



# **Methods of Teaching the Bible – Learning Experience of the Millennium’s Pupils from High Schools in Israel**

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# Gen Z : The Millennium's Pupils



<https://www.youtube.com/watch?v=dx7SO6SA0UE>

# Gen Z: Born late 1990s - early 2000s

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- accustomed to fast changing technology, tend to multitask and learn experientially.
- Interest in social and environmental affairs and by an aspiration for social justice and a desire to make the world a better place.



# Gen Z at school

They primarily rely on the Internet and vid-eos (i.e., YouTube) to provide information rather than textbooks or manuals.

חסרי סבלנות למידע המוגש באריכות ובפירוט ("חפירות").

newsworthily different from previous generational cadres.

# Gen Z at school



‘Schools are 19th Century institutions using 20th Century buildings to teach 21st Century students and we wonder why traditional education sometimes struggle to connect.

So if they don't learn the way we teach, then let's teach the way we learn'. Mark

McCrindle

# Qualitative Methodology



The research question: what are the expectations of millennial youths from Bible study classes in schools?



Methodology

# Research Participants



## Research Participants

- ❖ All 76 pupils attending public non religious schools in the 2015-16 school year
- ❖ 30 middle school, 46 high school
- ❖ Divided by gender: 39 female & 37 male
- ❖ Belief in God: atheists, skeptics, believers

# Data Collection & Data Analysis

- Data was collected through semi-structured interviews with 76 pupils, which followed a multi-case study strategy, each of the "cases" is one pupil.
- The interviews were recorded, transcribed and served as the study data-base. Data analysis was based on thematic.



# Data Collection & Data Analysis

The research participants were asked to:

**לתאר שיעורי תנ"ך שהם זוכרים לטובה**

❖ לתאר שיעורי תנ"ך שיש להם ביקורת כלפיהם

❖ לספר על מורים לתנ"ך שהם זוכרים לטובה כולל הסבר לתפיסת הוראתם כחיובית.

# שיעורי תנ"ך לא רלבנטיים ומשעממים

לימודי התנ"ך לא כל כך נוגעים בשאלות המעסיקות אותי  
ולא ניראה לי מעסיקות את החברה סביבי ...

Boy 9 grade

המורה שלי משעממת. היא קוראת לנו פסוק ומכניסה  
מושגים ואני לא מבינה את זה.. שתסביר לנו על מה  
femail 12 grade הפרק

# Expectation from Bible studies

1. Experiential manner of teaching
2. Literary criticism and high-order thinking
3. Discourse forming moral identity

# Experiential manner of teaching

- learn through demonstration
- learn through inspiring examples,
- active learning through creative personal expression
- visual presentation of content (YouTube, images, animation).

# Experiential manner of teaching

“All the most creative things I did were in Bible lessons. I drew King Saul, the three donkeys and Samuel. I think that thanks to this activity it is engraved in my memory... I think teachers should continue to combine art with the other subjects, it really facilitates learning.”  
(male 8<sup>o</sup> grade)

# Experiential manner of teaching

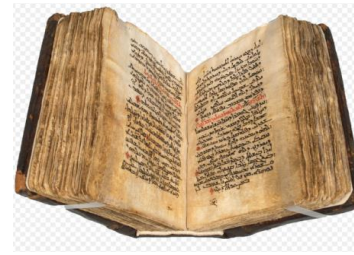
"The lessons with this teacher were the most fun. She taught by acting, she read the text in funny voices and sometimes asked the pupils to come and playact roles, no one sleeps in her classes and we all laugh hysterically ". (female 10 th grade).

**FINDINGS**

# High-order thinking

"The teacher told us to look at the first verses and write questions, very interesting questions arose, it is a lesson I remember well.«

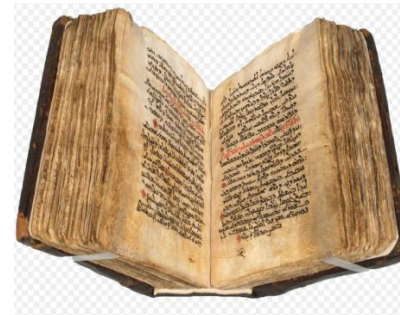
"We learned about the creation of the world and about the Babylonian myth of creation. By comparing the Bible to other myths I realized how the Bible is masterful and exceptional."



# High-order thinking

Many of the pupils spoke of expectations to discuss theological questions. For example, a discussion about the question of God's gender created a great deal of interest among pupils who continued to converse and argue with each other even during recess after the class.

**FINDINGS**





# Discourse forming moral identity

“In the Bible classes there are things we can identify with. There are a lot of lessons that after i left made me think about other experiences I had, but with the same moral, and sometimes it made me think twice about things I do.”

**FINDINGS**



# Discourse forming moral identity

"Laws are the subject I loved most, there is something extremely ethical about the laws written in the Bible. They are true social laws that help the weak."

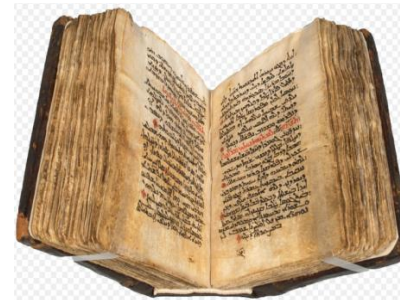
**FINDINGS**



# Summary of the expectations of Gen Z

"Our group prepared a presentation about morality and philosophy in the Bible stories which we shared with the class about what we learned and researched... We spoke about the prophet who tried to warn the people of Israel which led to a discussion about what is moral and what is not."

Summary



# Conclusions

נדרשת הוראה רלבנטית שכוללת:

- מיקוד בהיבטים הערכיים שבתנ"ך
- חשיבה ביקורתית מסדר גבוה
- הצגת הטקסטים באופן חווייתי ויצירתי ומזמנת לתלמידים למידה מפעילה שכוללת הבעת דעה, שאילת שאלות והצעת פרשנות אישית באמצעי מבע שונים.

# Discussion

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What are the consequences of the reality, where while pupils are 'natives' of the new generations while teachers are 'immigrants'?

# Discussion

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What are the goals of teaching humanistic content to Gen Z pupils and pupils of the subsequent decade?

# Thank you

