspiration. (4) Principle of relations- building environment. This principle addresses the openness and learning environment

that enable the students' involvement in the learned contents and their implementation so that they will encourage learning.

Lecturers must be aware of the factors of motivation among the students and also andragogy skills (in other words, how to teach adults) (Sogunro, 2015). The factors of motivation among adult learners are: (1) Quality of teaching. The adult learners have experienced more life experiences, and they cope with time constraints and socio-emotional barriers in comparison to children. Therefore, the approach to higher education needs to understand the complexity of adult life. The lecturers must be sensitive to the adult learners' needs and learning styles (Wlodowski, 2008). The research of Sogunro (2015) found that the quality of the teaching is the most significant factor in academic learning and in the choice of the academic institution. (2) The quality of the curriculum (in other words, course syllabus or contents) is critical for the adult's motivation. It is important to have information on the study track, its objectives, the outline of the studies, the summary of the topics that will be presented in the different courses, the times of the sessions, the expectations of the course, and the criteria for assessment. The course contents must be tailored to the students' needs (Sogunro, 2015). (3) Relevance and pragmatism – the relevance connects learning and reality. In general, adult learnersperceive learning as a means for the goal. Therefore, they evaluate the learning whether itprovides an answer to their needs, connects to their reality, and can be implemented. Thisteaching is not relevant and pragmatic and is perceived as abstract, boring, and theoretical(Apps, 1991). "Most adult learners have a practical reason for their learning. They wantto learn something that they can apply immediately" (Apps, 1991, p. 42). (4) Interactive learning classes and effective management methods include the organization of the class, realization of the expectations, and reciprocal fertilization among the learners. The long lectures bore the students. It is important to students to feel belonging to the learning group. This feeling increases their motivation to learn and makes the class a communityof learners. This behavior increases the students' motivation to participate. The lecturer must allow the students to discuss the issue, to ask questions, and to enable in-depth understanding. The students prefer the approach in which the learners are found in the center and are more involved in learning, in comparison to the traditional approach in which the lecturer is at the center. Cooperative relationships between the lecturer and the

students improve the motivation to learn. (5) Evaluation and immediate feedback (grades, oral and written comments) influence the motivation of adult learners. According to Toohey (1999), adult learners are motivated when they learn actively and receive immediate feedback since the feedback enables the students to examine their progress and academic achievements (Boud & Falchikov, 2007). (6) Autonomous learner. McKendry and Boyd (2012) emphasize the principles of independent learning development. Adult learners are autonomous in their learning needs. They have responsibility for their learning, and therefore they have the need for control over what and how they learn (Roberts & Pruitt, 2003). (7) Conducive teaching and learning environment. Toohey (1999) claims that "The atmosphere within the classroom or lecture hall obviously has an effect on motivation" (p. 17) and that an alienating climate where students feel that no one cares about them or feels to know about their attendance will undermine their motivation to persevere to learn. It is necessary to make certain that the environment is pleasant, the class will be clean, equipped (computer, digital projector), with heating or air-conditioning according to the temperature, seating arrangements with writing spaces, and a comfortable passage for students and lecturers in the entrance to and exit from the classroom, as well as wheelchair accessible classrooms and elevators and a pleasant space outside of the classroom, including views, flowers, and fountains. A pleasant environment enables better learning. (8) Academic counseling is essential to the preservation of the students' motivation. Academic counseling helps students in the selection of courses and in the academic recognition of previous academic studies and saves time and effort. Effective counseling increases the percentage of those who finish the degree.

Teaching is a main function in higher education. It is necessary to adjust the teaching to the 21st century, with the change in the role of the lecturer, from the role of exclusive responsibility to convey knowledge, to the role of the instructor, who mediates this knowledge for the students. There is room to recognize the students' characteristics, generation Y and generation Z, and to give room to their being adult learners through recognition of the knowledge they bring with them to the class and to help them combine this knowledge in the new knowledge that was acquired (Sogunro, 2015; Williams et al., 2016).

1.5 Evaluating the Quality of Teaching in Higher Education

Quality teaching is an objective among principals and policy shapers in the institutions of higher education. To achieve this objective, it is necessary to have assessment of the quality of teaching in an institution to give the lecturers information about their performances and to allow them to improve the teaching (Darwin, 2012). The evaluation of the teaching, in almost all the institutions of higher education in the world, is carried out using a survey, the Student Evaluation of Teaching (SET), also called course evaluations. At the end of every course, the students fill out an anonymousquestionnaire, the quality of teaching survey, which expresses the students' perception of the lecturer's teaching (Alderman, Towers, & Bannah, 2012). SETs include a series of "closed" questions for numerical ranking and "open" questions for writing verbal comments that engage in the course content and teaching effectiveness. The closed-endedquestions ask the students to rank certain statements on a Likert scale, which is generally five or seven levels, when the weight of the statements is identical (Kuzmanovic, Savic, Popovic, & Martic, 2013).

There is no uniformity in the questions of the survey between the different institutions; every institution builds the questionnaire for itself. Six elements that are generally included in questionnaires were identified: questions on the course content, questions on the teacher's communication abilities, questions on the interaction between the students and the teacher, questions on the course difficulty, questions on the workload, and questions on the student's self-evaluation. Faculty members do not participate in the process of the data collection, and they receive their results personally, only after they submit the final scores of the students in their courses (Gravestock & Gregor-Greenleaf, 2008).

A number of research studies have found that the desire for positive feedback in the SET sometimes causes the lecturers to reduce the level of difficulty of the course and the requirements from the students, so as to obtain a higher ranking in the survey. This conduct derives from the fact that the teaching evaluation survey results are used by the decision makers in the process of promotion and tenure of the academic faculty in higher

education (Boysen et al., 2014; Darwin, 2010; Lindahl & Unger, 2010; Stein, Spiller, Terry, Harris, Deaker, & Kennedy, 2012). Until the 1970s, the SET systems were intended primarily for feedback for the lecturer, to provide a summative appraisal of his instruction in the course. Since the 1970s, they have become an instrument that summarizes the performances to decide about promotion and tenure. The SET became the dominant and in many cases the exclusive indicator of teaching ability (Berk, 2005; Galbraith, Merrill, & Kline, 2012; Spooren, Brockx, & Mortelmans, 2013).

There is a gap between the objective of the student and the objectives of the management of the academic institution. The student cares about grades, and his aim is to obtain as high a grade as possible. The management of the academic institution cares about the learning, and the objective is quality teaching and learning (Braga, Paccagnella, & Pellizzari 2014). The students and lecturers in higher education are interested for the teaching to receive a high score. However, feedback from the students cannot be the single and decisive factor in the shaping of higher education. Research studies examined the reliability and validity of the SETs, and the results are not unequivocal (Zhao & Gallant, 2012). Many research studies found that the SETs are reliable and valid and commensurate with the students' learning and verbal comments and accordingly with additional assessment instruments, such as the evaluation of experts, peers, and ranking of graduates of the teaching quality (Gravestock & Gregor-Greenleaf, 2008; Kulik, 2001). Other researchers who carried out research studies that were spread out over many years (almost fifty years) found evidence of considerable bias in the use of SETs. In the year 1973 Naftulin, Ware, and Donnelly found in their research study that the students were satisfied with the lecturer despite the non-relevant and contrary content presented. This bias of SET was found in research studies that were held later. Rosen (2018) found a relationship between the ranking in the survey and the lecturer's physical attractiveness. Other research studies maintain that the results of SETs can be influenced by the biases, such as the number of students in the course, the hour at which the lesson is held (morning, afternoon, evening), the sex of the lecturer / student, the difficulty of the course, the type of the course (workshop, lesson), and the course for an advanced degree or bachelor degree. In addition, some assert that the students who fill out the SETs are primarily the students who are not satisfied with the lecturer's teaching (Laubsch, 2006;

Liu, 2012; Surgenor, 2013). Nargundkar and Shrikhande (2014) found that women lecturers, courses for advanced degrees, courses with a low number of students, and courses that are held in the summer semester received higher rankings.

The researchers are divided regarding advantages and disadvantages of the SETs. One of the prominent disadvantages is the low rate of response of students for filling out a SET. The survey is a summative appraisal, and therefore it cannot help the students who are filling it out personally, since it is not possible to use it for the improvement of the present courses but only future ones (Alok, 2011; Winchester & Winchester, 2012).In addition, the teaching surveys, SETs, provide the lecturer with statistical feedback of the students' evaluations. The lecturer sees his place relative to the comparison to his peers. Sometimes he also receives anonymous verbal comments that the students wrote. However, according to Hativa (2015), who extensively studied the field, the difficulty with these surveys is that the lecturers cannot generally identify themselves the weaknesses in their teaching.

Even when the lecturers are aware of their weakness, they generally do not know how to improve their teaching by themselves. Consequently, the gap between the existing situation and the desired situation does not lesson. Most of the research studies show that the feedback to the lecturers on their teaching on the basis of the survey of the end of the semester does not contribute on the average to a higher ranking of the lecturer in future courses (Hativa, 2013). Another advantage of the SETs that they do not identify precisely the lecturer's teaching ability since the student lacks a professional basis for evaluation and he does not know to give the lecturer practical instruments for the improvement of the teaching. Therefore, the SETs do not constitute a measure of the quality of the teaching but a measure of satisfaction of the students (Flodén, 2017; Hativa, 2014). In addition, Hativa (2015b) found that the faculty members in higher education tend to over-evaluate their abilities in teaching, their success in teaching that advances the students' learning, and their satisfaction. This appraisal was found to be not anchored in reality, and as such is not commensurate with the students' perceptions and the feedback given from the teaching surveys. Although the students were considered to have knowledge andunderstanding limited in the aspects of learning and teaching (Nilson, 2016; Stein et al.,

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2012), the institutions of higher education operate in a competitive environment in which the students are the clients. Therefore, it is necessary to refer to the students' satisfaction. The information from the SETs will allow the lecturers to focus on the topics important to the student and to improve their satisfaction while preserving an appropriate academic level (Ledden, Kalafatis, & Mathioudakis, 2011).

It is important that the lecturer will learn how to evaluate her teaching in a way suited to the students' perceptions, how to use different tools to identify difficulties in her way of teaching, and how to overcome the weaknesses that were identified in her teaching. Therefore, Hativa (2015) adds that it is important to add to the feedback given from the teaching surveys interpretation that will be given by an expert, such as a teaching consultant from the center for the advancement of teaching in the academic institution. It is important that the lecturers perceive the feedback they receive as meaningful and beneficial, so that the feedback will have impact on their performances. The lecturer's perceptions of the feedback and its contribution to the quality of the lecturer's instruction are influenced by her degree of participation in the evaluation.

In the framework of the centers for the advancement of the quality of teaching in the institutions of higher education in the world, the topic of the evaluation of the teaching by academic experts has gained momentum in the past two decades. The basis for the evaluation of the academic experts is observation of the lecturer's lesson. However, observation of a single lesson does not represent the teaching in the entire semester. Another approach of evaluation is a reflective approach that provides information and feedback to the lecturer on her teaching and enables improvement in feedback that the lecturer will receive in the survey of the teaching. The approach of scholarship of teaching and learning (SoTL) engages in the lecturer's methodical focus in the inquiry of teaching itself. There is learning about the teaching from observation of the teaching practices (Hativa, 2005). Because quality teaching is student-centered teaching the Information obtained from the students is needed is required (Dole et al. 2016; Ledden at al. 2011). It is important that the evaluation of the teaching quality will be carried out in a variety of qualitative methods, in addition to the quantitative rankings of the SETs (Hadad, Keren, & Naveh, 2020).

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1.6 Higher Education in Israel

Higher education in Israel started with the opening of the Technion in the year 1924 and the opening of Hebrew University in the year 1925. In the 1950s and 1960s another five universities were established: Bar Ilan University, Tel Aviv University, Haifa University, Ben Gurion University in the Negev, and the Weizmann Institute of Science. In the mid-1970s the Open University was founded. At the end of the 1970s the colleges for teacher training shifted from post-secondary school institutions to institutionsof higher education. In the second half of the 1990s academic colleges not supported by public budgets were opened. The opening of the colleges led to the broadening of the approach of many groups of population to higher education and the increase of the percentage of people with a higher education in the population. As a result of this expansion, the number of students studying for the bachelor degree increased threefold during the decade, from 56,000 in 1991 to 170,000 in 2002 (Ayalon, 2008).

Today the system of higher education in Israel includes 62 institutions of higher education that include: 8 research universities, the Open University, 20 academic colleges budgeted by the Committee for Planning and Budgeting (in the Council of Higher Education), 12 colleges with outside budgets, and 21 academic colleges of education. In the 2020 academic year a total of 313,600 students study in the institutions of higher education in Israel: 236,450 bachelor degree students, 64,180 master degree students, 11,870 doctoral degree students, and 1,100 certification studies students (Council for Higher Education, 2019).

According to the OECD ranking, Israel is in the second place in the world among those with a high school and higher education (ages 25-64) (OECD, Education at a Glance, 2019). In Israel, the Council for Higher Education, which was established in the year 1958, outlines the policy of the system of higher education, and the Committee for Planning and Budgeting is responsible for planning and budgeting it. They work on the development of research, teaching, promotion of quality and excellence, and making the system accessible to the entire population (Council for Higher Education, 2019).

In the year 2013, a committee was appointed to evaluate the quality of the teaching. In light of the conclusions of the committee, the Council of Higher Education adopted a number of steps. The first step was a survey that includes all the institutions of higher education in Israel. The survey engaged in the actions adopted in the academic institution for the evaluation and improvement of the quality of the teaching. In the survey, the institutions were required to report about their actions, according to the list of indices that address the processes of evaluation and improvement of the quality of the teaching. The measures included reference to the existence of a central organization responsible for the quality of the teaching and the learning in the institution, surveys of assessment of the quality of the teaching, and adoption of a main organization responsible for the quality of the teaching and the learning in the institution, surveys of assessment of the quality of the teaching and adoption of actions following the findings, technological support of the faculty, assimilation of innovations, etc. In 2014 the results of the survey were published. The survey found that in 23% of the institutions there was no organization in charge of the quality of the teaching and in a similar percentage there was not training for new academic personnel. In all the institutions, 100%, there was satisfaction among the students, but in 79% the results of the survey are not open sweepingly for all the members of the community. On the basis of the survey results, in the year 2015 the Council for Higher Education made the decision to present the results of the survey and the answers of the institutions on its Internet website, in light of the importance that the Council for Higher Education ascribes to the topic of the quality of the instruction and the making of information accessible to the public. For the Council for Higher Education and the Committee Planning and Budgeting the answers of every institution to the questionnaire will be an infrastructure for measurement and evaluation of the commitment of the institution to the improvement of the quality of the instruction (Council for Higher Education 2014).

In addition, the plenum of the Council of Higher Education decided for the first time upon basic criteria that obligate all the institutions for the improvement of the quality of the teaching. In every institution there will be an institutional mechanism, which is in charge of the professional training of the teaching faculty, the distribution of questionnaires for the assessment of the teaching in a regular manner at the end of the

course, a mechanism for the handling of the lecturers, when the results of the teaching surveys deviate consistently from the standard, an accessible system for the making of student complaints, a detailed system of syllabuses, arrangement of the behavior of the faculty with the students in topics associated with the teaching, and support of the faculty of topics of technology in teaching. The institutions will be funded by the Committee for Planning and Budgeting (Vatat) for meeting these criteria (Council for Higher Education, 2015, 2019).

The Centers for the Advancement of Teaching in the institutions of Higher Education in Israel connected in the year 2002 to a national forum, The Forum for the Advancement of Teaching in Israel. The Forum engages in the academic professional development in the field of academic teaching of higher education in Israel and the world. The Forum is an organization whose members are found in national and international organizations that address the promotion of academic teaching. The goals of the Forum are to advance teaching and learning, to encourage and cultivate cooperation between the Centers for the Advancement of Teaching in Israel, and to develop the staff of the Centers for the Advancement of Teaching through the organization of in-service training courses on topics associated with teaching, learning, and assessment. The goals are to deploy a central information website on topics of teaching and learning (under construction today), to organization an annual conference and study days on the topics of teaching and learning in higher education, to publish a newsletter, to encourage and support the research studies of the faculty members who engage in the field of teaching and assessment, to be members and to cooperate with national and international organizations that engage in the field, to cooperate with the Council for Higher Education in the fields of teaching and learning (The Forum for the Advancement of Teaching in Israel, 2019).

The Council for Higher Education sent in March 2019 to all the institutions of higher education in Israel a document that describes a model for the promotion and improvement of the quality of teaching and learning. The model includes three layers. The first layer is the report of every institution about its meeting all the standards for the promotion and improvement of the quality of teaching in the faculty, the holding of an

institutionalized and orderly mechanism for the refreshing and updating of curricula and syllabuses, training courses for new lecturers, training courses for lecturers, inclusion of the component of teaching in criteria for the promotion of lecturers, cultivation and assistance of weak lecturers in teaching, and integration of role-holders in the institutional mechanism responsible for the promotion of the teaching (in charge of the system of digital learning, in charge of the teaching resources, etc.). The second layer is criteria that when met enable designated budgets to be received. The institution mustmeet all the criteria in three of four areas: (a) training faculty, (b) questionnaires for the assessment of teaching and its management, (c) establishment of an institutionalized and orderly mechanism for refreshing and updating curricula and syllabuses, and (d) assimilation of models of innovative learning in the institution. The goal is to encourage activity on the topic of the quality of the teaching and learning in institutions of higher education. The third layer is the submission of proposals that will be evaluated on a competitive basis. The Council for Higher Education will call to encourage activity onthe topic of the quality of teaching and learning in the budgeted institutions of higher education. The activity includes a unique and innovative initiative that advances teaching,learning, and assessment in an era of a changing reality and applied research for the promotion of teaching, learning, and assessment (Council for Higher Education, 2019).

Chapter 2. Improvement of the Quality of the Teaching

The main means for the improvement of the teaching is feedback, which is given on the observation performed in the lesson. The teaching occurs behind the closed door of the classroom, the teacher teaches by herself, the students are the only witnesses of her quality of teaching, and the grades are the only measure of the quality of their learning. Taking into consideration that the teacher is the meaningful mediating link in the process of learning in the class, this isolation, this closed door, may constitute a barrier in the way of the teacher's professional development, a barrier with decisive influence on the quality of the learning and teaching in the class (Sullivan & Glanz, 2013). Hence, observation of the teaching in the class measures abilities and teaching practices that can be improved, changed, and preserved (O'Leary, 2020).

Lecturers in higher education also cannot generally identify by themselves the problems in their teaching, and even when they are aware of problems they generally do not know how to improve their teaching by themselves. Similarly, good lecturers who aspire to advance on the scale of excellence in teaching as perceived by the students do not know how to do so. Therefore, the observer offers the teacher another "pair of eyes" that looks at his ways of teaching. The feedback conversations, after the observation with an observer skilled and expert in pedagogy, advance another look of the teacher at her teaching (Foong, Nor, & Nolan, 2018; Hativa, 2005). It is important that the different means for the improvement of the teaching in higher education be provided by the Centers for the Advancement of Teaching that should operate in every institution (Hativa,2015b).

2.1 Interpersonal Communication in the Learning Process

Interpersonal communication between a lecturer and students is an essential condition for effective teaching (Jankowiak, 2015; Graham, 1997; Gruber, Reppel, & Voss, 2010). The assimilation of the desired messages in the lecturers is undertaken through six elements that are included in interpersonal communication:

- The sender – The lecturer is the source of the message and initiator of the communication.
- The message – All information obtained during the lecturers verbally or nonverbally.
- The channel – The verbal channel that addresses the content and the channel of the body language, including the tone of voice.
- The receiver – The student is the receiver of the message and responsible for the action of decoding.
- Noise – A factor that interferes with the proper transfer of the message.
- The context – The framework of the communicational interaction, in higher education the lecturers (Zamir, 2014).

Many of the obstacles to effective attention during the lecturer lie in the lecturer and in his way of conveying the message. These include noise in the form of a long and awkward message, ambiguity and internal contradictions, deficient logical sequence, monotonous and unimaginative presentation of the message, and ignoring the nature of the target audience (Hativa, 2014). Obstacles for attention lie also in the noises that derive from the students. However, a good lecturer who takes initiative to communicate better during the lesson can help in the process of attention through the organization of the lessons according to the students' needs, clarity of the messages, and display of interest in the target audiences, the students (Zamir, 2006).

In the student-centered approach, an effective lecture depends largely on the ability of the lecturer, who is the sender, to communicate successfully with the audience, the receiver. Therefore, it is important that the lecturer as sender will promote two-way communication, from the lecturer to the students and from the students to the lecturer. In many cases the communication from the students to the lecturer will not exist since the context is not sufficiently clear. Is it legitimate to ask, to stop the lecturer during the lecture? In addition, some students fear admitting that they do not understand the material and do not ask the lecturer and their learning is harmed. To create two-way communication that will contribute to the lecturer to be effective, the lecturer is required to know the students' characteristics, to understand their fears and concerns, and to

identify the factors that motivate them. It is important that the lecture be attentive to what occurs in the 'here and now' in the lecture, respond to the students' facial expressions, stop the lecture, and examine whether it is necessary to provide clarifications or answer questions (Zarraconandia et al., 2013).

Garrett (2009) maintains that the responsibility for the students' motivation is that of the academic faculty. He proposes three elements of interpersonal communication to improve the teaching found under the control of the lecturer and causing the increase of the students' motivation. The first element is value: the extent to which the lecturer communicates the value of the course to the students, the extent to which the students are aware of their ability to make use of the contents of the course in the short-term beyond the learning in the class. In addition, it refers to the extent to which the lecturer infects the students with his enthusiasm during the lesson. In other words, it is the value of the lesson in the lecturer's eyes. Does he teach to return to the research or teach so that the lesson has value in his eyes? The second element is self-confidence of the students. Sometimes the students are afraid of revealing their lack of confidence in their understanding of the material. The fear pertains to the fellow classmates or the lecturers. To raise the students' self-confidence, the lecturer must provide feedback during the lessons. The third element is class atmosphere. The goal is for there to be during the lecture an atmosphere of excitement and desire to advance in the material. It is necessary to avoid a situation in which the students sit bored and avoid eye contact with the lecturerand with the fellow classmates. The lecturer is required during the lecture to pay attention to noises that influence the atmosphere in the class and to change the atmosphere as necessary. The lecturer's improvement in one or more of the elements of value, student self-confidence, and class atmosphere, will increase the students' motivation to learn and consequently their learning.

Five dimensions relating to interpersonal communication were defined as important by both students and lecturers (Garrett, 2009; Hativa, 2005; Reis, 2011).

1. Organization of the lesson. Students know what has been learned until now, what is being learned now, and what will be learned in the next stage. In addition, the time spent on the lesson is utilized well for learning. The organization of the

lesson by the lecturer helps the students remember and understand the material and gives them confidence.

2. Clarity of the messages. The lecturer presents clear and understandableexplanations that enable students to understand what is learned and to perform thetasks and assignments required in the lesson and between the lessons.

3. Creation of interest. The lesson is interesting and strengthens attention and concentration. The lecturer succeeds in preserving students' concentration and their involvement in the learning during the lesson through a variety of techniquesand behaviors such as diversifying the teaching methods, changing the tone of speech, moving around in the room, and giving examples.

4. Contact with the target audience, the students. The lecturer responds to what is happening in the "here and now" to create a positive and pleasant atmosphere. The lecturer is attentive to the verbal and nonverbal (body language) messages of the students and holds positive and beneficial interactions with students, such as encouraging them to ask questions and responding adequately to their questions.

5. Creation of value. The students understand the value of the course and its contribution to their knowledge and are aware of their ability to implement the learned knowledge outside of the class.

The following figure shows the five dimensions of interpersonal communication in teaching in higher education, which were found to be meaningful both for the lecturers and for the students.

Figure Number 2: Five Dimensions for Efficiency in Interpersonal Communications in Higher Education

Interpersonal Communication

Organization of the Session	Clarity of the Messages	Creation of Interest	Contact with the Target Audience	Creation of Value
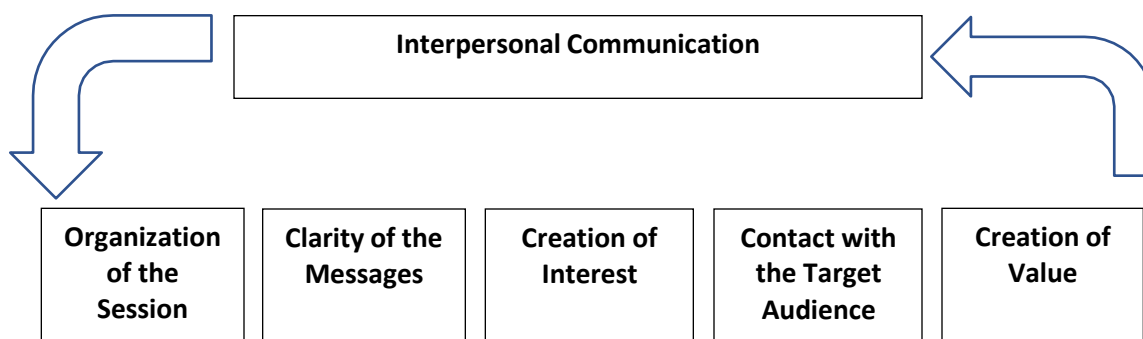
Source: Own elaboration based on literature review (Garrett, 2009; Hativa, 2005; Reis, 2011)

Interpersonal communication is a skill required from lecturers to convey the desired meaning. In the information world of today, the attention and patience of the audience have changed dramatically. There is far more "noise", and the lecturer needs to know how to capture the audience's attention and retain it over time (Zamir, 2006, 2014).

2.2 Feedback in the Learning Process

Feedback is the exchange of information between two or more people based on data. Feedback constitutes a response to an action that has the goal of providing awareness, understanding, and information on the performed action. The response may include explicit or implicit, direct or indirection evaluation. Feedback is an essential component in all communication between people, and it is a vital means for all learning (Arharad, 2010; Harpaz & Buzu-Shwartz, 2013; Wisniewski & Zierer, 2019). Feedback addresses the closing of performance gaps through information provided by an agent, such as a professional factor, a teacher, a colleague, professional experience, a book (Hattie, 2009, 2012). Wager and Wager (1985) address all information that is given to learners as feedback.

The goals of feedback are similar among the different researchers. Christensen-Salem, Kinicki, Zhang, and Walumbwa (2018) define that the goal of feedback in the learning process is to improve the learner's functioning and give him the approach of "I

can do this". The main goal of the feedback is to preserve or change the person's learning or performance and to help the person draw closer to the desired results (Mory, 2004). The feedback constitutes a main component in the achievement of self-awareness and facilitates success. Lombardo and Eichinger (2001) in their book *The Leadership Machine* describe six main sources of personal growth, when feedback is one of them. Many research studies have been performed on the feedback given to teachers and students in the educational frameworks. It is very important to give feedback to teachers and lecturers, since they too need feedback, like any other professionals. Research studieshave found that feedback for teachers helps them improve their skills in that it identifies their strengths and weaknesses in teaching (Brooks, Carroll, Gillies, & Hattie, 2019; (Hattie & Clarke; 2018; Hattie & Timperley, 2007).

Feedback constitutes the basis for the teacher's assessment, and it is possible to differentiate between two approaches to assessment, summative assessment andformative assessment. Summative assessment provides information that summarizes the teacher's performances in the past. The feedback is given at the end of the performance of the task, at the end of the process of teaching and learning. Formative assessment is developmental and aspires to help the teachers improve their teaching practices. This approach reflects a process of assessment performed "for the teacher". In this type of assessment, the feedback includes an emotional aspect and a social aspect, and therefore two-way feedback is more suitable than one-way feedback, a monologue of the person providing the feedback, which addresses the person receiving the feedback as a passive learner (Boud & Molloy, 2013). Two-way feedback, dialogic feedback, helps to initiate a conversation on teaching and learning. The teachers tend more to reveal their weaknessesout of an expectation that the exposure and the conversation about their abilities will contribute to their professional development. Therefore, the feedback includes an emotional aspect and a social aspect and can improve not only the teaching and learning but also the satisfaction with the work. The feedback is perceived as valuable, and its aimis to help the person receiving the feedback improve. It has influence on the sense of satisfaction, which influences the performances (Binkley, Erstad, Herman, Raizen, Ripley, Miller-Ricci, & Rumble, 2012; Scriven, 1967; Wisniewski & Zierer, 2019).Effective formative assessment depends on the cooperation and motivation to learn of the

teacher who is receiving the feedback (Brookhart & Moss, 2015). However, many teachers shy away from the process, feel threatened while receiving feedback, and sometimes even object to its existence. This reluctance is evident in research studies (Gorbatov & Lane, 2018). Therefore, the process of feedback must be managed well, from the stage of the planning to the implementation. It is important that the feedback be based on proven criteria of quality teaching and not on the teacher's personal experience. The feedback criteria must address behavioral aspects and not personality aspects. The criteria must be predefined transparently with the feedback recipient. The feedback is supposed to be based on evidence and essential information that addresses the advancing behaviors and the inhibiting behaviors, in order to enable behavioral change to the teacher's professional development (Wisniewski & Zierer, 2019). In formative feedback, it is recommended to separate between feedback and assessment by the superiors in order to recruit the teacher, the feedback recipient, to the formative process. It is important to mediate the advantages of feedback and emphasize that the goal is professional development. The feedback must be relevant and suited to the teacher's needs, with goals defined transparently with the teacher, defined in time, and providing information what to do in the next performance and how to do it, or in other words, there must be reference to the future (Bangert-Drowns et al., 1991; Gorbatov & Lane, 2018; O'Donovan, den Outer, Price, & Lloyd, 2019). In addition to the technical aspects and the relevance, it is necessary to address the feedback recipients' emotional responses. The dialogue enables reference to the emotional aspects. The feedback must include explanation and support in all that pertains to the interpretation of the data and the future implications of the feedback on the future performances (Sadler, 2010).

2.3 Reflection in the Learning Process

The concept of reflection originates in Latin and means "looking back", or in other words, observation. Reflection is thought, idea, or opinion that is an outcome of a cognitive process to achieve a goal. This definition addresses the process itself and the outcomes of the process. Reflection is the ability to link between the person's different experiences and to examine them. This is an important human activity, in which the person muses about his experience, evaluates it, and learns from it. Reflection means

observation of an action while performing it. This is a dual action, which creates a space between the experience and its explanation. It is the direction of attention inwards and outwards to examine the experience from up close. In this space, the awareness acts to create relationships, context, and meanings. This is its importance in the learning processes (Kedem, Bochblater, & Freund, 2012).

John Dewey, one of the first of the researchers who addressed reflective practice, noted that reflective thinking is linked to a situation of doubt, hesitation, confusion, or mental difficulty, in which thinking is created. In addition, this is an act of searching, disputing, or undermining, in order to find a solution for this doubt, intended to solve the confusion (Dewey, 1933).

There is no uniform model or clear definition of the concept of reflection. There are many meanings to reflection, and therefore it is difficult to phrase it in an operative manner. Many researchers note that a uniform definition and a defined model are essential to improve the development of the practical implementation of reflection. However, most of the researches indicate reflection as a process, in which the individual is involved in interactions of listening, criticism, research, and iteration, with his thoughts and actions, in order to change them and to change himself (Nguyen, Fernandez, Karsenti, & Charlin, 2014).

Reflection is a certain type of thinking, which is different from other processes of thinking. It includes five essential components, which enable the reflective thinking process: (1) thoughts and actions, (2) processes of profound critical research iteration, (3) framework of principles, (4) view of change, and (5) the self. According to Nguyen, Fernandez, Karsenti, and Charlin (2014), reflection is a "process of engaging the self in attentive, critical, exploratory and iterative interactions with one's thoughts and actions, and their underlying conceptual frame, with a view to changing them and with a view on the change itself".

Reflection has become a key word in the learning process of professionals, including educators, who perform reflection in a regular manner in order to improve their future behavior. Reflection enables professionals to learn from their personal experience

in a conscious and systematic manner (Van Woerkom, 2003). Dewey (1933) held that reflective action is vital to educational action and includes a process of re-thinking, which is active and is necessary in all that is related to the development of the belief or practice that guides the teaching work. In this process there is a need for openness, innocence, and responsibility.

In the following figure, Korthagen (2001) describes a circular model of reflection in five stages. The ALACT model consists of the following five stages: (1) **A**ction, (2) **L**ooking back on the action, (3) **A**wareness of essential aspects, (4) **C**reating alternative methods of action, and (5) **T**rial.

