South-West University "Neofit Rilski"
Faculty of Pedagogy

Field of Higher Education 1.Pedagogical Science
Proffesional Field 1.2 Pegagody
Phd Program: Theory of Education and Didactics

Yasmin (Jasmine) Baloum

"The effectiveness of simulation workshops in education, on work and Self-Efficacy of teachers"

AUTHOR'S ABSTRACT
of a dissertation to award the educational-and-scientific degree
"Doctor**"**

Academic supervisor:
Assoc. Professor Veska Kirilova Gyuviyska,

Blagoevgrad, 2021

South-West University ''Neofit Rilski''

Faculty of Pedagogy

Field of Higher Education 1.Pedagogical Science
Proffesional Field 1.2 Pegagody
Phd Program: Theory of Education and Didactics

Yasmin (Jasmine) Baloum

"The effectiveness of simulation workshops in education, on work and Self-Efficacy of teachers"

AUTHOR'S ABSTRACT

of a dissertation to award the educational-and-scientific degree
"Doctor**"**

Academic supervisor:
Assoc. Professor Veska Kirilova Gyuviyska,

Blagoevgrad, 2021

The dissertation was discussed and referred for defense before the scientific jury of the Department of Social Pedagogy at the Faculty of Pedagogy . " of South-West University "Neofit Rilski" University,

The dissertation has 175 pages and consists of an introduction, a presentation in three chapters, a conclusion, a list of references and 3 appendices (12 pages). The content of each chapter is divided in separate paragraphs as at the end of each chapter specific findings were made. The main text contains 12 tables and 6 figures. The list of reference literature consists of 231 titles in English and Hebrew languages.

The author of the dissertation is a high school manger and supervisor at David Yallen College in Jerusalem, Israel. Also a self-training Ph.D. student at the Department of Pedagogy, Faculty of Social Pedagogy in South-West University "Neofit Rilski" University, City of Blagoevgrad.

The defense of the dissertation before the scientific jury will be held on 23 June, 2021, at 13.00 h., in the Conference Room of South West University - Blagoevgrad a hearing of the scientific jury. The materials for the defense are available to those interested in the office of the Department of Social Pedagogy", Faculty of Social Pedagogy South-West University, City of Blagoevgrad, room ……………, ……………………… – secretary of the department

TABLE OF CONTENTS

I. General description of the dissertation

This study is devoted to examining the effectiveness of a unique educational program for teachers, as it relied on simulation-based learning, to evaluate its ability and to improve teachers' professional behavior and self-efficacy. This program published in cooperation with the Ministry of Education, and the program dealt with practical training for teachers through an organized meeting with some representatives, which allow experience in simulating extremist positions in teaching. In addition to having audio and visual documentation and receiving feedback from actors, peers, and trainers through investigation Film-based collective.

1. Introduction

Challenges facing today's schools and teachers. in the conditions of globalization, are primarily determined by the quality of teaching, as well as teacher's education. On the other hand, teacher competence is the factor that affects students' learning, and this considers as a factor that outperforms other factors such as demographic and social factors.

The new conditions in which the ministry of education operates in Israel and the world, require new approaches for the improvement of their educational skills. It is expected that the teacher has acquired a wide range of knowledge and skills necessary to carry out his educational function. This prompts them to play the role of planning and managing different groups of students, as well as taking many initiatives, that will reflect in the quality and effectiveness of education.

In particular, overcoming structural deficits inherent to their operation in educational simulation workshops in special conditions is directly dependent on the demand and implementation of more flexible and adjustable management tools to improve the quality of education in the classroom and to deal with conflicts at the school as an educational organization.

The focus of the Ph.D. research on the topical issues of the development of the simulation workshops and their effect on teachers as a new management tool for the education system at schools and at

educational colleges for training new teachers. It is related directly to the need to provide a new quality of their teaching and deal with conflicts at their schools, in response to the growing demands of the education system of the education authorities.

2. Topicality and Relevance of the Research

The topicality of the topic of the dissertation is determined by the need to radically improve the performance of teaching due to the challenges of education. In particular, this is especially relevant in terms of enhancing the rationality to examine the effectiveness of a unique educational program for teachers, as it relied on simulation-based learning, in order to evaluate its ability and to improve teachers' professional behavior and self-efficacy because to develop an educational environment capable of dealing with tasks that require intensive information, and to distinguishes this environment as the dynamic, complex and interactive planning of scenarios that the facilitator adopts and it is under the supervision of the group leader. In addition to planning schedules in a way that encourages the presence of intensive and varied activities, with an emphasis on developing a high level of communication skills. In addition to formulating an educational concept based on an interdisciplinary approach, this approach focuses on discussing issues that related to the topic. While improving teachers' and students' ability, it deals with conflicts to improve their work, expanding relevant knowledge and increasing problem-solving ability. All of this done while working on the development of the skills of facilitation, inclusion, and teamwork among teachers, and working to establish an educational community that includes experts, facilitators, the director, teachers, students and parents, especially as it focuses on developing communication skills and self-efficacy, on the one hand, and the other hand − because of the lack of serious research and applied works to the scientifically-based revealing of simulation, to enrich conflict manage tools and to facilitate the further development and improvement of teaching.

3. Object and Subject of the Research

The main objective of having simulation centers: to develop an educational environment capable of dealing with tasks that require intensive information, and to distinguishes this environment as the dynamic, complex and interactive planning of scenarios that the facilitator adopts and it is under the supervision of the group leader. In addition to planning schedules in a way that encourages the presence of intensive and varied activities, with an emphasis on developing a high level of communication skills. In addition to formulating an educational concept based on an interdisciplinary approach, this approach focuses on discussing issues that related to the topic. While improving teachers' and students' ability, it deals with conflicts to improve their work, expanding relevant knowledge and increasing problem-solving ability. All of this done while working on the development of the skills of facilitation, inclusion and teamwork among teachers, and working to establish an educational community that includes experts, facilitators, the director, teachers, students and parents, especially as it focuses on developing communication skills and self-efficacy. In the end, the establishment of continuous cooperation between faculty members in schools and the supervisory bodies, professional guidance and academic aids.

The simulation in education in the colleges is a program that focuses on videotaping a scenario and then investigating following watching a video shot in front of a professional actor and volunteer from the participant group. The program exists for four years at the college and belongs to the Ministry of Education and under its auspices and financial funding and accompanied by it. The program was prepared in collaboration with the Ministry of Education and Culture and the Mofet Institute, an institute that specializes in educational programs and educational research.

It must be clarified, that within the simulation workshop, the participants participate in simulations of conflict situations, in cooperation with professional actors who have been trained in role-playing for people working in the professional world, including students, parents and members of the professional staff. According to the complex and charged stories of conflict situations, designed and developed. And

according to the needs of the participants in preparing the workshop, the simulation workshops were conducted in small educational groups inside the advanced technology simulation studios and the video is taken there. After completing the participation in the simulation, there is an inquiry made about the observations that took the process and when making the feedback at a 360-degree angle. Besides having notes about the simulations, there were notes from the participants about themselves, reactions from group members, reactions from the representatives themselves about their personal experiences, and reactions from the group coach.

4. Problem Researched

The research study will examine the unique contribution and the effectiveness of the program. The research study will also examine the effectiveness of the program in providing an adequate solution for teacher's needs, through the findings that will be obtained in the analysis of the interviews with the participants in the workshops of the simulations, as well as through questionnaires that were distributed to the teachers, the participants, and the actors. Also, the meanings derived from the research regarding the improvement of the process presented.

5. Author's Argument

Research questions
This study aimed to answer the following questions:
1- How effective is the simulation workshop method in education?
2- How does the simulation workshop affect teachers' self-efficacy?

Recently, teaching using simulation-based learning has become a great necessity, especially in the light of the presence of many difficult challenges facing the education sector and necessitated the necessity of finding new ways through which difficult working conditions are challenged, especially concerning classroom management and the development of teaching methods. Besides, teachers need a greater range of knowledge in the skills, behaviors and attitudes to guide and motivate students and to achieve measurable educational goals, which will only

have done through following the simulation method, as it is considered a modern educational strategy. It is a part of developing teacher education, that allows technology to be used in student learning. And allows professionals to practice communication skills in a safe educational environment, and this in itself requires the provision of simulation devices for male and female teachers, especially for trainees, in a safe and appropriate educational environment.

6. Objective and Tasks of the Dissertation

Therefore, this study was directed to evaluate the perceptions of the participants in one of the simulation-based workshops. This research study included about 1554 participants who shared in the workshop that presented to determine their goal and held in the period between December 2017 to June of 2019, and it was in the Simulation Center at David Yallen College of the Institute Education in Israel. In this workshop, participants were involved in simulations of conflict situations with professional actors who were trained to represent the roles of people working in their professional world, to evaluate the effectiveness of using simulations in education by teachers. Furthermore, to take the results reached regarding the participants' evaluation of this program in developing and building the knowledge and skills of workers in the field of education together to improve the educational process.

7. Research methodology

In this research study, a mixed research approach was followed, which is a combination of a quantitative research approach and a qualitative research approach, to evaluate the participants' perceptions regarding video simulation and workshop effectiveness. Therefore, the majority of the questions addressed in this study revolve around demonstrating the extent of the impact of the simulation workshop on teachers' self-efficacy. Furthermore, it used the SPSS program to make data analysis for the information was being in the questionnaire after it was being collected.

This main question raised many sub-questions that need research and scrutiny, whether on the theoretical or practical side or both, and they are:

1- What is the effectiveness of the simulation workshop in education?

2- Is there a relation between the use of the simulation method and increasing teachers' self-efficacy?

A mixed research method, defined as collecting and/or analyzing data, simultaneously or sequentially, using qualitative and quantitative methods in one study (Creswell et al., 2003). Recently, six primary types of mixed research arrays have been proposed (Hanson et al., 2005), three sequential and three concurrent.

This study seeks to examine a specific case in which teachers participate in the simulation method and enable them to deal with existing conflicts at work. Especially if the goal is to focus on a wider phenomenon, and in this study, the phenomenon was the self-efficacy of teachers.

Although the educational simulation workshop that was conducted in simulation centers in Israel has not been sufficiently reviewed. So far, according to the research theory that used, the simulation method is a complex process, and its complexities and accuracy must be understood and examined from different sides. To know the process of the simulation method, its usage, effectiveness and efficiency, it was necessary to choose a research methodology that collects and analyses data through the usage of two research methods, one is quantitative, and the other is qualitative. The data were collected through questionnaires that were distributed to the largest number of participants, also, to select qualitative approach method in which collecting data are done through preparing interviews and representing them with a group of participants.

8. Limitations of the Problematic Scope of the Ph.D. Work

It must be noted that simulation allows a person to estimate the performance of an existing system in the presence of an expected set of operating conditions, and in this regard, it is possible to compare the

proposed alternative system designs or alternative operating policies for a single system, by using the simulation method to find out which one meets specific requirements. Best In using the simulation method, it is possible to maintain much better control under the presence of experimental conditions than would be possible in general when experimenting with the same situation. This means that using the simulation method allows studying a specific case over a long time frame.

Finally, this study and other studies have indicated that the use of simulation is useful, and it can be used to validate the assumptions required in the analytical model. Assuming that a decision is made using simulation, the following recommendations are found for completing the simulation study:

A specific set of objectives at the beginning of the simulation workshop, the success of the entire project team to participate at the beginning of the workshop, and the communication with the participants throughout the simulation workshop. In addition to having an understanding of the simulation scenario, dealing with the simulation as if it is not primarily an exercise in communication skills, people with knowledge of the simulation methodology in the team, the wise use of video, analysis of data and information taken from the simulation scenarios and workshops using the notes of friends and the teacher. Besides, getting a lot of ideas about a particular conflict and not treating any of the comments as "true answers".

II.   Size and Structure of the Dissertation

The dissertation is structured into an introduction, three chapters, a conclusion and totals 175 pages. The main text contains 12 tables and 6 figures. The list of reference consists of 231 sources – English, Hebrew, foreign and internet sources. In addition, there are 3 appendices there to (12 pages).

<u>Contents</u>
Abstract
Introduction

First Chapter. Literature Reviews

1.1 Statute of the science of the teacher

1.2   Promoting ethical conduct among teachers

1.3 Teacher's Self-efficacy

1.4 Essence and role of simulation workshop in the preparation of teachers

1.5 The process of simulation workshop

1.6 Simulations for Learning Professional Practice

1.7 Double loop learning in simulations workshop

Second Chapter. Methodology

2.1 Mixed Methods Research – Types and Motives

2.2 Research Population and Sample

2.3 Method of Data Collection

2.4 Research Tools

2.4.1 Quantitative Research Tool: The Questionnaire

2.4.2 Qualitative Research Tool: The Interview

2.5 Reflective discussion of research tools, difficulties and data quality

Third Chapter. Statistical Results and qualitative analysis

3.1 Descriptive analysis of the Quantitative Data

       The effectiveness of the simulation

3.2 Descriptive analysis of the qualitative data

          A-Perceptions about learning and teaching

          B-Development of behaviors in the classroom

          C- Perceptions about the using technology, videos and scenario

           D- Self efficacy of the teachers

Discussion

Conclusions and recommendations

Dissertation Contributions

Publications related to the dissertation

References

Appendices

III. Dissertation Summary

Chapter one "Literature Reviews": is dedicated to the theoretical and methodological aspects of the implementation of simulation-based learning as the object of the research. A comprehensive analysis was made on previous studies that can be relied upon as important references in this study. In general, all studies related to the quality of teaching and teacher education can be considered important references for this study.

On the other hand, teacher competence is the factor that affects students' learning, and this considers as a factor that outperforms other factors such as demographic and social factors (Goldhaber, 2002; Hanushek, 2014). Although few previous studies have indicated the quality of teaching (Levine, 2006), it is expected that the teacher has acquired a wide range of knowledge and skills necessary to carry out his educational function. This prompts them to play the role of planning and managing different groups of students, as well as taking many initiatives, that will reflect in the quality and effectiveness of education (Darling-Hammond et al., 2012). It must be pointed out here that teacher education programs are under a lot of pressure due to the measurable educational gains that their graduates gain (Allen et al., 2014; Knight et al., 2015; Levine 2006; Liston 2012). In the same context, many researchers sought in their studies to define distinct dimensions for effective teaching practice, by trying to understand how to strengthen teachers and how to reach great achievements among students. As found in (Stronge et al., 2011) study, in which four categories were inferred, and those are: instructional delivery; student assessment and feedback; the learning environment including classroom management; and personal qualities, which includes caring for positive relationships, fairness, enthusiasm, and encouragement to take responsibility. The presence of these qualities among teachers tested their performance at work and student achievement.

