**An Integrated Model for Synchronous and Frontal Instruction on the Topic of the Critical Use of Online Literary Databases**

The use of the computer as an alternative learning environment and the use of electronic databases by the student and teacher enable the necessary transition from a mechanistic conception of education to a humanistic, child-centered[[1]](#footnote-1) conception which focuses on the students and allows him to be an active participant in developing personal learning programs[[2]](#footnote-2). This educational process is necessary in light of changing database technology and in light of the world of online information to which students have access beyond school hours.

In the years 2010-2014, I taught a course to second and third year graduate students of education specializing in literature, using an experimental formula which integrated online, synchronous instruction with frontal instruction by a teacher in the classroom. The course combined the advantages of frontal learning with those of electronic learning. The content of the course discussed the criteria for accessing quality literary material on the internet, and the use of online literary databases.

**The Course Consisted of the Following Stages:**

A. Frontal exposure to topic of instruction.

B. Interactive work in pairs online using both electronic and non-electronic databases.

C. Submission of assignment in online learning environment.

D. Receipt of grade in the online learning environment based on the assignment’s rubric.

Summary: The model trains students to be independent learners, to use technology, and to find the information that they needs. Each student handles assignments independently, in a constructivist learning process,[[3]](#footnote-3) and is able to adapt his learning method and his thinking strategies to the rapid changes in technology and to his future students’ learning abilities.

Key words: Innovative Pedagogy, Education and Technology, Technological tools for teaching literature.

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2. S. Papert, *The Children’s Machine*, New York: Basic Books, 1993. [↑](#footnote-ref-2)
3. Iger, E., Bauman, N. Raviv, D., Yaacov, Z. Web based teacher’s training: model of instrution, learning and assessment. In: Guri-Rosenblat, S., *Teachers in a Changing World: Trends and Challenges*. Open University Press, pp. 176-202. [↑](#footnote-ref-3)