Editorial

The sixth edition of "El-Hassad" includes 8 articles in three major areas: education and social studies, language studies, and studies of computer science. These eight articles in these three areas reflect a solid core of educational work and research. These eight articles can resemble an important contribution in the process of information gathering with respect to the Palestinian community in Israel, and thus build an additional building block in the Arabic research literature that discusses the educational situation of the Palestinian community in Israel. In this regard, we aspire to turn "El-Hassad" into a platform which attracts scholars and researchers from various research fields of knowledge.

Since the beginning of the seventh century, scientific research is emphasized in the Arabic and Islamic renaissance. Because of it, Arab and Islamic civilization reached a peak that is still being mentioned in the context of scientific history of humankind. There was also a clear contribution of this renaissance to the civilization and cultural progress of various communities. But, since a long-time scientific research in the Arab and Muslim communities disrupted and metaphysical orientation took its place, in order to deduce the facts and follow the phenomena in order to reach the causes and circumstances of their occurrence. This situation has led to the shrinking contribution of the Arab and Muslim communities in scientific research to the extent of the lack thereof.

I am not going to renew historical debate about what are the reasons for the deadlock in the research and scientific output in Arab societies despite the necessity of it. But I would like to claim that this case which replaced General Arab communities shows its consequences. In this case, research in the Palestinian community in Israel has objected to the results and rarely discussed the reasons and so Palestinian academic research in Israel has been interested mostly in the symptoms while neglecting the essence. This case, in my opinion, is what distinguishes academic research among the Palestinian community in Israel in the domain of social, psychological, and educational researches. Of course, this case makes it difficult for us to point out the reasons that lay behind the numerous social difficulties that the Palestinian community in Israel is facing.

There might be numerous reasons to why our researches did not reach the extent of discussing the essence of matters, rather than dealing with the exposure to external symptoms. But the most important at this stage is to execute Re-route calculation of the academic research process to adopting topics concerning the essence and distinguishes symptoms. We at "El-Hassad" aspire to be a platform for this research that makes its new path in academic research regarding the development of the Palestinian community in Israel, its challenges and future goals. We would like to consider this issue of "El-Hassad" the beginning of eight articles resembling a serious step in this direction, where we hope that these articles discuss the fundamental aspects of things being discussed and renewed in terms of dealing with the topics covered.

Professor Yizhar oblatka discusses in his theoretical article two main questions: first, the extent that fits the development of the field of educational administration in Western countries, to discuss administrative phenomena in the Arab education system in Israel, and second, do Western theories enrich local practical knowledge needed by Arab managers and

teachers to understand their work and improve the performance of their schools? And then he concludes that there is a need and necessity of academic study of the educational management in the Arab community and there is a need to develop an academic field that devotes and dedicates tools for the study of the Arab education system in Israel. This study has to deal with the cultural and social features of the Arab community.

Dr. Ibrahim Mahajna highlights in his article the role of civil institutions within the Palestinian Arab community in Israel. He reviewed three models of basic safety nets: relief, rehabilitation and development. He concluded that the most used model of non-official safety net in the Palestinian civil society in Israel includes relief (financial and non-financial aid) and rehabilitation (essentially provide educational grants), and initiatives. His findings are consistent with the information contained on the civil work within the Arab community in Israeli activities, which refers to the lack of focus on social issues, especially by associations with secular orientation.

Professor Khaled Arar discusses the challenges of being a new principal in an Arab school in Israel. Results were based on the qualitative method which has shown the challenges of transition from the teaching profession to the school administration mission in terms of the concept of functionality, complexity, including parents' limits, the local council and the Ministry of Education. Moreover, the task of a manager is based on the organizational dimension, the relations component, and the management of contradictory wills. Consequently Arar concludes that there are three stages in the educational administration: the transition from a teaching possession to an administrative one, management challenges phase, especially in the principal pursuit to build a school culture and define a new destination for the school and the activation of the crew. Finally, there is the stage of the establishment of a school culture that is reflected on the daily performance of teachers with the school environment.

Dr. Moanes Tibi discusses asynchronous e-learning and addresses the components and basic elements that would make the discussion in an educational forum in e-learning courses more successful and effective for the exercise of high levels of learning and knowledge building. He summarizes the various factors that will ensure the success of the educational process and revitalization such as the importance of prior regulation, conversation, debate and deal rules, as well as the activation of collective and asking questions.

Dr. Moanes Tibi and Dr. Khaled Asad compare the computer curriculum in Israel with computer curriculums applied in Britain. They conclude that in the current British National Curriculum (2014-2015) for teaching computer programming science in elementary and middle schools there is a significant advantage over the curriculum in Israel, in terms of the goals and the extent of adoption of the concepts of computer science and programming, the coverage of this curriculum and the embracement of a variety of implications for the teaching of these concepts, and the provision of appropriate and sufficient educational resources for the application of these approaches. Moreover, the new curriculum purposed in Britain is dealing with the ideas and concepts of computer science rather than dealing with technological tools. This curriculum focuses on learning the concepts of computer science and programming skills and not specific technological tools.

D Athar Haj Yahya traces the evolution of poetic experience of the Jordanian poet Amjad Nasser. She concludes to the ongoing change in Nasser poetry in terms of language, form and content. The purpose of Dr. Hagit Scheffer article is to propose a new view of a unique and rather neglected pattern of an *adverb but adverb* within the framework of grammar construction. The main idea advanced in her article is that the pattern *adv but adv* as in "He *excitedly but carefully* sealed it in a bag", qualifies as a construction in English and accordingly displays characteristics of a construction. Finally Professor Haseeb Shehadeh contributes a book review about the contribution of German dialects of Arabic Language in general and the Palestinian dialect in particular, especially in the contemporary period.