As for (Kane et al., 2014) study which directed by the Gates Foundation for Effective Education, to studying some behaviors such as: (keeping student busy, on task, thinking rigorously and persisting through difficulty) and support (caring, communicative, helping behavior and interesting lessons), has been reached. There is a positive effect on

education. Besides, the development of classroom practices has been achieved based on what was present in the practical training, and through the teachers' application of knowledge and skills, and this measured by working with students in the classroom and managing the classroom environment, and this is what leads them to develop in the educational sector (Arnett & Freeburg, 2008; Darling-Hammond, 2006; Girod & Girod, 2008).

Despite that, practical training suffers from many problems, such as the lack of suitable field subjects, the presence of some bad practices in teaching, the lack of job opportunities with students who are with special needs, and the weak integration with the university curriculum (Billingsley & Scheuermann, 2014; McPherson et al., 2011; Putnam & Borko, 2000; Wilson et al., 2001). This triggered many research studies to focus on practices that contribute to increasing the effectiveness of teaching (Ball & Forzani, 2009; Forzani, 2014; Grossman et al. 2009), and which directs to focus on teacher training to test their behaviors (DeMuth, 2012).

Therefore, Harrison et al. (2006) study proposed to evaluate candidates' behavior before admission, focusing on behaviors which related to the effectiveness of the education with the feedback at the beginning and the end of practical training. This means that, it improved the initial assessment, progressive practice, and the taking of important notes in the training that led to the enhancement of teachers' teaching skills and improvement of the student learning outcomes. However, the simulation imposed great opportunities for these practices, and this should be emphasized in this study.

The need for the Statute of the science of the teacher has been backed up with arguments: Teacher's professional and personal qualities. The knowledge that teachers need is divided into several parts, namely: general pedagogic knowledge, pedagogical knowledge of the specific content, curricular knowledge, knowledge about the characteristics of the educational context, knowledge about the characteristics of the learner and knowledge about the goals of education. This means that they have to acquire theoretical knowledge in the field of education and the associated academic requirements and that this is compatible with practical knowledge, which leads to them being proficient in different

teaching methods and being very flexible in changing teaching methods according to different circumstances.

On the other hand, the teacher must have his distinctive personality considering that he is the master of the class, which means that he must be an education expert and a professional with a wide knowledge of things and able to use the knowledge to enhance the learning abilities of the students who teach them.

Despite the importance of the teaching profession, it is a difficult profession. Therefore, many countries of the world sought to abandon this profession, and on the other hand, there is a shortage of teachers in many educational systems.

The difficulty of the teaching profession comes from the challenges that teachers are witnessing, which is represented by the complexity of the profession so that teachers must be proficient in the analysis, explanation, guidance and selection of important content, and their work must be within the bureaucratic systems face that do not support cooperation, thinking, planning and growth Professional. Besides, the biggest challenge is that there is accountability imposed on teachers that related to the need to prove their worth in achieving education for all students. This necessitates the necessity of preparing teachers for this major challenge in a systematic way.

It was emphasized that despite the beginning of the career in the teaching profession considered one of the most difficult periods that teachers go through, especially since they are often young and at this age they feel that they are able to make many changes in society, as the time go over there is a possibility that they find the teaching world completely different from the traditional training they achieved in universities, which will make them feel that they are not ready to receive real education and even hesitate to go to school (Gavish, 2002; Starhovsky, Mevarech, & Herz-Lazarovitz, 2007).

There are many studies that indicated that the problems teachers face in the beginning with the difficulty of separating the theoretical part from the practical part in their training, in addition to relying on memorizing theories and the lack of sufficient experience (Prizker, 2002). Starhovsky, Mevarech, and Herz-Lazarovitz (2000) determined that there is a great difficulty in translating theoretical knowledge into

practical knowledge. Therefore, it required for the junior teacher to be skilled in class management and in the ability to make the right decisions in the time required to take them, all to avoid giving up the teaching profession due to lack of experience or lack of Insufficient classroom training or inability to adapt appropriately to different classroom scenarios. This requires the need to evaluate the tools that are used in education, such as simulations, which aim to simulate real scenarios and help in acquiring knowledge, which based on the creation of digital data, and this worked on creating many games such as Sims, SimCity, and SimEarth.

The main goal of simulation environments is to learn how to manage complex environments and know the implications of their decisions, and through practical training, practical knowledge develops and this leaves results on the classroom. This means that experience and learning contribute to shaping professional development for teachers, although it does not allow them to acquire important skills such as immediate response in real time in the classroom.

The perceptions based on the merging of education and technology through the formulation of special videos through which important knowledge and information are extracted is a very important process due to the links it provides between the educational perceptions of teachers and their teaching methods in the classroom, and this allowed for the following hypothesis:

Experience in teaching and simulation-based learning is of great importance in the teaching development of teachers and in the learning outcomes of students.
This necessitated that the results depend on the explicit expressions of the teachers and the observation of their behaviors in the workshop.

On the other hand, there are many studies that have shown that the educational perceptions of teachers and personal beliefs are the decisive factors in the field of education, which means that there is a great relationship between teachers' perceptions and their behavior in the classroom (Albion & Ertmer, 2002; Ertmer, 2005; Lim & Khine, 2006; Park & Ertmer, 2008; Scrimshaw, 2004).

Based on Teacher views on teaching and learning, the teaching profession depends on having a balance between focusing on what is

transferred in terms of information and knowledge, and what is focused on from the students' point of view in building the personality of the teacher and encouraging students to learn and help them (Ertmer & Ottenbreit- Leftwich, 2010; Kember & Kwan, 2000; Webster & Murphy, 2008).

As for the following results from teacher training, they are either to help teacher candidates be effective teachers, and educational courses confirm their growth in understanding theories of learning and success in the educational process. Or providing teachers with the necessary expertise for them at work, by enabling them to participate in training courses and allowing them to implement what they take (Pretti-Frontczak et al., 2005).

Therefore, teacher education programs have tried continuously and for many years to bridge the big gap between the theoretical part and the practical part, but the problem of practice remains in education. In most cases, the academic courses are delivered by the faculty members who are no longer working in the classroom. As for the work, it is carried out under the supervision of supervisors who have links in the school community (Allsopp et al., 2006; Brownell et al., 2005). Especially since it is difficult for teachers to reconcile their understanding of the main concepts in education with the complex situations they face in the classroom (Clift & Brady, 2005), which means that facing the teacher to such situations may limit the benefits that are expected to reap in the end (Hixon & So, 2009). Girod, M. & Girod, G.R. (2006, 2008) determined the presence of these complexities requires teachers to choose what they should focus on, and this matter is difficult for them due to the difficulty in coordinating the lesson and the demand for a set of skills necessary for the work.

The characteristics of Teachers Practice and the Practicum as the teaching profession is the leading profession in communicating information to students, and the amount of students' understanding of it varies according to that educational method. Therefore, teachers must acquire the necessary skills that enable them to manage the classroom and deliver the necessary information and knowledge to students with ease and pleasure, and for that, practical training aims to give teachers the opportunity necessary for them to develop their skills and practical

knowledge, enabling them to be prepared in advance to undertaking the tasks of education (Girod & Girod, 2008). This is what many research studies indicated, in which the field training in order to obtain an experience considers the most important aspect of a teacher education program (Arnett & Freeburg, 2008; Phillion, Miller & Lehman, 2005). As training will be conducted on the various challenges that teachers may face in the future, and it will allow them to know all the opportunities that they will see, and this is what makes them able to work and much better compared to the lack of practical training opportunity in the various classrooms (Dayal & Sharma, 2020). This means that it is necessary to look at all the methods that will enable teachers to increase the period of practical training, which will work to enhance the quantity and quality of the educational experience before starting to work with students (McPherson, Tyler-Wood, Mcenturff, & Peak, 2011; Wilson, Floden, & Ferrini-Mundy, 2001; Young, 1998).

Even though practical training is of great importance in the professional life of teachers, this part is full of difficulties, especially if it lacks appropriate field subjects in the case of presence in some rural areas or dealing with a group of people with special needs. In these cases, if there is a sufficient number of teachers, they will not be able to provide their time and expertise, which will constitute a great burden in the field of teaching (Billingsley & Scheuermann, 2014; Howey, 1996).

Mostly, teachers' perceptions are expressed through a system of hidden or unconscious assumptions regarding matters of education, curriculum planning and different educational environments (Kozma, 2003). Given that the concepts of things come from what people say or what they intend to do (Judson, 2006), teachers are a great tool in promoting or delaying change (Ertmer, 2005; Prawat, 1992).

Many previous studies confirmed that teachers' perceptions have a great influence on their behavior in the classroom (Clark & Peterson, 1986; Ertmer, 2005). In a while, some studies confirmed that teachers' perceptions have a significant impact on their learning during their professional training, and the acquisition of their experiences in the classroom, together with their adoption of new methods of teaching (Ertmer, 2005). This confirms that it is possible to control these

perceptions because they have a great impact on changing or preventing behavior (Clarke-Midura & Dede, 2010).

However, there are many studies published in Israel and Western countries indicating that there is a large gap between the knowledge that teachers receive in training and the knowledge they need at work (Nasser-Abu-Alijja, Reichenberg, & Fresco, 2006; Reichenberg, Luzovsky, & Zeiger, 2000). Furthermore, during the preparation of the lesson, many situations occur and cannot be predicted in advance, and these events have external behavioral and emotional manifestations that affect the daily performance of the teacher, especially if he is in his training period. This means that this difficulty represents an external expression of the position of the trainee teacher in his eyes and the eyes of others around him, including students.

It was shown that teachers are role models in society, and as such they must have socially acceptable behavior, especially by the students and the families they serve (Campbell, 2003), and they have to be able to make their right decisions at the right time (O'Neill & Bourke, 2010). Therefore, many research studies have worked on defining a code of ethical behavior in which the desired behavior is determined, in addition to evaluating the practice in terms of common standards and daily ethical decision-making aimed at promoting professional growth (Barrett Casey, Visser, & Kathy, 2012).

According to Wiggins (2006), ethics express basic beliefs but do not provide any practical solution, and they are related to how to behave (Sun, 2011). This can be further represented in the relationship between the teacher, students, and administrators (Noddings, 2002). As for the moral dilemma in teaching, it expresses a problem that often arises as a result of a conflict of obligations, which requires the presence of large decisions, which expresses the existence of an appropriate response (Campbell, 2000). This increases the severity of this dilemma in the presence of social, cultural and contextual forces, that means as there are no right or wrong solutions in dealing with moral dilemmas, especially if there are different forces that may change the situation as a result of the limitations of many different solutions (Kelchtermans, 2005).

Teachers can make judgments constantly, whether inside or outside the classroom, and in this regard; it depends on the social and

cultural context. The teacher may initiate different behaviors from what he previously issued with other students and at a different time, due to the presence of important reasons (Kelchtermans, 2005; O'Neill & Bourke, 2010). An ethical decision-making process is defined as "a decision in which all stakeholders have been accorded intrinsic value by the decision-maker" (Christensen & Kohls, 2008, p. 332). This means that the decision-making must be taken according to a collective process, in addition to that, the commitment to moral dilemmas makes the commitment to morality stronger (Short & Rinehart, 1993; Sumsion, 2000).

The terminology of the Teacher's Self-efficacy has been clarified as there is a lot of evidence gathered over the past three decades that tried to reveal the relationship between teachers 'beliefs regarding their ability to influence students' motivation towards learning, in addition to knowing their achievements in educational processes and important results in the school. However, teachers' sense of their competencies and educational achievements was linked to their behavior in the classroom and students' results, especially with students' beliefs towards self-efficacy, motivation and achievement (Anderson, Greene, & Loewen, 1988; Ashton & Webb, 1986; Midgley, Feldlaufer, & Eccles, 1989; Ross, 1992). There is a lot of empirical evidence supporting Bandura's (1977) theory, which centers around the self-efficacy beliefs of teachers that are related to the great efforts that teachers make in teaching, the goals they set and their perseverance when things do not go smoothly and flexibly, especially in the face of repercussions (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998).

Although the sources for teacher self-efficacy beliefs were not adequately known, Social cognitive theory provides some general guidance regarding possible sources of teachers' sense of effectiveness (Labone, 2004). In this context, Bandura (1986, 1997) has suggested four sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal, with mastery experiences, postulated as the most potent source. But this study focused in her work on two sources of teacher self-efficacy: verbal persuasion in the form of interpersonal support from administrators, colleagues, parents, and the community, and mastery experiences, defined as a sense of satisfaction

with one's past teaching successes. Especially since junior teachers have less experience than other teachers, and in this regard, other sources of effectiveness play a large role in forming their self-efficacy beliefs.

Existing models discussion on Self-efficacy beliefs of teachers was assessed: mastery experiences, verbal persuasion, vicarious experiences, and physiological arousal. The most powerful of them are mastery experiences - which come to teachers from their actual teaching accomplishments with students (Bandura, 1997). However, effectiveness beliefs are raised if the teacher thinks that his teaching performance is successful, and this is what works to make future performance masterful. Effectiveness beliefs are reduced if the teacher thinks his performance is a failure, and this causes future performances to fail. Likewise, verbal persuasion is related to verbal interactions a teacher receives about his performance and expectations of success from others important to the educational field, Such as administrators, colleagues, parents, and members of the community at large.

It is important to know that self-efficacy is a motivational construct that depends on the self-perception of competence rather than the actual level of competence. The level of the self-perceptive teacher's competence may be either higher or lower than the external evaluation of the teaching skill. In this regard, Bandura (1997) has suggested that it is important for teachers to overestimate their actual teaching skills, especially that their motivation to exert effort and persistence in the face of setbacks will help them benefit greatly from the skills and abilities they possess.

According to Bandura (1977) presented the concept of self-efficacy beliefs as an evaluation of the individual's abilities to reach the level of performance required in a specific field, which means that belief in the capabilities of the individual is a strong motivation affecting the drive to work and the effort exerted in the pursuit of a specific field and to adapt in the face of repercussions.

It is worth noting that judgments of personal aptitude are the judgments that the teacher makes about his abilities according to an assessment of his strengths and internal deficits, for example, a junior teacher in middle school may judge that his sense of humor will be an advantage in working with students of that age group. At the same time,

his tendency to disorganize is judged and this will be a major obstacle to education. This means that teachers who judge themselves can organize the complex knowledge and skills required to design instruction based on individual students' needs, taking into account the challenges in a specific educational context. Therefore, more effort, perseverance, and flexibility are required - as stronger results in reinforcing self-efficacy beliefs.

Teachers Collective Efficacy as a model defined as a belief in the ability of the group to achieve desired ends and due to the reciprocal causation of contextual factors and self-efficacy beliefs A history of academic failure may lead to a decrease in collective efficacy among teachers, and this reduces effort and perseverance and creates a cycle of self-defeat. The frustration of having a failure, however, low self-efficacy beliefs may contribute to lower student efficiency and lower academic achievement, and this reduces teacher self-efficacy (Bandura, 1997).

