

The Hebrew University of Jerusalem

Syllabus

Multicultural management of a multicultural classroom - 34300

Last update 15-09-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Shula Mola

Coordinator Email: shula.mola@mail.huji.ac.il

Coordinator Office Hours: Sunday 10:00-11:00

Teaching Staff:

Dr. Shula Mola

Course/Module description:

This course takes place amidst an ongoing war on multiple fronts, alongside a national conflict, efforts to return hostages, and an escalating social crisis. This reality affects all of Israeli society, and especially us, as educators who are required to manage diverse classrooms composed of students from different backgrounds. In order to meet these complex challenges, we must invest in improving our pedagogical skills, developing abilities to manage diverse classrooms, as well as learning how to handle conflicts and function optimally in a politically, nationally, socio-economically, ethnically, gender, and culturally diverse society.

Throughout the course, the classroom will serve as a safe space for deep acquaintance, both in personal and professional aspects, as well as in encounters between different social groups represented in the class. Our goal is to establish a sense of belonging and comfort for all students. In this course, we will not only learn about multiculturalism and how to manage a multicultural classroom, but we will also practice these skills in real-time as a core practice in our educational work throughout the semester.

The course will include workshops to practice creative and innovative methods for multicultural education and working in heterogeneous groups, as part of the regular learning routine.

This year, an additional layer of multiculturalism will be added to the course: four out of the 14 sessions will be conducted jointly with parallel courses dealing with diversity and multiculturalism in education at Tel-Hai College (whose community has been displaced due to the war) and Brandeis University in the United States. The joint sessions will be held in both asynchronous and synchronous formats and will be conducted in English by the instructors of the three participating courses. The aim of these joint sessions is to learn from each other about the different contexts in which educational institutions operate, thereby broadening our perspective and pedagogical tools in addressing the challenges of multiculturalism in education.

Please note the dates of the joint sessions: 12.11.2024, 19.11.2024, 26.11.2024, on Tuesdays from 16:30 to 17:30. The sessions will be held via Zoom, and there will be no classes on Sundays during those weeks.

Short Biographies of the Partners:

Dr. Ziva R. Hassenfeld, is the Jack, Joseph, and Morton Mandel Assistant Professor in Jewish Education at Brandeis University. She studies reading comprehension from a sociocultural perspective, focusing on how children develop interpretations of the

Hebrew Bible as a case of student reading development. She uses a variety of qualitative methods including ethnographic observation, stimulated recall interviewing, and think-aloud interviewing.

Dr. Noa Shapira is the Head of the Education and Community Department at Kinneret Academic College and a lecturer at Tel-Hai College. Her expertise includes multiculturalism, intergroup relations, intergroup empathy, teachers' professional development, and online learning.

Course/Module aims:

- To get familiar with cultural concepts while clarifying theoretical and practical meanings*
- To get in depth knowledge about the different cultures that are represented in the class*
- To understand the theoretical and practical dilemmas that exist in multicultural societies*
- To examine the expressions of a multicultural society on aspects of class, ethnicity, and gender*
- To develop classroom management and teaching skills in a multicultural classroom*

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

- The students will learn concepts related to multiculturalism*
- The student will engage in reading and analyzing multicultural content*
- The students will understand the meanings of the different approaches to managing a multicultural society, the consequences for the different groups in the society and the individuals in it.*
- The students will experience developing educational content that aims to promote a multicultural approach in the university/school/classroom.*
- The student will engage in inter-institutional collaborative learning*
- The students will cultivate skills for multicultural management of a class/group, such as empathy between groups,*

Attendance requirements(%):

Attendance at classes is necessary. An attendance rate lower than 80% will result in an ineligibility to complete the final assignment and a failing grade in the course.

