



## *The Hebrew University of Jerusalem*

### *Syllabus*

## **ISSUES IN EDUCATIONAL POLICY - 59603**

*Last update 12-10-2015*

*HU Credits:* 2

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

*Responsible Department:* public policy

*Academic year:* 0

*Semester:* 1st Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Anat Gofen

*Coordinator Email:* [anatgo@mscc.huji.ac.il](mailto:anatgo@mscc.huji.ac.il)

*Coordinator Office Hours:* Monday, 14:00-15:00

*Teaching Staff:*

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Dr. Anat Gofen

Course/Module description:

Introducing main educational policy issues in Israel as reflected in the public committees established during the years.

Course/Module aims:

Analysis of educational policies while referring to two dimensions: (A) scholarly knowledge, including concepts, theories and empirical findings; and (B) policy analysis methodology including agenda setting, stakeholders, alternatives and implementation

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

Analyze policy question;  
Design policy according to evidence-based knowledge

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Frontal instruction

Group discussions

Student' presentations

Course/Module Content:

1. Education as a field, as a field of research, and as a policy sector
2. The Israeli education system
3. Policy tools in education
4. Equality of opportunity
5. School leadership
6. Pedagogy and core curriculum
7. The teachers
8. Beyond academic achievements
9. Parental involvement
10. Educational landscape as market
11. Measurement, standards and accountability
12. Special populations
13. Higher education
14. Evidence-based policy

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Required Reading:

- Cuban, L. (1990). *Reforming again, again, and again*. *Educational Researcher*, 19(1), 313
- Shavit, Yossi, Meir Yaish, and Eyal Bar-Haim. 2007. "The persistence of persistent inequality1."
- Hatcher, R. 2005. *The distribution of leadership and power in schools*, *British Journal of Sociology of Education*, 26, 2, 253-267
- Cohen, David (1990). "The Case of Ms. Oublier," *Education Evaluation and Policy Analysis*, 12(3), pp. 327-345.
- Loughran, J(2009). *Is teaching a discipline? Implications for teaching and teacher education*, *Teachers and Teaching*, 15: 2, 189 — 203
- Rosenthal, Robert, and Lenore Jacobson. 1968. *Pygmalion in the Classroom*. *The Urban Review* 3, 1: 16-20
- אבנון, דן. 2013. מבוא, עמ', 11-32 בתוך "חינוך אזרחי בישראל", בעריכת דן אבנון.
- Lareau, A. (2003), *Unequal Childhoods: Class, Race, and Family Life*. Introduction
- Bulkley, K. and Fislser, J.(2003), *A Decade of Charter Schools: From Theory to Practice*, *Educational Policy*, 17/3 317-342.
- Hamilton, Laura S., et al. 2013. "Improving Accountability through Expanded Measures of Performance." *Journal of Educational Administration* 51.4: 453-475.
- סבר, ריטה (2004), "מדיניות קליטה במערכת החינוך", מגמות, מג(1), 145-169.
- Vaira, Massimiliano. 2004.. "Globalization and higher education organizational change: A framework for analysis." *Higher education* 48.4: 483-510.
- David L. Weimer, "Making Education Research More Policy Analytic," in Gary Sykes, Barbara Schneider, and David N. Plank, eds. *Handbook of Education Policy Research*. New York: Routledge (2009), 93-100

Additional Reading Material:

Course/Module evaluation:

- End of year written/oral examination 0 %
- Presentation 0 %
- Participation in Tutorials 0 %
- Project work 70 %
- Assignments 30 %
- Reports 0 %
- Research project 0 %
- Quizzes 0 %
- Other 0 %

Additional information:

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*A bonus of up to 6 points will be given for ongoing and extra participation in class*