



האוניברסיטה העברית בירושלים
The Hebrew University of Jerusalem

The School of Education

Self-Evaluation Report

December 2013

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Executive Summary

- *A short summary of the main strengths and weaknesses that were pointed out in the self-evaluation process.*

The School of Education at the HUJI was the first Department of Education to be founded in Israel. A large number of the senior professors (active and emeriti) and faculty members in other departments of Education in Israel are our alumni.

The School of Education seeks to develop and maintain high standards of research and teaching. Faculty and students of the School are involved in high profile research in both Israel and abroad. The international focus of the School of Education is reflected by the involvement of our faculty members in editorial boards of leading journals and research foundations, high profile positions in international associations and societies, and presentation of keynote addresses in prestigious conferences and international meetings.

Over the last five years, School faculty members have been awarded \$5,562,274 in external funding.

Our faculty members and alumni also have a long tradition of commitment to public service with numerous professional contributions in the educational field.

At present, the School of Education is characterized by a number of strengths and weaknesses which are reviewed/ in this report:

Among the School strengths are:

- Excellence in research in terms of obtaining competitive research grants and publications in prestigious international forums.
- Stable and continuously increasing demand for our BA, MA and Teaching Certificate programs.
- Ability to use our limited resources and offer a rich curriculum in our BA, MA and Teaching Certificate programs.
- Resources are used to support students through scholarships, to offer assistance to faculty members (in teaching and encouragement to apply for research grants and to support faculty members who hold formal positions in the School (Heads of Divisions, BA Counselors).
- Exceptional high reputation of our three MA practice-oriented divisions (Clinical Child and Educational Psychology, Learning Disabilities and Counseling).
- The significant improvement of the School's infrastructure over the last decade with the introduction of computerized teaching equipment into the classrooms, installation of air-conditioning and the upgrading of faculty offices.
- Positive, supportive, and collegial climate - among and between academic faculty and administrative staff
- Commitment to teaching and to student education and welfare

Among the School's weaknesses are:

- Constant decrease in the number of research track faculty (considering recent and future retirements), limiting the potential number of MA and PhD students and submission of research proposals, and increasing the demands on existing faculty.
- Continuing reliance on adjunct faculty.
- A number of MA divisions that are under populated.
- Some infrastructure improvements that are still needed, for e.g. building research laboratories and upgrading our computer teaching laboratory.
- Lack of formal administrative positions which are needed to adequately cope with the complexity and wide array of assignments.

The last decade has been characterized by the lack of leadership stability, evident in the frequent replacement of the Head of the School and the Chair of the Department which has undermined continuity and the ability to initiate and implement long-term plans and innovations. The recent years are characterized by intensive efforts to adapt the School of Education to internal (institutional) and external (the increasing number of academic institutions and programs) realities. This is evident in various structural and curricular innovations such as the restructuring of units within the School and the establishment of joint academic ventures within the university and with other academic institutions. Future efforts will be dedicated to the advancement of new interdisciplinary initiatives in our BA, MA and Teaching Certificate programs.

- *A short description of the actions the Institution, the Parent Unit and the Department are going to take in order to improve the weak points that were found.*

Upon completion of the self-evaluation, the School of Education will discuss (with HUJI authorities and among the School's faculty) and decide upon the mechanisms required to deal with the issues highlighted in this report. Most of the issues stressed in the current self-evaluation process are already being dealt with in our committees (Development and Teaching committees), and in discussions among the Heads of Divisions, Chairs of Departments, the Faculty of Humanities and HUJI authorities.

- *A brief statement as to the extent which the Study Program has achieved its mission, goals and learning outcomes, and whether the outcomes comply with its mission statement. Are the Institution, Parent Unit and Department satisfied with the outcomes of the Study Program?*

Overall we are fairly satisfied with the Study Program and think we have achieved most of our goals. We feel confident in terms of the quality of research outcomes, the atmosphere in the workplace, and the professionally oriented study programs in our MA divisions, and the progress in cooperation between the different units in our School and the different departments within the University as well as with external academic institutions and professional entities. We will continue to deal with the reality of being understaffed, to work to improve our outcomes regarding applied research, and to adapt as a unit to the changing and challenging needs of our students and the field of education.

- *If the study program has previously gone through the CHE quality assessment process – please briefly describe the main changes that have been made in the program since the last evaluation.* N/A

Chapter 1 - The Institution

*1.1 A **brief** summary describing the institution and its development since its establishment, including details of the campus(es) where the institution's teaching activities take place (number and location), names of the faculties /schools/departments in the institution, the **overall** number of students studying towards academic degrees in the institution according to faculty and degree (first degree, second degree with thesis, second degree without thesis, doctoral degree), the date of recognition by the Council for Higher Education.*

The proposal to establish a Jewish institution for higher education was first raised as far back as 1882, yet the cornerstone of the Hebrew University was only laid in Jerusalem in 1918. On April 1, 1925, the University officially opened on Mount Scopus. The academic life of the University (courses and research) took place on Mount Scopus until 1948, the year of the establishment of the State of Israel. During the War of Independence, the road to Mount Scopus was blocked and the University was forced into exile; it continued its activities thereafter in rented facilities scattered throughout various parts of Jerusalem. In 1955, the government of Israel allocated land in the Givat Ram neighborhood for a new campus of the Hebrew University. In 1967, the road to Mount Scopus reopened, and in the early 1970s, academic activities were restored there.

The University has since continued to grow, with the addition of new buildings, the establishment of new programs, and the recruitment of outstanding scholars, researchers and students, maintaining its commitment to excellence.

The Hebrew University in Jerusalem was accredited as an institution of higher education by the President of Israel, Mr. Itzhak Ben-Zvi, in accordance with the Law of the Council of Higher Education, 1958, on the 23rd of August 1962.

Today, the Hebrew University operates on five campuses:

- Mount Scopus campus, site of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education.
- Edmond J. Safra campus in Givat Ram, site of the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lily Safra Center for Brain Sciences.
- Ein Kerem campus, site of the Faculty of Medicine (The Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, and the School of Nursing) and the Faculty of Dental Medicine.
- Rehovot campus, site of the Robert H. Smith Faculty of Agriculture, Food and Environment (The School of Nutritional Sciences and The Koret School of Veterinary Medicine).
- An additional site is the Inter-university Institute for Marine Science in Eilat, operated by the Hebrew University for the benefit of all institutions of higher learning in Israel.

Below is the overall number of students studying towards academic degrees at the Hebrew University as listed by degree:

Students of the Hebrew University (2012)				
1st degree	2nd degree with thesis	2nd degree without thesis	PhD	Total
11471	2593	2931	2461	19456

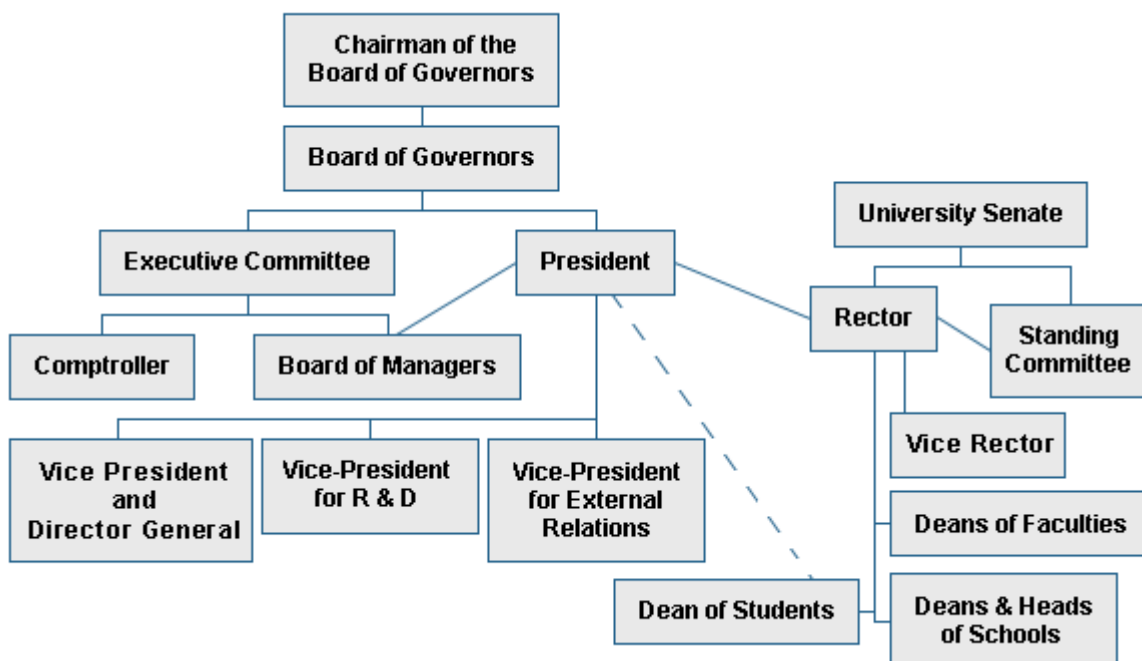
1.2 Mission statement of the institution, its aims and goals

As the first research university in Israel, The Hebrew University's mission has been to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. We evaluate ourselves by international standards and we strive to be counted among the best research universities in the world.

The Hebrew University is a pluralistic institution, where science and knowledge are developed in all fields for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University, as indicated by both its history and its name.

The goal of the Hebrew University is to continue to develop as a vibrant academic community, committed to a rigorous scientific approach characterized by intellectual effervescence which will radiate and enlighten the University's surrounding society.

1.3 A description and chart of the institution's organizational structure, and the names of holders of senior academic and administrative positions



Names of holder of senior academic and administrative positions (2011)

Chairman of the Board of Governors:	Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Asher Cohen
Vice-President and Director-General:	Billy Shapira
Vice-President for Research and Development:	Prof. Shai Arkin
Vice-President for External Relations:	Carmi Gillon
Vice-Rector:	Prof. Orna Kupferman
Vice-Rector:	Prof. Oron Shagrir
Comptroller:	Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Reuven Amitai
Faculty of Social Sciences:	Prof. Vered Vinitzky-Seroussi
Faculty of Law:	Prof. Yuval Shany
Faculty of Mathematics & Natural Science:	Prof. Yigal Erel
Faculty of Agriculture, Food & Environment:	Prof. Aharon Friedman
Faculty of Medicine:	Prof. Eran Leitersdorf
Faculty of Dental Medicine:	Prof. Adam Stabholtz
School of Business Administration:	Prof. Yishay Yafe
School of Social Work:	Prof. John Gal
Dean of Students:	Prof. Udi Shavit

Chapter 2 - The Parent Unit Operating the Study Programs under Evaluation

2.1. The name of the parent unit and a brief summary of its "history", its activities and development in the period of its existence

The Faculty of Humanities was founded in 1928 and originally consisted of three divisions: The Institutes of Jewish Studies, Oriental Studies and General Humanities. For two decades the Faculty conferred only the degrees of Master of Arts and Doctor of Philosophy, the earliest Master's degrees being awarded in 1931 and the first Doctorate in 1936. In 1949, courses leading to a Bachelor's degree were introduced and the first of these were awarded in 1953. In 2006 the Gager Committee was appointed to evaluate the structure and the mission of the Faculty. The Gager Report resulted in a number of reforms, which are in the process of being implemented. Attached is the executive summary of the report.

Implementation of the recommendations is taking place in three stages, the first deals with the broad introductory courses to be taken by all students of the Faculty; the second the creation of wider disciplinary units, which transcend individual departments; and, the last stage addresses research students and special programs to support academic excellence. Two effects on the Faculty have been: 1) the number of departments was reduced by about a third through consolidation and rationalization; and 2) the primary connection between departments was now disciplinary and not cultural-regional.

The first stage of the reform was ushered in by the decision of the Faculty's Teaching Committee (November 2007) to design a study program in the spirit of the Gager Report, requiring all students to take three introductory courses outside their field as well as one Faculty and one departmental course on basic academic skills. "Gateway Courses" treating a particular subject from a broad interdisciplinary perspective and through different periods were equally envisioned. Implementation of these aspects of the reform began during the 2007-8 academic year.

The second stage concerns structural changes in the Faculty aimed at creating larger units and overarching study programs. This stage was discussed by the Development Committee during the 2007-8 academic year and implementation began in 2008-9. The third stage, which involves the creation of new programs to support academic excellence for graduate students, is currently in process. A new program for outstanding doctoral students has already been established, and currently new disciplinary and inter-disciplinary programs for MA studies are being designed. At the beginning of the 2011-12 academic year, the new Mandel School for Advanced Studies in the Humanities was established to coordinate programs for outstanding graduate students (MA and PhD), as well as *ad hoc* research groups and projects.

2.2. Mission statement of the parent unit, its aims and goals

The Faculty of Humanities at the Hebrew University creates and promotes vibrant discourse among scholars of different cultures, genres and periods. We at the Faculty strongly believe that human civilization is worthy of study and serves as an impetus to educate people to deal with changes in the present and even in the future. The major goals of the Faculty are to enhance research and to develop critical thinking, creativity and originality among its staff and students.

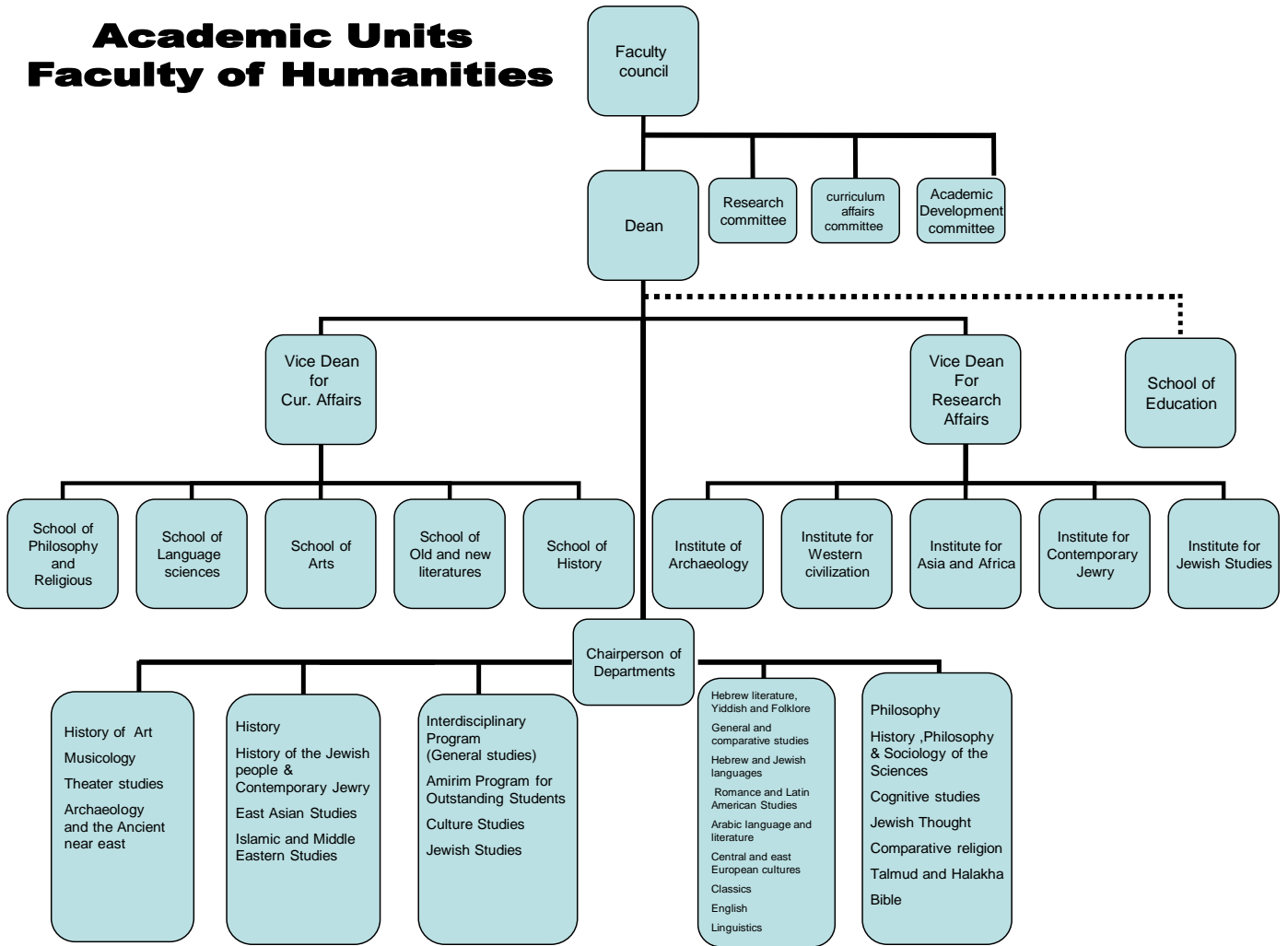
The Faculty of Humanities focuses on the study of virtually the whole scope of human civilization – past and present – as expressed in language, literature, the visual and

performing arts, material culture, folklore, philosophy, religion and history. The scope of this scholarly activity is divided into four broad cultural areas: 1) Jewish civilization from its origins in the ancient Near East, through its manifestations today in Israel and the Diaspora; 2) the peoples and cultures of the Middle East, from the origins of recorded human existence, through the great civilizations in antiquity, the emergence of Islam and to the present; 3) Western civilization, from the Classical period in the Mediterranean region, through the emergence of modern Europe and its cultural descendants in the Western Hemisphere; and, 4) the cultures in the continent of Asia, primarily the great civilizations of East and South Asia, but also that of the historically important Eurasian Steppe region. The members of the Faculty are involved in studying the developments of individual cultural traditions, as well as the ongoing interaction and mutual influence between different peoples and cultures.

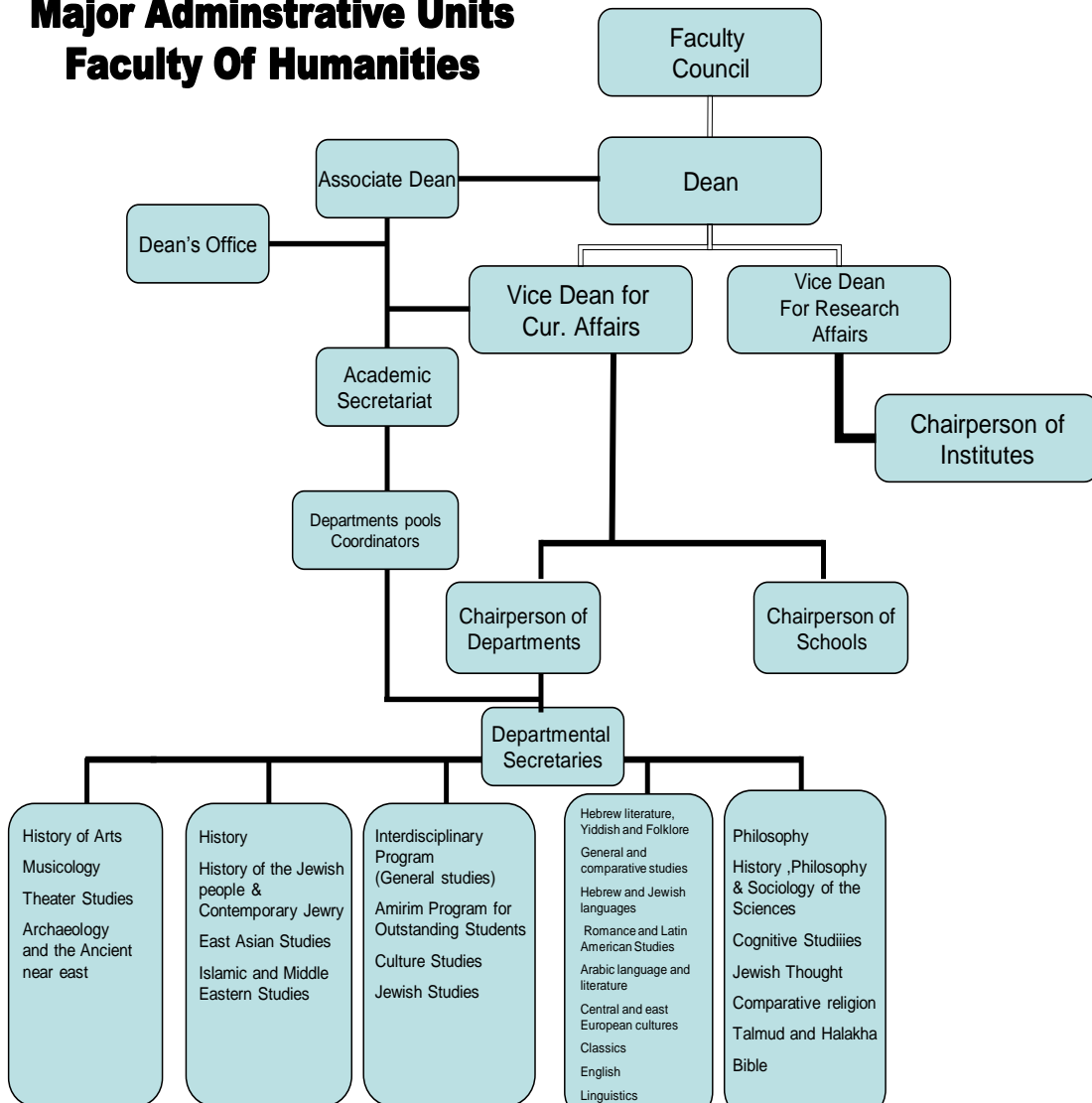
2.3. Description and chart of the unit's academic and administrative organizational structure (including relevant committees)

Teaching in the Faculty is organized into approximately twenty specialized departments that are further concentrated under the aegis of five disciplinary schools: Arts, History, Language Sciences, Literatures, and Philosophy and Religion. Each school has its own special teaching program and other activities that transcend the programs of the specific departments, providing wider disciplinary training for undergraduate (BA) and graduate (MA) students, and a cooperative framework for faculty members. While much of the research in the Faculty is conducted by individual faculty members, often with support from outside research funds, much important research is also conducted in some thirty research centers and major projects in the Faculty. Research activities, both of the centers and of individual researchers, are coordinated, encouraged and facilitated by five Institutes: Archaeology, Asian and African Studies, Contemporary Jewry, Jewish Studies, and Western Culture. These institutes also provide a forum for interaction among scholars working on similar cultural material, but specializing in different academic disciplines, and therefore complement the Schools mentioned above.

