

# MOSHE KRAKOWSKI

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428 Terhune Ave.  
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## RESEARCH INTERESTS

Curriculum development, cognition and religion, conceptual change, ultra-Orthodox Jewish education, worldview, epistemology, Talmud education, problem-based learning

## PROFESSIONAL APPOINTMENTS

YESHIVA UNIVERSITY,  
AZRIELI GRADUATE SCHOOL OF JEWISH EDUCATION AND ADMINISTRATION      NEW YORK, NY  
**Assistant Professor**      2010 – Present  
**Director of Masters Program**      Beginning September 2013

UNIVERSITY OF CHICAGO      CHICAGO, IL  
**Post-Doctoral Scholar, Spatial Intelligence and Learning Center**      2007 – 2009

## EDUCATION

NORTHWESTERN UNIVERSITY      EVANSTON, IL  
**Ph.D., Learning Sciences**      June, 2008

THE UNIVERSITY OF CHICAGO      CHICAGO, IL  
**B.A. with General Honors, Philosophy**      1998-2001  
**Phi Beta Kappa, Lee Family Foundation Prize**

HEBREW THEOLOGICAL COLLEGE      SKOKIE, IL  
**Talmudic Studies**      1998-2000 (part time)

YESHIVAT KEREM B'YAVNEH      ISRAEL  
**Post-secondary Talmudic and Jewish Studies**      1996-1998

## PUBLICATIONS

- Krakowski, M. (2013). Worldview Construction and Identity Formation in Ultra-Orthodox Jewish Elementary Schools. *Diaspora Indigenous and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival*, 7(1), 21-38
- Krakowski, M. (2012). Moderate Ultra-Orthodoxy: Complexity and Nuance in American Ultra-Orthodox Judaism. *Journal of Religion and Education*, 39 (3), 257-283
- Krakowski, M., Kramer, J., Lev, N. (2012). Empowering Students through Problem and Project Based Learning. *Jewish Educational Leadership*. 10(2), 4-8
- Sherin, B. L., Krakowski, M., & Lee, V. R. (2012). Some assembly required: How scientific explanations are constructed during clinical interviews. *Journal of Research in Science Teaching*, 49 (2), 166-198.
- Krakowski, M. (2011). Challenge and Response in Jewish Education. *Journal of Jewish Education*, 77(4), 307-325.
- Krakowski, M. (2008). Dynamics of Isolation and Integration in Ultra-Orthodox Jewish Schools. *Journal of Jewish Education*. 74 (3), 317 - 342
- Krakowski, M. (2008). *Isolation and Integration: Education and Worldview Formation in Ultra-Orthodox Jewish Schools*. Unpublished Dissertation, Northwestern University, Evanston, IL.

## PUBLISHED CONFERENCE PROCEEDINGS

- Krakowski, M. (2012). Two Models of Authenticity: Signature Pedagogy, Problem Based Learning, and Cultural Context. *Proceedings of the 10th International Conference of the Learning Sciences (ICLS)* (Vol. 2 pp. 261-265) International Society of the Learning Sciences: Sydney
- Krakowski, M., Ratliff, K., Gomez, L. M., & Levine, S. (2010). Spatial Intelligence and the Research - Practice Challenge. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS)* (Vol. 1, pp. 556-563): International Society of the Learning Sciences: Chicago  
*Finalist for Best Paper Award*
- Sherin, B., Lee, V., & Krakowski, M. (2008). Complexity and compromise: Treating interviews as dynamic interactions. *Proceedings of the Eight International Conference of the Learning Sciences (ICLS)*
- Sherin, B., Lee, V. R., & Krakowski, M. (2007). *Conceptual Dynamics in Clinical Interviews*. American Institute of Physics Conference Proceedings (Vol. 951, pp. 23-26)

## MANUSCRIPTS IN PROGRESS

Krakowski, M. *Models of Authenticity*

Krakowski, M.