Figure Number 3: The ALACT Model of Reflection
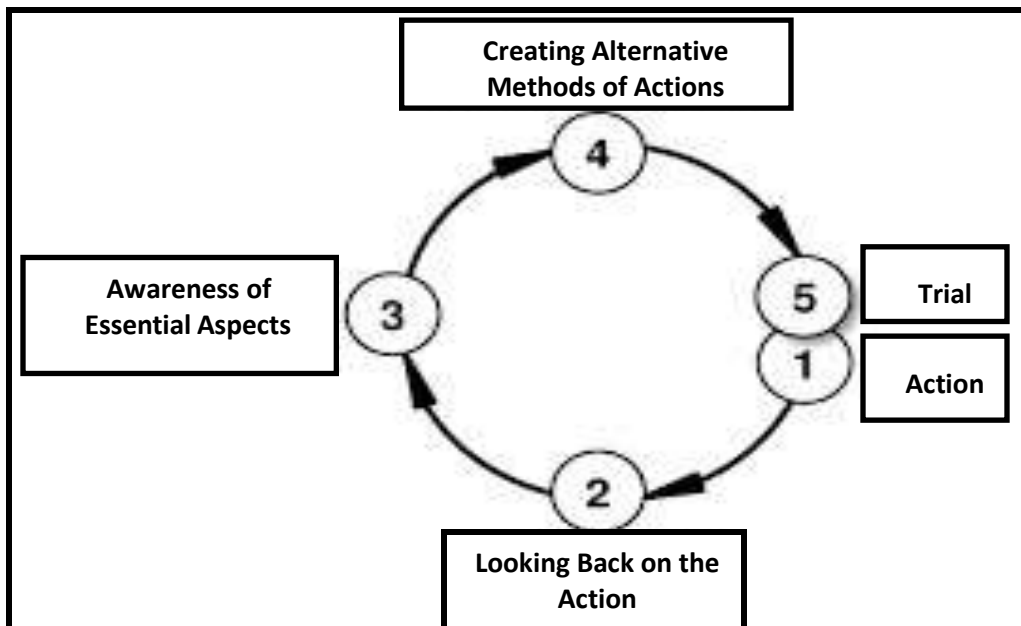
Source: Own elaboration based on literature review (Korthagen, 2001)

In the first stage, the focus is on the action carried out in actuality that we want to examine and research. The reference is in the rational aspect; in stages 2 and 3 there is reference to the emotional and motivational aspects. In stage 2 there is reference to the occurrence during the action in the lesson. What the teacher thought, felt, what is the message conveyed to the students, how they felt, and so on. In stage 3 there is reference to the awareness of all the vital aspects in the work that enable the teacher's insights, and

in stage 4 the teacher acts in another way that will advance her. Reflection in this model is aimed at meaning, aimed at the understanding of processes and action-directed reflection. Frequently there is a leap from stage 2 to stage 4, and the reflection is focused on action. When they skip over the stage of self-awareness, they skip over what is the most important, the insights. They jump to the solutions without reaching a deeper understanding of the meaning of the situation, the action. Stage 5 constitutes an action in itself, and therefore there is the return to the first stage in a process of iteration.

The ALACT model is effective as a model that describes a process. However, it did not help the teachers in knowing what to think about. For this purpose, Korthagen developed a new model in the year 2014, which emphasizes the vital awareness of the meaning-directed reflection. The model is called the 'onion' model because of the layers of meaning that it includes. The model helps the educator know what to do the reflection on in order to deepen the reflective process.

- Environment layer. Every factor outside of the person, the class system, the topic of the learning, the school culture, norms of the educational framework, and so on.

- Behavior. The teacher's actions, ways of action, and the way in which she deals with the challenges in the environment.

- Competencies. The teacher's efficacy to act.

- Beliefs. The teacher's beliefs regarding the situation she deals with, the teacher's assumptions regarding the outside world, which generally exist in the unconscious.

- Identity. The teacher's assumptions regarding herself, her perception of selfhood, and the professional role in which she sees herself.

- Mission. Inspirations that influence the teacher, the factors that give meaning to her work and life. This layer addresses the person's ideals.

The goal of the model is to spark the awareness of traits such as enthusiasm, curiosity, courage, decisiveness, openness, flexibility, and so on. These traits will lead to profound meaning in teaching. Therefore, it is necessary to include more internal layers in the reflection process (Korthagen, 2014).

Reflection is aimed at the development of critical thinking, through the teacher's internal observation and deployment of processes of self judgment and criticism of the teaching actions that she performs. This critical look makes the teaching into a considered cognitive action. In addition, this look prevents impulsiveness, routine repetition, or performance of an activity with a purely technical character (Nguyen, Fernandez, Karsenti, & Charlin, 2014). The reflection in teaching can be carried out during the action(reflection in action) or on the action (reflection on action). Reflection in action isperformed during the lesson as a response to an event that occurs during the lesson. This reflection is performed on the level of the individual. Reflection on action is a process of critical thinking on events that occurred during the lesson. This reflection occurs both asa process of critical thinking and with the mediation of another person (Schön, 1983).

2.4 Observatio of a Filmed Lesson as a Basis for a Feedback Conversation

The use of filming lessons as an observation tool to improve teaching quality has greatly developed in recent years, following the dedicated efforts in understanding teaching, the knowledge of lecturers, the dynamics of lessons, in different content areas, and so on (Borko, Koellner, Jacobs, & Seago, 2011). Research from recent years indicates the possibilities of the beneficial use of tapes of lessons as a professional learning opportunity for lecturers, but that this also has limitations and even risks. The introduction of a camera into the lesson can influence the processes that occur in it and sometimes even disrupt the learning process. However, the tapes of the lessons can be a means of learning and improving the teaching. The tapes of the lessons, like feedback on teaching quality, do not directly promote teaching but may promote reflection on the teaching. Filming can provide a more reliable source than memory for the lecturer's reflection. Teachers who performed reflection through lessons filmed in video report that they recall during the lesson their previous video films and can reflect during the action more effectively (Tripp & Rich, 2012).

In addition, filming enables information on the teaching to be obtained from other professionals, supportive feedback intended to increase a desired behavior, and corrective

feedback intended to change behavior that is not effective through alternatives to achieve the desired behavior (Tlanker, 2013).

Feedback is a response to an action that has the goal of providing awareness, understanding, and information on the performed action. The goal is for the feedback to help reduce the gap between the existing situation and the desired situation (Arharad, 2010). Reflection is not only observation, but also the creation of a delayed space between the experience and its explanation. In this space, reflection means observing the action while doing the action.. This is a dual action, which preserves the dual movement of directing attention inwards and outwards and distance from the experience while examining it up close. It is the act that exists between knowledge and not-knowledge. Reflection is also acting to create relations, context, and meanings. In this lies its importance to the processes of learning and change (Kedem, Bochblater, & Freund, 2012).

By using films for the lesson observation instrument and feedback conversation, it is possible to preserve behaviors that promote interpersonal communication and to change a lecturer's behaviors that make interpersonal communication difficult (Glickman, 2002, pp. 24–25). Using the tool, it is possible to provide the information required by the organization on the lecturer's professional development (Moffett & Zhou, 2009, pp. 9–13; Sergiovanni & Starratt, 1998). Despite the concerns, many lecturers expect that their work will be assessed, observed, documented, and commented upon (Cortland, 2010).

Sullivan and Glanz (2013) found that the improvement of school teaching depends on teaching observations and the feedback conversation about the observed lesson. The study of Taylor and Taylor (2012) found that teachers changed their teaching from the feedback discussions that took place after an observation. Therefore, it is advisable to examine the impact of feedback after observation among higher education lecturers.

2.5 The Feedback Conversation – A Dialogic Feedback Conversation

The feedback conversation is a process of interpersonal communication that includes dialogic interaction to increase the awareness of qualitative performances (Blair & McGinty, 2012). The concept of dialogic feedback has developed in recent years, and it constitutes a means for personal development out of the shared understandings (Carless, Salter, Yang, & Lam, 2011). A dialogue is a mutual conversation between two or more people. The word dialogue is composed of the Greek works *dia*, meaning way, and *logos*, meaning word or speech. "Dialogue is any interaction through language (or other symbolic means) between two or several individuals who are co-present" (Linell, 1998, p. 13).

Dialogic feedback is an interpersonal encounter in which the participants think and reason together. The mutual interpretations enable shared understandings that encourage opportunities for personal development (Blair & McGinty, 2012). Accordingto Linell (2009), the dialogue is not only in the interaction with others but also with the self, an internal, intrapersonal dialogue. A dialogic feedback conversation gives room for self-expression both of the feedback recipient and of the feedback giver. The feedback recipient presents his experiences and thoughts, and the feedback giver in parallel presents his experiences, thoughts, and statements that become open and available to the feedback recipient. This conduct advances learning but awakens pleasant and less pleasant feelings in the feedback recipient (Carless et al., 2011; Linell, 2009). Sometimes the feedback recipients perceive the assessment given in the feedback conversation as related to their personal identity, and this can cause a feeling of anxiety, disappointment, and failure (Crossmann, 2007). Boud and Falchikov (2007) maintain that emotionalresponses are a function of the system of relations between the feedback giver and the feedback recipient. The role of the feedback giver is dual; he must support and assess.The feedback giver must be aware, display sensitivity to the feedback recipient's emotional responses (Carless, 2006).

Therefore, there is the need for the implementation of guidelines for an effective feedback conversation that includes the following elements. Following these guidelines

can protect lecturers and the person providing the feedback from doing it incorrectly and ineffectively (Gotterman, 2007, 2010).

- Trust. Transparency in the process, discretion, separation between the assessment process, and the growth and cultivation of skills for effective communication in teaching.
- Consistency. Use of the tool of observation and conversation at set periods of time, memorandum of the understanding the importance of the process.
- Empathy. Understanding the objective difficulties of the lecturers and the complexity of managing the lesson, aspiration to create positive and growing experiences.
- Knowledge of interpersonal communication. The observer must recognize approaches of good interpersonal communication.
- Growing language. Use of empowering words (success, planning, achievements). Expressions that focus the conversation on the speaker and not on the lecturer will be removed from use ("I enjoyed", "I liked", etc.), as well as statements such as "If I were in your place", "If you had done …", and "it was possible to do…"

Dialogic feedback is formative feedback intended to help the teachers improve the quality of their teaching. The success of the process depends on the feedback recipient's cooperation and motivation to learn (Brookhart & Moss, 2015). Cooperation and motivation to learn will increase from the understanding that the partners in the feedback conversation are equal in their right and ability to contribute to the process out of knowledge and experience, regardless of their role and professional status. The participants in the feedback conversation are partners in the choice of the issues for discussion, with reference to their strong and weak points and the process of decision making following the feedback conversation. The dialogic feedback conversation facilitates the improvement of the teaching for teachers since it integrates feedback with reflection (Steen-Utheim & Wittek, 2017).

2.6 The Learning Cycle of Kolb as a Basis for Adult Development and Learning

The Experiential Learning Theory (ELT) of Kolb relies on the theories of learning and development of John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, William James, Carl Jung, Paulo Freire, Carl Rogers, and Mary Parker Follett. These researchers attributed to the experience a main role and maintained that it is necessary to provide the learners with a direct and experiential meeting with the phenomenon (Kolb & Kolb, 2007). Kolb defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p. 41).

The theory of Kolb (1984) sees the experience to be the source of learning and development of adults. It has six aspects.

1. Meaning learning is a process with the learner's involvement and providing effective feedback. "Education must be conceived as a … continuing reconstruction of experience … the process and goal of education are one and the same thing" (Dewey, 1898: 79).

2. All learning is new. The learning process collects from the learners the ideas, beliefs on the learned topic, and these are integrated in the new ideas of the learning.

3. The differences of opinion and conflicts motivate the learning.

4. The learning is a holistic process of adjustment to the world. The combined performance of the person includes thinking, feeling, perception, and behavior.

5. The results of the learning are new concepts and the adjustment of existing concepts to a new experience.

6. Learning is a process of the creation of knowledge.

Experiential Learning Theory (ELT) proposes a constructivist learning theory, according to which the knowledge is created with the learner and from his knowledge. This theory is in contrast to the model of "transfer" in learning, when the person teaching conveys the learning material to the learner (Kolb, 2005).

The Experiential Learning Theory (ELT) addresses fundamentally the cognitive processes that characterize learning. According to Kolb, learning is an abstract process in which there is the building of concepts and perceptions of their implementation in a flexible manner in new situations. Learning is a process in which knowledge is created through the transformation of the experience. The fundamental assumption on which the Learning Cycle of Kolb is based is that the concrete and experiential experience alone is not enough to bring about meaningful learning. There is a need to carry out reflection on the experience in order to perform generalizations and to phrase concepts that it will be possible to implement in a new situation. The new learning will meet the test of new situations through the learners' ability to connect between the theory and the action through actions of planning and doing, with the use of reflective processes (Kelly, 1997; Kolb, 1984).

In Kolb's learning cycle the four stages develop from one another: experience, observations and reflection, building of abstract concepts, and use of concepts in new situations (Kolb, 2005; Kolb & Kolb, 2007).

- Concrete experience. It is necessary to offer the learner experience with a new situations or familiar situation that necessitates investigation and further interpretation. It is important that the experience be meaningful with emotional connection to the learner.

- Reflective observation. The learner observes the situation reflectively and examines it. The learner asks himself questions on the occurrences he wentthrough in the process of the experience and attempts to understand them. The learner can be helped by the group of peers or a professional factor.

- Abstract conceptualization. The learner is required to carry out processes of reflection and information processing that lead to the building of new ideas, to the change of existing perceptions, to the building of generalizations, and to the extension of the meaning of concepts. In this stage, the instructor's help is required to help the learner surface, focus, and conceptualize the insights.

- Active experimentation. Using the acquired insights, there is experience in a new and unfamiliar situation, with the realistic conditions of time and place. The goal

is new behavior from knowledge and new insight. In this stage, there is a combination between the implementation and experience of the learner.

Meaningful experience according to Kolb occurs when learners undergo cognitive processes through the four stages in the cycle (Figure Number 4): concrete experience, observation, and reflection on the experience, building abstract concepts (analysis, synthesis, and generalizations), drawing conclusions, and last, use of knowledge and new perceptions to examine and attempt new situations.

Figure Number 4: The Experiential Learning Cycle
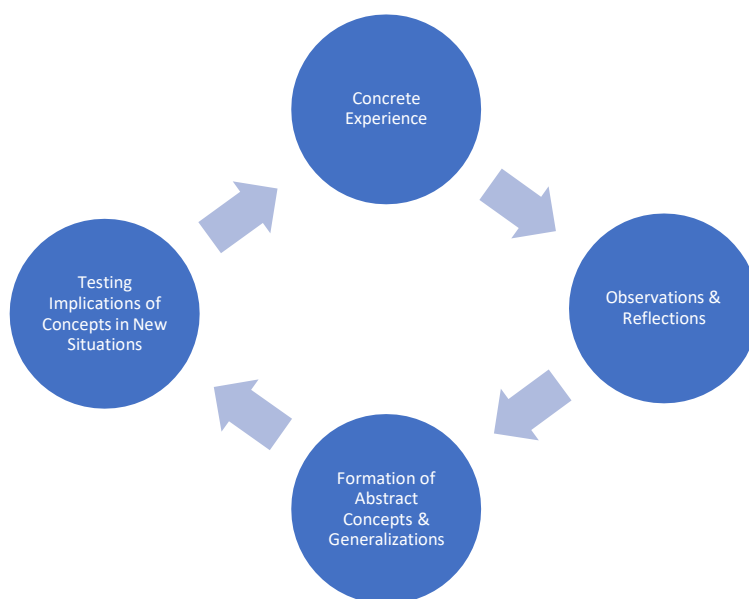
Source: Own elaboration based on literature review (Kolb, 2005)

All these processes are integrated in that each one of the stages is supported by the previous one and feeds into the following one. It is possible to begin the cycle in each one of the stages in the circle and to continue sequentially the stages during the learning process. However, for meaningful learning to occur, it is necessary to enable the learners to implement all four of the stages of the model. Movement in the descriptive lines of the learning cycle in a clockwise manner reveals four stages in the learning (Figure Number

4). For the four stages to be effective, it is necessary to create for the learner a safe and supporting space that is also challenging. The learner is responsible for the learning, but it is necessary to give the learner the space to practice so that the learner can improve and see the change.

The processes of learning that occur from the stage of concrete experience to the stage of reflective observation (first quarter) emphasize the person's emotional-experiential connection to the task. The learning processes that occur from the stage of reflective observation to the stage of building the perception (second quarter) emphasize the structuring of the theoretical concepts, perceptions, and models. The learning processes that occur from the stage of the building of the perception until the stage of the active examination (the third quarter) emphasize implementation and practice. The learning processes that occur from the stage of active examination until the stage of reflective observation (fourth quarter) emphasize integration of both the implementation and the experience (Kolb & Kolb, 2007).

In ELT the development of adults occurs through learning from experience and is based on the idea that the experiential learning cycle is a learning spiral. The reflection on the experience acquires meaning through thinking and becomes through action a new, richer, and broader experience. The cyclic nature enables the continuation of the investigation and thus development.

The Educator Role Profile (ERP) describes four role positions – instructor, expert, evaluator, and coach. The learners need the four role positions in the four stages of the experiential learning cycle. The role of the instructor, through the creation of the interpersonal relationship, helps the learner define his areas of interest, connect to the experience, and ponder it. The role of the expert is to help the learner connect the reflection with the knowledge basis of the topic, sometimes they teach a certain topic, they organize the knowledge in the topic in a methodical manner. The role of theevaluator is to define the knowledge requirements in order to achieve quality of performances. They create performance activities for the learner for the evaluation of his learning. The role of the coach helps the learner implement knowledge and achieve the

objectives through a cooperative and encouraging style. Frequently they work individually with the learner to help him learn from personal experiences. They help create a personal development program with feedback on the performances (Kolb &Kolb, 2007).

2.7 Professional Development in Teaching

The professional development of teachers (PD) is intended to improve the teachers' knowledge and abilities. The PD constitutes an important strategy for ensuring the quality of the teaching as a process with the aim of identifying what the teacher lacks,what her weak points are, and how to improve them (Nias, 1996). This process constitutes an important strategy for ensuring the quality of teaching since it is intendedto help teachers learn and improve the pedagogies required in learning skills of critical thinking, complex problem solving, effective communication, and self-direction.However, research studies have shown that many PD initiatives are not effective in the change of the teachers' way of teaching (Darling-Hammond, Hyler, & Gardner, 2017). The lack of effectiveness of the initiatives derives from the fact that the focus in the teachers' development is on the cognitive aspect.

According to Hoekstra (2007), "*it is remarkable that research on teacher learning is mostly concerned with teachers' change in cognition as if behavioral change automatically follows from a change in cognition.*" (p. 116)

The gap between theory and practice in the development of the teachers' teaching was noted by Dewey in the year 1904. The change in teaching did not succeed since the question was how the practice could better connect to the theory. Recently, researchers considered changing the order and linking the theory to the practice (Korthagen, Loughran, & Russell, 2006). The teachers' behavior is a mixture of the teacher's cognitive and emotional aspects and motivation. In the teacher's professional development, it is important to refer to the relationship between the practice and the theory, but it is also necessary to refer to the intrapersonal relationship of the teacher withherself, the person she is (Kelchtermans & Vandenberghe, 1994). Although it seems that the teachers' behavior and learning occur in an unconscious manner, in-depth reflection

is an important instrument in the creation of productive relationships between practice, theory, and the person.

Effective professional development is defined as structured professional learning that leads to a result of changes in the teaching methods and improvements in thestudents' learning outcomes. A review of programs of professional development found seven shared and extensive elements of effective professional development (Darling- Hammond, Hyler, & Gardner, 2017; Desimone, 2009):

1. Content-focused. PD that focuses on teaching strategies how to teach the contents according to the curriculum. The support of the teachers needs to address the framework in which the teacher teaches and to adjust the program and how the messages are conveyed according to the characteristics of the students in the class. The content and support of the teachers' learning are in the framework of the class relationship of the teachers. This element includes intentional focus on the development of specific curricula and pedagogies in fields such asmathematics, science, and literacy.

2. Incorporates active learning utilizing adult learning theory. In the planning of the PD, it is necessary to address the way in which teachers learn and what they learn. The teachers are adults, and therefore it is necessary to develop the teacher's abilities, with the use of a constellation of different methods and tools. In effective professional development, the focus is on active learning that includes interactive activities and strategies of in-depth and focused professional learning that include feedback and reflection. This approach is different from traditional learning, which is based on general lectures that are not linked to the teachers' classes and students. In the approach of active learning, the teachers bring up issues and analyze events related to the class that they teach. Darling-Hammond, Wei, Andreee, Richardson, and Orphanos (2009) found that when the learning is meaningful the teachers tend to engage in content and to cooperate.

3. Collaboration. Quality PD constitutes a safe space for teachers to share ideas and to be active in their learning in the framework of individualized instruction, instruction in a small group, instruction for the entire organization, or instruction

of outside professionals who do not belong to the school framework. The sharing positively influences the instruction processes and the school culture.

4. Uses models and modeling of effective practice. Models of effective teaching and illustration how to perform provide teachers with an example how to implement recommended work methods. The models include lesson plans, unique programs, observations of colleagues, watching of videos, or reading of materials. The use of a wide range of models indicates the need for the teacher's flexibility in the ways of teaching according to the learners and displays the importance of the teachers' expertise in teaching.

5. Provides coaching and expert support. A widely found model of support of experts is one-on-one practice in the context of the class that the teacher teaches. Another model is in the group, when the instructor is the expert person. Other experts use technology in instruction and in support of teachers through the filming of the lesson and observation of the expert on the video, online conversations, and so on. The expert engages in evidence-based practices that focus directly on the teacher's needs. It is important that the expert be a person who was trained for the role of the development of teachers or a researcher from the academia. The teacher and the coach meet and decide together about the lesson on which there will be the instruction, and the coach observes the teacher and provides supportive and constructive feedback. In the online observation of the lesson, the coach provides detailed feedback in writing on the basis of the examples from the filmed lesson. The professional literature indicates that the coaching and support by the experts have influence on the teachers in the implementation of new approaches and instruments.

6. Offers opportunities for feedback and reflection. In the professional development, the feedback and reflection have a meaningful role and are vital in the theory of adult learning. While feedback and reflection are two distinct practices, they complement one another. Feedback and reflection act together to help teachers understand their activity and the practice of the new conduct during the professional development. Effective professional development programs refer to feedback and reflection in a continuous manner, with reference to what is required

to preserve and what is required to improve. These activities are carried out in the framework of training sessions or in a group workshop under the guidance of an expert.

7. Professional development is continuous. The implementation of learning from the process of professional development takes time. It is not possible to achieve a change in a one-time workshop. While the workshops address questions and difficulties of the teachers, the short instruction sessions do not allow follow-up and support during the process.

Research studies found that a program of professional development generally lasted weeks or months or even years. In continuous learning, the teachers have an opportunity to identify, focus, and practice a real difficulty in their teaching. The time enables the teachers to implement and observe new strategies to enable the behavioral change and to make the behavior a skill. The research of Darling-Hammond, Hyler, and Gardner (2017) found that effective professional learning combines all seven elements.

Therefore, active learning is necessary. Feedback and reflection will help the teachers implement the skills learned in the professional development process.

Trotter (2006) indicates a number of principles relevant to the professional development of teachers. Teachers are adults, and it is important that the process of professional development rely on the principles of adult learning: reference to the experiences that the teachers acquired in the past as a resource for learning; voluntarism – to allow the teachers to participate in the professional development process of their own will, and relevance – to connect to the teachers' content world and focus the learning on the topics that are expressed in their teaching process. Adult learners display objection when they are dictated the 'what' and 'how' in the learning process. Therefore, it is necessary to hold an open conversation with the teachers and to clarify their needs, to determine together the aims and the process of professional development. The adult learners assess their progress. and therefore active learning is necessary. Clear feedback and reflection will help the teachers implement the skills learned in the process of the

professional development. Professional development cannot rely on one approach or create a strategy that constitutes one solution for all.

Professional development that exists personally, one-on-one, can provide a response to the principles of adult learning and reduce objections. The personal instruction is a continuity of personal encounters with the teacher and addresses the teacher's personal and professional development. The personal instruction is intended to provide a response to the teachers' unique needs, to accompany and support the teacher in the process of the improvement of the skills (Oreg & Sverdlik, 2011). It is necessary torefer to every teacher personally and to address her concerns, gestures, strengths, and the task in the framework of the actual teaching (Fullan, 2007). Therefore, professional development cannot rely on one approach or create a strategy that constitutes one solution for everyone (Darling-Hammond & Richardson, 2009; Voerman, 2014).

For some of the teachers, one approach will suit while for another teacher another approach will suit. Every approach can adjust the importance in a personal continuous process (Darling-Hammond & Richardson, 2009). There are a number of models for the development of adult skills. One of the models is the cycle of learning proposed by Kolb (1984), which consists of four stages: actions, thinking, understanding, and examining.

Chapter 3. Methodology

3.1 Application of Action Research in Qualitative Research

The research study will be performed using qualitative research methods within an interpretative approach. It uses action research because of the interest to understand the ongoing dynamics of interpersonal interactions and improve work practices (Cochran-Smith & Lytle, 1993).

Qualitative research examines the different social definitions in which groups and individuals act (Lune & Berg, 2016). Denzin and Lincoln (2008) define qualitative research as "activity in a certain situation that offers an observation point for one who looks at the world". Qualitative researchers learn about things in the natural environment and ask to find interpretation through meanings that people give them. Qualitative research is descriptive, describing the life world "from the inside out", from the perspective of the people who are participating in the research. The process was examined as it occurred and is composed of a constellation of practices through which the world is observed. These practices are collected through interviews, field journals, observations, and photographs in the inductive approach, the conclusion from the individual to the general (Gall, Borg, & Gall, 1996). The collection of the information regarding the certain individual enables the researcher to draw a conclusion about this population. The goal is to understand human activity, and the understanding will be through the penetration into the respondents' everyday world through the follow up after the actions and experiences, which determines and shape their everyday reality. The familiarity with the respondents' viewpoint is most essential since different people experience the reality differently. Qualitative research is characterized by the fact that there is no one method but a spectrum of methods, and the researcher chooses one method that is the most suited according to the research questions (Flick, Kardoff, & Steinke, 2004). The key idea behind qualitative research is to learn about the problem or the topic from the participants. In contrast to quantitative research, which supports the positivist approach, the approach of qualitative research is constructivist. The researchers aspire to understand phenomena and not only to explain explicit knowledge, and

therefore qualitative research engages in the events in an interpretative manner and attributes importance to the meaning that the respondents give to things and to reveal inner processes. Therefore, an initial program of research was determined. However, during the research process, changes are possible in questions and in the form of the collection of the data. The question of the researcher's place in qualitative research is central. Qualitative research in comparison to quantitative research has been freed from the perception according to which knowledge is a neutral objective entity and the researcher is the lord of truth. Qualitative research assumes the presence of the researcherexplicitly or implicitly, but the degree of the researcher's integration moves on a broad range between minimum to maximum involvement (Creswell, 2017; Denzin & Lincoln, 2008). Action research is one of the strategies of qualitative research, situated at the edge of the range of involvement, a research in which the researcher has the most involvement.

Action research is defined traditionally as an approach to research based on relations of cooperation between the researcher and the client, for the solution of problems and the creation of new knowledge (Coghlan, 2019). Action research relies on the work of Kurt Lewin, one of the founding fathers of social psychology, and entails cooperation for a cyclical process of the assessment of a situation that requires change, planning, collection of data, adoption of action, and collection of the results of the action so as to plan and undertake further action. The main idea in action research is the use of the scientific method to provide a solution for social or organizational problems, along with those who experience the problems directly (Dickens & Watkins, 1999; Lewin, 1946, 1948).

Action research may be defined as an emergent inquiry process in which applied behavioral science knowledge is integrated with existing organizational knowledge and applied to solve real organizational problems. It is simultaneously concerned with bringing about change in organizations, in developing self-help competencies in organizational members and adding to scientific knowledge. Finally, it is an evolving process that is undertaken in a spirit of collaboration and co-inquiry. (Shani & Pasmore, 1985, p. 439)

Action research means research that influences action. Action researchers aspireto improve what occurs in the place of work where they are involved (Corey, 1953). Through action researches, the research participants attempt to understand different phenomena, especially the continuous dynamics of human interactions in theirenvironment. In contrast to traditional academic research that intends to announce uniform, general, or scientific rules, in action researches, rules are built more or less as a result of interpersonal interaction (Cochran-Smith & Lytle, 1993).

The goal of action research is to improve, not our theories, as in physics or molecular biology, but our practices, as in medicine and engineering. Its interest lies not in abstract conceptual systems, as in mathematics but in local timely knowledge of concrete situations, as in cultural anthropology. (Toulmin, 1996, p. 58)

Researchers are involved in the research process, so they are evaluating their work. Taking into consideration such a process of evaluation, the researcher must know how much the data are valid and how to convince the audience that research findings are worthwhile. On this matter, there is critical importance to the perception of the validity in action research, so as to see the extent to which the results are valid.

Argyris (1993) defines four main topics in the approach of Kurt Lewin. First, there is the integration of theory with practice through the investigation of problems of real life in the framework of the social sciences. Second, there is the shaping of the research through a whole framework and then the differentiation of details. Third, there isthe creation of constructs that are used for generalization and for the understanding of theprivate case through the researcher's intervention and perception that it is possible to understand something only when an attempt is made to change it. Fourth, he changed the role of the respondents from research subjects to clients. This change enables the improvement of the client's quality of life and the creation of more valid knowledge. The data and the theory nurture one another and lead the researcher.

Coghlan (2019) addresses a number of broad characteristics that define action researches.

1. Research in action and not research on action. In action research, the scientific approach is used to learn about solutions in important social or organizational issues along with those that experience these issues directly.
2. Action research acts in a cyclical process of four stages: planning, taking action, evaluating action, and further planning and so on.
3. Democratic collaborative partnership. The members of the organization in the researched system participate actively in a cyclical process of action research.This participation is in contrast to traditional research, in which the members inthe researched system are a topic or object of the research.
4. In parallel to the action, the goal is to improve the action undertaken in the organization through the creation of a body of theoretical knowledge.
5. The continuum of events and the approach of problem solving. Action research includes the cyclical approach of the collection of the data, the return to thosewho are relevant, the analysis of the data, the planning of action, the taking of action, and evaluation. The evaluation leads to further collection of data and soon. Action research through the scientific method of the identification and experimentation addresses the practical problems that require response in the organization. The research process is in combination with the researcher and the members of the organization.

The researchers address three models of action research, and each one has a goal of its own: technical/scientific/collaborative, practical/mutual collaborative/deliberative, and emancipating/enhancing/critical science (Berg, 2001; Carr & Kemmis, 1986: Elliott, 1991; Norton, 2018). The technical/scientific/collaborative research type is performed forthe examination of a certain intervention on the basis of a predetermined theoretical framework. In this research study, there is cooperation between the expert researcher and the practitioners that focus on the improvement of practice. The assumption is that the researcher has the knowledge and authority in the researched field. The research confirms the existing theories and improves them and the knowledge that it disseminates is primarily deductive. In the practical/mutual/collaborative/deliberative type, there is a researcher and there are practitioners, but the goal is to enable practitioners is to interpret their practice. All are perceived as workers in the research, and there are relations of

symmetry between the researcher and the practitioners. In the emancipating/enhancing/critical science approach, the emphasis does not really address the individual practitioners themselves but the understanding of the social and political context in which their practice occurs. Instead of beginning with the theory, they begin with criticism of the theory in light of the experience of practice.

Action research is frequent in the educational field. Educators recognize action researches as a means for professional development and as an approach that facilitates the creation of practical knowledge relevant to their area of occupation (Friedman, Razer, & Sykes, 2004).

Five movements influenced the way in which action researches developed in education (McKernan, 1991). The first is the movement of science in the 19th and 20th centuries, which began with the scientific investigation in the field of education, so as to create true universal knowledge about the world. The second is the progressive education movement in the United States developed by John Dewey (1859-1952). The third movement is the movement of group dynamics of Kurt Lewin in the 1940s. Lewin addressed the analysis and leadership of change, from the awareness of the social powers. Kurt Lewin worked to integrate between theory and practice, "There is nothing sopractical as a good theory." (Lewin, 1951, p. 169). The fourth movement is the development of learning curricula in the 1950s after the Second World War. Action research was used so that the educational researchers would cope with the problems inthe learning curriculum that were revealed after the war, such as prejudices and difficulties in the relationships between the different groups of population. Action research declined because instead of allowing teachers to conduct the research themselves, external researchers were introduced into the school system. The result was the division between 'they' and 'us' and the distance between theory and practice. The fifth movement is the movement of the researchers of teachers in the year 1970. The origin was in Britain, with the work of Stenhouse (1971, 1975) who believed that all teaching needs to be based on research and to be done by the teachers and not the researchers.

Carr and Kemmis (1986) wrote a book on educational action research and in which they addressed the critical aspect. Their definition of action research is as follows:

Action research is implying a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr & Kemmis, 1986, p. 162)

Under their influence, action research returned to be implemented by teachers.

Kember (2000) refined seven main characteristics of action research from the original description of Carr and Kemmis (1986).

1. Social practice. Engagement in human issues such as systems of relations, processes of learning, and organizational politics.
2. Aimed towards improvement. The improvement is the characteristic that makes the action research unique from other research approaches. In education, it is possible to improve in many dimensions: the students, the curricula, the department, the institution, the teachers, change or information on designing policy and strategy in every sector.
3. Cyclical. This characteristic addresses the cyclical performance of reflection – planning, acting, observing, reflecting, and so on. The cycles of research enable the participants to deal with questions such as: What is happening? What am I doing? What must I do? These questions arise during all the stages of the research. Smith (1996, 2001, 2007) cautions against the cyclical performance as a pattern that should be used for every action research. It is necessary to be aware of the fact that action research is interpretative and it is necessary to give a place to the issues that are not expected in the planning of the research.
4. Systematic enquiry. Action research appears to be a very flexible way to perform research and is attractive to people who do not have advance research skills. However, Kember cautions that this is not true. Action research requires considerable meticulousness both in the planning of the research and in the analysisof the findings.