Academic Units Faculty of Humanities



Major Administrative Units Faculty Of Humanities



2.4. The number of study programs (departments, etc.) operating in its framework; the names of the academic degrees (in English and Hebrew) granted to the graduates of these programs (the phrasing that appears in the diploma.); the number of students who have studied (and are studying) within the parent unit in each of the last five years according to the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

Department	BA	MA	PhD
School of Language Sciences			
Linguistics	X	X	X
Hebrew and Jewish Languages	X	X	X
School of Philosophy and Religion			
Philosophy	X	X	X
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud and Halakha	X	X	X
Cognitive Studies	X	X	X
Comparative Religion		X	X
Bible	X	X	X
History, Philosophy & Sociology of the Sciences		X	X
School of History			
History	X	X	X
East Asian Studies	X	X	X
History of the Jewish People and Contemporary Jewry	X	X	X
Islamic and Middle Eastern Studies	X	X	X
School of Arts			
Theater Studies	X	*	X
Program in Conjunction with the Jerusalem Academy of Music and Dance (BA Music/MA Music)	X	X	
Archaeology and the Ancient Near East	X	X	X
History of Art	X	X	X
Musicology	X	X	X
Folklore and Folk Culture Studies			
School of Old and New Literatures			
Hebrew Literature	X	X	X
Romance and Latin American Studies	X	X	X
Classics	X	X	X
English	X	X	X
General & Comparative Literature	X	X	X
German, Russian and East European Studies	X	X	X
Arabic Language and Literature	X	X	X
Yiddish		X	X

Combined and Special Programs:			
Department	BA	MA	PhD
Interdisciplinary Program (General Studies)	X		
Amirim Program for Outstanding Students	X		
Hebrew Literature and Language	X		
History and History of the Jewish People	X		
Individual Study Programs		X	
Revivim Program (training teachers for Jewish Studies, BA+ MA + Teaching Certificate)	X	X	

The School of Education, as a semi-independent unit, also has programs on all three levels.

Names of Degrees

Bachelor of Arts: Tracks offered are: two majors; one major and supplementary studies; one major and one minor; one major and a program.

Master of Arts: Tracks offered are: studies within a department; an individual program; MA in education.

Doctor of Philosophy

For student numbers: See section 2.5 below

2.5. The number of graduates of the unit in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

The number of students and graduates in the Faculty in each of the last five years

Year	Degree		Students	Graduates*
2006	BA		2370	482
	MA	with thesis	504	148
		without thesis	679	278
	PhD		598	73
2007	BA		2247	532
	MA	with thesis	453	155
		without thesis	624	212
	PhD		590	75
2008	BA		2176	505
	MA	with thesis	420	162
		without thesis	544	221
	PhD		533	92
2009	BA		2062	413
	MA	with thesis	542	94
		without thesis	795	113
	PhD		614	70
2010	BA		2164	481
	MA	with thesis	563	108
		without thesis	782	103
	PhD		606	85
2011	BA		2257	486
	MA	with thesis	518	132
		without thesis	779	169
	PhD		540	30

*Does not include the MA graduates from the School of Education.

2.6. Who decides (internal/external bodies) on the rationale, mission and goals of the parent unit and of the study programs? What were the considerations behind these decisions and are they periodically re-examined and, if deemed necessary, changed? What were the changes made (if any)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The Faculty Council which consists of all of the Professors, Associate Professors, Senior Lecturers and Lecturers, is the major constitutional body of the Faculty and it decides on the mission, goals and activities of the Faculty and its units. The Faculty of Humanities has three ongoing committees: the Development Committee chaired by the Dean, the Teaching Committee chaired by the Vice-Dean for Teaching, and the Research Committee chaired by the Vice-Dean for Research. The committees submit their recommendations to the plenum of the Faculty Council. The Development Committee prioritizes fields in the schools and departments that need to be strengthened through addition of new academic staff; the Teaching Committee discusses major changes in the curriculum; while the Research Committee works to optimize conditions for research in the Faculty, allocates resources available to the Faculty in this area, and encourages and assists efforts of faculty members in acquiring external research funds. Each school and department sets its general goals and pursues the means to implement them. The schools and departments submit their recommendations to the three major Faculty committees. In addition to these committees, the University has a Teaching Regulations Committee, which consists of all the chairpersons of the Teaching Committees of the different faculties of the University. This committee oversees university regulations concerning teaching and studying. Frequently the President and the Rector of the University decide to convene special committees to evaluate specific faculties or departments. On the Gager Committee, see above 2.1.

2.7 What is the Parent Unit's perception of the evaluated Study Program/Department within its greater framework? Is the Study Program represented in the Parent Unit's decision-making bodies?

The School of Education is affiliated with the Faculty of Humanities, and comes under its general academic aegis. In budgetary and general administrative matters the School is autonomous, but in matters related to larger academic policy, as well as academic promotions, the School is under the authority of the Faculty; promotions are handled in the Faculty's office for academic personnel. However, the hiring of new faculty and the academic development of the School are basically the School's prerogative, subject to the approval of the Dean of the Faculty of Humanities. The Vice-Dean for Teaching Affairs of the Faculty oversees the evaluation of MA theses from the School of Education, and they go through the Faculty's Office of Teaching Affairs. The School of Education is represented on the Teaching Committee of the Faculty, and its members are part of the Council of the Faculty of Humanities. The Head of the School of Education and the Dean of the Faculty of Humanities meet on a regular basis to discuss on-going affairs. Traditionally, once a year, the Dean appears before the Council of all the teachers in the School of Education for questions and discussion. The Dean oversees the election of the Head of the School.

The Faculty of Humanities recognizes the unique importance of the School of Education and its special needs. We in the Faculty are aware of the high quality of the research conducted by the academic staff of the School of Education, and the great merit of its teaching programs. We encourage academic cooperation with the School on matters of mutual

interest: teacher training in the humanistic disciplines, the study of the philosophy of education, the history of education, etc. There has been some discussion about cutting the ties between the School of Education and the Faculty of Humanities, and we encourage such a dialogue. However, until a decision is reached to turn the School into a full-fledged Faculty-level unit (like the School of Social Work) the Faculty looks forward to maintaining a healthy and productive relationship with the School of Education.

Executive Summary of the Gager Report

The Committee for the Future of the Humanities was appointed by the former President of the HUJI, Menachem Magidor, to consider a wide range of issues relating to the future of the Humanities at Hebrew University. In particular, the Committee was asked to identify fields of strength or weakness within the Faculty of Humanities and to suggest ways to further develop and correct them. We sought to examine both undergraduate (BA) and graduate (MA) studies and to suggest ways to achieve and maintain high-level, inspirational teaching, and to envisage various structural possibilities that may foster high quality research in the Humanities and encourage cooperation between scholars. On three separate visits to the University, committee members met with many members of the faculty, administration and student body, and the ideas, concerns and suggestions that emerged in these meetings largely shaped the recommendations that follow.

It is the strong belief of the Committee that the members of the Faculty of Humanities at the Hebrew University rank among the leading scholars of the world. It is clear, however, that there are specific areas of the Faculty of Humanities that require attention and improvement, particularly in light of the ongoing reduction in the number of faculty positions and the prospect of numerous retirements. We propose significant changes in a number of areas. Only full cooperation on all sides will make this possible, but we believe that the work of our Committee has already sparked new conversations on a wide range of issues.

It is the conclusion of the Committee that the Hebrew University must pay special attention to three general areas as it makes new appointments in the Faculty: the contemporary world in all geographical areas (without losing the traditional emphasis on earlier or classical periods); the study of gender in all areas; and Israeli culture and society, including social, ethnic and religious groups of all kinds. The Committee also recommends that the following specific areas currently under threat from impending retirements be strengthened and maintained: Yiddish, American Studies, the teaching of modern Arabic and more teaching of courses in Arabic, Russian Language and Literature, and Folklore, Theater and Musicology. At the national level, the Committee believes that certain fields of study, such as African Studies, Romance Languages and Literature, and Ancient Semitic Epigraphy are in danger of disappearing altogether and their survival depends on the development of serious cooperation among all Israeli universities. The Committee holds the view that at this crucial stage in the Faculty's development, there must be a strategic plan that will serve as the basis for making new appointments. It is our view that the set of priorities listed above might serve as the basis for such a strategic plan.

The Committee has given careful consideration to what we take to be weaknesses in the current BA curriculum. Specifically, we have attempted to address the widely held perception that many students arrive at the University with difficulties in writing modern Hebrew and the equally prevalent opinion that many students lack a solid grasp on reading and writing in English. We have also sought to provide students with the currently lacking foundation in basic academic disciplines, while keeping in mind that most students arrive at the University after military and other forms of service and, consequently, have been separated from the classroom and from the culture of academic and intellectual skills. With these factors in mind, the Committee has proposed changes in the BA curriculum, beginning

with required courses for first year students in English reading and writing *and* in Hebrew writing. We also recommend that students no longer be required to choose two majors fields of study in order to qualify for a BA. In effect, students will major in (1) a department or in (2) a department and a program, or in (3) two departments.

The Committee has approached the delicate issue of how the existing structure of academic departments might be modified and simplified. It is the view of the Committee that the current structure of departments and programs is no longer appropriate to the proper functioning of a major university, and some departments are too small to maintain an adequate level of academic and intellectual strength. In its own deliberations, the Committee has approached the issue of reorganization from the perspective of the BA curriculum. We propose the creation of four divisions within the Faculty of Humanities: Languages and Literatures, History, Arts and Expressive Culture, and Modes of Thought, with specific departments being part of one of these divisions (see report). In addition to the departments, students may also concentrate in one of several programs, which will be interdisciplinary in character and complementary to the departments, though working in close cooperation with them. Each of the four major divisions will be required to develop one or more team-taught gateway courses for first-year students. Teaching the first year of the new BA will require a cultural change for much of the faculty, who have an over-specialized approach to teaching, and will need to implement it. However, it is the belief of the Committee that a principal goal of the Hebrew University is the education of citizens, not merely specialists. More than in the past, many first-year students will be exploring their options rather than plunging into a 'major' at the very beginning. Thus, faculty members as advisors to students will be essential to this new model and the administration of the University will need to provide resources so that faculty members will be well trained and willing to undertake this important task.

The Committee has dedicated much thought to the graduate programs of the Faculty. We have found that the MA programs were of unequal quality, and serious attention needs to be directed at elevating their quality and articulating their goals. We have also recommended that every year **all** MA programs offer a first-semester methodological seminar. With regard to both MA and PhD programs, the Committee strongly recommends that admissions standards and procedures should be a matter of departmental concern and authority. In more general terms, graduate students should be seen as working in a department, not just with a single member of the Faculty. The Committee also strongly supports a program whereby outstanding BA students can be identified and granted generous stipends for their MA studies. The Committee is also concerned about the low level of funding for all graduate programs.

We have also made some recommendations for improving the physical space of the Faculty, including renovating offices to make them more inhabitable for faculty members, and updating classrooms into "smart classrooms." We have also proposed that every department and program update their website in English and Hebrew. Finally, we have addressed some concerns about the library and the future role of the library and its staff as an instructional unit of the University. Personnel must have first-hand experience with the processes of research and writing in order to properly guide students in these areas.

Chapter 3 - The Evaluated Department / Study Programs:

3.1 The Goals, Structure, Contents and Scope of the Study Programs/ Department

*3.1.1. The name of the department / study programs, a **brief** summary describing its development since its establishment. Please attach a copy of the academic diploma awarded to students.*

During the 1935-36 academic year, ten years after the establishment of the Hebrew University, a Department of Education was established within the Faculty of the Humanities. The purpose of the Department was to train teachers for secondary schools. The first Teachers Certificates were issued by the Department in 1938 to graduates who had previously earned a Master's degree. Beginning in 1949 the Department of Education replaced the Master's degree with a Bachelor's degree. During this period the Department of Education was the only institution in Israel authorized to issue Teachers Certificates for high school teachers.

With the influx of immigration to the newly established State of Israel and the subsequent rise in the number of students, in 1952 the Department of Education was incorporated into the School of Education, established jointly by the Ministry of Education and Culture and the Hebrew University. The School of Education extended its activities to include in-service training of educators as well as the academic training of elementary school teachers.

In subsequent years the role of research gained prominence in the School of Education. During the 1960s a special Masters Degree program was developed which focused on "research in education." This program joined other existing programs such as "educational didactics," or "educational counseling."

In the decades that followed, the focus on research became more central not only as a focus in teaching but also as a major focus of activity of the faculty members and a central criterion for staff promotion. Research was aimed primarily at investigating topics that related to the developing educational system in Israel, with particular emphasis on the teaching of heterogeneous classes, the teaching of children in impoverished neighborhoods and immigrants. Emphasis was also placed on the professional and academic development of educators employed in the school system through the MA and PhD programs. Both the topics selected and the research were largely directed and funded by Israel's Ministry of Education.

During the last two decades, two major processes have taken place: 1) Research has moved from the local to the international sphere with an increased emphasis on specialization in the various programs; 2) While the number of students has decreased by 20%, as a result of the increasing competition with colleges that have established BEd and MEd programs, the number of faculty members has declined by approximately a half.

Among the School faculty have been some of the most distinguished scholars in the field in Israel. These include several recipients of the Israel Prize for Educational Research (Professor Ernst Akiva Simon, Professor Haim Adler, Professor Alexander Dushkin), as well as recipients of the Emet Prize (Professor Moshe Dov Caspi, Professor Zvi Lam and Professor Rachel Elboim-Dror).

Copies of the diplomas awarded upon completion of studies are presented in the appendix.

3.1.2 Please describe the mission statement of the department / study programs, its aims and goals.

The mission of the School of Education is to develop and disseminate science in the service of society. In general, the School of Education's vision comprises the advancement of educational knowledge through basic research in the educational sciences and through the development of applied research that has both practical and theoretical importance. In addition, the School of Education's vision is to introduce programs and interventions into the field that will make a difference in the education system, and to train students, as researchers, as creators of knowledge, and as high-quality practitioners who will apply the principles and practices they have acquired at HUJI. Thus, the School of Education aims to stand for the highest quality of educational research and teaching and to make a significant impact on the related professional communities. As a School of Education, we strive to simultaneously embody academic and professional values; our research must be, to some extent, relevant to educating professional, accessible to educational professionals, and through them relevant and accessible to educational settings and to the community at large.

The goal of our three-year BA program is to introduce students to the intellectual (theories and research) and practical aspects of education. As a multi-disciplinary field with strong academic and professional roots our main goal is to raise students' interest in and 'appetite' for research in education. We aim to expose our students to the theoretical and empirical bases of the field and to encourage the development of a comprehensive understanding of the complexity of the field through informed knowledge and critical thinking.

The main goals of our MA programs combine fostering the students' knowledge, values, attitudes and skills to become high quality educational practitioners in the various expertise and specialization fields. In addition, the programs provide students with a broad and rigorous theoretical and methodological basis that can enable them to become high quality researchers who will create new knowledge through their research activities and endeavors. Their training and work on their MA thesis provides a strong basis for those who choose the research track to continue to train for an academic career through the PhD program.

The goals of the Department of Teacher Training combine fostering all means (through theory and practical training) needed by the students to become high quality teachers and reflective educators in the various subject-matter specializations. Special emphasis is dedicated to exposing the students to a balanced set of skills necessary for acquiring proficiency in their specific area of specialization and for becoming high quality educator leaders.

The main goal of our PhD program is to foster the development of excellent researchers in the different disciplines within the School of Education through the provision of individual supervision, special courses (methodological and other) and membership in a learning community of faculty and peers.

It is important to stress that while the BA, MA and Teacher Training programs are academically and administratively handled by the School of Education, PhD studies are managed by the Authority for Research Students of the Hebrew University, with the School of Education handling their academic program.

In general, there needs to be a shift and an increase in the proportion of tenured faculty who can teach an academically rigorous, professional curriculum and supervise MA and doctoral students. Over the last two decades in parallel to a decrease of one fifth of our student body, we have "lost" half of the academic positions in our faculty!

The Department of Education

3.1.3 Please describe the study program's structure and content, including specializations/tracks within the program, division of courses according to number of credits and fields within the discipline. How are the mission statement, aims and goals of the program reflected in the study program?

The School of Education offers three main degree programs: undergraduate studies [Bachelor of Education (BA) degree], graduate studies [a Masters (MA) Degree] and a PhD degree.

Three-year program towards a Bachelor of Education (BA) degree:

A Bachelor of Arts degree is usually completed in three years, in a two semester system. Our students may choose to study in one of the following tracks:

- A double major – in Education and any other field of study offered at the Hebrew University;
- A minor – 46 credit program with complementary studies in one of the programs offered by the Faculty of Social Sciences;
- A minor – 32 credit program with complementary studies in one of the programs offered by the Faculty of Humanities.

In the first year of undergraduate (BA) studies, the program comprises introductory courses in psychology, sociology, philosophy, statistics, and methodology. In the second year, a number of courses combine lectures at the university on various theoretical issues with visits to formal and informal educational settings. These courses are designed to expose the students to the unique features of the Israeli educational system. In addition, students must take advanced courses in methodology. The remaining courses are electives designed to broaden students' theoretical and empirical knowledge of the educational sciences with particular emphasis on the reciprocal relations and influences between education, the individual, and the society as a whole. Some of the electives are linked to MA specialization programs offered by the School of Education.

Two-year program towards a Master (MA) degree:

The MA program is designed to prepare students for a career in both academic and applied settings and to equip them with knowledge and professional skills as well as sufficient proficiency in statistics and methodology to enable them to conduct research. MA students may choose a research track and thus conduct original research and submit an MA thesis in partial fulfillment of their MA requirements or a non-research track. In the latter case, students are required to write two seminar papers; in the research track, a single seminar paper is required.

The Department of Education offers MA studies in 10 areas of specialization:

- *Interdisciplinary Studies in Educational Sciences:* This division is designed to provide students with advanced knowledge in education. The studies are focused around three main issues: teaching learning and thinking; organizations and society and, personal and interpersonal processes.
- *Philosophy of Education:* The main assumption guiding the studies in this division is that philosophy and theory are perhaps the most practical tools available since every practice requires a solid philosophical and theoretical foundation. Students in this division are

exposed to a wide array of visions, perspectives, philosophies and ideologies and are involved in the analysis and interpretation of texts written by past and present scholars.

- *Sociology of Education*: A major aim of this division is to enable students to develop their critical thinking skills relevant for the analysis of group and social circumstances, organizations and institutions and the ability to analyze, measure and appraise cultural and social realities within the Israeli context using a comparative perspective. This division offers courses that focus on various educational issues as well as on more general issues including nationalism, gender, globalization, multiculturalism, religion, social movements and organizational aspects of schools and educational systems.

- *Educational Administration, Policy and Leadership*: Developing students' sensitivity to various considerations relevant to policy setting and to educational administration and leadership is the main goal of this division. The various courses are designed to enable students to better understand processes relevant to promote the effectiveness, efficiency and moral conduct of schools. These studies aim towards developing educational leaders' proficiencies, skills and knowledge essential for future involvement in the field. This division offers two main specialization tracks: a track for students wishing to serve as school leaders and for those intending to serve in policy setting positions in formal and informal educational organizations.

- *Jewish Education*: The purpose of the division is to deepen the understanding of the goals, paths and problems involved in the dissemination of Jewish culture and the teaching of Jewish issues in Israel and abroad. The core of this division is based on four issues: Jewish identity and informal education, philosophy of Jewish education, Judaism in a historical and contemporary perspective, and the teaching and curricula of Jewish studies.

- *School Psychology and Child Clinical Psychology (including an individual program in Research of Educational Psychology)*: This program is conducted in collaboration with the Department of Psychology. The courses and the supervisory processes emphasize evidence-based approaches to diagnose, analyze, treat, and prevent emotional, behavioral, and learning problems. Students graduating from this division obtain an MA in Clinical Psychology and an MA degree in Educational Psychology. The individual program in research in educational psychology is designed for students who are not interested in receiving professional training, but who want to pursue a career of teaching and research in educational psychology in institutions of higher education.

- *Educational Counseling*: This division trains students to serve as counselors mainly in schools. However, it also offers broader spectrum courses which intend to train students in the areas of career guidance counseling and adult counseling. Training in this division incorporates theoretical and practical courses focusing on individual, group and system counseling and intervention. In addition to their on-campus studies, students are requested to participate in practical training one day a week for two years. This training involves close individual supervision every second week and group supervision once a week.

- *Special Education*: The main goal of this division is to train educators to work with special needs' children. In recent years, this has become important in light of the inclusion policy being implemented in the Israeli educational system. To meet this goal, the division's curricula includes courses focusing on inclusion, the analysis and treatment of behavioral problems and violence in schools, emotional disorders, and the incorporation of families as part of the multi-disciplinary teams. The division mainly addresses two populations: those characterized with special needs that are more common (learning disabilities, severe behavioral disorders, mild intellectual disability), and those characterized with special needs that are less common (severe and profound intellectual disability, developmental disabilities and multiple handicaps).

- *Learning and Instruction:* Studies in this division focus on learning, teaching and thinking processes and the reciprocal relationship between them. The courses expose learners to a variety of issues in the areas of cognition, learning, teaching, language and educational technology. The division also offers discipline oriented courses in mathematics, history and sciences.
- *Learning Disabilities:* Studies in this division are structured around several issues central to the research and understanding of learning disabilities: the cognitive and neurocognitive aspects of learning disabilities, the characteristics of learning disabilities and the diagnosis and prognosis of learning disabilities. Students in this division receive a solid theoretical and empirical basis relevant to the understanding of learning disabilities along with clinical training in the field. The theoretical courses are structured around three main areas: language, numerical cognition and attention. These courses describe normal development as well as disabilities such as dyslexia, dyscalculia, attention disabilities and ADHD. There are two aspects to the clinical training studies: clinical diagnosis performed in the clinical laboratory located on campus, and the intervention and treatment process, which exposes students to various treatment strategies. Clinical studies take place during the first semester of the third year of studies.

Three-six year program towards a Doctorate (PhD):

Studies towards a PhD are determined according to research topics. Students choose an advisor from among senior faculty members and prepare a detailed research proposal. This proposal is evaluated by a special committee appointed by the Authority for Research Students. This committee also determines the list of compulsory courses that the PhD candidate is obliged to take. Following the approval of the research proposal, the student has to complete his dissertation and the entire process should not exceed six years.

Two year program towards a Teaching Certificate:

The School of Education through the Teacher Training Department offers professional training aimed towards a teaching certificate (see section on the Teacher Training Department).

3.1.4 *What is the Strategic Plan of the department and its study programs? **Please attach the Strategic Plan.***

Strategy

Our strategic plan focuses on two main paths: A. to maintain and even enhance our School's reputation as a leading educational research institute and B. to reinforce our standing as a high-quality training institute in the different educational and teaching specializations.

In the short and mid-term we are dedicated to:

A. Maintaining and enhancing our status in research by:

1. Obtaining authorization from the HUJI authorities to recruit a number of high quality researchers to sustain and enrich our programs.
2. Providing academic assistance and encouraging more MA students to submit an empirical thesis.
3. Accepting outstanding PhD students.

B. Reinforcing our standing in teaching and professional specializations by:

1. Continuing to cultivate what exists, and to promote new, joint initiatives with both University departments and faculties and also mutual ventures with other institutions of excellence (academic and professional) in Israel and abroad.
2. Fostering innovations in our academic programs:
 - 2.1 The inclusion of BA clusters (kind of specializations) that will allow us to reorganize the BA studies to deliver a more coherent learning experience and to render the program more attractive to students.
 - 2.2 Reconsider the content of some of our MA divisions (e.g., *Sociology of Education* and *Learning and Instruction*) so that their content will better fit our faculty's proficiencies and advantages and the aspirations of our students. These divisions, though very strong academically, do not attract as many students as we would like.
 - 2.3 Consider the creation of new MA specializations. Two such initiatives are being developed: (1) a Division that will focus on Educational Counseling in Early Childhood, in close cooperation with the existing MA Division of Educational Counseling and the HUJI School of Social Work; (2) a new joint MA division, with our Division of Learning Disabilities and the Hebrew University Hadassah School of Occupational Therapy.
 - 2.4 Revise the academic curricula and the training program offered to our students in the Department of Teacher Training. New approaches are currently being discussed.
 - 2.5 Open new courses and workshops for educational professionals, as well as for the general public, through the Department of Continuing Education and Professional Development.

In a series of meetings held over the past few years the Development Committee of the School of Education discussed **a long-term plan** for the reconceptualization and restructuring of the School's academic program. A number of principles guided the participants in their deliberations:

1. The promotion of greater coherence and integration in Educational Studies at the graduate level – with the intent to institute, to the degree that resources afford a structure and atmosphere comparable to that of a Graduate School.
2. The establishment of greater continuity between the suggested BA clusters and the corresponding MA divisions.
3. Encouragement of greater cooperation between the MA divisions themselves – in both research and teaching – particularly between divisions that have similar aims and subject matter.
4. The creation of an infrastructure that could form the basis for an independent (autonomous) School of Education – with all the components necessary for the smooth working of such a unit within the framework of the University. The leadership of the School of Education as well as that of the Humanities Faculty is convinced that such a move, pending the provision of the appropriate resources, would significantly enhance the quality of both academic and administrative work in both units, without impairing possible cooperation between the two units in areas of common academic interest.
5. Any future changes will have to take into account the advantages and disadvantages of the School of Education with particular emphasis on the qualities of its existing faculty in both research and instruction.

6. The importance of planning a campaign for fund raising (with the permission and assistance of University authorities) that will allow us to better implement our academic, professional and community programs was stressed. A committee was appointed that is currently developing a detailed proposal to be presented to potential donors.

3.1.5. Internationalization: are there any international features (e.g. students exchange, teaching in English etc.) in the department?

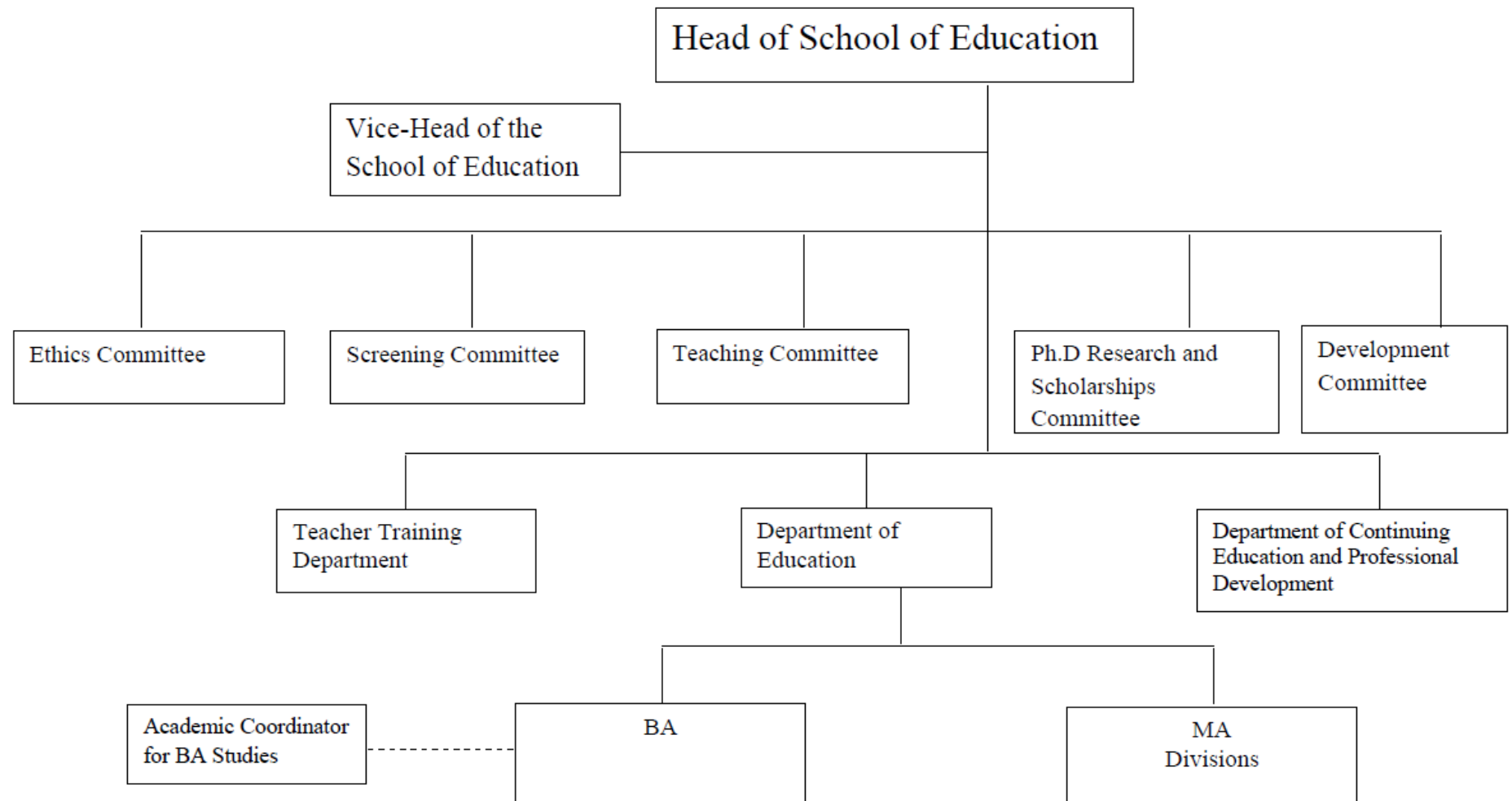
International features may be found in the Department of Education on two main levels: (1) Since 2012 several courses are taught in English in the MA divisions. Among these courses are "Motivation, self-perceptions and development in childhood" (Prof. Butler; course no. 34871); "Depression and anxiety: cognitive aspects A+B" (Dr. Mor; courses no. 37954 and 37944); and, "Invasive thoughts, anxiety and OCD" (Dr. Meijers; course no. 37923); The advanced workshop for PhD students on writing quantitative scientific articles is also in English (Prof. Butler). (2) Collaboration has been established with the Free University of Berlin (Freie Universität Berlin) (course title: "Memory, remembrance and public history in Germany"). Starting next academic year, students from both countries will participate in a course which will also include a student exchange sponsored by an external fund. (3) Collaboration between the Free University of Berlin (Freie Universität Berlin), the HUJI Faculty of Law. Dr. Gumpel is participating in the joint program: Joint Interdisciplinary Doctoral Program: Human Rights under Pressure – Ethics, Law, and Politics.

3.1.6 Description and chart of the academic and administrative organizational structure of the departments and its study program/s (including relevant committees and names of senior administration).

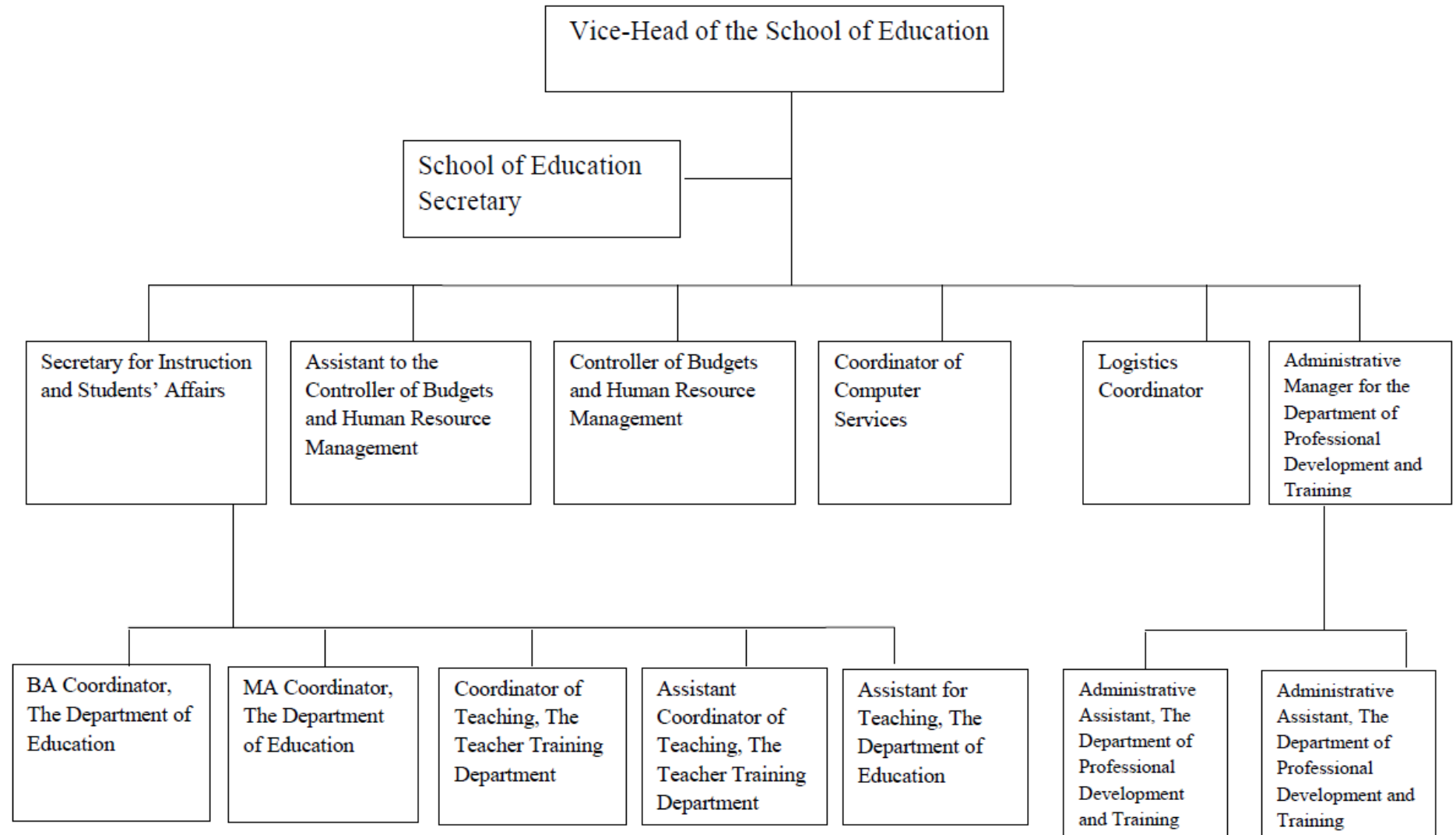
The School of Education is made up of three integral academic departments: The Department of Education (BA: approx. 390 students; MA: approx. 350 students; PhD. approx. 50 students); The Department for Teacher Training (approx. 250 students) and, the Department of Continuing Education and Professional Development. Two additional autonomous units are affiliated with the School of Education: The Melton Centre for Jewish Studies and The Revivim – Honors Program for the Training of Jewish Studies Teachers.

The report first presents the three academic departments of the School. The description of the affiliated units follows thereafter.

Academic Organizational Structure



Technical and Administrative Staff



Academic Positions:

Head of School of Education – Professor Moshe Tatar: Responsible for the overall academic and administrative activities of all departments. He is the Chair of the Development and Steering Committees of the School and represents the School in all issues vis-à-vis university authorities and external institutions.

Chair of the Department of Education – Professor Adam Nir: Responsible for the academic operation of the Department. Advises candidates and students throughout their first and second degree and responds to their requests and queries. He works closely with the Secretary of Student Affairs. He is also the Chair of the School's Teaching Committee.

Academic Coordinator for BA Studies - Dr. Yifat Ben-David Kolikant: Responsible (together with the Chair of the Department) for the BA teaching program, including promoting new courses and initiatives. She works closely with the Student Advisor and the Secretary of Student Affairs, and deals with students' requests and problems.

Academic Coordinator of PhD Studies - Prof. Edna Lomsky-Feder: Responsible for convening and chairing the Admissions and Scholarship Committees, planning PhD level courses, and coordinating with the Research Students Authority of the University.

Chair of Teacher Training Department - Dr. Yehoshua Mathias: Responsible for the academic operation of the Department. He advises candidates and students throughout their studies (including admission procedures) and works closely with the three faculty coordinators (Humanities, Social Science and Science).

Counselor for BA Students - Yasmin Abo Ful

Division Head: Responsible for the teaching program of the specific MA division. Coordinates admissions to the division, advises potential candidates and students throughout their second degree, and deals with their needs and requests.

MA Divisions (Head; approx. no. of students; academic track positions):

- Interdisciplinary Studies in Educational Sciences: Chair of the Department of Education; 18 students.
- Philosophy of Education: Dr. Tal Gilad; 17 students; 1.5 faculty positions
- Sociology of Education: Dr. Julia Resnik; 9 students, 1.5 faculty positions
- Educational Administration, Policy and Leadership: Dr. Ori Eyal; 53 students; 2 faculty positions
- Jewish Education (The Melton Center of Jewish Education): Dr. Zvi Bekerman; 51 students; 7 faculty positions
- School Psychology and Child Clinical Psychology: Dr. Nilly Mor; 51 students; 3 faculty positions
- Personal Program in Research of Educational Psychology: Professor Elisha Babad; 6 students
- Educational Counseling: Professor Itamar Gati; 44 students, 2.75 faculty positions
- Special Education: Dr. Thomas Gumpel; 28 students; 1.5 faculty positions
- Learning and Instruction: Professor Baruch Schwartz; 15 students; 5 faculty positions
- Learning Disabilities: Professor Avital Deutsch; 61 students; 2 faculty positions

Additional 4 faculty members are not affiliated with particular divisions.

Administrative Positions:

Vice-Head of School of Education: Ms. Rachel Elyasyan

Secretary for Instruction and Students' Affairs: Ms. Oshra Pinchasi

Administrative Manager for the Department of Professional Development and Training: Ms. Viki Lipel

Academic Committees

The Teaching Committee: Chair of the Department of Education (Head); Head of School of Education; Heads of MA Divisions; Chair of Teacher Training Department; Vice-Head of School of Education; Secretary for Instruction and Students' Affairs.

The Development Committee: Head of School of Education (Head); Chair of the Department of Education; Prof. Ruth Butler; Prof. Itamar Gati; Prof. Gabi Horenczyk; Prof. Anat Zohar; Prof. Yaacov Kariv; Prof. Baruch Schwartz; Vice-Head of School of Education; Secretary for Instruction and Students' Affairs.

The PhD Research and Scholarships Committee: Prof. Edna Lomsky-Feder (Head); Chair of the Department of Education; Prof. Ruth Butler; Dr. Tal Gilad; Prof. Itamar Gati; Dr. Nilly Mor; Prof. Baruch Schwartz; Vice-Head of School of Education; Secretary for Instruction and Students' Affairs; Secretary for Research and Scholarship.

Screening Committee: Head of School of Education (Head); Chair of the Department of Education; Prof. Ruth Butler; Prof. Itamar Gati; Prof. Anat Zohar; Prof. Edna Lomsky-Feder; Vice-Head of School of Education; Secretary for Instruction and Students' Affairs;

Ethics Committee: Prof. Ilana Ritov (Head); Dr. Christa Asterhan; Dr. Julia Resnik.

School of Education Representative to the Library Committee: Dr. Dan Porat

3.1.7 Location: the campus where the study program is taught (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

See section 3.5.1

3.1.8 The structure of the study program its content, and scope (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Does the study program supply courses to other units?