Furthermore, upon examining the efficacy and beliefs of all novice teachers and experienced teachers in the first year of practicing the teaching profession in an urban area, teachers noticed a decrease in the sense of effectiveness in the first year of practicing the profession (Chester & Beaudin, 1996). This confirms that the presence of certain school practices has contributed to increasing effectiveness among the newly appointed teachers, and the greater the opportunity to cooperate with other adults, the more observations made and the resulting sense of effectiveness.

The terminology of the School Climate and Structure has been clarified as one of the important elements in teachers' environments and linking them to their self-efficacy is the school climate, as it has remarkable positive effects (Moore & Esselman, 1992), and has been linked to achieving significant educational outcomes in schools (Hoy & Woolfolk, 1993). Also, the sense of community in the school was considered the largest indicator of the teachers' level of competence, and this was linked through an evaluation of the secondary school data (Lee, Dedrick, & Smith, 1991). This confirms that the positive comments on the teacher's performance and the cooperation with other teachers have been linked to the teachers' sense of competence, as well as with the

participation of parents in the school and work to improve student's behavior (Rosenholtz, 1989).

Author's interpretations in Essence and role of simulation workshop in the preparation of teachers. Kaufman & Ireland (2016) described the simulation as a major challenge in the teaching profession, the simulation method depends mainly on the theoretical aspect that is based on clearly understanding the special behaviors in the teaching profession and the mechanisms it provides for evaluating performance in the practice of the profession. The simulation method depends mainly on the fact that humans think in 3 ways, which includes the first one the physical, the second there is conceptual, and in the third one, there are emotional and experiential modes (Rudolph et al, 2007).

This confirms that it is necessary to strengthen the capabilities of teachers before starting work, and this will undoubtedly improve their handling of difficult situations and reduce the leakage of new teachers from schools. Therefore, it is necessary to build a training course that includes experience in order to formulate work concepts and develop personal skills, to ensure good behavior in different situations.

A simulation is an effective tool for self-knowledge and understanding of others. Therefore, this educational method is relied upon to develop the skills of teachers in the teaching profession, such as the skill of inclusion, listening and empathy. The main goal of using the simulation method is to represent the practice problems that teachers and school leaders face, especially since through this method, the teacher will interact with a standardized individual for the sake of cognitive development and the established cognitive frameworks (Brown et al., 1989; Kohlberg 1969; Korthagen and Kessels 1999; Lave and Wenger 1991; Mead 1934; Piaget 1959; Putnam & Borko 2000; Vygotsky 1978; Wenger 1998).

In this context, the simulation technique allows to diagnose and improve participants' interpretations by clearly presenting ideas with examples from students' previous experiences.

Therefore, it is recommended to give educational teachers opportunities to use the simulation method, because this will help them to learn with a formative aim and on educational training and evaluation of training results. This means that the simulation method in learning is a

teaching method that allows an experience in original scenarios suitable for students, and that this educational method exists in many different fields such as medicine, administration, financial sciences, banking and insurance. Often, the simulation method is adapted to the educational environment in which the students are present, but it is done in dedicated rooms in which the recording and photography technology is present, and the presence of these advanced technologies can explore the group by relying on simulation training models.

The process of simulation workshop is held for small training and educational groups, and is held within an advanced technology simulation studio that allows shooting the simulations in video and viewing the footage taken immediately after the simulation. At the beginning of the workshop, a brief explanation of the process is presented, and then the scenario is presented to the participants and a volunteer is chosen to participate in the process and other people who represent the other roles of the characters in the scenario.

As the simulation is carried out, the investigation of who is in the process will be conducted, including what was seen during the operation, in order to analyze those scenes and focus on the important parts that were found. After that, the evaluation process takes place and the necessary proposals to improve or change the approach to obtain the final results. This means that this process is done depending on the reactions from different sources who play the role of observers of the process, and these observers are either the experimenter himself or the group members who reported their personal experiences in the game. It is worth noting that this process has a workshop facilitator, who helps focus on important points in the process and learn from them. Then another simulation will do, but using the same double-loop educational scenario, with a specific investigation conducted to examine the changes found in the previous process. At the end of the simulation session, a feedback session and a general summary of the workshop are conducted, so everyone comes out with a meaningful personal vision.

The simulation method provides a specific mechanism for dealing with conflict situations in a controlled manner, as well as permitting examination of a specific set of confrontation methods available to them and the formulation of new methods. To reinforce and maintain

successful behaviors, this is what trained teachers do under 'protected reality' conditions Disabling "Teacher Blockers" (McHardy & Allan, 2000). This will only be done through the existence of a common practice, whereby one problem is described and debate is initiated around it, and twenty others are paying little attention to the problem that they cannot see (Dotger et al., 2015).

A classification of the Importance of the Simulation process was shown in several factors upon which perception of the simulation method depends, such as accuracy, ease of use, and the relationship between teaching objectives and learning processes. Especially since the simulation method has become an educational tool in different disciplines. Besides, it determined that there are 3 basic components in teaching that will affect learning new behaviors, and they are: "a sense of real presence" so that the users in some sense "suspend disbelief", engage with the simulated environment as real, and feel a personal responsibility to improve their practice (Dede, 2009).

It is worth noting that the simulation method has many educational advantages, such as the ability to repeat scenarios according to educational objectives, and practice for long periods compared to what is in reality, and thus trial and error are used, especially to experiment with rare or risky situations and the results are measured through the use of Certified recording systems. To develop teachers' skills, simulation results are measured with the extraction of information and ideas (Crookall, 2010). Thus, it works on practicing repetitive performance and thus improving the performance of educational skills such as planning lessons (Ferry et al. 2005; Girod & Girod, 2008), classroom management and teaching students with special needs (e.g., see Bradley and Kendall, 2014; Girod & Girod, 2008).

This confirms that simulation has become a big part of overcoming teaching barriers, and therefore many centers are working on using simulation in Israel and around the world (McHardy & Allan, 2000). In the program, professional student representatives, parents and school principals were trained to meet with the teacher, which enabled them to embody the different roles in order for a real meeting with the

teacher, and based on the case story, a good warning is dealt with various conflicts.

In the simulation method, learning can take place by dealing in a controlled way with situations of conflict, to then examine a set of adaptation methods available to them, to build successful methods of adaptation. In order to maintain certain behaviors in the teachers, they will practice in essence for conditions of a 'protected reality', in the 'neutralization of the teaching barriers' (McHardy & Allan, 2000). The use of the simulation method was aimed at improving practical training by providing new opportunities for teachers before practicing their profession. It is a simple, accurate and dynamic model that is implemented as a basic system in education (Sauvé, Renaud, Kaufman, & Marquis, 2007). As for Duke (1980), he believes that this method is "a conscious endeavor to reproduce the central characteristics of a system in order to understand, experiments with, and/or predict the behavior of that system" (cited in Duke & Geurts, 2004, Section 1.5.2). This process includes what is found in education through play and exploration (Huizinga, 1938, 1955), and a lot of the data is based on computer usage (Ramsey, 2000).

Simulation-based on learning helps to better transfer knowledge and knowledge (Swanson & Holton, 1999), Which means that the simulation method provides opportunities to practice educational skills in a realistic learning environment that is free from risks, so that participants work through it to transfer knowledge through role-play and investigation into real educational situations (Anderson & Lawton, 2009). Besides, it enhances knowledge retention, especially as this method provides opportunities for learning through practice and exploration (Keskitalo, 2011), similar to another concept termed 'active epistemology', whereby students are perceived as active individuals in the learning process (Lonka, Joram, & Bryson, 1996). This means that this process increases the development of thinking skills and increases the ability to think, so that the acquired knowledge and science are preserved (Bruce & Gerber,1995; Clark, 2007).

But the simulation learning environment will be less effective if the participants see that the learning environment is frightening or stressful, and in this case, the idea of analyzing the individual's

performance and influencing it from a critical perspective will be difficult, especially as it will be filled with fear of mentors 'judgment (Savoldelli, Naik, & Hamstra, 2005). However, real-world situations may differ from laboratory-based settings, in terms of intensity of personal participation in the decision-making process, determinants and outcomes (Keskitalo, 2011). Therefore, the researchers worked on finding studies that enable them to obtain measures of educational outcomes to follow the simulation method, and from these results may be extracting information and assessing the performance of the learner (lin et al., 2018).

When looking at the advantages and disadvantages of using the simulation method, the use of this method is likely to be if there are high risks in the teaching profession, such as losing the job of a teacher or that the field of work is exhausting. In these cases, the experience gained from the simulation method through the course designers will be relied upon, which will be considered a powerful tool in training teachers to deal with similar challenges in the future.

The basis for the simulation method is for the simulation to simulate the characteristics of the behavior of the 'actors in the system' for purposes such as training in making decisions, instruction, training, learning and explanation, evaluation, ability to cope with a variety of possible situations and scenarios, achievement of predictions on possible behaviors and implications, and improvement and training of future users in the simulated system. The goal of the computerized simulation in training is to allow the users to implement perceptions and theories learned during the training courses and to make them into scenarios that simulate reality in the simulation environment.

The advantage of simulation is reflected in training through its realistic simulation of the field and its conditions, and this allows for development, implementation and learning based on a model of fixed and customized experience, and through the representation of a set of scenarios aimed at giving users an outline to represent optimal behavior and in order to adapt to situations Routine. As for computer simulation, it enables users to realize the theories they gained from training courses, to be converted into training scenarios in different fields and specializations. This means that the simulation method simulates

imaginative and interactive characteristics, adding vitality to learning-based scenarios, allowing learning, thinking and interpretation at high levels (McHardy & Allan, 2000). This confirms that the use of simulation method in the field of education was long ago (Cruickshank & Telfer, 1980), using various educational innovations such as cards, pencil and role-playing games, because they provide an educational experience that is difficult to obtain in the real world (Cruickshank, 1977).

The teaching profession (Klaas Van Veen & Lasky, 2005) is a profession that is expressed in practical application (Korthagen, Evelein, & Brekhelmans, 2008), and it needs the rational and emotional aspects, their educational expressions and their behavior to be in real-time. Besides, it requires a set of appropriate practical skills and competence to direct and manage educational lessons. However, many events take place during the teaching period, which arises from uncertainty, and the teacher must solve them. And there is the term discipline strike, which expresses the periodic and continuous difficulty in external behaviors and internal emotion affecting the daily performance of the teacher, and this is what expresses the position of the teacher in his eyes and the eyes of the environment around him consisting of students, and the perception of this position represents the main task in the work of the teacher.

Double-loop learning represents an educational concept and a process that includes teaching people to think more about their assumptions and beliefs. This loop was created by Chris Argyris, who considered the leading organizational trainer, in the mid-1980s. However, it was developed in the following decade in order to become an effective tool, and thus education differs from single-cycle education through the change of methods that it includes, which works to improve efficiency to reach the specific educational goals. This means that education through this episode is related to changing the goals themselves, meaning doing the right things in education.

Single-loop learning is considered an easier and more common learning method, and it includes a feedback method in order to make continuous adjustments and adaptations to maintain a high level of performance. For example, if a certain procedure results in the existence of different results than one expects, then one will notice the results and

receive feedback automatically because of the existence of this loop. That is, there is an application of a different approach that increases the efficiency of learning through experience, in addition to the existence of savings in costs, revenues and profitability.

It is worth noting that double-loop learning will not only be done through trying, but by thinking about 'governing variables'. From the organizational point of view, it is necessary to think about the goals, values, plans and rules of the organization. On the other hand, standards in double-loop learning are in a transitional stage, and therefore cannot be used as criteria for learning new leadership strategies. This explains "Good dialogue is not a matter of smoothness of operation or elimination of error, which confirms that its goodness is inherent in how the error is interpreted and constantly corrected, and constantly confronting and resolving conflict (Argyris & Schon, pg. 146).

This explains the great shift in teacher education programs in universities, so that the value of skills development and application is recognized before entering the field (National Council for Accreditation of Teacher Education, 2010; Council for the Accreditation of Educator Preparation, 2013). These programs include educational courses and many field components (Allsopp, DeMarie, Alvarez-McHatton, & Doone, 2006). However, with the potential for consequences associated with the accountability era, educators are increasingly reluctant to turn over their classrooms to pre-service teachers for a semester of field-based practice. Furthermore, the rigor and quality of these field-based learning opportunities vary a great deal based on several hard-to-control factors, such as the experience of the mentor, depth and breadth of the job-embedded learning opportunities and resolve of the mentor and university to attend to the insularity of the field experience (Darling-Hammond, Meyerson LaPointe, & Orr, 2010). This means that skills must be developed and refined through a set of methods, and among these methods are innovative technologies such as immersive simulations. Although there are many platforms for this simulation, many of them lack the presence of a human or a simulation specialist, which means that they have a narrow range of responses that were generated by the computer.

Learning through this method allows access to places that may not exist, in the presence of a real and risk-free learning environment, and by providing comprehensive educational opportunities for participants with a large degree of control with quality and rigor (Miller, Rambeck, & Snyder, 2014).

2. Chapter two "Methodology": examines the method of the research and assesses the alternative options to solve the questions of this dissertation**. This chapter deals with how the research was conducted, as well as an indication of the research methodology and its main questions. In addition, in this chapter, there is a description of the field of research and the teachers who participated in this study, as well as the research process and the main research tool used in the collection of the information. In the end, the method that was used in analyzing the results extracted from the study is described, along with my description as the researcher for this study and there is a description for some ethical dilemmas that were found in this study.

It was found that the following Research questions will be examined:
1- How effective is the simulation workshop method in education?
2- How does the simulation workshop affect teachers' self-efficacy?

The possibility for effective management of Methods of Research has been examined; so in this study, a mixed-method research approach was used, which is a combination of quantitative and qualitative research. In this research, the selected research community and the process by which the questionnaire was constructed, as well as, the research tools, which used and how the research was designed and the research process were described, along with the simulation center profile which also described.

Even though the educational simulation workshop that was conducted in simulation centers in Israel has not been sufficiently reviewed. So far, according to the research theory that used, the simulation method is a complex process and its complexities and accuracy must be understood and examined from different sides. This

study seeks to examine a specific case in which teachers participate in the simulation method, and enable them to deal with existing conflicts at work. Especially if the goal is to focus on a wider phenomenon, and in this study, the phenomenon was the self-efficacy of teachers.

To know the process of the simulation method, its usage, effectiveness and efficiency, it was necessary to choose a research methodology that collects and analyses data through the usage of two research methods, one is quantitative, and the other is qualitative. The data were collected through questionnaires that were distributed to the largest number of participants, also, to select qualitative approach method in which collecting data are done through preparing interviews and representing them with a group of participants.

It is worth noting that the mixed search method was implemented in the following order: In the beginning, the design for the mixed search was presented. After that, a method for taking samples from the study participants was presented, and their data were taken. In the end, data collection procedures and the research tools used, such as questionnaires, interviews, validity and reliability tests, are presented, in addition to a data analysis method. Besides, the researcher's position was described in a special section of the qualitative research method.

