

## *The Hebrew University of Jerusalem*

### *Syllabus*

## **INTRODUCTION TO TEACHING AND LEARNING IN SCHOOL - 10101**

*Last update 25-07-2019*

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Revivim Judaism & Jewish Education

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Ayala Paz

Coordinator Email: [pazayala@macam.ac.il](mailto:pazayala@macam.ac.il)

Coordinator Office Hours: sunday 9.00 - 11.00

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Teaching Staff:

Ms. Ayala Paz

Dr. Noga Bing

Course/Module description:

: Teaching in general and the teaching of "Jewish" subjects, in particular, raises difficulties, questions, and challenges. Among the questions discussed: What is a lesson? Who is a good teacher? What kind of relationships and limitations are present and should be nurtured with students? Considering the different types of students, which teaching methods exist for whom and when are they appropriate? Are education and teaching two separate methods of work?

In the field of teaching Bible certain questions arise, for example: What is my personal approach as well as my teaching approach towards biblical texts? Do biblical texts have significance today? What is the significance of these texts? How does one teach written texts in an era of digitalization and pictures? How does one convey messages from ancient texts in a language which is not always comprehensible to students of the 21st century? How does one cope with different approaches towards the texts, for example the perception of the text as sacred and eternal and thus resistant to analysis and criticism, or the perception that it is primitive and archaic and thus irrelevant? What is the connection between the texts and reality?

The workshop will deal with these and other questions through:

- teaching different sources and texts, discussions about them and various methods for teaching them
- field trips to get to learn about different schools and educational views, observe classes, meet with teachers, observe different methods and models of teaching etc
- studying and experiencing how to prepare a class
- gaining experience through peer-teaching

Course/Module aims:

- Exposure to teaching approaches and exposure to different genres of biblical texts.
- Preparation of lesson plans, experiencing teaching and drawing conclusions from the process.
- Familiarization with different types of teachers and teaching methods.
- Exposure to different types of schools.

Learning outcomes - On successful completion of this module, students should be able to:

Preparation of lesson plans, teaching and drawing conclusions from the process.

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Attendance requirements(%):

90%

*Teaching arrangement and method of instruction:*

- teaching different sources and texts, discussions about them and various methods for teaching them
- field trips to get to learn about different schools and educational views, observe classes, meet with teachers, observe different methods and models of teaching etc
- studying and experiencing how to prepare a class
- gaining experience through peer-teaching

Course/Module Content:

1

*What is a good teacher?*

2

*What is a good lesson? Clarification of the terms "the bottom line" and "class process" via the teaching of Ecclesiastes I.*

3

*Practice the construction of a "class process: and "the bottom line" through the story of "Kerem Navot (Navot's Vinyard)";*

*Bibliographic guidance for the search of relevant material for the preparation of a Bible class.*

*Reading material (in Hebrew):*

י. זקוביץ , " כרם היה לנבות (מל"א

כ"א"), הסיפור המקראי נושא

מסכם לבחינות הבגרות (עורך מ.

בהט), הוצאת רכס, אבן יהודה

101 - 1991, עמ' 99.

4

*Tower of Babel story: 1. methods of interpretation and viewing of the text; 2. learning the character of the "target question"*

*Reading material (in Hebrew):*

קויפמן י. , "ראשית האלילות דור

ההפלגה" תולדות האמונה

הישראלית, ירושלים, כרך ד' - ה'

עמ' 211

קאסוטו מ"ד, "מגדל בבל במקרא",

אנציקלופדיה מקראית, ירושלים

00 - תשי"ד, כרך ב' עמ' 19.

5

*Questions as milestones of the lesson - through the teaching of Job I*

*Choosing a text for the first lesson plan*

6

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*Field trip: René Cassin High School*

*Submission of a bibliographic list based on a chosen text and explanations of the relevance of each bibliographic item.*

7

*Discussion about the field trip*

*Submission of the narrative of the lesson plan and the "bottom line".*

8

*How to teach skills for the reading of a biblical text? The context and importance of teaching the Bible, Kings II 22-24*

*Reading material (in Hebrew):*

– זקוביץ י', "עלה קרח עלה קרח –

מעגלי פרשנות בסיפור המקראי"

מחקרי ירושלים בספרות העברית

ח' (תשמ"ה), עמ' 7 – 10.

9-10

*How to teach skills for the reading of a biblical text? Genesis 16 – attention to details, attributes of different characters, the laws of the ancient near-east as clarifications of the biblical texts*

*Individual meetings to discuss, in depth, all aspects of the student's teaching in the classroom*

11

*Field trip: Boyer High School*

*As per above*

12

*Discussion about the field trip*

*As per above*

13

*How to write a lesson plan*

*As per above*

14

*Continuation of lesson 13*

*Submission of first lesson plan*

15

*Genesis 4 – filling in the blanks of a biblical text: traditional and critical interpretation, drama exercises as a method of filling in the textual gaps*

*Reading material (in Hebrew):*

בר תנא א., "פרשה ומשמעותה"

, פרקי בראשית במחשבת ישראל,

אוצר המורה, תשל"ג עמ' 171-181.

16

*Revivim Program Field Trip*

17

*Follow up on field trip – in groups of students for all cohorts together*

18

*Handout of questionnaire and its submission*

*Submission of the second lesson plan*

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19-25

*Peer-teaching*

*Individual meetings to discuss, in depth, all aspects of the student's teaching in the classroom*

26

*Class Management*

27

*Exposure to the student-teaching program in second, third and fourth years of Revivim, specific features of each year's instruction (including presentations by representatives of second-fourth year student-teachers)*

*Submission of a "reflection" report of the different phases of peer-teaching*

28

*Summary and farewell*

**Required Reading:**

י. זקוביץ, "כרם היה לנבות (מל"א כ"א)", הסיפור המקראי נושא מסכם לבחינות הבגרות (עורך מ. בהט), הוצאת רכס, אבן יהודה 1991, עמ' 99 - 102

קויפמן י., "ראשית האלילות דור ההפלגה" תולדות האמונה הישראלית, ירושלים, כרך ד' - ה' עמ' 412

קאסוטו מ"ד, "מגדל בבל במקרא", אנציקלופדיה מקראית, ירושלים תשי"ד, כרך ב' עמ' 29 - 30.  
זקוביץ י., "עלה קרח עלה קרח - מעגלי פרשנות בסיפור המקראי" מחקרי ירושלים בספרות העברית ח' (תשמ"ה), עמ' 7 - 23.

בר תנא א., "פרשה ומשמעותה", פרקי בראשית במחשבת ישראל, אוצר המורה, תשל"ג עמ' 176 - 185

**Additional Reading Material:**

*As per detailed lesson plan above.*

**Course/Module evaluation:**

*End of year written/oral examination 0 %*

*Presentation 0 %*

*Participation in Tutorials 10 %*

*Project work 0 %*

*Assignments 90 %*

*Reports 0 %*

*Research project 0 %*

*Quizzes 0 %*

*Other 0 %*

**Additional information:**

*c. Course Requirements:*

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1. 90% class attendance
  2. Completing short weekly assignments on an ongoing basis
  3. Submission of an observation report from the first semester
  4. Submission of the first lesson plan at the end of the first semester and individual follow up work with the pedagogic teacher.
  5. Submission of the second lesson plan at the beginning of the second semester and teaching this lesson during the workshop
  6. Submission of a reflective document relating to all stages of the student-teaching process of the second lesson