5. Reflective. The researcher must be reflective. The practitioner is required to reflect the practice of their work and to present with transparency the results of their activity. The objective of the research study is a process of change in practice through public thinking on the action.

6. Participative. It is important to enable the cooperation of the participants among themselves and between them and the researcher. It is necessary to enable criticism, and in action research it is necessary to place emphasis on the group so that a situation would not be created in which a single researcher researches his work alone.

7. Determined by the practitioners. Those who are involved actively in practice must decide on a research topic, sometimes in cooperation with external researches so that they can counsel how to make the research topic. This characteristic of Kember is basic to the pedagogical action research. The need of the practitioner is to understand why there is a problem and what can be done to improve.

Winter (1998) notes six principles of action research of Kurt Lewin, which support the constructivist approach.

1. Collaboration. Throughout the entire process of the research the researcher and the participants hold among them relations of collaboration according to the research approach.

2. Reflectiveness. The cyclic nature of the research enables corrective feedback, and systems of relations enable reflection between intentions and actions.

3. Dialectics. There is dialectics between research and action, between the findings and the theory.

4. Risk. The researchers do not have certainty where the research will lead and personal exposure in the research process.

5. Pluralism is the presentation of differences of opinion among the respondents and the comparison between the educational ideal and the insights of the participants regarding its realization and the giving of a place for the unique voice of each one of the participants.

6. Return. The researcher must reflect the process of the change of attitudes, the solving of the problems, and the improvement of the practice, as well as the

personal return of each participant and the ability of the participants to serve as agents of change in the system.

Each one of these principles will be expressed according to the type of action research.

The principle of reflection is very significant in action research. Postareff (2007) maintains that the reflection can exist in three points of time: before the action, during the action, and after the action. The reflection is a pause for the examination of the action steps that have already been taken, followed by planning and deciding on the next steps of action.

Reflective practice is a complicated and challenging aspect in the improvement of the teaching and the learning. When the reference to it is as an essential part of the process of action research, it has the power to perform a change. However, it is importantnot to exaggerate in personal criticism in reflective practice, since this exaggeration can harm the sense of wellbeing and academic security (Smith, 2008). Stark (2006) found in his research that learning about learning is not only challenging but also is painful since the reference is not only to the professional aspect but also to the personal development. The need to cope with the challenge and the pain created resistance among the participants in the research study, and they returned to their familiar behavior. Thereflectiveness constitutes also a strategy for the understanding and coping with bias in action research.

Norris (1997) explains a range of potential sources of bias in research as resulting from the researchers' involvement – the researchers' responses versus the respondents, the choice of times and places, accessibility and believability of sources and type of the data, the researchers' connection to certain people and theories, the researchers' ability, including their knowledge, abilities, methodological strengths, personal traits of the researchers, and their value-oriented preferences, the ability of concentration and patience, tolerance of ambiguity, and the need for certainty. Through reflection, the research actively engages in self-criticism, becomes aware of himself, and attempts to master biases (Johnson, 1997).

Since the objective of the action research is to improve the work practice and to contribute to the theoretical knowledge, it is suitable for the lecturers in higher education (Norton, 2018). Biggs (2003) notes the importance of reflection in the work of the lecturer in higher education. The reflective lecturer learns from his mistakes and continues to improve. The responsive lecturer does the same things year after year and blames the students or the institution or any other reason instead of examining his own practice. The reflection is a part of academic professionalism.

Action research enables the teaching to be examined methodically through reflective practice (Parker, 1997). The present climate in higher education emphasized the learning and the development of the self. The process of action research encourages academics to be active in their professional development, since the action of research encourages the lecturers' ownership of the change, encourages cooperation, increases the teachers' willingness to invest time in the handling of the problems that derive from the teaching, and gives a voice to lecturers.

Insight, in itself, is not enough to perform a change. It is also necessary to have alternatives of performance and commitment for the performance of the change. Inteaching it is possible to integrate a number of new elements with old ones or to change the method for a new method. The improvement of the quality of teaching requires time and therefore innovations in teaching imposed from top down are faced with objection or performed technically. The lecturer's involvement enables the change and the improvement in the quality of the teaching (Gravett, 2004).

The principles and characteristics of action research according to Kember (2000) and Winter (1998) are commensurate with the present research study. This is the reason I chose the approach of action research for this research study. The research study engages in the human issue, the learning processes of the lecturers for the improvement of the interpersonal communication in teaching. The improvement is central, to enable the lecturers to improve in a circular process – reflecting, planning, acting, observing, reflecting, and so on. The participants in the research study were involved and cooperated with me, the researcher. They determined what to improve and in the feedback

conversations they had a safe space to reveal their thoughts, feelings, and deliberations. This action research reflected a process of the change of attitudes and improvement of the teaching practice.

3.2 Main Objective and Research Problems

The main objective of the research study is to explore the application of the feedback conversation on the efficiency of interpersonal communication in higher education teaching.

The absence of a structured feedback process on the lesson between the lecturer and the students makes it difficult to improve interpersonal communication skills.

The primary feedback today for lecturers in the institutions of higher education in Israel and other countries is evaluation surveys (Gravestock & Gregor-Greenlea, 2008; Hativa, 2014). The expectation is for the surveys to help correct problems in teaching and to improve it. Most of the research studies show that the feedback for the lecturers on their teaching on the basis of the end of the semester survey does not contribute on the average to a higher ranking of the lecturer in future courses (Hativa, 2015a) The feedback is a response to an action that has the goal to provide insights, understandings, and information on the performed action. The goal is for the feedback to help reduce the gap between the existing situation and the desired situation (Arharad, 2010). The teaching surveys provide the lecturer with statistical feedback of the students' evaluations. The lecturer sees his relative place in comparison to his peers. Sometimes he also obtains anonymous verbal comments written by the students. However, according to Hativa (2015a), who intensively studied the topic, the difficulty with these surveys is that the lecturers cannot generally identify by themselves the problems in their teaching, and even when they are aware of the problems, they generally do not know how to improve their teaching by themselves and the gap between the existing situation and desired situation is not lessened. Moreover, Hativa (2015a) found that faculty members in higher education tend to over-evaluate their abilities in teaching and their success in teaching that promotes the learning of the students and their satisfaction. This evaluation is found to be not anchored in reality and as not commensurate with the perceptions of the students and

the feedback given from the teaching surveys. Hence, the faculty member needs to learn how to evaluate the teaching in a way that suits the students' perceptions, how to use different tools so as to identify difficulties in his way of teaching, and how to overcome the problems identified in teaching. Therefore, Hativa (2015a) adds that it is important to add to the feedback given from the teaching surveys interpretation that will be given byan expert, such as a teaching consultant from the Center for the Promotion of Teaching inthe academic institution. It is important that the lecturers perceive the feedback they receive as significant and useful so that the feedback will influence the performances.

Research studies show that in the institutions of higher education the lecturers are more aware of the lack of pedagogical training and want to be better and to leave the lecture hall when the students are looking at them with satisfaction. Therefore, when the organization begins to address the teaching, many lecturers are interested in improving and in being improved (Bakutes, 1998; Dotolo, 1999).

Main Research Problem

What is the meaning of feedback conversations for the efficiency of interpersonal communication in teaching in higher education?

Research Problems

1) What changes have taken place during the process of feedback conversation in the dimension of the organization of the lesson?
2) What changes have taken place during the process of feedback conversation in the dimension of the clarity of the messages?
3) What changes have taken place during the process of feedback conversation in the dimension of the contact with the target audience (students)?
4) What changes have taken place during the process of feedback conversation in the dimension of the creation of interest?
5) What changes have taken place during the process of feedback conversation in the dimension of the creation of value?
6) What do the feedback conversations mean for the lecturers?

3.3 Research Sample

The selection of the research sample is deliberate because it is a qualitativeresearch study. In qualitative research, the participants in the sample were chosen for a defined purpose, and therefore this is not random selection but rather a purposefulsample. The participants need to strengthen the understanding of the examined phenomenon. Therefore, the researcher must ascertain that the participants have experience with the researched phenomenon and are willing to reveal themselves and to speak about their experiences. The identification of the participants is one of the important tasks in the stage of the planning of the research (Sargeant, 2012). The size of the sample in qualitative research is for the most part smaller than in quantitative research, and there is no binding definition for the calculation of the sample size. The goal is to learn in-depth, and therefore the number of participants depends on the information required for the different aspects for the examination of the researchedphenomenon. The sampling continues until a state of data saturation is achieved. Data saturation is the situation in which the additional participants do not contribute to the information or when there is no identification of new concepts, and therefore there is no need for additional participants (Law & MacDermid, 2008; Patton, 1990; Sargeant,2012).

A total of ten (10) lecturers from the Beit Berl Academic College participated in the research study. To ensure the confidentiality of the research and the anonymity of the respondents, participants were given different names, which is in line with the ethics of qualitative research. The participants were recruited through a call from the Center for Teaching Enhancement and through a direct request of the department heads to the lecturers who had received a low to intermediate score in the teaching survey. The call was sent to all the lecturers in the college via email (about six hundred lecturers) before the start of the academic year during two years, the 2018 academic year and the 2019 academic year. The call invited the lecturers to participate in the personal development for the improvement of the quality of instruction (Appendix Number 1). Lecturers who were interested in participating in the research study or in obtaining further information turned to the researcher directly. The researcher conversed with each one of the lecturers,

explained about the research objective, the research process, and what was required of every lecturer in the process. A total of seventeen lecturers turned to her during the two years, and five of them expressed their consent to participate in the process. The lecturers who asked voluntarily following the call and did not participate in the research study noted their concern about the exposure required in the process and the technical aspect, the filming of the lesson. In addition, there were lecturers who said that they are verybusy and the participation in the research would be burdensome for them. The lecturers noted that receiving feedback on their instruction is very importance and that the personalprocess is definitely appropriate.

Another five lecturers who participated in the research study were recruited through the direct appeal of the department head, who is the lecturer's direct superior.The department heads obtained the list of the lecturers from the administration of the Center for the Enhancement of the Quality of Instruction in light of the feedback scoresin the courses that they taught in the last three years. I want to emphasize that these lecturers also had to express their informed consent to participate in the study and could refuse to participate or could end their participation in the research at any time. The department head's appeal to the lecturer was undertaken after the call was sent to the lecturers, so that the lecturers were aware of the process. The lecturers who were referred by the department heads contacted the researcher and obtained the required information on the process. This is so that they can make a decision whether they are interested in taking part in the process. The two lecturers who were referred by the department heads did not consent to participate in the research study after they received an explanation on the process and on what is required of them during the research.

A total of ten lecturers were recruited to the research study. All the lecturers who participated in the research study expressed their consent to participate in a personal process for the improvement of the interpersonal communication as a main component in the quality of instruction in higher education. All the names are pseudonyms.

The research participants:

1. **Adi.** Male, aged 43, a lecturer for seven years in higher education. He has a doctoral degree in Bible studies. He teaches courses in Bible. He was referred by the head of his department.

2. **Ami.** Male, aged 64, a lecturer for 20 years in higher education. He has a doctoral degree in the humanities. He teaches courses in Education and Philosophy of Education. He volunteered to participate.

3. **Carmel.** Female, aged 51, a lecturer for ten years in higher education. She has a doctoral degree in political science. She teaches courses in Education and Pedagogy. She was referred by the head of her department.

4. **Noa.** Female, aged 51, a lecturer for four years in higher education. She is a doctoral student in the field of early childhood education. She teaches courses in Education in the Preschool & Kindergarten. She was referred by the head of her department.

5. **Ora.** Female, aged 57, a lecturer for 22 years in higher education. She has a doctoral degree in education. She teaches courses in Education. She volunteered to participate.

6. **Orna**. Female, aged 51. She is a lecturer 10 years in higher education. She has a doctoral degree in education. She teaches courses in Education. She volunteered to participate.

7. **Rachel.** Female, aged 40, a lecturer for eleven years in higher education. She has a doctoral degree in literature. she teaches courses in Literature. She was referred by the head of her department.

8. **Yaakov.** Male, aged 45, a lecturer for six years in the higher education. He has a doctoral degree in political science. He teaches courses in Public Administration. He volunteered to participate. He volunteered to participate.

9. **Yuval.** Female, aged 41, a lecturer for four year in higher education. She has a doctoral degree in education. She teaches courses in Education and Psychology. She was referred by her department head.

10. **Zilla.** Female, aged 56. She has a master degree in the field of administration. She has worked fifteen years in higher education. she teaches courses in Management. She volunteered to participate.

3.4 Research Process

The research study was carried out in the academic year of October 2017 – June 2018 and in the academic year of October 2018 – June 2019. The research study was carried out during four semesters, two semesters in every year. Every semester lasted fourteen weeks. Each one of the lecturers who took part in the research study underwent apersonal process that lasted for one semester. The process included a semi-structured interview before the start of the process, the filming of three lessons: at the start of the semester, in the middle of the semester, and at the end of the semester. The lecturer and the researcher each observed separately the filming of the lesson and then a feedback conversation was held with the lecturer. At the end of three filmings of the lessons, in other words, at the end of the semester, there was a summative conversation for the entireprocess, in the format of the semi-structured interview that included the lecturer's reflection. It is important to note that people participating in the process (the research) were provided with all possible conditions for the conversations and viewed the recordings in situations ensuring comfort, intimacy, and anonymity.

The following figure shows the stages of the research process. The stages in the process are the researcher's own elaboration based on a literature review (Glickman, Calhoun, & Roberts, 1993; Gotterman, 2007, pp. 14-20).

Process Description
Source: own elaboration based on literature review

Pre-interview –Before the semester start
Semi-structured Interview

The first filming between 1-4 lesson
The first feedback conversation

The second filming between - 5-8 lesson
The second feedback conversation

The third filming between - 9-12 lesson
The third feedback conversation

Interview conclusion- In the end of semester
Semi-structured interview

Source: Own elaboration based on literature review (Glickman, Calhoun, & Roberts, 1993*;* Gotterman*, 2007)*

Stages in the Research Process

Stage 1: Pre-Observation

In the format of the pre-interview, after the lecturer's decision to participate in the research study was made, the pre-interview was held in the framework of a semi- structured interview with the researcher before the start of the semester (Appendix Number 2). The questions in the pre-interview addressed the lecturer's teaching – whathe teaches, how long he teaches, whether he encounters situations that cause him discomfort during the lesson, how he assesses his teaching, what are the instruments found at his disposal for the evaluation of his quality of teaching.

The lecturer's familiarity with the dimensions of interpersonal communication constitutes the aspects of the performance of the teaching that will be analyzed. The lecturer addressed personally his conduct during the lesson with regard to each one of the dimensions of interpersonal communication: the organization of the lesson, the clarity of the messages, the contact with the target community, the creation of interest, and the

creation of value. The lecturer assessed which dimensions constitute strong points and which weak points.

In the pre-interview framework, there was the coordination of expectations with the lecturer. The lecturer chose the course to be observed.

After the lecturer chose the course to be observed, he must confirm with the computerization unit in the college the addition of the researcher as an observer on the course website, which he manages in the Moodle System.

In addition, the lecturer participated in instruction in the computerization unit on the operating system of the filming of lessons, received a kit that includes a camera, loudspeaker and small tripod. The lecturer chose the first date of filming, between the first and fourth lesson, and informed the researcher and the computerization unit of the date of the filming of the lesson. A worker from the computerization unit came physically to the lecturer's learning classes so as to support and help in the implementation of the recording system in the first filming.

Stage 2: Observation of the Lesson and Data Collection

The filming of the first lesson, "observation number 1". The lecturer and the researcher, which is the observer, observe the filmed lesson, each one separately. The researcher collects data through notes. The first note is called "the expression of the dimensions of interpersonal communication in the lesson". The researcher writes statements and behaviors of the lecturer and the responses of students in the reference to the different criteria in each one of the measures, as they appear in the filming of the lesson.

Stage 3: Analysis of the Observation

The analysis of the data of "observation number 1" was performed through the second note. The second note is called: "preparation for the feedback conversation after the filming". After viewing the filmed lesson, the observer wrote about each of the five dimensions (in the different categories of each dimension), which behaviors to keep and

which behaviors to improve and change. This note was the basis for the feedback conversation.

Stage 4: Feedback Conversation about the Observation

The lecturer and the observer meet for a feedback conversation after they both viewed the filmed session. The lecturer shares his experience of watching, what he thinks of his teaching according the five dimensions. The observer presents the data of the lesson according to note no. 2: "preparation for feedback conversation after filming." There is discussion of the data collected. The lecturer and the observer analyze the data inreference to emotions, insights, and actions. Together they set ways to handle behaviors that the lecturer wants to change. The lecturer chooses a target for improvement or change for the next filming lesson.

At the end of the feedback conversation, the lecturer summarizes the conversation from his perspective and receives note no. 2: "preparation for the feedback conversation after the filming." The feedback conversation after the filming of the second and third lessons includes reference to the goals determined in the previous feedback conversation. At first the lecturer shares the goals he succeeded in fulfilling and the goals he did not fulfill. In the feedback conversation we discuss the factors that advance and the factors that inhibit the lecturer in the achievement of his aims.

Stage 5: Written Summary of the Feedback Conversation

The researcher summarized the feedback conversation through note no. 3: "Table of Links" (Appendix Number 3). The "Table of Links" is the summary of the feedback conversation that includes the lecturer's reference to each of the five dimensions of interpersonal communication as expressed in the filmed lesson and emotions and thoughts during the feedback session. At the end of the conversation, the lecturer sets goals for the next filming lesson. The goals include the defining of the dimensions for improvement and what actions to do to improve.

Stages 2-5 repeat themselves in the second and third filming.

Stage 6: Conclusion Conversation

At the end of the personal process for the improvement of the interpersonal communication, a conclusion conversation was held in the framework of a semi- structured interview with the lecturer (Appendix Number 4). In this conversation, the lecturer summarized his personal experience from the process, and clarification was performed on what the lecturer learned about himself during the process, examination of the contribution of the feedback after the filming of the lesson(s) for the improvement of the dimensions of the interpersonal communication: the organization of the lesson, the clarity of the messages, the creation of a relationship with the students, the creation of interest and the creation of value. The lecturer was asked whether the feedback heobtained will have influence on his manner of instruction in the future, and whether hehas suggestions for the improvement of the process. The researcher summarized the process from her perspective with reference to the process that the lecturer experienced during the semester. It is possible to see visually the description of the stages in the personal process in the following figure.

Figure Number 6: Personal Instruction Process Description

Stage	Descriptions
1 Pre-observation Semi-structured interview	The lecturer is exposed to the process The lecturer's familiarity with the dimensions of interpersonal communication that constitute the aspects of the performance of the teaching that will be analyzed Coordination of expectations for the process between the lecturer and the observer The lecturer sets which course will be filmed and the date of the session for filming at the beginning of the semester, the middle of the semester, and the end of the semester
2 Observation of the lesson & data collection	The lecturer films the lesson The lecturer watches the filmed lesson The observer watches the filmed lesson and data collection by writing note no.1 "the expression of dimensions of interpersonal communication in the lesson"
3 Analysis of the lesson & setting objectives for the feedback	The observer analyzes the filmed session according to the five dimensions of interpersonal communication in teaching and writes note no. 2: "preparation for feedback conversation after the filming"
4 Feedback conversation about the observation	The lecturer and the observer meet for a feedback conversation after they both viewed the filmed session The lecturer shares his experience of watching, what he thinks of his teaching according the five dimensions The observer presents the data of the lesson according to note no.2 There is discussion of the data collected The lecturer and the observer analyze the data in reference to emotions, insights, and actions. Together they set ways to handle behaviors that the lecturer wants to change.

	The lecturer chooses a target for improvement or change for the next filming lesson
5 Written Summary of the feedback conversation	The researcher summarized the feedback conversation through note no. 3: 'Table of links"
	Stage 2-5 repeat themselves in the second and third filming
6 Conclusion Conversation Semi-structured interview	The lecturer shares his experience of the process and summarizes what is learned in the process The observer summarizes the process

Source: Own elaboration based on a literature review (Glickman, Calhoun, & Roberts, 1993; Gotterman, 2007; Ho & Kane, 2013; Sullivan & Glanz, 2013).

3.5 Methods of Data Collection and Analysis

In this research study, the research methods of data collection were a semi-structured interview, films of the lessons and the lecturer's feedback conversation. The analysis of the data is a process of arrangement and structuring of the informationcollected for the purpose of the interpretation and understanding of its meaning. In this research study, analysis of the data was carried out through the collection of the data and after it. Throughout all the time of the collection of the data, there is interaction between the collection of the data and analysis. The analysis of the information through the collection of the information provides clarity regarding the questions and what to focus on during the observations (Gall et al., 1996) that suit the interview. In this researchstudy, the analysis of the data was carried out through coding, categorizing and then interpreting the data.

Interview

The interview is the most common format for the collection of data in qualitative research. There is extensive literature on the method of the interview, including also the different types of interviews (Banks, 2018; Goldman & McDonald, 1987; McCracken, 1988). Through the interview, it is possible to attempt to understand people (Fontana & Frey, 2000). The aim of the interview is to understand the experience of other people and the meaning that they ascribe to the experience. The interview is not a neutral instrument for the collection of information but an active interaction between two or more people

(Fontana & Frey, 2000). The interviewing researchers must focus on listening to and observing the interviewees and in parallel be focused on the research questions (Dey, 1993). There are three main types of research interviews: structured, semi-structured, and unstructured (Alvesson, 2003).

The structured interview includes structured questions. The interviewer adheres to the order and phrasing of the questions and does not change them following the stimuli obtained during the interview. The structured interview is rigid because the interviewer reads from rigid understandings since the interview reads from a script and deviates from it as little as possible. All the interviewees are asked the same questions in the same order so as to elicit brief answers or answers from a list. The advantage of this formal interview is that it enables uniformity in the collection of the information from the respondents and does not take much time, and the analysis of the data is simple and tends to be objective. There is the possibility of comparison between the answers of the different respondents (Alvesson, 2003; Fontana & Frey, 1998).

The unstructured interview is found at the other edge of the continuum (when at one edge is the structured interview). In the unstructured interview the interviewer has a collection of general guidelines and the interviewees' responses are what determine the development of the interview. The interviewer determines the questions and how they are phrased according to the occurrence in the "here and now" and her judgment, out of the intention to cause the interviewee to feel relaxed and to allow him to express himself freely. This type of interview is more similar to a conversation than a structured and formal interview (Berg, 1998; Fontana & Frey, 1998).

The semi-structured interview is found between the edges of the continuum of the structured interview and the unstructured interview, and it is the common one of all the qualitative research methods (Alvesson & Deetz, 200; Banks, 2018). The interviewer adheres to a number of questions that were built ahead of time and is entitled to change their order and to add other questions. The semi-structured interview combines the flexibility of the open-ended interview and the framework of the structured interview. The basis of the semi-structured interview is the human conversation, the questions must

be understood by the interviewees, and in parallel the interviewer must respond sensitively to differences in the way in which the interviewees understand the world.

An individual semi-structured interview was held with all the research participants twice, before the start of the process and at the end of the process. Every interview lasted about an hour. The interviews were recorded and then transcribed. The interviews included comprehensive descriptive questions and focused descriptive questions, questions that invite examples. The first interview (Appendix Number 2)began with small talk to build trust. Then, the interviewees received information on the research, the research process, the researcher's role, and the interview goal. There was reference to the preservation of the participants' privacy through a clear statement thatthe data collected are for the purpose of the research study and are not given to any factorin the college. The interviewees were asked whether they have questions before the researcher began the interview. The aim of this preface is to enable the interviewee to speak freely (Kvale, 1996; Mellon, 1990).

The first interview was held before the beginning of the process, and therefore it entailed two complementary processes, receiving information and developing relations of trust. During the interview the interviewees were treated with respect, interest, attention, validation, and understanding (Arksey & Knight, 1999). The interviewees were exposed to five dimensions of interpersonal communication that will be addressed in the filmingof the lessons: the organization of the lesson, the clarity of the messages, the contact with the target audience, the creation of interest, and the creation of value. In addition, the interviewees defined which dimensions are their strengths as lecturers and which dimensions are their weaknesses. The second semi-structured interview was held at the end of the process and included reference to the lecturer's experience, the lecturer's learning process, and the examination of the contribution of the process to the improvement of the dimensions of the interpersonal communication (Appendix Number 4).

Analysis of the information from the interviews was carried out through coding and structural analysis that addressed the perceptions, thoughts, and emotions said byeach one of the participants.

Video Films – Unedited Video Data

Video filming is a visual means for the collection of data in qualitative research. The potential of video as an instrument for the visual collection of data developed in the 1980s, as a result of the development of technology, the making of technology user-friendly, and the reduction of the operational costs of the filming (Pink, 2007). The filming of a lesson using video constitutes an extension of the observation as a research instrument for the collection of data and information and helps the researcher attain insights into her research work. The filming of a lesson constitutes an accessible and practical way for the collection of data on what occurs in the classroom and enables the documentation of the complexity innate in the teaching and learning (Gobo, 2008; Schuck & Kearney, 2006).

Video filming provides a rich and detailed collection of data but obligates the researcher to make decisions related to sampling, authenticity, and ethics. In the aspect of sampling, the researcher is required to decide how many cameras are needed, where the camera or cameras will be positioned, whether the camera will be concealed or visible, and what the angles of filming will be. In addition, the researcher needs to decide when tostart and when to finish the filming (Ratcliff, 2003). Simplicity is the key to research video filming that includes pictures with consistent visual framing throughout, a clear picture, and clear sound (Gobo, 2008). In the aspect of authenticity, video filming presents behavior at the time of the occurrence. The researcher must decide whether he is editing or addressing the data as filmed. The filming enables the researcher to obtain information on the events and behaviors he was not aware of during the regular observation. In the ethical aspect, the fear that the cameras are invading the space can influence the participants' behavior. Research studies indicate that the participants become accustomed to the presence of the camera and it becomes a part of the environment (Ratcliff, 2003). The issue of confidentiality constitutes a significant

challenge in the collection of the data using video. The researcher must address and inform the participants about the factors allowed to be observed in the films and the manner of the storage of the films, so that they will be secured (Erickson, 1992).

The advantage of video data is that the data obtained are more raw than the data obtained from an observation and it is possible to observe the data at different times and in slow motion. In addition, researchers with different backgrounds can observe together and enrich the analysis (Jacobs, Kawanaka, & Stigler, 1999).

Video filming does not constitute a complete documentation of the occurrence in actuality. The filming can give the researcher insights, but there are processes that cannot be observed, such as thoughts, attitudes, emotions, and perceptions. Therefore, after the filming the researcher must hold a conversation with the participant(s) so as to collect and process the information needed for the research study (Gobo, 2008; Schuck & Kearney, 2006).

In the present research study, the lecturer decided upon the course that would be filmed from the courses he taught. In addition, the lecturer decided when every filming would be carried out in reference to the time axis: the first filming at the start of the semester, between lesson 1 and 4, the second filming in the middle of the semester between lesson 5 and 9, and the third filming at the end of the semester, between lesson 10 and 14. The technical aspect was referred to through the guidance for the lecturer, before the beginning of the process. One of the workers in the ICT department of the college instructed the lecturer in the operation of the filming system and the placement of the camera in the classroom. In the first recording, a worker from the ICT department came to the classroom before the beginning of the lesson to examine that the system is in working order and is recording. The filming was carried out with one camera, and the focus was on the lecturer. The camera was positioned so that it filmed only the lecturer, and the students were not filmed. The microphone was near the lecturer, so that both the lecturer and what happens in the classroom were heard. The filming of the lesson was done transparently; the students were informed that the filming is only of the lecturer. In addition, they received information about the research objective. Every filming lasted

about an hour and a half. The filming began with the beginning of the lesson and ended at the end of the lesson. There was no preparation for the filming. The films were uploaded to and stored on the ה be accessed to the students. The films were kept in the Moodle System and only the lecturer and the researcher had access to them.

The observation of the filmed lessons focused on the lecturer's actual behavior during the lesson. Coding was carried out of all the categories in each one of the dimensions, whether the behavior was performed or not. For certain categories the number of times the behavior was carried out was counted. Then, interpretation wasgiven to the behavior based on the theory of whether the behavior is for preservation or for improvement.

Feedback Conversation – In-Depth Interview

An in-depth interview was carried out after the lessons were filmed in video, so as to understand the filmed material through the research participants' eyes. The reality of the situation or experience does not exist only as facts that can be observed in video clips. Further information is required to bring meaning to the pictures that were collected (Pink, 2007).

The aim of the in-depth interview is to reveal attitudes, perceptions, emotions, motives, and barriers of the participants in the research study (Patton, 2002). The instrument of the in-depth interview constituted the feedback conversation after every video filming of the lesson. The interview was a component in an ongoing process. In the first stage, a semi-structured interview was performed, in the second stage there was the observation through video films. The in-depth interview was held as the third stage, a week to two weeks after the filming of the lesson. The researcher chose a number of segments from the film of the lesson that she presented to the lecturer during the interview. The interview enabled the understanding of the observation (the filmed lesson) and the clarification of issues and questions that arose in the first interview. The participant and the researcher together developed the meaning through the lecturer's reflection of the filmed lesson and feedback that promotes understanding given by the researcher. An open-ended interview is suited for an in-depth interview.

The information from the feedback conversations is analyzed through categorization as a means for finding the meaning. Structural analysis addressed the start of the conversation, the course of the conversation, and the end of the conversation, and topic analysis addressed the actions, thoughts, and emotions said by the participants. In addition, after every feedback conversation a summary was written regarding the following categories: lecturer reference, main contents of the discourse, behaviors for preservation, and behaviors for improvement and change. These categories enabled the creation of a conceptual structure from which the meaning of the collected information was found.

3.6 Ethics

The increasing sensitivity to the ethical aspect in qualitative research requires the researchers to cope with ethical issues in every stage in the research process. Ethical conduct in this research study is very importance since the participants and I, the researcher, work in the same organization. Some of the participants in the research study are known to me, and therefore throughout the entire process professional reference was meticulously maintained, so that the lecturers would not perceive the process as personal criticism but as a process that enables learning and improvement.

The ethical implications in the research study are expressed from the decision on the topic, the identification of the sample, the carrying out of the research study, to the dissemination of the findings (Northway, 2002). The principles of ethics in research were intended to prevent the harm to the participants who are involved in the process. The researcher is required to ensure the rights, privacy, and wellbeing of the participants in the research study. Therefore, the research study must be based on informed consent, which means that the participants have expressed their consent to take part in the researchstudy, on the basis of the information given to them by the researchers. In addition, there is the requirement that the research not invade the participants' privacy and that the research objectives be presented to them as they are, with transparency (Iphofen & Tolic, 2019; Lune & Berg, 2016).

Murphy and Dingwall (2001) address "ethical theory" in four dimensions: (1) lack of negligence, to avoid harm to the participants, (2) benefit, the research is supposed to contribute both to the participants and to knowledge, (3) autonomy or self-definition,to respect the values and decisions of the research participants, and (4) justice, to address all the participants equally. The dignity and the rights of the participants are related to the information that is given to the researchers about the research study. This information is the basis of their consent to participate (Allmark, 2002). The researchers must ensure the participants' confidentiality. The information that will be collected about the participants will be presented so that it will not be possible for other people to identify them. In addition, no institution can use the information against the participant's interest (Flick, 2018). Regarding the research participants, the researcher must make certain to realizethe ethical principles: voluntariness, informed consent, anonymity, confidentiality, and maximal quality.

The following paragraphs present reference to each one of the ethical principles and how they were expressed in the present research study.

Voluntariness. The participants in the research study express their consent and desire to participate in the research (Lune & Berg, 2016). In this research study, all the lecturers who participated in the research expressed their consent and desire. Five lecturers turned at their own initiative to the research in light of the call sent to all lecturers in Beit Berl Academic College. The call included the research rationale, the research process, and the benefit to the lecturer from the participant. Five additional lecturers who received intermediate and low scores in the teaching evaluation survey turned to the researcher after a conversation with their department head, the direct superior. The participation was voluntary, and the lecturers who were asked directly and did not consent did not participate. All the lecturers received a comprehensive explanation on the goals and nature of the research study, so that they could make the decision whether to participate in the research.

Informed consent. Informed consent is a pre-condition for participation in the research. It means that the participants agree to participate out of their own free will and

there is no element of pressure or lack of fairness. A form signed by the participant ensures that the participants know that they are a part of the research and do so out of choice. The participants signed the form of informed consent to participate in the researchis carried out after they received an explanation about the objective and nature of the research study and the promise to maintain their confidentiality and anonymity (Allmark, 2002; Lune & Berg, 2016). In this research study, there was a conversation with each oneof the lecturers so as to provide all the information required before the signing of the informed consent form. In this conversation, it was emphasized that the research is carried out in the framework of the Center for Teaching Enhancement. The lecturer received information about the research objective and the topics the research study will address and about what is required of him in terms of action and investment of time, and the lecturer was promised that the findings will not be divulged to any factor in the college, unless the lecturer asks that the results of the process he experienced be given to the head of his department. After the informed consent form was signed, it was possiblein the ICT unit to add the researcher as an observer on the lecturer's course website in theMoodle System.