The School of Education supplies three courses to the "Cornerstone" program (*Avnei Pina*), which exposes all BA students to diverse fields of knowledge at the Hebrew University, including those outside the student's main area of studies, as is common practice at leading universities around the world. The courses offered this academic year are: "Understanding

cognition, teaching and learning” (34411) taught by Prof. Yaakov Kareev, “Social psychology of the classroom” (34435) taught by Prof. Elisha Babad and “Images of childhood from the enlightenment era” (34490) taught by Dr. Yehoshua Mathias.

Copies of the diplomas awarded upon completion of studies are presented in the appendix.

7.1 - The Study Program - Table 1

Academic Year of Evaluation* - (2012-2013)**Framework of study:** single track/ double track/ other _____***The data must refer only to the academic year during which the quality assessment is taking place B.A Program**

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teachi ng Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Status
1	1	INTRODUCTION TO THE PHILOSOPHY OF EDUCATION	Required	3.0		1.5	1.0		142	Gilad, Tal	Lecturer
	1	ISSUES IN EDUCATIONAL RESEARCH AND PRACTICE	Elective	2.0		1.0			40	Schwarz, Baruch	Full Professor
	2	READING IN EDUCATIONAL THEORY	Required	2.0		1.0			82	Mathias, Yehoshua	Senior Lecturer
	2	READING IN EDUCATIONAL THEORY – III	Required	2.0		1.0			48	Zabar, Boaz	Lecturer
	2	INTRODUCTION TO STATISTICS	Required	3.0		1.5	1.0		78	Snapiy, Tchia	Teaching Fellow
	2	CONTEMPORARY MORAL EDUCATION	Elective	2.0		1.0			114	Gilad, Tal	Lecturer
	1+2	INTRODUCTION TO THE PSYCHOLOGY OF EDUCATION	Required	5.0		2.5	1.0		129	Bukobza, Gabriel	Teaching Fellow

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1+2	INTRODUCTION TO THE SOCIOLOGY OF EDUCATION	Required	5.0		2.5	1.0		145	Lomsky-Feder, Edna Resnik, Julia	Associate Professor Senior Lecturer
	1 or 2	LIBRARY INSTRUCTION	Required	0.0		0.0	2.0		133		
2	1	UNDERSTANDING THE EDUCATIONAL SYSTEM	Required	2.0		1.0			152	Porat, Dan	Senior Lecturer
	1	INFERENTIAL STATISTICS AND DATA ANALYSIS	Required	3.0		1.5	1.0		56	Snapiy, Tchia	Teaching Fellow
	2	UNDERSTANDING COGNITION, TEACHING AND LEARNING	Required	2.0		1.0			183	Kareev, Yaakov	Full Professor
	2	RESEARCH METHODS IN EDUCATION	Required	3.0	1.INTRODUCTIO N TO STATISTICS 2. INFERENTIAL STATISTICS AND DATA ANALYSIS	1.5	1.0		50	Mor, Yaniv	Teaching Fellow
	2	ELEMENTARY SKILLS IN ACADEMIC READING & WRITING	Required	2.0		1.0			58	Davidi, Yael	Lecture
	1 or 2	UNDERSTANDING EDUCATIONAL PRACTICE	Required	2.0		1.0			56	Bitran, Shulamit	Adjunct Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teachi ng Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
2 or 3	1	YOGA, MINDFULNESS AND EDUCATION	Elective	2.0		1.0			36	Ergas, Oren	Lecture
	1	THE EDUCATION SYSTEM AS REFLECTED IN THE BUDGET	Elective	2.0		1.0			18	Bar-Ishay, Chana	Adjunct Senior
	1	EDUCATION, EQUALITY AND INEQUALITY	Elective	2.0		1.0			28	Nakar-Saddi, Merav	Teaching Fellow
	1	THE ARAB EDUCATION SYSTEM IN ISRAEL	Elective	2.0		1.0			15	Shemesh, Hana	Lecturer
	1	PEACE EDUCATION: THEORY AND PRACTICE	Seminar	2.0		1.0			6	Bekerman, Zvi	Senior Lecturer
	1	DOES THE EDUCATIONAL LEGACY OF THE ENLIGHTENMENT EXIST?	Elective	2.0		1.0			14	Mathias, Yehoshua	Senior Lecturer
	1	IMAGES OF CHILDHOOD FROM THE ENLIGHTENMENT ERA	Elective	2.0		1.0			52	Mathias, Yehoshua	Senior Lecturer
	1	TEACHING A HETEROGENEOUS CLASS	Elective	2.0		1.0			38	Kamon, Ayala	Adjunct Lecturer
	1	TEENAGERS IN THE AGE OF TECHNOLOGY	Elective	2.0		1.0			39	Korem, Anat	Teaching Fellow
	1	INTERPERSONAL COMMUNICATION	Elective	2.0		1.0			23	Halabi-Kvik,s Solwa	Adjunct Junior

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teachi ng Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1	INTRODUCTION TO COGNITIVE PROCESSES	Elective	2.0		1.0			3	Deutsch, Avital	Senior Lecturer
	1	STUDENTS MENTOR STUDENTS	Elective	2.0		1.0			14	Rachmany, Miki	Lecturer
	1	SCHOOL BULLYING AND VIOLENCE: THEORY AND PRACTICE	Elective	2.0		1.0			25	Levi, Michal	Lecture
	2	CRITICAL PEDAGOGIC IDEOLOGY AND POLITICS	Elective	2.0		1.0			69	Zabar, Boaz	Lecturer
	2	ON TIME, NARRATIVE & THE EDUCATION THAT LAYS BETWEEN	Elective	2.0		1.0			11	Openheim, Roy	Lecturer
	2	SCHOOL ENTREPRENEUR- SHIP IN PUBLIC EDUCATION	Elective	2.0		1.0			41	Ori, Eyal	Senior Lecturer
	2	CULTURE, CITIZENSHIP AND EDUCATION	Elective	2.0		1.0			18	Resnik, Julia	Senior Lecturer
	2	EDUCATION FOR MINORITY GROUPS IN A MULTI-CULTURAL CONTEXT	Elective	2.0		1.0			36	Halabi, Rabah	Adjunct Senior
	2	ENCOUNTERS BETWEEN ARABS AND JEWS	Elective	2.0		1.0			33	Halabi, Rabah	Adjunct Senior

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teachi ng Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	2	INFORMAL EDUCATION: THEORY AND PRACTICE	Elective	2.0		1.0			21	Bekerman, Zvi	Senior Lecturer
	2	ISSUES IN THE HISTORY OF EDUCATION IN ISRAEL	Elective	2.0		1.0			26	Porat, Dan	Senior Lecturer
	2	COUNSELING FOR ADOLESCENCE	Elective	2.0		1.0			45	Tatar, Moshe	Full Professor
	2	THE SOCIAL PSYCHOLOGY OF THE CLASSROOM	Elective	2.0		1.0			189	Babad, Elisha	Full Professor
	2	ENHANCING THE SCHOOL CLIMATE AMONG TEACHERS TEAMS	Elective	2.0		1.0			15	Beenstock, Osnat	Adjunct Lecturer
	2	EMOTIONAL, BEHAVIORAL AND EDUCATIONAL DISORDERS	Elective	2.0		1.0			44	Saka, Noa	Adjunct Senior
	1+2	JANUSZ KORCZAK AND MODERN TRENDS IN EDUCATION	Seminar	4.0		2.0			24	Silverman, Marc	Senior Lecturer
	1+2	EXPERIENCING RESEARCH	Seminar	4.0		2.0			9	Bekerman, Zvi Mor, Nilly	Senior Lecturer Senior Lecturer
	1+2	THEORIES AND ORGANIZATION- AL PROCESSES	Elective	4.0		2.0			22	Nir, Adam	Associate Professor
	1+2	MEMORY IN THE PUBLIC 'SPACE' IN ISRAEL	Seminar	4.0		2.0			10	Porat, Dan	Senior Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teachi ng Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1+2	THE AIMS OF EDUCATION - PAST AND PRESENT	Seminar	4.0		2.0			29	Gilad, Tal	Lecturer
	1+2	LEARNING THROUGH INTERACTION: THE ROLE OF "THE OTHER"	Seminar	4.0		2.0			5	Asterhan, Christa	Lecturer
	1+2	DEVELOPMENTAL PSYCHOLOGY	Elective	4.0		2.0			31	Butler, Ruth	Full Professor
	1+2	DEVELOPING THE SOCIAL COMPETENCIES OF THE STUDENT	Elective	4.0		2.0			29	Korem, Anat	Teaching Fellow
	1+2	CREATIVITY: AN INTERDISCIPLIN- ARY APPROACH	Elective	4.0		2.0			9	Bar-Cohav, Israel	Lecturer
	1+2	CREATIVE WRITING, DOCO,GESTALT AND THE SELF	Elective	4.0		2.0			14	Bar-Cohav, Israel	Lecturer
	1+2	CROSS-CULTURAL ASPECTS OF COUNSELING	Seminar	4.0		2.0			8	Masalcha, Shafik	Adjunct Senior
	1+2	SEMINAR FOR THE ADVANCED PROGRAM	Seminar	4.0		2.0			12	Tabib, Yosepha Openheim Roy	Lecturer Lecturer
	1+2	GOING TO THE FIELD: RESEARCH PRACTICE IN EDUCATION	Elective	4.0		2.0			10	Zimroni, Hagit	Lecturer

MA Program

Philosophy of Education											
Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1 or 2	1	ABOUT EVIL AND ITS EDUCATIONAL IMPLICATIONS	Elective	2.0		1.0			27	Gilad, Tal	Lecturer
	1	PHILOSOPHICAL DIMENSIONS OF MORAL EDUCATION	Elective	2.0		1.0			10	Silverman, Marc	Senior Lecturer
	1	THE HISTORY OF EDUCATION IN ISRAEL	Seminar	2.0		1.0			14	Porat, Dan	Senior Lecturer
	2	CHILDHOOD & EDUCATION IN THE MIRROR OF HISTORY	Elective	2.0		1.0			21	Mathias, Yehoshua	Senior Lecturer
	2	PHILOSOPHICAL ISSUES IN EDUCATIONAL POLICY	Elective	2.0		1.0			13	Gilad, Tal	Lecturer
	Methodology Courses (all MA divisions)										
	2	QUANTITATIVE RESEARCH IN EDUCATION	Required	2.0		1.0	1.0		30	Kareev, Yaakov	Full Professor
	2	STATISTICAL INFERENCE AND RESEARCH DESIGN	Required	2.0		1.0	1.0		47	Sorel, Cahan	Associate Professor
	1or2	QUALITATIVE RESEARCH - PRINCIPLES AND METHODS	Required	2.0		1.0			65	Shkedi, Asher	Senior Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing Hour s	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1	ETHNOGRAPHY IN EDUCATION - QUALITATIVE RESEARCH METHODS	Required	2.0		1.0			9	Bekerman, Zvi	Senior Lecturer
	2	METHODOLOGIC- AL ASPECTS OF EDUCATIONAL RESEARCH	Required	2.0	1. QUANTITATIVE RESEARCH IN EDUCATION Or 2. STATISTICAL INFERENCE AND RESEARCH DESIGN	1.0			13	Gati, Itamar	Full Professor
	2	QUALITATIVE RESEARCH FOR ADVANCED STUDENTS	Required	2.0		1.0			11	Shkedi, Asher	Senior Lecturer
Sociology of Education											
2	1	EDUCATIONAL ECONOMY	Required	2.0		1.0			18	Klinov, Ruth	Full Professor
	1	GENDER AND SOCIETY	Elective	2.0		1.0			27	Rapoport, Tamar	Full Professor
	1	BETWEEN TALKING AND DOING SOCIOLOGY	Elective	2.0		1.0			10	Nakar-Saddi, Merav	Teaching Fellow
	1	EDUCATIONAL POLICIES AND REFORMS: A COMPARATIVE PERSPECTIVE	Elective	2.0		1.0			11	Resnik, Julia	Senior Lecturer
	1	INTRODUCTION TO FEMINIST THEORY	Elective	2.0		1.0			14	Tamir, Evnat	Teaching Fellow

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing Hour s	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	2	EDUCATION, THE STATE AND CIVIL SOCIETY	Elective	2.0		1.0			4	Resnik, Julia	Senior Lecturer
	2	NATIONALISM AND EDUCATION	Elective	2.0		1.0			18	Lomsky-Feder, Edna	Associate Professor
	1	EDUCATION AND SOCIETY- SELECTED TOPICS OF SOCIOLOGICAL THEORIES	Required	2.0		1.0			12	Resnik, Julia	Senior Lecturer
	1	OBSERVE, ASK & INTERPRET: QUALITY EDUCATION RESEARCH – I	Required	2.0		1.0			20	Lomsky-Feder, Edna	Associate Professor
	2	THE BODY IN THE SOCIAL SPACE	Elective	2.0		1.0			17	Nativ, Yael	Teaching Fellow
Educational Administration, Policy and Leadership											
1 or 2	1	ETHICAL CONSIDERATIONS IN SCHOOL MANAGEMENT	Required	2.0		1.0			21	Ori, Eyal	Senior Lecturer
	1	SELECTED TOPICS IN DECISION MAKING	Elective	2.0		1.0			18	Ritov, Ilana	Full Professor
	1	ORGANIZATION- AL VISION - MODELS OF EDUCATIONAL SYSTEMS	Elective	2.0		1.0			27	Yoeli, Raya	Adjunct Lecturer
	1	ORGANIZATION STUDIES	Elective	2.0		1.0			30	Ofarim, Yael	Teaching Fellow

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing Hour s	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	2	LEGAL ISSUES IN EDUCATION	Elective	2.0		1.0			35	Hoshen, Ehud	Adjunct Lecturer
	2	FINANCE OF EDUCATIONAL SYSTEMS	Elective	2.0		1.0			28	Bar-Ishay, Chana	Adjunct Senior
	2	INDEPENDENT READING	Elective	2.0		1.0			7	Inbar, Dan	Full Professor
	2	INDICATORS IN EDUCATION	Elective	2.0		1.0			23	Bukobza, Gabriel	Teaching Fellow
	1+2	HUMAN RESOURCE MANAGEMENT AND ORGANIZATION-AL DEVELOPMENT	Required	4.0		2.0			25	Nir, Adam	Associate Professor
	1+2	INTRODUCTION TO EDUCATIONAL ECONOMICS	Required	4.0		2.0			18	Bar-Ishay, Chana	Adjunct Senior
	1+2	LEADERSHIP IN EDUCATION	Required	4.0		2.0			29	Ori, Eyal	Senior Lecturer
	1+2	EQUALITY & INEQUALITY IN THE CITY, VILLAGE & SPACE	Elective	4.0		2.0			21	Hoshen, Ehud	Adjunct Lecturer
	1+2	PARENTAL CHOICE POLICY IN EDUCATION	Elective	4.0		2.0			9	Hoshen, Ehud	Adjunct Lecturer
	1+2	EDUCATIONAL POLICY IN ISRAEL	Elective	4.0		2.0			9	Ori, Eyal	Senior Lecturer
	1+2	DEVELOPING PEDAGOGIC LEADERSHIP	Required	4.0		2.0			21	Zohar, Anat	Full Professor

School Psychology and Child Clinical Psychology											
Year in Program	Semester	Course Title	Course Type (required/elective/seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1	PSYCHODYNAMIC DEVELOPMENTAL THEORIES	Required	2.0		1.0			19	Grinvald, Naama	Adjunct Lecturer
	1	DEPRESSION & ANXIETY: COGNITIVE & EMOTIONAL ASPECTS	Seminar	2.0		1.0			16	Mor, Nilly	Senior Lecturer
	2	DEPRESSION & ANXIETY: COGNITIVE & EMOTIONAL ASPECTS II	seminar	2.0	DEPRESSION & ANXIETY: COGNIT. & EMOTION. ASPECT	1.0			10	Mor, Nilly	Senior Lecturer
	2	ADVANCED STATISTICAL METHODS IN PSYCHOLOGY RESEARCH	Required	3.0		1.5			42	Horenczyk, Gabriel	Associate Professor
	1 or 2	EDUCATIONAL PRACTICUM - A	Required	4.0		2.0			20	Mor, Nilly	Senior Lecturer
	1+2	PSYCHOPATHOLOGY	Required	4.0		2.0			22	Mor, Nilly	Senior Lecturer
	1+2	INTRODUCTION TO COGNITIVE BEHAVIOR THERAPY	Required	4.0		2.0			20	Mor, Nilly Meijers, Joop Sorer, Ma'ayan	Senior Lecturer Lecturer Teaching Fellow
	1+2	PSYCHOLOGICAL ASSESSMENT	Required	4.0		2.0			21	Camph, Orly	Teaching Fellow

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing Hour s	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1+2	INTERVIEWS AND COMMUNICATION WITH CHILDREN	Required	4.0		2.0			20	Cohen, Esther	Associate Professor
	1+2	EDUCATIONAL PSYCHOLOGY	Required	4.0		2.0			21	Tossman, Inbal	Teaching Fellow
	1+2	MOTIVATION, SELF-IMAGES & CHILD DEVELOPMENT	Required	4.0		2.0			10	Butler, Ruth	Full Professor
2	1	PSYCHODYNAMIC ASSESSMENT OF CHILDREN	Required	2.0		1.0			18	Camph, Orly	Teaching Fellow
	1	EDUCATIONAL PRACTICUM	Required	2.0		1.0			20	Mor, Nilly	Senior Lecturer
	1	ETHICS	Required	2.0		1.0			47	Mor, Nilly Cohen, Esther	Senior Lecturer Associate Professor
	2	SELECTED TOPICS IN CLINICAL CHILD PSYCHOLOGY	Required	2.0		1.0			32	Cohen, Esther Meijers, Joop	Associate Professor Lecturer
	1+2	PSYCHOLOGICAL INTERVENTION WITH FAMILIES	Required	4.0		2.0			17	Cohen, Esther	Associate Professor

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing Hour s	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1+2	A PSYCHODYNAMIC PERSPECTIVE ON THEORY & PRACTICE	Required	4.0		2.0			34	Grinvald, Naama Shavit-Ohayon, Varda	Adjunct Lecturer Adjunct Lecturer
	1+2	CLINICAL PRACTICUM	Required	4.0		2.0			35	Meijers, Joop	Lecturer
	1+2	RESEARCH SEMINAR IN EDUCATIONAL PSYCHOLOGY	Required	4.0		2.0			3	Babad, Elisha	Full Professor
Educational Counseling											
1	1	CULTURAL ASPECTS IN COUNSELING	Required	2.0		1.0			31	Tatar, Moshe	Full Professor
	2	CAREER GUIDANCE AND DECISION MAKING	Required	2.0		1.0			24	Gati, Itamar	Full Professor
	2	INTERPERSONAL COMMUNICATION AND THE COUNSELOR'S WORK	Required	2.0		1.0			24	Ben-Uri, Eyna	Lecturer
	2	PARENTHOOD - DEVELOPMENT AND CHANGE	Required	2.0		1.0			33	Amram, Sima	Lecturer
	1 or 2	SUPERVISED FIELD WORK - FIRST YEAR	Required	4.0		3.0					
	1 +2	THERAPEUTIC PROCESSES IN INDIVIDUAL INTERVENTION	Required	4.0		2.0			25	Amram, Sima	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1 +2	PRACTICAL WORK - FIRST YEAR	Required	4.0		2.0			22	Beenstock, Osnat	Adjunct Lecturer
	1	LEARNING DISABILITIES AND THE SUPERVISORS' ROLE	Required	2.0		1.0			18	Shalhevet, Reuvena	Adjunct Lecturer
	1	BUILDING INTERVENTIONAL COUNSELING PROGRAMS	Required	2.0		1.0			21	Beenstock, Osnat	Adjunct Lecturer
	2	PROFESSIONAL LEADERSHIP IN A SCHOOL-THE COUNSELOR'S WORK	Elective	2.0		1.0			15	Ben-Uri, Eyna	Lecturer
	2	DEVELOP. SOC. SKILLS - IMPLICATIONS FOR COUNSELING	Elective	2.0		1.0			37	Korem, Anat	Adjunct Senior
	1 Or 2	SUPERVISED FIELDWORK - SECOND YEAR	Required	2.0		1.0			17	Halabi-Kviks, Solwa	Adjunct Lecturer
	1+2	ORGANIZATION-AL COUNSELING APPLICATIONS	Required	4.0		2.0			17	Tatar, Moshe	Full Professor
	1+2	GROUP PROCESSES IN THE COUNSELOR'S WORK	Required	4.0		2.0			18	Shafik, Masalcha	Teaching Fellow
	1+2	PRACTICAL WORK - SECOND YEAR	Required	2.0		1.0			17	Beenstock, Osnat	Adjunct Lecturer

Learning and Instruction											
Year in Program	Semester	Course Title	Course Type (required/elective/seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1 or 2	1	ELEMENTS IN TEACHING AND LEARNING	Required	2.0		1.0			14	Schwarz, Baruch	Full Professor
	1	THE INTERNET IN EDUCATION AND LEARNING	Elective	2.0		1.0			10	Ben-David Kolikant, Yifat	Senior Lecturer
	1	PROCESSES IN READING COMPREHENSION	Elective	2.0		1.0			7	Schwarz, Baruch	Full Professor
	1	HISTORICAL REPRESENTATION IN THE EDUCATION SYSTEM	Elective	2.0		1.0			23	Porat, Dan	Senior Lecturer
	1	LEARNING DIALOGUES IN THE CLASSROOM: TASK DESIGN	Elective	2.0		1.0			4	Asterhan, Christa	Lecturer
	1	SCHOOL IN THE AGE OF KNOWLEDGE - ELEMENTARY MATH	Elective	2.0		1.0			9	Ben-David Kolikant, Yifat	Senior Lecturer
	2	INTRODUCTION TO TECHNOLOGY IN EDUCATION	Required	2.0		1.0			8	Ben-David Kolikant, Yifat	Senior Lecturer
	2	BASIC ISSUES IN COGNITION	Required	2.0		1.0			29	Kareev, Yaakov	Full Professor
	2	PROCESSES OF LEARNING AND TEACHING AT SCHOOL	Required	2.0		1.0			8	Schwarz, Baruch	Full Professor

Year in Program	Semester	Course Title	Course Type (required/elective/seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	2	THE CHANGING TASK OF THE TEACHER IN THE 21ST CENTURY	Elective	2.0		1.0			13	Schwarz, Baruch	Full Professor
	2	MISCONCEPTIONS & CONCEPTUAL CHANGE IN THE CLASS	Elective	2.0		1.0			18	Asterhan, Christa	Lecturer
	2	KNOWLEDGE AND TEACHERS PROFESSIONAL DEVELOPMENT	Elective	2.0		1.0			10	Ben-David Kolikant, Yifat	Senior Lecturer
	2	SCHOOL IN THE AGE OF KNOWLEDGE - NEW PEDAGOGIES	Elective	2.0		1.0			13	Ben-David Kolikant, Yifat	Senior Lecturer
	1	LEARNING, THINKING AND LEARNING BY THINKING	Elective	2.0		1.0			34	Zohar, Anat	Full Professor
Learning Disabilities											
1	1	READING - PART A: FUNDAMENTAL PROCESSES OF READING	Required	2.0		1.0			23	Deutsch, Avital	Associate Professor
	1	INTRODUCTION TO LANGUAGE PROCESSING	Required	2.0		1.0			21	Deutsch, Avital	Associate Professor
	1	THEORETICAL ASPECTS OF LANGUAGE DEVELOPMENT	Required	2.0		1.0			22	Goverman, Ainat	Adjunct Lecturer
	1	NUMERICAL COGNITION	Required	2.0		1.0			29	Ashkenazi, Sarit	Lecturer
	2	READING - PART B: READING DISABILITIES	Required	2.0		1.0			20	Deutsch, Avital	Senior Lecturer
	2	INTELLIGENCE AND MEASUREMENT	Required	2.0		1.0			25	Sorel, Cahan	Associate Professor

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing Hour s	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1 OR 2	NEUROPSYCHO- LOGICAL ASPECTS OF LEARNING DISABILITIES	Required	2.0		1.0			39	Ashkenazi, Sarit	Lecturer
	1 OR 2	LEARNING DISABILITIES & MATH: THEORETICAL ASPECTS	Required	2.0		1.0			43	Ashkenazi, Sarit	Lecturer
2	1	FUNDAMENTAL ISSUES IN THE DEFINITION OF LEARNING DISABILITIES	Required	2.0		1.0			22	Saka, Noa	Adjunct Lecturer
	2	FUNDAMENTAL ISSUES IN THE DEFINITION OF LEARNING DISABILITIES	Required	2.0		1.0			23	Sorel, Cahan	Associate Professor
	1 + 2	CLINICAL TRAINING IN CHILD DIAGNOSIS	Required	10.0		5.0			20	Deutsch Avital	Associate Professor
	1 + 2	THEORY TO PRACTICE - DIAGNOSIS OF LEARNING DISABILITIES	Required	2.0		1.0			21	Deutsch, Avital	Associate Professor
	1 + 2	CLINICAL TRAINING IN ADULT DIAGNOSIS	Required	4.0		2.0			21	Deutsch, Avital	Senior Lecturer
3	1	TREATMENT EXPERIENCE	Required	3.0		1.5			22	Zilberstein, Chen	Adjunct Lecturer
	1	WORKSHOP ON REMEDIAL INTERVENTION METHODS	Required	3.0		1.5			22	Avni, Chana	Adjunct Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing Hour s	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
	1	WORKSHOP ON REMEDIAL INTERVENTION METHODS	Required	2.0		1.0			22	Butz, Anat	Adjunct Lecturer
	1	PSYCHOPATH- OLOGY OF CHILDHOOD AND YOUTH	Elective	2.0		1.0			53	Saka, Noa	Adjunct Lecturer
	1	LEARNING DISABILITIES AND MATH. - 3RD YEAR	Elective	2.0		1.0			3	Ashkenazi, Sarit	Lecturer
	2	SPOKEN LANGUAGE: THE PRODUCTION PROCESS	Elective	2.0		1.0			15	Deutsch, Avital	Associate Professor
Special Education											
1 or 2	1	LEARNING DISABILITIES	Required	2.0		1.0			19	Amitay, Gila	Teaching Fellow
	1	DECISION MAKING IN AN INTERDISCIPLIN- ARY GROUP	Elective	2.0		1.0			30	Igell, Carmela	Adjunct Lecturer
	2	LEARNING DISABILITIES AS A RISK FACTOR	Elective	2.0		1.0			22	Amitay, Gila	Teaching Fellow
	2	PARENTS AND STUDENT SHARE IN THE DECISION MAKING	Elective	2.0		1.0			46	Igell, Carmela	Adjunct Lecturer
	1 + 2	BEHAVIOUR INTERVENTION AT SCHOOL	Required	4.0		2.0			9	Cohen, Gabriel	Adjunct Lecturer
	1	INTRODUCTION TO SPECIAL EDUCATION	Elective	2.0		1.0			46	Furst, Hagit	Adjunct Lecturer

PhD Program

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Week ly Teac hing	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
	1	WRITING A QUALITATIVE PAPER - WORKSHOP FOR DOCTORAL STUDENTS	Required	2.0		1.0			7	Lomsky-Feder, Edna	Associate Professor
	1	WRITING A QUANTITATIVE PAPER - WORKSHOP FOR DOCTORAL STUDENTS	Required	2.0		1.0			8	Butler, Ruth	Full Professor

3.1.9. Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

The academic program of the Department of Education developed out of the shared efforts invested by both the academic and administrative staff. All academic issues, including considerations concerning the academic curricula, come under the jurisdiction of the Teaching Committee headed by the Chair of the Department. The Teaching Committee sets guidelines and procedures and approves suggested changes and innovations for the academic program. In 2013 an academic adviser was appointed from the School's academic staff (Dr. Yifat Ben David Kolikant). This step was taken as part of the efforts to increase the relevancy of the program and to structure the curricula in accordance with the guidelines set by the Teaching Committee.

In addition, members of the academic staff serve as division Heads for each of the MA divisions. Preparation of the divisions' curricula is one of their main responsibilities. These processes ensure that professional considerations, relevant to each area of expertise, are taken into account and shape the list of courses, training processes and the academic demands that students are expected to fulfill.

The academic program is not complete without the input of the administrative staff responsible for budgeting and for issuing appointments for adjunct teachers and assistants. The Students' Secretariat obviously plays a major role in finalizing the academic program. Major changes in the curriculum or in the specialization tracks also require the approval of the Teaching Committee of the Faculty of Humanities.

Among the many changes made to the academic program over the past five years, the main ones are:

Undergraduate (BA) level:

- The number of elective courses was increased and broadened.
- Practice-oriented courses with visits to formal and informal educational institutions were added.
- A new course in which 2nd and 3rd year students mentor 1st year students was introduced.
- BA students may receive course credits for their involvement in research conducted by members of the academic staff.

Graduate level:

- Based on an evaluation of the MA divisions carried out during the 2012 academic year, the number of credits required to graduate in the non-training divisions was reduced from 48 credits to 40 and, from 40 to 32 credits for students choosing to conduct original research and submit a MA thesis in partial fulfilment of their MA requirements.
- Based on the existing foundations of the "Interdisciplinary Studies in Educational Sciences" Division, a special program designed to meet the needs of teachers on sabbatical was developed and approved, and will be launched in the next academic year. Although the requirements of this program are identical to the existing program, it has been structured to enable teachers to complete their studies in a single year, during their sabbatical. This is a joint program together with the High-School Teachers' Professional Organization.

3.1.10 Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

The Chair of the School and the Teaching Committee are responsible for the coordination and maintenance of the program. This includes special attention to the need to add new required courses by faculty members, or, at times, hiring adjunct teachers. All major changes are presented at Teaching Committee meetings and approved by its members. Among the issues discussed over the past few years were: ways to assist BA students to become more involved in research; facilitating the transition of BA students from the first to the second year of studies; assisting students who are not native Hebrew speakers, and, the redesign of the graduate program.

3.1.11 Are non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

Since our graduates, following graduation, hold positions in the education system (such as teachers, counselors, school principals and superintendents, learning disabilities specialists etc.), our divisions are designed to meet the professional standards set by the academic community as well as by State authorities.

For example, the Psychological Association is the authority in the Ministry of Health responsible for issuing licenses to psychologists, experts and instructors. This is a statutory body that is elected based on the Law of Psychologists and has the authority to set the criteria for admission to the internship, a main requirement for licensure. Formally universities are not obliged to comply with the criteria that are set by the psychology establishment. However, in practice these requirements shape the curriculum of the divisions and determine a minimum set of courses that are taught by the division as well as the format and length of the practicum that students carry out.

Learning Disabilities is another division influenced by non-academic bodies. A governmental committee is working on setting procedures for enforcing the law regarding assessment of learning disabilities. When this committee completes its work, the regulations set will affect the division's curriculum.

The training of school principals and school counselors is a third example of the involvement of non-academic bodies in our curriculum. These programs are shaped in accordance with the guidelines set by the Ministry of Education.

3.1.12 To what extent does the department collaborate with other departments within/outside the institution?

The School of Education maintains collaborations of a varying nature and extent with several departments within and outside the institution. Within the HUJI an intensive, fruitful and ongoing collaboration exists with the Department of Psychology as the Division of Child Clinical and School Psychology operates in coordination with this department and follows its guidelines.

Another area of collaboration prevails between the School of Education and the School of Social Work. Recently, this collaboration has led to students from both schools being able to take courses from both programs at the BA level as part of their training towards their future careers in Israeli society. This program was created to meet the needs and requests of ambitious students who wish to initiate change and therefore require a broad professional

training, which was not previously available. Graduates receive a combined BA degree in Social Work and Education.

The newest established collaboration is with the Open University. This collaboration intends to make the Hebrew University in general, and the School of Education in particular, more accessible to a variety of populations and knowledge seekers who wish to study at the School of Education and encounter difficulties in meeting the requirements for admission. This program enables students who begin their studies at the Open University to complete their degree at the School of Education.

3.1.13 What are the future development plans of the evaluated study program, and how were they decided upon?

Our long-term strategic plan (developed and discussed with the Committee for Development of the School of Education in terms of strategies, and with the Teaching Committee in terms of curricula, during the last four years) is aimed at reconceptualizing and restructuring, to some extent, the academic programs. A number of principles serve as guidelines:

1. The promotion of greater coherence and integration in Educational Studies at the graduate level – with the intent of instituting, to the degree that resources afford, a structure and atmosphere comparable to that of a Graduate School. This includes the fostering of greater integration between the academic degree programs and the Division for Teacher Training – a process that had led, and should continue to lead, to the academic upgrading of Teacher Training as well as the development of course clusters “(mikudim) in the BA degree program. Our BA program should offer academic specialization tracks based on thematic considerations. An academic consultant (faculty member) and an academic counselor (MA student) for the BA program have been added to its organizational structure.
2. The reshaping of the academic MA divisions is an ongoing process. For example, we are working towards the integration of the Division of Sociology of Education into a broader Division of Management, Policy and Leadership. We are also promoting a joint academic program between the Department for Teacher Training and the Division of Learning and Instruction (MA academic divisions).
3. The Division for Teacher Training is about to start a process of reorganization through the inclusion of three academic coordinators responsible for the different subject matter areas (Sciences, Humanities and Social Sciences) and the participation of a senior member of the Faculty that together with the Director of the Division are reshaping its academic profile.
4. Reshaping the BA and the MA programs, and the Department for Teacher Learning will facilitate better intellectual and academic interchange between teachers and students. A greater academic and organizational integration will allow us to advance the different components of our mission. As a result, there would be more cross-fertilization between specializations, some of the programs will be more attractive, classes would be more populated - and teacher and administrative resources would be better distributed.
5. The School aims to develop new initiatives to strengthen the link between the School and the community.
6. We are looking to create an infrastructure that could form the basis for an independent School of Education - with all the components necessary for the smooth working of such a unit within the framework of the University. The leadership of the School of Education as well as that of the Humanities Faculty is convinced that such a move would significantly enhance the quality of both academic and administrative

work in both units, without impairing possible cooperation between the two units in areas of common academic interest.

3.1.14 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

Strengths:

- A prominent focus of the School of Education is research; at HUJI, there are clear criteria for quality research and our faculty meets them well. Our faculty publishes, collaborates, serves on the boards of leading journals, and receives important competitive funds from prestigious research foundations. Moreover, many of our graduates have become leading scholars and researchers, and others are excellent practitioners in the different disciplines in the field both in Israel and abroad.
- A real strength is the atmosphere in our workplace. We have managed to create a collegial environment which is both supportive to students and faculty and committed to mentoring students. The nature and the content of the interface between academic faculty and administrative staff are unique. Collaboration, mutual support, and coordinated efforts between these two entities are the basis of our work and serve as a strong anchor for future programs and continuing development.
- The professionally oriented study programs in our MA divisions are outstanding in terms of the high caliber of students admitted to them, and in that they offer comprehensive and impressive academic and professional training of the highest standard in the country.
- Significant progress has been made in the cooperation between the different units in our School and with different departments within the University and also with external academic institutions and professional entities.

Weaknesses:

- Taking into consideration the various needs of the School, we are clearly understaffed. We are still keeping many programs going, some with very few faculty members. The financial cuts have been very detrimental to the School of Education: A very small faculty (as a result of retirements and few new appointments) will, in the future, seriously affect the quality of the study programs and specifically the number of research proposals that will be submitted, the number of supervised doctoral students and MA theses. The situation is not easy - maybe it's asking too much of too few, in terms of teaching, tutoring, and research.
- We need to improve our outcomes with regard to applied research – developing and advancing tools and methods evaluated for the advancement of the field. With some notable exceptions (see Chapter 4) our researchers do not participate enough in public discourse regarding educational issues in Israeli society. The School of Education should be playing a significant role in such discussions and could do more.
- One of the main questions that the School has yet to answer is how to adapt to the changing world outside: MOOCs (massive online open courses), changing needs of students and the rapid changes in both Israeli society and its higher education system.

3.2. Teaching and Learning Outcomes

3.2.1. Teaching

3.2.1.1 Does the Department have a structured system for evaluating teaching? If 'yes', please specify what the process includes. How are the results of the evaluation activities used, specifically, the negative findings about faculty members' teaching?

The University's teaching survey is the main tool employed to evaluate the quality of teaching and its reports are extensively used in promotion procedures. At the end of each course, students are requested to evaluate the course and the lecturer on a scale of 1 to 20 (see Table 7.3 in the appendix for the School of Education faculty survey's results). Each lecturer receives the survey's results which point at the main issues requiring some further attention and improvement. These surveys are also used to identify our outstanding lecturers and to detect those who need professional guidance. Special attention is given in the School of Education to faculty members who obtain low evaluations. Assistance is offered in several ways: Initially, a series of discussions take place between the teacher and the Head of the School of Education to understand and identify the difficulties that the teacher is encountering and to offer solutions to improve their teaching. Thereafter mentorship, an active and progressive way to assist teachers in developing their teaching proficiencies, is implemented. In some cases this includes visits from the mentor to the classes taught by the teacher who obtained relatively low teaching evaluations so that the mentor is able to offer solutions and advice.

3.2.1.2 How does the unit foster excellence in teaching? How are excellent teachers rewarded?

Excellent teachers are recognized both by the University and by the School of Education. In addition to a personal letter that each of these teachers receives from the Rector with thanks and gratitude, a list with the names of all the outstanding teachers is publicized on the bulletin boards throughout the corridors. In many cases, these teachers are those who serve as mentors for faculty members who obtain relatively low student evaluations. In addition, the School of Education acknowledges its excellent teachers by sending letters of recognition thanking them for their work and effort.

3.2.1.3 Does the institution have a center for the enhancement of teaching? If not, does the institution/ unit/department offer the teaching faculty systematic activity, such as courses/in-services/training/instruction and guidance programs in order to improve the quality of teaching?

During the past academic year, the University established a new unit (YAHIEL) to promote teaching and learning at the Hebrew University. This unit, which started as an initiative of the School of Education, currently provides four types of workshops: initial training for teaching assistants; workshops for junior faculty; enrichment workshops for senior faculty; and, thematic workshops focused on various issues associated with learning, evaluation and teaching methods. In addition, the unit offers individual meetings with faculty members who are interested in improving their teaching skills.

3.2.1.4 Do new faculty members receive special support? Does the department have a mentoring program for new faculty? If 'yes' – please specify.

As a matter of routine, it is our policy that new faculty have a reduced teaching load in their first two years of teaching. Each new faculty member at the School of Education is assigned a mentor, usually a member of the senior faculty. The aim is to provide new faculty members a channel for open communication channel with an experienced faculty member to ask questions about the School of Education and the University, about promotion procedures, and about potential opportunities that new faculty may use to advance his/her research. In addition, each new faculty member is obliged to participate in a two-day workshop conducted by YAHIL which aims to promote teaching and learning at the Hebrew University for new faculty members during their first year of teaching at the institution. This workshop focuses on a number of issues including communication with students, cultivating excellence, preventing student dropout, syllabi and lesson planning, and grading.

3.2.1.5 Please provide in the format of Table 7.3 as an appendix to the report, the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (those of faculty members and those of adjuncts). Please divide the information by obligatory courses, electives, seminars, and labs/workshops. Please specify any other methods of evaluation.

7.3 - Table no. 3
Average Score of Teaching Surveys in the Last 5 Years

School of Education

Range of scores: 0-20

200: Department of Education

201: Teachers Training

Academic Year 2008-2009: 200								
1st semester					2nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	17.3	15.7	15.5	N/A	15.5	15.3	17.4	14.6
N. of courses	29	22	10	N/A	48	22	23	4
Academic Year 2008-2009: 201								
1st semester					2nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	14.7	16.8	14.2	N/A	12.6	17.0	16.3	14.0
N. of courses	15	12	3	N/A	12	10	3	8
Academic Year: 2009-2010: 200								
1st semester					2nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	15.3	16.2	17.6	11.4	16.1	15.7	17.2	19.5
N. of courses	36	20	6	1	46	23	17	2

Academic Year: 2009-2010: 201								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	16.1	16.7	18.6	N/A	16.0	15.4	12.8	16.5
N. of courses	17	8	1	N/A	11	9	7	10
Academic Year 2010-2011: 200								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	15.1	15.6	17.1	N/A	16.2	14.5	15.6	18.4
N. of courses	33	26	5	N/A	46	21	15	3
Academic Year 2010-2011: 201								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	15.4	16.4	14.5	N/A	16.4	16.7	15.1	15.7
N. of courses	13	7	1	N/A	11	7	4	7
Academic Year 2011-2012: 200								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	16.7	16.2	17.2	N/A	15.7	16.3	14.2	20.3
N. of courses	27	27	5	N/A	51	23	12	1

Academic Year 2011-2012: 201								
1st semester					2nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	16.6	17.0	12.8	N/A	16.6	16.3	14.4	11.3
N. of courses	18	5	2	N/A	7	7	3	6

Comments:

1. The tables refer only to four previous years, because there was no survey 5 years ago - due to a long strike during that academic year.
2. Please take into account that in the lower row – the number of courses mentioned indicates only the ones graded – not all the ones given that year. There is no grading in courses in which less than 6 students filled out a form.
3. Bonus points given to some courses in the estimating process may result in a final score higher than 20 as seen in the second semester (200) of year 2011/2012.

3.2.1.6 Describe the use of information technology in teaching and learning: methods, scope, types of courses etc.

Over the past decade, the Hebrew University has become a technology-literate institution. In spite of the limited resources, the School of Education decided to upgrade all teaching technologies for the benefit of students and faculty. Most of the faculty members administer their courses, to varying degrees, through an LMS called Moodle. Moodle serves not only to post syllabi, assignments, course bibliographies, and presentations, but also, to enable e-discussions among students and between faculty and students. Furthermore, many classrooms are equipped with “smart teacher tables,” having DVD/VCR and computers connected to the net. This allows faculty to use a variety of sources and media with greater flexibility. Some of our faculty use applications and software partly developed by their research teams in their courses (Asterhan, Schwarz). Furthermore, our library holds a media center with a large variety of videos assisting teachers in classes. Our faculty uses the media in most classes, and this is also the norm in our TA’s sessions.

3.2.2. Learning Outcomes

3.2.2.1 What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LO defined in the course syllabi?

The School runs a large variety of programs. Therefore, it is impossible to specify general and unified learning outcomes. Instead, one can find many types of the LO of the different programs on the school’s web-pages, publications and in the courses’ syllabi, although this is not yet a common practice (starting next academic year, the HU has adopted a unified syllabi policy). Historically, the LO of the different programs were set by the Heads of the School but since programs have diversified over time, there has been an increasing number of researchers and teachers who initiated and implemented new programs and courses and therefore also - LO. In addition, exterior factors, such as social changes or demands initiated by official bodies such as the Ministry of Education, have also played a decisive role in setting the different programs’ learning outcomes. Programs at the School of Education are divided into three categories according to their academic level and main LO:

Undergraduate (BA) program: The School’s undergraduate program has a number of desired LOs. The first aim is to provide students with a strong basis in educational studies. To accomplish this goal, students are provided with a number of core courses that constitute the foundations of education such as philosophy, psychology and sociology. The desired outcomes of these courses are not only that students will possess the basic knowledge in these fields, but also, that they will gain a deep understanding of the different perspectives from which education can be addressed. The second aim of the undergraduate program is to acquaint the students with the world of educational research. The students are provided with a number of methodological courses that are designed to improve their understanding of educational research and to enable them to develop their own research skills. The third aim of the undergraduate program is to enable the students to develop a broader and deeper understanding of select issues according to their own interests and desires. This is accomplished through a variety of electives that are given by top researchers. In these courses students are exposed to innovative research, encouraged to critically think about key issues in the world of education and obviously to gain new knowledge. The undergraduate program maintains a delicate balance between equipping the students with the basic knowledge, skills and expertise required to understand today’s education, and letting the students pursue their own intellectual and professional interests in the field.

Graduate programs (not including PhD): The MA divisions offered by the School can be divided into two main groups. The first group comprises the MA divisions focusing on professional training. These divisions strive to train outstanding practitioners, such as educational psychologists or school counselors. Each of these divisions provides the knowledge, skill, and expertise required to train excellent practitioners in its own domain. This, however, does not mean that the desired LOs are confined to the training of good practitioners. Each of the divisions also aims to provide students with research skills that will enable those wishing to conduct research to pursue this endeavor. They also aim to provide enrichment that goes beyond their selected area of professionalization. The second group of programs comprises MA divisions that do not focus on professional training. These programs emphasize the development of research skills which provide students with a deep understanding of the domain they choose to focus on, be it *Special Education, Teaching and Learning* or any of the other areas. Many of these divisions also provide useful and practical tools for practitioners although this is not their primary objective.

Doctoral Program: The primary objective of the PhD program is to train researchers to contribute to the advancement of educational knowledge. The PhD program aims to train experts who have deep professional knowledge, excellent research skills and outstanding writing proficiencies. The program also aims to broaden students' intellectual horizons by bringing them together not only with other PhD students and researchers in their own field but also with PhD students and researchers from other areas in educational research.

3.2.2.2 Describe the methods applied to measure Learning Outcomes according to the following:

A. Examinations and exercises

A.1. Describe the method of examinations and their character, the relative weight of each type of examination in the program (written/oral/open/multiple-choice etc.).

Final grades are determined in various ways, depending on the assignments in a course. These include in-class examinations that take place on a given day and place at the university, take-home examinations, exercises given from time to time during the semester, and in many cases written papers and/or class presentations. The proportion of in-class and take-home examinations given is similar and their impact on the final grade range from 81% for the in-class examinations to 93% for the home examinations. Exercises or papers are used in 60% of the non-methodological courses and their average impact on the final grade is 32%. Methodological courses are an exception: in these courses students are requested to submit 8 exercises on average which make up 17% of the final grade.

Exam questions are typically open-end questions demanding analysis, synthesis and integration capacities where students are asked to apply theoretical and empirical knowledge. Only limited parts of the exams include questions demanding recognition (27%), recall (14%), or summary (4%) of knowledge.

A.2. Who writes the examinations and exercises and how is their validity assessed?

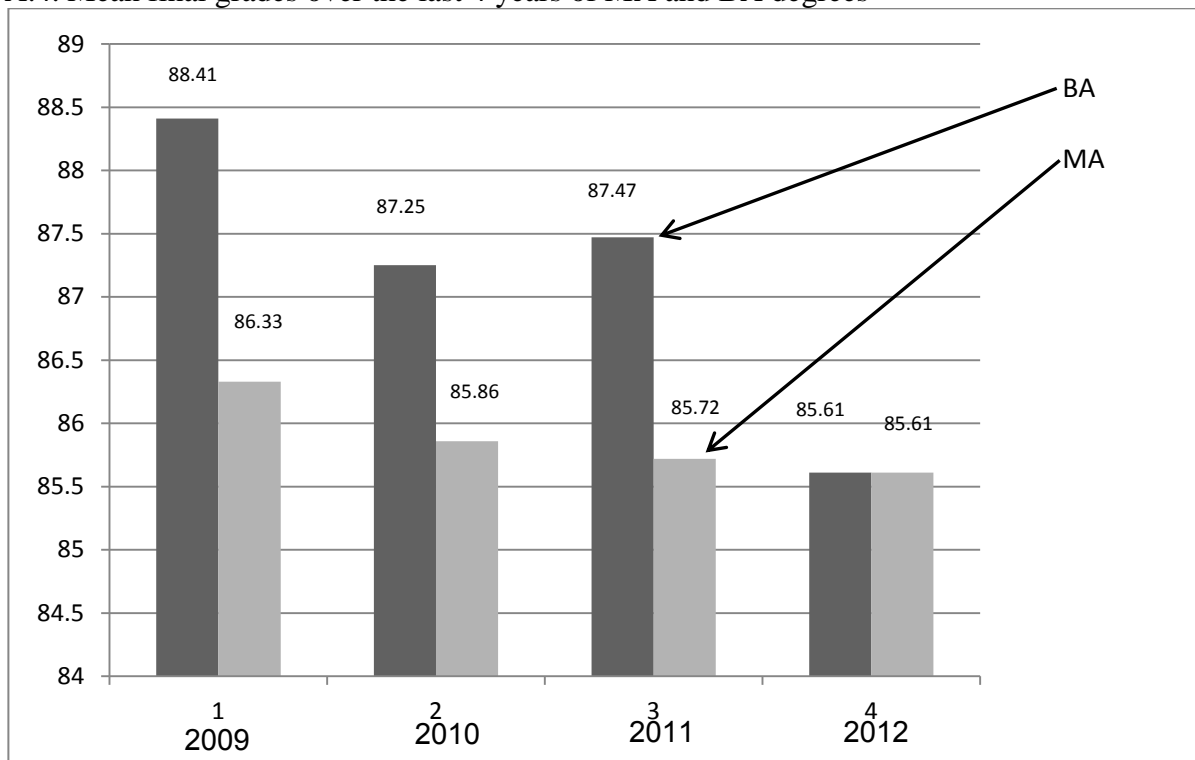
Examinations are mostly (88%) written by faculty or jointly, by faculty and their teaching assistants. Content validity is used to ensure that the examinations and exercises well represent the reading material, lectures and class discussion and eventually - learning outcomes.

A.3. Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.

In most BA courses and in all MA courses, examinations are graded by faculty. In some BA courses however, assignments are graded by teaching assistants who are MA or PhD students (79% and 21%, respectively). Occasionally, examinations are jointly graded by both. Exercises are graded either by faculty or by teaching assistants. When grading is done by teaching assistants, it is always supervised by the faculty, who set the guidelines and criteria for grading. Usually, written feedback is provided, including but not limited to a final summary of the student's test performance or paper, stressing the strengths and weaknesses of the assignment and suggestions for further learning and development. Oral feedback is occasionally provided.

A.4. Please present the distribution of the final grades over the last three years in the format of a histogram (in all degree levels)

A.4. Mean final grades over the last 4 years of MA and BA degrees



B. Written assignments (seminar papers, projects, theses, dissertations, etc.)

B.1. Describe the types of written assignments and other projects required in the program, their contents and scope.

Short well-structured written assignments and exercises are required in most BA introductory and required courses and in some MA courses. These assignments are relatively short focusing on particular topics intended to help students to exercise their specific skills and knowledge. Elective courses usually require a final, integrative paper that covers the course contents. In their third year, undergraduate students are required to participate in two seminars (at least one in education). In these seminars students take a more active part as they usually conduct a small-scale empirical project which follows academic standards in

terms of methodology and scientific writing. The topic of a seminar paper usually represents the course topic and the student's individual interest and creativity and is approved by the teacher. MA students are required to write at least one seminar paper during their studies. The topic of the seminar paper has to be related to the topic discussed in the course and approved by the teacher.

In all MA divisions, (excluding Clinical Child and Educational Psychology), students have the option to choose between a research and a non-research track. The former involves the submission of an MA thesis, while the latter involves extended coursework and the submission of a second seminar paper. The MA thesis can be dedicated to theoretical or empirical questions, depending on the MA division. The topic of a thesis reflects a joint decision of the student and his/her advisor. Typically, an MA thesis involves an integrative literature review, in-depth analyses, application of analytical methods, and a demonstration of writing skills. In all MA divisions (excluding Clinical Child and Educational Psychology), all students have to take a final exit exam set by faculty members in each division or an oral exit exam as in the case of the Educational Management, Policy and Leadership Division. The Psychology Division is an exception since students are obliged to submit a thesis and are not required to take a final exam.

The academic programs are complemented by several practice-oriented activities, which may be mandatory or optional, depending on the program: Third year undergraduates can receive credit for participating in supervised research within an existing research group in the School of Education (approximately 6 weekly hours). Field trips to different formal educational institutions are offered in an optional BA course, entitled "Getting to know educational practice." Students are required to submit written reports of these activities. In addition, several MA divisions have mandatory practical training components and internships: Students in the Clinical Child and Educational Psychology Division are required to participate in a clinical psychology practicum and an educational psychology practicum. Second-year MA students in the Learning Disabilities Division participate in a clinical diagnosis workshop, a diagnostic practicum and clinical workshop, whereas third-year students participate in a clinical internship at the on-campus Learning Disabilities Clinic. MA students in the Educational Counseling Division participate in a two-year internship in schools.

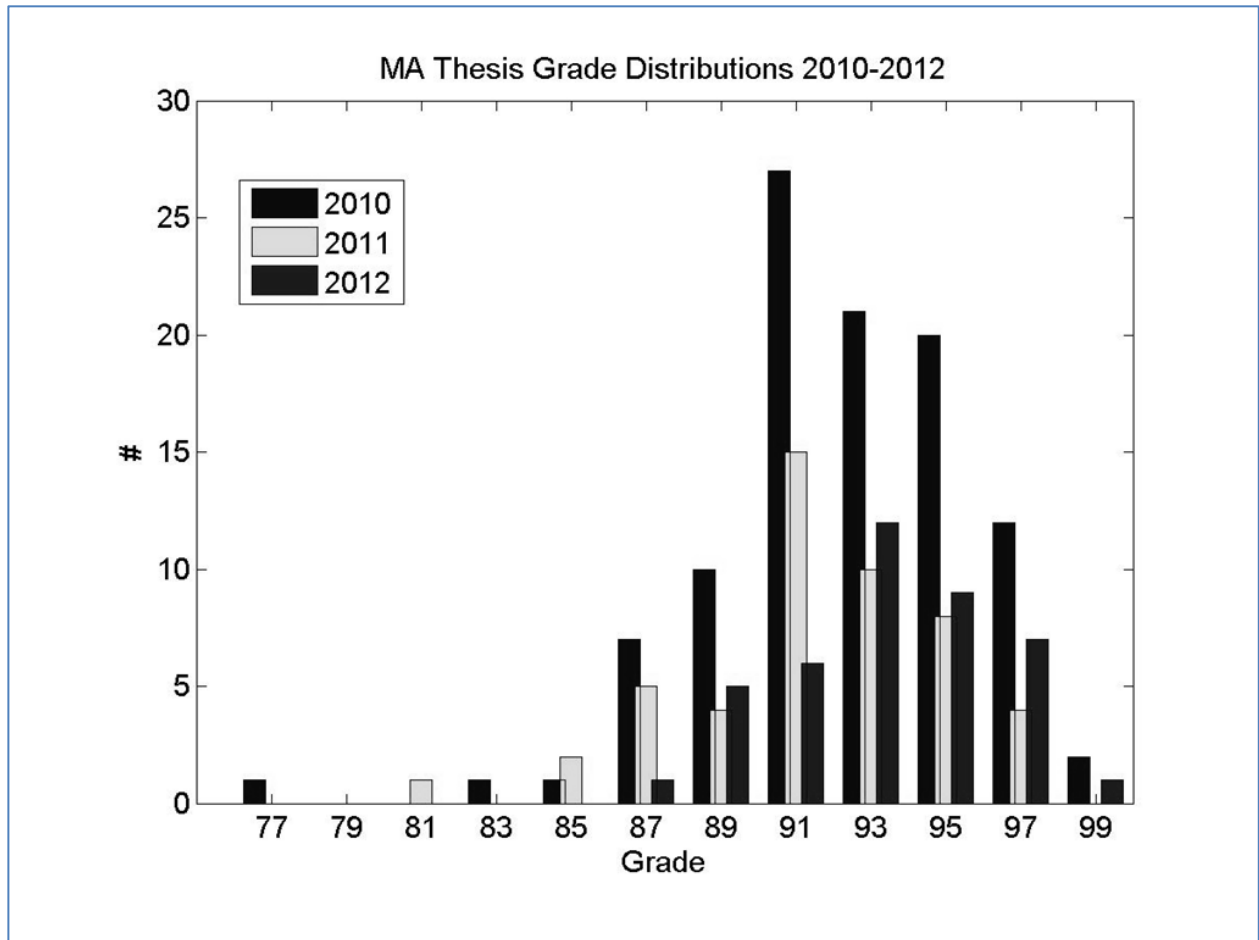
B.2. Who writes the assignments and how is the validity of the assignments assessed?

B.3. Who grades the written assignments?

B.4. What methods are applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students?

All course assignments, short papers, exercises, reports and seminar papers are assigned, validated and graded by course teachers. In large courses (above 40 students), teachers may be assisted by teaching assistants. In addition, detailed written assessment reports are submitted on a regular basis for internships, practica, and other practically oriented training aspects to the respective supervisors. MA theses are graded by at least two readers: the supervisor and a second reader appointed by the Humanities Faculty, either from within the Hebrew University or from another higher education institute in Israel. The grade of the MA thesis reflects the average grade given by all readers and it is typically accompanied by detailed written evaluations.

B.5. What is the average grade given to the graduates of the program in the final project/final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.



C. Training and field work

- 1. Describe the training/field work required in the program, their contents and scope. Please provide us with a list of places of training including the number of students in each place.*
- 2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?*

Professional training is conducted in three MA divisions at the Department of Education: Learning Disabilities, School Counseling, and Clinical Child and Educational Psychology. For the sake of continuity, the information related to these two sections will be presented separately for each division.

Division for Learning Disabilities

I. Training program

The training program of the Division of Learning Disabilities has three components:

1. *Practicum for diagnosing learning disabilities in elementary school children*

This part of the practicum takes place during the second year of the MA program. About 22 students are trained each year in the Clinic for Diagnosing Learning Disabilities at the School of Education, which was established for this purpose. The Clinic, under the supervision of the academic staff of the Division for Learning Disabilities, is operated by three tutors, all of whom hold a Master's degree in Learning Disabilities. The academic staff devised the theoretical rationale for diagnosis and was actively involved in deciding which specific diagnostic tools would be used in the Clinic, in accordance with this rationale and the program's theoretical courses.

The Clinic accepts children, referred for diagnosis by the school system, with serious problems in reading and/or math.¹ The students are trained in two phases, one focusing on observation and the other on active diagnosis.

The program begins with two days of preparation (16 hours), during which the tutors present the tools used in the Clinic and demonstrate their use.

Observation phase: Each student observes four cases, three at the start of the practical training and the fourth after conducting the first active diagnosis. Observations take place in small groups of about seven students. Each case includes the following components:

(1) A preparation meeting; (2) The diagnosis process itself: The students watch the tutor performing the diagnosis in a double room with a one-way mirror. The process takes from 4-5 hours, including intermissions; (3) A meeting for encoding: The students encode the tests together with the tutor; (4) An interpretation meeting: The students study the findings together with the tutor and use them to make the diagnosis; (5) A summary meeting: The tutor presents the final diagnostic report to the students, and explains how the findings will be presented to the parents; (6) A summary meeting with the parents: The students observe the tutor's presentation of the summary to the parents; (7) A post-summary meeting: The tutor meets with the students to discuss the summary meeting with the parents.

The complete diagnostic process (from the preparation meeting until the summary with the parents) takes from four to five weeks. Each student observes a different tutor during each of the first three observations. During this time the students practice the tests on each other. During the fourth observation each student observes the specific tutor appointed to advise her/him through the three independent active diagnoses.

Independent active diagnoses: In the phase of independent diagnoses, each student diagnoses three children while the tutor observes the student via a one-way mirror.

Parallel to the practicum students participate in a seven meeting workshop with a senior neuropsychologist.

2. *Practicum for diagnosing learning disabilities in adults*

This part of the practicum takes place during the second year of the MA program. About 22 students participate each year. It takes about four months and is run in two groups, one during each semester, at the Unit for Diagnosis and Support for Students with Learning Disabilities at the Hebrew University. The students learn about the MATAL – a

¹The schools refer the children via an agreement between the School of Education and the School Psychological Services of Jerusalem. Each year about 80 children are diagnosed at the Clinic. The cost of the diagnosis is very low, about 200 NIS as compared to approximately 3,000 NIS in the marketplace.

computerized diagnostic tool developed in Israel for institutions of higher education, which is used in all academic institutes.

The practicum begins with a preparation day where the students learn about the content of the system and how to operate the program. Then the students work in pairs to train themselves on using the system.

The first observation is aimed at training the student to write a report on the patient's behavior during the test session, and how to observe the process of testing and to write the report according to the instructions given at the preparation day. The second observation includes two meetings: (1) The tutor meets with a pair of students and teaches them how to inspect and summarize prior information, how the clinician constructs the intake according to prior information, and how to formulate hypotheses on the basis of this information and the information obtained at intake. The students write a summary of the background information as part of the diagnostic report. (2) Students are taught how to interpret the results of the computerized tests, and how to integrate this with the background information. The students write a summary of the results of the tests and the conclusions.

During the third observation each student follows a complete case.

Lectures accompany the whole process to provide a platform for discussing and presenting important issues involving the practical aspect of the work.

3. *Practicum for teaching intervention for children*

This part of the practicum takes place during the last semester of the program, i.e., the first semester of the third year. About 20-24 students participate each year. It is a two-part practicum:

1. Workshops: Two workshops on intervention tools for reading disorders and basic difficulties in math. Each workshop is given once a week for 1.5 hours. These workshops are taught by teachers proficient in these subjects.
2. Observation: The students (in small groups) observe intervention lessons given for specific children at the Clinic. The workshop teachers are present for half of these lessons. The process of intervention is discussed during the workshops. Students are required to construct intervention programs for specific cases presented by the teacher.

II. Evaluation

Each of the three practicum components is evaluated separately.

1. *Practicum for diagnosing learning disabilities in elementary school children*

At the end of each individual diagnosis the student receives feedback rating the seven components of the process of active diagnosis: the preparation, the intake process, the diagnostic session itself, the coding and interpretation of the findings, writing the diagnostic report, the summary with the parents, and the student's general behavior (being on time etc.). Marks are from 1-4. A student must achieve a mark of at least 3 in the general evaluations for each of the seven main components, for the third diagnostic. If a student gets less than 3 in one of the components she/he must conduct an additional diagnosis. The final mark is pass/fail.