In this study, the results of both methods were discussed by following a stepwise method, so that it begins to discuss the results collected and analyzed through the use of a qualitative method. Besides that, the results collected and analyzed are discussed through the use of the quantitative method, so that the last chapter in this study comes and deals with a summary of all the study with a general discussion of the results, with a focus on how a set of methods contribute to understanding the effectiveness of effective simulation workshops, but there is an effect on the self-efficacy of the teachers

In later, the details of the integrated research method will be presented, so that samples are taken from the participants in the data collection processes and in the way in which the quantitative research tool was designed, which is the questionnaire, as well as the method in which the qualitative research tool was designed, which is the interview, in addition to the method of data analysis.

A classification of the Rationale possible targets for the use of Mixed Methods Research was proposed;

The current study examines the attitudes and perceptions of teachers of both sexes, in addition to junior teachers, regarding the effectiveness of the simulation workshop in education, with a focus on the differences in their sense of competence, professional development with a focus on the professional and social aspects. Therefore, questionnaires were used to collect data in the quantitative method for a sample of the participants in the simulation workshop at the David Yellin College in Jerusalem, which is the location of the implementation of this research study.

There were paragraphs in the questionnaire explaining teachers' positions in the Arabic language, and the internal reliability of the questionnaire questions was examined, then reformulate the questionnaire. This means that the questionnaire was found based on the existing research in the literature, as well as the attitudes of the teachers who were examined in four dimensions, which are:

1-The teachers' sense of self-efficacy, after they participated in the simulation workshop, which is a scale intended to measure the changes in the sense of the teachers toward their self-efficacy.

2- Examination of innovation so that in this study the skills acquired in the simulation are examined.

3- Visualize the effectiveness of simulation in education.

4- Perception of culture, which is considered a measure intended to examine the extent of awareness of the culture to which the participants belong, as well as to examine the extent to which this affects the introduction and advancement of new ideas and modernization.

When presenting the results of the main study, a prediction will be provided regarding the attitudes of the participants towards the simulation workshop and the feeling of self-efficacy of the teachers, through the use of multivariate regression analyses. In some of the results, a prediction of the attitudes of the participants regarding the simulation workshop and how this affects the self-efficacy of teachers was presented by performing multivariate regression analyzes. In the second part, the differences that exist between groups of the main background variables concerning research indicators will be presented.

In the final part, there is a summary and discussion of the quantitative results. As for the qualitative evaluation part of the research, the teacher's behavior is relied upon during the simulation workshop experiments, so that these experiences are documented using video films and audio recordings which are available in the form of data (Shkedi, 2003).

To collect the necessary data for this study, an immersive simulation observation checklist for education co-planning was used. It is worth noting that about 1567 participants participated in the simulation process, including 814 Arabic participants and 753 Jewish participants (table 1), but about 9.7% and the 152 participants participated in the experiment. These participants included teachers, junior teachers and student teachers, and they used feedback questionnaires that were distributed at the end of each simulation. In addition to that, some interviews were conducted with a number of participants at the end of the workshop, and the filmed simulations will be analyzed.

Table 1: Number of participants of the quantitative sample

Participants - jews.arab					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arab participant	814	51.9	51.9	51.9
	Jewish participant	753	48.1	48.1	100.0
	Total	1567	100.0	100.0	

It must be clarified that the method of sampling in the qualitative part was made among the 1567 teachers who were included in the study so that more than a hundred teachers and students agreed to be interviewed with them. They wrote down their details to contact them when needed as in the case of the feedback questionnaires, but 30 people were selected through a variety of sampling methods in order to provide information about the studied phenomenon (Lincoln & Denzin, 2000).

Regarding the selection of the study sample, it was based on a test case of the Simulation Center at David Yellin College. Knowing that the center is currently working in its current form in the two languages,

Arabic language with teachers who speak their mother tongue, which is the Arabic language. The residents who attend the Center from the Arabs are residents of East Jerusalem and its suburbs, and the residents who talk Hebrew are the Jews who speak the Hebrew language.

It is worth noting that the questionnaire was built on the basis that it is an acceptable questionnaire in the field, and the questionnaires were analyzed depending on the quantitative method through the use of the SPSS program. The questions will be examined based on what was found in the main research hypotheses (Ayalon & Yogev, 2005).

The interviews were conducted as agreed upon previously, and all the interviews were recorded using a tape recorder and a small microphone attached to the lapel. On the day following the day of the interviews, the researcher transcribed all the interviews. A systematic summary of the Research Process was made; The simulation workshops are held in small educational groups and inside an advanced technological simulation studio that allows the simulation process to be filmed with video, to be viewed later as snapshots, especially what is photographed immediately after the completion of the simulation process.

It is worth noting that many sessions were held for all groups selected in the study and invited to attend the simulation workshop, and the workshop was led by a specialized trainer to work in the program. Regarding the scenarios present in the workshops, each group has what is suitable for different types of scenarios, which are modified in advance by the trainer or program coordinator.

Quantitative Research Tool:

The research questionnaire consists of three parts (as it can be found in Appendix No. 1). The first part includes a demographic detailed questionnaire developed to serve the main purposes of the study in obtaining basic study data, including age, nationality, marital status, education and field of education for the participants in the simulation workshops. Special emphasis is placed on questions that describe choosing a field of education. It includes the following:
1- Professional Identity for the Teacher:
2- Effectiveness of the simulation

3- Running simulation workshops, which include video filming for the workshop participants, including professional actors.

The quantitative analysis of the study data was performed using the SPSS 12 program, and the following analyzes were made: Factor analysis, so that the validity of the research tool structure is validated by factor analysis, using the alpha Cronbach index which tests the reliability of internal tracking. Correlation analyzes - Pearson type, in order to find links between different search variables. Regression analyzes, which are performed by using the input method for all study variables. To be later examined, the relationships between the various study variables, in addition to examining the function of one of the variables as an intermediate variable. Variation analyzes, two-way ANOVA analyzes were performed, that used to find the difference between Arabs and Jews and between teachers and students. So that separate analyzes were performed for all the variables of the study.

Qualitative Research Tool – An Interview:

The second main tool for collecting private data in this study was an in-depth, semi-structured interview with the participants in the simulation workshops, as it is a primary source of information in qualitative research (Shakedi, 2003). It was used to examine participants' perceptions, along with addressing the complexity of the role and understanding the links between the various aspects found in the simulation workshop. In addition, this approach was used to examine the meaning of change and its effect on the participants in the simulation workshops, while recognizing the importance of the social and practical context, and this was expressed through unpacking what was found in the participants' perceptions. Despite using the qualitative, interpretative and inductive approach, the researcher was not able to answer the main research hypotheses, but as an open question by their nature.

In this study, the interviews were conducted by focusing on directing specific questions specialized in the main field of research, which revolved around the impact of the simulation workshop on the self-efficacy of the participants, while highlighting the difficulties encountered before and during the workshop. All this is done in order to

understand the meanings that each participant gives to his place and role in this educational environment.

The analysis in the qualitative part of this study was inductive, whereby the researcher collected evidence and analyzed it. But, the researcher did not examine the research hypotheses, as found in the field of study (Sabar Ben-Yehoshua, 1990). But the method of analysis is consistent with the principles of qualitative research, which states the following: "in qualitative research the researchers are interested in processes more than in results or products" (Sabar Ben-Yehoshua, 1990, p. 22), although the study participants are an essential part of data and knowledge.

It is worth noting that the analysis process was based on the principles of objective analysis (Shakedi, 2003), So that the interviews were recorded and processed, so that the collected data would be read and distinguish the salient topics that appeared in the text, to obtain a broad perspective of the research materials as it was available.

It was found that regardless of the advantages of using this tool, there are still uncertainty Implementation Issues. Simulation for teacher education is difficult, especially as it relies on a strong theoretical foundation and a clear understanding of the behaviors that must be practiced or evaluated. On the other hand, it is a valid and realistic model that aims at the participation of users and providing mechanisms for evaluation and feedback through which the final information is extracted in the study. However, some constraints are cost and time, in addition to that, there is a reluctance for teachers to change teaching methods, which means that the obstacles differ according to the type of simulation and the degree of complexity.

Reflective discussion of research tools, difficulties and data quality - It must be noted that in qualitative research, the researcher has a critical position, especially since his role is to help the participants tell their story in an original way in which the internal and deep processes are revealed (Sabar Ben Yehoshua, 1990; Shakedi, Denzin & Lincoln, 2000; 2003). Which requires the researcher in the case of using this type of research to work "as a researcher in the field, as a critic, as a journalist and as an artist" (Denzin & Lincoln, 2000), Which means that his participation in this type of research is irreversible.

In this study, 30 participants were interviewed, some of whom the researcher knew and some of whom he had not known before. Despite the fact, that the researcher was hesitant at first to contact them and conduct interviews with them, especially if they wish to transfer the questions and research seriously. Therefore, the researcher's biggest question was whether he could build confidence and answer the interview questions frankly. Among the challenges that were faced was dealing with the fact that the researcher was working as a director of the simulation center, which means that the study participants were not in the same educational hierarchy, but this did not affect communication and openness during the interview.

Therefore, the researcher was happy to see the interviewees who were open when preparing them, and who had different answers from each other. They recorded their opinions and answers to each of the interview questions, although there was a difference in the participants' answers with the level of openness and honesty. Among one of the experiences that the researcher went through with the interviewees, in that the researcher felt a great affinity, especially that there was an early acquaintance between the researcher and the participant, and the position was more formal than those with whom the interviews were conducted, and therefore it was necessary to maintain a certain distance from the information (Goode & Hatt, 1952 in Measor, 1985). Even though one has to approach the guest in order to generate a feeling of success in producing rich data with the interviewees, nevertheless a comfortable conversation was held with the interviewees, especially since they saw that the experience of attending a simulation workshop in education is relatively new in the case of dealing with educational disputes.

It is worth noting that one of the most important things that helped the researcher prepare for this study is that she is an Arab and speaks Arabic as a mother tongue, and this is what enabled him to deal with half of the people who were interviewed and the other half of the interviewees who spoke the Hebrew language and spoke with them in their original language. This gave a positive effect on their willingness to participate in preparing this study, and to delve deeper into the research on the selected research phenomenon. Besides, these facts have a positive effect on the interaction that occurred between the researcher

and the participants during the interviews, and because of this positive interaction, the perceptions and perspectives of the participants in the simulation workshop in education are revealed, in order to interact positively with educational conflicts in later. Especially that this experience will be the first of its kind to talk about different aspects of their experiences in simulation workshops, as well as talk about global perspectives as teachers, participants and leaders of change.

It must be noted that the statements and the interviews were read with a critical eye and several times at the end of the interview phase so that reflections on those interviews were written and how the research topic, questions and interviews were presented, was studied. This confirms that the interview is the appropriate tool for the subject of this study and the selected study community, especially that the use of the semi-structured interview helped in planning the interview every time the conversation was interrupted.

Besides, I found many questions about the process and the data collection mechanism, such as: Did I listen well to the interviewees? Did I direct them in a certain direction through my questions? Were the interview centers good? Were the questions asked correctly? Has valuable data been collected? What was new for me? In the post-interview reflection. Several conclusions were drawn after each interview, for example, it was noted that there were questions in the interview that was very closed or repeated in different ways. And because there were many rules for the interviews, they were full of details and had important meanings.

Despite that, the interviewees were carefully listened to, taking care not to interfere in their conversation, and sometimes there were some additions to what they said. Therefore, the researcher should listen to the interviewees and encourage them to speak freely and in their own language so that their culture can be expressed (Shakedi, 2003). Besides, the interviewees were allowed to speak about their stories using their own language, body language, eye contact and gestures. And this is what worked on developing each of the interviews, either by my perception or the route that can I deal with such things, so the final interview performance was excellent from my view.

Validity and reliability - The validity and reliability have been tested in this qualitative research, especially as they transition from the experimental world to the research world were carried out, for the data to be collected, analyzed, and explained (Tashakkori & Teddlie, 1998, 2003). The process of checking the reliability of the study was carried out in the database so that all the study data was saved, indexed, and stored on paper and tapes. Besides, the interviews were recorded and the text was accurately transcribed to increase the reliability of the interview, including the comprehension of accurate words (Seidman, 1991).

Also, the study examination process was carried out by documenting all the material: personal lists, research questionnaires, recordings, interview transcripts, letters and various materials. Besides, the statistical outputs were linked and saved in the form of booklets, the interview was also analyzed, and backup copies were made from a CD and save them. In the end, two research methods were used, in terms of quantity and quality, and each of them explored different aspects of the main phenomenon in this study. It is worth noting that the interview analysis process was carried out in three stages, and then they were documented and saved. To be presented in the final report by using smart quotes, to develop the interview protocol and its skills. This required the researcher to undergo training in the qualitative approach through his participation in an advanced two-year course and workshops.

In conclusion, in this chapter, the research method and procedures are described in both the quantitative method and the qualitative method, and the practices of the case study methodology and the existing concepts that were distinguished and applied in the study were used. Besides, questions were raised and interviews analyzed through the use of comprehensive qualitative methods, to end the chapter by presenting a report on the researcher's location and the process of examining the validity and reliability of the research. This chapter is followed by a presentation of the results of the research in another chapter.

3. Chapter three "Statistical Results and qualitative analysis": provides the results of the experimental study and will present the findings of the

quantitative and the qualitative section and a concluding and general discussion. In the discussion summarizing the quantitative part, the interpretation of these findings will be expanded and enriched with the findings of the qualitative part.

The main objective of this study is to describe how the participants in the simulation workshop - who are feedback providers, trainers and teachers - assess the potential contribution of this workshop to teachers of teaching and communication skills. But for the results of the questionnaires and interviews, includes descriptive information regarding individual and organizational characteristics, as well as the perceptions of the workshop participants, the reactions to the workshop, and an average analysis of differences in perception. For open-ended questions, it includes suggestions for the session, video integration, as well as potential areas for incorporating video clips into educational workshops.

The Descriptive analysis of the Quantitative Data shows that The effectiveness of the simulation. A high effect was detected across all the examined elements: Feedback receiving from the supervisor, and from the group, Video shooting, Participants of professional actors, Form of facilitation and workshop management, dialogue and discussion, Emotional, and Reflective feelings, Interpersonal Communication, teaching communication skills, scenario and participant's work, effectiveness and active participation; the highest-rated element was Feedback receiving from the group (AVG= 4.39, SD = 1.5) and Active participation (AVG= 4.39, SD = 0.76), while the lowest one was scenario and participant's work (AVG = 3.83, SD = 1.00).

