

Azrieli Graduate School
Summer 2024 June 3 – July 26
Master's Courses, Calendar and Course Descriptions

All courses are asynchronous.

Course Descriptions and Calendars follow below.

| CRN | Course No. | Title | Professor |
|------------------------------------|------------|--|-------------------------|
| Asynchronous Online Courses | | | |
| 60618 | EDU 5302 | Science and Practice of Teaching Hebrew Reading* | Dr. Scott Goldberg |
| 60615 | EDU 5000 | Learning and Cognition | Dr. Moshe Krakowski |
| 60616 | EDU 5120 | Models of Teaching 1 – PELE '24-'25 Cohort only | Dr. Laya Salomon |
| 60715 | EDU 5120 | Models of Teaching 1 | Dr. Ilana Turetsky |
| 60619 | EDU 5317 | Teaching Israel and Zionism | Dr. David Schnall |
| 60717 | EDU 5210 | Teaching Bible: Prophets (Navi)* | Dr. Ilana Turetsky |
| 60710 | EDU 5212 | Teaching Jewish Studies: Pirkei Avot | Dr. Mordechai Schiffman |
| 60711 | EDU 5214 | Teaching Talmud (Gemara) | Rabbi Yehuda Chanales |
| 60620 | EDU 5700 | Portfolio** | Dr. Laya Salomon |
| Other | | | |
| 60621 | EDU 9000 | Independent Study <i>Student must sign a form to specify the coursework</i> | Dr. Laya Salomon |
| | | *Models of Teaching I is a pre-requisite ** Portfolio has special prerequisites | |

| Summer Calendar 2024 | |
|----------------------------------|--|
| Seven-Week ONLINE Courses | |
| June 3–July 26, 2024 | |
| Mon., May 20 | Last day to register without \$100 late registration fee |
| Mon., June 3 | Semester begins |
| Mon., June 3 | Last day to add a course |
| Mon., June 10- Fri., June 14 | Break for Shavuoth; no classes |
| Mon., June 17 | Classes resume |
| Thurs., June 20 | Last day to drop with 100% tuition refund and with no “W” mark on academic record |
| Fri., June 21 | Mark of “W” begins for course withdrawals |
| Thurs., July 4 | Independence Day. Classes do not meet |
| Mon. July 1 | Graduation applications due for students graduating Sept. 30 |
| Fri., July 12 | Master’s professional portfolios due |
| Fri. July 12 | Last day to drop a course with a W on academic record |
| Mon., July 15 | Online registration for Fall 2024 opens |
| Fri., July 26 | Semester ends |
| Mon., Sept. 30 | Degree conferral date |

Course Descriptions

EDU 5302 SCIENCE AND PRACTICE OF TEACHING HEBREW READING 3 credits

Previously called "Teaching Literacy"

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 5000 LEARNING AND COGNITION 3 credits

This course examines student thinking and learning through the perspectives of cognitive and learning science. It includes 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, the course will focus on how these representations of knowledge and learning can enhance teaching practice in classroom settings.

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 5317 TEACHING ISRAEL AND ZIONISM 3 credits

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.

Special consideration will be extended to the current and ongoing situation in the Mid-East and to the role of American Jewish youth, their schools and communities, in their relationship to Israel and religious Zionism.

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 5212 TEACHING JEWISH STUDIES: PIRKEI AVOT *3 credits*

This course has two main goals: 1) How to teach Pirkei Avot and mefarshim to students, including important methodologies and 2) How to teach social and emotional learning (SEL) and positive psychology to students. After an introduction to core ideas in SEL and positive psychology and an overview of Pirkei Avot, we will learn methodology to give us language as to how to teach Pirkei Avot to enhance critical thinking and analysis. We will also collect ideas cutting across Mishnayot and the commentators as they relate to different psychological principles, such as grit, self-control, productivity, character, social intelligence, emotional intelligence, and educational psychology.

EDU 5214 TEACHING GEMARA (TALMUD) *3 credits*

By examining models and engaging in their own application, students will explore the multifaceted goals of learning and teaching Talmud. They will experience and discuss approaches to teaching text, developing skills, choosing content, building content knowledge, teaching critical analysis, integrating classic Talmudic commentaries, and facilitating meaning making and motivation for students. Students will prepare Talmudic sources for assignments and in-class activities. The course will culminate in the preparation and presentation of a unit and lesson plan.

EDU 5700 PORTFOLIO *0 credits*

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.