

## **AZRIELI GRADUATE SCHOOL OF JEWISH EDUCATION AND ADMINISTRATION**

### **COURSE DESCRIPTIONS:**

#### **EDU 5120 MODELS OF TEACHING I**

Theory and practice in research-based effective classroom organization and management principles, procedures, and problem-solving. Practical strategies and techniques are presented through which teachers may achieve classroom discipline within a positive and congenial classroom climate.

#### **EDU 5121 MODELS OF TEACHING II**

This course integrates three major components of effective classroom pedagogy: instructional strategies, behavior management strategies and instructional design strategies. The course will also focus on the knowledge, understanding and skill related to planning for and managing classrooms with diverse students and using instruction and assessment methods in the classroom environment effectively and efficiently.

#### **JED 5000 LEARNING AND COGNITION**

This course will examine student thinking and learning through the perspectives of cognitive and learning science. It will include an introduction to cognitive science focusing on representations used to model student knowledge and thinking, and how these can be used to describe student learning over the short- and long-term. Finally, we will focus on how these representations of knowledge and learning can enhance teaching practice in classroom settings.

#### **JED 5070 – PROMOTING JEWISH VALUES**

A practical approach to the field of moral and spiritual development and values education, informed by psychological theory and Jewish thought. The major focus is on educational applications of new research in spiritual development in children and adolescents, and the field of positive psychology – an emerging science that focuses on understanding such positive traits as forgiveness, gratitude and happiness. Each topic is presented in the context of recent research, Judaic perspectives, and their implications for educators working in Jewish schools.

#### **EDU 5302 – LEARNING LANGUAGE AND TEXTS I (Teaching Literacy 1)**

Exploration of current research and practice on teaching reading. Emphasis on Hebrew decoding, comprehension strategies, and techniques in critical thinking, studying, and other learning skills.

## **EDU 5312 – LEARNING LANGUAGE AND TEXTS II (Teaching Literacy 2)**

Advanced principles and techniques of teaching Hebrew; reading, writing, grammar, spelling, conversation, composition, and literature.

## **EDU 5140 – CURRICULUM AND ASSESSMENT**

This course will familiarize the student with the theoretical foundations of curriculum design and student assessment, along with the practical skills necessary to develop a coherent curriculum and varied assessments. It will focus 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.

## **JED 5200 - TEACHING BIBLE: CHUMASH**

Principles, techniques, and materials of teaching Bible in Jewish day schools; trends and approaches in teaching Bible; relevance of the Bible in modern society. Analysis of student motivation, learning styles and development, and the selection of appropriate texts and commentaries. **Pre-requisite: EDU 5120: Models of Teaching.**

## **JED 5210 – TEACHING BIBLE: THE PROPHETS**

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. **Pre-requisite: EDU 5120: Models of Teaching.**

## **JED 5317 – TEACHING ISRAEL AND ZIONISM**

Curricular and instructional development in religious Zionism and modern Israel, including multi- and interdisciplinary approaches; studying current events and promoting Israel advocacy; integration of Israel education into Jewish and general studies curricular, co-curricular and extra-curricular options.

## **JED 5230 – TEACHING JEWISH LITURGY**

Principles, techniques, and materials for teaching tefilah in Jewish day schools; resource materials, terminology, concepts, curriculum, and philosophy of Jewish prayer. **Pre-requisite: EDU 5120: Models of Teaching.**

### **JED 5551 – PROFESSIONAL ENHANCEMENT PRACTICUM I (PEP I)**

The PEP (student teaching) experience serves as the culminating expression of what students have learned in their coursework and in actual teaching, integrating theory, research, and practice. PEP is a 6-credit practicum **that extends over the course of the full academic year** (3 credits each semester). PEP I includes a seminar course that meets weekly on Wednesdays, 6:00 – 7:50 p.m. Students should reserve this time and not take on a work assignment that will prevent attendance in this seminar. The course requires that students serve as head teacher, assistant teacher, or intern in a formal Jewish educational setting.

### **JED 5552 – PROFESSIONAL ENHANCEMENT PRACTICUM II (PEP II)**

The PEP (student teaching) experience serves as the capstone culminating expression of what students have learned in their coursework and in actual teaching, integrating theory, research, and practice. PEP is a 6-credit practicum **that extends over the course of the full academic year** (3 credits each semester). The course requires that students serve as head teacher, assistant teacher, or intern in a formal Jewish educational setting.

### **EDU 8500 & EDU 5312 – CURRICULUM INTERNSHIP I AND CURRICULUM INTERNSHIP II**

Students work with day schools (or other Jewish educational institutions) to develop curricula in Jewish education. Requires a minimum of 200 hours of collaboration with the school and an accompanying seminar at Azrieli.

### **JED 5240 – TEACHING THE HOLOCAUST**

This course will provide principles, practices, materials, interdisciplinary activities, and resources, with particular emphasis on literature and film, for teaching about the Holocaust in elementary and secondary schools. **Prerequisite: EDU 5120: Models of Teaching.**

### **EDU 6122 – ADVANCED MODELS OF TEACHING**

Theoretical and practical principles of pedagogy for Judaic, as well as general studies subjects, pre-school through university level and beyond. It is a hands-on course, offering guided practice in theory and research based effective teaching, largely in the cognitive domain.

### **EDU 5150 - EDUCATIONAL TECHNOLOGY**

This course will address best practices on integrating technology into the curriculum and classroom. The course will assist students in developing a working knowledge of educational technology standards and pedagogy, proficiency with fundamental technology tools, and the ability to apply them to the classroom. Students will have opportunity to evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning, access resources to

help address instructional challenges, and evaluate the validity of those resources to meet student learning needs.