Table 2: presents the descriptive statistics in more detail.

p.j.jew.arab	All participants	Jews participants	Arabs participants	P - Value	t- test

	average (stdv)	average (stdv)	average (stdv)		
Video shooting	(0.83)4.33	(0.82)4.400	(0.83)4.26	0.001	-3.314
Feedback receiving from the supervisor	(1.63)4.34	(1.65)4.48	(1.604)4.22	00.1	-3.195
Feedback receiving from the group	(1.50)4.39	(0.75)4.44	(1.94)4.34	0.176	-1.36
Participants of professional actors	(2.16)4.32	(2.94)4.606	(0.94)4.07	0.0001>	-4.70
Form of facilitation and workshop management	(1.54)4.33	(0.76)4.46	(1.99)4.208	0.001	-3.38
dialogue and discussion	(0.79)4.35	(0.74)4.47	(0.82)4.24	0.0001>	-5.913
Emotional, and Reflective feelings	(0.92)4.15	(0.87)4.27	(0.94)4.03	0.0001>	-5.206
Interpersonal Communication	(0.85)4.22	(0.86)4.29	(0.84)4.16	0.002	-3.14
teaching communication skills	(0.97)4.26	(0.95)4.32	(0.98)4.21	0.018	-2.377
scenario and participant's work	(1.00)3.83	(0.99)4.02	(0.98)3.66	0.0001>	-7.095
Effectiveness	(0.75)4.36	(0.75)4.44	(0.74)4.30	0.0001>	-3.670
scenario and the professional world	(0.72)4.06	(0.75)4.07	(0.701)4.05	0.791	-0.265
Reflective	(0.75)4.21	(0.75)4.30	(0.74)4.13	0.0001>	-4.374
Feedback	(1.21)4.34	(1.009)4.47	(1.36)4.23	0.0001>	-3.930

Active participation	(0.76)4.39	(0.77)4.44	(0.74)4.35	0.23	-2.282

Strong positive correlations were found between many of the measured items, and they are presented in Table 3. The video shooting was found to be strongly and significantly correlated with each of the measured components (Pearson's r ranged from 0.387 to 0.665, $p < 0.000$). The effectiveness component was found to be strongly and significantly correlated with facilitation and workshop management, dialogue and discussion, Video shooting, Interpersonal Communication and -- Reflective feelings components (Pearson's r ranged from .320 to 0.665, $p < 0.000$). This was also the case with the dialogue and discussion component, which was found to be strongly and significantly correlated with the Reflective feelings, facilitation and management, scenario and participant's work- and Interpersonal Communication components (Pearson's r ranged from 0.386 to 0.620, $p < 0.000$). The Interpersonal Communication component was found to be correlated with the scenario and participant's work component and with teaching communication skills (Pearson's r ranged from 0.429 to 0.494, $p < 0.000$).

Table 3. Statistically significant Pearson correlations between the main variables

Variables	Pearson's r	P -
Video shooting- dialogue and discussion	.387[**]	.000
Video shooting-interpersonal Communication	.418[**]	.000
Video shooting- Reflective feelings	.441[**]	.000
Video shooting - effectiveness	.477[**]	.000

Effectiveness- facilitation and workshop management	.320[**]	.000
Effectiveness- dialogue and discussion	.483[**]	.000
Effectiveness- Interpersonal Communication	.665[**]	.000
Effectiveness-- Reflective feelings	.524[**]	.000
dialogue and discussion- facilitation and management	.299[**]	.000
dialogue and discussion - Reflective feelings	.488[**]	.000
dialogue and discussion - Interpersonal Communication	.487[**]	.000
dialogue and discussion -scenario and participant's work-	.331[**]	.000
Reflective feelings Interpersonal Communication	.620[**]	.000
teaching communication skills- Interpersonal Communication	.494[**]	.000
scenario and participant's work- Reflective feelings-	.386[**]	.000
Reflective feelings-communication skills	.434[**]	.000
scenario and participant's work- Interpersonal Communication	.429[**]	.000

The effectiveness of simulation

The results after conducting the workshop, which showed that more than 1537 constitutes about 98% of the participants of this study. They believe that simulation is an effective tool for training, in addition to contributing to the development of teachers from the professional side.

On the other hand, there are approximately 14 which constitutes about 1% of the participants of this study, who believe that the simulation was not effective, but there are 16 or what constitutes 1% of the participants who believe that simulation is considered an effective tool to some extent (Fig-1):
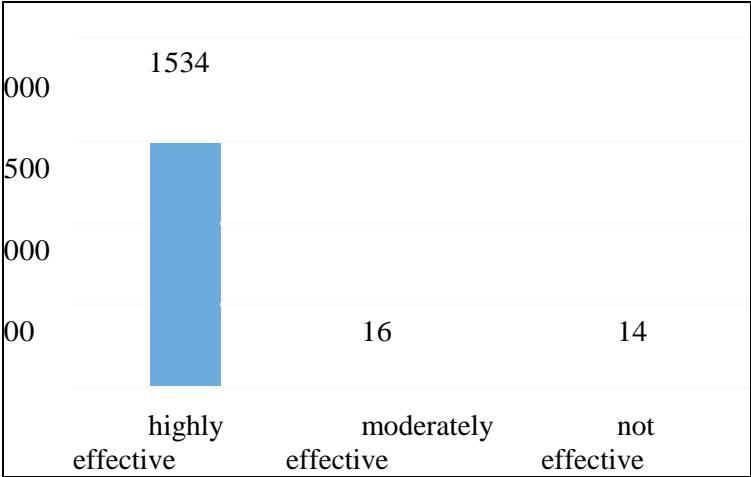

Figure 1: Participants' perceptions of effectiveness of the simulation workshop

Table 4: Describes the descriptive statistics of effectiveness of simulation workshop

Descriptive Statistics of effectiveness variable								
		Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Effectiveness	1541	5.00	.00	5.00	4,3660	.01922	.75451	.570
Valid N (listwise)	1541							

In this follow-up and long-term study, learning based on the usage of the simulation method led to the management of the workshop itself, while improving teachers' knowledge and skills. Therefore, the use of the simulation method for the educational scenario enabled many teachers to understand the theoretical framework and to make the teaching profession easier in a way that positively affects teachers' knowledge and improves their skills.

Concerning the effects of discussion and explanation, they were better than those of written instruction alone. However, this study did not undertake to follow- ups to determine subsequent efficacy. In this study, it was concluded that learning based on the use of the simulation method improved the attention and memory of teachers. Simulation-based learning included the presence of simulation exercises and discussions.

However, the teaching content is discussed with other teachers who have been allowed to correct their knowledge while the interactions are taking place, which will preserve the memory for a longer period. According to the results of this study, it is necessary to take into account the learning based on the usage of the simulation method to teach teachers, especially since its effectiveness is considered better than the effectiveness of regular education alone.

Effective usage of the simulation method requires that the teacher explore and apply teaching theory, as well as identifying the needs of the learner and the learning method in order to develop a suitable plan for learners. In this way, designing learning based on the use of simulation leads to improving teachers' behaviors, in addition to ensuring that they are preserved over time. Especially since using the simulation method provides teachers with real attitude practice, but teachers need to know when to seek more help.

Teaching professionals should provide teachers with reliable and consistent information regarding conflicts in the classroom to assist in the administration and care of students. Currently, traditional teaching methods are used in most educational programs. It must be clarified that learning based on the use of simulation method is considered an experimental and training method, in which the important parts of real-life scenarios are repeated, therefore the person must be an aware and better understanding of those scenarios.

For education through the usage of the simulation method, especially as it contains different scenarios, this will help the learners to train to find appropriate management of education issues for the public in the community, and in this way, it has less urgency compared to other cases. Also, education based on the usage of the simulation method is a good example of improving knowledge, skills and self-efficacy, especially concerning classroom issues.

Video shooting in simulation - Of the 859 participants, there are 721 or 84% who said that filming the video of the simulation workshop is very useful and effective, but there are 129 or 15% who said it is somewhat effective, and a small percentage of them reached 1%, which are 9 people who admitted it was not useful (Fig 2):

highlyeffective   moderatelyeffective
not effective

Figure 2: Participants' perceptions of effectiveness of video shooting

In this study, different responses were found to the usage of video clips of the simulation workshop and the training of new teachers on the job, but these initial perceptions and opinions may change with increased teacher support, but they indicate problems that must be addressed by using simulation effectively. However, these

results are consistent with observations by Rayner and Fluck (2014), which reflects the effects of limited participants' time working with the simulation. This means that this study is devoted to effective training, and therefore we have to ask for longer periods of use and the need for more information extraction from the experiments.

Table 5: describes the descriptive statistics of video shooting in simulation workshop

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Video shooting	1555	5.00	.00	5.00	4.3383	.02112	.83291	694
Valid N (listwise)	1555							

Descriptive Statistics of video shooting

However, the results of this study were mixed, as there was a positive effect of video-assisted verbal debriefing on teaching skills and response times. Also, the knowledge retention was more positive through the verbal information extraction.

Participants of professional actors in the simulation management -The results that followed the workshop showed that there are more than 1517 people, which constitutes about 97.3% of them, who confirmed that the method of running the simulation workshop has a moderate impact on the effectiveness of the simulation (Fig 3):
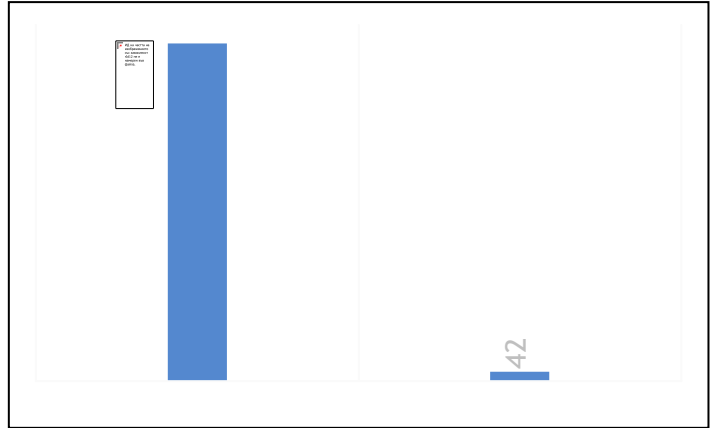
Figure 3: Participants' perceptions of effectiveness of the professional actors

For the simulation workshop environments to be effective, a sense of "real presence" must be present, which is similar to the difference between reading the teacher in the pre-service stage about behavior management for the experience of real students and real classrooms (Dieker et al., 2014).

However, the results of the video-assisted and teacher-assisted information extraction showed the existence of a statistical difference in terms of improving the performance of non-technical skills. Therefore, it is necessary to clarify the effectiveness of video-assisted information extraction on the performance of teachers through the use of a simulated scenario. The results of this study revealed a significant improvement in the average scores of the team's jobs after the information was extracted through the use of video, but there are more than 90% of the participants who found that extracting information through the usage of video is useful in improving the job and in communication efficiency.

Participation of professional actors in the experience - Among the 1550 respondents, there were 88.8% of the participants who were professional representatives said that participating in the simulation workshops is very beneficial and effective, while there were approximately 8.9% who said that these workshops have moderate

competencies and about 2.3% of those who said that these workshops
will not contribute as shown in the table below.

**Table 6.: describes the descriptive statistics about
Participation of professional actors in the simulation management**

Descriptive Statistics								
		Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	td. Error	Statistic	Statistic
Professional actors	550	5.00	.0 0	5.00	.2445	02320	.9 1340	.8 34
Valid N (listwise)	550							

Feedback receiving - About 90% of the participants believed that
receiving information from the trainer and group members was effective
and contributed to professional development. There are 7% of the
participants who believed that this process is considered to be effective,
but there are 3% of them who believed that this operation is not
considered beneficial or effective. As you can see in table no. 7: there is
no such difference between the kinds of feedback to the participants.

**Table 7.: describes the descriptive statistics about Feedback
receiving in the simulation workshop**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance

	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	tatistic
Feedback from supervisor	1543	5.00	.00	5.00	4.2962	.01987	.78062	609
Feedback from group	1552	5.00	.00	5.00	4.3621	.01947	.76702	588
Feedback	1556	5.00	.00	5.00	4.3024	.01858	.73300	537
Valid N (listwise)	1532							

It is worth noting that comments are considered essential ineffective learning based on the usage of a simulation method, in addition to having a direct impact on learning. However, their mentoring is done according to the learning needs of the individual or the team, so that it is increasingly used in teaching, learning, and training professionals in the fields of teaching and assessment.

Moreover, the simulation workshops serve to alleviate the anxiety of teaching professionals by working to develop and update their knowledge, skills and attitudes, as well as work to develop communication skills. This increases the efficiency of teachers, and therefore teachers must be trained in simulation workshops. The simulation workshops created big differences in the perceptions of the participants, however, participants found that the simulation workshops are very effective in improving feedback skills and understanding the simulation.

Also, simulation-based learning was an important tool in providing graduates with specific skills, as feedback work to increase students' learning concerning simulation-based learning. Therefore, a well-equipped simulation laboratory has been established in terms of providing a protected space for learning in the institutions, and it is important to work on training the trainers by using all available resources and technologies. It must be noted that the success of the simulation

center development program is intrinsically linked to the motivations of its members to participate in it.

The answers of all teachers ranged between agreeing and strongly agree about the organizational structure, intended time, and educational strategies used in the simulation training because they were sufficiently available. From the participants' point of view, their knowledge and skills were increased, which led to an enrichment of their professional training. However, the development of the program with immediate implementation of simulation activities and feedback within classroom conflicts indicates that the programs in the simulation workshops met the learning needs and contributed to motivating the participants.

Active participation - About 88% of the participants in the simulation workshops said that participating in the discussion with the group is a very important component and contributes to them as teachers. However, close to 9.8% said there is a major component that contributes moderately to it. On the other hand, approximately 2.2% of the participants considered it not necessary or useful.

Table 8.: describes the descriptive statistics about active participation in the workshop

Descriptive Statistics		N	Range	Minimum	Maximum	Mean		td. Deviation	Variance
		St atistic	St atistic	S tatistic	St atistic	St atistic	S td. Error	tatistic	St atistic
A ctive		1544	5.00	.00	5.00	4.3944	.01938	76151	.580
V alid N (listwise)		1544							

For the observers, they had "objective reflections" so that they asked for their own opinion regarding the active participation in the talks that took place directly after the completion of the scenarios. To be the three main categories with three sub-categories in which the authors agreed to analyze the content according to the following: (1) clarification

of statements/trying to understand (a) the volunteers' intentions, (b) the actors' feelings, (c) and the reasoning for changing the volunteer's initial plans and the actions taken as alternatives to the initial plans; (2) criticism; and (3) alternative action/suggestion.

Emotional, Reflective, and Interpersonal Communication - About 82.8% of the participants in the simulation workshops admitted that participation in these workshops encouraged them to bring out reflective ideas in it. Besides, they emphasized the importance of the participant's feelings and needs in establishing good communication between people. There were approximately 14.5% of the participants who reported that participation in these workshops had a moderate impact on the things mentioned above, and 2.7% of them reported that participation in these workshops did not affect what it found previously.