## PRESENTATIONS

### CONFERENCE PAPER PRESENTATIONS

Krakowski, M. (2012) *Implementing Project Based Learning In Jewish Educational Settings*. Paper presented at the annual meeting of the Network for Research in Jewish Education, June, 2012, Newton, MA

Krakowski, M. (2011) *Cultural and Religious Change through the Lens of Schools*. Paper presented at the Annual Meeting of the American Educational Research Association, April, 2011, New Orleans, LA

Krakowski, M. (2011) *Signature Pedagogy and Socialization in Elementary Education: What we can Learn from Religious Educational Contexts*. Paper presented at the Annual Meeting of the American Educational Research Association, April, 2011, New Orleans, LA

Krakowski, M. (2011). *The Science of Learning: From Understanding Cognition to Problem Based Learning*. Presented at the North American Jewish Day School Conference, February, 2011. Los Angeles, California

Krakowski, M. (2010). *Signature Pedagogies in Elementary Haredi Education: Socialization, cultural practice, and worldview in the school day*. Paper presented at the 6<sup>th</sup> International Conference of the Israeli Association for Research in Jewish Education. Bar- Ilan University, Ramat Gan, Israel.

Krakowski, M., Shargel, R., Gilpin, V. (2008). *Successfully Finishing the Dissertation in Jewish Education*. Paper presented at the Annual Conference of the Network for Research in Jewish Education, Cleveland, OH.

Krakowski, M. (2007). *Internal Complexity, External Adaptation: Cultural Dynamics in the Ultra-Orthodox School System*. Paper presented at the Annual Conference of the Association for Jewish Studies, Toronto, Canada.

Sherin, B., Lee, V., Krakowski, M. (2007). *Using Clinical Interviews to Study Science Knowledge and Learning*. Paper presented at the 5<sup>th</sup> annual Knowledge Sharing Institute of the Center for Curriculum Materials in Science. Washington, D.C.

Krakowski, M. (2007) *Charting the Ultra-Orthodox "Enclave": Education, Occupation, and Demographic Diversity*. Paper presented at the Annual Conference of the Network for Research in Jewish Education, Los Angeles, CA.

Krakowski, M. (2006) *Knowledge, Discipline, and Respect: The Use of Rabbeim as Secular Studies Teachers in Ultra-Orthodox Schools*. Paper presented at the Annual Conference of the Network for Research in Jewish Education, New York, NY.

Krakowski, M. (2006) *Modes and Nodes: A Cognitive Framework for Capturing Conceptual Dynamics*. Symposium presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Krakowski, M. (2006) *The Role of Education in the Maintenance of Religious Identity: The Problem of Secular Instruction in Ultra-Orthodox Jewish Schools*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Krakowski, M. (2004). *Applying the Micro-practice Framework to Ultra-Orthodox Jewish Education*. Symposium presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

#### CONFERENCE POSTER PRESENTATIONS

Hickey, E., Bradley, C., Krakowski, M., Ratliff, K., Gomez, L., Ping, R., Levine, S. (2011). *Using Teacher Work Circles to Improve Spatial Learning in the Classroom*. Poster to be presented at the Biennial Meeting of the Society for Research in Child Development, April 2011, Montreal, Quebec, Canada

### **RESEARCH**

#### CURRENT RESEARCH

AZRIELI GRADUATE SCHOOL OF JEWISH EDUCATION AND ADMINISTRATION  
YESHIVA UNIVERSITY

CURRICULUM AND JEWISH EDUCATION: 2010-PRESENT

#### GUIDELINES AND EXEMPLARS FOR CURRICULUM DEVELOPMENT IN JEWISH SCHOOLS

PRINCIPAL INVESTIGATORS: DR. MOSHE KRAKOWSKI, DR. LAYA SALOMON

This project draws on curricular design research, the philosophy of Jewish education, and empirical data on classroom practices to build a framework for thinking about curricular development in Jewish educational contexts. Focusing on schooling at the K-12 level, the project aims to develop a set of guidelines for constructing curricula that address both the unique nature of Jewish subject matter and the cultural context within which Jewish education takes place. This research is in the early stages of development.

MOTIVATION TO TEACH: 2010-PRESENT

#### WHAT ARE THE INFLUENCES ON JEWISH EDUCATORS ENTERING THE FIELD?

PRINCIPAL INVESTIGATORS: DR. LAYA SALOMON, DR. MOSHE KRAKOWSKI

This project investigates the influences, motivations, and perceptions of teachers who work in K-12 Jewish educational settings. Using a combination of qualitative clinical interviews and broad based survey data, the study seeks to understand, among other things, the role of religion in the desire to

teach in Jewish environments, the impact of great mentors and role models on the decision to teach, and the perception of value that teachers feel in regard to their own work.