Teaching arrangement and method of instruction: Lectures,Individual asynchronous

work and synchronous group work Discussions,
simulations, working in groups, and meeting guests

Course/Module Content:

1. What is Culture?
2. Core and Peripheral Cultural Components
3. Group Work: Familiarity with Core and Peripheral Cultural Components.
Discussion in Plenary on Positioning and Its Impact
4. Group Work: Collaborative Multicultural Research – What Does It Look Like?
Questions for Researchers
5. Different approaches to different cultures in the society
6. Education for multiculturalism
7. Dilemmas in a multicultural world
8. Understand different conceptual frameworks in the social and educational field
9. Dynamics of recognition, denial, and 'white fragility.'
10. Cultivating cultural sensitivity and Social Awareness
11. Exposure to learning resources for multicultural class management
12. Conclusion lesson: Meta-learning

Required Reading:

1. אהרון-גוטמן, מ' (2010). כלוב הברזל של האתניות. סוציולוגיה ישראלית, י"ב (1), 180-210.
2. היחידה הממשלתית לתאום המאבק בגזענות (2023). "ההלפר": מדריך ארגוני למאבק בגזענות. ירושלים: משרד המשפטים.
3. וקסלר, מ' (2013). הכיתה כמיקרוקוסמוס: התמודדות עם התנהגויות ואמירות גזעניות בתוך הכיתה. האגודה לזכויות האזרח בישראל. נדלה מאתר: <https://education.acri.org.il/wp-content/uploads/2013/09/racism-in-class-web.pdf>
4. מולא, ש' (2018). "אני רגילה לגמרי": יהודיות, ישראליות ולבנות כעוגנים זהותיים בתהליך התמודדותם של תלמידים אתיופים עם גזענות בישראל. גילוי דעת, 14, 1-42.
5. נגר-רון, ס' (2021). סטטיסטיקה לאומית, קטגוריזציה אתנית, ומדידת אי שוויון בישראל. סוציולוגיה ישראלית, כ"ב, 6-30.
6. סבר, ר' (2001). בוללים או שוזרים? מסגרת מושגית לבחינת סוגיות של רב תרבותיות. גדיש: ביטאון לחינוך מבוגרים, 7, 45-54.
7. פרי, פ' (2007). מבוא – חינוך בחברה רבת תרבויות, פלורליזם ונקודות מפגש בין שסעים תרבותיים. בתוך פ' פרי (עורכת), חינוך בחברה רבת תרבותיות: פלורליזם ונקודות מפגש בין שסעים תרבותיים (עמ' 9-25). ירושלים: כרמל.
8. DiAngelo, R. (2016). White fragility. Counterpoints, 479, 245-253.
9. Melzer-Geva, M. (2007). Listening as a value: A narrative approach to building trust. In E. G. Corr, J. Ginat., & S. Gabbay, (eds.). The Search for Israeli-Arab Peace: Learning from the Past and Building Trust (pp. 59-65). Brighton: Sussex Academic Press.
10. Shapira, N., & Mola, S. (2022). Teachers "look in the mirror" through exposure to

different perspectives. *Intercultural Education*, 33(6), 611-629.

11. Shapira, N., & Mola, S. (forthcoming 2025). There is a crack in everything. That's how the light gets in: Reflective observation through encounters with statements of 'white' teachers and 'black' students. *International Journal of Intercultural Relations*.

12. Boveda, M., & Annamma, S. A. (2023). Beyond Making a Statement: An Intersectional Framing of the Power and Possibilities of Positioning. *Educational Researcher*, 52(5), 306-314. <https://doi.org/10.3102/0013189X231167149>

Additional Reading Material:

13. פרס, י' וכן אליעזר, א' (2006). קירבה ומריבה: שסעים בחברה הישראלית. תל-אביב: עם עובד ומכללת ספיר (עמ' 11-29).

14. גולדן, ד' וברם, ח' (2012). הנוכחות החמקמקה של רב-תרבותיות: פענוח ופעולה בשדה החינוך. מפגש לעבודה חינוכית-סוציאלית, כ' (35), 15-36.

15. ששון-לוי, א' ואבי, ש' (2014). השתכנוזות: על פרופרמנס אתני וכישלונ. תאוריה וביקורת, 42, 97-71.

16. Bar-on, D., & Adwan, S. (2004). Shared history project: A Prime example of peace building under fire. *International Journal of Politics Culture and Society*, 17(3), 513- 521.

17. Payes, S., & Mola, S. (2022). Shared learning in the context of conflict. In: D. Yitzhaki, T. Gallagher, N. Aloni, & Z. Gross (eds.), *Activist pedagogy and shared education in divided societies* (p. 124-135). The Netherlands: Brill.

https://brill.com/search?f_0&eq;author&q_0&eq;Shula+Mola

<https://scholar.google.com/scholar?&q&eq;Shula+Mola>

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 50 %

Active Participation / Team Assignment 15 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 25 %

Attendance / Participation in Field Excursion 10 %

Additional information: