

Course title: Curriculum Development and Design

Lecturer: Dr. Amira Ehrlich

Course Description

The course aims to introduce pre-service and in-service teachers with the basics of theory and practices of curriculum development and planning. The course will provide an overview of the history of theories of curriculum, focusing on the foundational terminologies that are still in current use. Students will learn to use these terminologies to analyze and critique existing curriculums in their won subject-matter, and to construct and plan learning units and individual lessons.

Objectives and Learning Outcomes:

Students will:

- Demonstrate knowledge of educational theories in the analysis and construction of subject matter curriculum and lesson plans.
- Demonstrate the ability to incorporate educational theoretical terminologies in their understanding of learning materials.
- Demonstrate the ability to recognize and distinguish between major educational theories that underlie acts of teaching and learning.
- Demonstrate the ability to develop lesson plans and apply curriculum mapping skills, in alignment with theoretical assumptions and with the needs of their specific teaching context.

- Identify learning needs and formulate relevant teaching and learning goals and objectives, and be able to translate these goals and objectives into structured learning units and specific lesson plans.
- Address the challenges of diversity and differentiation in their planning.
- Demonstrate the ability to design effective and relevant processes of assessment of their teaching and of the pupils' learning.

Main Topics:

1. Schwab's commonplaces of educational thinking
2. Constructivist vs. Behaviorist paradigms
3. Underlying assumptions and the identification of theoretical groundings and philosophical underpinnings
4. Educational needs, and the formulation of learning objectives
5. Seymour Fox's five elements of curriculum
6. Assessment as a crucial factor in curriculum planning and development
7. Models of curriculum structures and design

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Course title: 21st century Pedagogy

Lecturer: Dr. Amira Ehrlich

Course Description

The course aims to introduce key factors of 21 century pedagogy. Challenges of the global and digital era will be explored and considered alongside 21st century learning skills that include collaboration, creativity, multitasking, communication, and self- direction.

Objectives and Learning Outcomes:

Students will:

- Recognize higher thinking skills and translate them into learning activities
- Consider political, social, and economical impacts of globalization on education and analyze examples of such impacts on local school systems.
- Experiment in designing learning activities that incorporate core 21st century skills.
- Consider potential uses of technology and analyze examples of technological-pedagogical interfaces.

Main Topics:

1. Learning cycles and pedagogical principles
2. Higher thinking skills

integration reframed. *Journal of Research on Technology in Education*, 41(4), 393-416.

Zohar, A., Teaching thinking on a national scale: Israel's pedagogical horizons, **Thinking Skills and Creativity** 3(1), 2008, 77-81 עמ'

Course title: Action Research and Teacher Self Inquiry

Lecturer: Dr. Amira Ehrlich

Course Description

Students will design and execute a full action research cycle, to understand the potential of action research design in self inquiry for improvement of teaching and learning.

Objectives and Learning Outcomes:

Students will:

- Learn how to describe their classroom settings in reflective manner to prepare for self inquiry
- Choose a problem or challenge from their own classroom as the focus of a process of action research
- Form groups for mutual reflection and cooperate in mutual observations of each other's classrooms
- Design an action research intervention to solve the problem or challenge at hand
- Consult academic research and theories to locate helpful strategies for change
- Document their efforts for change
- Analyze attempts at implementing new strategies and reflect on their attempts
- Write and deliver peer reviews of each others documented efforts

Main Topics:

1. Action research theory: a constructivist approach
2. Action research and change in education
3. Ethics of self- inquiry for teachers in the classroom
4. Qualitative writing

5. Documentation and data collection in self inquiry
6. Analysis and reflection
7. Self- critique and peer review

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Course title: Educational Innovation in the Classroom

Lecturer: Dr. Amira Ehrlich

Course Description

The course considers models of innovation as possibilities for implementing change in education.

Objectives and Learning Outcomes:

Students will:

- Differentiate between disruptive and sustaining innovation
- Analyze examples of disruptive innovation in education
- Critique failures in implementation of educational innovation in local contexts
- Design sustainable innovative interventions for their local contexts
- Plan strategies from the design phase through full implementation and sustainability
- Create tools for assessment of sustainability
- Consider macro change at the school level and micro change from within the classroom

Main Topics:

1. Disruptive and sustaining innovation
2. Innovation in Education: definitions and dispute
3. Goals and objectives of educational innovation
4. Analysis of local innovation attempts
5. Mapping possibilities for school change
6. Macro change in micro classroom interventions
7. From design to implementation
8. Assessment

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