PROBLEM BASED LEARNING IN JEWISH EDUCATIONAL SETTINGS

2011-PRESENT

PRINCIPAL INVESTIGATOR: DR. MOSHE KRAKOWSKI

This project investigates the use of problem and project based curricula in Jewish educational settings. In particular, it is posited that PBL is uniquely suited to the teaching and learning of *halacha*, and that it can be used more broadly in the Judaics curriculum to great effect. Work is currently underway to explore its utility in modern Orthodox schools.

DISSERTATION RESEARCH

NORTHWESTERN UNIVERSITY, DEPARTMENT OF LEARNING SCIENCES

ISOLATION AND INTEGRATION:

2003-2008

EDUCATION AND WORLDVIEW FORMATION IN ULTRA-ORTHODOX JEWISH SCHOOLS

ADVISOR: DR. BRUCE SHERIN

Field work in three ultra-Orthodox Jewish elementary schools. Qualitative data collection included classroom observation, clinical interviews with teachers, students, parents, administrators, and Rabbis. Quantitative data included standardized test-score analysis and survey response analysis. The project was concerned with identifying the unique secular studies practices of a community that maintains a religious worldview at odds with that of the majority society. Work centered on the way in which these schools constrain what can take place during the time allotted for secular studies, and the role of religious education in maintaining worldview. This study required the development of theory in the area of worldview and epistemology to support inquiry and research.

SPATIAL INTELLIGENCE LEARNING CENTER (SILC)

UNIVERSITY OF CHICAGO

CLASSROOM ENVIRONMENT AND SPATIAL INTELLIGENCE

2007-2009

PRINCIPAL INVESTIGATORS: DR. SUSAN LEVINE, DR. LOUIS GOMEZ

Analysis of the spatial environment of classrooms. Work involved an analysis of the impact of spatial representations that hang in classrooms, and the development of methods for teachers to better harness the spatial content that exists in both representations and classroom activities. This research involved collaboration with Chicago Public School teachers to develop curricula that support spatial intelligence.

DIAGRAM USE IN STUDENT TEXTBOOK READING

2007-2008

PRINCIPAL INVESTIGATORS: DR. LOUIS GOMEZ, DR. THOMAS SHIPLEY

Research involved assessing high- and low-level readers' integration of spatial representations in science texts, utilizing eye-tracking equipment to assess student reading patterns.

CHILDREN'S SPATIAL USE OF GIS

2007

PRINCIPAL INVESTIGATORS: DR. DAVID UTTAL, DR. DANNY EDELSON

Analysis of middle school students' use of spatial reasoning while using computer-based GIS (Geographic Information System) technologies. Built a catalogue of spatial reasoning exemplars, derived from detailed analysis of student GIS use.

COGNITION AND CONCEPTUAL CHANGE RESEARCH  
NORTHWESTERN UNIVERSITY, DEPARTMENT OF LEARNING SCIENCES

CONCEPTUAL DYNAMICS PROJECT

2003-2007

PRINCIPAL INVESTIGATOR: DR. BRUCE L. SHERIN

Involved in the advancement of theory related to the description and characterization of conceptual change. Conducted and analyzed in-field interviews and observed sixth grade classes to evaluate project and non-project based science curricula. Designed interview and observation instruments.

**ACADEMIC SERVICE**

JOURNAL AND CONFERENCE REVIEWS

Journal of Research in Science Teaching  
Network for Research in Jewish Education  
Prism Journal

**TEACHING**

**ASSISTANT PROFESSOR, YESHIVA UNIVERSITY (MASTERS AND DOCTORAL)**

RESEARCH IN JEWISH EDUCATION, QUALITATIVE (ED.D)

SPRING 2010

YESHIVA UNIVERSITY, AZRIELI GRADUATE SCHOOL

CURRICULUM DEVELOPMENT (MASTERS)

SPRING – SUMMER 2010

YESHIVA UNIVERSITY, AZRIELI GRADUATE SCHOOL

CURRICULUM AND ASSESSMENT (MASTERS)

FALL 2010, FALL 2011

YESHIVA UNIVERSITY, AZRIELI GRADUATE SCHOOL

INTRODUCTION TO RESEARCH IN JEWISH EDUCATION, (ED.D)

