

A Study on the Havruta Learning Method Shir and the Results of Learner Activities

Woo-Hong Cho*

*Professor, Dept. of Social Welfare, Seowon University, Chungbuk, Korea

[Abstract]

The purpose of this study was to apply the Havruta learning method and conduct a study on Shir and learner activity results, which was used as a method to improve learning competency. As the contents of the study, first, the ability to suggest ways to solve problems and the expansion of various thinking can be expected while listening to the questions of other students. Second, you can evaluate your own strengths and weaknesses by strengthening your communication skills and comparing and evaluating teaching methods at the same time. Third, through the experience of debate, one can solidify the establishment of one's own values and ethics, and based on this, one can develop the capacity for logical persuasion and argument. Fourth, it is judged that it is possible to analyze the practical problems suitable for the characteristics of the learner, and to develop a clear understanding of the situation and the ability to apply it.

▶ **Key words:** Havruta, Shir, Learning Competency, Learner Activity, Logical

[요 약]

본 연구의 목적은 Havruta 학습법에 적용하고 쉬우르(Shir) 및 학습자 활동 결과에 관한 연구를 진행하여 학습 역량을 향상하기 위한 방안으로 활용하였다. 연구내용으로 첫째, 문제 해결을 위한 방안을 제시 할 수 있는 역량과 다른 학생들의 질문에도 귀 기울이면서 다양한 사고의 확장을 기대할 수 있다. 둘째, 전달능력을 강화시킴과 동시에 가르치기 방법을 비교, 평가해 봄으로써 자신의 장·단점을 평가해 볼 수 있다. 셋째, 논쟁의 경험을 통해, 자신의 가치와 윤리의 확립을 견고히 하고 이를 바탕으로 논리적인 설득과 주장이 가능할 수 있도록 역량을 키울 수 있다. 넷째, 학습자 특성에 맞는 현장실무 문제점을 분석하고 상황의 명확한 이해와 응용할 수 있는 능력을 키울 수 있을 것으로 판단된다.

▶ **주제어:** 하브루타, 쉬우르, 학습능력, 학습자 활동, 논리적

I. Introduction

The characteristic of Havruta learning method is that two people discuss through questions and conversations, which is the core of Havruta. Unlike a discussion conducted by several people, there is no marginalized person because it is conducted by two people. Students must first organize their thoughts on a specific topic and develop their ideas through questions, conversations, discussions, and arguments with each other. In this process, students can organize their thoughts and sometimes gain insight in a completely different direction. It also means that respect for others can be learned by listening to, analyzing, and responding to other people's opinions[1][2]. In order to foster self-directed learning, it is necessary to improve the motivation for self-learning[3].

Most of the education so far has been developed around institutionalized school education, but problems are gradually appearing[4]. The contents and methods are presented[5]. The problems of traditional education can be found first in the relationship between the school and students. Originally, schools were entrusted by parents to promote growth as desirable human beings and to develop knowledge, skills, and attitudes necessary for successful social life[6].

The identity of a social worker affects the role recognition and value formation of social workers[7]. Students majoring in social welfare are students with diverse social and cultural backgrounds, and after graduation, they need to provide guidance on practical competencies in various ways, such as finding employment, starting a business, and linking majors in the workplace. Individual, organizational, and community change in line with social welfare policies. The ability to suggest ways to solve problems in the local community through social welfare practices is required.

While various efforts to develop critical thinking ability continued, the Jewish Havruta learning

method, which can improve critical thinking ability through questioning, discussion and debate, has received more attention[8]. Due to the nature of the social welfare course, various qualities and competencies are required for the process of taking the knowledge of the theoretical background as an opportunity to put it into practice, acquiring new practical skills, and rethinking and convincing oneself of one's abilities and motives. There is a need to design a Havruta course in the sense that it is necessary to make an effort to graft the contents of the purpose and value of social welfare practice into social welfare field practice in a series of processes such as analysis and client protection, practical criticism, and alternative preparation.

Reinforcing the identity of social welfare professionals is very important not only for trainees but also for improving the quality of social welfare services. Therefore, by designing the Havruta learning method and applying various learning methods that can inspire competence, we develop a social welfare study class suitable for the characteristics of learners, and derive improvement plans through continuous feedback to improve problem-solving ability, discussion ability, logical persuasion. The purpose of curriculum design is to improve persuasion.

II. Theoretical Background

1. Debate-centric type

In the Debate-centric type, it is important to understand the characteristics and professional knowledge of the various values required for social welfare subjects, to draw social consensus, or to think about what values can be well realized and why they think so. A discussion took place, and the professor announced the topic and class operation method in advance through announcements, and discussed what values he thought could be well realized and why he thought so. For each individual discussion, five minutes were provided to

organize one's position, and the leading content of 'What is a practical study that changes humans' can be applied.

2. Partner Teaching Type

In the partner teaching type, the contents to be explained to the partner were organized and taught about the 'external-led model' among the 'agenda construction model' of the field and classification of social welfare institutions. In the pre-learning, social welfare policy formation and decision-making processes were studied, and three questions were asked focusing on the content to be emphasized. In order to teach the contents learned through previous study and class to the partner, 5 minutes was given to organize the process.

3. Question-centered type

In the question-centered type, we understood the system of the social welfare field and asked questions focusing on journal writing and document writing. In the pre-learning, we provided guides and sample materials for each type of question so that we could be familiar with the questions, and confirmed the document preparation sample 1 Three questions were asked per person. Question presentation was conducted in the form of presenting written questions after receiving applications on a first-come, first-served basis. After listening to 10 presentations, the instructor selected 5 excellent question presenters, and allowed students to select the final excellent presenters by voting.

4. Problem-making type

In the problem-making type, two people paired up to discuss the problem, centered on the problem created by making 3 individual problems, and then refine the problem and choose a good problem with the partner. In group and problem refining, a group was formed and a leader was selected, group discussion was conducted to refine the problem, each group selected a good problem,

and the intention of the selected problem was summarized. In the presentation, the problem and intention were presented, the contents of the presentation were pasted on the blackboard, and all the students put stickers on the group that created the best problem.

5. Shir

Shir is a Hebrew word meaning a class with a rabbi, and it refers to summarizing what you learn together with the teacher at the end of the class. Shir methods include sponge shir, visual shir, partner shir, etc. Sponge Shir is a way to get various opinions by leaving 'key words' blank. Visual Shir is a way to express yourself with a simple picture after discussion. The partner Shir talks with the teacher and uses it as a concept to finally organize[9].

III. Learning Method Research Content

1. Apply the learning method Shir

As shown in <Table 1>, group discussion and Shir of the Havruta learning method argument-centered type were applied. <Table 1> shows the contents of the learning method applied

Table 1. Debate-centric type group discussion and Shir application

Debate-centric type	
group discussion	<ul style="list-style-type: none"> - Presentation and discussion by all group members in turn of the main points of the debate that have been learned and arranged in advance - Organize the discussion - Debate to select the best 'discussion king' - The team selected by selecting the best 'controversial king' from within the organized group draws a 'star' mark in the upper right corner of their argument - Each person writes the organized contents and submits them to the professor
shir	<ul style="list-style-type: none"> - Organize learning contents - Focusing on the content of the group discussion-centered presentation Instructor provides feedback - What are the strengths and weaknesses of the Havruta debate-centered class?

As shown in <Table 2>, shir of partner teaching type of Havruta learning method was applied. <Table 2> shows the contents of the learning method applied.

Table 2. Application of shir of partner teaching type

partner teaching type	
partner teaching type	<ul style="list-style-type: none"> - One student in the pair teaches first - The learning partner actively asks questions while learning - Switch roles to teach another student - The learning partner actively asks questions while learning
shir	<ul style="list-style-type: none"> - Organize learning contents - Instructor provides feedback based on the team's paired teaching presentation - Share with each other the strengths and difficulties of the Havruta pairing class

As shown in <Table 3>, Shir of the Havruta learning method question-centered type was applied. <Table 3> shows the contents of the learning method applied.

Table 3. Application of Shir in question-centered type

Question-centered type	
Write your question	<ul style="list-style-type: none"> - Write questions about field practice system and case management type based on prior learning - Submit the written question to the instructor - Only the first 10 participants will present their questions.
shir	<ul style="list-style-type: none"> - Organize learning contents - Ask a question, and the instructor provides feedback based on the presentation - What are the strengths and difficulties of the Havruta Asking Questions class?

As shown in <Table 4>, shir of the Havruta learning method problem-making type was applied. <Table 4> shows how to apply the learning method.

Table 4. Apply shir of the problem-making type

Problem-making type	
Problem-making	<ul style="list-style-type: none"> - Create individual questions (3 questions) - Two people work in pairs to discuss the problem and refine the problem - Pick a good problem with a partner
shir	<ul style="list-style-type: none"> - Organize learning contents - Instructor provides feedback based on group problem-making presentations - What are the strengths and difficulties of the Havruta problem-making class?

IV. Learning results

1. Learner Activity Results

As shown in <Table 5>, the contents of the learner activity results of the Debate-centric type of Havruta learning method were submitted to the instructor. The contents of the learner activity results are shown in <Table 5>.

Table 5. Debate-centric type learner activity result

Debate-centric type
<ul style="list-style-type: none"> - In order to enhance the effectiveness of each session, ice breaking (introducing yourself using keywords) is conducted and the results are submitted to the instructor - Conduct discussion-oriented activities based on the presented topic and submit the results to the instructor - Organize the group discussion and end the session, then switch to the whole class. After the leader announces the contents organized by group, shir is conducted

As shown in <Table 6>, the result of learner activity of partner teaching type Habruta learning method was submitted to the professor. The contents of the learner activity results are shown in <Table 6>.