Anonymity. The meaning of anonymity is that the participants are not known to the researcher; they are nameless participants. In most qualitative research studies, the participants are known to the researchers, there is a continuous relationship with them, and therefore the anonymity barely exists. Therefore, confidentiality is not a very meaningful principle in these researches (Hessler, 1992; Lune & Berg, 2016). In the present research study, the participants are not anonymous to the researcher. Moreover, the participants and the researcher work in the same institution, the Beit Berl Academic College. Despite this, the obtained data is confidential. Only the researcher and the participant have access to the interviews and video recordings, and the conclusions of the process were available only to the participant and not to his superiors.

Confidentiality. The written report of the research study will maintain the participants' anonymity. Therefore, it is necessary to use pseudonyms. Furthermore, it is necessary to store the data in a safe and secure place so that the information on the participants will not be revealed. In qualitative research, the researcher must understand

that the process exposes the participants and therefore the researcher must be careful to maintain confidentiality especially when there is no anonymity (Allmark, 2002). In the present research study, to maintain anonymity the participants were told that the direct superiors, the department heads, and the head of the Center for Teaching Enhancement know about their participation in the research but would not be given any information collected in the research process. The films of the lessons were stored on the lecturer's course website. The lecturer and the researcher had access to the website, and to enter the course website it was necessary to have a username and password. The lecturer chose whether to enable the students to observe the lesson films. In the research report, all the participants' names are pseudonyms.

Maximum quality. The researcher's promise is that the research will be carried out in a professional manner. The researcher must understand that the process reveals the participants, and therefore the researcher must be aware and empathetic towards the participants in parallel to the implementation of the process and the research interests (Flick, 2018; Lune & Berg, 2016). In the present research study, professionalism in the research was maintained from the pre-research stage until the end of the study. The head of the Center for Teaching Enhancement gave her consent that the research be conducted in the framework of the unit.

The participants and the superiors were told that the lecturers' participation was not intended for evaluation but rather for the improvement of their teaching as lecturers. Confidentiality was maintained by not transferring information on the process to the head of the unit for the improvement of the quality of the instruction and to the department head. All the lecturers received information about the research study – initial information in the publicization of a call and then information from the department head or the researcher. All the lecturers who participated expressed their consent. Throughout the entire process, there was the desire to support the lecturers and to allow them to improve their teaching, through empathy and understanding of the difficulty in the exposure.

Sensitivity to ethical issues and maintaining high ethical standards accompanied me throughout the entire research process: from its proliferation, through implementation, and ending with interpretation.

Chapter 4. Results

The results of the research study are reported in reference to the six research questions that were presented in the chapter of the research methodology, chapter 3. The discussion of the theoretical and practical implications respectively will be presented in the chapter of the discussion, chapter 5. For each research question, first the results willbe presented for each one of the participants and then the analysis of the findings with regard to all the participants. The presentation of the results will include the description and analysis of the process that each one of the participants experienced, from thepreliminary interview (before the beginning of the research), through the feedback conversations based on observation of the filmed lessons, to the summative interview (at the end of the process). Quotes from the interviews and the feedback conversations are used to support the results.

The presentation of the results on the basis of the qualitative analysis of the data according to the defined categories and the relations between them enables the presentation of a theory that is well established and meaningful.

4.1 The Dimension of the Organization of the Lesson

The dimension of the organization of the lesson includes the following categories: beginning the lesson, connecting to the previous lesson, defining the lesson topic, presenting the lesson goal, logical continuum of the lesson, summarizing the lesson, and connecting to the next meeting.

Participant Number 1 Adi

The semi-structured interview held before the first observation found that the lecturer, participant number 1, perceives the dimension of the "organization of the lesson" as his strong point.

"The dimension of the organization of the lesson is a strength, I think the lesson is organized. The presentation helps me organize the lesson ".

Table Number 1: Summary of the Feedback Conversations for the Dimension of the

Organization of the Lesson, Participant Number 1 Adi

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Start of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer did not know. **Focused in the feedback conversation:** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Connection to the previous lesson		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer did not know. **Focused in the feedback conversation:** Rational explanation and examples how to do it. **Participant reaction:** *"I accept it".*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples how it was done at the beginning of the lesson.	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Definition of the topic of the session		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done at the beginning when he explained about the test. **Feeling-** Satisfied **Action-**Not done when he transitions to the content of the lesson, the subject was not defined. **Feeling-** Disappointed **Understanding-** The lecturer was unaware **Focused in the feedback conversation-** Examples – How to do it **Participant reaction:** *"I accept it".*	**Action** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** *"I accept*	**Action-** Not done-to improve **Feeling-** Unsatisfied **Understanding**- **-** The lecturer was unaware **Focused in the feedback conversation** We repeated on the examples how to do it. **Participant reaction:** *"I accept it".*	**Action-** Not done-to improve **Feeling-** Disappointed **Understanding**- The lecturer was unaware **Focused in the feedback conversation** We repeated on the examples how to do it. **Participant reaction:** *"I accept it".*

it".		
Logical continuum of the lesson		
We did not deal with this criterion in the feedback conversation. **Action-** Not complete - More actions can be done	**Action-** Not complete - More actions can be done. **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, **Participant reaction:** *"I accept it".*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.
Summary of the lesson		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware and also did not know how to apply. **Focused in the feedback conversation**: giving instruments and examples. **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** disappointed **Understanding-** The lecturer was unaware **Focused in the feedback conversation**: Examples how to do it. . **Participant reaction:** "My goal is to improve"
Connecting to the next lesson		
Action- Not done- to improve **Understanding-** The lecturer didn't know how to do it. **Focused in the feedback conversation**: Examples how to do it.	Same as above	Not relevant. It is the last lesson at the course.

Resource: own elaboration

It was found from Table Number 1 that in the dimension of the organization of the lesson there were a number of changes in the process of the feedback conversations. In the first feedback conversation, after the filming of the first lesson, improvement was required in each one of the criteria. The criteria in which there was improvement during the feedback conversations are: start of the lesson, definition of the topic of the lesson, connection to the previous lesson, and logical continuum of the lesson. Change did not occur in the criteria of the goals of the lesson and summary of the lesson.

"I feel very bad that I did not complete the course. I will not learn the course anymore because I am not connected to it".

"I was very happy that the class had ended and therefore I was unable to think of a conclusion."

Adi explained that there was no change: *"I was emotionally flooded at the lessons and acted in an automated way"*.

There is a gap between the lecturer's perception of his performances in the dimension of the organization of the lesson and what was found in the observations. The lecturer in his understanding sees this dimension to be a strong point; in actuality it was possible to improve each one of the criteria in the first observation.

Participant Number 2 Ami

From the semi-structured interview that was held before the first observation it was found that the lecturer, participant number 2, perceives the dimension of the "organization of the lesson" as his strong point.

"I am very organized and structured on the basic level. A student last year told me that my lesson is like two lessons of others, the time is used well."

Table Number 2: Summary of the Feedback Conversations for the Dimension of the Organization of the Lesson, Participant Number 2 Ami

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Logical continuum of the session** **Connecting to the next lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Definition of the topic of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware.	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to	Same as above

Focused in the feedback conversation Rational explanation and examples **Participant reaction:** "I will think about it".	do **Focused in the feedback conversation:** Reinforcement of this criterion	
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "I will think about it".	**Action-** Not done- to improve **Feeling-** Unsatisfied **Understanding-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation:** Examples –Where it could be done / How to do it **Participant reaction:** "I will think about it".	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Summary of the lesson		
Action- Not done- to improve **Feeling-** Unsatisfied **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation:** Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation:** giving instruments. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion. **Participant reaction:** "My goal is to preserve**"**

Resource: own elaboration

It was found from Table Number 2 that in the dimension of the organization of the lesson there were few changes during the process of the feedback conversations, since in the four criteria the lecturer's performances were to preserve, already in the filming of the first lesson. The significant changes were in the criteria of the presentation of the session goals and the summary of the lesson, from 'not done' to 'done and preserved'.

"I prepared ahead of time the summary of the lesson" (in the filming of the third lesson).

It is apparent that there is a gap between the understanding and awareness of the lecturer what to improve and how to do so and the implementation of the improvement in actuality. This can be seen in the criteria of the presentation of the lesson objectives and the summary of the lesson. In these criteria the improvement is performed in the observation of the third lesson.

The dimension of the organization of the lesson constitutes a strong point for the lecturer, and he is aware of this.

Participant Number 3 Carmel

From the semi-structured interview that was held before the first observation, it was found that the lecturer, participant number 3, did not know whether the dimension of the 'organization of the lesson' is a strong point for her.

"I have topics that are understood by me, I do not really know whether the dimension of the organization of the lesson is my weak point or strong point. I have topics that are understood. Sometimes there is a lesson that I feel I did not realize. Sometimes the lesson flies and I get a lot done. I prepare more material than necessary so that I will have a way to fill the time of the lesson."

Table Number 3: Summary of the Feedback Conversations for the Dimension of the Organization of the Lesson, Participant Number 3 Carmel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Definition of the topic of the lesson** **Presentation of the goals of the lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Logical continuum of the session		
Action Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above.
Summary of the lesson		
Action- Not done- to improve	**Action** Not complete - More	**Action-** Done to preserve

Feeling- Unsatisfied **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it"*.	**Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion. **Participant reaction:** "My goal is to preserve**"**
Connecting to the next lesson		
Action- Not done- to improve **Feeling-** Unsatisfied **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion. **Participant reaction:** "My goal is to preserve	Same as above.

Resource: own elaboration

From Table Number 3 it is found that in the dimension of the organization of the lesson there were changes in three criteria during the process of the feedback conversations. In four criteria the lecturer's performances were to preserve already from the first lesson. The changes occurred in the criteria of the logical continuum of the lesson, the summary of the lesson, and the connection to the next lesson. The significant change occurred in the criterion of the summary of the lesson, from 'not done' in the first feedback conversation, after the filming of the first lesson to 'done but additional doing isrequired' in the second feedback conversation, after the filming of the second lesson to 'done and to preserve' in the third feedback lesson, after the third filming.

"I understand now the importance of the logical continuum of the lesson and the summary of the lesson and I will be aware of this during the lesson."

It is apparent that there is a gap between the lecturer's understanding and awareness what to improve and how to do this and the implementation of the improvement in actuality. It is possible to see this in the criteria of presentation of the

objectives of the lesson and summary of the lesson. In these criteria the improvement is performed in the observation of the third lesson.

The dimension of the organization of the lesson was found to be the lecturer's strong point. The lecturer was not aware of this in the preliminary interview.

Participant Number 4 Noa

From the semi-structured interview held before the first observation it was found that the lecturer, participant number 4, perceives the dimension of the 'organization of the lesson' to be her strong point.

"The organization of the lesson – my lessons are very organized. The presentation are an anchor, I always prepare more material if there is time. I always begin with what was on the last lesson, in order to connect those sitting in the class and also for those who weren't there."

Table Number 4: Summary of the Feedback Conversations for the Dimension of the Organization of the Lesson, Participant Number 4 Noa

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Definition of the topic of the lesson** **Logical continuum of the session** **Connecting to the next lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "I will think	**Action** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Not relevant

about it".		
Summary of the lesson		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Action** Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it"*.

Resource: own elaboration

It was found from Table Number 4 that in the dimension of the organization of the lesson there were few changes in the process of the feedback conversation, since in the criteria the lecturer's performances were to preserve already in the filming of the first lesson. A significant change occurred in criterion 5 of the presentation of the goals of the lesson from 'not done' to 'done and to preserve'.

In the criterion of the summary of the lesson there was a change between the filming of the first lesson and the second one, following the first feedback conversation, but in the third filming it was possible to do additional actions.

"I adopted for myself the following habits that are expressed automatically in the lesson. Therefore, I was not aware that I am not summarizing the lesson."

It is apparent that there is a gap between the lecturer's understanding and awareness what to improve and how to do this and the implementation of the improvement in actuality. This can be seen in the criterion of the summary of the lesson.

The dimension of the organization of the lesson constitutes the lecturer's strong point, and she is aware of it.

Participant Number 5 Ora

The semi-structured interview held before the first observation found that the lecturer, participant number 5, perceives the dimension of the organization of the lesson as her strong point.

"Sometimes I write the agenda on the board, what I am going to do, I try to summarize the lesson. I organize the lesson – I begin with a question and in the end there is a summary. I feel that I push too much in a lesson."

Table Number 5: Summary of the Feedback Conversations for the Dimension of the Organization of the Lesson, Participant Number 5 Ora

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Definition of the topic of the lesson** **Logical continuum of the session** **Connecting to the next lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "I will think about it".	**Action** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Summary of the lesson		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done	**Action** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion **Understanding-** The lecturer	Same as above. **Participant reaction:** "My goal is to preserve"

and giving instruments **Participant reaction:** "My goal is to improve"	was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. **Participant reaction:** "My goal is to improve"	

Resource: own elaboration

From Table Number 5 it was found that in the dimension of the organization of the lesson there were few changes in the process of the feedback conversation, since in five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criteria of the presentation of the lesson goals and the summary of the lesson, from 'not done' to 'done and to preserve' after the end of the first feedback conversation, or in other words, in the filming of the second lesson. There was no gap between the understanding and awareness of the lecturer what to improve and how to do this and the implementation of the improvement in actuality. It is possible to see this in the criteria of the presentation of the lesson objectives and the summary of the lesson.

The dimension of the organization of the lesson constitutes the lecturer's strong point, and she is aware of this.

Participant Number 6 Orna

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 6, perceives the dimension of the organization of the lesson as her strong point.

"I receive positive feedback from the students on the organization of my lesson."

<u>Table Number 6: Summary of the Feedback Conversations for the Dimension of the</u>

<u>Organization of the Lesson, Participant Number 6 Orna</u>

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Definition of the topic of the lesson** **Logical continuum of the session** **Connecting to the next lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Not relevant
Summary of the lesson		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion. **Participant reaction:** "My goal is to preserve**"**

Resource: own elaboration

From Table Number 6 it was found that in the dimension of the organization of the lesson there is a change in these two criteria during the process of the feedback conversations. In the five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The significant change occurred in the criteria of the

presentation of the goals of the lesson and the summary of the lesson from 'not done' to 'done and to preserve'.

"I understood from the feedback conversation that it is important to define a goal at the beginning of the lesson, and I did this, the feeling is good." (Said in the second feedback conversation, after the implementation of the change)

In the criteria of the summary of the lesson, there was a gap between the lecturer's understanding and awareness what to improve and how to do this and the implementation of the improvement in actuality. The improvement was in the observation of the third lesson.

"I wanted to summarize the session but I did not manage. I was focused on the transference of the material." (Said in the second feedback conversation, since she did not succeed in implementing the change)

The dimension of the organization of the lesson constitutes the lecturer's strong point, and she is aware of this.

Participant Number 7 Rachel

From the semi-structured interview held before the first observation, it was found that the lecture perceives the dimension of the organization of the lesson as her strong point.

"The dimension of organization of the lesson is strengths in my lecture".

"I enter the weekly meeting and attempt to say welcoming words, to ask about the participants' wellbeing, to take attendance".

"I am careful to say what we have learned until now and how what we will learn today is connected to all is".

"At the end of the lesson I always say thank you very much for listening. It is important to me that there will be a polite conclusion. Of course, if it is necessary to

prepare something, I am careful to remind them that there is homework or that something has to be prepared for the next lesson".

Table Number 7: Summary of the Feedback Conversations for the Dimension of the Organization of the Lesson, Participant Number 7 Rachel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Definition of the topic of the lesson** **Logical continuum of the session**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "I will think about it".	**Action-** Not done- to improve **Feeling-** Confident **Understanding**- The lecturer disagreed. **Focused in the feedback conversation:** Rational explanation and skills **Participant reaction***: "* I don't accept*"*	Not relevant
Summary of the lesson		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion. **Participant reaction:** "My goal is to preserve**"**
Connecting to the next lesson		
We did not deal with this criterion in the feedback conversation.	Same as above.	Same as above.

Resource: own elaboration

It was found that in the dimension of the organization of the lesson there were a few changes in the process of the feedback conversations, since in four criteria the

lecturer's performances were to preserve already in the filming of the first lesson. The significant change occurred in the criterion of the summary of the lesson, from 'not done' to 'done and to preserve'.

"I pay attention to the closing of the lesson."

In the criterion of the presentation of the goals of the lesson, the participant did not agree with the feedback in the second feedback conversation, after the filming of the second lesson, and therefore we did not address this criterion in the third feedback conversation.

It is apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality. It is possible to see this in the criteria of the presentation of the objectives of the lesson and summary of the lesson. In these criteria the improvement wasin the observation of the third lesson.

The dimension of the organization of the lesson constitutes the lecturer's strong point, and she is aware of this.

Participant Number 8 Yaakov

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 8, perceives the dimension of the organization of the lesson as his strong point.

"I generally at the beginning of the semester draw a type of figure what is going to happen, which topics we will go over. At the start of the lesson I present what we are going to talk about today. There are slide presentations in the background, reading tasks, so that they will come prepared for the lessons. The lesson flows."

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Definition of the topic of the lesson** **Logical continuum of the session** **Connecting to the next lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Not relevant
Summary of the lesson		
Action- Not done- to improve **Feeling-** Stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** Surprised **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion. **Participant reaction:** "My goal is to preserve"

Resource: own elaboration

From Table Number 8, it was found that in the dimension of the organization of the lesson a change occurred in the two criteria during the process of the feedback conversation. In the five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The significant change occurred in the criteria of the

presentation of the goals of the lesson and the summary of the lesson from 'not done' to 'done and to preserve'.

"I began to pay attention to the beginning of the lesson and the end of the lesson."

In the criterion of the summary of the lesson, there was a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality. The improvement was in the observation of the third lesson.

"I am surprised since I was certain that I summarized the lesson."

The dimension of the organization of the lesson constitutes the lecturer's strong point, and he is aware of this.

Participant Number 9 Yuval

From the semi-structured interview that was held before the first observation, it was found that the lecturer, participant number 9, perceives the dimension of the organization of the lesson as his strong point.

"I organize the session, there is always a slide presentation, I link to the previous sessions, I define the topic of the lesson."

Table Number 9: Summary of the Feedback Conversations for the Dimension of the Organization of the Lesson, Participant Number 9 Yuval

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Start of the lesson** **Connection to the previous lesson** **Definition of the topic of the lesson** **Logical continuum of the session** **Connecting to the next lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Not relevant
Summary of the lesson		
Action- Not done- to improve **Feeling-** Stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling**- Embarrassed **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. **Participant reaction:** "My goal is to improve"	**Action** Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it"*.

Resource: own elaboration

It was found that in the dimension of the organization of the lesson there was a change in two criteria during the process of the feedback conversations. In five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criterion of the presentation of the goals of the lesson from 'not

done' to 'done and to preserve'. In the criterion of the summary of the lesson, the improvement was from 'not done' to 'done but it is possible to do further actions'.

In the criterion of the summary of the lesson, there was a gap between the lecturer's understanding and awareness of what to improve and how to do so and the implementation of the improvement in actuality. The improvement was in the observation of the third lesson.

"I understand that I need to leave time for a summary" (said at the end of the first feedback conversation, after the filming of the first lesson).

"A little disappointing, I was aware that I need to summarize the lesson but I did not succeed in implementing this" (said in the second feedback conversation, after the filming of the second lesson).

The dimension of the organization of the lesson constitutes the lecturer's strong point, and he is aware of this.

Participant Number 10 Zilla

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 10, perceives the dimension of the organization of the lesson as her strong point.

"My organization of the lesson is very good. I define topics ahead of time, I meet the time schedule of the lesson."

Table Number 10: Summary of the Feedback Conversations for the Dimension of the Organization of the Lesson, Participant Number 10 Zilla

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Connection to the previous lesson Definition of the topic of the lesson Connecting to the next lesson		
Action- Done to preserve **Feeling-** Satisfied	Same as above	Same as above

Understanding- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion		
Start of the lesson		
Action- Done but there was no match between what was said at the start of the lesson and what was done in actuality **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Examples- what has done and what can be done **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Presentation of the goals of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware. **Focused in the feedback conversation** Rational explanation and examples **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Not relevant
Logical continuum of the session		
Action Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above.
Summary of the lesson		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling**- Embarrassed **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 10, it was found that in the dimension of the organization of the lesson there was a chance in the four criteria during the process of the feedback conversations. In the two criteria, the connection to the previous lesson and the definition of the lesson topic, the lecturer's performances were to preserve already in the filming of the first lesson. The significant changes occurred in the criteria of the beginning of the lesson, the presentation of the goals of the lesson, the logical continuum of the lesson, and the summary of the lesson from 'not done' to 'done and to preserve'.

"Now I understand that the load of topics makes it difficult to create a logical continuum for the lesson" (Said in the first feedback conversation, after the filming of the first lesson).

"In the lesson I did according to our practice in the feedback conversation" (Said in the second feedback conversation in reference to the beginning of the lesson and the presentation of the goals for the lesson).

In the criterion of the summary of the lesson, there was a gap between thelecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality. The improvement is in the observation of the third lesson.

The dimension of the organization of the lesson constitutes the lecturer's strong point, and she is aware of this.

<u>Summary</u>

The results indicate that the dimension of the organization of the lesson constitutes a strong point in nine of the ten participations. Eight of the participants evaluated the dimension as their strong point in the preliminary interview. One participant understood that the dimension constitutes her strong point during the feedbackconversations. Among all the participants, there was an improvement in the different criteria of the dimension during the feedback conversation. In nine of the participants, there was a gap between the participant's understanding and awareness what to improve and how to do so and the implementation of the improvement in actuality.

4.2 The Dimension of the Clarity of the Messages

The dimension of the clarity of the messages includes the following categories: presentation of the topic of the lesson in one or two sentences; clear language, use of short and focused sentences; presentation of new content through connection to familiar content; intermediate summaries; repetition of contents from a different angle, in adifferent method, a different order; use of examples from the participants' content world; and focus on the main messages of the lesson.

Participant Number 1 Adi

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 1, perceives the dimension of the clarity of the messages as his strong point.

"I am clear in explaining myself. Not here is my difficulty in the teaching."

Table Number 11: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 1 Adi

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Presentation of the topic of the lesson in one or two sentences		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Action-** Not done-to improve **Feeling-** Disappointed **Understanding**- The lecturer was not available to pay attention to this criterion **Focused in the feedback conversation** Examples –Where it could be done / How to do it. **Participant reaction:** "My goal is to improve"
Clear language, use of short and focused sentences		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer was unaware **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** *"I accept it".*	**Action-** Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:**	**Action-** Not done-to improve **Feeling-** Disappointed **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation** Examples how to do it. **Participant reaction:** "My goal is to improve"

	"My goal is to improve"	
Presentation of new content through connection to familiar content		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Not done-to improve **Feeling-** Embarrassed **Understanding**- The lecturer was unaware **Focused in the feedback conversation** Examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Not done-to improve **Feeling-** Disappointed **Understanding**- The lecturer was unaware **Focused in the feedback conversation** Examples how to do it. **Participant reaction:** "My goal is to improve
Intermediate summaries		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer was unaware **Focused in the feedback conversation** We repeated on the examples how to do it. **Participant reaction:** *"I accept it".*	**Action-** Not done-to improve **Feeling-** Disappointed **Understanding**- The lecturer was unaware **Focused in the feedback conversation** We repeated on the examples how to do it. **Participant reaction:** *"I accept it".*
Repetition of contents from a different angle, in a different method, a different order …		
Action- Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.	**Action-** Not done-to improve **Feeling-** Disappointed **Understanding**- The lecturer was unaware **Focused in the feedback conversation** Examples when and how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.
Use of examples from the participants' content world		
Action- Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware and also did not know how to apply. **Focused in the feedback conversation**: Giving instruments and examples. **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware and also did not know how to apply. **Focused in the feedback conversation**: Giving instruments and examples. **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** disappointed **Understanding-** The lecturer was unaware **Focused in the feedback conversation**: Examples how to do it. . **Participant reaction:** "My goal is to improve"
Focus on the main messages of the lesson		
Action- Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware and didn't know the importance of the focus on the main messages **Focused in the feedback conversation**: Examples – where it could be done and giving instruments	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.

Participant reaction: "My goal is to improve"		

Resource: own elaboration

From table number 11 it can be seen that the dimension of the clarity of the messages there were a number of changes in the process of the feedback conversations. In the first feedback conversation, after the filming of the first lesson, an improvement was required in six out of the seven criteria. In the criterion of the presentation of the topic of the lesson in one or two sentences, there was an improvement after the first feedback conversation. The improvement was expressed in the filming of the second lesson. However, in the filming of the third lesson the lecturer was pressured during the lesson as a result of many questions asked by the students and was not available to implement this criterion.

In the criterion of the repetition of contents from a different angle, in a different method, a different order, in the feedback conversation there was reinforcement of the lecturer's action but in the second filming the lecturer said to the students "I will explain in my words" but in actuality did not do so. There was a gap between what was said and what was done.

In the criterion of the focus on the main messages of the lesson, there was an improvement after the first feedback conversation. The improvement lasted also in the filming of the third lesson.

"Our practice in the feedback conversation of the definition of the main messages helps me in the implementation. I hope greatly that I will succeed in implementing this in the coming lessons."

It was apparent that there is a gap in the five criteria between the lecturer's understanding and awareness of what to improve and how to do so and the implementation of the improvement in actuality. There is a gap between the lecturer's perception of his performances in the dimension of the clarity of the messages and what was found in the observations. The lecturer, to his understanding, saw this dimension to be a strong point, but in actuality it was possible to improve almost all of the criteria.

Participant Number 2 Ami

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 2, is interested in improving the dimension of the clarity of the messages.

"I think that I am very clear. I have the ability to present complex ideas in a clear manner, but apparently this works less well in the recent period. I repeat the issue a number of the times, I clarify whether there are questions. There are students who complain that I repeat too much. It is important to me to be clear and I want to improve this dimension."

Table Number 12: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 2 Ami

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the topic of the lesson in one or two sentences** **Intermediate summaries** **Presentation of new content through connection to familiar content** **Focus on main messages of the lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Clear language, use of short and focused sentences		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- **-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation** Examples- Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Repetition of contents from a different angle, in a different method, a different order …		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer was aware but did not know how to apply	**Action** Not complete - More actions can be done **Feeling-**Satisfied with the change he did **Understanding-** The lecturer	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback**

Focused in the feedback conversation Examples- Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**conversation:** Reinforcement of this criterion.
Use of examples from the participants' content world		
Action Not complete - More actions can be done **Feeling-** Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Not done-to improve **Feeling-** Unsatisfied **Understanding-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation** Examples- Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion.

Resource: own elaboration

From Table Number 12 it was found that in the dimension of the clarity of the messages, there were changes in three criteria during the process of the feedback conversations. Since in the four criteria the lecturer's performances were to preserve already in the filming of the first lesson, the meaningful changes occurred in the criteria of repetition of contents from a different angle, in a different method, a different order**, c**lear language, and use of short and focused sentences, from 'not done' to 'done and to preserve'.

It is apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do it and the implementation of the improvement in actuality. It is possible to see this in the criteria of use of examples from the participants' content world, repetition of contents from a different angle, in a different method, a different order. In these criteria the improvement was undertaken in the observation of the third lesson.

"I reminded myself before the lesson that I need to use examples from the participants' content world. I am happy that I succeeded." (Said in the third feedback conversation)

In the dimension of the clarity of the messages the lecturer was aware that he has room to improve.

Participant Number 3 Carmel

From the semi-structured interview that was held before the first observation, it was found the lecturer, participant number 3, perceived the dimension of the clarity of the message as her strong point.

"I greatly try for the messages to be clear. Sometimes there is a gap between the material learned and what occurs in the field. The students are very critical, and then it is hard for me, and sometimes my messages are not clear enough."

Table Number 13: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 3 Carmel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Clear language, use of short and focused sentences / Presentation of new content through connection to familiar content / Repetition of contents from a different angle, in a different method, a different order …		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the topic of the lesson in one or two sentences		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer was unaware **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Same as above**
Intermediate summaries		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer did not know. **Focused in the feedback**	**Action** Not complete - More actions can be done **Feeling-**Satisfied with the change he made **Understanding-** The lecturer	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback**

conversation Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**conversation:** Reinforcement of this criterion
Use of examples from the participants' content world		
Action Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action** Not complete - More actions can be done **Feeling-** Embarrassed **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Focus on the main messages of the lesson		
Action Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action** Not complete - More actions can be done There is improvement from the filming of the first lesson **Feeling--**Satisfied with the change he made **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action** Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** "My goal is to improve"

Resource: own elaboration

From Table Number 13 it was found that in the dimension of the clarity of the messages changes occurred in the four criteria during the feedback conversations. In three criteria the lecturer's performances were to preserve already in the filming of the first lesson. The changes occurred in the criteria of the presentation of the topic of the lesson in one or two sentences, intermediate summaries, and use of examples from the participants' content world. In the criterion of the focus on the main messages of the lesson, there was a slight improvement but also in the third filming an improvement was still required.

The meaningful change occurred in the criterion of intermediate summaries, from 'not done' to 'done but further doing is necessary' following the first feedback conversation and to 'done and to preserve' following the second feedback conversation.

"I understand now the importance of the intermediate summaries."

It was apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality. It is possible to see this in the criteria of intermediate summaries and use of examples from the participants' content world, and focus on the main messages of the lesson.

"One of the students asked many questions during the lesson, I experienced him as defiant. I got pressured and therefore I was not available to improve the criterion." (Said in the third feedback conversation)

In the dimension of the clarity of the messages, it was found that there are criteria for improvement. The lecturer was not aware of that in the preliminary interview.

Participant Number 4 Noa

From the semi-structured interview that was held before the first observation, it was found that the lecturer, participant number 4, does not perceive the dimension of the clarity of the message as a strong point or a weak point.

"I hope that my messages are clear. My thinking is logical, I enable the opening of parentheses – questions, references, issues – I give this a response and connect to the topic of the course, the design of the environment, and return to the topic in which I want to engage."

Table Number 14: Summary of the Feedback Conversations for the Dimension of the
Clarity of the Messages, Participant Number 4 Noa

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the topic of the lesson in one or two sentences** **Clear language, use of short and focused sentences** **Presentation of new content through connection to familiar content** **Repetition of contents from a different angle, in a different method, a different order …** **Use of examples from the participants' content world**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Intermediate summaries		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**S**ame as above
Focus on the main messages of the lesson		
Action Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 14 it was found that in the dimension of the clarity of the messages there was a change in two criteria during the process of the feedback conversations, since in five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The meaningful change occurred in the criterion of intermediate summaries from 'not done' to 'done and to preserve' following the first

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feedback conversation. The dimension of the clarity of the messages constitutes the lecturer's strong point, but she was not aware of this.

Participant Number 5 Ora

From the semi-structured interview that was held before the first observation, it was found that the lecturer, participant number 5, perceives the dimension of the clarity of the messages as her strong point.

"I think that I am trying to convey the messages visually. I am repeating the messages many times. It could be that I can improve this dimension with more examples from the students' world. But it seems to me that this dimension constitutes my strong point. I am not certain."

Table Number 15: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 5 Ora

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the topic of the lesson in one or two sentences** **Clear language, use of short and focused sentences** **Presentation of new content through connection to familiar content** **Intermediate summaries** **Focus on the main messages of the lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Repetition of contents from a different angle, in a different method, a different order		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Same as above**
Use of examples from the participants' content world		
Action Not complete - More actions can be done	**Action-** Done to preserve **Feeling-** Satisfied	**Same as above**

Feeling-Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	

Resource: own elaboration

From Table Number 15 it was found that in the dimension of the clarity of the messages there were few changes during the process of the feedback conversation, since in five criteria the lecturer's performances were to preserve already in the filming of the first lesson. A change occurred in the criteria of the repetition of contents from a different angle, in a different method, a different order and use of examples from the participants' content world, from 'not complete – more actions can be done' to 'done and to preserve' after the first feedback conversation, in other words, in the filming of the second lesson. There was no gap between the lecturer's understanding and awareness of what to improve and how to do so and the implementation of the improvement in actuality.

This dimension constitutes the lecturer's strong point and she is aware of this.

Participant Number 6 Orna

From the semi-structured interview that was held before the first observation, it was found that the lecturer, participant number 6, perceives the dimension of the clarity of the messages as her strong point.

"The clarity of the messages is 100% my strong point. I teach topics of dialogue and I sometimes force my opinions, so that the messages must be clear and unambiguous."

Table Number 16: Summary of the Feedback Conversations for the Dimension of the
Clarity of the Messages, Participant Number 6 Orna

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the topic of the lesson in one or two sentences** **Presentation of new content through connection to familiar content** **Intermediate summaries** **Repetition of contents from a different angle, in a different method, a different order** **Focus on the main messages of the lesson**		
Action- Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Clear language, use of short and focused sentences		
Action Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *My goal is to* improve"	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Same as above**
Use of examples from the participants' content world		
Action Not complete - More actions can be done **Feeling-**Unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"My goal is to improve"*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 16 it was found that in the dimension of the clarity of the messages there was a change in two criteria during the process of the feedback conversations. In five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criteria of clear language, use of short and focused sentences, and use of examples from the participants' content world. In

these criteria the change occurred already in the filming of the second lesson, from 'not complete – more actions can be done' to 'done to preserve'.

