Breaking the Age Barriers of Our Life and Connecting the Dots

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Abstract

Most schools around the world are configured as a single-age structure, according to the chronological age of the students. Based on a case study of one Israeli school, this article seeks to present the value and contributions of a multi-age structuring relation to significant learning experiences. The findings of this article show that the multi-age structure allows for student mobility in cognitive, social and emotional aspects according to their developmental age, not their chronological age. In addition, the teaching-learning processes derived from this structure such as: adaptive and mediated teaching and peer learning are found to be significant learning motivators.