FALL 2012

YESHIVA UNIVERSITY, AZRIELI GRADUATE SCHOOL

LEARNING AND COGNITION (MASTERS)

FALL 2010 – SPRING 2013

YESHIVA UNIVERSITY, AZRIELI GRADUATE SCHOOL

PROFESSIONAL ENHANCEMENT PRACTICUM (PEP)

FALL 2012 – SPRING 2013

YESHIVA UNIVERSITY, AZRIELI GRADUATE SCHOOL

**TEACHER TRAINING AND WORKSHOPS**

TEACHER WORK CIRCLE: SPATIAL INTELLIGENCE IN THE CLASSROOM

2008-2009

UNIVERSITY OF CHICAGO, CHICAGO, IL

Led multiple workshops for elementary school teachers on utilizing everyday classroom activities to enhance students' spatial abilities.

PAS (PROMOTING ACADEMIC SUCCESS – BOYS OF COLOR) MENTORS SUMMER TRAINING 2009

UNIVERSITY OF CHICAGO, CHICAGO, IL

Worked with mentors for low-SES children from Chicago and Florida on the development of strategies for including math enrichment in summer mentoring activities.

PBL COMMUNITY OF PRACTICE

2011-2012

INSTITUTE FOR SCHOOL PARTNERSHIP, YESHIVA UNIVERSITY

Ran an online and phone community of practice for teachers in Jewish schools who were working on developing problem-based curricula in their classrooms.

G21 CONFERENCE: GEMARA FOR THE 21ST CENTURY CLASSROOM

JUNE, 2012

INSTITUTE FOR SCHOOL PARTNERSHIP, YESHIVA UNIVERSITY

Facilitated a full-day conference and workshop for gemara teachers in schools throughout the greater New York area, to rethink what gemara instruction can and should look like in schools today.

YU LEAD: ADVANCING EMERGING LEADERS IN THE FIELD OF JEWISH EDUCATION

APRIL, 2013

INSTITUTE FOR SCHOOL PARTNERSHIP, YESHIVA UNIVERSITY

A week long online class will be given to educators around the country in a special program to develop emerging leader in Jewish education. The one week class will focus on the goals of Jewish education—what are we trying to accomplish and why?

**IN-SCHOOL SUPPORT**

PROFESSIONAL DEVELOPMENT WORKSHOPS

2010-2012

HALF-DAY TO THREE-DAY PROFESSIONAL DEVELOPMENT WORKSHOPS

Yeshivat Shaarei Dat, Denver, CO

Rav Teitz Mesivta Academy, Elizabeth, NJ

Margolin Hebrew Academy, Memphis, TN

Certificate program in experiential Jewish education, Yeshiva University

SCHOOL EVALUATIONS

2012

TEAM EVALUATIONS OF SCHOOL INSTRUCTION, ADMINISTRATION

Merkaz HaTorah, RJJ Boy's School, Staten Island, NY

Merkaz HaTorah, RJJ Girl's School, Staten Island, NY

Rabbi Pesach Raymon Yeshiva (RPRY), Edison, NJ

**LEARNING SCIENCES GRADUATE TEACHING ASSISTANT**

OBSERVATION TECHNIQUES AND METHODS

WINTER 2004

DEPARTMENT OF LEARNING SCIENCES, NORTHWESTERN UNIVERSITY

Organized and assisted students on projects that focused on analyzing both qualitative and quantitative methods within educational research.

LEARNING AND UNDERSTANDING: A COGNITIVE SCIENCE APPROACH

SPRING 2005

DEPARTMENT OF LEARNING SCIENCES, NORTHWESTERN UNIVERSITY

Assisted undergraduate students with projects built around an understanding of knowledge representation. Graded student work. Assisted in the teaching of the class.

KNOWLEDGE REPRESENTATION FOR THE LEARNING SCIENCES

SPRING 2007

DEPARTMENT OF LEARNING SCIENCES, NORTHWESTERN UNIVERSITY

Helped develop the course structure. Assisted graduate students with projects built around an understanding of knowledge representation. Met with students and graded student work. Assisted in the teaching of the class.

**PROFESSIONAL MEMBERSHIPS**

- American Educational Research Association
- Network for Research in Jewish Education
- Association for Supervision and Curriculum Development
- International Society of the Learning Sciences