



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Educational Leadership and Significant changes in the Arab Education system - 37967*

*Last update 14-09-2021*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Arabic*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. Samira Alayan*

*Coordinator Email: [Samira.alayan@mail.huji.ac.il](mailto:Samira.alayan@mail.huji.ac.il)*

*Coordinator Office Hours: 15:00- 16:00*

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Teaching Staff:

Dr. Samira Alayan

Course/Module description:

*This course will introduce the students to several education theories in education leadership, and the 21st century modern educational discourse, with the purpose of equipping the students with tools to implement the theories in the field. In addition, the course will examine what educational leadership is, what characterizes it, and how it is possible to cause changes in Arab education by creating a meaningful educational leadership that aims to lead the system to progress and success.*

*The course will also touch upon different methods of building lesson plans in the field of social sciences, specifically sociology and psychology, in order to examine the school as an educational institution of the collective that works with individuals from the different sectors of society.*

*This course will be given as a workshop, and emphasize the role of meaningful teaching/education, and the affect this has on both the pupils and the education system itself. It will, though this, present the characteristics of good teaching and critical teaching, and how to become educators and leaders focusing on meaningful learning and teaching in a way that the pupils find effective.*

Course/Module aims:

- a. Developing a critical understanding of the school as an institution and educational discourse*
- b. Develop a complex understanding of the pedagogical space as both a human and professional space*
- c. Developing a theoretical understanding of the essence of the concept of educational leadership*
- d. Developing an understanding of the role of the teacher/educator in school and the significance of a good teacher*
- e. Developing teaching skills that focus on what are the characteristics of an educational leader*
- f. Offer skills and tools for the students to deal with complex issues in the schools, and create successful lesson plans*

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

*At the end of the course the students will combine their own personal experience*

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on the implemental level, while addressing issues related to education leadership from the field of education in light of their own experiences in the education field in the Arab schools in Israel.

Attendance requirements(%):

80%

*Teaching arrangement and method of instruction: Teaching methods in the course (in Corona):*

*Teaching method: Combining synchronous teaching and asynchronous teaching: The course is supposed to be conducted within the university campus, through various actual lectures and presentations but there will also be meetings and lectures on zoom in according to the situation and need; Reading materials and discussions; short videos ; Online and formal tasks.*

Course/Module Content:

Not relevant

Required Reading:

*Alayan, S. (2017a). White pages: Israeli censorship of Palestinian textbooks in East Jerusalem. Social Semiotics, 1-21. <https://doi.org/10.1080/10350330.2017.1339470>*

*Alayan, Samira (2012). "Arab Education in Israel: Lessons From Positive Learning Experiences of Palestinian-Israelis". Diaspora, Indigenous and Minority Education. Routledge. Vol 6 ,Pp 213-228.*

*Alayan, Samira and Yair, Gad (2010). "The Cultural Inertia of the Habitus: Gendered Narrations of Agency amongst Educated Female Palestinians in Israel",British Educational Research Journal, Routledge. Vol. 36, No. 5, pp. 831-850.*

*Dewey, John. (1938). Experience and Education. New-York: Collier.*

*Gardner, Howard. (1991). The Unschooled Mind. How Children Think and How Schools Should Teach. New York: Basic Books.*

*Gardner, Howard. ( 1993). Multiple intelligences: The theory in practice. New York: Basic Books.*

*Gardner, Howard. (2000). The Disciplined Mind, Beyond Facts and Standardized*

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*Tests, The K-12 Education That Every child Deserves. Penguin Books.*

*Gruber, Sibylle, and Boreen, Jean. (2003). "Teaching Critical Thinking: using experience to promote learning in middle school and college students". Teacher and Teaching: Theory and Practice 9(1): 5-19.*

*Haj-Yahia, Muhammad. (2002). "Attitudes of Arab Women Toward Different Patterns of Coping With Wife Abuse". Journal of Interpersonal Violence 17(7): 721-745.*

*Hoffman, Edward. (1998). "Peak Experiences in Childhood: An Exploratory Study". Journal of Humanistic Psychology 38(1): 109-120.*

*Maslow, Abraham H. (1962). "Lessons from the Peak Experiences". Journal of Humanistic Psychology. Spring Edition, pp. 9-18.*

*Ngozi Amanchukwu1, R. ed al ( 2015) A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management. Management 5(1): 6-14.*

*Nodding, Nel. (1992). The Challenge to Care in Schools. Columbia University: Teachers College Press.*

*Nodding, Nel. (2007). "Caring as relation and virtue in teaching". In: R.L. Walker and P.J. Ivanhoe (eds.) Working Virtue: Virtue Ethics and Contemporary Moral Problems. New York: Oxford University Press.*

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

*Sharabi, Hisham. (1988). Neopatriarchy: A Theory of Distorted Change in Arab Society. Oxford University Press.*

*Shulman, Lee S.(1986). "Those Who Understand: Knowledge Growth in Teaching". Educational Researcher 15(2): 4-14.*

*Skinner, B. F. (1954). "The Science of Learning and the Art of Teaching". The Harvard Educational Review 24: 86-97.*

*Skinner, B. F. (1968). The Technology of Teaching. New York: Appleton-Century-Crofts.*

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Southgate, Erica. (2003) *Remembering School, mapping continuities in power, subjectivity, and emotion in stories of school life*. New York: Peter Lang Publishing, Inc.

Spindler, George and Louise Spindler. (1997). "Teaching Culture". Spindler, George D. (ed.). *Education and Cultural Process. Anthropological Approaches. Prospects Heights, Ill.: Waveland Press. 536-557.*

Thomas, Elwyn. (2000). *Culture and Schooling. Building Bridges Between Research, Praxis and Professionalism*. London: University of Chichester: John Wiley and Sons.

Yair, Gad (2000). "Reforming Motivation: How the Structure of Instruction Affects Students' Learning Experiences". *British Educational Research Journal*. 26(2): 191-210.

Yair,, Gad.. (2003). "Decisive Moments and Key Experiences. Expanding Paradigmatic Boundaries in the Study of School Effects". Torres, Carlos Alberto and Ari Antikainen (eds.). *The International Handbook on the New and Sociology of Education. An International Assessment of New Research and Theory*. New York: Rowman and Littlefield. pp. 124-141.

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

#### Additional Reading Material:

##### Course/Module evaluation:

End of year written/oral examination 0 %  
Presentation 20 %  
Participation in Tutorials 10 %  
Project work 70 %  
Assignments 0 %  
Reports 0 %  
Research project 0 %  
Quizzes 0 %  
Other 0 %

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*Additional information:*