2. *Practicum for diagnosing learning disabilities in adults*

To get credit for this phase of the practicum the student must submit all the requirements detailed for each of the three observations.

3. *Practicum for teaching intervention for children*

To get credit for this phase of the practicum, the student must submit the task required for the workshop.

Division for School Counseling

I. Training program

The Division for School Counseling trains students to be school counselors, giving them theoretical and practical knowledge of the field. The primary area of specialization in this Division is school counseling, but there is a trend towards going beyond this area and training students in additional areas such as career guidance counseling and adult counseling. The theoretical and practical training is directed at individual, group and organizational counseling. In addition, the students in this division acquire empirical tools for research in the field and experience in carrying out such research (both quantitative and qualitative).

This division admits about 21 students each year. They receive practical training from counselors, mainly in Jerusalem schools (elementary school, middle school, high school, special education). In addition, they receive group supervision at the university from three supervisors with an MA or PhD.

During the first year the practicum and the supervision focus on developing counseling skills and techniques for promoting individual interventions. During the second year they focus on group interventions in a school setting.

Requirements for first-year students in the school practicum

Students must go to a chosen school on the same day each week, as agreed upon with the supervising counselor. The students observe the counselor in his/her work. They are given two pupils for individual counseling throughout the year and receive individual supervision twice a week from the supervising counselor (see particulars below) and assist the counselor when needed (as an apprentice).

Requirements for second-year students in the school practicum

All requirements are the same as for first-year students, but students are expected to work with a group of pupils throughout the year.

Stages of the student's development

1. Awareness of the self and of others; 2. Motivation; 3. Autonomy

Continuum of the student's development

1. From a sense of being overwhelmed by events and scattered problems to focus on a significant event.
2. From a narrow to a broad perspective – from seeing the details to seeing the whole.
3. From dependence on others to find solutions to independent problem-solving.
4. From concrete thinking to conceptualization and seeing problems from afar.
5. From a focus on external control to a focus on internal control.
6. From rejecting advice and suggestions to making use of assistance and broadening one's perspective.
7. From a black-and-white perspective to a perception of shades and a space for action.
8. From a need to be perceived as successful and capable to an ability to discuss difficulties and failures.

Individual supervision

Individual supervision in the field (in schools) is provided to first- and second-year students by educational training supervisors (who have been working in the system for at least five years and have a license as a guidance counselor).

Each student is given individual supervision by the training supervisor at the school. The students generally do their practical work in the different levels of the school so they can learn about various working styles and pupils' special needs at the different stages of development. The aim of this individual supervision is to facilitate the students' professional development and support them in the field. It also helps them develop personal skills for working with their counselees.

Details of individual supervision in the field:

1. Provide the student with systematic practical assistance relevant to the subjects being taught in the school and the structure of counseling.
2. Individual supervision with regard to the students' needs, questions and experiences.

Setting for individual supervision:

1. Once every two weeks 45 minutes are set aside for supervising each student.
2. These are individual meetings, which take place at a time convenient for both the supervisor and the student.

Guidelines for individual supervision:

1. The focus of the supervision is the student's reflection on his/her concerns, problems, needs/requests, doubts and considerations.
2. The supervisor provides feedback with regards to the process the student is undergoing during the training.
3. The supervisor should pay attention at all times to the tension between his/her modeling with an emphasis on the quality of the counseling on the one hand, and the student's dilemmas, personality, temperament, and cultural background, on the other.

Group supervision

Students are given group supervision during their first and second years at the University, led by three supervisors who all hold the minimum of a MA degree.

Each year the students are divided into two supervision groups, which meet twice a week throughout the school year, and are part of the students' official course schedule.

Goals of group supervision:

Group supervision for the practicum at the University is intended to create a safe space for exchange, where the students can discuss the aspects of their inner world relevant to their development and experience in practical work.

The focus is on the way students experience emotional and cognitive issues as developing professionals, with regard to their varied experiences in the school. It involves processing their experiences in the field, with the opportunity to consolidate the first steps in their journey to creating a professional identity.

The group itself provides a platform for the various aspects of this discourse, offering the students a mirror and facilitating a broader examination of the experiences they are undergoing (introspection), enabling them to reflect on these experiences and learn about the socialization for their profession that they share with the rest of the group.

The group facilitator treats the students both as individuals and as a group, and takes account of their place along both the personal and professional continua. The supervision creates the proper conditions for the students' professional growth, including elements of treatment, support, empathy, listening, creating trust etc.

In the first year the focus of the group is the individual student. The work is centered on locating the pupils who need help, forming an emotional bond, creating a dynamic with the

counselee, and the principles of individual discussion. Moreover, the students are supported by and learn from their peers while working on analyzing cases.

In the second year the focus is on group work. There is integration between acquiring theoretical knowledge and exposure to the group dynamic process in the workshop.

II. Evaluation

Evaluating the practicum at the end of the first and the second year

Written evaluations are done at the end of each year by the students themselves, by the individual counseling supervisor who trained the student in the field, and by the student's group supervisor.

Division of Child Clinical and School Psychology

I. Training program

The training program of the Division of Child Clinical and School Psychology has two components:

1. *Practicum in School Psychology - General Information*

This part of the practicum takes place during the first year and a half of the MA program. Students carry out the practicum within the Jerusalem area school system. Each student is assigned to a practicum site. In the first semester of the first year, students are required to complete 6-8 hours per week. In the second semester of the first year, students are required to attend two full school days per week. In the first semester of the second year, students complete 5-6 hours per week.

Practicum goals

The school psychology practicum is designed to provide the student with a range of assessment, intervention, prevention, counseling and collaborative consultation experiences that will provide an overall framework for relating specialized skills and interests to the field of school psychology.

The first semester of the practicum focuses on gaining an understanding of the school based psychological service. Students accompany the school psychologist and observe a variety of tasks including, parent and teacher intake, psychological assessment, and meetings of interdisciplinary teams and educational team consultations. During this first semester students are assigned cases and begin the intake process of these cases to assess the presenting problem. Students are typically assigned three cases, two that are assigned for therapy and one that is assigned for a psychological evaluation.

In the second semester, students continue their clinical work with the cases that were assigned to them. They perform a full psychological assessment, typically geared toward evaluating the child's academic difficulties. Typical assessment tools include self-report and parent questionnaires, intelligence testing, evaluation of visual-motor skills, and specific tools designed to assess learning disability and attention deficits. Students also practice their skills in assessment and intervention at the school level. In the second year, students focus on interventions in the school system where the aim of the intervention is not an individual child. Rather, the intervention is tailored to target specific areas of need in the school and may include teacher guidance, work with parents, group therapy with children at the school and more.

Supervision is provided on site by school psychologists. During the first and third semester, students receive one hour of individual supervision a week. During the second semester, they receive two additional hours of group supervision.

Supervision focuses on the role of the educational psychologist, on psycho-diagnostic assessments, and on therapy interventions.

2. *Practicum in Child Clinical Psychology - General Information*

The child clinical psychology practicum takes place in the second year of the program. All students have already participated in the first year school psychology practicum, so that they have already gained experience in performing intakes, psychological assessments and short term clinical interventions in several clinical approaches (CBT and psychodynamic) and consultations with parents and teachers.

Days Required: The students' practicum entails about 10-11 months of work. Each week students participate in about 16 hours of practicum work. Usually students are expected to come at different times, for at least for four hours each day. Students gain experience in interventions (direct treatment of child and parents), intake (at least two) and assessment (usually two, and in special cases only one). Of course this is a general framework that can change according to the characteristics and needs of the place of training and the needs of the students.

II. Evaluation

School Psychology:

At the end of each year, supervisors complete a feedback questionnaire on each student. The supervisors write a comprehensive review of the student's work and they assign a pass or fail grade for the practicum experience. This review serves as the basis for determining the grade for the practicum course (pass / fail). Students who fail their practicum cannot continue their studies in the program and termination of their studies is considered.

In summary, the program emphasizes the practical training of the student by combining theoretical study with practical experience. In addition, the students are exposed to diverse populations through their practical work. During the practicum, students will be exposed to school settings which will give them an opportunity to observe school psychologists, to gather information about school systems, and to understand interrelationships between the districts (i.e., potential employers and the systems in which they may eventually work as school psychologists) and the professional practice of school psychology within public schools.

Clinical Child Psychology:

Training in psychotherapy: one hour individual training (at first), many times there is a need for extra supervision with the increase in number of cases the student takes on.

Training in assessment and evaluation: one hour of individual training or 1.5 hours of instruction in a small group (groups of two or three).

Training in intake and observation: one hour of individual training.

C.3. Please specify the number and percentage of graduates who graduated with honors.

Table C3. Number and percentage of graduates who graduated with honors

BA Degree

Academic year	No. of graduates	No. of graduates with honors	Percentage of graduates with honors
2012	78	15	19.2%
2011	114	18	15.7%
2010	107	16	14.9%
2009	96	11	11.4%

MA Degree

Academic year	No. of graduates	No. of graduates with honors	Percentage of graduates with honors
2012	121	20	16.5
2011	104	18	17.3
2010	126	24	19.0
2009	120	25	20.8

D. Other - any other methods applied to measure the achievements of the students.

In addition to the use of conventional evaluation methods such as examinations and written assignments, faculty members are encouraged to use alternative means of evaluation. Many courses incorporate practical elements used to better connect theory to practice. For example, part of the grade in a course focusing on thought and education in the Far East is based on journal writing, and documenting the reflective process of meditation. Other courses which have professional implications for schools require students, as part of the evaluation and practicum, to develop practical tools that may be employed for use in schools.

3.2.3 ***In summary***, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

The School of Education offers diverse programs, academic degrees and courses, each with its own learning objectives and/or requirements for professional accreditation. The diversity of learning objectives demands varied types of assessment: examinations, exercises, seminar papers, projects, theses, dissertations, reports on field work. The methods of evaluation are designed to assess higher order thinking and students' ability for deep processing of knowledge, knowledge integration and the ability to apply knowledge in theoretical-analytical projects and in practical work. Evaluation tools are designed by highly qualified experts. These experts also play a prominent role in grading the assignments and writing feedback to students. There is no systematic data regarding the process of validation of the assessment. Learning outcomes are rarely stated in the course syllabi. However, it is important to note that starting from the 2013 academic year, the HUJI has adopted a policy requiring all teachers to clearly specify the learning outcomes in each course syllabi. The overall final grades in the BA and MA levels are quite high. For the past four years the range of the final grades has been between 88.4 and 85.6 in the BA program and between 86.3 and

85.6 in the MA program. Since these grades are not calibrated, no definite conclusion as to trends in students' achievements can be drawn, but the data presented in Table A.4 (p. 60) above shows that during the past four years there has been no score inflation in test results. Nevertheless, the number of MA students graduating with Honors has gradually increased from 11.4% to 19.2%.

Attached to this report, please find a CD containing examples of PhD dissertations, MA theses and Seminar projects.

3.3. *Students*

3.3.1 *What are the entry requirements/criteria for the program (first degree and advanced degrees), including the "on probation" status.*

Undergraduate studies: The following requirements are used to identify and admit candidates likely to succeed in their BA studies at the School of Education: (1) eligibility for a secondary school matriculation certificate; (2) a minimum psychometric score of 550; (3) knowledge of English (as per the minimum requirements of the University) and Hebrew (for students whose language of instruction in secondary school was not Hebrew). The regular admission procedure is based on a weighted average of the matriculation grades (50%) and the psychometric score (50%). Candidates who studied in an academic preparatory program may be admitted based on their grades in this program instead of their average in their matriculation exams. In addition, candidates with outstanding matriculation grades (10.00 or above) can be accepted without a psychometric test. For candidates who are 35 years or older, a very high score on the psychometric test can replace the need for a matriculation certificate. Students with the highest average are admitted according to the number of places available. Candidates with extensive professional experience in education who do not meet the admission requirements are entitled to request special consideration.

Graduate studies: Candidates for the MA degree programs must hold a BA degree from a recognized institution with a minimum average grade of 80 for the non-research track and 85 for the research track. Students whose BA is not in Education are required to take certain BA level courses according to their MA field of study. Students may transfer from the non-research track to the research track with an average of 85 and a minimum of 20 credits in their MA courses after the first year of studies.

The average admission grades differ among the MA divisions. Although all candidates must meet a minimum of 80 (for the non-research track), admission requirements vary. For example, in the Educational Administration Policy and Leadership Division consideration is placed on educational experience in formal or informal education, and candidates are admitted based on both their BA grades and an interview.

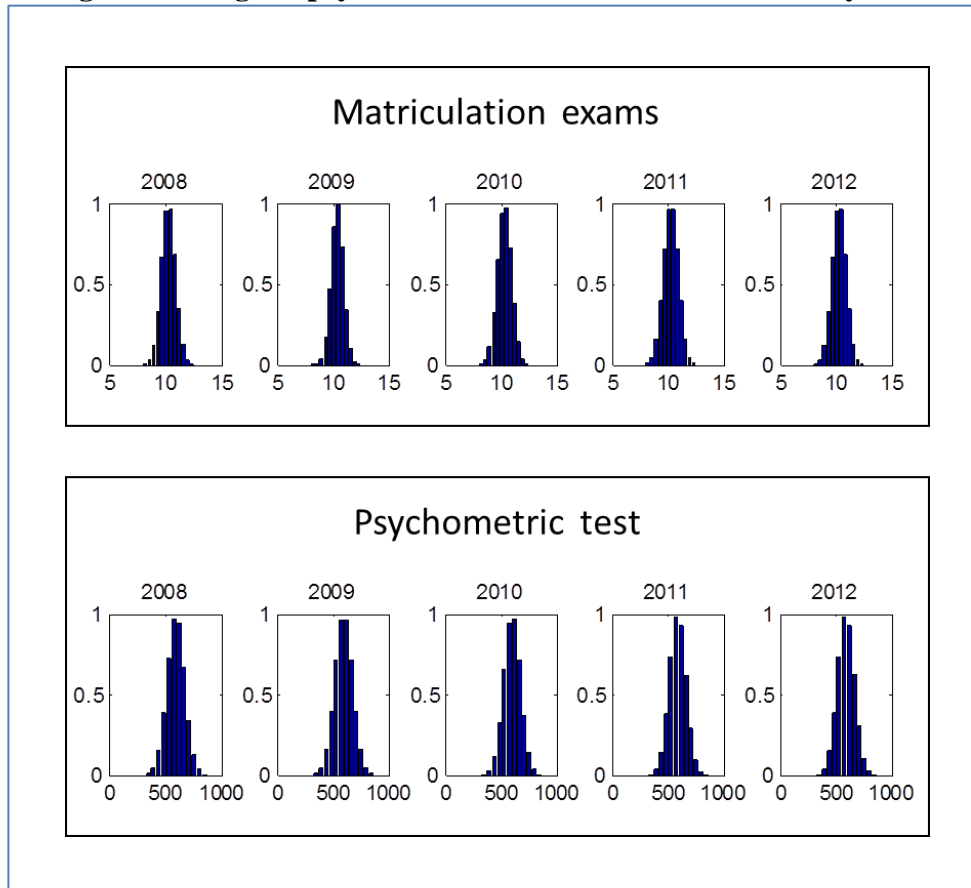
Candidates for the Child Clinical and School Psychology Division must have an average of 87 in the BA Psychology degree. They are required to take a test (MITAM) administered by the National Center for Testing and Evaluation, and they may apply for the MA program if they have a minimum score of 120. The MITAM test scores are ranked and candidates are invited for interviews based on their scores in this test.

PhD studies: The minimum admission requirements for a PhD program are a 90 average in MA courses in the research track and a grade of 90 or higher on the MA thesis. Enrollment in the PhD program is contingent upon the availability and willingness of a faculty member to serve as an advisor. Students who complete their MA in the non-research track with an average of 90 can apply to the PhD program if they complete a thesis with a minimum grade

of 90. In order to ensure a high caliber of research students, a Doctoral Committee was recently established at the School of Education which is responsible for admitting PhD candidates to the program.

3.3.2 In the format of a histogram, please present the range of psychometric test scores or the equivalent as well as the range of matriculation averages of the students that were admitted to the program in the last five years. If there is a discrepancy between the admission criteria and the de facto admission data please elaborate.

Histogram: Range of psychometric test scores in the last five years



Psychometric and matriculation scores* for students admitted to the BA program at the School of Education (mean scores)

Degree	group		year				
			2008	2009	2010	2011	2012
BA	matriculation	average	10.27	10.26	10.3	10.38	10.27
		Standard deviation	0.64	0.69	0.65	0.56	0.64
		N	79	101	102	87	110
	Psychometric score	average	588.4	587.9	598.9	595.1	591.5
		Standard deviation	77.1	76.0	77.7	82.4	79.1
		N	91	133	110	103	126

**No discrepancy is found between the admission criteria and the de facto admission data*

3.3.3 Please submit data concerning the number of students in a format of a table in the last five years (divided by degree) as follows: a. Numbers of applicants; b. number of admitted students and students admitted on probation; c. number of students who started studying in the program; d. number of students that completed their studies, including those admitted "on probation".

Number of applicants, admitted students, and students who started studying in the program in last five years:

Department of Education	Group	Year				
		2008	2009	2010	2011	2012
First year BA	applicants	409	436	406	381	402
	admitted students*	233	255	233	212	225
	enrolled	91	133	116	116	134
First year MA	applicants	822	721	827	697	585
	admitted students*	211	256	211	204	166
	enrolled	158	172	151	154	135

**Includes applicants who subsequently withdrew their candidacy*

Number of graduates by degree

<i>Year</i>	<i>Under Graduate</i>	<i>Graduate</i>	<i>PhD</i>
2012	78	126	10
2011	114	119	13
2010	107	131	19
2009	96	127	10
2008	62	164	-

3.3.4 Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

Admission to a BA degree: Applicants to a BA degree at the Hebrew University may list four study programs in order of preference. The selection is made according to these priorities. If an applicant lists Education as his/her first priority and is accepted, his/her second priority is checked only if he/she applied to a dual-major or a major-minor study program. If the applicant is not accepted to their first priority program, the second priority is considered and so on. If a candidate is accepted to the second priority program and later to the first-priority program as well, his/her second priority is cancelled.

Applicants to a BA degree at the School of Education may choose one of the following options: a dual-major, a major-minor or a single-major study program. Studies focus on three main areas: compulsory basic studies in psychology, sociology and philosophy and methodology; elective courses focusing on cognitive processes, teaching and learning, social and interpersonal processes; and the organizational behavior of schools and educational institutions.

Applicants not admitted by regular admission standards but who have additional relevant qualifications may request reconsideration of their application. The request is then brought before an Appeals Committee.

Since the beginning of the 2001-2002 academic year the University has employed an affirmative-action policy in all departments and programs, including the School of Education. Candidates deemed eligible for preferential treatment by the "Society for the Promotion of Education" can be admitted even if their weighted average is slightly lower than the level required for acceptance.

The admission cut-off point is determined by the number of places and the demand for them. The decision regarding BA applicants is taken based on the recommendation of the School of Education and the Office of Student Administration.

We are fortunate in our culturally rich and diverse student body especially at the BA degree level. In the future we hope to increase the diversity of our academic faculty and extend our expertise in the area of multicultural education to additional fields and sectors, including the Arab population in Israel.

Admission to a MA degree: Applicants may choose among ten graduate study divisions. They rank at least three study divisions as their preferences. The admission process is

conducted based on these preferences as Division Heads receive the application in the order of the applicant's preferences. The application is considered by the Head of the Division (in some cases interviews are conducted with applicants) who is responsible for making the decision regarding each applicant. The School of Education Student Office monitors this process and ensures that applicants whose first priority application was denied will be considered for their second priority and so forth. Applicants who did not study education in their BA degree are accepted to the MA division according to the requirements articulated by each MA study division.

The University's affirmative-action policy is also applied in most MA divisions when applicants are considered. Special attention is given to minority groups such as Israelis of Ethiopian origin, the ultra-orthodox sector, Arabs, applicants with learning disabilities, and those who come from either the geographic or socio-economic periphery in Israel.

3.3.5 What is the drop-out rate of students from the program in each of the study years over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it?

In general, the Hebrew University does not supply departments with data about drop-out rates. Furthermore, raw year-to-year figures do not usually reveal the reasons for students drop out; it is important to note that the University considers as drop-outs only those who leave the university and not those who transfer between schools or departments. We believe that some drop-out rate is inevitable, given our high academic standards. We expect a 10%-15% drop-out after the first year. However, we have also taken steps to address preventable drop-out.

In the last three years, the School of Education initiated annual surveys in which students who drop out are approached and interviewed. Reasons for dropping out and analyzed and measures to reduce drop-out rates are taken.