"Now, after the feedback conversation, I understand how much it is important to use examples from the participants' content world." (Said in the first feedback conversation)

The dimension of the clarity of the messages constitutes the lecturer's strongpoint, and she is aware of this.

Participant Number 7 Rachel

From the semi-structured interview held before the first observation, it was found that the lecturer perceives the dimension of the clarity of the messages as her strong point.

"The dimension of the clarity of the messages is a strength in my lecture."

"The clarity of the messages in my lessons is really good. I always link to what we did until now and where we are today. Short sentences since otherwise I will be bored with myself. I lack intermediate summaries. I try to examine whether the participants understood during the session."

Table Number 17: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 7 Rachel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Presentation of the topic of the session in one or two sentences Clear language, use of short and focused sentences Intermediate summaries Focus on the main messages of the lesson		
Action- Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above

Presentation of new content through connection to familiar content		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Repetition of contents from a different angle, in a different method, a different order		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Use of examples from the participants' content world		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it"*	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation:** Giving instruments. **Participant reaction:** *"I accept it""*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding** **Focused in the feedback conversation**: Reinforcement of this criterion.

Resource: own elaboration

From Table Number 17 it was found that in the dimension of the clarity of the messages there was a change in the three criteria during the process of feedback conversations. In four criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criteria of the presentation of new content through connection to familiar content, repetition of contents from a different

angle, in a different method, a different order, and use of examples from the participants' content world.

"Until now I did not attribute importance to this criterion, and I raised the concern that the examples would take time – but I understood that the example would lead to the participants' greater involvement."

It is apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do it and the implementation of the improvement in actuality in the criterion of use of examples from the participants'content world.

"Until now I did not attribute importance to this criterion and I was afraid that giving examples in general takes from the time of the lesson. After the feedback conversation I understood that the examples and others from the content world of the participants lead to greater involvement of the participants in the lesson."

This dimension constitutes the lecturer's strong point, and she is aware of this.

Participant Number 8 Yaakov

From the semi-structured interview held before the first observation it was found that the lecturer, participant number 8, is interested in improving in the dimension of the clarity of the messages.

"I repeat things even if the students do not understand for the tenth time. If it is necessary to tarry, then I do so. The main thing is for the student to understand the topic. I will be happy to know how to convey my messages better."

Table Number 18: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 8 Yaakov

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the topic of the session in one or two sentences** **Clear language, use of short and focused sentences** **Intermediate summaries** **Use of examples from the participants' content world**		
Action- Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of new content through connection to familiar content		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Repetition of contents from a different angle, in a different method, a different order		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Use of examples from the participants' content world		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action** Not complete - More actions can be done There is improvement from the filming of the first lesson **Feeling--**Satisfied the change he made **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments.	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

	Participant reaction: "My goal is to improve"	
Focus on the main messages of the lesson		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action** Not complete - More actions can be done There is improvement from the filming of the first lesson **Feeling-**-Satisfied with the change he made **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 18 it is found that in the dimension of the clarity of the messages there was a change in four criteria during the process of the feedback conversations. In three criteria the lecturer's performances were to preserve already in the filming of the first lesson. The meaningful change occurred in the criteria of the use of examples from the participants' content world and the focus on the main messages of the lesson.

"I need to be more aware during the lesson to give examples from the content world and to be focused on messages that I want to convey" (said in the second feedback conversation).

It is apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do so and the implementation of the improvement in actuality in the criteria of use of examples from the participants' content world and focus on main messages of the lesson.

In the dimension of the clarity of the messages the lecturer was aware that there is room for him to improve.

Participant Number 9 Yuval

From the semi-structured interview held before the first observation it was found that the lecturer, participant number 9, perceives the dimension of the clarity of the messages as her strong point.

"I think that the messages that I convey in the lessons are clear. This is not nuclear physics. In a course about the brain perhaps it is harder to convey the messages clearly, but I succeed also in this course to convey clear messages."

Table Number 19: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 9 Yuval

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Presentation of the topic of the session in one or two sentences Clear language, use of short and focused sentences Presentation of new content through connection to familiar content Intermediate summaries Repetition of contents from a different angle, in a different method, a different order Use of examples from the participants' content world		
Action- Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Focus on the Main messages of the lesson		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 19 it was found that in the dimension of the clarity of the messages there was a change in one criterion during the process of the feedback conversations. In six criteria, the lecturer's performances were to preserve already in the

filming of the first lesson. The change occurred in the criterion of the focus on the main messages of the lesson, from 'done but it is possible to do more actions' to 'done and to preserve'. The dimension of the clarity of the messages constitutes the lecturer's strong point, and she is aware of this.

Participant Number 10 Zilla

From the semi-structured interview held before the first observation it was found that the lecturer, participant number 10, perceives the dimension of the clarity of the messages as her strong point.

"My messages are clear, the students do not always receive the messages that I convey since there are messages that awaken objections. The difference in the age and in the personality of the students helps me and makes it difficult for me simultaneously."

Table Number 20: Summary of the Feedback Conversations for the Dimension of the Clarity of the Messages, Participant Number 10 Zilla

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Clear language, use of short and focused sentences Presentation of new content through connection to familiar content Use of examples from the participants' content world		
Action- Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.	Same as above	**Same as above**
Presentation of the topic of the lesson in one or two sentences		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding**- **-** The lecturer was unaware **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** *"My goal is to improve"*	**Action-** Done to preserve **Feeling-** Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.	Same as above
Intermediate summaries		
Action- Not done-to improve **Feeling-** Unsatisfied	**Action-** Done to preserve **Feeling-** Satisfied	**Action-** Not complete - More actions can be done

Understanding- The lecturer did not know. **Focused in the feedback conversation** Rational explanation and examples how to do it. **Participant reaction:** "My goal is to improve"	**Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.	**Feeling**- unsatisfied **Understanding**- The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*
Repetition of contents from a different angle, in a different method, a different order …		
Action- Not complete - More actions can be done **Feeling**- unsatisfied **Understanding**- The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*	**Action**- Done to preserve **Feeling**- Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.	**Action**- Not complete - More actions can be done **Feeling**- unsatisfied **Understanding**- The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done, Giving instruments. **Participant reaction:** *"I accept it".*
Focus on the main messages of the lesson		
Action- Not done- to improve **Feeling**- Embarrassed **Understanding**- The lecturer was unaware and didn't know the importance of the focus on the main messages **Focused in the feedback conversation**: Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action**- Done to preserve **Feeling**- Satisfied **Understanding**: The lecturer was aware and knew what to do. **Focused in the feedback conversation**: Reinforcement of this criterion.	Same as above

Resource: own elaboration

Table Number 20 indicates that in the dimension of the clarity of the messages there was a change in four criteria during the process of the feedback conversations. In the three criteria, clear language, use of short and focused sentences, presentation of new content through connection to familiar content, and use of examples from the participants' content world, the lecturer's performances were to preserve already in the filming of the first lesson. In two criteria there was an improvement in the second filming, after the first feedback conversation. However, in the third filming there was a regression to "not complete – more actions can be done."

"The students did not agree with the message that I conveyed and began to speak together. I did not know how to present the message in another way and out of stress I

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did not do intermediate summaries. Now after the feedback conversation I know what it is possible to do." (Said in the first feedback conversation)

"I understood that my messages are not sufficiently clear, especially when I am stressed as a result of student objections."(Said in the third feedback conversation)

There is a gap between the lecturer's perception of his performances in the dimension of the clarity of the messages and what was found in the observations. The lecturer, to her understanding, saw this dimension to be a strong point, and in actuality something was found to improve in this dimension.

<u>Summary</u>

To summarize, it is possible to see from the results that the dimension of the clarity of the messages constitutes the strong point among four of the ten participants and they evaluated the dimension as their strong point in the preliminary interview. One participant understood that the dimension constitutes her strong point during the feedback conversations. Three participants evaluated in the preliminary assessment that the dimension of the clarity of the messages is their strong point. They were not aware that they had something to improve in this dimension. Two participants were aware in the preliminary interview that they have something to improve in this dimension and improved during the feedback conversations in light of the observations.

Among all the participants, there was an improvement in the different criteria of the dimension during the feedback conversations. Among six of the participants, a gap was found between the understanding and the awareness of the participant regarding whatto improve and how to do so and the implementation of the improvement in actuality.

4.3 The Dimension of the Contact with the Target Audience (Students)

The dimension of the contact with the target audience (students) includes the following categories: encouragement to ask questions; listening to the participants' questions; eye contact; awareness of the participants' feedback (decline in attention, understanding, interest, …) – verbal and nonverbal; stopping during the lesson to clarify

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whether the material was understood; and first lesson – lecturer's self presentation, coordination of expectations.

Participant Number 1 Adi

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 1, perceives the dimension of the contact with the target audience as his strong point.

"The interaction with the students is positive. Good relations were created with the students. I have better conversations with students who are interested in learning."

Table Number 21: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 1 Adi

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Encouragement to ask questions** **Listening to the participants' questions, answers**		
Action- Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
First lesson –lecturer's self-presentation, coordination of expectations		
Action- Done, to preserve- A self-presentation was held, along with clarification with the participants what they learned so as not to repeat the contents learned. **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do. **Action-** Not done- improve. Coordination of expectations about the course was not performed. **Feeling-** unsatisfied. **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation:** Examples Where it	**Action-** Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

could be done and how to do it **Participant reaction:** *"My goal is to improve"*		
Eye contact		
Action- Not complete - More actions can be done **Feeling-** satisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"I accept it""*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Stopping during the lesson to clarify whether the material was understood		
Action- Not done-to improve **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** *"My goal is to improve"*	**Action-** Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"I accept it""*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 21 it can be seen that in the dimension of the contact with the target audience (students) there was a change in the four criteria during the process of the feedback conversations. In the two criteria the lecturer's performances were to preserve already in the filming of the first lesson. The changes in all the criteria occurred after the first feedback conversation.

"Following the feedback conversation I was more attentive to the students' needs during the lesson." (Said in the second feedback conversation)

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"I am careful to have a fair attitude to students and to give them room for questions." (Said in the third feedback conversation)

There is a gap between the lecturer's perception of his performances in the dimension of the clarity of the messages and what is found in the observations. The lecturer, as he understands it, saw this dimension to be a strong point;g in actuality it was possible to improve almost all the criteria.

Participant Number 2 Ami

From the semi-structured interview that was held before the first observation, it was found that the lecturer, participant number 2, perceives the dimension of the contact with target audience as his strong point.

"My communication with the students is very not formal. The communication is friendly and pleasant. My character is kibbutznik, I am not formal. In the context of teaching this is a part of my perception. It is not possible to achieve good teaching without reaching relations of trust and confidence. It is necessary to give a feeling that I respect the students. There are misses periodically, I sometimes get upset. I try to addressthe nonverbal communication."

Table Number 22: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 2 Ami

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Eye contact** **Encouragement to ask questions** **Listening to the participants' questions, answers** **Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal** **Stopping during the lesson to clarify whether the material was understood**		
Action- Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
First lesson –lecturer's self-presentation, coordination of expectations		

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Action- Done, to preserve- A self-presentation was held, along with clarification with the participants what they learned so as not to repeat the contents learned. **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do. **Action-** Not done- improve. Coordination of expectations about the course was not performed. **Feeling-** unsatisfied. **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation:** Examples where it could be done and how to do it **Participant reaction:** *"My goal is to improve"*	**Action-** Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 22 it was found that in the dimension of the contact with the target audience (students) there was a change in only one criterion during the process of the feedback conversations. In five criteria the lecturer's performances were to preserve already in the first lesson. The meaningful change occurred in the criterion of first lesson – lecturer's self-presentation, coordination of expectations – from 'not done' to 'done and to preserve' regarding the coordination of the expectations.

"I was afraid at first from the coordination of the expectations since I thought that I would need to negotiate and I do not like this. After I understood how to do this and I coordinated expectations with the students, I understand the importance and know how to do so." (Said in the second feedback conversation)

The dimension of the contact with the target audience (students) constitutes the lecturer's strong point, and he is aware of it.

Participant Number 3 Carmel

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 3, perceives the dimension of the contact with the target audience (students) as her strong point.

"In my character as a lecturer and a teacher, I am nice and smiling and when I feel that the students are distracted I comment to them."

Table Number 23: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 3 Carmel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Eye contact** **Encouragement to ask questions** **Listening to the participants' questions, answers** **Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal** **Stopping during the lesson to clarify whether the material was understood**		
Action- Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
First lesson –lecturer's self-presentation, coordination of expectations		
Action- Done, to preserve- A self-presentation was held along with clarification with the participants what they learned so as not to repeat the contents learned. **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do. **Action-** Not done- improve. Coordination of expectations about the course was not performed. **Feeling-** unsatisfied. **Understanding**- The lecturer was unaware and did not know how to apply **Focused in the feedback conversation:** Implementation of the gap of information**.** Examples where it could be done and how to do it	**Action-** Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Participant reaction: *"My goal is to improve"*		

From Table Number 23 it was found that in the dimension of the contact with the target audience (students), there was a change in one criterion during the process of the feedback conversations. In five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criterion of the first lesson – lecturer's self-presentation and coordination of expectations – from 'not done' to 'done and to preserve' following the first feedback conversation.

"I understand now the meaning of the coordination of expectations and know how to do it, my feeling is good." (Said in the second feedback conversation)

"The participants have influence on my conduct in the lesson. I am happy that I had something to improve in this dimension." (Said in the third feedback conversation)

The dimension of the contact with the target audience (students) constitutes the lecturer's strong point, and she is aware of it.

Participant Number 4 Noa

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 4, perceives the dimension of the contact with the target audience (students) as her strong point.

"I try to create interaction with the target audience. I am very active in the lessons. It is important to me that the students take part and participate, I do not stand and talk. The conversation with the students is important to me."

Table Number 24: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 4 Noa

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Eye contact** **Encouragement to ask questions** **Listening to the participants' questions, answers** **Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal** **Stopping during the lesson to clarify whether the material was understood**		
Action- Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
First lesson –lecturer's self-presentation, coordination of expectations		
Action- Done, to preserve- A self-presentation was held. **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do. **Action-** Not done- improve. Coordination of expectations about the course was not performed. **Feeling-** unsatisfied. **Understanding**- The lecturer was unaware and did not know how to apply **Focused in the feedback conversation:** Implementation of the gap of information**.** Examples Where it could be done and how to do it **Participant reaction:** *"My goal is to improve"*	**Action-** Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 24 it was found that in the dimension of the contact with the target audience (students) there was a change in one criterion during the process of the feedback conversations. In five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criterion of first

lesson – lecturer's self-presentation, coordination of expectations – from 'not done' to 'done and to preserve' following the first feedback conversation.

The dimension of the contact with the target audience (students) constitutes a strong point of the lecturer, and she is aware of it.

Participant Number 5 Ora

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 5, perceives the dimension of the contact with the target audience (students) as her strong point.

"In this dimension I do not have a problem, this is my strong point, I create a very respectful atmosphere in the lesson. I try for there to be eye contact among all the participants, I seat them in a semi-circle, during the lesson I motivate them and move among them."

Table Number 25: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 5 Ora

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Eye contact** **Listening to the participants' questions, answers** **Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal** **Stopping during the lesson to clarify whether the material was understood**		
Action- Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
First lesson –lecturer's self-presentation, coordination of expectations		
Action- Done, to preserve- A self-presentation was held. **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do. **Action-** Not done- improve. Coordination of expectations about the course was not performed.	**Action-** Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

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Feeling- unsatisfied. **Understanding**- The lecturer was unaware and did not know how to apply **Focused in the feedback conversation:** Implementation of the gap of information**.** Examples Where it could be done and how to do it **Participant reaction:** *"My goal is to improve"*		
Encouragement to ask questions		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"I accept it""*	**Action-** Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 25 it was found that in the dimension of the contact with the target audience (students) there were changes in two criteria during the process of the feedback conversations. This since in four criteria the lecturer's performances were to preserve already in the filming of the first lesson. A change occurred in the criterion of first lesson – lecturer's self-presentation and coordination of expectations from 'not done'in coordination of expectations to 'done and to preserve' following the first feedback conversation. In the criterion of encouragement to ask questions from 'not complete – more actions can be done' to 'done and to preserve' after the first feedback conversation.

The dimension of the contact with the target audience (students) constitutes the lecturer's strong point, and she is aware of this.

Participant Number 6 Orna

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 6, perceives the dimension of the contact with the target audience (students) as her strong point.

"I am attentive, caring towards the students, when there are personal problems I am considerate and empathetic. I am not in the same interaction with all the students, I do not reach everyone enough."

However, she is interested in improving one aspect in this dimension.

"I would be happy if the process helps me put the focus on the dispersion of my attention among more people and dispersion of the participation among the people."

Table Number 26: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 6 Orna

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Eye contact** **First lesson –lecturer's self-presentation, coordination of expectations** **Listening to the participants' questions, answers** **Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal** **Stopping during the lesson to clarify whether the material was understood**		
Action- Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Encouragement to ask questions		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"I accept it""*	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"I accept it""*	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"I accept it""*

Resource: own elaboration

From Table Number 26 it was found that in the dimension of the contact with the target audience (students) there was a change in the criteria during the process of the feedback conversations. In the criterion of encouragement to ask questions it was found

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that throughout all the sessions 'not complete – more actions can be done". The lecturer understood that in the implementation of this criterion it is possible to disperse the attention over more people. The lecturer had difficulty in the implementation.

The dimension of the contact with the target audience (students) constitutes the lecturer's strong point, and she is aware of this.

Participant Number 7 Rachel

From the semi-structured interview held before the first observation, it was found that the lecturer perceives the dimension of the contact with the target audience (students) as her strong point.

"In every opening of the course, in the first session, I deliberate to what extent to present myself and my academic knowledge. I always presented my name, only last year, I began to present my field in the academia. In Israel, the students ask the lecturer what you learned, they are curious about this, and therefore I decided to tell what my field of specialization is."

"Coordination of expectations – I always go over the curriculum, what are the requirements. I do not ask what they expect, it appears to me that the answer is very short ... to learn new knowledge."

Table Number 27: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 7 Rachel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Eye contact Stopping during the lesson to clarify whether the material was understood Encouragement to ask questions Listening to the participants' questions, answers		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this	Same as above	Same as above

criterion		
First lesson –lecturer's self-presentation, coordination of expectations		
Action- Done, to preserve- A self-presentation was held, along with clarification with the participants what they learned so as not to repeat the contents learned. **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do. **Action-** Not done- improve. Coordination of expectations about the course was not performed. **Feeling-** unsatisfied. **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation:** Examples Where it could be done and how to do it **Participant reaction:** *"I accept it"*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"I accept it""*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 27 it was found that in the dimension of the contact with the target audience (students) there was a change in two criteria during the process of the feedback conversations. In the four criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criterion of the first lesson – lecturer's self-presentation and coordination of expectations, awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal.

"I did not understand until now the importance of the coordination of expectations. I thought that the presentation of the contents is enough, after I did the

coordination of expectations with the participants and I saw their response I really understand the importance." (Said in the second feedback conversation)

"I understood that the reference to the feedback from the participants enables me to give them a response in real time. My conduct led to the involvement of the participants in the course." (Said in the third feedback conversation)

The dimension of the contact with the target audience (students) constitutes the lecturer's strong point, and she is aware of this.

Participant Number 8 Yaakov

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 8, perceives the dimension of the contact with the target audience (students) as his strong point.

"The relationship during the lesson with the students is less formal, every student can ask questions, I also say that I am sorry if I cannot answer all the questions. The relationship with the students is continuous, positive, and understood."

Table Number 28: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 8 Yaakov

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Eye contact** **Stopping during the lesson to clarify whether the material was understood** **Encouragement to ask questions** **Listening to the participants' questions, answers**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
First lesson –lecturer's self-presentation, coordination of expectations		
Action- Done, to preserve- A self-presentation was held, along with clarification with the participants what they learned so as not to repeat the contents learned.	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do	Same as above

Feeling- Satisfied **Understanding-** The lecturer was aware and knew what to do. **Action-** Not done- improve. Coordination of expectations about the course was not performed. **Feeling-** unsatisfied. **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation:** Examples Where it could be done and how to do it **Participant reaction:** *"I accept it"*	**Focused in the feedback conversation:** Reinforcement of this criterion	
Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal		
Action- **Done in an exaggerated manner** **Feeling-** surprised **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 28 it was found that in the dimension of the contact with the target audience (students) a change did not occur in two criteria during the process of feedback conversations. In four criteria the lecturer's performances were to preserve already in the filming of the first lesson.

In the criterion of the awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal, the reference to everystudent led to the lack of focus on the messages and the dispersion of the attention of the students. After the viewing of the first film, the lecturer understood why he is a factor in this activity and improved his action.

"I am surprised, I was not aware of this that I am rapidly responding to every student and even more the focus on the content is harmed. I will be alert in the next filming." (Said in the first feedback conversation)

The dimension of the contact with the target audience (students) constitutes the lecturer's strong point, and he is aware of it.

Participant Number 9 Yuval

From the semi-structured interview held before the first observation, it was found that the lecturer perceives the dimension of the contact with the target audience (students) as her strong point.

"I have a feeling that I am in a good relationship with the participants."

Table Number 29: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 9 Yuval

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **First lesson –lecturer's self-presentation, coordination of expectations** **Eye contact** **Stopping during the lesson to clarify whether the material was understood** **Encouragement to ask questions** **Listening to the participants' questions, answers** **Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal**		
Action- Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above

Resource: own elaboration

From Table Number 29 it was found that in the dimension of the contact with the target audience (students) a change did not occur since the lecturer's performances were in all the criteria to preserve already in the filming of the first lesson.

The dimension of the contact with the target audience (students) constitutes the lecturer's strong point, and she is aware of it.

Participant Number 10 Zilla

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 10, is interested in improving the dimension of the contact with the target audience (students), although she is attentive and creates a relationship with the participants.

"There is eye contact during the lesson, I listen to the spoken content and to what is not spoken – the body language. I see looks and facial expressions and decide what to address and what not to address. I also am careful to give room to each one to speak during the lesson."

"I am interested in improving the dimension. I want to be more empathetic and to create more calm during the lesson."

Table Number 30: Summary of the Feedback Conversations for the Dimension of the Contact with the Target Audience (Students), Participant Number 10 Zilla

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **First lesson –lecturer's self-presentation, coordination of expectations** **Eye contact** **Encouragement to ask questions** **Listening to the participants' questions, answers**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Stopping during the lesson to clarify whether the material was understood		
Action- Not done- to improve **Feeling-** stressed **Understanding-** The lecturer was unaware and didn't know the importance of closing lesson. **Focused in the feedback conversation**: Implementation of the gap of information, Examples – where it could be done and giving instruments **Participant reaction:** "My goal is to improve"	**Action** Not complete - More actions can be done There is improvement from the filming of the first lesson **Feeling--**Satisfied with the change that was done **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments.	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done, Giving instruments. **Participant reaction:** My goal is to improve""

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	Participant reaction: "My goal is to improve"	
Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal		
Action- **Done in an exaggerated manner** **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 30 it was found that in the dimension of the contact with the target audience (students) there was a change in two criteria during the process of the feedback conversations. In four of the criteria, first lesson –lecturer's self-presentation, coordination of expectations, eye contact, encouragement to ask questions, and listening to the participants' questions, answers, the lecturer's performances were to preservealready in the filming of the first lesson. In the criterion of awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal, there was an improvement in the second filming, after the first feedback conversation.

"Following the many objections that arose I discovered lack of tolerance that is expressed in the 'ping-pong' of statement and response and in the body language I conveyed lack of pleasantness. Now I want that truly my reference was exaggerated." (Said in the first feedback conversation)

In the criterion of stopping the lesson to clarify whether the material was understood, the improvement was from 'not done – to improve' in the filming of the first lesson to 'not complete – more actions can be done' in the filming of the second and third lessons.

"I paid attention since I did not have breaks for clarification and as a result the participants exhibited objection." (Said in the first feedback conversation)

"I had stops for clarification if the contents are clear, this helped. But I need to learn to do this more. It is hard for me. Now I understand that the clarification conveys empathy and this calms the participants." (Said in the third feedback conversation)

A gap does not exist between the lecturer's perception of the dimension and the observations in actuality. The lecturer knew what she had to improve in this dimension.

Summary

To conclude, it is possible to see from the results that the dimension of the contact with the target audience (students) constitutes a strong point among eight of the ten participants, and they evaluated the dimension as their strong point in the preliminary interview. One participant was aware of the improvement required in this dimension. One participant assessed the dimension as a strong point, however in light of the viewing of the films of the lesson and the feedback conversation he understood that he must improvea number of criteria in this dimension.

Among nine participants, there was an improvement in the different criteria of the dimension in the process of the feedback conversations. In one participant no improvement at all was required, the lecturer's performances in all the criteria were to preserve already in the filming of the first lesson.

In the criterion of first lesson – lecturer's self-presentation and coordination of expectations all the participants presented themselves in the first lesson. However, seven participants did not perform coordination of expectations with the students. They were not aware of the importance of the coordination of expectations. After the feedback conversation they all understood the importance and performed the coordination of expectations with the students.

For two participants, a gap was found between the participant's understanding and awareness regarding what to improve and how to do it and the implementation of the improvement.

4.4 The Dimension of the Creation of Interest

The dimension of the creation of interest includes the following categories: diversification in the ways of the message transmission; change in the pace of speech, intonation; movement in the room; use of physiological 'attention getters'; use of quality 'attention getters'; and lecturer's enthusiasm during the lesson.

Participant Number 1 Adi

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 1, perceives the dimension of the creation of interest as his weak point and is interested in improving this dimension.

"I give too little place to the creation of interest. I feel that the material that I teach interests me and the question is how to cause the students to be interested."

Table Number 31: Summary of the Feedback Conversations for the Dimension of the Creation of Interest, Participant Number 1 Adi

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Diversification in the ways of the message transmission		
Action- Not complete - More actions can be done **Feeling**- excited **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples where it could be done and how to do it **Participant reaction:** *"I accept it"*	Same as above	**Action**- Done, to preserve **Feeling**- Satisfied **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Change in the pace of speech, intonation		
Action- Not done- to improve **Feeling**- Embarrassed **Understanding**- The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action**- Not done- to improve **Feeling**- unsatisfied **Understanding**- The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Examples – how to do it. **Participant reaction:** "My	**Action**- Done, to preserve **Feeling**- Satisfied **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

	goal is to improve"	
Movement in the room		
Action- Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Use of physiological 'attention getters'		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction***: "I will think about it"*	**Action-** Not done-to improve **Feeling-** Unsatisfied **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction:** "I *will think about it"*	Same as above
Use of quality 'attention getters'		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction***: "I will think about it"*	**Action-** Not done-to improve **Feeling-** Unsatisfied **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction:** "I *will think about it"*	Same as above
Lecturer's enthusiasm during the lesson		
Action- Not done-to improve Feeling- excited **Understanding**- The lecturer was aware but did not know how to apply**.** **Focused in the feedback conversation:** giving instruments. Where it could be done / How to do it **Participant reaction**: "My goal is to improve**"**	**Action-** Done, to preserve **Feeling-** Happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Resource: own elaboration

From Table Number 31 it was found that in the dimension of the creation of interest, an improvement is required in each one of the criteria. During the process of the feedback conversation, there was an improvement in four of the criteria. In two criteria the change occurred after the first feedback conversation, in two criteria a change occurred in the filming of the third lesson, after the second feedback conversation, and in two criteria there was no change, although during the first and second feedback conversations tools and examples were given how and where to implement during the lesson.

It is apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality. It is possible to see this in the criteria of diversification in the ways of the message transmission and change in the pace of speech, intonation.

"I understand the importance of the use of 'quality attention getters' and it appears that it is hard for me to implement."

The dimension of the creation of interest constitutes a weak point for the lecturer, and he is aware of this.

Participant Number 2 Ami

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 2, perceives the dimension of the creation of interest as his weak point and is interested in improving this dimension.

"I do not diversify in the teaching methods. I talk, a little films or pictures. Beyond this, I do not do."

"At the end of the course I do feedback and ask the students what to preserve and what to improve. The diversification of the teaching methods arises a lot as a point for improvement."

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*"I rely on my verbal ability, on conceptualization, and less on stories and examples.
I know that the examples are important to the understanding, I try, but I do notknow to tell
the examples."*

Table Number 32: Summary of the Feedback Conversations for the Dimension of the
Creation of Interest, Participant Number 2 Ami

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Change in the pace of speech, intonation** **Movement in the room** **Lecturer's enthusiasm during the lesson**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Diversification in the ways of the message transmission		
Action- Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action-** Not done- to improve **Feeling-** unsatisfied **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Examples – how to do it. **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Use of physiological 'attention getters'		
Action- Not done-to improve **Feeling**- excited **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction:** *"I accept it"*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Use of quality 'attention getters'		
Action- Not done-to improve **Feeling**- excited **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback**	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback**	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of

conversation: giving instruments. Where it could be done / How to do it **Participant reaction**: "My goal is to improve"	conversation: Examples – Where it could be done / How to do it **Participant reaction:** : "My goal is to improve"	this criterion

Resource: own elaboration

From Table Number 32 it was found that in the dimension of the creation of interest, there was a change in three criteria during the process of feedback conversations.In three criteria, the lecturer's performances were to preserve already in the filming of thefirst lesson. A meaningful change occurred in the criteria of diversification in the ways ofthe message transmission, from 'not done' in the filming of the first and second lessons to 'done and to preserve' in the filming of the third lesson and in the use of quality'attention getters' from 'not done' in the filming of the first lesson to 'not complete – more actions can be done' in the filming of the second lesson and 'done and to preserve' in the filming of the third lesson.

"I knew that I do not diversify again in the teaching ways. This is really prominent with me in the first lessons. I am a bit pressured until I know the students. The examples of what and how to do will help me." (Said in the second feedback conversation)

"I loved the quality attention getters. I need to practice but it seems to me that I have internalized." (Said in the third feedback conversation)

In these criteria there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

The dimension of the creation of interest constitutes a weak point for the lecturer, and he is aware of this.

Participant Number 3 Carmel

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 3, perceived the dimension of the creation of interest as her weak point.

"I try to interest the students. I tell personal stories."

Table Number 33: Summary of the Feedback Conversations for the Dimension of the Creation of Interest, Participant Number 3 Carmel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Diversification in the ways of the message transmission / Change in the pace of speech, intonation / Movement in the room / Use of physiological 'attention getters' / Lecturer's enthusiasm during the lesson		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Use of quality 'attention getters'		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 33 it was found that in the dimension of the creation of interest a change occurred in one criterion during the process of the feedback conversation. In five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criterion of use of quality 'attention

getters' – 'not complete – more actions can be done' to 'done and to preserve' following the first and second feedback conversations.

"It is important to me to attempt additional attention getters to diversify my teaching." (Said in the first feedback conversation)

"The awareness of the aspect of attention getters makes it easier for me. I use my repertoire according to what happens in the here and now." (Said in the second feedback conversation)

The dimension of the creation of interest constitutes a strong point for the lecturer, and she is aware of this.

Participant Number 4 Noa

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 4, perceives the dimension of the creation of interest as her strong point

"I really try to create interest. I bring to the lessons provocative pictures and this inspires interaction."

Table Number 34: Summary of the Feedback Conversations for the Dimension of the Creation of Interest, Participant Number 4 Noa

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Diversification in the ways of the message transmission** **Change in the pace of speech, intonation** **Movement in the room** **Use of physiological 'attention getters'** **Lecturer's enthusiasm during the lesson**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Use of quality 'attention getters'		
Action- Not complete - More	**Action-** Done more but not	**Action-** Done, to preserve

	complete	
actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"**"**	**Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	

Resource: own elaboration

From Table Number 34 it was found that in the dimension of the creation of interest a change occurred in one criterion during the process of the feedback conversation. In the five criteria the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criterion of use of quality 'attention getters' from 'not complete – more actions can be done' to 'done and to preserve' following the first feedback conversation.

"I liked the concept of attention getters. I understood and succeeded in implementing the use of different attention getters during the lesson." (Said in the third feedback conversation)

The dimension of the creation of interest constitutes a strong point for the lecturer, and she is aware of this.

Participant Number 5 Ora

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 5, perceives the dimension of the creation of interest as her weak point and is interested in improving this dimension.

"I try to create interest. I do not know how much I use attention getters. I do not tell personal stories. Recently I tell more, it is hard for me with personal exposure. I saw that there are students who lose focus during the personal story, I do not know how much the stories interest everyone."

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Diversification in the ways of the message transmission** **Movement in the room** **Use of physiological 'attention getters'** **Lecturer's enthusiasm during the lesson**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Change in the pace of speech, intonation		
Action- Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Use of quality 'attention getters'		
Action- Not done-to improve **Feeling**- excited **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction**: "My goal is to improve"	**Action-** Done more but not complete **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 35 it was found that in the dimension of the creation of interest changes occurred in two criteria during the process of the feedback conversation. In four criteria the lecturer's performances were to preserve already in the filming of the first lesson. A change occurred in the criterion of change in the pace of speech, intonation, use of quality attention getters, from 'not done' in the filming of the first

lesson to 'not complete – more actions can be done' in the filming of the second lesson and to 'done and to preserve' in the filming of the third lesson.