Table 9.: Describes the descriptive statistics of Emotional, Reflective, and Interpersonal Communication

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Reflective feelings	1540	5.00	.00	5.00	4.1558	.02344	.92000	.846
Interpersonal Communication	1546	5.00	.00	5.00	4.2245	.02184	.85866	.737
reflective	1562	5.00	.00	5.00	4.2145	.01912	.75566	.571

Valid N (listwise)	1527							

However, the teachers felt that the simulation workshops helped them understand their personal ability to control emotions, while the participants presented one clear theme and it was linked to the presence of other elements such as empathy for children who witnessed serious incidents. This means that the simulation effectively emphasizes the importance of emotional self-regulation, as the simulation workshop and debriefing made them think about how they interacted with similar situations and the effects that existed from their decisions. Likewise, the simulation emphasized the need for good teachers for their students.

On the other hand, approximately 82% of participants felt that mimicking and remembering helped them understand their personal ability to control emotions. While the participants made a clear and specific comment, this was associated with the second element, such as emotions, with students who see many problems in learning. In this regard, the vast majority of participants, who accounted for 88%, agreed that simulation and active recall are easy-to-understand tasks, due to the importance of emotional self-regulation to their professional role as a teacher.

This result was convincingly approved by the participants' comments, and two main topics were identified: Initially, simulation and effective recall emphasized the importance of emotional self-regulation as a teacher, and there are examples of participants' sayings on this:

As a teacher, it is important to understand that boiling point and to have control over how you react.

...as future teachers, we need to understand how emotion can affect ourselves as well as affect students in their learning.

The simulation and recall made us all think about how we would react in a similar situation and the consequences as a result of our decisions.

Secondly, the simulation and self-recovery emphasized the importance of being good teachers for their students. In this regard, one of the participants referred to "the importance of being professional and being a role model for the children"; and "We agree that it is important

53

for teachers to be able to monitor their emotions and model appropriate emotional regulation in an event of critical incidents".

It is worth noting that the most prominent reaction that appeared in this analysis repeated the same pattern of self-justification, and alternative responses that could have been presented and that were suggested by peers were objected to, which is the content that appeared immediately after the first actual response was made in Scenarios. Especially since they were asked to think not only about behavior but also about feelings and ideas. The monologue tasks were detailed in the workshop to enable a greater perspective on the scenarios. In this regard, teachers' actions, feelings, and ideas were presented, and the vast majority of responses were related to actions and lesser extent ideas. In this regard, only a small number of content has been identified as feelings, whether that is by volunteers, actors, or observers.

Impact of the scenario on learning - In this regard, approximately 75.1% of the participants reported that the scenario had a significant impact on their learning, while there were approximately 22.5% of those who reported that the scenario had a moderate effect, but there were 2.4% Of those who indicated that the scenario did not affect (Fig 4):
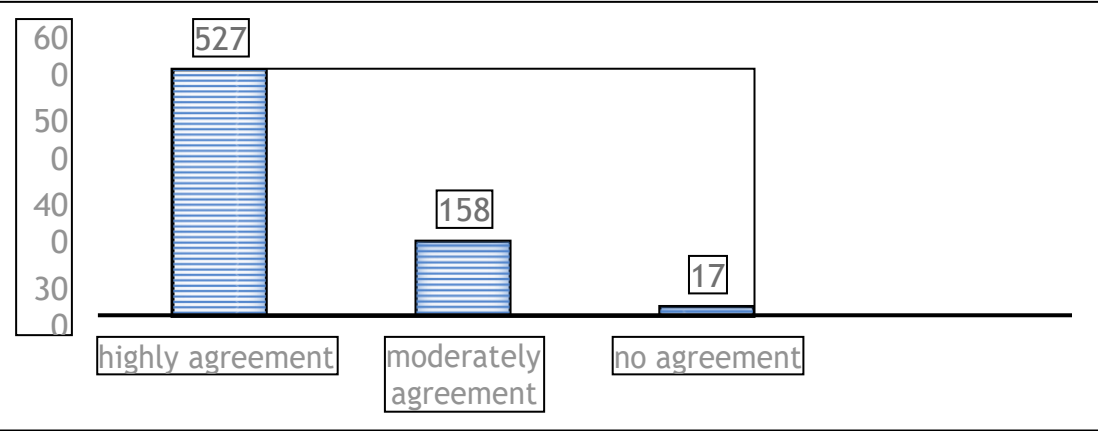

Figure 4: Participants' perceptions of scenario in simulation workshop

54

Almost all of the participants found the simulation workshop enjoyable, useful, and well-proven and they believed that the workshops and debriefing should be conducted more frequently, and the duration of their presentation should be increased, be used in training the trainers at a grassroots level and to use a copy of the volunteer conversation immediately after the scenario was represented. The first source of content analysis was the immediate response of the participants so that the most prominent and immediate response of all participants was the response of self-defense to justify their response. Besides, they have expressed that they will act or respond in the same way if they want a second chance.

While some of the participants justified their behavior by relating their intentions to the benefit of vulnerable students in the classroom, at the same time, the action they chose from their sympathy with his or her feelings: "All that mattered to me at that point was to prevent her misery. I wanted the other one to try to feel as she might have felt and to be more compassionate". The participants' actions, feelings, and thoughts are presented, even though within this category the vast majority of the responses were related to their actions and less to their thoughts. Only a few of the written content was identified as feelings, whether of the participants, the actors, or the observers.

The relation between the scenario and the professional world - About 72.3% of the participants strongly agreed that the simulated scenario was related to their professional world and that approximately 15.1% of the respondents agreed with this claim moderately, but there were 12.6% of them who opposed this claim. However, there are some ethical dilemmas related to trained teachers who are about to take up positions in education, but the existence of some ethical dilemmas is not considered unique to teachers (Shapira-Lishchinsky, 2013). This means that many aspects can be understood better when examined in the educational environment.

Table 10.: Describes the descriptive statistics The relation between the scenario and the professional world

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Scenario	702	5.00	.00	5.00	4.0618	.02724	.72168	.521
Valid N (listwise)	702							

The impact of the scenario on the participant's work - Approximately 71.2% of the participants strongly agreed that watching the scenario affected their work, on the other hand, about 20.7% of them moderately agreed to this claim, but there was a group of 8.1%. They did not agree with this claim.

Table 11.: Describes the descriptive statistics The relation between the scenario and the work of teachers

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Scenario and work	1552	4.00	1.00	5.00	3.8299	.02547	1.00325	1.007

Valid N (listwise)	1552							

It is worth noting that there are consequences of reflective thinking that lead to the beginnings or empowerment of divergent thinking. While the teachers seem to ask themselves about the main reason behind the existence of conflicts, or in other words, they ask themselves what could be done differently when they arrived at home and away from the events of the classroom. They may have viewed their peers as being very intimidating, which means that they might be able to admit that other options for responses were reasonable.

Differences between participants from the Arab population and those from the Jewish population - There were no statistically significant differences between the Arab and Jewish teams with regard to the degree of agreement about the overall effectiveness of the simulation, and these differences can be summarized as follows:

1-   Approximately 93% of the Jewish participants reported that the participation of professional actors in the experiment was more favorable and effective than the participation of Arab participants, which recorded a rate of 84%.

2-   About 87.42% of the Jewish participants reported that the process of receiving notes is more effective than the Arab respondents, who scored 80.5%.
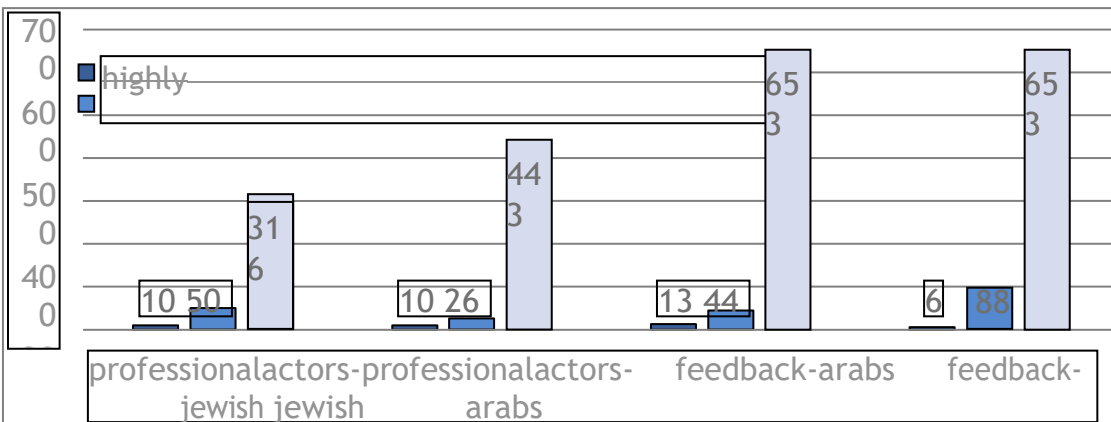
70
0
60
0
50
0
40
0

■ highly

65
3

65
3

44
3

31
6

10 50
10 26
13 44
6 88

professionalactors- professionalactors- feedback-arabs feedback-
jewish jewish arabs

Figure 5: Differences between participants   perceptions from the Arab population and those from the Jewish population

Also we can see below that there is no big deference in the effect of simulation on teachers from Arabs and Jews.

Table 12.: Describes the descriptive statistics the deference between Arabs and Jews

Bayesian Estimates of Coefficients[a,b,c]					
Parameter	Posterior			95% Credible Interval	
	Mode	Mean	Variance	Lower Bound	Upper Bound
P.jews.arab = arab participant	4.300	4.300	.001	4.248	4.352
P.jews.arab = jewish participant	4.437	4.437	.001	4.383	4.491
a. Dependent Variable: effectiveness					
b. Model: P.jews.arab					
c. Assume standard reference priors.					

In this chapter, we analyse also the qualitative data about the nature of the effect of simulation on building the educational perceptions of teachers, as well as on the way they teach in the classroom, which is described. It presents that the results related to the sayings and behavior of teachers in the interviews, questionnaires, and observations that were made during the simulation workshop, and the description was made according to the above categories, except that the situation that took place within two years at the time the study was conducted.

The results of this study showed an impact on each teacher's profile, and on their perceptions of the relationships and conflicts that teachers faced. Concerning the analysis, the qualitative data were taken from the interviews of the participants after the completion of each session, and there were statements in the interviews that add strength to the patterns referred to in the above descriptive census. However, the qualitative data is organized with the headings of the high-impact practices that have been used.

A-Perceptions about learning and teaching - through participation in simulation workshops based mainly on research and the appropriate scenario; there have been some changes in the educational perceptions and methods of most teachers. But teachers' perceptions of education were found with the existence of a variety of thinking models, and in this regard, many teachers expressed the existence of more than one perception about the meaning of learning, the meaning of teaching, different attitudes towards students, the confusion of the curriculum, and the role of Simulation.

At the end of the simulation workshop experience, and exposure to and video-rich educational learning was done. Some of those interviewed testified that they still defined learning as the process of acquiring knowledge, even though they defined themselves as people who learn.

For example, Nora wrote: "*We learn through experience, through understanding. Active involvement in decisions is what promotes communication and understanding. We must exercise deep thinking to perform what expected from us*". Rana added: "*The students and the teacher deal with real problems related to reality, and by simulation, we*

motivated to learn and understand". This means that the concepts of Noura and Rana "updated" were a combination of behavioral ideology and a weak constructive ideology (epistemological constructivism). On the other hand, the new concepts of both Noura and Rana express a constructive cognitive ideology, and in this, they emphasize the importance of experience and the active participation of both the student and the teacher, as well as the importance of dealing with situations related to the real world.

However, they attributed these meanings to learning in the context of conflict and not learning at all. "In this regard, Mary wrote: "I did not stress if a student interfered ... and I gave more freedom ... have a quiet class, but to give a space and time for action and to understand the needs of the students". Einav added: "The teacher not only conventionally conveys knowledge, but the discovery has to be by the student and by experiments ... we should develop different talents that students have ... I find it more interesting to let students learn in a fun, meaningful and useful way". After attending a simulation workshop at the Simulation Center in David Yellin, this educational environment was rich in information, especially in the technological field. However, teachers' perceptions of interpersonal communication difficulties were less.

However, all the participants in the simulation workshop found that these workshops were interesting, useful, and very proven. In this regard, the participants believe that the simulation workshops should be conducted frequently by working to increase their duration and to use them in educational vocational training at the grassroots level. In this regard, one of the participants mentioned that "Today's session was interesting, so needs to have expanded time". Another added, "Good and interactive session, further details on the various types of simulation would have been useful. One day might not be sufficient". Similarly, another participant stated, "Very well demonstrated and interesting, and it's useful for our day-to-day activity, so it should be continued periodically". Another mentioned, "Needs more simulation of cases of conflicts with students and parents", while another added, "It was a good session; however, it could have been better if the participants were given chance to perform independently without the help of the facilitators".

B- Development of behaviors in the classroom - In this regard, the results indicate that a pattern of changes in the behavior of the teacher in their classrooms. Often, at the beginning of the study, teachers take the approach of unclear communication, and this is what is worked on through "putting out fires" in order to achieve the goals that emerged during the work. But after attending a simulation workshop based mainly on the use of video, important changes were made to the behavioral models they use. In this regard, most teachers said that they would change the way they behave during the semester, and that it would be replaced by communication skills that focus on inclusion, guidance, explanation, listening, compassion, and understanding.

In this regard, the teachers recognized that simulations have emphasized the importance of having examples of emotional self-regulation as teachers, so you must know how to control how you respond. For example, someone mentioned:" ... as a teacher we need to know that emotion can affect ourselves as well as affect students in their learning". Also: "the simulation workshop made me think about how I can react in a similar situation and the impacts as a result of my decisions".

C- Perceptions about the using technology, videos, and scenario – the results of this study indicated that teachers comment on a variety of meanings using technology, which means that practical experience in general leads to the operation of technology in simulation workshops, and to reach a variety of communicative outcomes that stimulate interaction. This means that the changes that took place due to the video vision expressed that it is a technical tool that supports teaching and a communication tool that stimulates the methods of interaction between teachers and students.

There are suggestions for merging video clips so that all participants in the simulation workshops stated that merging video clips is necessary to build the professional capabilities of the individual, and this will work to provide better quality in solving problems by giving better educational opportunities.
In this regard, one participant stated: "The curriculum for the entire group should include videos with a proper system. The campus has to coordinate with all the departments and make a schedule". But another

participant mentioned the "provision of an appropriate model for practicing and conducive environment". Another participant stated: "Better to have proper monitoring and supervision to help make it possible".

