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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 help progression 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 others' thinking.
4. To deepen the ability to analyze, reflect and apply what is learnt and to
enhance professional practice.
5. To develop an aspect of the course 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 and field experiences 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 at Hebrew College. 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 your work. The project is submitted as a bound
written paper and presented orally at an end-of-year day of celebration of our
graduates. Throughout the year-long project you will be guided by the seminar
instructors, a faculty advisor of your choosing, and by the seminar community that
we seek to build. Once completed, we hope that students see this project as a

meaningful learning experience, a professional stepping stone and a source of personal pride.

This syllabus will serve as an overview of the project, its key players and the role and schedule of the seminar. Further, we have included expectations of students, structural recommendations for the written work and presentations, as well as details about assessment.

1. COMPLETING YOUR PROJECT SUCCESSFULLY

Successful projects will deeply develop the following:

- An original research question, which integrates your professional and academic expertise
- Intensive, 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 all project advisors
- Dynamic presentation

To ensure success, we have put the following supports in place:

- Two advisor roles:
  - Seminar Instructors (Michael Shire; Deborah Skolnick Einhorn)
  - Project Advisor (assigned based on subject and student choice)
- Definitive project expectations (this document)
- Graduate Research Seminars (meeting 8x/year)
- Firm timeline with deadlines that allow for revisions
- Regular check-ins with your project advisor (monthly)
- Access to all Hebrew College resources (online library, faculty, etc.)
- Expectation that students will complete work within deadlines, and work with advisor and seminar instructors to ensure their own success

Assessment/Evaluation:

Your successful completion will depend on fulfillment of these expectations and the resulting quality of your work, including your preparation for the presentation. 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. Both the written paper and preparation of the oral presentation will be taken into consideration. The student’s timely completion of work and scheduling of regular meetings with his/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.

2. OVERVIEW OF KEY PLAYERS AND RESPONSIBILITIES:

**Seminar Instructors’ Roles and Responsibilities:**
The purpose of the seminar is to provide faculty support and guidance for the completion of the project. The seminar instructors’ role is to ensure students successfully complete the project. The seminar instructors will meet with students during seminar times and by appointment throughout the year to provide the overarching framework and support for completion of the project. The seminar instructors will create appropriate forms and timelines, and establish a group to encourage peer support. The seminar instructors will also coordinate the student presentations of the final projects and act as second readers of the project for assessment purposes.

**Student’s Role and Responsibilities:**
All students who are completing the final project for their degree enroll in EDUC 707 Graduate Research Seminar: Jewish Education. Once a project topic is chosen, students will be responsible for selecting a faculty advisor whose expertise matches the content of the project. Students will attend the seminar, participate in any online discussion, meet monthly (in person or on the phone) with their faculty advisor, complete their work in a timely manner and present their project. Email contact should be maintained throughout the course of the project.

**Project Advisor’s Role and Responsibilities:**
It is the project advisor’s role to meet with the student monthly (in person or on the phone, but not just via email) and oversee the content development of the project through its completion, recommending readings and helping the student to shape and hone the project. The faculty member will provide feedback on the student’s work in a timely manner and attend the final presentation, acting as first reader of the project for assessment purposes.

**DETAILED PROJECT REQUIREMENTS**

**Basic Structure and Content of the Proposal:**
By the middle of the fall semester, students will submit a proposal to their advisor. The proposal (2-3 pages) should include:

- A brief description of the project with a well-constructed research question
- An explanation of what the student seeks to accomplish in the project
- A description of why the project is important to the field of Jewish education (What will it contribute to the field? Why is this content important to teach? What is the student’s practical and conceptual rationale for choosing this subject?)
- A brief discussion of the type of research or inquiry to be conducted including the methodologies, timetable and data to be collected
• A reading list (MLA or APA format) including:
  • Primary and secondary sources of Hebrew text & Jewish studies
  • Sources on Jewish and secular education
  • Jewish educational materials and resources

More details and guidance about crafting a proposal will be discussed during the fall seminar sessions.