"At the beginning of the conversation I did not know what it is possible to do in order not to be monotone, now I need to implement what I learned in the session." (Said in the first feedback conversation)

"The concept of attention getters was new to me. Now I feel more confident using different attention getters according to what happens in the listen." (Said in the third feedback lesson)

In these criteria, there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

In the dimension of the creation of interest it is possible to improve two criteria, but this dimension does not constitute a weak point. The lecturer was too severe in her assessment of the dimension.

Participant Number 6 Orna

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 6, perceives the dimension of the creation of interest as her strong point.

"I am good with the creation of interest. Sometimes the discussion gets a bit long and the students who are not interested begin to lose interest and are not found with us. Sometimes I cut off students as they speak, I try to balance."

Table Number 36: Summary of the Feedback Conversations for the Dimension of the
Creation of Interest, Participant Number 6 Orna

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Diversification in the ways of the message transmission Change in the pace of speech, intonation Movement in the room Use of physiological 'attention getters' Lecturer's enthusiasm during the lesson		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Use of quality 'attention getters'		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** : "My goal is to improve"""	**Action-** Done more but not complete **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 36 it was found that in the dimension of the creation of interest there was a change in only one criterion during the process of the feedback conversations. In the criterion of use of quality 'attention getters' there was a change from 'not complete - more actions can be done' in the filming of the first lesson to 'done more but not complete' in the filming of the second lesson to 'done, to preserve' in the filming of the third lesson. There is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

"The attention getter is a concept I learned during the process. I understood what I need to do but it was hard for me to make use of the attention getters during the lesson,

I need to adjust. I learned about myself what is hard for me and this is good." (Said in the third feedback conversation)

The dimension of the creation of interest constitutes a strong point for the lecturer, and she is aware of this.

Participant Number 7 Rachel

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 7, perceives the dimension of the creation of interest as her weak point and is interested in improving this dimension.

"How to create interest is something that I think about all the time anew. My ways of teaching include a lecture and presentations. There are courses that I do Kahoot (a game using the mobile phone)."

"I move in the room during the lesson and change my tone of speech. When I hear a noise I lower my voice, I also say that now I am lowering my voice and this generates laughter. During the course I give examples and ask from them examples. There are guiding questions, there aren't challenging questions, humor – I would say cynicism. It seems to me that there is something to improve."

Table Number 37: Summary of the Feedback Conversations for the Dimension of the Creation of Interest, Participant Number 7 Rachel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Movement in the room** **Use of physiological 'attention getters'**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Diversification in the ways of the message transmission		
Action- Not complete - More actions can be done	**Action-** Not complete - More actions can be done	**Action-** Done, to preserve **Feeling-** Satisfied

Feeling- excited **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction:** *"I accept it"*	**Feeling**- unsatisfied **Understanding**- The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done and how to do it **Participant reaction:** *"I accept it"*	**Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Change in the pace of speech, intonation		
Action- Not done- to improve **Feeling**- Embarrassed **Understanding**- The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Examples – how to do it. **Participant reaction:** "My goal is to improve"	**Action**- Not done- to improve **Feeling**- unsatisfied **Understanding**- The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Examples – how to do it. **Participant reaction:** "My goal is to improve"	**Action**- Done, to preserve **Feeling**- Satisfied **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Use of quality 'attention getters'		
Action- Not done-to improve **Feeling**- excited **Understanding**- The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction:** "My goal is to improve"	Same as above	**Action** Done, to preserve **Feeling**- Satisfied **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Lecturer's enthusiasm during the lesson		
Action- Not complete - More actions can be done **Feeling**- unsatisfied **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"	Same as above	**Action** Done, to preserve **Feeling**- Satisfied **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 37 it was found that in the dimension of the creation of interest there was a change in four criteria during the process of the feedback conversations. In two criteria, the lecturer's performances were to preserve already in the filming of the first lesson. The change occurred in the criteria of diversification in the ways of the message transmission, change in the pace of speech, intonation, use of quality attention getters, and lecturer's enthusiasm during the lesson.

"I did not understand until now the importance of the coordination of expectations. I thought that the presentation of the contents is enough, after I carried out the coordination of expectations with the participants and I saw their response I really understand the importance." (Said in the second feedback conversation)

"I saw that I am speaking in a monotone. From the conversation I am reinforced, I will pay attention to the way in which I am talking. The concept of attention getters is new to me, and it seems to me very important to teaching." (Said in the first feedback conversation)

"I put forth effort in the lesson to use attention getters and not to talk in a monotone. I am very happy that I succeeded." (Said in the third feedback conversation)

In all the criteria the improvement occurred in the filming of the third lesson. There is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

The dimension of the creation of interest constitutes a weak point for the lecturer, and she is aware of this.

Participant Number 8 Yaakov

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 8, perceives the dimension of the creation of interest as his strong point.

"All the time I maintain interest during the lesson. This is expressed in that I give examples to instill thinking in the student. I address the issues relevant to the world of the student's life. I speak emotionally, when speaking about emotion this works."

Table Number 38: Summary of the Feedback Conversations for the Dimension of the

Creation of Interest, Participant Number 8 Yaakov

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Diversification in the ways of the message transmission Change in the pace of speech, intonation Movement in the room Use of physiological 'attention getters' Lecturer's enthusiasm during the lesson		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Use of quality 'attention getters'		
Action- Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve""	**Action-** Done more but not complete **Feeling-** unsatisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Action** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 38 it was found that in the dimension of the creation of interest, a change occurred in one criterion during the process of the feedback conversations. In five criteria the lecturer's performances were to preserve already in the filming of the first lesson. In the criterion of use of quality 'attention getters' that change was from 'not complete – more actions can be done' in the filming of the first lesson to 'done more but not complete' in the filming of the second lesson and 'done and to preserve' in the filming of the third lesson. There is a gap between the lecturer's understanding and awareness what to improve and how to do this and the implementationof the improvement in actuality.

"The transfer of my messages is clear, however for the creation of interest in the transfer of the message creativity is needed, and this is not the strongest with me. I

learned a new concept, attention getters, and I need to practice the use of attention getters so that this will appear natural." (Said in the second feedback conversation)

The dimension of the creation of interest constitutes a strong point for the lecturer, and he is aware of this.

Participant Number 9 Yuval

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 9, perceives the dimension of the creation of interest as her weak point and is interested in improving this dimension.

"The creation of interest is the most problematic dimension with me. I did not think this was my weak point but from the students' feedback that they fill out at the endof the course it was found that the creation of interest constitutes a weak point. I greatly want to know how to improve this."

Table Number 39: Summary of the Feedback Conversations for the Dimension of the Creation of Interest, Participant Number 9 Yuval

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Diversification in the ways of the message transmission** **Movement in the room** **Use of physiological 'attention getters'** **Lecturer's enthusiasm during the lesson**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Change in the pace of speech, intonation		
Action- Not done- to improve **Feeling-** Embarrassed **Understanding-** The lecturer was unaware **Focused in the feedback conversation**: Examples – Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was unaware **Focused in the feedback conversation:** Examples – Where it could be done / How to do it	**Action-** Done, To preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

	Participant reaction: "My goal is to improve"	
Use of quality 'attention getters'		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer was aware but did not know how to apply. **Focused in the feedback conversation**: giving instruments. Where it could be done / How to do it **Participant reaction**: "My goal is to improve"	**Action-** Done more but not complete **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 39 it was found that in the dimension of the creation of interest, changes occurred in two criteria during the process of the feedbackconversations. In four criteria the lecturer's performances were to preserve already in the filming of the first lesson. A change occurred in the criteria of the change in the pace of speech, intonation, and use of quality attention getters, from 'not done' in the filming of the first lesson to 'not complete – more actions can be done' in the filming of the second lesson and 'done and to preserve' in the filming of the third lesson.

"I did not know the concept of attention getters. It is important that the lecturer know ways to create interest, I need to practice this. And change of the tone of speech, I saw in the filming that I am talking in a monotone"(Said in the first feedback conversation)

"I am satisfied that I succeeded in improving the dimension of the creation of interest, I need to practice this some more. This does not come naturally for me." (Said in the third feedback conversation)

In these criteria there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

In the dimension of the creation of interest it is possible to improve two criteria, but this dimension does not constitute a weak point. The lecturer was too severe in her assessment of the dimension.

Participant Number 10 Zilla

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 10, perceives the dimension of the creation of interest as her strong point.

"The topics that arise in the lesson create interest. The asking of questions awakens the participants."

Table Number 40: Summary of the Feedback Conversations for the Dimension of the Creation of Interest, Participant Number 10 Zilla

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Change in the pace of speech, intonation** **Movement in the room** **Use of physiological 'attention getters'** **Lecturer's enthusiasm during the lesson**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Diversification in the ways of the message transmission		
Action- Not complete - More actions can be done **Feeling** -Surprised **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Use of quality 'attention getters'		
Action- Not done-to improve **Feeling**- Unsatisfied	**Action** Done, to preserve **Feeling-** Satisfied	Same as above

Understanding- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction:** "My goal is to improve"	**Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	

Resource: own elaboration

From Table Number 40 it was found that in the dimension of the creation of interest a change occurred in two criteria during the process of the feedback conversation.In four of the criteria, change in the pace of speech, intonation, movement in the room, use of physiological 'attention getters', and lecturer's enthusiasm during the lesson the lecturer's performances were to preserve already in the filming of the first lesson. In the criteria of the diversification in the ways of the message transmission understanding, and use of quality 'attention getters', there was an improvement in the second filming, after the first feedback conversation.

"I am surprised, I was not aware at all that I am diversifying in the ways of teaching and I did not know the concept of attention getters. I set for myself the goal to improve the two criteria."(Said in the first feedback conversation)

The dimension of the creation of interest constitutes a strong point for the lecturer, and she is aware of this.

Summary

To conclude, it is possible to see from the results that the dimension of the creation of interest constitutes a strong point in three of the ten participants, and they evaluated the dimension as their strong point in the preliminary interview. Five participants evaluated the dimension as their weak point, and indeed, it was possible to see this in the viewing of the films of the lessons. Two of the participants evaluated the dimension as their weak point, but in light of the viewing of the lesson films and the feedback conversation it was found that it was possible to improve two criteria but the participants were severe in their assessment.

Among all the participants, an improvement was required in the criterion of attention getters. From the films of the lesson it was found that nine participants improved this criterion (90%). One participant did not succeed with the implementation. It is possible that this situation derives from the fact that the dimension constitutes his weak point and an improvement was needed in all the criteria. During the process, this participant improved four of the criteria.

Two additional criteria were found in the four participants as needing improvement: diversification in the ways of the message transmission and change in the pace of speech, intonation, and the improvement was achieved in the process of the feedback conversations.

Among five participants, a gap was found between the participants' understanding and awareness regarding what to improve and how to do this and the implementation of the improvement in actuality.

4.5 The Dimension of the Creation of Value

The dimension of the creation of value includes the following categories: presentation of the value of the lessons to the participants; presentation of the contribution of the contents to their knowledge; presentation of the possibilities of the implementation of the knowledge learned outside of the lesson; and shared definition with the participants what is success and explanation how the meeting leads to success.

Participant Number 1 Adi

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 1, perceives the dimension of the creation of value as his weak point and is interested in improving this dimension.

"The creation of value is weak with me, I did not address even once the topic of the creation of value for the students."

Table Number 41: Summary of the Feedback Conversations for the Dimension of the
Creation of Value, Participant Number 1 Adi

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Presentation of the value of the lessons to the participants		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know **Focused in the feedback conversation** Implementation of the gap of information **Participant reaction-"***My goal is to improve"*	**Action-** Not complete - More actions can be done **Feeling-** stressed **Understanding-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation** Examples where it could be done. Giving instruments **Participant reaction-"***My goal is to improve* "	Same as above
Presentation of the contribution of the contents to their knowledge		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***:* " I accept"	**Action-** Not complete - More actions can be done **Feeling-**satisfied **Understanding-** The lecturer was aware but still did not know how to apply **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** *"*I accept"	Same as above
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction:** *"My goal is to improve"*	Same as above	Same as above
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***:* *"I accept it"*	**Same as above**	**Same as above**

Resource: own elaboration

From Table Number 41 it was found that in the dimension of the creation of value an improvement was required in each one of the criteria during the process of the feedback conversations, beginning from the improvement in two criteria. In the two criteria the change occurred after the first feedback conversation from 'not done – to improve' to 'not complete – more actions can be done'. In both of the criteria a change did not occur, although during the first and second feedback conversations tools and examples were given how and where it is possible to implement during the lesson.

It is apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality. It is possible to see this in all the criteria of this dimension.

"I understand the importance of the creation of value. It is hard for me to implement. A change will take a little time but the awareness will allow me the change." (Said in the second feedback conversation)

"I have much to improve, I cannot improve everything in parallel. Therefore, my awareness of the creation of value will allow me to improve the dimension in the following courses." (Said in the third feedback conversation)

The dimension of the creation of value constitutes a weak point for the lecturer, and he is aware of this.

Participant Number 2 Ami

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 2, does not perceive the dimension of the creation of value as his weak point or as a weakness.

"I am aware of the topic of the creation of value for the students. I clarify what the goal, what the course contents are for. I explain that the course gives a macro picture and the goal is to think about their professional perception as teachers. And this is the supra-goal of the teacher training."

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Table Number 42: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 2 Ami

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the value of the lessons to the participants** **Presentation of the contribution of the contents to their knowledge**		
Action- Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction:** *"My goal is to improve"*	**Action-** Not complete - More actions can be done **Feeling-** pleased **Understanding-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation**: Giving instruments, Examples Where it could be done and how to do it **Participant reaction: "***My goal is to improve***"**	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "I accept it"*	**Same as above**	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 42 it was found that in the dimension of the creation of value a change occurred in two criteria during the process of the feedback conversations. In two criteria the lecturer's performances were to preserve already in the filming of the first lesson. A significant change occurred in the criteria of 'shared definition with the participants what is success' and 'explanation how the meeting leads to success', from

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'not done' in the filming of the first and second lessons to 'done and to preserve' in the filming of the third lesson, and in 'shared definition with the participants what is success' and 'explanation how the meeting leads to success' from 'not complete – more actions can be done' to 'done and to preserve' in the filming of the third lesson.

In these criteria there is a gap between the lecturer's understanding and awareness of what to improve and how to do it and the implementation of the improvement in actuality.

"I did not know that it was worthwhile to define what success is along with the students, in light of the feedback conversation I understand this." (Said in the first feedback conversation)

"I know that if the students implement in their work as teachers what they are learning in the lessons then they will improve. I need to tell them this. This apparently is not self-evident." (Said in the third feedback conversation)

The dimension of the creation of value does not constitute a strong point or a weak point for the lecturer, and he is aware of this.

Participant Number 3 Carmel

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 3, perceived the dimension of the creation of value as her strong point.

"My courses are practical, so their value is seen immediately. My difficulty is with the students who learn special education or the Arab sector that does not always understand how to implement in everyday work."

Table Number 43: Summary of the Feedback Conversations for the Dimension of the

Creation of Value, Participant Number 2 Carmel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the value of the lessons to the participants** **Presentation of the contribution of the contents to their knowledge** **Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson**		
Action- Not complete - More actions can be done **Feeling**- stressed **Understanding-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation** Examples where it could be done. Giving instruments **Participant reaction-"***My goal is to improve"*	Same as above	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information and Examples where it could be done. Giving instruments **Participant reaction***: "I accept it"*	**Same as above**	**Same as above**

Resource: own elaboration

From Table Number 43 it was found that in the dimension of the creation of value a change occurred in three criteria during the process of the feedback conversations, from 'not complete – more actions can be done' to 'done and to preserve' in the filming of the third lesson following the first and second feedback conversations. In the criterion of the shared definition with the participants what is success and explanation how the meeting leads to success a change did not occur although in the feedback conversation weengaged in what to do and how to do this while providing examples and tools.

"I am really embarrassed and pressured. I did not anticipate to see that it is possible to improve so much." (Said in the first feedback conversation)

"The dimension of the creation of value was not in my awareness as something that it is necessary to talk about. I thought that since my courses are sufficiently practicalI will address this dimension and the different criteria from now." (Said in the third feedback conversation)

The creation of value constitutes a weak point for the lecturer, and she was not aware of this.

Participant Number 4 Noa

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 4, perceives the dimension of the creation of value as requiring improvement.

"I would not define the dimension of the creation of value as a weak point but definitely I have something to improve."

"I think that my lessons have value for the students. In the stage of development in which they were found, year 2 and 3 and the training, I can see each one where she is found and what she take from the lessons. Those who work in the preschool reallybenefit, year 2 is the first year of the practical experience and it is hard for the studentsto see how they bring the contents to implementation. I would be happy to know how to improve this dimension."

Table Number 44: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 4 Noa

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Presentation of the value of the lessons to the participants Presentation of the contribution of the contents to their knowledge		
Action- Done, to preserve **Feeling-** Satisfied and happy	Same as above	Same as above

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Understanding- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion		
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction:** *"My goal is to improve"*	**Action-** Not complete - More actions can be done **Feeling-** pleased **Understanding-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation**: Giving instruments, Examples Where it could be done and how to do it **Participant reaction:** *"My goal is to improve"*	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "I accept i*t"	**Same as above**	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 44 it was found that in the dimension of the creation of value a change occurred in two criteria during the process of the feedback conversations. In two criteria the lecturer's performances were to preserve already in the filming of the first lesson. A significant change occurred in the criteria of shared definition with the participants what is success and explanation how the meeting leads to success from 'not done' in the filming of the first and second lessons to 'done and to preserve; in the filming of the third lesson and in 'shared definition with the participants what is success' from 'not done' in the filming of the first lesson to 'not complete – more actions can be done' in the filming of the second lesson and 'done and to preserve' in the filming of the third lesson. In these criteria there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

"Now I understood what is the meaning of the creation of value and the importance of the dimension to the process of teaching and learning." (Said in the first feedback conversation)

"To implement it is necessary to address the here and now and during the lesson to think broadly beyond the learned material. I think that now I understood and can implement this more easily." (Said in the third feedback conversation)

The creation of value does not constitute a weak point. However, it was found that there is something to improve, and the lecturer is aware of this.

Participant Number 5 Ora

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 5, perceives the dimension of the creation of value as her weak point and she is interested in improving this dimension.

"In the didactic courses it is easy to create value, I ask at the end of the lesson what they are going to the class with that they are learning from the lesson. In the grammar lessons I ask each time for one student to perform reflection, a summary of what we learned. This is not exactly a value, this is a summary. At the start of the course I say that grammar constitutes knowledge important to the teacher of English, in a course of research methods I say that it is important to their personal development. In the personal guidance I immediately ask what you learned, summarize for me. But I need to focus more on the creation of value and to be relevant to the students."

Table Number 45: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 5 Ora

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Presentation of the value of the lessons to the participants		
Action- Not complete - More actions can be done **Feeling**- excited **Understanding**- The lecturer did not know. **Focused in the feedback**	**Action**- Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of	Same as above

conversation: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction: "***My goal is to improve***"**	this criterion	
Presentation of the contribution of the contents to their knowledge		
Action- Not complete - More actions can be done **Feeling**- excited **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction: "***My goal is to improve"***	Same as above	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Not done-to improve **Feeling**- excited **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction:** *"My goal is to improve"*	Same as above	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling**- Embarrassed **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "I accept it*"	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Same as above**

Resource: own elaboration

From Table Number 45 it was found that in the dimension of the creation of value changes occurred in four criteria during the process of the feedback conversations. In two criteria change occurred after the first feedback conversation from 'not done' or 'not complete – more actions can be done' to 'done and to preserve' in the filming of the second lesson. In two criteria a change occurred after the first feedback conversation from 'not done' or 'not complete – more actions can be done' to 'done and to preserve' inthe filming of the second lesson.

In two criteria a change occurred after the second feedback conversation from 'not done' or 'not complete – more actions can be done' to 'done and to preserve' in the filming of the third lesson. In these criteria there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

"I understood that the dimension of the creation of value is essential and important. I am happy to know how I can create value for the students during my lessons in the different courses."

"I understand that it is necessary to mediate for students how it is possible to implement what is learned in their teaching. In the session I learned how to do this. I greatly hope that I will succeed." (Said in the second feedback conversation)

The dimension of the creation of value constitutes a weak point for the lecturer, and she is aware of this.

Participant Number 6 Orna

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 3, perceives the dimension of the creation of value as her strong point.

"I come from the field and all that we speak of in the course is connected to the field. I receive positive feedback from the students about the relevance. Philosophy is a distant topic, among most of the lecturers with me not."

Table Number 46: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 6 Orna

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Presentation of the value of the lessons to the participants		
Action- Not complete - More actions can be done **Feeling**- Unsatisfied **Understanding**- The lecturer did not know.	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback**	**Action**- Not complete - More actions can be done **Feeling**- Unsatisfied **Understanding**- The lecturer did not know.

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Focused in the feedback conversation: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction: "***My goal is to improve***"**	**conversation**: Reinforcement of this criterion	**Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction: "***My goal is to improve***"**
Presentation of the contribution of the contents to their knowledge		
Action- Not complete - More actions can be done **Feeling**- excited **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction: "***My goal is to improve***"**	Same as above	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling**- Embarrassed **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "I accept it"*	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	**Same as above**

Resource: own elaboration

From Table Number 46 it was found that in the dimension of the creation of value a change occurred in three criteria during the feedback conversations. In one criterion, the lecturer's performances were to preserve already in the filming of the first lesson. In the criterion of the presentation of the value of the lesson to the participants, a change occurred from 'not complete – more actions can be done' in the filming of the first lessonto 'done, to preserve' in the filming of the second lesson and 'not complete – more actions can be done' in the filming of the third lesson. There is a gap between the

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lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

"This really challenges me. I am very attentive to the students and thus I can know what is important to them and to show how the course contents provide a solution, how it is possible to implement this, the relevance and value of the contents in the course." (Said in the second feedback conversation)

The dimension of the creation of value constitutes a weak point for the lecturer, and she was not aware of it.

Participant Number 7 Rachel

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 7, perceives the dimension of the creation of value as her weak point and is interested in improving this dimension.

"In the course that I teach, Hebrew language, I tell the students that it is important that they know the culture from which they came with the rest of the criteria, I am not speaking about them, what will be considered success, implementation of the new material."

"The creation of value is a dimension that was not in my awareness, I would be happy to improve since this dimension is my weak point."

Table Number 47: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 7 Rachel

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Presentation of the value of the lessons to the participants		
Action- Not complete - More actions can be done **Feeling**- excited **Understanding**- The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information,	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above

Examples Where it could be done and how to do it **Participant reaction:** *"I accept it"*		
Presentation of the contribution of the contents to their knowledge		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "My goal is to improve"*	**Action-** Not complete - More actions can be done **Feeling-** pleased **Understanding-** The lecturer was aware but did not know how to apply **Focused in the feedback conversation**: Giving instruments, Examples Where it could be done and how to do it **Participant reaction:** *"My goal is to improve"*	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction:** *"My goal is to improve"*	Same as above	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling-** excited **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "I accept it"*	**Same as above**	**Action-** Not complete - More actions can be done **Feeling-** unsatisfied **Understanding-** The lecturer was aware but still did not know how to apply **Focused in the feedback conversation:** Examples – Where it could be done / How to do it **Participant reaction:** "My goal is to improve"

Resource: own elaboration

From Table Number 47 it was found that in the dimension of the creation of value a change occurred in three criteria. During the process of feedback conversations there was an improvement in all four criteria. In one criterion the change occurred from 'not complete – more actions can be done' after the first feedback conversation to 'done – to

improve'. In the other three criteria the change occurred in the filming of the third lesson. It is apparent that there is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality. This can be seen in all the criteria of this dimension.

"I was not at all aware of the dimension of the creation of value, I need to improve." (Said in the first and second feedback conversations)

"I greatly put forth effort in this lesson to present the contribution of the contents to the participants' knowledge. I saw that I did this when I viewed the film of the lesson, and I am very satisfied to hear now, in the feedback conversation that indeed the message I wanted was conveyed." (Said in the third feedback conversation)

The dimension of the creation of value constitutes a weak point for the lecturer, and she is aware of this.

Participant Number 8 Yaakov

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 8, perceived the dimension of the creation of value as his strong point.

"In the lesson there is a combination of content, examples, and discussions, from this I clarify verbally, clarify what is the value of the course. I also mediate where use can be made of material outside of the class. This takes from the time of the lesson but is important."

Table Number 48: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 8 Yaakov

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
Presentation of the value of the lessons to the participants		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding-** The lecturer did not know. **Focused in the feedback**	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do	Same as above

conversation: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction**: *"I accept i*t"	**Focused in the feedback conversation:** Reinforcement of this criterion	
Presentation of the contribution of the contents to their knowledge		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction**: *"My goal is to improve"*	**Action-** Not complete – More actions can be done **Feeling**- Pleased **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation**: Giving instruments, Examples Where it could be done and how to do it **Participant reaction:** *" :My goal is to improve"*	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information, Examples Where it could be done and how to do it **Participant reaction:** *"My goal is to improve"*	Same as above	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling-** Embarrassed **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction**: *"I accept i*t"	**Same as above**	**Action-** Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 48 it can be seen that in the dimension of the creation of value a change occurred in all four of the criteria during the process of the feedback conversations. In one criterion the change occurred in the second filming after the first feedback conversation, and in three criteria the change occurred in the filming of the third lesson, after the second feedback conversation.

There is a gap between the lecturer's understanding and awareness of what to improve and how to do this and the implementation of the improvement in actuality.

"I am really embarrassed. I was certain that the creation of value is my strong point, and now in the feedback conversation I apparently did not understand the meaning of the creation of value. I must improve this." (Said in the first feedback conversation)

"The creation of value in the lessons apparently does not come to me naturally, and therefore it is hard for me to implement." (Said in the second feedback conversation)

"I am very satisfied with the change that has occurred from the first filming to the third filming." (Said in the third feedback conversation)

The dimension of the creation of value constitutes a weak point for the lecturer, and he was not aware of this.

Participant Number 9 Yuval

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 9, perceived the dimension of the creation of value not as a strong point and not as a weak point.

"I attempt to create in the lessons a way of connection to the activity in the preschool and from my life. Many things I understood during my years of work. I am trying to create value."

Table Number 49: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 9 Yuval

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: Presentation of the value of the lessons to the participants Presentation of the contribution of the contents to their knowledge Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Done, to preserve **Feeling-** Satisfied and happy **Understanding-** The lecturer	Same as above	Same as above

was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion		
Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson		
Action- Not complete - More actions can be done **Feeling**- Unpleased **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation**: Giving instruments, Examples Where it could be done and how to do it **Participant reaction:** *"My goal is to improve*	**Action**- Not complete - More actions can be done **Feeling**- pleased **Understanding**- The lecturer was aware but did not know how to apply **Focused in the feedback conversation**: Giving instruments, Examples Where it could be done and how to do it **Participant reaction:** *"My goal is to improve*	**Action**- Done, to preserve **Feeling**- Satisfied and happy **Understanding**- The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 49 it was found that in the dimension of the creation of value a change occurred in one criterion during the process of the feedback conversations. In three criteria the lecturer's performances were to preserve already in the filming of the first lesson. A change occurred in the criterion of the 'presentation of the possibilities of the implementation of the knowledge learned outside of the lesson" in the filming of the first and second lessons from 'not complete – more actions can be done' to 'done and to preserve' in the filming of the third lesson.

"I was not aware that the dimension of the creation of value is my strong point, this reinforces me."(Said in the first and third feedback conversations)

The dimension of the creation of value constitutes a strong point for the lecturer, and she was not aware of this.

Participant Number 10 Zilla

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 10, perceives that the dimension of the creation of value is not a strong point and also is not a weak point.

"It appears to me that regarding this dimension, I am in a good place in the middle, I am alright, not a strength and not a weakness."

"The topics that arise in the lesson are relevant to the participants. Therefore, they all are interested and involved. It is possible to implement what is learned in their daily work. I am careful to provide feedback on the activity in the field, and this is very relevant to them."

Table Number 50: Summary of the Feedback Conversations for the Dimension of the Creation of Value, Participant Number 10 Zilla

Feedback Conversation after the First Film	Feedback Conversation after the Second Film	Feedback Conversation after the Third Film
The criteria: **Presentation of the contribution of the contents to their knowledge** **Presentation of the possibilities of the implementation of the knowledge learned outside of the lesson**		
Action- Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above	Same as above
Presentation of the value of the lessons to the participants		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "My goal is to improve"*	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion	Same as above
Shared definition with the participants what is success and explanation how the meeting leads to success		
Action- Not done-to improve **Feeling-** Unsatisfied **Understanding-** The lecturer did not know. **Focused in the feedback conversation**: Implementation of the gap of information. **Participant reaction***: "I accept it"*	**Same as above**	**Action-** Done, to preserve **Feeling-** Satisfied **Understanding-** The lecturer was aware and knew what to do **Focused in the feedback conversation:** Reinforcement of this criterion

Resource: own elaboration

From Table Number 50 it was found that in the dimension of the creation of value a change occurred in two criteria during the process of the feedback conversations – presentation of the contribution of the contents to their knowledge and presentation of the

possibilities of the implementation of the knowledge learned outside of the lesson. The lecturer's performances were to preserve in the filming of the first lesson.

"I learned from the feedback conversations that it is important to define what success is along with the participants and to define also the value of the sessions, I will continue to implement also in other courses" (Said in the third feedback conversation)

The dimension of the creation of value constitutes a strong point for the lecturer, and she is aware of this.

Summary

To conclude, it is possible to see from the answers that the dimension of the creation of value constitutes a strong point in one participant of the ten participants, and he did not evaluate the dimension as his strong point or his weak point in the preliminary interview. Among six participants, it was found in light of the viewing of the films of the lesson and the feedback conversation that the dimension of the creation of value constitutes their weak point. Four of them evaluated the dimension as their weak point in the preliminary interview and two of the participants (20%) evaluated the dimension as their strong point in the preliminary interview and were embarrassed in the feedback conversation in light of the viewing of the films of the lessons.

Among six participants an improvement was required in all the criteria of the dimension of the creation of value. Among two participants an improvement was required in two criteria, and in one participant an improvement was required in only one criterion.

Nine participants improved their performances in the different criteria during the process. One participants, for whom four of the criteria were for improvement, succeeded in improving partially in two criteria from 'not done – to improve' to 'not complete – more actions can be done'. It is possible that this derives from the fact that the dimension constitutes his weakness and an improvement was required in all the criteria.

Among all ten participants a gap was found between the participant's understanding and awareness regarding what to improve and how to do this and the implementation of the improvement in actuality.

4.6 The Meaning of the Feedback Conversations for the Lecturers

Participant Number 1 Adi

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 1, received feedback only through the student evaluation of teaching (SET) that the students fill out at the end of the course. The participant's expectation of the process is to receive professional feedback that will enable him to improve his teaching.

"I think that I am a good lecturer who can improve. I do not electrify the class, but I do not think that I am bad and boring. I hope that in light of the process I will improve my teaching."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"I understood that the lecturer is not a robot of material, I must do the utmost so that the students will have an experience. In the tension existing between the need to convey all the material necessary for the test and to enable thinking and understanding of the material by the students, understanding and thinking are meaningful. I understand that it is necessary to be open to the students even if I interpret the student's words as not related to the topic, as a lecturer I must make certain that he does not deviate from the lesson but allow him to express himself."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"I entered into the process in order to improve. From the films of the lesson and the feedback conversation I understood that I have a lot to improve. This was not easy for me to hear about what did not go well in the lesson, but the focus in the conversations about what to do and how to do helped me greatly."

"I am far more aware of my strong points and mainly of my weak points."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The feedback conversations greatly helped me to improve a number of criteria in each one of the five dimensions. I succeeded in improving from the different dimensions in the following courses. I did not succeed in reaching the desired improvement in each one of the dimensions."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"I enjoyed the process since I learned a lot about myself and I obtained information and how to implement it. But it was hard for me. It is not easy to hear that it is necessary to improve in each one of the dimensions, in the beginning I was pressured, I was afraid of the feedback, I feel mixed emotions, on the one hand satisfaction since I learned from observations in the lessons and the feedback conversations to be more aware in the lesson and to behave differently, on the other hand, I know that there are many behaviors that I must improve."

