



**M.A. IN EDUCATION: Blended Learning Masters Program specializing in Jewish
Education**

BACKGROUND

With the changing reality of Jewish life in the Diaspora, the Melton Centre for Jewish Education is moving in new directions to adapt to these changes and to offer solutions to strengthen Jewish education in communities abroad.

With the M.A. track currently offered at the Melton Centre, we would like to use this strong base to develop a combined On-Site and Distance MA Program (*non-research intended for students' resident overseas*) in Jewish Education, which will be offered to Jewish educators in Jewish communities around the world. The program will be designed for educators in both formal and informal frameworks who are interested in Jewish Education and its dialogue with the Social Sciences, Educational Philosophy, and Jewish and Israel Studies. Studies will integrate **on site** and **distance learning** elements and will require **40 credits** for graduation.

The principal advantage of this program is that Jewish educators abroad who, for various reasons are not able to spend a long period in Jerusalem, will have the opportunity to study with Melton Centre faculty and enjoy the unique academic resources of the Hebrew University. In addition, an MA degree in Jewish Education from the Hebrew University has a competitive edge over courses offered by other institutes in terms of the academic level and prestige.



THE PROGRAM

Courses in the program are intended to familiarize students with research in Jewish education and to enable the clarification of the goals, methods, practices and challenges involved in transmitting Jewish culture and teaching Jewish and Israel subjects in the Diaspora.

The study program focuses on the following general areas:

- Social Sciences, Jewish Identity, and Informal Education
- Philosophy of Jewish Education
- Contemporary Jewry and Jewish Education
- Study Programs with Jewish Content
- Educational Leadership and Innovation

Program Structure

The program consists of 40 credits of which 14 credits will be offered on site at the Hebrew University and 26 credits will be offered as distance courses.

Participants must submit two seminar papers. One seminar paper must be related to a course taught on site at the university.

The program may approve up to 4 credits taken outside the Jewish Education track either from among other Hebrew University distance courses or from universities recognized for credit by the Hebrew University. Prior approval must be obtained for courses outside the Jewish Education track.



Program Focuses

The Program has three main focuses: the first one is the Philosophy, the Sociology and the Psychology of Jewish Education and Israel Education.

This focus deals with the great issues in Jewish Education and Israel Education: Who is the educated person and who, the educated Jew? Which are the goals of Jewish Education and how can we adapt them to the issues we face today? What is the role of the Jewish educator, and how can the institution help him? What is the place of Israel in Jewish Education? How must the relations between Jewish School and Israel be? What is the role of the Zionism in our times?

The second focus is on the teaching of Jewish texts. This focus deals with the teaching of Biblical and Talmudic texts. In the program, a few lecturers will give examples of different texts, how to analyze them in order to give the participant the necessary tools to deal with them and teach them in schools and communities. In the courses, participants will learn about different perspectives, like Philosophy of the Child, Levinas' ethical perspective, and others. This focus is theoretical and practical, because studies involve both the fundamentals of all perspectives, and practical examples that could be implemented in the field.

The third focus is on leadership and innovation in Jewish Education. In this focus, participants will analyze their own personal vision of Jewish Education as well as their institutional vision. In the program, they will study several theories that will help them to reflect on their own Jewish educational vision. Vision, innovation and Leadership are the three main components of this focus.

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Below please find the 2017-2018 study program:

Spring Semester	Teacher	Credits	Mode
Curriculum and the Teaching of Jewish Texts	Dr. Howard Deitcher	4	Online
Israel Education and the challenge of Zionism in the 21 st century	Dr. Alick Isaacs.	4	Online
Visions in Jewish Education	Dr. Ari Ackerman	4	Online
Total 1st Semester		12	
Summer Semester			
Social Sciences and Jewish Identity	Prof. Gabriel Horenczyk	2	Frontal
Reading Jerusalem: Visions of Jerusalem in Israeli Literature	Dr. Rafael Tsirkin-Sadan/ Haim Aronovitz	4	Frontal
Issues in Philosophy and Jewish Education	Dr. Michael Gillis	2	Frontal
Informal and Experiential Education	Dr. Daniel Rose	2	Frontal
Midrash and Talmud: Texts on Education	Prof. Marc Hirschman	2	Frontal
Teaching of Thinking in Jewish Education	Prof. Anat Zohar - Udi Tsemach	2	Frontal
Total Summer Semester		14	
Fall Semester			
Ethics and Jewish Education in the Thought of Emmanuel Levinas	Dr. Michael Gillis	4	Online
Renewing the practice of Israel Education	Dr. Alex Pomson	4	Online
Contemporary Jewry and Jewish Education	Dr. Yossi Goldstein	2	Online
Entrepreneurship and Innovation in Jewish Education	Dr. Jonathan Mirvis	4	Online
Total 2nd Semester		14	
Total Program		40	

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SPRING SEMESTER

1. Curriculum and the Teaching of Jewish Texts

Short description

In many forms of Jewish education the study of classical Jewish texts, the Bible, Rabbinic literature and central texts of Jewish thought are central to the curriculum. The course will examine the theoretical and practical questions that arise in the attempt to make these texts accessible to teachers and, through them, to students. The course will include a study of curriculum theory, approaches to evaluating curriculum and a review of sample curricula. The course will also examine the ways in which Jewish scholarship can be made a resource for curriculum and the teaching of texts.

Credits: 4

Mode: Online

Dr. Howard Deitcher

2. Israel Education and the challenge of Zionism in the 21st century

Short description

The workshop will focus on theoretical approaches that discuss the potential relevance of Israel studies in the context of Jewish education. Through a combination of readings, assignments, and practical exercises, participants in the course will acquire skills in a variety of pedagogical practices and strategies. Within the context of the course, students will develop a personal project of their choice.

Credits: 4

Mode: Online (1st Semester)



Dr. Alick Isaacs.

3. Visions in Jewish Education

Short description

This course is an exploration of the questions: "What does it mean for an educator to have a vision of Jewish education? Why is vision important in education? How does one develop such a vision? In what Jewish and general sources can such a vision be rooted?" The course is aimed at eliciting students' personal responses to philosophical readings that address these questions.

Credits: 4

Mode: Online (1st Semester)

Dr. Ari Ackerman

SUMMER SEMESTER

4. Social Sciences and Jewish Identity

Short description

The course will familiarize students with approaches and issues from the social sciences that are relevant to Jewish education in Israel and throughout the world. It will focus primarily on aspects of cultural identity, from the perspectives of sociology and psychology (developmental and social). The course will also examine issues related to motivation for Jewish behavior and aspects of religiosity and spirituality within the context of Jewish education

Credits: 2

Mode: Frontal

Prof. Gabriel Horenczyk

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5. Issues in Philosophy and Jewish Education

Short description

The course deals with central issues that occupy educators and educational policy-makers in Jewish education, such as: “What counts as success in Jewish education?” “What do we mean when speak of education for values?” “Should there be coercion or freedom in Jewish education?” “How might it be possible to pass on ancient religious texts to young people with a modern or post-modern outlook?” The courses seeks to raise the level of discourse regarding issues like these by subjecting them to conceptual and systematic analysis, on the basis of the writings of outstanding Jewish thinkers.

Credits: 2

Mode: Frontal

Dr. Michael Gillis

6. Informal and Experiential Education

Short description

The workshop will focus on theoretical approaches that substantiate experiential/informal educational methods. Through a combination of readings, assignments and practical exercises, participants in the course will acquire skills in various informal pedagogical practices and strategies. Within the context of the course, students will develop a personal project of their choice.

Credits: 2

Mode: Frontal

Dr. Marcelo Dorfsman / Vadim Blumin.

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7. Midrash and Talmud: Texts on Education

Short description

This course will examine texts from the Babylonian Talmud and the Book of Deuteronomy that reflect attitudes towards education, comparing them to Greco-Roman and Christian treatises from the same period. The course will focus on both the unique and shared aspects of Rabbinic thought about education.

Credits: 2

Mode: Frontal

Prof. Marc Hirschman

8. Teaching of Thinking in Jewish Education

Short description

The course will address practical and theoretical aspects of fostering students higher order thinking (HOT) in the course of teaching. On the practical level we shall study thinking strategies (such as asking questions, formulating and criticizing arguments, making comparisons, constructing a "thinking lesson", fostering a HOT classroom discourse, using the "language of thinking", fostering metacognitive thinking, teaching HOT to diverse student population, inquiry learning and appropriate assessment means. The course will combine practical and theoretical aspects.

Credits: 2

Mode: Frontal

Prof. Anat Zohar – Udi Tsemach



9. Reading Jerusalem: Visions of Jerusalem in Israeli Literature

Summary

Literature and landscapes form mutual relationships. Through the lens of poetry and fiction Jerusalem is not a “given” or static entity, but is constantly created and recreated in metaphors and stories, which depict it and reveal the hopes, frustrations and world views of the authors. In reading core literary Israeli works as well as popular contemporary fiction, this course offers multiple portraits of a city which is at the heart of Hebrew and Israeli culture.

Credits: 4

Mode: Frontal

Dr. Rafael Tsirkin-Sadan / Haim Aronovich

FALL SEMESTER

10. Contemporary Jewry and Jewish Education

Short description

The course will survey the historical, social and political setting within which Jewish education is conducted in the contemporary Jewish world. It will examine the different ways in which Jewish communities are organized and the impact of the structure of the surrounding societies on Jewish life and education. The course will relate to how demographic trends influence the prospects of Jewish educational institutions. The course will also look at the impact of diverse Jewish ideologies and their educational expression.

Credits: 2

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Mode: Online (2nd. Semester)

Dr. Yossi Goldstein

11. Entrepreneurship and Innovation in Jewish Education

Short description

It is our premise that Jewish Education operates in a competitive field. We compete for the attention of potential students, for valuable resources and funding. These issues lie at the heart of social entrepreneurship.

This course focuses on the growing field of social entrepreneurship and its application to Jewish Education. Students will be introduced to primary concepts, paradigms and literature in the field enabling them to grapple with the aforementioned challenges.

Credits: 4

Mode: Online (2nd Semester)

Dr. Jonathan Mirvis

12. Ethics and Jewish Education in the Thought of Emmanuel Levinas

Short description

The course will study a series of Emmanuel Levinas' Talmudic readings with an eye to their pedagogic method and their educational significance. The course will investigate how the Talmudic readings fit into Levinas' broader educational vision and his general philosophy of "ethics as first philosophy."

Credits: 4

Mode: Online (2nd Semester)

Dr. Michael Gillis.

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13. Renewing the practice of Israel Education

Short description

This course is grounded in two assumptions: first, that Israel education is a multidimensional activity concerned with the development of knowledge, attitudes and behaviors, and, second, that Israel is not only a unique subject to be learned and understood, but an integral dimension of all aspects of the educational settings in which it takes place. The course examines and builds on these assumptions to explore how Israel education might become an integral and coherent component of Diaspora Jewish educational institutions.

Credits: 4

Mode: Online (2nd Semester)

Dr. Alex Pomson

SUPPLEMENTARY COURSES

Upon acceptance to the program, each student is advised of the required supplementary studies. Students who are not graduates of the School of Education or of a department of Jewish Studies will be required to take supplementary courses in order to ensure their successful and fruitful integration into the MA program. Supplementary courses are not part of the MA study program and must be completed by the end of the summer semester of the program.

Supplementary course grades will not count towards the grade point average of the degree.

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A. Foundations of Education

Course Description

The course will provide a sample of key readings in three areas of educational research: sociology of education; educational psychology; philosophy of education. Participants in the course will be required to submit regular reading reports, which identify the major points in the reading. The reports are also an opportunity to express a personal reaction to the reading, which can take the form of a discussion of the practical educational implications of the reading. Some of the readings will be concerned with or touch upon Jewish education and Israeli education.

At the end of each section of the course participants will submit a short essay (800-1000 words) which takes two of the items in the bibliography of the section and discusses the ideas of the articles bringing the ideas of the two articles into a relationship with each other. This might be by comparing them, showing how the ideas of one stem from the other, how each might contribute to educational practice.

Areas

- Sociology of Education
- Educational Psychology
- Philosophy of Education

B. Jewish Education and Jewish Studies

Course Description

This is a prerequisite course for the Masters program in Jewish Education for those with a limited, or no, previous experience of Jewish Studies in an academic context.

Academic Jewish Studies is generally characterized by a critical approach – that is to

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say one which tries to avoid assumptions about the material being studied and which asks questions about its history, meaning and reception using the methods of history, philology and literary analysis. Our course will look at three fields of Jewish Studies: Bible; Rabbinic Literature; Jewish Thought. Each of these fields can be further subdivided into a variety of subject matters, e.g. philosophy and mysticism in Jewish thought, and a variety of academic approaches e.g. literary analysis and the study of language. The course will provide a sample of academic writing in each field with the aim of providing a window on this variety of work.

The course will be conducted through the course website where the course readings will be available. Participants will write regular reading reports, participate in discussion forums and write brief summary assignments at the conclusion of each section of the course.

Areas

- Bible
- Rabbinic Literature
- Jewish Thought



GENERAL REQUIREMENTS

Course Attendance Requirements

Attendance in classes, exercises, seminars etc. is compulsory. Irregular participation in these courses could deny the student's right to receive a final course grade.

Participation in online courses entails weekly submission of assignments and/or active participation in discussion groups, as required by the lecturer and the course procedures.

Course Load

All courses offered in the study program are compulsory. A student is entitled to take exams in all the courses that are part of their course-work schedule and the grades will be listed on their record of studies.

The final grade point average will be determined by all the required courses for the degree as well as two seminar papers that the student will choose, one based on an online course and one based on a summer semester course.

Written Assignments

The procedures in this section relate to written assignments, such as: mid-course assignments (exercises, reports); take-home tests; final course papers, seminar papers etc.



Submission Dates

Submission date – 1st Semester

- Regular date: up to 30 days before the end of the semester
- Additional date: until the end of September

Submission date – Summer Semester

- Regular date: up to 30 days before the end of the course
- Additional date: until the end of December

Submission date – 2nd Semester

- Regular date: up to 20 days before the end of the semester
- Additional date: until the end of April

Degree Eligibility

The final grade for an MA degree will be determined based on the following components:

- Course grade average – 70%
- 1st seminar paper – 15%
- 2nd seminar paper – 15%

Book and other materials

All materials of the courses are available in the Virtual Platform.