Editor's note

Publication of Adult Education in Israel, volume 13 was delayed for quite some time. This is especially unfortunate since the main topic of this edition: integrating technological innovation in the general school system and in adult education is of interest to all of us yet may become outdated very quickly. Nonetheless, to our digital journal readers we present the English version of the main articles published in volume 13 of the Hebrew journal for adult education, Gadish. The term ‘adult education’ is interpreted here broadly to include work in ulpans (teaching Hebrew as a second language) and parent training, as well as teaching in academic frameworks – university and teacher education institutions.

We set out as we always do with a general topic. Dr. Eitan Israeli writes about the problem of glocalization in adult education: many countries collaborate on the global level, are willing to sign nicely worded manifestos about the need to advance adult education and eradicate illiteracy in the world, but do very little on the local front and neglect population groups desperately in need of learning and education opportunities, among them women and those living in the periphery.

Another article describes a unique project initiated by the Ministry of Education, the Division of Adult Education, which issues this publication. The project offers parents the opportunity to complete their formal education in the aim of helping them help their children, fostering a learning climate at home and giving children reason to be proud of their parents as knowledgeable and up to date individuals. The article ‘Parents Learn and Children Succeed’ reports on the preliminary results of this project.

We chose to address several aspects of the main topic ‘technological innovation in the education system’. Nava Gilad from the Israel Internet Association describes how third-age individuals, most of them retired,
are exposed to the ‘secret’ of the Internet and to computer use in general. In teaching individuals of this age training must focus on very practical aspects and take the limitations of the learners into consideration. Ofra Razel describes tools developed to give people with special needs access to new technology.

In articles related to academic teaching we chose to present, among others, a paper by Dr. Miki Kritz that discusses a project that aimed to strengthen the ICT skills of teachers and pre-service teachers prior to ICT integration in school. Prof. Rakefet Ackerman used scientific tools to examine an intriguing question: which type of learning is preferable and more effective – learning from text that appears on a computer screen or from hardcopy (newspaper, book, etc.) - and some of the answers are surprising.

We bring two fascinating articles on topics directly related to the work of the Ministry of Education, Division of Adult Education: Vera Agranovsky, Rina Zaslavsky and Dr. Evgueny Maryanchik discuss the integration of new technological tools in teaching Hebrew as a second language in the Former Soviet Union. Technology is harnessed to address unique problems involved in teaching Hebrew to students who are geographically dispersed and the Hebrew level of their teachers is not uniform and at times inadequate. Elizabeth Galon and Rina Cohen address the problem of parenting in a developing digital reality. At times it seems that children and adolescents are so engaged in their digital devices that parents become redundant when in fact parents’ role in this reality is even more significant and demands increased responsibility: to guide and protect their children in the new ‘jungle’ that offers new possibilities but presents quite a few dangers.

We hope our readers enjoy reading about new aspects of topics on the agenda of young people and adults alike throughout the world.

Ido Bassok