Table Number 51: Summary of the Researcher of the Feedback Conversations for Participant Number 1 Adi

	First Feedback Conversation	Second Feedback Conversation	Third Feedback Conversation
Emotion	Pressured at the start of the conversation. Satisfied at the end of the feedback conversation.	He came with mixed emotions – satisfaction about what he succeeded in implementing and frustration about what he did not succeed in implementing. He is satisfied at the end of the feedback conversation.	He came with a smile and satisfaction that he succeeded in implementing some of the objectives he set for himself. He was a little embarrassed in that he had to improve in all the dimensions.
Comprehension	Understood which criteria he has to improve in each one of the dimensions.	High self-awareness and strong desire to improve. He asks and clarifies from the desire to understand what and how to improve. He identifies and accepts his strong points. He understands his weak points.	Considerable importance to the reference to the students. To allow them to express themselves in the lessons. In the building of the courses it is necessary to address each one of the dimensions.
Action	Defined for himself what he wants to improve until the next filming. Set for himself an objective for building the following courses according to the dimensions we spoke about.	To improve the dimensions of the creation of issue and value. In the dimension of the organization of the lesson, to summarize the session and connect to the next session. In the dimension of clarity of the messages, to mediate the contents for the content world of the participants.	To address the opening of the lesson, connection to the previous lesson, definition of the topics of the lesson.
	The lecturer was a partner and involved in the feedback conversations and set for himself objectives for improvement. He expressed willingness for learning, displayed openness during the conversations. There was an improvement in the dimensions during the feedback conversations.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 51 it was found that the feedback conversations met the lecturer's expectations. The lecturer perceives the feedback conversations as a positive and instructional experience, which contributes to the improvement of the dimensions of teaching. The focus on what and how to improve greatly helped the participant.

Participant Number 2 Ami

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 2, received feedback only through the student evaluation of teaching (SET) that the students fill out at the end of the course. The participant's expectation of the process is to receive professional feedback that will focus on what is necessary to improve and what is necessary to retain.

"The primary feedback that I receive is from the evaluation of teaching survey that is held at the end of the semester, periodically feedback conversations with the students but this is not done methodically. The feedback I read carefully, but no, I cannot learn from it much and this is frustrating. On the one hand, I can obtain a low numerical score in the feedback but some of the verbal comments are positive."

"My expectations of the process is to look at myself from the outside, I never saw myself in action. It will be interesting. It is important to me to see whether it is possible to improve what does not work well with me."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"I never received professional feedback. The feedback conversations forced me to re-think about my teaching, and this is excellent."

"I did not know the concept of attention-getters. I learned the difference between physiological and quality attention-getters."

"I did not really receive new skills but there was reference, and a name was given to the teaching skills that I perform in actuality, this greatly helped me focus and more intelligently and intentionally use these skills."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"The detailed feedback on the three meetings focused my attention on a number of points that need improvement in my teaching.

1. *The importance of **intermediate summaries** and especially the **summary at the end** of the lesson (which needs to address the main insight that I prepared ahead of time and the developments that were in the lesson).*

2. *My common use of **long and branching sentences** which makes it hard to understand my words.*

3. *The need to present the main points from **a number of directions and on different channels**. Especially the need to plan ahead of time the relevant **visual images** (pictures and films) and **stories** when my default is verbal conceptual and analytical presentation."*

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The feedback conversations allowed me to improve in each one of the five dimensions. In the dimension of the organization of the lesson I pay attention to the closing of the meeting. In the dimension of the clarity of the message I really pay attention to the use of short sentences, in the dimension of the connection with the students I am careful to coordinate expectations, in the dimension of creating interest I make use of attention-getters, in the dimension of the creation of value I mediate the value of the learned material."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"My experience from the process was positive and pleasant. It was interesting, and the sessions were done in a pleasant spirit with mutual desire to learn and to teach. I learned about my teaching practice, and this helps me. I implement also in other courses what I learned and understood from this process."

Table Number 52: Summary of the Researcher of the Feedback Conversations for

Participant Number 2 Ami

	First Feedback Conversation	Second Feedback Conversation	Third Feedback Conversation
Emotion	Excited and curious at the start of the conversation. Satisfied at the end of the feedback conversation.	Curiosity at the start of the conversation. Embarrassment during the conversation about the lack of ability to implement. Satisfaction at the end of the feedback conversation.	Throughout the conversation he felt satisfaction and gratification.
Comprehension	Understanding that it is important to give a name and to conceptualize the concepts used during the lesson. Understanding that the lesson summary is meaningful, creating interest in different means is important to the understanding the material and to maintaining concentration.	In the transfer of the messages the lecturer has strong influence on the understanding and interest of the participants. It is important to be interested and to connect to the participants' world of content, to create involvement and relevance. It is important to speak more enthusiastically.	It is very important to examine the teaching. Not to rely on what was done in the past, the students' characteristics change and it is necessary to adjust the teaching to be meaningful for them.
Action	Set for himself goals to improve the dimension of the creation of interest and criteria in the other dimensions.	To improve the dimensions of the creation of interest and value. In the dimension of the organization of the lesson to summarize the session and connect to the next session. In the dimension of the clarity of messages to be careful about short and focused sentences.	Is interested in preserving the improvement made. To continue and to implement what he received in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversations and set for himself objectives for improvement. He displayed openness and willingness to learn. There was an improvement in the dimension during the feedback conversations.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 52 it was found that the feedback conversations met the lecturer's expectations and he received professional feedback with focus on the strong points to retain and the weak points to improve, with reference to howto implement the improvement. The lecturer perceives the feedback conversation as a

positive and instructional experience, which contributes to the improvement of the dimensions of teaching. The feedback conversations met the lecturer's expectations.

Participant Number 3 Carmel

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 3, received feedback through the student evaluation of teaching (SET) that the students fill out at the end of the course. In addition, the students' degree of participation in the lesson and the students' going to obtain advice constitute feedback for her. The participant's expectation of the process is to receive professional feedback that will focus on what is necessary to improve and what isnecessary to preserve.

"I evaluate my teaching through the students' participation during the lesson, their comments and questions, and their turning to me at the end of the lesson with a request for advice in the field of teaching. The main feedback that I receive is from the survey of the evaluation of the teaching that the students fill out at the end of the course. Ido not know whether the questions reflect the lesson, and in addition the summary of the survey of the evaluation of the teaching that the students fill out does not really give me information for improvement."

"My expectation from the process is that I will know what the weak points are and how to improve. So as not to be dependent on the audience but something that I can see systematically that is mine."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"The feedback conversations contributed to me greatly. I understand what I must do in each one of the dimensions, but to make the knowledge and understanding into skills personal work is required and conscious practice. I even prepare statements and materials that will help me focus on the points that require improvement."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"I learned that I am open to criticism, I like to learn about myself, I like when they reflect to me what I am doing and I believe that I can improve. I am very interestedin succeeding and improving the points that are necessary to improve. To my surprise I do not take 'to heart' in a sensitive manner the points necessary to improve but see them to be a possibility to spring forward and develop."

"From the feedback conversations I understood that what I feel is not always expressed in reality to the students, I must be more aware of what I am saying and of my body language."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The process helped me understand that all the dimensions are entwined. The feedback conversations allowed me to examine each one of the dimensions and to examine how I improve the different criteria in each dimension. The feedback conversations provided me with a toolkit with which I come to the lessons."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"I was strengthened by the process. The positive feeling derived from the fact that I was a partner and I was the one who determined the goals throughout the entire process. I received criticism, what to improve, but the criticism was understood and clearaccording to criteria ahead of time. Great enjoyment from the attention I received. At lastsomebody looked and saw what I am doing and expressed his opinion."

Table Number 53: Summary of the Researcher of the Feedback Conversations for

Participant Number 3 Carmel

	First Feedback Conversation	**Second Feedback Conversation**	**Third Feedback Conversation**
Emotion	Excited and full of concerns about the process, mainly about criticism. Satisfied at the end of the feedback conversation.	Pressure from the fact that she did not succeed in implementing the improvement in the dimension of the creation of value. Satisfied at the end of the feedback conversation.	Throughout the entire conversation she felt satisfaction and gratification.
Comprehension	Understanding of the meaning and importance of the dimension of the creation of value in her teaching quality. Understanding of the importance for the summary of the lesson – in the dimension of the organization of the lesson.	Understanding that during the lessons there are many occurrences that she must address. Frequently she acts automatically. She understood that the improvement is a process.	Change requires leaving the comfort zone. The understanding that feedback for improvement is advancing and empowering.
Action	She set for herself the goal of improving the dimensions of the organization of the lesson and the creation of value and in other dimensions goals for specific criteria.	To improve the dimensions of the creation of value and clarity of the messages.	Interested in preserving the importance of what was done. To continue to implement what she received in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversations and set for herself objectives for improvement. She displayed openness and willingness to learn. There is an improvement in dimensions during the feedback conversations.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 53, it was found that the feedback conversations met the lecturer's expectations. She received professional feedback with focus on the strong points to preserve and the weak points to improve, with reference how to implement the improvement. The lecturer perceives the feedback conversations as a positive and instructional experience, which contributes to the improvement of the dimensions of teaching. The feedback conversations met the lecturer's expectations.

Participant Number 4 Noa

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 4, received feedback through the student evaluation of teaching (SET) that the students fill out at the end of the course. In addition, the students' reference and progress in the tasks from session to session constitute a measure for the assessment of the teaching. The participant's expectation of the process is to receive professional feedback that will focus on what is necessary to improve and what is necessary to preserve.

"I thought that the quality of my teaching is good. The students' feedback undermined me. Those who answered the teaching survey are generally those who received from me unpleasant feedback during the course, so it does not matter what I willdo in the lesson they do not manage to separate between the pedagogical instruction and the lesson. If I receive poor feedback this year in the design of the kindergarten environment, then apparently my reality test is deficient."

"I never received feedback from a professional person, who is not part of the group of learners. Therefore, my expectation from the process is to do what I do better.To obtain new tools and ideas."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"The feedback conversations shed light for me on the strong points and points that need improvement according to accurate and clear criteria. In every feedback conversation there was an organized document that describes almost every minute in the lesson I taught, including examples that explain every criterion in each one of the dimensions. This contributed to me to the understanding and especially to know what to preserve and what to improve and how to do this."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"The participation in the process was for me an important and interesting experience, effective and beneficial as a lecturer at the start of her path. I understood that all in all I am a good lecturer, there were many criteria in the different dimensions for preservation. I learned about myself that in a professional conversation it is easy for me to obtain feedback. The improvement that occurred in the different dimensions indicates my ability to obtain feedback and implement."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The continuous feedback was a contribution in the improvement of the dimensions. The reference to the goals I defined for myself with focus on the criteria, and the operative conversation how to implement contributed to me greatly."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"As a pedagogical instructor, for whom the giving of feedback is a meaningful and inseparable part of her work, I found that receiving professional feedback is an important and contributing experience. I came with great concerns, but at the end of the process I understand that a personal process that includes a dignified conversation with the aim to provide feedback for the purpose of learning strengthens me. I recommend the process for every lecturer."

Table Number 54: Summary of the Researcher of the Feedback Conversations for

Participant Number 4 Noa

	First Feedback Conversation	**Second Feedback Conversation**	**Third Feedback Conversation**
Emotion	Embarrassed and pressured from the topic of the feedback. Satisfied at the end of the feedback conversation.	Curious at the start of the conversation. Satisfied at the end of the feedback conversation.	Throughout the entire conversation she felt satisfaction and gratification.
Comprehension	Focused and detailed feedback that includes points for preservation and improvement greatly helps the understanding and creates motivation for activity.	Understanding that the five dimensions have impact on the students' learning. The implementation of what is learned in the feedback conversations requires practice but improves the quality of the teaching.	The importance in the professional feedback to the improvement of the lecturer's performances. The ability to try and to improve during the process created motivation and empowerment on the personal level.
Action	She set for herself goals to improve the criteria of the summary of the lesson (in the dimension of the organization of the lesson) and the dimension of the creation of value.	To continue to improve the dimension of the creation of value.	She is interested in preserving the improvement made. To continue to implement what she received in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversations and set for herself objectives for improvement. She displayed openness and willingness for learning. An improvement was made in the dimensions during the feedback conversations.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 54, it was found that the feedback conversations met the lecturer's expectations. She received professional feedback with focus on the strong points to preserve and the weak points to improve, with reference how to implement the improvement. The lecturer perceives the feedback conversations as a positive and instructional experience, which contributes to the improvement of the dimensions of teaching. The feedback conversations met the lecturer's expectations.

Participant Number 5 Ora

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 5, received feedback through the student evaluation of teaching (SET) that the students fill out at the end of the course. In addition, she asks the students to write a reflection on the process they experienced in the lesson. This reflection provides a sort of feedback. The participant's expectation of the process is to receive professional feedback that will focus on what is necessary to improve and what is necessary to preserve.

"My expectation of the process is for my teaching to improve. Simply to see improvement. To obtain practical knowledge that will be assimilated in me. I hope that the process will have a long-term influence. I participated in workshops but I implementa little from the beginning and then forget, I would like that I would not have to invest thought but for it to flow for me more, because the process is personal."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"The personal process enabled focused on my needs as a lecturer and I greatly benefited. From the feedback conversation I learned new instruments and a new concept, attention getters. I understood the importance of the creation of value and how to implement this through practical instruments during the lesson."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"The feedback conversations were very meaningful for me. My ability to learn about myself was because of the continuous process of the feedback conversation after every filming of the lesson. I learned that silences greatly make it difficult for me in the process of the teaching and create discomfort in me. I understood that I had to allow the students a moment of thinking and not to answer immediately. In addition, in light of the

observation of the filmed lesson and the feedback I am aware that I am speaking monotonously and I must pay attention to the intonation of the voice."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The feedback conversations enabled me to improve in the different dimensions, mainly the creation of value and the creation of interest. I started to begin every lesson with a quality attention getter and to mediate for the students how it is possible to implement what is learned in their teaching lesson in the different education frameworks."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"I think that I am a good lecturer. But recently I am always asking myself whether I am interesting the students enough. The process of feedback conversations greatly strengthened me, I understood what are my strong points and I improved my weak points. My experience is very good, I warmly recommend to lecturers to participate in this process."

Table Number 55: Summary of the Researcher of the Feedback Conversations for Participant Number 5 Ora

	First Feedback Conversation	**Second Feedback Conversation**	**Third Feedback Conversation**
Emotion	Pressured about the topic of the feedback. Satisfied at the end of the feedback conversation	Curiosity at the start of the conversation. Satisfaction at the end of the feedback conversation.	Throughout the entire conversation she felt satisfaction and gratification.
Comprehension	She understood that it is very hard for her with silence and the importance of the dimension of the creation of value.	Understanding that the five dimensions have influence on students' learning. The implementation of what is learned in the feedback conversations requires practice but improves the quality of the teaching..	The importance of professional feedback for the improvement of the lecturer's performances. The ability to try and to improve during the process created motivation and empowerment on the personal level.

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Action	She set for herself goals to pay attention to the intonation of voice, to improve the dimension of the creation of interest, and to mediate for students who to implement what is learned in the lesson (creation of value).	To continue to improve the dimension of the creation of value and to practice the attention getters in lesson.	She is interested in preserving the improvement that was done. To continue to implement what she received in the feedback conversations.
	The lecturer was a partner and is involved in the feedback conversations and set for herself objectives for improvement. She displayed openness and willingness to learn. There was an improvement in the dimensions during the feedback conversation.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 55, it was found that the feedback conversations met the lecturer's expectations. She received professional feedback with focus on the strong points to preserve and the weak points to improve, with reference how to implement the improvement. The lecturer perceives the feedback conversations as a positive and instructional experience, which contributes to the improvement of the dimensions of teaching. The feedback conversations met the lecturer's expectations.

Participant Number 6 Orna

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 6, received feedback through the student evaluation of teaching (SET) that the students fill out at the end of the course. In addition, the students' responses during the lesson constituted feedback: the degree of participation and the depth of the discussion and responses at the end of the lesson. The participant's expectation of the process is to receive professional feedback that will focus on what it is necessary to improve and what it is necessary to preserve, while increasing the personal awareness.

"My expectation is that the process will help me put in focus the dispersion of my attention to all the participations and the dispersion of the participation to the rest of the students during the lesson. To reveal things I am not aware of."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"I understood that during the feedback conversations that all in all the quality of my teaching is good. I learned new concepts such as attention getters and creation of value and their importance to the teaching process. I learned different methods that will enable a larger number of students to be involved in the lesson."

"I understood the importance of the personal feedback process in which it is possible to provide a response to individual needs. In the process there was reference to what I did and what I still have to do, this challenged me."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"From the feedback conversations I understood that I do not sufficiently focus for the participants how the learned material serves them in their educational activity. My awareness of the students' attention rose and I understood that a verbal discussion of 25 minutes makes it hard on the attention and some of the students get lost. In addition, I was not aware of the effect of the linkage of the students' words during the lesson to the learned contents, the moment I understood and started to implement I felt that the quality of my teaching improves."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The feedback conversations had a contribution in the improvement of the dimensions of the creation of interest, creation of value, organization of the lesson, and relationship with the students. In the dimension of the creation of interest, the implementation of the attention getters with a visual emphasis (to show a figure, picture,

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film, and so on). In the dimension of the creation of value, to mediate more how what is learned in the lesson helps them in the everyday activity and in the dimension of the organization of the lesson to define goals at the start of the lesson and to summarize the lesson in the last minutes."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"I had a very good experience with the entire process. I felt that there is focus on my unique needs. The reference to my strong points greatly flattered me, but the work on the weak points, why this is a weak point, what can be done when I am a full partner in the process influenced me positively and increased my motivation in the implementation."

Table Number 56: Summary of the Researcher of the Feedback Conversations for Participant Number 6 Orna

	First Feedback Conversation	**Second Feedback Conversation**	**Third Feedback Conversation**
Emotion	Excited and curious at the start of the conversation. Satisfied at the end of the feedback conversation.	Excited and curious at the start of the conversation. Satisfied at the end of the feedback conversation.	Throughout the entire conversation she felt satisfaction and gratification.
Comprehension	The different dimensions focus me and constitute a compass for teaching.	To give a place for the personal experience of the students before engaging in theory. To ask questions in an abstract manner and the same question to ask in a more concrete manner, to enable more students to participate.	To strive for constant improvement. The observation of a professional factor greatly improves the process.
Action	She set for herself goals to define goals at the start of the lesson and a summary at the end of the lesson. Implementation of quality visual attention getters more frequently.	To continue and to improve the dimensions of the creation of interest and value. To connect the learned contents to what happens during the lesson and to the students' questions.	She is interested in preserving the improvement undertaken. To continue to implement what she received in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversation and set for herself objectives for improvement. She discovered openness and willingness for learning. There was an improvement in the dimensions during the feedback conversation.		

Resource: own elaboration

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From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 56, it was found that the feedback conversations met the lecturer's expectations. She received professional feedback with focus on the strong points to preserve and the weak points to improve, with reference how to implement the improvement. The lecturer perceives the feedback conversations as a positive and empowering experience because the feedback conversations brought up aspects that she was not aware of and the process allowed them to be worked on.

Participant Number 7 Rachel

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 7, received feedback only through the student evaluation of teaching (SET) that the students fill out at the end of the course. The participant's expectation of the process is to receive professional feedback that will focus on what is required to improve and what is required to preserve.

"I have no experience in a process of the improvement of the quality of the class management. I jumped on the process since I want that I will have somebody who will see the process from the outside, who comes like a blank page, and will give me comments for improvement and preservation. Even if I say that in the organization of the lesson and the clarity of the messages I am good, it is possible you will observe the lesson and say that I am less good. I engage a lot in how to create interest in the lesson so that it will not be boring for the students." (Said in the preliminary interview)

"In the feedback conversations I received professional feedback, focus on what is required to preserve and what is required to improve. The process met my expectations." *(Said in the summative interview, at the end of the process)*

The contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"I understood during the feedback conversation that the broadening of the discussion contributes to the atmosphere and interest. I improved my ability to tellstories, to read material in a more interesting form."

"I did not know the concept of attention getters. I learned about the difference between physiological and quality attention getters."

"I learned to be interested and to ask about the participants' cultural world."

"The feedback was given close to the filming of the session and this contributed both to the knowledge and the understanding and to the implementation."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"In the process I learned about myself a number of meaningful things: It is important to me to improve, not to remain stagnant. I learned that I am very purposeful and am very afraid of opening conversations beyond the concrete content. I learned about myself that I need support in order to dare to leave the comfort zone. The process that included experience and reflective observation during the feedback conversation was supporting and greatly suited me."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The ongoing feedback had a contribution in the improvement of the dimensions. The main improvement began in the third filming. I improved the dimension of the organization of lesson, I paid attention to the ending of the session. I was not aware of the dimension of the creation of value and now I understand the need for it and know to implement. In the dimension of the creation of interest there was also an improvement. I improved my ability to tell stories, to read material in a more interesting manner, I learned to make use of the attention getters."

The participant's experience from the feedback conversations (from the semi-structured interview held at the end of the process):

"I greatly enjoyed the process. It is very stimulating. It is educational. I feel that I have benefited. At first I was afraid, but the feedback conversations were pleasant, not judgmental, and professional. I recommend that every lecturer participate in the process. At every opportunity I tell that I am participating in the process for the improvement of the teaching and that I benefit."

"I can say with certainty that the feedback I received will have impact on the way in which I will teach in the continuation. The summaries of the feedback conversations are with me, and I intend to return and read them once in a while in order to continue to improve."

"I noted that I am implementing what we worked on in the feedback conversations also in my other courses, I feel that I have improved."

Table Number 57: Summary of the Researcher of the Feedback Conversations for Participant Number 7 Rachel

	First Feedback Conversation	**Second Feedback Conversation**	**Third Feedback Conversation**
Emotion	Excited and curious at the beginning of the conversation. Satisfied at the end of the feedback conversation	Curiosity at the beginning of the conversation. Embarrassment during the conversation about the inability to implement. Satisfaction at the end of the feedback conversation.	Throughout the conversation she felt satisfaction
Comprehension	Importance of integrating the content and mediating the content for the educational work of the participants	In conveying the messages, the lecturer has a strong influence on the participants' understanding and interest. It is important to be interested and connected to the participants' content world, in order to create involvement and relevance. It is important to speak more enthusiastically.	Change requires stepping out of the comfort zone. The way the lecturer conducts the lesson has an impact on student engagement. The combination of all the dimensions creates a successful lesson
Action	Set for herself goals to improve the dimensions of	To improve the dimensions of the creation of interest	Is interested in preserving the improvement made.

	the creation of interest and the creation of value and in the other dimensions goals for specific criteria	and value. In the dimension of the organization of the lesson, to summarize the session and connect to the next session. In the dimension of the clarity of the messages, to mediate the content to the participants' content world.	To continue to apply what she received in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversations and set for herself goals for improvement. She showed openness and readiness for learning. There was an improvement in the dimensions during the feedback conversations.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and from Table Number 57 it was found that the feedback conversations provided a response to the expectations of the lecturer, participant number 7. The lecturer perceives the feedback conversations as a positive and teaching experience that contributes to the improvement of the teaching dimensions. The feedback conversations provided a response to the lecturer's expectations, and she received professional feedback on her teaching, with focus on the strong points for preservation and weak points for improvement.

Participant Number 8 Yaakov

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 8, received feedback through the student evaluation of teaching (SET) that the students fill out at the end of the course. In addition, he asksfor feedback from the students at the end of the course. The participant's expectation of the process is to receive professional feedback that will enable him to focus on whatneeds to be improved and what needs to be preserved.

"I ask for feedback from the students at the end of the course. I ask the entire class, 'how do you see the course, did we meet expectations? Did you receive what you wanted or are you disappointed? What would you change in me as a lecturer or in the content?'"

"My expectation from the process is to improve, to see the weak points and to learn how I change if necessary. Beyond this, to obtain insights, not only the issue of weak points and instruments for improvement."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"This is the first time that I receive professional feedback. This is initial experience for me, that I am doing reflection on the teaching process. The experience is immersive, touching not only the professional place but also the emotional place. The observation of myself in two hats. In hats I am like a student in the process and like a lecturer. I understood that it is always possible to improve and that to be current I must strive for constant improvement."

"I learned new concepts, attention getters, and emphases that I must pay attention to during the lecture."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"From the feedback conversations I learned about myself that my teaching method is a correct method, interesting, and there is the creation of interest between me as a lecturer and the students. In addition, I learned that there are places that are not less good for me. Like for example – the organization of the lesson and the clarity of the messages. I need to focus on the message that I am conveying so that it will be clear and understood by all the students."

"At the end of the process I am aware that I must address more the organization of the lesson, to create a logical continuum, to be focused on goals, and I understood that I am not addressing the dimension of the creation of value."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The feedback conversations enabled me to improve in each one of the five dimensions. In the dimension of the organization of the lesson I am there for the opening and closing of the session. In the dimension of the clarity of the message I am focused on the messages that I want to convey in the lecture, in the dimension of the relationship with the students I am careful to connect the questions and comments of the students to the learned material and learn how to create value."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"The experience is immersive, touching not only the professional place but also the emotional place. It was not simple for me to hear at first what I needed to improve. I was certain there would not be much to improve. The process of the feedback conversations was powerful. The key to success is that the process is personal and for menot one factor receives the results of the process."

Table Number 58: Summary of the Researcher of the Feedback Conversations for Participant Number 8 Yaakov

	First Feedback Conversation	Second Feedback Conversation	Third Feedback Conversation
Emotion	Pressured and displayed objection to the feedback at the start of the conversation. Satisfied at the end of the feedback conversation.	Pressure and embarrassment at the conversation on the points for improvement. Satisfied at the end of the feedback conversation.	Throughout the entire conversation he felt satisfaction and gratification.
Comprehension	Understanding that the improvement of the weak points will improve the quality of the teaching. Alongside the strong points there are always weak points.	It is important to accept the weak points. The implementation of the actions for the improvement is empowering and increase the desire to continue to improve.	It is very important to examine the teaching. Not to rely on what you did in the past. The students' characteristics change and it is necessary to adjust the teaching to be meaningful for them.
Action	Set for himself goals to improve the criteria in the dimension of	To continue to improve the dimension of the creation of value.	He is interested in preserving the improvement made. To

	organization of the lesson and clarity of the messages.		continue to implement what he received in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversations and set for himself objectives for improvement. At the start of the process he displayed a little resistance since it was hard for him to receive feedback that includes improvement. In the continuation he exhibited openness and willingness to learn. There was improvement in the dimensions during the feedback conversations.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 58, it was found that the feedback conversations met the lecturer's expectations. He received professional feedback with focus on the strong points to preserve and the weak points to improve, with reference how to implement the improvement. The lecturer perceives the feedback conversations as a positive and instructional experience, which contributes to the improvement of the dimensions of teaching. The feedback conversations met the lecturer's expectations.

Participant Number 9 Yuval

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 9, received feedback only through the student evaluation of teaching (SET) that the students fill out at the end of the course. The participant's expectation of the process is to receive professional feedback that will empower her. She was greatly afraid about the process.

"I do not have a way to evaluate my teaching aside from the students' feedback at the end of the course. The problem is that the students who have not good things to write about me fill out the feedback while those who have good things to write do not fill out the feedback. The survey of evaluation of the teaching does not provide me with the feedback I need."

"My expectation is to go through the process with mental quiet, not to be burdensome on me. I take things personally. I hope that the process will lift me up. And not bring me down."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"During the feedback conversation I learned new concepts and ways of performance such as attention getters, importance of intermediate summaries and the lesson summary. How to deal with disruption and noise in the class. The importance of presenting the main message of the lesson."

"Every concept we spoke about was also accompanied by explanation and ideas for performance and this greatly contributed to my knowledge and understanding how to improve the teaching."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"I learned from the feedback conversations that I can deal well and professionally with a situation of constructive criticism. I was surprised that I am heard as more professional than what I thought. I think that after the process that presented to me things for improvement and also things for preservation, I feel that I have a sort of approval that my situation is not so bad in terms of the teaching, as was reflected in a number of feedbacks that I received. This fact strengthens my self-confidence and my perception about the nature of the level of teaching questionnaires – which sometimes reflect the level of satisfaction of the students and can therefore simply constitute a tool for the release of frustration, anger, and even vengeance."

"I was not aware that I am saying so much 'um' during the lesson."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The continuous feedback had a contribution in the improvement of the dimensions. I implement and practice already during the process the tools that we are speaking about tin the feedback conversations."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"I enjoyed and benefited greatly from the process. I feel that I benefited. In the beginning I was afraid to enter the process. Already after the first session I understood that I am in good hands and there is nothing to be afraid of. I must admit that after every filmed lesson I postponed the observation of the lesson until the very last moment since there is something embarrassing in looking at yourself holding a lesson. In addition, before every joint session I felt tension – what will be? How was I? What will come up in the feedback? And so on. It is always harder to hear the criticism. But it was always said in a constructive and pleasant manner and thus it was easier to swallow the pill."

Table Number 59: Summary of the Researcher of the Feedback Conversations for Participant Number 9 Yuval

	First Feedback Conversation	**Second Feedback Conversation**	**Third Feedback Conversation**
Emotion	Fear and pressure at the start of the conversation. Satisfied at the end of the feedback conversation.	Pressure at the start of the conversation. Satisfied at the end of the feedback conversation.	Throughout the entire conversation she felt satisfaction and gratification.
Comprehension	The feedback that includes points for preservation and points for improvement is strengthening. The way in which the feedback is given has impact on the person receiving feedback.	The feedback of the students is not the measure of the lecturer's quality of teaching. It is possible to see the improvement in the short term.	Change requires leaving the comfort zone. The way in which the lecturer manages the lesson has influence on the students' involvement. The combination of all the dimensions creates a successful lesson.
Action	She set for herself goals for the improvement of criteria in the dimensions of the organization of the lesson, the creation of interest, and the clarity of the messages.	To continue to improve the criteria in the dimensions she set for herself as a goal.	She is interested in preserving the improvement done. To continue to implement what she received in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversations and set for herself objectives for improvement. She displayed openness and willingness to learn. There was an improvement in the dimensions during the feedback conversations.		

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and Table Number 59, it was found that the feedback conversations met the lecturer's expectations. She received professional feedback with focus on the strong points to preserve and the weak points to improve, with reference how to implement the improvement. The lecturer perceives the feedback conversations as a positive and instructional experience, which contributes to the improvement of the dimensions of teaching. The feedback conversations met the lecturer's expectations.

Participant Number 10 Zilla

The participant's expectations from the feedback conversation

From the semi-structured interview held before the first observation, it was found that the lecturer, participant number 10, received feedback only through the student evaluation of teaching (SET) that the students fill out at the end of the course. The participant's expectation of the process is to receive tools to manage better the lessons.

"From the feedback that I receive I understand that sometimes they are hurt by me. It is important to me in the process to see my strong points and to improve the weak points through the instruments that I can implement immediately."

Contribution of the feedback conversations to the participant's knowledge and understanding (from the semi-structured interview held at the end of the process):

"I learned a lot in the feedback conversations. The five dimensions made order for me in my process of transfer of the contents in the lessons. I learned new concepts, I understood that it is not enough that I understand what is required to do and know what needs to be done, the implementation in actuality requires practice."

Contribution of the feedback conversations to the participant's self-awareness (from the semi-structured interview held at the end of the process):

"The feedback conversations allowed me to be aware during the process of my body language. I understood that when it is hard to me I raise my voice, curled my mouth, do not let participants finish a sentence. I understand that this behavior is due to

my weakness. I realized that I needed to be aware of my feelings in real time. It's hard but important and I'm working on it."

Contribution of the feedback conversations to the improvement of the dimensions in teaching (from the semi-structured interview held at the end of the process):

"The feedback conversations have a great contribution in each one of the five dimensions. I implement and practice already during the process the instruments, about which we must speak in the feedback conversations."

Experience of the participant from the feedback conversation (from the semi-structured interview that was held at the end of the process):

"For a long time I have waited for somebody to help me understand what does not work in the lesson and how to improve. Therefore, I was very happy to take part in the process. The feedback conversations greatly contributed to me. The atmosphere in the conversations was very pleasant and enables speaking about everything. I learned a lot about myself and about my teaching process."

Table Number 60: Summary of the Researcher of the Feedback Conversations for Participant Number 10 Zilla

	First Feedback Conversation	**Second Feedback Conversation**	**Third Feedback Conversation**
Emotion	Excited at the start of the conversation. Satisfied at the end of the feedback conversation.	She is excited at the start of the conversation. She is satisfied at the end of the feedback conversation.	Throughout the entire conversation she felt satisfaction and gratification.
Comprehension	The students' objections cause her to be pressured and as a result the messages are not clear. It is important to focus the contents of the lesson.	It is not possible to prevent all the students' objections and the lecturer's role is to cope with them. An organized lesson makes the teaching easier.	Change requires leaving the comfort zone. The way in which the lecturer holds the lesson has impact on the understanding of the contents and the reduction of objections.
Action	She set for herself goals to improve criteria in the dimensions of the organization of the lesson and clarity of the messages.	To continue to improve the criteria in the dimensions that she set for herself as a goal.	Interest in preserving the improvement done. To continue and to implement what was obtained in the feedback conversations.
	The lecturer was a partner and involved in the feedback conversations and set for		

	herself objectives for improvement.
	She displayed openness and willingness for learning.
	An improvement was made in the dimensions during the feedback conversations.

Resource: own elaboration

From the semi-structured interview held at the end of the process (after the third feedback conversation) and from Table Number 60, it was found that the feedback conversations met the lecturer's expectations. She received professional feedback in the focus on the strong points for preservation and the weak points for improvement, with reference how to implement the improvement. The lecturer perceives the feedback conversation as a positive experience, which is instructional and contributes to the improvement of the teaching dimensions. The feedback conversations provided an answer to the lecturer's expectations.

