Shoolman Graduate School of Jewish Education
CG-EDUC-707-P1 Graduate Research Seminar: Jewish Education
Marion Gribetz
Academic Year 2015-16

Contact Information:
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1. 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 cre-
ate a deeper understanding of yourself as a Jewish educator.

2. Course Objectives
• To critically analyze and make informed use of theory and research literature re-
  lating to the development of Jewish education and professional practice in edu-
  cational settings.
• To critically explore best practice and to be able to synthesize practice
  with theory.
• To be able to value and build upon the strengths, experiences and com-
  petence 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, di-
  alogue and respect each other’s thinking.
• To deepen the ability to analyze, reflect and apply what is learnt to en-
  hance professional practice.
• To develop an articulated 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 activities to be helpful in your personal and professional growth. 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.

As you work on each aspect of this project please keep the following in the forefront of your thinking and planning:

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 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?

3. 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:

1. Advisor: Marion Gribetz and other faculty and staff as necessary
1. Definitive project expectations (this document)
1. Graduate Research Seminars (meeting remotely beginning mid semester in fall 2015, continuing remotely in the spring semester and intensively in person in Jerusalem in June)
1. Firm timeline with deadlines that allow for revisions
1. Regular check-ins with your project advisor
1. Access to all Hebrew College resources (online library, faculty, etc.)
1. Expectation that students will complete work within deadlines, and work with advisor to ensure their own success

**PLEASE NOTE:**
The project deadlines are intended to support you as you progress through your project. At each interval you will receive feedback that is intended to help you sharpen your work. The success of your project is dependent on your ability to be in dialogue with the feedback and incorporate that feedback into your final paper.

**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 the 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 will be 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.

4. 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)

1. Electronic submission of ALL of your work for grading must be submitted in Microsoft Word to the instructor.

1. Files should be labelled as follows:

Name of Student .Final project assignment #__. PEP c15

1. 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. Research Question: An articulated question about a particular body of Jewish content and its purpose(s) in Jewish education (no more than 4 pages).

   a. Please choose from one of the following bodies of text/content: tanakh, rabbinic literature, historical Jewish texts, Jewish thought, prayer or whatever other body of text you deem pertinent to your stance - must be approved by advisor. YOU MUST LIMIT YOURSELF TO ONE DISCIPLINE ONLY.

The question you ask about your content may take into account the following:

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

1. A discussion of the role that beliefs [hashkafa] about your chosen discipline impact how it is enacted in Jewish education.
Here are some prompts that might be helpful as you consider your question: Discussion of the place of the text in Judaism; The content area’s 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.

This section of the paper will include your primary research findings. You will synthesize your own research with your findings from the literature and pose your own original thoughts and insights gleaned from your research,

3. Jewish Text: 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 had an impact on the Jewish people over time and space. If you choose a written text it should no more than 10 pasukim 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. Application to Practice: A discussion of how you might use this text with students- children or adults. (no more than 3 pages).
   1. In what setting(s) could you see using the text and for what purposes?
   1. Are there special considerations you would need to account for depending on the setting and the students?
   1. 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.
5. PROJECT DEADLINES AND MILESTONES

PLEASE NOTE:
The project deadlines are intended to support you as you progress through your project. At each interval you will receive feedback that is intended to help you sharpen your work. The success of your project is dependent on your ability to be in dialogue with the feedback and incorporate that feedback into your final paper.

Before each deadline there will be ample time to discuss any questions or concerns you have with the instructor. In order to use this time wisely you must sign up in advance for a scheduled appointment.

The project is divided into 3 sections. The following deadlines will allow students to complete the work in a timely fashion.

All written material is due at midnight eastern time on the due date.
All written material must be submitted in Microsoft Word format.
All documents should be labelled:
“Name of Student. Final project assignment #__. PEP c15”

1. Virtual Introductory session
MONDAY OCTOBER 26 3:00 pm Jerusalem time

DEADLINE #1
Monday November 9, 2015: Area of Inquiry. Each student should submit to the instructor the area they are going to explore and selection of text (e.g. tanakh, rabbinic literature etc.) (Link to Google Doc on Schoology)

1. WEEKS of Nov 15 and Nov 22
INDIVIDUAL PHONE MEETINGS BY APPOINTMENT TO REVIEW BIBLIOGRAPHY AND RESEARCH QUESTION BEFORE DEADLINE #2 - Sign up in google docs

DEADLINE #2
Monday November 30, 2015 Research Question Proposal and Annotated Bibliography. Submit your research question in its final form and an annotated bibliography (minimum of eight sources - please be sure to cull from the syllabi of your academic courses for the past two years). This deadline allows you to complete this phase of the work BEFORE Hanukah vacation.
The proposal (no more than 2 pages double spaced) should include:

1. A brief description of the project with a well-constructed question.
1. An explanation of what the student seeks to accomplish in this project.
1. A description of why this 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?)
1. A brief description of the type of research or inquiry to be conducted including the methodologies and areas of inquiry
1. A bibliography (MLA or APA format) including:
   1. Primary and secondary sources of Hebrew text and Jewish studies
   1. Sources on Jewish education and secular education
   1. Jewish educational materials and resources

SYNCHRONOUS SESSION #2 Monday December 28 TIME TBA Israel time
AND/OR INDIVIDUAL PHONE MEETINGS BY APPOINTMENT TO REVIEW WORK TO DATE BEFORE DEADLINE #3- Sign up in google docs week of 12/21 and 12/28 AND/OR week of Jan 4 or Week of Jan 18

DEADLINE #3
TH Jan 28, 2016: Argument and Outline
Craft your argument and outline, which demonstrates how you will articulate and substantiate those findings.

1. ONE ON ONE meetings with each student throughout FEBRUARY in preparation for Student teaching and the work for the project that will be done during that time. Individual times to be scheduled.

DEADLINE #4
Monday April 18, 2016 Abstract
Submit your abstract to be included in the Hebrew College Graduate Seminar Presentation Booklet.

1. ONE ON ONE meetings with each student post student teaching to integrate research conducted in schools with the project. Individual times to be scheduled May 1- May 8.

DEADLINE #5
Tuesday May 9, 2016 First Draft
All components of work should be ready for a first draft at this time. This draft should allow you to compile all of your research, both primary and secondary.
This version does not need to be PERFECT. It does however have to be COMPLETE. It must contain all four components of your project (Abstract, Research Questions, Discussion of your text and Application to Practice and your Bibliography).

**May/June** - In person workshop, peer editing and presentation of materials.
Times and days TBD

**DEADLINE #6**
Presentation to Pardes community June 2, 2016 (tentative date)

**DEADLINE # 7**
**Monday, June 6, 2016**
Complete project submitted.
Submit the completed project to Marion Gribetz for grading. This must be submitted electronically according to standards detailed above.

**DEADLINE #8**
**Wednesday, June 15, 2016 - must be submitted to Pardes office by Noon Israel time.**
Final bound copy
Final projects submitted, per instructions on Schoology