Table 6. partner teaching type type Learner activity result

partner teaching type
<ul style="list-style-type: none"> - Ice breaking (truth, false cards) activity - Actively asking questions during pair teaching and learning - Presentation of experience teaching a partner - Presenting the strengths and difficulties of the Havruta pairing class - 3 questions for the note exam based on the content taught by the person and the exam

As shown in <Table 7>, the results of learner activities in the question-centered type Habruta learning method were submitted to the professor. The contents of the learner activity results are shown in <Table 7>.

Table 7. Question-centered type Learner activity results

Question-centered type Learner activity results
- Discussion by group
- Group presentations and drawings or express your own thoughts
- Talk about the strengths and difficulties of the Havruta question-centered class

As shown in <Table 8>, the results of learner activities in the problem-making type Habruta learning method were submitted to the professor. The contents of the learner activity results are shown in <Table 8>.

Table 8. Problem-making type Learner's activity result

Problem-making type Learner's activity result
- Learn how to collect data and present in groups
- After creating 3 problems individually, refine the problems with a partner
- Presenting problems through group discussion
- Conduct evaluation activities with group presentations and stickers
- Talk about the strengths and difficulties of the Havruta problem-making class

V. Conclusion

Our society is demanding talented people who can actively respond to environmental changes and solve problems creatively. To nurture such talents, schools are making efforts to motivate learners to learn and to develop self-directed learning abilities so that voluntary and proactive learning can take place in the learning process[10]. For this purpose, the results of learner activities after applying the Havruta learning method were studied for active participation and practical improvement of learners.

The Havruta learning method is a traditional Jewish learning method in which each individual analyzes and organizes his/her own thoughts, listens to the other person's story and asks questions, unlike the hierarchical relationship between teachers

and students, which has departed from the teaching method. It is judged to be a learning method that can maximize learning by understanding and broadening the breadth of thinking.

In the question-centered class, in line with the social welfare course, individual, organizational, and community changes through social welfare practice, the ability to present a solution to the problems of the local community and efforts to elicit a variety of questions, along with the efforts of other students By listening to the questions, it is expected that the expansion of various thinking can be expected.

In the pair teaching type, the nature of the social welfare field practice course is to use the knowledge of the theoretical background as an opportunity to put into practice, learn new practical skills, and understand various qualities and competencies for the process of rethinking and convincing one's own abilities and motives. It is judged that it is possible to evaluate one's own strengths and weaknesses by strengthening communication skills through activities that can improve practical skills and at the same time comparing and evaluating the pair teaching methods of other students.

In the argument-oriented type, one has to understand the difference between values and ethics and logically persuade one's own values and ethics to understand what is right and wrong and what is good and desirable. It is judged that it will be possible to develop the competency so that logical persuasion and argument are possible.

Lastly, in the problem-making type, it is necessary to identify each other's thoughts and problems through the application of the Havruta learning method, which is a social welfare practice subject, and to share various knowledge, solve problems, and discuss to strengthen the practical competence in social welfare. Through this, it is judged that it will be possible to analyze the practical problems suitable for the learner's characteristics, and to develop the ability to understand and apply the situation clearly.

REFERENCES

- [1] <https://100.daum.net/encyclopedia/view>.
- [2] <https://search.naver.com/search.naver>.
- [3] N. J. Heo, "Analysis of predictive power for self-directed learning of learner variables", doctoral dissertation, Hongik University Graduate School, 2005.
- [4] S. H. Han, "The Relationship between Academic Motivation and Self-Directed Learning among Adult Learners", *Journal of Learner-Centered Curriculum and Instruction*, 7(2): 355-374, 2007.
- [5] H. S. Kang & H. J. Jeon, "A Study on Application of Cross-Curricular Subjects in Curriculum Revision", *Journal of Learner-Centered Curriculum and Instruction*, 14(11): 239-264, 2014.
- [6] H. S. Gil, "A Philosophical Perspective on the Learner-Centered Curriculum and Instruction", *Journal of Learner-Centered Curriculum and Instruction*, 1: 1-27, 2001.
- [7] B. D. An & K. H. Lee, "The Influence of Major Related Satisfaction of Social Welfare Students on the Professional Identity of Social Welfare", *Korean Journal of Social Welfare Education*, 32: 167-184, 2015.
- [8] J. J. Choi & Y. J. Kim & M. Y. Kim & G. Lim, "Design of an online discussion learning environment applying the Habruta learning method", *Korean Educational Engineering Society*, 2019(1): 129-137, 2019.
- [9] <https://blog.naver.com/hansami87>.
- [10] E. H. Jung, "Effects of Learning Motivation and Self-directed Learning Ability on School Adjustment for Elementary-Middle-High School Students", *Journal of Learner-Centered Curriculum and Instruction*, 20(3): 815-840, 2020.

Authors



Woo-Hong Cho Received the Ph.D. degrees in Social Welfare department of Chosun University, in 2007. Dr. Cho joined the faculty of the Department of Social Welfare at Seowon University, Chungbuk, Korea, in

2014. The main interesting fields are social welfare and social welfare policy, social welfare administration, elderly welfare, community welfare.