

Azrieli Graduate School

Course Offerings Summer 2026

All classes are asynchronous
Find Course Descriptions below

Asynchronous Online Courses Asynchronous courses may have several synchronous on-line sessions, to be arranged to accommodate student and faculty schedules					
Required and Elective Courses – For Azrieli credit					
CRN 60561	EDU 5120	Models of Teaching I	Dr. Ilana Turetsky	Asynchronous	
CRN 60634	EDU 5140	Curriculum and Assessment*	Dr. Moshe Krakowski	Asynchronous	
CRN 60992	EDU 5210	Teaching Bible: Prophets	Dr. Ilana Turetsky	Asynchronous	
CRN 60993	EDU 5302	Science and Practice of Teaching Hebrew*	Dr. Scott Goldberg	Asynchronous	
CRN 60642	EDU 5930	TPCS: The Torah of Rabbi Sacks	Dr. Erica Brown	Asynchronous	
CRN	EDU 5250	Workshop: Informal Jewish Education	Dr. Benji Davis	Asynchronous	
CRN 60998	EDU 6322	Teaching Biblical Exegesis: Parshanut	Dr. Moshe Sokolow	Asynchronous	
CRN 60565	EDU 5700	Portfolio**	Dr. Laya Salomon	Asynchronous	
CRN 60695	EDU 9000	Independent Study <i>Student must sign a form to specify the coursework</i>	Faculty	Asynchronous	
		*Models of Teaching 1 is a prerequisite ** Portfolio has special prerequisites			

Course Descriptions

All Summer courses for summer 2026 below

EDU 5120 MODELS OF TEACHING I 3 credits

This course integrates three major components of effective classroom pedagogy: instructional strategies, behavior management strategies and instructional design strategies. Students leave the course with a deep understanding of lesson planning, active and cooperative learning strategies, research-based questioning techniques, and best practices for effective classroom management. This is a practical, hands-on course that aims to ensure foundational skills and knowledge related to teaching. As a final product, students plan, prepare and deliver a complete lesson that integrates research-based strategies and techniques.

EDU 5140 CURRICULUM AND ASSESSMENT 3 credits

This course familiarizes the student with the theoretical foundations of curriculum design and student assessment, along with the practical skills necessary to develop a coherent Jewish studies curriculum and varied assessments. It focuses on identifying learner centered curricular goals for a Jewish educational domain, designing experiences that will successfully implement these goals, and devising a range of assessments to determine the extent to which the desired learning is taking place. Students in this course design a complete Jewish studies unit curriculum, with learning activities and unit assessments.

Prerequisite: EDU 5120 Models of Teaching

EDU 5210 TEACHING BIBLE: THE PROPHETS (NAVI) 3 credits

Maximizing the use of Nevi'im Rishonim (in elementary school) and Nevi'im Aharonim (in secondary school) as educational resources through the analysis of student motivation, learning styles and development, and the selection of appropriate texts and commentaries. Various instructional and assessment modalities are analyzed.

EDU 5302 SCIENCE AND PRACTICE OF TEACHING HEBREW READING 3 credits

All Jewish educators who teach texts in Hebrew are teaching literacy and to do that effectively, they need to learn its science. This course examines the nature of reading and writing. Consideration is given to the acquisition and role of language (first and second) and to the emerging intellectual and emotional needs of children, particularly within a Jewish community. The facts and misconceptions concerning language learning, literacy development as it relates to bilingualism, various approaches to reading and writing instruction, assessment of reading and writing, and interventions for “at-risk” readers, are studied. Each student works individually with a child, observing, trying out methods and materials, and developing firsthand awareness of the reading and writing process, especially the role of the teacher and child in that process.

Prerequisite: EDU 5120 Models of Teaching

EDU 6322 TEACHING BIBLICAL INTERPRETATION (EXEGESIS/Parshanut) 3 credits

The objective of this course is to obtain an in-depth knowledge of the substantive and methodological characteristics of medieval Biblical exegesis (Parshanut Hamikra') and a pedagogical awareness of how to best utilize it in teaching Tanakh. We shall focus, initially, on those parshanim who appear in the Mikra'ot Gedolot: Rashi, Rashbam, Ibn Ezra, Radak and Ramban.

Next, we will look at the uses to which these (and other) parshanim have been put in contemporary Bible study, focusing on the contributions of Nehama Leibowitz and the Da`at Mikra series. We will also explore several of the online databases that provide information and direction for teachers of Tanakh, including: data.ac.il; alhatorah.org; hatanakh.com; mgketer.org; and the VBM.

Students will be required to submit a detailed plan of a Tanakh lesson they would teach to a class of their choice. This plan should delineate their objectives in terms of both the text (content) and the students (skills, beliefs, dispositions), the difficulties they present, the strategies they will employ to overcome those difficulties, and the role to be played by parshanut in the process.

EDU 5700 PORTFOLIO

Taken in the last semester before graduation, students are required to submit a Professional Portfolio demonstrating their growth and learning at Azrieli and the requisite knowledge, skills, and dispositions of a Jewish educator. After an introductory module explaining the nature and requirements for the portfolio, students compile their portfolio in a self-paced manner and submit by a noted deadline. Portfolio is graded on a Pass/Fail basis, with extensive feedback offered by the instructor.