Summary

To summarize, it is possible to see from the results that all the participantsreceived feedback through a survey of evaluation of teaching (SET) that the students fill out at the end of the course. However, they did not receive structured feedback during their teaching years. The expectation of all the participants, as they answered in the structured interview that was held before the process, is to receive professional feedback. Five participants seek to obtain non-formal feedback from the students during or at the end of the course, ask the students to write a reflection, or address the students' progress in tasks or questions at the end of the lesson as a measure of positive feedback for their teaching.

The expectation in the filming of the lesson, the conversation after every filming, which includes reference while providing examples and explanation of the lecturer's behavior in the different dimensions, contributed to the knowledge and understanding of all the participants and their self-awareness. The feedback conversations contributed to the improvement of criteria in the five dimensions. Not all the lecturers improved to the same extent; however, there was an improvement in the dimension among all the participants.

The participants' experience from the feedback was positive. They all noted that the atmosphere was pleasant and the process aspect contributed since it was possible to improve and to see the improvement during the process.

At the beginning of the process, six participants were pressured and were afraid that the process would be critical. One of the participants exhibited objection in the first feedback conversation. At the end of the first feedback conversation all the participants were satisfied and displayed involvement during the entire process.

The gap between the understanding of what to do and the ability to implement in actuality the new behavior that was learned created a feeling of embarrassment in six of the participants.

At the end of the process, all the participants benefited and said at the end of the interview that they would continue to implement what they had learned and understood from the process in the following courses they would teach. The feedback conversations met the expectations of all the participants. The participants perceived the feedback conversations as a positive and instructional experience, which contributes to the dimensions of the teaching.

Chapter 5. Final Conclusions and Discussion

The results of the research study provide an answer to the six research problems presented in the chapter of the methodology.

1) What changes have taken place during the process of feedback conversation in the dimension of the organization of the lesson?
2) What changes have taken place during the process of feedback conversation in the dimension of the clarity of the messages?
3) What changes have taken place during the process of feedback conversation in the dimension of the contact with the target audience (students)?
4) What changes have taken place during the process of feedback conversation in the dimension of the creation of interest?
5) What changes have taken place during the process of feedback conversation in the dimension of the creation of value?
6) What do the feedback conversations mean for the lecturers?

It was found that there were cognitive, emotional, and behavioral changes in each one of the five dimensions among the research participants during the feedback conversations. The behavioral change that occurred during the feedback conversations was expressed in the films of the lesson. In addition, the findings indicate that the feedback conversations were meaningful to all the participants. In the feedback conversations the participants understood what to improve and received tools and skills how to improve. The feedback conversations constituted a safe space for the participants, a factor that contributed to the lecturers' openness and involvement. Hence, the combination of the content of the feedback conversations and the process is meaningfulto the willingness to change among the participants.

5.1 Discussion

This research study examined the question of the meaning of the feedback conversations on the effectiveness of the interpersonal communication in teaching, in higher education. For this purpose, a personal instruction process was constructed, which

examined the lecturer's interpersonal communication during the lecture, in five dimensions: the organization of the lesson, the clarity of the messages, the contact with the target audience (the students), the creation of interest, and the creation of value. The process of personal instruction for the lecturer lasts throughout the semester, aboutfourteen weeks. The feedback conversations were carried out with reference to the observation of three lessons filmed on video in one of the courses that the lecturer teachesand that he chose for the process. The process began with a semi-structured interview, thegoal of which is forming an acquaintance and coordinating expectations, and ended witha semi-structured interview for the summarization of the process. (See Figure Number 2.)

The findings of the research study indicate that there were changes in the cognitive, emotional, and behavioral aspects of the feedback conversations among all the participants in each one of the dimensions of interpersonal communication (regarding research questions 1 to 5). In addition, the findings indicate that the participants were active and involved in the feedback conversations, set for themselves objectives ofimprovement, and displayed openness and willingness to learn. The feedback conversations were meaningful to all the lecturers who participated in the research. They experienced the feedback conversation as a positive experience, which is instructional and contributes to the improvement of their teaching in the five dimensions of interpersonal communication (regarding research question number 6). Regarding thequestion of the meaning of the feedback conversation on the interpersonal communication, the main findings indicate that the feedback conversations were meaningful and contributed to the change in the lecturer's teaching practices, and this happened since the feedback conversations in the personal instruction process in the research includes three components that act together: (1) consistent examination of the change that occurred in the dimensions of interpersonal communication during the lecture after the feedback conversations, (2) interaction of components that promote improvement in the lecturer's performances, and (3) implementation of the elements essential to the professional development.

With some restrictions, in qualitative research, it is not possible to generalize the results to the lecturer population, and I realize that the results obtained apply only to the group that took part in this study.

1. Consistent Examination of the Change that Occurred in the Dimensions of Interpersonal Communication during the Lecture after the Feedback Conversations

Throughout the entire process, the change in the lecturer's performances was examined in the dimensions of interpersonal communication. Examination of the change was performed consistently in all the feedback conversations and with will transparency with the lecturer. The research findings that address the **cognitive change** during each one of the feedback conversations show that the feedback conversations have impact on the participants. During the feedback conversations, it was explicitly said by the participants that they experienced a change in the cognitive aspect from "do not know" to"know", from "not aware" to "aware", from "do not understand the importance of the criterion" to "understand" in a number of criteria in the five dimensions. During the feedback conversations the lecturers acquired knowledge, skills, and insights in reference to themselves and to the students. The lecturers' reflective thinking throughout the entire process was very meaningful to the change that was found. At the end of the process, there was enhancement of the lecturers' understanding that their teaching must be learner-focused, focused on the students' needs. This finding is commensurate with the approach accepted today in higher education. Constructivist teaching, 'learner focused teaching' (Stover, Heilmann, & Hubbard, 2018; Weimar, 2002), in which the lecturer is attentive to the students and adjusts the teaching methods to the students' needs (Cheng, Tang, & Cheng, 2016; Kagan, 1992) is the approach accepted today in higher education.

The research findings indicate that **emotional change** is expressed already during the preliminary interview. More than one-half of the participants came to the interview with feelings of fear, pressure, and concern and left the interview calm and satisfied. For all the lecturers who participated in this research study, this is the first time that they receive structured feedback from a professional. This finding is commensurate with the research studies that found that the assessment of the teaching in almost all of the

institutions of higher education in the world is performed through Student Evaluation of Teaching (SET) (Alderman, Towers, & Bannah, 2012). Therefore, this finding indicates the importance of the feedback provided by a professional and skilled factor that sees the lecturer's needs and know how to calm and to enable a safe space. This finding contributes to the understanding that the interview that precedes the beginning of the filming of the lessons is significant to the process and should be included as an integral part of the process.

Change in the emotional aspect was also found during the feedback conversations. During the conversations, the participants expressed feelings of frustration, embarrassment, and lack of satisfaction when they saw in the film of the lesson that they did not act according to their expectations of themselves and when the feedback addressed points for improvement. These feelings were changed to feelings of satisfaction, excitement, and curiosity as a result of the fact that a place was given for the unpleasant emotions, reflective processing was performed, and there was reference to the actions that the lecturer can do in the next lesson. This finding was supported by the theory of Boud and Falchikov (2007), who maintain that emotional responses are a function of the system of relationships between the feedback giver and the feedback receiver. Therefore, the role of the feedback giver is dual; he must support and evaluate. The feedback giver must be aware and display sensitivity to the emotional responses of the feedback receiver (Carless, 2006).

The **behavioral change** was observed in the filmed lesson after every feedback conversation and from the report of the lecturer on the change carried out during the lessons, which were not filmed in the same course and in other courses he teaches. The change is expressed in the implementation of actions, techniques, and skills, discussed in the feedback conversations. In every feedback conversation there was reference to the lecturer's performances in all the criteria in each one of the five dimensions observed in the lesson with focus on the examples from the filming of the lesson. In the feedback conversations there was reference to the goals that the lecturer set for himself and examination of the factors that advance and inhibit the implementation.

The behavioral change happened since the lecturer recognized the contribution of the feedback conversations to his knowledge and skills in teaching. It is possible to explain this recognition as deriving from the holding of the feedback conversationsfocused on the lecturer's needs, in the illustration and practice of what and how to do, along with the lecturer's partnership and involvement and place for the lecturer to expresshis desires, needs, and decision of improvement objectives. This finding is commensuratewith the research studies that found that when there is an experience of meaningful learning in the process of the instruction the teachers tend to engage in content and to cooperation. The contribution of the feedback to the improvement of the quality of the teaching is influenced by the degree of partnership of the teacher / the lecturer in the evaluation process (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009: Hativa, 2015b).

The research findings indicate that sometimes a gap is created between the cognitive aspect and the behavioral aspect. This gap is expressed in the lecturer's difficulty to implement the desired change after the feedback conversation. The lecturer has the awareness and understanding that a change is required, and he also knows whathe is required to do and even defined for himself operative goals for improvement. However, he does not succeed in implementing in actuality the action required during the lecture. When the change in the lecturer's performances did not happen in the lesson afterthe feedback conversation, it cannot be concluded that there will be no change; rather it isnecessary to understand that the implementation takes time. The lecturer during thelessons did not remember that he must act in another way, did not know in real time how to implement, and was busy with the response to the events that were created during the lesson. After the additional feedback conversation, reflection, and practice, the lecturer succeeded in implementing the action of the change. Sometimes for there to be a change in the lecturer's behavior, additional time is needed. This finding supports the theoretical approach of formative assessment, which is developmental assessment, which aspires to help the teachers improve their teaching practices in a process performed "for the teacher" (Boud & Molloy, 2013) and supports the research of Darling - Hammond, Wei, Andree, Richardson, and Orphanos (2009) that the implementation of the learning from the process of the professional development takes time. It is not possible to achieve

change in a one-time workshop. However, the findings indicate that when a gap is created between the cognitive aspect and the behavioral aspect the lecturers experienced unpleasant feelings. They experienced a feeling of frustration, disappointment, and embarrassment. Giving a place to these emotions and processing them in the feedback conversation helped the lecturers understand that the process they experience is normal and there is the possibility of improving the performances in the coming lessons. In research studies that engage in feedback for educators, there is insufficient reference to the emotional aspect. The emotional aspect receives reference in the teachers' resistance to receiving feedback and the feeling of threat that they feel during the feedback (Gorbatov & Lane, 2018). The concern about the partial reference to the emotional aspect will not enable the change and cause the lecturers to return to their familiar behavior as found in the research of Stark (2006). Boud and Falchikov (200&) and Crossman (2007) found that sometimes the feedback recipients perceive the assessment as related to their personal identity and this can cause them to feel anxiety, disappointment, and failure. The findings in this research study broaden the understanding of the importance of the emotional aspect to the process of change in the lecturer's performances. The emotional aspect will be expressed through the reference and containing of unpleasant emotions by the feedback giver, in the situation in which there is a gap between the cognitive aspect and the behavioral aspect.

Examination of the change in the feedback conversations throughout the entire process in the integration of practice and reference to the cognitive aspect and emotional aspect contribute to the lecturer's involvement and advance the change.

2. Interaction of Components that Promote Improvement in the Lecturer's Performances

The research findings indicate improvement in the lecturers' performances after every feedback conversation. The improvement is observed in the lesson filmed after the feedback conversation. The findings indicate that the improvement is not identical among all the research participants, but an improvement was observed in the performances of all the lecturers who participated in the research. This improvement happened in light of the

integration of a number of motifs that helped the improvement in the lecturer's performances: (1) voluntary participation in the process, (2) implementation of dialogic feedback and reflection in the feedback conversations, (3) parallel process in feedback conversations between the participant and feedback giver and the participant and participants in the lesson, and (4) preservation of the participant's privacy.

Voluntary participation of the lecturers in the research. The voluntary participation is meaningful to the cooperation and motivation of the lecturers to improve. This is with reference to the researchers who found that effective formative feedback depends on the cooperation and motivation to learn of the teacher, the feedback recipient (Brookhart & Moss, 2015).

Implementation of dialogic feedback and reflection in the feedback conversation. The dialogic feedback and reflection are the very heart of the process of personal instruction. The theory sees the feedback as a process of communication that includes interpersonal interaction to increase the awareness of quality performances (Blair & McGinty, 2012).

The dialogic feedback is intended to help teachers with the improvement of their quality of teaching. The cooperation and motivation to learn will increase among the teachers out of the understanding that the partners in the dialogic feedback conversation are equal in their rights and ability to contribute to the process, out of knowledge and experience, regardless of their role and professional status. The participants in the feedback conversation are partners in the choice of the issues for discussion, with reference to the strong points and weak points and the process of making decisions following the feedback conversation. The dialogic feedback conversation facilitates the improvement of the teaching for the teachers since it integrates feedback and reflection (Steen-Utheim, & Wittek, 2017). Biggs (2003) notes the importance of the reflection in the work of the lecturer in higher education. The reflective lecturer learns from his mistakes and continues to improve. The present research study emphasizes the importance of the dialogic feedback and reflection as essential to the lecturers in the

development of the self-awareness and acquisition of knowledge and tools for improvement of the interpersonal communication in teaching.

Process parallel to the conduct of feedback conversations and conduct of lecturer in the lesson. The process of personal instruction is focused on the learner; the lecturer is in the center. The goal was to create a positive learning experience for the lecturers, when in parallel the lecturer in the class was supposed to create positive learning experiences for the students. This is according to the theory that sees the teaching in the 21st centuryas teaching focused on the learners, the students, from the goal to create a positive learning experience for them (Kegan, 1992; Cheng, Tang, & Cheng, 2016). The lecturer, like the student, is an adult person, with life experience. Therefore, the learning of adults that includes experiential learning is the most suited to this process.

As a researcher, my purpose was to model for the lecturers what they had to duplicate by give them personal example. The content of the feedback conversations addressed the five dimensions of interpersonal communication, however also the feedback conversation itself was managed through reference to the five dimensions of the interpersonal communication of the different criteria. The organization of the feedback conversations (for example, during the feedback conversation gave importance to the opening of the conversation, association to the previous conversation, summary of the conversation). The clarity of the messages in providing feedback (for example, during the feedback conversation there was use of clear language, repetition of contents from another angle, use of examples from the lecturers' content world). A constant relationshipwith the lecturer during the feedback conversation (for example, creation of eye contact with the lecturer, stopping to clarify whether everything is clear, encouragement to ask questions). Creation of interest during the feedback conversations (for example, changein the pace of speech, use of quality attention getters). Creation of value for feedback conversations (for example, presentation of the contribution of the contents of the feedback conversation to the lecturer's knowledge, presentation of the possibility of implementation outside of the session). In addition, according to the theory in which the responsibility for the learning today in higher education is shared by the lecturers and students and the involvement of the students in the learning process is required (Devlin &

Samarawickrema, 2010; Doyle, 2011; Suskie, 2015; Weimer 2002, 2013; Zhu Wang, Cai, & Engels, 2013), in the feedback conversations the responsibility for the learning is shared by the lecturer and the feedback giver and the lecturer's involvement in the learning process is most essential.

The interpersonal interaction during the feedback conversations that included reference to the emotional aspect constituted modeling for the lecturer for coping with emotional aspects during the lesson.

The insight is that the parallel process is important to the advancement of the lecturer's learning process. The contribution of this parallel process is to the lecturer's learning. The parallel process enabled the lecturers to experience the feedback conversations as learners on the one hand and as lecturers on the other hand.

Preservation of the lecturer's privacy. The aim of the process is to improve the lecturer's teaching and not to assess the lecturer. Therefore, the feedback is formative and not evaluative. Therefore, all the information collected on each one of the lecturers was not transferred to any factor in the college. The manager of the Center for the Advancement of Teaching knew the participants' names but nothing else. According to the theory and the researches, separation between the formative feedback and the evaluation by the superiors recruits the teacher to the process (Bangert-Drowns et al., 1991; Gorbatov & Lane, 2018; O'Donovan, den Outer, Price, & Lloyd, 2019). This conduct supports the theory of Christensen-Salem, Kinicki, Zhang, and Walumbwa (2018), who define that the aim of the feedback is to improve the learner's functioning and to instill in him the approach "I can do this" and to draw close to the desired outcomes (Mory, 2004). Therefore, in this research study the preservation of the lecturer's privacy was with full transparency with the manager of the Center for the Advancement of the Teaching in the college and part of the coordination of expectations performed with the lecturer in the preliminary interview.

3. Implementation of the Elements Essential to the Professional Development

The professional development of teachers is defined by Nias (1996) and Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) as a process with the goal of improving their knowledge and abilities and identifying what the teacher lacks, what his weak point is, and how to improve it. These researchers found that the professional development is a learning process that entails the change of knowledge, beliefs, attitudes, and behavior. This definition is commensurate with the research findings. Darling-Hammond, Hyler, and Gardner (2017) and Desimone (2009) found in their works, which reviewed programs of professional development, that there are seven elements for effective professional development. These elements were expressed during the present research in the feedback conversations and regarding the research results contributed to the cognitive, emotional, and behavioral change.

1. **Content focused**. In the research study, the feedback for the lecturer is given regarding authentic lessons of the lecturer, or in other words, in the framework of the lesson that the lecturer teaches and the contents he is interested in conveying to the students. The feedback conversations were focused on the lecturer's needs and regarding the adjustment of the contents and messages according to the students' characteristics.

2. I**ncorporates active learning utilizing adult learning theory**. The starting point of the personal instruction in all its stages and the process and the content of the feedback conversations was that the lecturers are adults and therefore use is made of the learning cycle of Kolb (Kolb, 2005; Kolb & Kol, 2007) that includes four stages: concrete experience; observation and reflection on the experience; formation of abstract concepts (analysis, synthesis, and generalizations); and drawing conclusions and last use of the knowledge and new perceptions to examine and attempt new situations (Figure Number 4).
Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) found that when learning is meaningful, the teachers tend to engage in content and to cooperate.

3. **Collaboration**. In the feedback conversations a safe space is created for the lecturers to share ideas and be active in their learning. The creation of the safe space in the present research study is commensurate with the theory of Gotterman(2007, 2010), which addresses a number of conditions for the creation of a safe space that promotes cooperation.

   - Trust. Transparency in the process, discretion, separation between the assessment process and growth and cultivation of skills for effective communication in teaching.
   - Consistency. Use of the tool of the observation and conversation at set periods of time, memorandum of the importance of the process.
   - Empathy. Understanding the objective difficulties of the lecturers and the complexity of the management of the lesson, aspiration to create positive and growing experiences.
   - Knowledge in interpersonal communication. The observer must recognize approaches to good interpersonal communication.
   - Growing language. Use of empowering words (success, planning, achievements).

     The research indicates that the best experience of the lecturers during the process derives from the implementation of these conditions.

4. **Uses models and modeling of effective practice**. The focus on the five dimensions of effective communication between the lecturer and the students allowed tools, techniques, and skills that present how to implement the models of effective teaching to be demonstrated to the lecturer in the feedback conversations in the different criteria in each one of the five dimensions.

5. **Provides coaching and expert support**. In this research, the process of instruction is personal and is given by a professional in the context of the course the lecturer teaches. In the feedback conversations, we engaged in evidence-based practices (from the filmed lessons) that focus directly on the lecturer's needs. The lecturer determined the course for which there will be instruction, and the observation of the lecturer was through the filmed lessons and supportive and

constructive feedback was provided on the basis of examples from the filmed lessons. The professional literature indicates that the training and support ofexperts has an impact on teachers in the application of new approaches andinstruments.

6. **Offers opportunities for feedback and reflection**. In this research, the feedback and reflection acted together continuously in order to help the lecturers understand their activity and the practice of the new behavior during the instruction process.

7. **Professional development is continuous.** Since the implementation of the learning from the process of professional development requires time and there is need for follow up and support during the process, the present research study lasted an entire semester, about fourteen weeks and there was follow-up of the learning through the feedback conversations after the filming of the lesson. The continuous learning gave the lecturers the opportunity to identify, focus, and practice the real difficulty in their teaching. The time enabled the lecturers to implement and observe new strategies to enable the behavioral change and to make the behavior a skill.

Research studies have found that the teacher's behavior is a mix of the cognitive aspect, the emotional aspect, and the motivation of the teacher. Therefore, in the professional development of the teacher it is important to address both the relationship between the practice and the theory and the intrapersonal relationship of the teacher with herself, the person she is (Kelchtermans & Vandenberghe, 1994). The present research study reflects the integration of the cognitive, emotional, and behavioral aspects. The processing of the lecturer's emotions and feelings during the feedback conversations gave the lecturer a feeling that he is understood and that his efforts are noticed. The feedback conversations enabled reference to the relationship between practice and theory (theory and applied tools) and the intrapersonal relationship of the lecturer with himself through the dialogic feedback and reflection (thoughts, feelings, insights). One of the influences of the process found in the research is the lecturer's ability to perform the change from

intrinsic motivation, in light of the autonomy of the participants in the process. The participations had true influence on the conduct of the process, along with support of a professional factor.

From this research, there grew a model of professional development for lecturers in higher education, for the improvement of the interpersonal communication in teaching. The contribution of this research study is in the field of theoretical knowledge and in the field of practical education, or in other words, practical recommendations that can be derived from this research study.

The contribution of the present research to the theoretical knowledge is the formation of the model for professional development for lecturers in higher education on the basis of three main components that facilitate the improvement of the lecturer's interpersonal communication in teaching: (1) the consistent examination of the change that occurred in the dimensions of interpersonal communication during the lecture after the feedback conversations, (2) the integration of the components that promote the improvement in the lecturer's performances, and (3) the implementation of the elements necessary for professional development.

The model incorporates a number of theories and approaches that were presented in the review of the literature. These theories and approaches address the improvement of the teaching in the framework of the process of professional development for lecturers in higher education: adult learning, learning cycle of Kolb, learner-focused teaching, feedback conversations on the basis of the filming of the lessons, dialogic feedback, and reflection. It is focused on five dimensions of interpersonal communication found to be most meaningful both for the lecturers and for the students: organization of the lesson, clarity of the messages, creation of a relationship with the students, creation of interest, and creation of value. The contribution of this qualitative research lies in that it opens the way for the understanding of the feedback conversations that integrate the cognitive, emotional, and behavioral aspects and their operational influence on the lecturers' performances during the lesson.

The research study contributes in the identification of four motifs that advance change in the lecturers' performance regarding the dimensions of the interpersonal communication and enriches the understanding of the importance of the emotional aspect in the process.

The applied recommendation that can be derived from this research study is the implementation of the model in the framework of Centers for the Advancement ofTeaching in the institutions of higher education as a component in the process of the lecturers' professional development. This practical recommendation is in light of the findings of research studies that found that in higher education the management of the quality of education is the lecturer's task. However, the lecturers do not necessarily knowhow to teach and how to improve the quality of their teaching. Therefore, a structured process that will enable the lecturers to improve the quality of their teaching is needed. The findings of research studies carried out to examine quality teaching among lecturers and students indicate the relationship between the lecturer, the student, and the material (Williams, Nixon, Hennessy, Mahon, & Adams, 2016).

In addition, this research study identified four motifs that advance theimprovement in the lecturer's performances: (1) voluntary participation in the process, (2) implementation of a dialogic feedback and reflection in the feedback conversation, (3) parallel process in the feedback conversations between the participants and provider of the feedback and between the participant and the participants in the lesson, and (4) preservation of the participant's privacy. These motifs should be used in the processes of training, instruction, and professional development of educators, in the institutions for teacher training and in the schools.

Figure Number 6 summarizes the process of personal instruction for the professional development of lecturers in higher education. The aim of the process is the improvement of the interpersonal communication of the lecturers in teaching.

5.2 Research Limitations

The present research study is a qualitative research on the advantages and disadvantages that derive from this methodology. The strength of the research is itsability to shed light on the subjective experience of the research participants and to be accurate with the expression in the lecturer's performances with the influence of the feedback conversations. However, the research does not have the ability to measure the degree of influence of the process on lecturers who did not participate in the process. Therefore, it is recommended to integrate in the process of assessment of the lecturers a framework of student evaluation of teaching (SET) of the five dimensions of interpersonal communication and to examine the performances of all the lecturers in these dimensions.

The present research study lasted for a semester, about fourteen weeks, and relied on the lecturer's statements that the new performances would be retained and even improved. However, there is no information about what will happen in the future. Therefore, it is recommended to examine whether there is a possibility of meeting the participants at another point of time, such as during or at the end of the semester after the participation in the process or in the next school year – in order to obtain a broader picture of the influence of the process and to support the lecturer in the implementation ofthe change. Another possibility is to extend the process to another meeting or two in order to support and help the lecturer maintain the new performances.

In the present research study, there is great meaning attributed to the provider of feedback. As found in the research of Williams et al. (2016), the interpersonal communication is most meaningful and the way in which the messages are transferred in the lesson has considerable influence. Hence, the provider of feedback has great meaning in the process. Therefore, it is necessary to choose the appropriate professionals and to instruct them both in the content of the model, the familiarity with the process in all its stages, components, and motifs, and in the ways of implementation that advance the experience of the best relationship. When the provider of the feedback knows the receivers of the feedback, the professional interpersonal communication has greater

meaning. The feedback provider is required to be aware to give relevant and proactive feedback.

5.3 Recommendations for Future Research

It is recommended to examine additional aspects in the context of the model in the framework of future research studies.

<u>Examination of the Model on Online Lessons</u>

Covid-19, which broke out during 2020, created a reality in which online learning became the solution for teaching and learning in higher education. The lecturers were required to teach online, and many lecturers filmed the lessons. The filming of the lessons during the coronavirus period will help deal with the technical difficulty with the filming of the lessons reported by the lecturers. It is possible to examine the model for professional development and to perform the process in institutions of higher education on the online lessons. The five dimensions are also suited to online teaching: the organization of the lesson, the clarity of the messages, the creation of a relationship with the students, the creation of interest, and the creation of value. It will be necessary to adjust the criteria in each one of the dimensions so that they will be relevant to the online lesson. The study will check in one academic year whether the results are going to be achieved and to what extent the participants rated the process as useful when teaching during the Covid-19 pandemic.

<u>Examination of the Model among Additional Target Audiences</u>

Examination of the model among teachers in schools. It is possible to examine this model in the school framework, adjusting it to learner-focused teaching, or in other words, adjusting the contents and the tools in the feedback conversation to the students' age and developmental characteristics.

Examination of the model among principals. The five dimensions of the interpersonal communication are relevant also to the principals in the framework of the management of meetings and discussions. Therefore, it is possible to examine the model

among the principals and if necessary to adjust the criteria of the dimensions to concepts from the management world.

Further Examination of the Research Participants

Examination of the influence of the process over time. It is recommended to carry out a continuation research with the lecturers who participated in the present research study and to examine whether the improvement in the different dimensions found in the research continues to be implemented. In light of the process, did the lecturer improve additional criteria in the different dimensions?

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Appendices

Appendix Number 1: Call from the Center for Teaching Enhancement

המכללה האקדמית בית ברל
الكلية الأكاديمية بيت بيرل
Beit Berl College

The Center for Teaching Enhancement

Invitation to Participate in the Process of Personal Development for the Improvement of the Quality of the Teaching

Do you want to receive feedback on the teaching in a personal process? Join the training at the Center for Teaching Enhancement.

The goal of training is to increase the lecturer's awareness of the way of transmission of the messages in the lectures, to enable the lecturer to acquire tools that make it possible to keep the learners' interest, and to promote the use of teaching methods aimed at optimal learning.

Teaching in the academia today requires of us, the lecturers, a high level of knowledge and skills both in the field of content and in the field of interpersonal communication, so as to enable the students meaningful learning.

We compete for the attention of the student, who comes to the class with the laptop, the mobile phone, or the tablet, which enable quiet correspondence and free surfing of the Internet. Therefore, it is important to us to examine how it is possible to improve the quality of the teaching, and especially the way in which we teach the different contents.

The model of the staff development was built in the framework of the doctoral study of Orit Lehrer Knafo, and we invite you to participate in the professional development and to be a partner in the research that will be held in the 2019 academic year.

In the 2018 academic year the training was given to a number of lecturers, and **their responses were enthusiastic.**

Mrs. Neta Peri: "I have been a lecturer for 6 years. In different frameworks. During these years, I never received feedback from any outside professional, who is not a colleague. The feedback conversations, as a part of the research process, shed light on strengths and on points for improvement according to precise and clear criteria. The participation in the process was for me an important and interesting experience, effective and beneficial as a lecturer."

Dr. Carmit Fuchs Abarbanel: "Throughout the entire process I had a feeling of partnership, I received structured and clear feedback. I greatly enjoyed the attention that I received. At last somebody looked and saw what I am doing and expressed his opinion."

Dr. Yaakov (Jacky) Zevulun: "This is not the first time that I am performing reflection on my teaching process but this time the reflection is the most meaningful and profound that I have done. The experience is immersive, touching not only the professional place but also the emotional place. There is a difference between the students' feedback and the feedback in this process. This feedback enabled me to focus my strong points and what I must improve in my way of teaching."

Participation in the process of training includes:

- Feedback throughout the entire process
- Applied instruments for the improvement of the quality of the teaching
- All the information to be collected in the framework of the research study is anonymous and will be used solely for the purpose of the analysis of the data.

The research study, which was performed in the framework of the doctoral research of Orit Lehrer Knafo, an organizational counselor and the head of the unit for the studies of the Ultra-Orthodox in the college, fits in with other processes for the advancement of the teaching that are held in the Center for Teaching Enhancement.

Sincerely,

Dr. Orit Gilor and Orit Lerer-Knafo, The Center for Teaching Enhancement

To register: lerer.knafo@beitberl.ac.il. For additional information: Orit Lerer-Knafo 052-2720316

Appendix Number 2: In-depth Interview - At the Beginning of the Process

Name of lecturer: _____

In-depth interview- At the beginning of the process

What subjects do you teach in higher education?

How long have you been lecturing in higher education?

Tell me about your experience as a lecturer

Describe how your lecture is being conducted

During a lecture did you encounter annoying situations that cause you discomfort? If so, give examples.

What is the atmosphere in your lessons? Is this the desired atmosphere?

How do you evaluate the quality of your teaching?

Which tools do you value the quality of your teaching?

How is each of the elements organizing the lesson, clarity of messages, interaction with the students, creation of interest, creation of value expressed in your lecture?

Which element (s) are strengths in your lecture?

Which element requires improvement?

What are your expectations of the process of improving the quality of your teaching?

Appendix Number 3: Table of Links

Name of the lecturer:

<u>Feedback after the First Film – Lecturer Reference</u>

Emotion

Understanding

Action

<u>Feedback after the Second Film – Lecturer Reference</u>

Emotion

Understanding

Action

<u>Feedback after the Third Film - Lecturer Reference</u>

Emotion

Understanding

Action

<u>Table of Connections - Dimensions in Interpersonal Interaction, Feedback, Conversation</u>

<u>Key:</u>

Lecturer reference

Main contents of the discourse

Behaviors for preservation

Behaviors for improvement and change

Organization of the Meeting

Organization of the session	Feedback after the First Film	Feedback after the Second Film	Feedback after the Third Film
Start of the session			.
Connection to the previous session			
Definition of the topic of the session			
Presentation of the goals of the session			
Logical continuum of the session	. .		
Use of the session time – focus on objectives			
Summary of the session			.
Connection to the next session			.

Clarity of the Messages

Clarity of the Messages	Feedback after the First Film	Feedback after the Second Film	Feedback after the Third Film
Presentation of the topic of the session in one or two sentences			
Clear language, use of short and focused sentences			
Presentation of new content through connection to familiar content	.	.	
Intermediate summaries			
Repetition of contents from a different angle, in a different method, a different order …		.	.
Use of examples from the participants' content world		.	
Division of a complex sentence into parts	---------	---------	-------------

Interaction with the Audience

Interaction with the participants	Feedback after the First Film	Feedback after the Second Film	Feedback after the Third Film
First session –lecturer's self-presentation, coordination of expectations		———	———
Eye contact			
Stopping during the session to clarify whether the material was understood			
Encouragement to ask questions			
Listening to the participants' questions, answers			.
Awareness of the participants' feedback (decline in attention, understanding, interest …) – verbal and nonverbal		.	.

Creation of Interest

Creation of Interest	Feedback after the First Film	Feedback after the Second Film	Feedback after the Third Film
Diversification in the ways of the message transmission			
Change in the pace of speech, intonation		.	.
Movement in the room			
Use of physiological 'attention starters'			
Use of qualitative 'attention starters'		.	.
Manager's enthusiasm during the session			.

Creation of Value

Creation of Value	Feedback after the First Film	Feedback after the Second Film	Feedback after the Third Film
Presentation of the value of the sessions to the participants			
Presentation of the contribution of the contents to their knowledge	.		
Presentation of the possibilities of the implementation of the knowledge learned outside of the session			
Shared definition with the participants what is success and explanation how the meeting leads to success			

Appendix Number 4: In-depth Interview - At the End of the Process

Lecturer Name: _____

The experience and your feelings from the process

What didn't you know and the process contributed to my knowledge

What didn't you pay attention to and the process enabled me to be aware?

Which skills did you obtain from the process? (instruments)

What did you learn about yourself in the process?

Did you change something in my perception following the process?

Was there something that surprised you?

The contribution of the feedback after the filming of the lesson(s) for the improvement of the dimensions of interpersonal communication: organization of the sessions, clarity of the messages, creation of a relationship with the participants, the creation of interest and the creation of value –

Will the feedback you received have influence on the way in which you will teach your class in the future?

Do you have suggestions for the improvement of the process?