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Course Description
As you conclude your final studies in the Pardes Educator Program you have the opportunity to reflect on the learning you have done in text study, your education courses, your field placements and your co-curricular experiences. By taking the time to prepare your final project you will be able to integrate your learning and produce a concise document that helps you to consolidate your learning and create a deeper understanding of yourself as a Jewish educator.

Course Objectives:
1. To critically analyze and make informed use of theory and research literature relating to the development of Jewish education and professional practice in educational settings.
2. To critically explore best practice and to be able to synthesize practice with theory.
3. To be able to value and build upon the strengths, experiences and competence of fellow course members and to progress and development through active learning, both as an individual and supportive group through which course members are encouraged to share and debate, dialogue and respect each other’s thinking.
4. To deepen the ability to analyze, reflect and apply what is learnt to enhance professional practice.
5. To develop unarticulated personal stance toward the teaching of Jewish texts through research, as evidenced by the final project.

Congratulations on entering the final phase of your graduate program at Hebrew College! We hope that you have found your coursework both at Hebrew College and at Pardes, as well as your field experiences and your involvement in co-curricular events to be helpful in your career and for your personal learning. This research seminar is in
many ways the culmination of your years of study in the Pardes Educator Program. It provides you with the opportunity to integrate your learning of Judaic texts and educational theories & practice. Your final project allows you to further investigate a topic that intrigues you and that relates to the work you are preparing for. The project is submitted as a bound written paper. Once completed, we hope that you see this project as a meaningful learning experience, a professional stepping stone and a source of personal pride.

Enduring Understandings
• Jewish Educators must have an articulated stance toward the teaching of Jewish texts and content.
• Jewish learning and teaching is deeply connected to content, behavior, community and individual identity.

Essential Questions
• What is my now unique stance toward Jewish text?
• How can teachers help cultivate connections between cognitive learning and affective behaviors?
• What considerations about text, community and students should teachers take into account when teaching children in a Jewish setting?

COMPLETING YOUR PROJECT SUCCESSFULLY

Successful projects will deeply develop the following:
• An original research question about the place of Jewish content in the world of Jewish education which integrates your professional and academic expertise
• Primary source research to answer the question
• Contextual, secondary source research to frame the question and its answers
• A nuanced, substantiated argument that answers the research question
• A constructive, application-to-practice element
• Timely delivery of all phases of written work
• Integration of both oral and written comments from project advisors

To ensure success, we have put the following supports in place:
• Advisor: Marion Gribetz and other faculty and staff as necessary
• Definitive project expectations (this document)
• Graduate Research Seminars (meeting remotely through the spring semester and intensively in person in Jerusalem in June)
• Firm timeline with deadlines that allow for revisions
• Regular check-ins with your project advisor
• Access to all Hebrew College resources (online library, faculty, etc.)
• Expectation that students will complete work within deadlines, and work with advisor to ensure their own success
Assessment/Evaluation:
Your successful completion will depend on fulfillment of these expectations and the resulting quality of your work. Final assessments will be on a fail, pass, and pass with distinction basis. Since the purpose of the project involves an integration of Judaic and educational content, the evaluation of the project gives equal emphasis to the scholarly Judaic-content aspect of the project and its academic and pragmatic educational dimensions. The student’s timely completion of work and scheduling of regular meetings with her faculty advisor are also considered. To qualify for 'distinction,' students are expected to demonstrate at least the following: evidence of wide knowledge of the question/subject, including the context of the debate, the theoretical and the historical background; good awareness of nuances and complexities; ability to arrive at viable conclusions using supporting and conflicting evidence and; originality and creativity (e.g. in ideas, formulation, synthesis, application of method). A detailed document with assessment guidelines is also available on the course Schoology site.

Course Accommodations for Disabilities
*Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course.* If you require course accommodations because of a documented disability or an emergency situation, please email me as soon as possible. I am happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with me before you experience difficulty.

Specific Requirements

The final product will be no more than 10 pages, double spaced in length.

Two copies of the final project must be submitted as a bound hard copy.(One for the Pardes Library, one for the Hebrew College Library)

Your name, title of your paper and page number must appear on the footer of each page.

The project will be composed of the following:
1. An Abstract (no more than 100 words)

2. A statement about your own personal stance toward Jewish text and/or an articulated question about the place of a particular body of Jewish content in Jewish education (no more than 4 pages).
a. Please choose from one of the following bodies of text/content: tanakh, rabbinc literature, historical Jewish texts, Jewish thought, prayer or whatever other body of text you deem pertinent to your stance. YOU MUST LIMIT YOURSELF TO ONE DISCIPLINE ONLY.

b. A discussion of the intellectual arguments surrounding the role of this content in Jewish life.

c. A discussion of your beliefs [hashkafa] about your chosen discipline.

Here are some prompts that might be helpful as you concisely articulate your stance:
discussion of the place of the text in Judaism; think about its role in Jewish behavior for both religious and secular communities and individuals; its place in Jewish culture; any pertinent historical developments and uses of your text in ancient through modern times; the place where the text was created - whether in Israel or the Diaspora.

3. A choice of ONE piece of text that really speaks to you and/or illuminates the question. You will describe what it is about the text that resonates and/or how it embodies the question for you (not more than FOUR pages). You will situate the text in its canonical and historical context and explore how this text has and an impact on the Jewish people over time and space. If you choose a written text it should no more than 10 passim or half a page of narrative.

You should be sure to include a discussion of the place of language - whether that is Hebrew, Aramaic or other - and a discussion of translation. If you present the text in translation you should discuss what choices you made in choosing the translation that you did.

4. A discussion of how you might use this text with students- children or adults. (no more than 3 pages).

In what setting(s) could you see using the text and for what purposes?
Are there special considerations you would need to account for depending on the setting and the students?
What additional materials would you use to amplify the enduring understandings you are aiming for?

As you complete your work, please refer to the Enduring Understandings and Essential Questions stated above.