Basic Structure and Content of the Final Paper:
Structure - The final paper will consist of three major components:
• A review of the literature on both the Jewish studies subject related to the project, including primary and secondary sources, and the educational theories and practice in secular and Jewish education.
• Original work developed by the student, as distinct from gathering existing resources on the subject. Data should be included.
• Analysis of the original work developed in light of the research question and the literature review
• Conclusion and recommendations about this area of inquiry

Final Presentations:
Students will present their projects an end-of-year celebration at Hebrew College (online presentations can be arranged, where necessary). A good presentation will emphasize the research question and articulate an argument (the nuanced answer to that question), presenting compelling original work that is appropriate in the time allowed. This will mean mining the project for the most representative and interesting pieces undergirding your project. Students are likely to use power point presentations and/or other visual and media supports and should strive to use powerful, short quotations, clear charts and/or tables, statistics, where appropriate. Students are encouraged to include experiential or multimedia elements that are deeply connected to their original work. Projects will be presented in panel format, followed by in-depth questions and answers. The presentations will be the subject of our final seminar session in the spring, and students will be given more detailed suggestions in that context.

Schedule for Completing the Project:
In addition to stated deadlines, students should meet with their faculty advisor once a month, either face-to-face or by phone. Emails are effective for sharing information in between the monthly meetings, but questions and discussion of ideas should be done in a more personal way. In the schedule below, some specific junctures for advising are suggested but otherwise should be scheduled according to your needs.
Graduate Research Seminar Schedule*

*Note: All Seminar Sessions are held on the Hebrew College campus from 6:30 - 8:00 pm EST and are available via online conference for distance students

**Wednesday, September 10**
Seminar Session #1: Developing research questions and proposals

**Wednesday, October 1**
Seminar Session #2: Reviewing the Literature; Citations and referencing

**Wednesday, November 5**
Seminar Session #3: Exploring methodologies and planning research; Ethical considerations

**Wednesday, December 3**
Seminar Session #4: Sharing Research instruments and design; Research troubleshooting

**Wednesday, January 28**
Seminar Session #5: Analyzing Data; Crafting an argument and paper outlines

**Wednesday, February 18**
Seminar Session #6: Peer Review Workshop

**Wednesday, March 18**
Seminar Session #7: Creating Abstracts

**Wednesday, April 22**
Seminar Session #8: Preparing for oral presentations
**Project Deadlines and Milestones**
(All materials should be submitted via email to advisors and also posted on Schoology in your Works in Progress folder)

**Monday, September 22**
**Deadline #1, Question:** Submit your research question in Schoology WIP folder

**Monday, October 20**
**Deadline #2, Proposal:** Submit a 2-3 page proposal outlining your project to your advisors

**Monday, November 2**
**Deadline #3, Revised Proposal (if necessary) and Annotated Bibliography:** Submit your proposal, having incorporated advisors’ comments, and an annotated bibliography (minimum of 15 sources)

**Monday, December 1**
**Deadline #4, Research Design and Instruments,** to be presented and reviewed in seminar so that students are able to revise and launch research by winter break, at the latest.

**Monday, January 12**
**Deadline #5, Literature Review:** Submit a draft of the review of literature to your faculty advisor. Meet with your advisor to discuss preliminary research outcomes and your literature review

**Monday, February 2**
**Deadline #6, Argument and Outline:** Craft your argument and draft your outline, which demonstrates how you will articulate and substantiate those findings

**Monday, March 9**
**Deadline #7, First Draft**
Submit the first draft of your project to your faculty advisor. Pre-arrange a time to discuss integration of feedback and plans for revisions.

**Monday, April 20**
**Deadline #8, Complete Draft:** Submit the draft of your complete paper to your faculty advisor.

**Monday, May 11**
**Deadline #9, Final Bound Copy:** Final projects submitted, per binding instructions on Schoology, one to your faculty advisor and one to Serena Heartz in the Shoolman Office.

**Monday, May 18**
**Deadline #10, Presentation Drafts Submitted for Review**

**Thursday, June 4**
**End-of-Year Celebration and Presentations**
Presentation of final projects for MJED

**Sunday, June 7**
**GRADUATION**