



The Hebrew University of Jerusalem

Syllabus

Issues in Educational Policy - 59603

Last update 03-03-2019

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Public Policy

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Anat Gofen

Coordinator Email: anatgo@mscc.huji.ac.il

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

Teaching Staff:

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

Guest Lectures

Course/Module Content:

Education as a field of research, as a field of practice and as a policy sector

Overview of the the Israeli education system

Policy tools in educational policy

Public education as the great equalizer

School as a street-level organization

School staff as policy implementers

Pedagogy and core curriculum

Parental involvement

The educational landscape as market

Measurement, standards and accountability

Special populations

Higher education

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 Fisler, 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

Updates may be included

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 10 %
Project work 60 %
Assignments 30 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:

A bonus of 5 points will be given for ongoing and extra participation in class