



The Hebrew University of Jerusalem

Syllabus

FOUNDATIONS OF EDUCATION - 63001

Last update 25-10-2019

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Melton Blended Masters in Jewish Education

Academic year: 0

Semester: 1st and/or 2nd Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Michael Gillis

Coordinator Email: michael.gillis@mail.huji.ac.il

Coordinator Office Hours: Monday 11.00-12.00

Teaching Staff:

Dr. Michael Gillis

Course/Module description:

The course is a prerequisite for those coming to Jewish education without having studied the central field which contribute to the academic study of education. The course will provide a sample of key readings in three areas of educational research: sociology of education; educational psychology; philosophy of education.

Course/Module aims:

The course aims to give a basic and initial familiarity with themes and research in the academic study of education.

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

Participants in the course will be able:

- To engage in the discourse of educational research and theory.
- To have a grasp of some of the central concepts in three fields of educational research.
- To develop an ability to read educational research critically.
- To develop an ability to relate educational research and theory to educational practice.

Attendance requirements(%):

85%

Teaching arrangement and method of instruction: The course will be conducted online through the course website. Participants are required to provide regular reports on their reading and to participate in discussion forums.

Course/Module Content:

1. Sociology of Education
2. Educational Psychology
3. Philosophy of Education

Required Reading:

Emile Durkheim, "Pedagogy and Sociology" in Emile Durkheim, *Sociology and Education*, New York, 1956 113-134

J.H. Ballantine, *The Sociology of Education: A Systematic Analysis* (5th ed.). Upper

Saddle River, N.J.: Prentice Hall

Ch. 1: Sociology of education – a unique perspective on schools

James Coleman, "Social Capital in the Creation of Human Capital"

AJS Volume 94 Supplement, 1988 pp S95-S120

Tamar Horowitz, "Parental Choice of Schools as a Factor in Educational Change",
Education and Society, (1997) 15:1 33-47

James Coleman, "The Concept of Educational Equality of Opportunity", Harvard
Educational Review, 38 (1) 1968

Chaim Adler, "School Integration in the Context of the Development of Israel's
Education System" in School Desegregation edited Yehuda Amir et al., New Jersey,
1984 pp. 21-46

Steven Brint et al., Socialization Messages in Primary Schools: An Organizational
Analysis", Sociology of Education 2001, Vol. 74 (July): 157-180

J.H. Ballantine, "The School as an Organization" in The Sociology of Education: A
Systematic Analysis (5th ed.). Upper Saddle River, N.J.: Prentice Hall pp 131-156

David Berliner, The 100-Year Journey of Educational Psychology: from Interest, to
Disdain, to Respect for Practice www.wou.edu/~girodm/611/Berliner_100years.pdf

Lynn Waterhouse, "Multiple Intelligences, the Mozart Effect and Emotional
Intelligence: A Critical Review", Educational Psychologist, 41:4 pp. 207-225, 2006.

Howard Gardner et al. "The Science of Multiple Intelligences Theory; A Response to
Lynn Waterhouse", Educational Psychologist, 41:4 pp. 227-232, 2006.

Allan Wigfield et al.,

"Development During Early and Middle Adolescence" in The Handbook of
Educational Psychology (2nd edition) 2006 pp. 87-114

Judith Kleine Staarman, "The Guided Construction of Knowledge: Talk between
Teachers and Students", in The International Handbook of Psychology in Education,
Bingley UK, 2010 pp. 75-104

Carole Ames, Classrooms: Goals, Structures, and Student Motivation",
Journal of Educational Psychology, Vol 84 (3) 1992 pp 261-271

Nel Noddings, Philosophy of Education. Boulder, Colorado: Westview Press, 1995 Ch.
1: Philosophy of Education: Before and after the 20th century

John Dewey, Democracy and Education, New York, 1915, "Chapter4 Education as
Growth", pp.41-53

Israel Scheffler, "The Idea of the Educated Person" in Visions of Jewish Education,
ed. Seymour Fox et al. pp.219-232.

Paulo Freire, Pedagogy of the Oppressed (30th anniversary edition) New York 2005,
Chapter 2, pp. 71-86 <https://libcom.org/files/FreirePedagogyoftheOppressed.pdf>

Additional Reading Material:

N/A

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 50 %

Reports 50 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

N/A