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

Teachers and students using online databases and using the internet as an alternative learning environment enables the necessary transition from a mechanistic conception of education to a humanistic, pedocentric[[1]](#footnote-1) one—focusing on the student and allowing him to actively participate in the development of his own personal study program.[[2]](#footnote-2) This is a crucial process in light of changing database technology and the world of online information available to students beyond school hours.

In the years 2010-2014, I taught a course to second and third year teaching students of education specializing in literature, using an experimental model which integrated synchronous learning online with the teacher’s frontal teaching and assistance in the classroom. The course combined the advantages of frontal learning with those of e-learning and covered criteria for accessing quality literary material from the internet and the use of online literary databases.

**The Course was Comprised of the Following Stages:**

A. Exposure to the topic of study through frontal teaching.

B. Interactive online work in pairs, using both online and offline databases.

C. Submission of assignment online.

D. Receipt of grade online based on the assignment rubric.

Summary: This model trains students to become independent learners, and to use technology to find the information they need. Through a constructivist learning process[[3]](#footnote-3) each student deals with assignments independently and is thus able to adapt his learning method and his thinking strategies to the rapid changes in technology and to the abilities of his future students.

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

1. Hen, D. *Between Pedagogy and Technology- Thoughts on Technology in Education* [Hebrew], Tel Aviv University: Lecture at Conference for Educational Leaders, April 1995. Downloaded on 1.2.10. [↑](#footnote-ref-1)
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 instruction, learning and assessment. In: Guri-Rosenblat, S., *Teachers in a Changing World: Trends and Challenges*. Open University Press, pp. 176-202. [↑](#footnote-ref-3)