



The Hebrew University of Jerusalem

Syllabus

TEACHING PHILOSOPHY & HUMANITIES: DIALOGIC PED. - 34091

Last update 04-12-2013

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: teachers education

Academic year: 1

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Orit Schwarz-Franco

Coordinator Email: orit.shfranco@gmail.com

Coordinator Office Hours: by appointment

Teaching Staff:

Dr. Orit Schwarz-Franco

Course/Module description:

In this course we will get to know the theoretical foundations of a dialogic approach to learning and teaching. we will look at several justifications for the choice to adopt dialogic pedagogy: cognitive, emotional, moral and political. we also examin ways in wich teachers can apply the dialogic approach in different disciplines.

Course/Module aims:

creating awerness to the centrality of the dialogic aspect in processes of learning and teacing.

incoureging the students to adopt the dialogic approach.

helping the students in developing pedagogical tools for applying the dialogic approach in differnt disciplines.

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

On successful completion of this module, students should be able to discuss critically about dialogic teaching.

Attendance requirements(%):

80

Teaching arrangement and method of instruction: open dicussion, based on preleminary reading of texts, and reading together in class.

Course/Module Content:

1/ the role of knowledge, student and teacher.

2/ Plato: "Menon"

3/ Rousseau: natural education.

4-5/ Dewey: paidocentric education, education as interaction, place of dialogue in democratic education.

6/Buber: me-you

7/ Rogers: the interpersonal relation as the focus of educational work.

8/Nodings: EThics of care and their imlications in education.

9-11/ Freire: education as a political diong. enforcement of learners, dialogic pedagogy.

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- 12/Philosophical and Moral aspects of dialogic pedagogy
13. applying the dialogic approach in class.
14. reflective suuming up of the course.

Required Reading:

DEwey,J., *Democracy and Education*.

FReire, P., *Dialogic Peagogy*.

Plato, "menon".

Rousseau, J.J., *Emile*.

Nodings, N. "An Ethic of Caring and it's Implications to education" *The Education Feminism Reader*, New-York, 1994

Additional Reading Material:

Burbules, N. (2000). "The Limits of Dialogue as a Criticl Pedagogy", in: Peter Trifonas (ed.), *Revolutionary Pedagogies*, Routledge

Burbules, N. C. (1993). *Dialogue in Teaching; Theory and Practice*. New York : Teachers College Press.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 40 %

Assignments 60 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

None