Pedagogical Attitudes of Homeschooled Adolescents

Professor Ari Neuman and Dr. Oz Guterman

Homeschooling in Israel: Figures and Characteristics of Homeschooling

- Approximately 1200 children
- Significant growth (from a few dozen just 2 decades ago)
- Improved conditions for homeschooling
- Connections among families by geographical region, because Israel is a small country
- Wide variety of types and character of homeschooling
- Among these, a considerable naturalistic group
- Required application to education ministry and visit by regional ministry inspector who is not an expert in homeschooling
- No need to pass tests

Our Research on Homeschooling

- In recent years we have conducted many studies using a combination of quantitative and qualitative instruments

- The participants were parents, children, adolescents and inspectors

- Some of the studies compared different types of homeschooling and others compared homeschooling with school education

- Among the subjects of the studies:
  - The effect of homeschooling on emotional and behavioral aspects
  - Scholastic abilities of homeschooled children in different subjects
  - The relationship between homeschooled adolescents and their parents
  - Reasons for choosing to homeschool
  - Stories of the beginning of homeschooling
  - Views of homeschooling inspectors and use of EBP
  - The social skills of homeschooled children and the factors that affect these skills
  - Factors that affect the methods of homeschooling
  - Educational views of parents and children in homeschooling compared with those in school education
  - Homeschooling as part of a broader change in the education system

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The Present Research: Research Aims

- Examination of the perspective of homeschooled teens is vital to a broader understanding of homeschooling.

- Even though parents make the decision to homeschool, the children are those influenced by the decision, scholastically and educationally.

- We chose to present an exploratory small scale study of a subject we don't know enough about in Israel and could be interesting

- The purpose of the present study is to examine the attitudes to learning of homeschooled teens living in Israel.

Method

- Qualitative interviews

- The research participants were 19 homeschooled teens living in Israel. The average age of the participants was 18.02 years ($SD = 2.1$)

- Main questions:
  - What is learning?
  - What do you learn?
  - When do you learn?
  - How do you learn?
  - Why do you learn?

Summary of Findings by Question

Question	Answers
What is learning?	• Acquisition of knowledge and information • In-depth understanding • Physiological change
When do you learn?	• All the time
What do you learn?	• Anything • Whatever is interesting • Information • Social skills
How do you learn?	• Experience and reflection • Repetition • Imitation • External sources of knowledge
Why do you learn?	• It is impossible not to learn • Development and improvement • To fulfil a need • Curiosity and interest • For enjoyment

Conclusions

- The respondents' answers to the interview questions correspond with
  - **The constructivist approach to learning:**
    - relevance-driven learning: one learns anything as long as it is interesting
    - active learning: learning through experience, repetition, and imitation
    - social-constructivism: learning social skills
  - **The experiential learning approach:**
    - action/reflection
    - trial and error
  - **The life-long learning approach:**
    - learning applies to every subject and occurs all the time
  - **Self-determination theory** (human beings have an innate desire to develop and grow, based on intrinsic motivation or extrinsic motivation)
    - one learns because of curiosity, interest, and enjoyment

Summary

- The analysis of respondents' answers to questions about learning demonstrates that some of the responses coincide with:
  - the constructivist approach
  - the experiential learning approach
  - the life-long learning approach
  - the intrinsic and extrinsic learning principle of the self-determination theory

- Further Research is required