



The Hebrew University of Jerusalem

Syllabus

Informal and Experiential Education - 63058

Last update 21-09-2020

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Melton Blended Masters in Jewish Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Spanish

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Mauricio Dimant

Coordinator Email: mauricio.dimant@mail.huji.ac.il

Coordinator Office Hours:

Teaching Staff:

Dr. Mauricio Dimant

Course/Module description:

During the course the participants will study key issues in the field of experiential education to enrich their understandings of educational practices in different contexts and contribute to different communities through learned insights and practices.

Course/Module aims:

The course has a practical orientation, and it seeks to promote the use of tools and knowledge that could improve the capacities of educators in the field. Furthermore, dealing with central questions facing the field, the course critically discusses different educational experiences, with special attention to those of Israel and Jewish education in general.

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

- 1. Acquire insights and skills in the design of experiential education.*
- 2. Have gained an overview of key achievements, challenges, and opportunities facing experiential Jewish education in Israel and abroad.*
- 3. Evaluate the concepts, dynamics, potential and pitfalls of experiential education.*
- 4. Formulate new activities on their own educational orientation and teaching/group work style.*

Attendance requirements(%):

100

Teaching arrangement and method of instruction: The course will include frontal lectures, group discussions as well as individual projects.

Course/Module Content:

- 1 Informal and Experiential Education: discussions, potential and social value*
- 2 Practices, activities and behaviors in Informal and Experiential Education*
- 3 Informal and Experiential Jewish Education (1)*
- 4 Informal and Experiential Jewish Education (2)*
- 5 Informal and Experimental Education in Israel (1)*
- 6 Informal and Experimental Education in Israel (2)*
- 7 Informal and Experimental Education and New Technologies: Challenges and Opportunities*
- 8 Our work in Informal and Experimental Education: new and classic activities in the*

field.

Required Reading:

1 Informal and Experiential Education: discussions, potential and social value

- * Cabalé Miranda, Elizabeth, and Gabriel Modesto Rodríguez Pérez de Agreda. "Educación no formal: potencialidades y valor social." *Revista Cubana de Educación Superior* 36.1 (2017): 69-83.
- * Lapadula, María Florentina, and María Carmelita Lapadula. "Toda educación no formal es educación popular? Una visión desde Argentina." *Revista de Educação Popular* 15.2 (2016): 10-18.
- Martín, Rocío Belén. "Contextos de Aprendizaje: formales, no formales e informales." (2017).

2 Practices, activities and behaviors in Informal and Experiential Education

- * Paredes, Domingo Mayor. "Prácticas de Aprendizaje-Servicio como escenarios de confluencia entre la educación escolar y social." *Revista iberoamericana de educación* 76 (2018): 35-56.
- Klossteman, P. "Learning to learn in practice in non formal education." *Learning to learn. International perspectives from theory and practice*. NY: Routledge (2014): 271-288.
- Patrick, Werquin. *Recognising non-formal and informal learning outcomes, policies and practices: Outcomes, policies and practices*. Vol. 2009. No. 35. OECD publishing, 2010.
- Yasunaga, Mari. "Non-formal education as a means to meet learning needs of out-of-school children and adolescents." *Montreal: UNESCO Institute for Statistics* (2014).

3 Informal and Experiential Jewish Education (1)

- *Labovitz, A. *The Effectiveness of Storytelling in Jewish Education* (2000), <https://www.lookstein.org/professional-dev/effectiveness-storytelling-jewish-education/>
- Burger, A (2018), *The Power of Aggada in Classrooms, Communities, and Life*, <http://ejewishphilanthropy.com/the-power-of-aggada-in-classrooms-communities-and-life/>
- *Reimer, Joseph and Bryfman, David. "What We Know About Jewish Experiential Jewish Education" 2008
- Carol Ingall, *Down the Up Staircase: Tales of Teaching in Jewish Schools* (New York, JTS Press, 2006), Conclusion, 105-121

4 Informal and Experiential Jewish Education (2)

- *Rose, D, *The Passover Seder as a Paradigm for Informal Jewish Education*, http://www.infed.org/informaljewisheducation/passover_seder_service.htm
- Amy Sales and Leonard Saxe, *How Goodly are thy Tents: Summer Camps as Jewish Socializing Experiences* (Hanover, MA: Brandeis University Press, 2004), 55-75
- *Barry Chazan, *The Philosophy of Informal Jewish Education, in Experience and*

Jewish Education D. Bryfman (2014) pp 13-30

- *Joseph Reimer, "Beyond More Jews Doing Jewish: Clarifying the Goals of Informal Jewish Education", Journal of Jewish Education, 75 (2007), 5-23*

5 Informal and Experimental Education in Israel (1)

- **Fox, Seymour and R. Novick. Visioning Jewish Education at Camp Ramah, 2003*
- **Rose, Daniel J. Educators as the TextPeople of Israel Education, unpublished paper delivered at the conference The Practices and Purposes of Israel Education, Hebrew University, December 2009*
- *Karcher, M.J. "Cross-Age Peer-Mentoring", in Handbook of Youth Mentoring, 2005*

6 Informal and Experimental Education in Israel (2)

- *Shaul Kelner, Tours That Bind: Diaspora, Pilgrimage and Israeli Birthright Tourism (2010)*
- ** Heilman, Samuel C., "From T-Shirts to Peak Experiences: Teens, The Israel Trip and Jewish Identity" in Y. Rich and M. Rosenak, Abiding Challenges: Research Perspectives on Jewish Education (London and Tel Aviv: Freund Publishing), 231-250*

7 Informal and Experimental Education and New Technologies: Challenges and Opportunities

- **Chen, Baiyun, and Thomas Bryer. "Investigating instructional strategies for using social media in formal and informal learning." International Review of Research in Open and Distributed Learning 13.1 (2012): 87-104.*
- ** Greenhow, Christine, and Cathy Lewin. "Social media and education: Reconceptualizing the boundaries of formal and informal learning." Learning, media and technology 41.1 (2016): 6-30.*
- *Ibáñez Etxeberria, Alex, Naiara Vicent Otaño, and Mikel Asensio. "Aprendizaje informal, patrimonio y dispositivos móviles: evaluación de una experiencia en educación secundaria." Didáctica de las ciencias experimentales y sociales (2012).*

8 Our work in Informal and Experimental Education: new and classic activities in the field.

- **Leftheriotis, Ioannis, Michail N. Giannakos, and Letizia Jaccheri. "Gamifying informal learning activities using interactive displays: an empirical investigation of students' learning and engagement." Smart Learning Environments 4.1 (2017): 2.*
- *Rahman, Mohd Hishamuddin Abdul, et al. "Gamification elements and their impacts on teaching and learning-A review." The International Journal of Multimedia & Its Applications (IJMA) Vol 10 (2018).*
- *So, Winnie Wing Mui, et al. "Analysis of STEM activities in primary students' science projects in an informal learning environment." International Journal of Science and Mathematics Education 16.6 (2018): 1003-1023.*
- *Avello Martínez, Raidell, and Josep M. Duart. "Nuevas tendencias de aprendizaje colaborativo en e-learning: Claves para su implementación efectiva." Estudios pedagógicos (Valdivia) 42.1 (2016): 271-282.*

Additional Reading Material:

The single best website as a source of reading and referrals to material
www.infed.org

Zvi Bekerman, "Dancing with Words": Narratives on Informal Education, in *Learning in Places: the Informal Education Reader* ed, Z. Bekerman, N. Burbules & D. Silberman-Keller (2006) pp 229-250

Jerome Bruner, *The Culture of Education* (1996), pp 130-149 *The Narrative Construal of Reality*

Herb Childress, *Seventeen Reasons Why Football is Better than High School*, Phi Delta Kappa International (1998)

John Dewey, *Experience and Education* (reprinted 1997), pp 33-50 *Criteria of Experience*

Kieran Egan and Gillian Judson, *Imagination and the Engaged Learner: Cognitive Tools for the Classroom* (2016), pp 3-26

Tara Fenwick, *Learning Through Experience: Troubling Orthodoxies and Intersecting Questions* (2003)

Joel Westheimer and Joseph Kahne, *What Kind of Citizen? The Politics of Educating for Democracy* (2004), pp 237-269 *AERA Journal*

Theodore Zeldin, *Conversation: How Talk Can Change Our Lives* (2000)

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 20 %

Project work 0 %

Assignments 80 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: