The Hebrew University of Jerusalem

Syllabus

From Vision to Practice in Jewish Education - 63004

Last update 10-01-2024

HU Credits: 4

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

Responsible Department: *Program in Jewish Education*

Academic year: *0*

Semester: *2nd Semester*

Teaching Languages: *English*

Campus: *Mt. Scopus*

Course/Module Coordinator: *Dr. Alex Sinclair*

Coordinator Email: alex.sinclair@mail.huji.ac.il

Coordinator Office Hours: *no formal office hours*

Teaching Staff:

Dr. Alex Sinclair

Course/Module description:
  The course examines the conception of educational vision developed by Seymour Fox, and in particular his concept of "theory of practice."

Course/Module aims:
  The course will enable students to understand how to probe philosophical visions of Jewish education and translate them into educational practice.

Learning outcomes - On successful completion of this module, students should be able to:
  Students will be able to understand what educational vision is and why it is important.
Students will be able to compare and contrast educational visions.
Students will be able to identify and develop curricular and pedagogic elements that can be used to translate vision into practice.

Attendance requirements(%):
  80%

Teaching arrangement and method of instruction: Elearning: video segments, forum.

Course/Module Content:
  Unit 1. Introductory Questions

1. Why does Educational Practice need Theory?
2. Why does Educational Theory need Practice?
3. The Paucity of theory-practice interaction

Unit 2. Probing Scholarship for Useful Philosophy of Education

4. Moshe Greenberg
5. Avraham Infeld

Unit 3. Standards-based unit design as practical translation of theory

6. Selection of standards and benchmarks as Vision-Inspired Desired Educational Outcomes

7. "Unwrapping" standards and benchmarks to get to the heart of the discipline
8. Big Ideas and Essential Questions as bridges from theory to practice
9. Assessment

Unit 4. Curriculum and Pedagogy from Theory to Practice

10. Is there such thing as vision-driven pedagogy?
11. Can we derive vision from pedagogy?
12. The tension between curriculum planning and constructivism: How do we remain vision-guided without forgetting how children learn and think?
13. Conclusion

Required Reading:
 Seymour Fox, Vision at the Heart. Mandel Foundation, 2000.
Daniel Pekarsky, "Vision Guided Jewish Education", in What we Now Know about Jewish Education. Los Angeles, Torah Aura Productions, 2008, pp. 21-27.
Seymour Fox, From theory to practice in Jewish education. In Seymour Fox: Visions in Action: Selected Readings, ed. Jonathan Cohen, Keter Press, Jerusalem, 2016, pp. 231-242.
Daniel Pekarsky, Vision at Work: The Theory and Practice of Beit Rabban, JTS Press, New York, 2006 (General Introduction, letter 1)
Ben Jacobs and Barry Chazan, 18x18 FRAMEWORK: 18 Jewish Things a Young Jew Should Know, Care About, and Be Able to Do by Age 18
Jon A. Levisohn, "To Go from Vision to Practice (and Back)" in Jewish Educational Leadership, vol. 13:1, Winter 2014.
Moshe Greenberg, in Visions of Jewish Education, edd Fox, Marom, Scheffler, Cambridge UP, 2003, pp. 122-132.
Alex Sinclair, An Exploration of Moshe Greenberg's Religious Vision, JJE 2010 76:2 124-150
Avraham Infeld, A Passion for a People, 2017, YouCaxton Publications, 2017, pp. 15-38, 98-111
Charlotte Abramson and Alex Sinclair, Bridging Vision, Curriculum and Student Learning, Hayidion 2010
Ofra Backenroth and Alex Sinclair, Vision, Curriculum and Pedagogical Content Knowledge in the Preparation of Israel Educators, JJE 2014 80:2, 121-147
Grant Wiggins and Jay McTighe, Understanding by Design. Alexandria, VA: ASCD, 2005, pp 13-34, 56-62
Larry Ainsworth, Unwrapping the Standards: A Simple Process to Make Standards Manageable, ch 1. Englewood, CO: Advanced Learning Press, 2003.
Grant Wiggins and Jay McTighe, Understanding by Design. Alexandria, VA: ASCD, 2005, pp 62-65
Larry Ainsworth, Unwrapping the Standards: A Simple Process to Make Standards Manageable, ch 2-3. Englewood, CO: Advanced Learning Press, 2003.
Grant Wiggins and Jay McTighe, Understanding by Design. Alexandria, VA: ASCD, 2005, pp 65-81, 105-125

Grant Wiggins, What is a "big idea"?
Alex Sinclair, Authentic Tanakh Assessments: A Typology, Hayidion 2012
Grant Wiggins and Jay McTighe, Understanding by Design. Alexandria, VA: ASCD, 2005, 146-157
Grant Wiggins, Get Real: Assessing for Quantitative Literacy. In Quantitative Literacy: Why Numeracy Matters for Schools and Colleges, Bernard L. Madison and Lynn Arthur Steen, Editors, Princeton, NJ: National Council on Education and the Disciplines, 2003, pp. 126-130
Joseph Schwab, The Practical: Arts of the Eclectic (excerpts).
Elie Holzer and Orit Kent, A Philosophy of Havruta. Academic Studies Press, 2014, pp. 34-59
Pamela L Grossman, The Making of a Teacher: Teacher Knowledge and Teacher Education. New York, Teachers College Press, 1990, pp. 1-18.
P Himmele and W Himmele, Total Participation Techniques, ASCD 2011, pp 3-31
Elliot Eisner, "The Three Curricula that All Schools Teach", in The Educational Imagination (New Jersey: Merrill Prentice Hall, 1994), pp. 87-107
Alfie Kohn, The Schools our children deserve (Boston: Houghton Mifflin, 1999), pp. 47-72
John Dewey, Democracy and Education, chapter 12.
Frank McCourt, Teacher Man. New York: Scribner, 2005, pp. 11-24, 66-82, 199-231.

Additional Reading Material:

Grading Scheme:
  Essay / Project / Final Assignment / Home Exam / Referat 20 %
  Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research proposal 20 %
  Active Participation / Team Assignment 30 %
  Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

Additional information: