



Syllabus

To be a teacher in an Arab school: Teaching practice and workshop - 34064

Last update 20-01-2024

HU Credits: 4

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Samira Alayan

Coordinator Email: Samira.alayan@mail.huji.ac.il

Coordinator Office Hours: 15:00- 16:00

Teaching Staff:

Dr. Samira Alayan

Course/Module description:

The workshop will discuss the different challenges and characteristics of the Arab education system in Israel. It will attempt to deal with these different facets from the point of view of sociological research dealing with school and society, and will attempt to discuss the aspects that differentiate the Arab-Israeli education system from the Hebrew-Israeli education system in whatever pertains to contents, women working in the system, budgets, parental involvement, reforms, teaching methods etc. More so the workshop will address the differences between the Arab education system of the Arab citizens and education system in East Jerusalem for the residents.

Course/Module aims:

- 1. Developing an in depth understanding of the Israeli education system in general and that of the Arabic education system for the Citizens and for the Residents and the role of the Arab educator within the system.*
- 2. Theoretical understanding of individual and systemic phenomena in the Arab education system;*
- 3. Appreciation of the school structure and its relation to the nature of the Arab society.*
- 4. Developing an understanding of various aspects that occur within the Arab education system and how teachers deal with them such as: women in the system; budgets; what curriculum they study and more.*
- 5. Developing a reflective process for the students on what is happening in the Arab schools and providing tools and skills.*

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

To teach successfully in an Arab school despite the difficulties and complexity, and to create successfully and meaningful learning experiences for the students.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Teaching method:

The course is supposed to be conducted within a school, through various lectures and presentations in practice, lectures; reading materials and discussions; short videos; and Online assignments and forms.

Course/Module Content:

A reading list will be distributed, and students are required to read for each lesson

Required Reading:

Zoher, A. (2020). *Scaling-up Higher Order Thinking Demonstrating a Paradigm for Deep Educational Change*. Springer.

Eyal, O. & Yarm, M. (2018) *Schools in Cross-Sector Alliances: What Do Schools Seek in Partnerships?* 2018, Vol. 54(4) 648-688. *Educational Administration Quarterly*. SAGE.

Alexander, Hanan A., Pinson, Halleli, and Yonah, Yossi (Eds) (2011) *Citizenship, education, and social conflict: Israeli political education in global perspective* (New York and London, Routledge).

Al - Haj, Majid (1988) "The changing Arab kinship structure: The effect of modernization in an urban community" *Economic Development and Cultural Change* 36:327-3.

Al-Haj, Majid. (1995). *Education, Empowerment and Control, The Case of the Arabs in Israel*, State University of New York Press

Apple, Michael, W. (2003). *The State and the Politics of Knowledge*. RoutledgeFalmer, Taylor & Francis, New York London.

Apple, Michael, W. (2011). *Education and Power*. New York, NY: Routledge.

Arar, K., & Haj-Yehia, K. (2016). *Higher Education and the Palestinian Arab Minority in Israel*. Springer.

Bar-Tal, Daniel and Teichman, Yona (2005) *Stereotypes and prejudice in conflict: representations of Arabs in Israeli-Jewish society* (New York, Cambridge University Press).

Bekerman, Zvi and McGlynn, Claire (Eds) (2007) *Addressing ethnic conflict through peace education: international perspectives* (New York, Palgrave Macmillan).

Haj-Yahia, Muhammad (2002). *Attitudes of Arab women toward different patterns of coping with wife abuse*. *Journal of Interpersonal Violence*, 17(7), 721-745.

Hassan, Manar. (1991). *Growing Up female and Palestinian in Israel*. Barbara,

Swirski & Marilyn, P. Safir (eds.). *Calling the equality bluff: Women in Israel*. Pergamon Press. New York . Pp. 66-75.

Hovsepien, Nubar (2008) *Palestinian state formation: education and the construction of national identity* (Newcastle, Cambridge Scholars Publishing).

Khan, M.A. Muqtedar. (2006). *Islamic Democratic Discourse, Theory ,Debates and Philosophical Perspectives*. Lexigton Books.

Mazawi, Andre Elias (1998). "Region, Locality Characteristics, High School Tracking and Equality in Access to Educational Credentials.The Case of Palestinian Arab Communities in Israel". *Educational Studies* 24(2), 223-240.

Mazawi, Andre E & Sultana, Ronald G. (2010). *Education and the Arab 'World', Political Projects, Struggles, and Geometries of Power*. Routledge.

Mar'i, Sami Khalil. (1978). *Arab Education in Israel*. New York: Syracuse University Press.

Nuseibeh, Rawan (2016) *Political Conflict and Exclusion in Jerusalem: The Provision of Education and Social Services*. New York, NY: Routledge.

Rouhana, Nadim N. (1997) *Palestinian citizens in an ethnic Jewish state: identities in conflict* (New Haven and London, Yale University Press).

Shalhoub-Kevorkian, N. (2010). *Palestinians, education, and the Israeli "industry of fear."* In A. Mazawi & R. Sultana (Eds.), *Education and the Arab "world."* Political projects, struggles and geometries of power (pp. 335-349). New York, NY: Routledge

Sharabi, Hisham (1988). *Neopatriarchy: A theory of distorted change in Arab society*. New York: Oxford University Press.

Shenhav, Yehouda (2006) *The Arab Jews: a postcolonial reading of nationalism, religion, and ethnicity* (Stanford, Stanford University Press).

Yair, Gad (2008). *Key educational experiences and self-discovery in higher education*. *Teaching and Teacher Education*, 24, 92-103.

Yair, Gad. & Katab ,Nabil. (1995). "Changing of the Guards: Teacher- student interaction in the Intifada". *Sociclogy of Education*, 68. Pp. 99-115.

Additional Reading Material:

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 70 %
Active Participation / Team Assignment 20 %
Submission assignments during the semester: Exercises / Essays / Audits / Reports
/ Forum / Simulation / others 10 %

Additional information:

The workshop will be divided into two parts: The first part will expose the students to different issues and dilemmas within the Arab education in Israel; and the second part will ask the students to bring different questions and issues to discuss in class