There are possible areas in educational cases for the integration of simulation, and there are areas that require more video clips. In this regard, participants had a variety of reactions regarding where the videos should be merged. To remind one of the participants: "It can be applied in almost all areas, especially the ones that require our communication skills". Also, another participant took an additional: "videos needed in education, also in colleges for students there for education, but the most need is for teaching in the classroom education, as there are lots of practical procedure- [s], but not applying any format or checklists for doing any kind of procedures". Another participant admitted: "We are the educators, we apply simulation into the teaching methodology; however, periodic refresher training and orientation to new concepts are crucial to us".

However, few participants are not sure what will happen if more experiments are done, and so Kang (2016) study suggested that repetition and practice are very important and critical in developing the skills of the learner. Also, the results of the Robbins et al. (2019) study indicated that the initial session had a positive effect on students' learning and therefore the focus was on the potential value of immersive simulation as an educational tool.

This means that there is special importance of debriefing the information through the use of video or debriefing alone to be superior when used with undergraduate students. Besides, the participants expressed that both types of debriefing were important in learning as part of their own experience.

However, there are specific attitudes towards extracting information through the use of video after completing the simulation workshop, and in this regard, the participants added that extracting information through the use of video helps to develop self-reflection as a strategic point of view. The process of extracting information using the video is sure to make the students as professional as a hesitant presentation or reluctant view. Likewise, the process of extracting

information through the use of video helps in enhancing self-confidence as a frontal presentation or forward view.

It should be noted that the effectiveness of the information extraction was investigated through the use of video to educate teachers and build their perceptions of this integrated review. Mixed results have been reported regarding the effect of debriefing through the use of video for different learning outcomes, and in this regard, Chronister and Brown (2012) study have reported the positive effect of debriefing by using video to build teaching skills and response time. Knowledge is positively affected by verbal extraction.

But experts believe that the use of video stems from the premise that it is an important tool and helps in extracting information, through it the performance of students is expressed and their learning supported and used to identify their skills, knowledge and level of their attitudes and work to improve that.

Also, we concluded that the best use of what is extracted from the information through the use of the video is in the form of short clips, aimed at guiding teachers for the educational purpose by being fully aware of the learning outcomes and the available benefits associated with that (Krogh et al., 2015). Moreover, Krogh et al. (2015) study discussed many challenges that may affect information extraction through the use of video, and in this context, the use of technology may distract the learner or disrupt the building of a chain of information extraction, in addition to that, technology may fail to affect the focus of each of the facilitators and learners.

This study revealed a wide range of reporting differences between the populations studied in the interview, and those whose information was extracted. However, there are different population groups, arranged as follows: undergraduate teaching students, teachers from a variant population and expert teachers. There were differences in the debriefing, scenario description, duration, and debriefing structure. This means that the existence of such differences makes it difficult to conclude the effectiveness of debriefing information through
the use of video to teach teachers.

According to Levett-Jones and Lapkin (2014) study, extracting information through the use of video is considered the gold standard in

extracting information for what comes after the completion of simulation experiments, but not all researchers supported the effectiveness of extracting information through the use of video.

In this study, its findings highlight the importance of conducting additional rigorous research to examine the different types and elements of the data debriefing and their main findings. As for the phrase: simulation improves teamwork, supporting the development of communication skills and the performance of practitioners works to reduce the diligent learning environment that appears in the classroom, and this helps in assessing students. It is worth noting that improving students' self-confidence replaces real conflicts that exist in the school environment, and this is better than frontal teaching.

So that this is combined with education to create a realistic, safe and repeatable learning environment, and this will make learning easier and reduce the importance of ethical issues through repeated use, in addition to reducing the efforts made by the teacher in the teaching profession in the classroom, which helps in Educational practice but it is not considered a substitute for it. But it is more expensive than hiring a trained person, and this is a shred of strong and important evidence for using simulation in education. However, interpersonal relationships are important in simulation workshops, to complete the ability to perform simulations in educational materials, and to complete the ability to prepare checklists in order to assess different skills and attitudes, especially learning complex skills.

D- Self-efficacy of the teachers

The concept of self-efficacy has been clarified through a special application for learning workshops in the interventions that are presented each time, and through expressions that indicate increased self-efficacy towards content education and through the use of high-impact practices. Their statements expressed a noticeable shift from more general and abstract expressions at the beginning. For example, one of the participants expressed it through "I brought a positive attitude to my teaching after the simulation".

Some phrases were indicating how to teach the next time, through "I will decrease the relationship-building process in the beginning and focus on building relationships through the lesson activities"; "I will give students more time to practice using the words and definitions". Also, one of the pre-service and post-session participants expressed the following: "I am improving by having a good base and options for lessons and activities; understanding it does not have to be perfect. I make sure that I utilize people and resources that are available through my program".

Twenty out of thirty participants expressed the integration of simulation in the workshop, which contributed to raising the self-efficacy concerning the educational and pedagogic skills of teachers. In this regard, one of the participants expressed this through: "I think our teaching skills can be experienced in a simulation". Another participant wrote that the workshop refers directly to pedagogic problems in the classroom, but the simulations did offer indirect insights into this field: "The simulations included pedagogic skills and simulation can reflect on work situations".

In this regard, most participants expressed that the simulation workshop had contributed to raising the self-efficacy of teachers about educational and pedagogy teaching skills. There were five of them who mentioned the nature of their work with students, how they ran the classroom, and the suitability of students to their roles. One of the participants expressed this through: "when *I watched simulations of a teacher giving feedback to a student or dealing with an issue with his Colleague about their work, it made me think how I would do it, and it emphasized the importance of the simulation, especially in pedagogy. I think pedagogy is the most important content in every school, and everything we do must serve pedagogy"*.

However, there was one participant who expressed the pedagogy by: *"The simulations emphasized the importance of being a pedagogic teacher and promoting innovative pedagogy"*. One participant added about the nature of the balance between educational excellence and human relations by: "*On the one hand, empathy and sensitivity are*

important; on the other hand, we must achieve our goals and objectives for the benefit of the school".

Regarding the concept of self-efficacy in relationships, 15 out of 30 participants expressed that the simulation workshop contributes to raising the self-efficacy of teachers, because simulation is related to this field. On the other hand, many participants expressed that the simulations referred directly to the relationships in the school, as the additional practices of human resources and personal behavior have affected raising the self-efficacy of teachers by concluding from one case to another. Therefore, one of them expressed this through: "*Dealing with conversations and developing connections with relationships inside the team. And so, the skills I have gained through the simulations can help me in developing more positive, effective relations ... It helped me because I learned how to make the right decision under pressure without infringing the rights of others".*

Twenty-five out of 30 participants admitted that the simulation workshop improved the self-efficacy of teachers about their relationships, especially that these relationships started naturally because the simulations were created as personal interactions. In this regard, some of the participants mentioned what has to do with practicing a life situation to think about through:

"The simulations allowed me to refine my behavior, my initial reactions, my instincts, and learn when to stop and how to act differently".

However, some participants mentioned what had to do with different reactions through: *"We could see different types of people and styles, which allowed us to learn about the relationships".* Another indicates that: *"The simulations offered a variety of ways to deal with people".*

On the other hand, some of the participants mentioned something related to understanding the importance of getting to know the person in front of him, though: *"The incorporation of simulations highlighted the fact that I need to know the background and understand the person standing in front of me so I can 'get to them and get different changes".*

Moreover, one of the participants expresses the importance of forming human relationships in the teaching profession as he works as a

teacher through the following: *"It was clear that a teacher needs to know how to handle human relations to succeed in their mission"*.

Some participants noticed that the simulations helped them understand the importance of achieving a balance between power and containment, or between relationships and tasks through the following: *"Alongside empathy and sensitivity, I also learned to set demands and say things in the right way, on time, instead of leaving them unsolved"*. Besides, one participant indicated: *"The different situations highlighted the different possibilities of approaching, accessing, and assisting staff members, of maintaining empathy alongside authority, with a different balance between them based on the situation. Some participants have argued in relation to this by: "It highlighted the fact that I can be nice while still sticking to my requirements and not settling over my professional demands"*.

However, some participants mentioned that they have gathered knowledge about different types of management, with problems and long-term plans, as well as teamwork. In this regard, one participant put it this way: *"The simulations allowed me to watch teachers in different situations, different types of conflicts, and different reactions to a situation, according to the problem, dilemma, and the specific person"*. Another participant stated that: *"The simulations helped me think and plan for the long term"*. Some participants added something related to the opportunity for self-reflection and identification of weaknesses and strengths through the following: *"The participation in the simulation made me acknowledge my weaknesses alongside my strong points and try to improve my reactions"*. Also, some participants reported: *"When I took part in the simulation, I could see myself better, see the way I choose to talk to people"*.

However, it is noted that all participants in the simulation workshops have found that these workshops are considered beneficial in terms of the self-efficacy of public education, and this regard, it is possible to divide the participants' explanations through three main axes: experience, perspective, and self-reflection.

Experience is a recognized source of self-efficacy, and this is what one participant described as a contributing factor. Dealing with different life situations in the presence of a safe environment of trial and

error is appreciated by many participants, and in this context, the following was stated: *"Experiencing is always helpful". "It simulated different situations from the life of a teacher in general". "The simulations made me feel I am dealing with the issue and think about how I could solve it, not in theory, in practice".*

In addition, there are many participants in the simulation workshops (acting or watching their meets in action in the simulation), who have written about their experience with simulation in that it allowed them to understand different points of view and helped them think about different optional reactions. In this context, one of the participants expressed that: *"The use of simulation made me look differently at situations I encounter in the school. I could also look at situations from a few different ways".* Besides, one of the participants stated that: *"The simulations allowed me a wider perspective of the teaching aspect".*

Besides, one of the participants expressed that simulation contributes to facilitating the process of self-reflection, by trying simulations or watching others, the participants were able to think about their instinctive behavior and its effectiveness, and they were thinking about ways that would improve their reaction and behavior. In this regard, one of the participants expressed this through: *"When I was watching situations that were similar to those I encountered at school and different ways of watching to resolve them, I could think about my reactions in these situations and wonder if I could have handled this situation".* Another one expressed this by: *"The simulations allowed us to better understand our strengths and weaknesses and improve".*

The author of their workshop was asked to learn in the workshop every time about self-efficacy, and during that time they identified expressions that refer to increasing teachers' self-efficacy towards teaching and about practices that increase self-efficacy. In this regard, the participants' statements on this point indicated a marked shift from more abstract and generalized expressions at the beginning, such as *"I brought a positive attitude to my teaching",* To statements that were more specific about how they would behave next time, such as: *"I will decrease the relationship-building process in the beginning and focus on*

building relationships through the lesson activities". As well as a special education teacher recounted that: *"I am improving by having a good base and options for lessons and activities; understanding it does not have to be perfect. I make sure that I utilize people and resources that are available through my program and I'm realizing it's okay to practice".*

Discussion

The spectrum in the simulation centers is only limited by a lack of imagination. For simulation workshops allow the creative use of environments that are appropriate to the places and situations in which the teaching profession and its teachers are located, the classroom environment may be used for conflicts and other matters about the teaching profession, and so on from the teachers' room, training rooms and conflicts that arise with parents and the problems that exist in the school, so that colleagues conflict or lose understanding in using the curriculum. Concerning educational environments, the environments in which model simulations are presented allow for a practice based on individual and group interaction skills and the existing interactions and assessments of a variety of teachers and their respective ages and experiences.

In this study, it was shown that teachers have increased self-efficacy after holding a simulation workshop. As for previous studies, increases in self-efficacy are associated with increases in teacher performance. Regarding this study, it works as a first step in clarifying the mechanism through which simulation can increase the effectiveness of teachers' performance in general. It must be noted that the simulation provides a realistic environment for practicing the skills deliberately, in order to receive comments, as the learning environment may be through providing the ability to practice difficult skills and receive useful feedback and review performance, which helps in improving competencies further.

It is worth noting that simulation-based learning through the use of video is useful in the educational field for learners and teachers, as it improves the performance of service providers, conflicts and student outcomes (Chacko, 2017). For simulation-based learning is considered

an alternative in real contexts in educational situations, as it is considered an acceptable method for teaching and training conflict specialists on technical and non-technical skills before working with real situations and conflicts (Motola et all, 2013).

So that simulation-based learning takes place in a controlled environment before real situations are exposed in the school, especially as work is done to improve the feedback and quality of teaching in a way that prevents errors or limits their occurrence. This reduces conflicts and helps in developing competent communication skills professionals (Jones, Passos-Neto & Braguiroli, 2015).

It must be noted that the teaching and learning strategy based on the use of the simulation method is integrated and integrated into the education of university and graduate teachers (Lawson, 2018). In this regard, it must be noted that teachers are trained on how to use simulation-based teaching and learning strategies to teach students or train trainees through the use of faculty development programs (Pai, 2018). If all these facts are taken into consideration, the simulation workshop is used to educate faculty members about the importance of using simulation in education. At the end of each scenario, comments are taken from the participants regarding the perceptions of the training workshop, so that the perceptions of professional teachers are concerned with simplicity in implementation (Ahmed, 2016). However, the study restrictions were conducted in one institution, which means that the results of the study cannot be generalized. However, the study made evaluations regarding the reactions and perceptions of the participants, not dependent on the long-term impact.

In addition, this study served to provide insight into the participants' perceptions of their use of video and script in the workshop. There were more than 1,500 participants who submitted their perceptions and it was noticed that there was an improvement in these perceptions. However, Weller et al (2012) study explained the learning experience with a real case of gaining experience in teaching, as simulation provides appropriate opportunities for practice while reducing the chances of error. However, the workshops ensure the presence of high degrees of confidence and competence among students before they are exposed to the classes, in addition to that, the simulation workshops require

integration in the curricula and provide an appropriate environment and trainers explain this clearly.

Cheng et al (2016) study added that the use of simulation as an important educational tool requires an environment that simulates an aspect of education to improve the performance of connected professionals and the teaching processes and real teaching results. However, the researchers pointed out that the simulation provides suitable opportunities for students / teachers to train in a safe learning environment without being exposed to the conflicts that could simply be avoided.

Moreover, AlHarbi (2016) study indicated that the videos create a safe and risk-free environment for novice professionals intending to acquire knowledge, skills and educational attitudes. Also as simulation represents an educational strategy aimed at improving the capacity of teachers(Sollid, 2016). The need to incorporate the latest evidence-based practices to train novice professionals has been mentioned in the videos of the simulation workshops. Besides, the simulation workshops provide options for candidates concerning the practice of rare, conflict, and ordinary cases.

The average scores showed that the perceptions of the participants were overwhelming, that the immediate comments were important in the simulations, and that the actors and the scenarios that existed must be prepared before the simulation. In this regard, Jones et al. (2015) study stated that the simulation provides a safe and controlled environment for both teaching and assessment of technical and non-technical skills such as communication skills, teamwork skills, and leadership skills.

Moreover, simulations offer options for candidates to exercise rare conflicts, which help mitigate ethical dilemmas. This is what Weller et al (2010) explained that simulation instills a high degree of confidence among students before training on real cases, which calls for the use of simulation-based assessments effectively. According to Ryall et al., They demonstrate this through their systematic review of simulation-based assessments in vocational education, but Brydges et al concluded that simulation-based tools are likely to replace work-based assessments of selected communication skills.

Feedback is critical for **effective learning so** comments based on the use of the simulation method, considered useful in the effective learning of simulation and has a direct impact on learning. So that this is guided according to the learning needs of the individual or the team, and the results of the comments were on many of the following statements: the objective of the workshop was fulfilled, the session was very interesting, the session was useful to me for future jobs, the scenario was relevant to my subject, what I learned will be useful for teaching practices the resource persons / facilitators were helpful and effective, the resource persons / facilitators answered all my questions, the resource persons / facilitators were professional and courteous, and the content workshop was presented clearly and PowerPoint slides were good.

However, the participants acknowledged the success of the workshop, especially that it was stimulating and wonderful. Therefore, the participants viewed the educational scenarios as appropriate methods of teaching, and that the experts and managers were adequately prepared to achieve this work. Also, their positions were divided into two main parts, namely: the feeling of difficulty in understanding the scenarios, and the lack of confidence in giving evaluation tools to skills and attitudes. It was difficult for the participants to understand the scenario, and also the time available for this scenario was insufficient, so no new techniques or ideas were learned, and communication skills were not well performed. This means that the time of the workshop was not enough for the participants to understand the topic, scenarios, skills assessment tools, different attitudes and practice, but their views seemed to be correct. This confirms that simulation is a fixed strategy for educational tools, and it is used extensively in the educational field and in training specialists for the fields of education and evaluation. Therefore, the workshop was done to alleviate the anxiety of professionals by developing and updating their knowledge, skills and attitudes, in addition to developing communication skills. This increases the efficiency of the learners, which means that there is of great importance to training teachers on simulation. The simulation workshop was done to create a big difference in the perceptions of the faculty members from the participants, and this is what the participants found

that the simulation workshops work to increase the effectiveness related to improving knowledge and understanding of simulation.

- The results found from the collected data indicated that the teacher goes through the learning process through four stages: beginning with observation and listening to himself and others with the aim of understanding and getting to know others, which confirms that there is a special importance for observing and listening sympathetically to everyone who speaks and to all different points of view. Secondly, a case analysis is made that takes into account the feelings of all participants. Scenarios are presented to the group in front of all participants and this creates a strong emotional expression that makes the subsequent conversation very intense, in which teachers learn how to respect the feelings of their peers and how to honor them. Thirdly, many alternative methods of behavior are proposed that can solve the problem presented in the scenario, thus achieving the main purpose of simulation, which is the development of divergent thinking. This is followed by the last stage, represented by the presence of a two-level reflection, which means that there is a reflection on the actions during the thinking and conclusions. On the other hand, the thoughts are contemplated and this represents what is behind the knowledge. There is a quality of planning and motivations for teacher behavior, as well as quality in the decisions and solutions that are applied.

For the participants in the simulation workshop, there are feedback providers, such as students and teachers. In order to assess the potential contribution of the existence of such workshops, the main points that were found in the talks that took place on this issue indicated a great appreciation for the contribution of the workshop. Skills are developed such as giving and receiving feedback, increasing teachers' sympathy with students, in addition to being open and listening to others' suggestions and diverging thinking, as basic pillars of teachers' skills in the twenty-first century (Eguchi, 2016 ; Yeh, & Huang, 2011).

In addition to that, the simulation workshop works to provide an engaging experience (such as role-playing, video, and investigation), as well as providing an effective learning experience (based on the code of ethical conduct) in a realistic context and without any accompanying pressures. In life contexts, the different activities that involve the use of the simulation method allow the testing of different strategies for solving ethical problems, which leads to a better understanding of the real world, so that cooperation is the key that the trainees must work to obtain a better solution to a set of possibilities. As for the current results, the ethical dilemmas that preoccupy the trainees who are about to take over the teaching positions are highlighted, but some of these ethical dilemmas are not unique. Nevertheless, many aspects are better understood when examined in an educational setting. Often, ethical dilemmas are rooted in a nurturing climate marked by the presence of positive fellowship relationships.

Conclusions and Rrecommendations

Simulations are considered among the educational processes widely accepted in the field of health and medical education. The examples mentioned in teacher education are often primary research models, but they are used in experimental settings. Although role-playing is available for many specific training situations, the simulation workshops appear to be widely distributed. In this study, simulations can serve as evaluation tools as they may provide appropriate opportunities to practice specific skills and personal behaviors, in addition to helping to develop tendencies to support effective teaching. In particular, there

may be specific tools for increasing work experience, based on practice, feedback, reflection and repeated practice. In a way that benefits the participants in the simulation workshop and the trainees, and also, this affects their motivation to work (Rudolph et al, 2007).

Besides, simulations appear as tools to be used in assessment to obtain final certification and teacher recruitment (Kaufmanand Ireland, 2015), as well as useful tools in professional development practice. While this topic is outside the scope of this article, it does complement the uses we have discussed. In addition, technological advances provide more realism, distributed access and applications found on mobile devices (e.g., Gibson, 2013).

We can recommend using simulation workshops as, it is expected that teachers' education will gain significantly so that the simulation of teaching is supported by modern and more complex technological means, as well as the easiest to implement and the most used.

The results of the study that examined the effectiveness of the simulation workshops and the self-efficacy of experienced teachers were reported, in addition to reporting on the effectiveness of using this in their educational contexts. Increasing knowledge of the predecessors of teachers' self-efficacy beliefs can expand scholars' understanding of this construct, along with helping teachers, administrators, and other practitioners enhance teachers' sense of self-efficacy.

The benefits of using simulation in education include greater motivation for the teacher and improved student outcomes linked to the teacher's self-efficacy-enhancing beliefs. Especially since the simulation recreates some realistic aspects, which can be powerful learning experiences. For the most part, rebuilding realism is a good thing. We had two teachers who experienced emotional reactions due to the presence of the strong emotions and personal and group reflection evoked by the simulation. Some teachers feel frustrated when they find they are not as open as they thought. In this regard, one teacher wrote the following: *"Although I consider myself to be an open-minded person, I was shocked at how deeply ingrained our cultural norms are".* On the other hand, it is possible for some teachers to feel disappointed, especially when they realize that the gap separating cultures may be

intractable, and in any way, instructors should be prepared to assist teachers in addressing the awareness and emotions that will arise. Especially since the simulations are in and of themselves powerful educational exercises, teachers are sure to be allowed to experiment with them as they were supposed to: as developers of cross-cultural awareness.

Moreover, future educators can think in their areas or focus on key issues that arise during their field and school experiences. Efforts must be made to encourage future and new teachers to find similarities between simulations and their educational experiences, and it is also important for participants to commit themselves during the debriefing to looking at how cultural practices and values are considered an integral part of any semester. Besides, instructors must do sufficient planning and preparation to successfully implement the simulation, their role during the actual legislation as it exists in any collaborative learning experience rather than a "guide on the side," not a "sage on the stage". Instructors must be fully prepared to give up some of the controls they have in the classroom, so that sensitivity and cultural understanding are developed through individual steps and increments. Ultimately, teachers have to make some cognitive and emotional jumps on their own. We are merely escorts along the path.

Regarding simulation-related literature, the issue of linking general lessons learned and experience that is conducted while using the simulation method to the data extraction stage (e.g. Fanning & Gaba 2007; Wickers 2010). The results of the current study indicate that the information extraction stage in the simulation is considered a collaborative achievement, as it is preserved throughout the workshop and by directing the participants to the procedures that take place in the video and after the video. Besides, the results of the study confirm the importance of the instructions in the scenario in order to facilitate the development of professional knowledge and skills, which means that the use of simulation techniques in education shows clear potential for training skills and the development of professional knowledge.

However, the work of the trainer in organizing and facilitating learning activities in the pre-video and the post-video stage is considered important in achieving the learning objectives, and this confirms the

importance of regular professional guidance and feedback in learning based on the use of simulation method.

In addition, the results of the study focused on the importance of using educational tools in simulation workshops, and other technologies in the room and the operation used in extracting information. These technologies provide the necessary opportunities to monitor the activities of students / teachers, enabling teachers to dispel and monitor behavior towards the desired outcome, and this facilitates the learning of the profession.

Issenberg et al. (2005) study found that there are demonstrates features that have been suggested as a key component of effective simulation that appears to work, as found, with additional features identified. These are among the current best practices of the field to study the pooled effect, those are: range of clearly of the scenario, repetitive practice, distributed practice, cognitive interactivity, multiple learning strategies, individualized learning, mastery learning, feedback, longer time, and communication skills. Therefore, we simultaneously highlight conducting more studies to clarify what works, for whom, and under what conditions. It is believed that there is a fundamental change in the concept and design of the new research required.

There are a number of studies that try to clarify how simulation is used in education, but their number is less than studies that deal with various subjects in education or non-simulation. These studies include some simulation methods that will do much to make progress in the field of education (Cook, 2010). The study found not all simulation studies are equally useful. However, studies that evaluate educational methods or designs without a conceptual or theoretical justification have limited generalizability, which means that this field needs research beyond the limits of simple comparisons due to the presence / absence of the main features (Weinger, 2010).

In the end, it is noticeable that the magnitudes of the effects of this simulation have not been studied yet, as a simulation is considered a new educational tool that occurs in our lives these days. However, we caution the investigators that we will have to take large samples to demonstrate that they are sufficient to identify statistically significant efficacy studies that will not be sufficient for simulation research. This

means that the pre-calculation of the sample size and the clear justification of the educational importance and the use of confidence intervals when interpreting the results are considered necessary, along with other research methods that reduce confusion and facilitate studies that enhance understanding of how to improve teaching through learning based on the use of simulation method.

The power of educational simulations is represented as appropriate opportunities to participate in teaching practice (Dotger et al,. 2015) study, as teaching is in a complete and complex context and thus is fast-paced. Educators need to be supported in the pre-service phase to reveal what they already know through the provision of communication skills. In simulation workshops, comparisons of several different answers may be made, and thus decisions are made regarding what constitutes a reasonable explanation in addition to drawing attention to details that may be missing. Concerning teacher education organizations, they are interested in this study, and thus understanding the challenges and some opportunities that teachers face before serving in the classroom when teaching teachers, can enable teachers to better equip them to work in various classrooms. This means that teachers should participate in the simulation as much as possible, whether that is before the workshop or during its presentation. The simulation test provides insight into the process as a whole for the participant, in addition to providing a measure of confidence to the facilitator. The trainer must be meticulous in reading the manual or the presented literature, and he must conduct a training session with his fellow volunteers. Also, the trainer should design and encourage follow-up activities and field observations that will emphasize lessons learned during the simulation.

Finally, from the findings of this study and in order to have a better simulation workshop we recommend: 1) Have a well-defined set of objectives at the beginning of the simulation workshop. 2) Have the entire project team involved at the beginning of the workshop. 3) Communicate with participants throughout the workshop of the simulation. 4) The participants and the actor Understand and appropriate to the simulation scenario. 5) Not treating a simulation as if it were primarily an exercise in communication skills. 6) Have people with

knowledge of simulation methodology in the team. 7) A wise use of the video. 8) Analyzing the information data from many simulation scenarios and workshops using the feedback of friends and instructors. 9) Making ideas of several feedbacks and not treating one feedback as the true answer.

It must be noted that simulation allows a person to estimate the performance of an existing system in the presence of an expected set of operating conditions, and in this regard, it is possible to compare the proposed alternative system designs or alternative operating policies for a single system, by using the simulation method to find out which one meets specific requirements. Best In using the simulation method, it is possible to maintain much better control under the presence of experimental conditions than would be possible in general when experimenting with the same situation. This means that using the simulation method allows studying a specific case over a long time frame.

However, the lack of a specific set of objectives at the beginning of the simulation workshop, the failure of the entire project team to participate at the beginning of the workshop, and the lack of communication with the participants throughout the simulation workshop. In addition to having a misunderstanding of the simulation scenario, dealing with the simulation as if it were primarily an exercise in communication skills, lack of people with knowledge of the simulation methodology in the team, misuse of video, analysis of data and information taken from the simulation scenarios and workshops using the notes of friends and the teacher. Besides, getting one idea about a particular conflict and treating one of the comments as "true answers".

It is possible that the focus of future research will be on simulation aspects related to facilitating learning, for example, Is it repeated practice, developmental flexibility and purposeful information extraction that facilitate access to the study results? Are there differences between the results in different types of simulations?

In the end, if the simulation increases the teachers' sense of self-efficacy and has a positive effect on school work among the participants, are these concepts related to the performance results in the simulation? Is

it possible to compare the traditional methods and simulation methods to test the extent of the effect of using the simulation method on the educational field?

IV. Dissertation Contributions

1. This research contributes to filling the theoretical gap of simulation workshops and their effectiveness on teachers;

2. The conflicts caused in the teaching process and at schools between teachers, parents, mates, students… have been interpreted through the use of types of simulation workshops. As well simulation effectiveness and role in arise self-efficacy of teachers. Based on this, the need to use this new model for teachers has been proven;

3. Based on the own empirical study involving more than 1560 teachers, participants in the simulation workshop. Major effective points in the simulation workshop have been identified and options for using and improve them have been proposed (e.g. feedback, scenario, actors, video);

4. The need and usefulness of the practical applicability and logical consistency of the simulation model, were verified and approbated and the possibility of its use in education was proven;

5. In this study it was proved that by using the simulation method, it is possible to maintain much better control under the presence of experimental conditions than would be possible in general when experimenting with the same situation.

V. Publications related to the dissertation

Baloum, Y. (2019). The Influence of Simulation Workshops in Education on Teachers, fifth Balkan scientific conference science –

education- art in the 21 st century ISSN1313-5236. Http://www.usb-blagoevgrad.swu.bg. 14-16\6\2019.

Baloum, Y. (2019). Using simulation in your acceptance to the learning in the college. 4\4\2019. Electronic version: https://www.dyellin.ac.il/library/event2019

Baloum, Y. (2018). The Influence of Simulation Workshops in Education on the Self-Efficacy of Teachers. Program for the International Organization of Social Sciences and Behavioral Research, Summer 2018 July 30-31, 19-21 Marriott Boston Peabody Boston, MA. page 10: file:///D:/UserData/Downloads/IOSSBR%20Boston%20Program%20w%20index%20&%20%20JSSR%20Vol%20I%202017.pdf

Baloum, Y. (2017). The effectiveness of simulation workshops on self - efficacy of teachers. Jurnal Mada-Research. http://www.mada-research.org/, vol. 5, 31, 20\12\2017. Electronic version: http://mada-research.org/wp-content/uploads/2017/12/%D9%8A%D8%A7%D8%B3%D9%85%D9%8A%D9%86-%D8%A8%D9%84%D8%B9%D9%88%D9%85.pdf