During the 2012 academic year, two new positions were established at the School of Education – an academic coordinator (Dr. Yifat Ben-David Kolikant) and a counselor for the BA students (Ms. Yasmin Abu Foul). In an attempt to reduce the drop-out rate, several measures were taken: identifying students who are most likely to drop out (those who do not attend lessons, do not submit course assignments, obtain low grades in their first semester exams); asking the teaching staff to point out students who seems to be at risk to drop out and encourage these students to seek assistance; offering private lessons that are taught by outstanding third-year students, a program jointly sponsored by the student organization and by the School of Education; continuous follow-up intended to monitor individual progress; a bi-weekly meeting between the counselor for BA students and the Head of the School of Education to share information regarding intervention efforts and problems of students.

In addition, several other measures have been taken to help students during their first year. These include a workshop dedicated to academic writing and reading skills; a workshop intended to help students cope with the pressure of exams and test anxiety; and, informal meetings with faculty members intended to enable students to learn more about their teachers' personal backgrounds and to discuss informal issues.

MA students who drop out may do so for personal reasons (primarily financial difficulties) partly because these students are older than their counterparts in other countries (most students having completed compulsory military service prior to beginning their studies). These students often have families and must earn a living while studying full time. Quite a few of these students return to complete their degree after a break of a few years.

3.3.6 To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

One of the main goals of the School of Education is to train students to think as researchers and critically analyze situations and data they are likely to face in the future as educators. Third year BA students may choose to participate in a course devoted to research, designed to provide students with an opportunity to become actively involved in various aspects of research and to write an empirical seminar paper supervised by the professor who teaches the course. Exceptional students are employed as research assistants. During the 2012 academic year, 13 BA students were involved in active research. In addition to our students who conduct research as part of their MA studies, there were seven MA students who served as research assistants in three of the research groups. They were involved in research design, in the collection and processing of data and in the discussions conducted on the obtained findings.

3.3.7 Counseling systems

3.3.7.1 Describe the system of academic counseling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

Students can receive academic guidance and counseling from faculty members, the counselor for BA students and from the School of Education Student Office. Counseling and guidance measures employed by the School of Education Student Office include the following:

- An orientation day during which newcomers receive information (written and oral) regarding the School of Education, the University in general, the curriculum and other issues that may concern them.
- During the academic year, students receive individual counseling from the Student Office staff that takes care of most routine issues and students' questions by email, telephone, and in person during office hours.
- Counseling is offered to students at the beginning and towards the end of each academic year to ensure that they meet all requirements necessary to complete their studies and they receive updates regarding changes in courses throughout the year.

In addition to the various measures specified in section 3.3.5., the counselor for BA students provides information and advice to potential candidates who are interested in studying at the School of Education. She also directs students to other relevant units at the University that may offer support and guidance. These include the Unit for Learning Disabilities, the Learning Center for the Blind, the Student Welfare Unit, Psychological Counseling Services and the Unit for Equal Opportunities supporting Arab students (see section 3.5.4.2). It is worthwhile to note that routine and continuous advice is provided to students by the secretaries in the Student Affairs Office at the School of Education.

Are counseling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

Although some information is offered to MA students regarding potential career paths by faculty and by the Heads of Divisions, there are no structured counseling procedures at the School of Education to assist students in work placement.

What are the mechanisms that deal with student complaints? Please provide a list of students' complaints over the last two years and the way they were resolved.

The Chair of the Department is responsible for handling student complaints in a timely and efficient manner. Complaints are usually made directly to the secretariat. The two most frequent complaints are administrative issues: admittance to courses (at the beginning of the academic year) and receiving grades on time (at the end of the year). More complex complaints are individual ones such as a sense of an unfair grade or a personal conflict with a teacher or a teaching assistant. All of these issues are carefully examined and solved through personal meetings with the student and the relevant staff member.

Students may also submit complaints regarding academic issues to the Teaching Committee of the Faculty of Humanities.

In addition, the Dean of Students at Hebrew University acts as the ombudsman for students' complaints. Any student at any time may submit an oral or a written complaint with regard to an academic or administrative staff member (or another student).

3.3.9 What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

The Financial Aid Department of the Hebrew University has various financial resources, scholarship and loans to assist undergraduate students who are unable to pay full tuition to finance their studies. In addition, the Department makes recommendations to various funds that operate in conjunction with the University regarding worthy graduate students.

The School of Education also offers students a wide array of scholarships some of which are funded by the Hebrew University and others from external sources. For example, the Rudin Foundation provides scholarships to outstanding students facing economic difficulties; the Wolf Foundation offers scholarships to outstanding PhD students; The Lubin Foundation supports MA and PhD students coming from families who are victims of terror, IDF disabled veterans, and other students who meet the criteria of the Financial Aid Department. The Rector's office provides grants and a full scholarship to MA students in the School of Education (50% of this scholarship is funded by the School of Education).

The School of Education offers outstanding MA and PhD students other scholarships based on the annual revenues of various funds affiliated with the educational field. These include the Berthold Simonsohn Fund for Scholarships; The Bentsion and Soibel Rones-Galanter Endowment Fund in Education; Rita Gold Fund for Early Childhood Education; the Amy Eisenberg Endowment Fund for a Graduate Fellowship in Education; the Joseph Bentwich Fund for Scholarship in Education and, the Klepper Foundation for Education.

Furthermore, the School of Education grants scholarships for the most outstanding seminar papers written by BA and MA students and to those studying towards a Teaching Certificate. Finally, the School annually supports two distinguished PhD students in collaboration with the University President's funds. These scholarships are provided for a period of four years. Starting next year, the School of Education will offer an additional two internal scholarships designated for distinguished PhD students. Regardless of the scholarship system, all PhD students receive a grant of NIS 3,500 following the approval of their research proposals in order to encourage students to complete their research within the designated time. The School of Education also contributes funds to enable PhD candidates to present their papers at international conferences.

3.3.10 Alumni: do the institution and/or the department maintain contact with their alumni, employers, and employment market? Please specify the extent of integration of alumni into the labor market (especially relevant when the study program is "professional"): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced

degrees or other areas (specify area of study and degree level). Relevant surveys would be appreciated.

The School and the Department of Education do not formally maintain contact with its alumni. Nevertheless, informal contact is rather frequent among faculty members and some of the graduates. This is the case especially when graduates hold positions in the formal and informal education system and maintain professional contact with faculty members who conduct research in their field or serve as mentors or consultants.

3.3.11 In summary, what are the strengths and weaknesses of the issues specified above?

The very nature of education creates close, personal relations between students, faculty and the administrative staff. This leads to the friendly atmosphere which characterizes the School and the Department of Education. The School is characterized by an “open door policy” and students feel free to approach faculty members even beyond designated office hours. This atmosphere is present at "Town Hall" meetings which take place at the beginning and at the end of the academic year where students, faculty members and the Chair of the Department meet to discuss policies and possible changes.

The commitment to support students is evident in the daily life of the School of Education. In addition to the scholarships, we strive to maintain a supportive atmosphere through the various workshops offered to BA students to help their socialization in the University and at the School. We also closely monitor students to help those who may encounter difficulties. Students' comments and requests are seriously taken into consideration and changes are introduced when and wherever possible. This is evident in particular in the design of the curriculum which attempts to introduce changes to make the BA and MA program more attractive and challenging.

On the other hand, one cannot ignore the fact that in contrast to the number of applicants who apply for the BA program, the number of applicants to some of the MA divisions has gradually decreased. This process continues despite the decrease in the number of credits required for completion of an MA degree. Additional changes are planned to further increase the attractiveness of our non-professional MA divisions (see section 3.1.4 & 3.1.13). This decrease may be related to the limited opportunities for employment available for students graduating from educational programs which do not lead to a specific profession. Although advancing science through the conduct of cutting-edge research is considered a main theme at the School of Education, only a limited number of students choose to study in the research track (in the divisions where writing a thesis is not compulsory). This may be related to the fact that many of our MA students study with us as part of their professional development with the intention to return to their work place. It also may be related to the limited number of positions that are available in Israeli academia for educational researchers. Finally, the fact that in the last 20 years the tenured faculty working in the School of Education has decreased by half seems to have a direct effect on the number of PhD students which is also gradually decreasing.

3.4 Human Resources

3.4.1.1 Describe the profile of the program's teaching staff in the format of the tables 7.2A

7.2 - Teaching Staff – Tables no. 2A-2D
Academic Year of Evaluation* - (2012-2013)

***The data must refer only to the academic year during which the quality assessment is taking place**

Table 2A

Senior Academic Staff Employed¹

Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ²		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ³	
First	Family	Academic Degree		Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Adam	Nir	Dr	Associate Professor	4	100%	-	-	-	-	-	Policy, Administration & Leadership in Education	1. THEORIES AND ORGANIZATIONAL PROCESSES	2	4	Chairman of the Department of Education	3	1
												2. HUMAN RESOURCE MANAGEMENT AND ORG. DEVEL.	2				
Ori	Eyal	Dr	Senior Lecturer	6	100%	-	-	-	-	-	Policy, Administration & Leadership in Education	1. ETHICAL CONSIDERATIONS IN SCHOOL MANAGEMENT	1	6	Program Head Policy, Administration & Leadership in Education	6	1
												2. SCHOOL ENTREPRENEURSHIP IN PUBLIC EDUCATION	1				
												3. EDUCATIONAL POLICY IN ISRAEL	2				
												4. LEADERSHIP IN EDUCATION	2				

¹ Senior academic staff include (according to the PBC/VATAT definitions) the following 4 degrees: Lecturer; Senior Lecturer; Associate Professor; Full Professor.

² In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical).

³ These columns are relevant only if the program has a masters and doctoral degrees.

Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ²	
								Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
First	Family	Academic Degree	Weekly Hours	Per Cent	Weekly Hours	Per Cent	Weekly Hours		Per Cent								
Christa	Asterhan	Dr	Lecturer	6	100%	-	-	-	-	-	Learning & Instruction	1. LEARNING DIALOGUES IN THE CLASSROOM: TASK DESIGN	1	6	-	4	1
												2. MISCONCEPTIONS & CONCEPTUAL CHANGE IN THE CLASS	1				
												3. LEARNING THROUGH INTERACTION: THE ROLE OF "THE OTHER"	2				
												4. PSYCHOLOGY OF EDUCATION	1				
												5. LEARNING AND INSTRUCTION: THEORY AND PRACTICE	1				
Sarit	Ashkenazi	Dr	Lecturer	5	100%	-	-	-	-	-	Learning Disabilities	1. NEUROPSYCHOLOGICAL ASPECTS OF LEARNING DISAB.	1	5	-	4	0
												2. LEARNING DISABILITIES AND MATH. - 3RD YEAR	0				
												3. NUMERICAL COGNITION	1				
												4. LEARNING DISABILITIES & MATH: THEORETICAL ASPECTS	1				
												5. NEUROPSYCHOLOGICAL ASPECTS OF LEARNING DISABILITIES.	1				
												6. LEARNING DISABILITIES & MATH: THEORETICAL ASPECTS	1				
Elisha	Babad	Dr	Full Professor	3	retire d	-	-	-	-	-	Interdivision	1. SOCIAL PSYCHOLOGY OF THE CLASSROOM	1	3	-	3	0
												2. RESEARCH SEMINAR IN EDUCATIONAL PSYCHOLOGY	2				
Ruth	Butler	Dr	Full Professor	6	100%	-	-	-	-	-	Interdivision	1. WRITING A QUANTITATIVE PAPER - A WORKSHOP FOR DOCTORAL STUDENTS	1	6	-	8	2
												2. DEVELOPMENTAL PSYCHOLOGY	3				
												3.MOTIVATION, SELF IMAGES & CHILD DEVELOPMENT	2				
Zvi	Bekerman	Dr	Senior Lecturer	9.5	100%	3	19%	Mandel Institute			Jewish Education	1. PEACE EDUCATION: THEORY AND PRACTICE	1	3	Director Melton Center	0	5
												2. ETHNOGRAPHY IN EDUCATION.- QUALITATIVE RESEARCH METHODS	1				
												3. INFORMAL EDUCATION: THEORY AND PRACTICE	1				
												4. EXPERIENCING RESEARCH	0				

¹ In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical).

² These columns are relevant only if the program has a masters and doctoral degrees.

Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)		Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ²	
First	Family	Academic Degree		Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position		Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Israel	Bar-Cohav	Dr	Lecturer	7	44%					Teacher Training	1. CREATIVITY: AN INTERDISCIPLINARY APPROACH	2	7	-	0	0
											2. CREATIVE WRITING, DOCO,GESTALT AND THE SELF	2				
											3. MIND & CREATION: THE CREATIVE PROCESS & TEACHING	1				
											4.CREATIVE WRITING IN THE CLASSROOM	1				
											5. EXPLORING LITERACY FROM A CREATIVE PERSPECTIVE	1				
Tal	Gilead	Dr	Lecturer	6	100%	-	-	-	-	Philosophy of Education	1. INTRODUCTION TO THE PHILOSOPHY OF EDUCATION	1	6	Program Head of Philosophy of Education	3	0
											2. ON EVIL AND ITS EDUCATIONAL IMPLICATIONS	1				
											3. PHILOSOPHICAL ISSUES IN EDUCATIONAL POLICY	1				
											4. CONTEMPORARY MORAL EDUCATION	1				
											5. THE AIMS OF EDUCATION - PAST AND PRESENT	2				
Itamar	Gati	Dr	Full Professor	2	100%	2	75%	-	-	Educational Counseling	1. CAREER GUIDANCE AND DECISION MAKING	1		Sabbatical 50% Program Head Of Educational Counseling	5	3
											2. METHODOLOGICAL ASPECTS OF EDUCATIONAL RESEARCH	1				

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Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)		Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ²	
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position		Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Avital	Deutsch	Dr	Senior Lecturer	6	100%	-	-	-	-	Learning Disabilities	1. INTRODUCTION TO LANGUAGE PROCESSING	0.5	6	Program Head of Learning Disabilities	3	0
											2. READING - PART A: FUNDAMENTAL PROCESSES OF READING	1.5				
											3. INTRODUCTION TO COGNITIVE PROCESSES	1				
											4. READING - PART B: READING DISABILITIES	1				
											5. SPOKEN LANGUAGE: THE PROCESS PRODUCTION	1				
											6. CLINICAL TRAINING IN ADULTS DIAGNOSIS	0				
											7. CLINICAL TRAINING IN CHILDREN DIAGNOSIS	0				
											8. THEORY TO PRACTICE - DIAGNOSIS OF LEARNING. DISABILITIES	1				
Gabriel	Horenczyk	Dr	Associate Professor	4.5	100%	1.5	50%	-	-	Jewish Education	1. ADVANCED STATISTICAL METHODS IN PSYCHOLOGY RESEARCH	1.5	1.5	Sabbatical 50%	6	1
Anat	Zohar	Dr	Full Professor	4	100%	-	-	Madel Institute		Learning & Instruction	1. LEARNING, THINKING AND LEARNING BY THINKING	1	4	Advisor to the Department of Teacher Training	3	2
											2. DEVELOPING PEDAGOGIC LEADERSHIP	2				
											3. FOSTERING LITERACY & THINKING ACROSS THE CURRICULUM	1				
Moshe	Tatar	Dr	Full Professor	4	100%	-	-	-	-	Educational Counseling	1. CULTURAL ASPECTS IN COUNSELING	1	4	Director School of Education	11	2
											2. COUNSELING FOR ADOLESCENCE	1				
											3. ORGANIZATIONAL COUNSELING APPLICATIONS	2				
Esther	Cohen	Dr	Associate Professor	6	100%	-	-	-	-	Educational Psychology & Clinical Child Psychology	1. ETHICS	1	6	-	6	0
											2. SELECTED TOPICS IN CLINICAL CHILD PSYCHOLOGY	1				
											3. INTERVIEWS AND COMMUNICATION WITH CHILDREN	2				
											4. PSYCHOLOGICAL INTERVENTION WITH FAMILIES	2				

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Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ²	
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Edna	Lomsky-Feder	Dr	Associate Professor	7	100%	4	50%	-	-	-	Sociology of Education	1. WRITING A QUALITATIVE PAPER – A WORKSHOP FOR DOCTORAL STUDENTS	1	4	Head of PHD and Research Committee -	4	7
											2. OBSERVE., ASK & INTERPRET: QUALITY EDUCATIONAL RESEARCH – I	1					
											3. NATIONALISM AND EDUCATION	1					
											4. INTRODUCTION TO THE SOCIOLOGY OF EDUCATION	1					
Joop	Meijers	Dr	Lecturer	5	50%	-	-	-	-	-	Educational Psychology & Clinical Child Psychology	1. SELECTED TOPICS IN CLINICAL CHILD PSYCHOLOGY	1	5	-	0	0
											2. INTRODUCTION TO COGNITIVE BEHAVIOR THERAPY	1					
											3. CLINICAL PRACTICUM	1					
											4. CHILDHOOD OCD: RESEARCH AND CLINIC	2					
Nilly	Mor	Dr	Senior Lecturer	6	100%	-	-	-	-	-	Educational Psychology & Clinical Child Psychology	1. ETHICS	1	6	Program Head of Educational Psychology & Clinical Child Psychology	11	5
											2. INTRODUCTION TO COGNITIVE BEHAVIOR THERAPY	1					
											3. EDUCATIONAL PRACTICUM	0					
											4. DEPRESSION & ANXIETY: COGNITIVE & EMOTIONIONAL ASPECTS	1					
											5. DEPRESSION & ANXIETY: COGNITIVE & EMOTIONAL ASPECTS- II	1					
											6. EXPERIENCING RESEARCH	0					
											7. PSYCHOPATHOLOGY	2					
											8. EDUCATIONAL PRACTICUM – A	0					
											9. SEMINAR DIVISION	0					
											10. PROPOSAL FOR MA THESIS	0					

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				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Yehoshua	Mathias	Dr	Senior Lecturer	7	95%	-	-	-	-	-	Teacher Training	1. DOES THE EDUCATION LEGACY OF THE ENLIGHTENMENT EXIST?	1	7	Head of the Department of Teacher Training	1	0
												2. IMAGES OF CHILDHOOD FROM THE ENLIGHTENMENT ERA	1				
												3. TEXT READING IN EDUCATIONAL THEORY	2				
												4. CHILDHOOD & EDUCATION IN THE MIRROR OF HISTORY	1				
												5. PHILOSOPHY OF EDUCATION	2				
Marc	Silverman	Dr	Senior Lecturer	9	100%	3	19%	-	-	-	Jewish Education	1. PHILOSOPHY DIMENSIONS OF MORAL EDUCATION	1	3	-	0	1
												2. JANUSZ KORCZAK AND TRENDS IN MODERN EDUCATION	2				
Dan	Porat	Dr	Senior Lecturer	6	100%	-	-	-	-	-	Learning & Instruction	1. UNDERSTANDING THE EDUCATIONAL SYSTEM	1	6	-	2	1
												2. THE HISTORY OF EDUCATION IN ISRAEL	1				
												3. HISTORICAL REPRESENTATION IN THE EDUCATION SYSTEM	1				
												4. ISSUES IN THE HISTORY OF EDUCATION IN ISRAEL	1				
												5. MEMORY IN THE PUBLIC 'SPACE' IN ISRAEL	2				
Boaz	Zabar	Dr	Lecturer	5.5	50%			David Yelin College		75	Teacher Training	1. CRITICAL PEDAGOGIC: IDEOLOGY AND POLITICS	1	5.5	Academic and Practicum Coordinator	0	0
												2. TEXT READING IN EDUCATIONAL THEORY - III	1				
												3. EDUCATORS' DILEMMAS - CONTEMPLATION AND ACTION	1				
												4. PHILOSOPHY OF EDUCATION	1				
												5. THEORIES OF EDUCATION - DISCUSSION WORKSHOP	1.5				

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				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Sorel	Cahan	Dr	Associate Professor	3	100%	-	-	-	-	-	Interdivision	1. INTELLIGENCE AND MEASURMENT	1	3	Sabbatical 50%	2	1
												2. FUNDAMENTAL ISSUES IN THE DEFINITION OF LEARNING DISABILITIES	1				
												3. STATISTICAL INFERENCE AND RESEARCH DESIGN	1				
Yifat	Kolikant Ben David	Dr	Senior Lecturer	6	100%	-	-	-	-	-	Learning & Instruction	1. SCHOOL IN THE AGE OF KNOWLEDGE - ELEMENTARY METH (METHODS OR MATH)	1	6	Academic Coordinator of BA Program	2	5
												2. THE INTERNET IN EDUCATION AND LEARNING	1				
												3. KNOWLEDGE AND TEACHERS PROFESSIONAL DEVELOPMENT	1				
												4. INTRODUCTION TO TECHNOLOGY IN EDUCATION	1				
												5. SCHOOL IN THE AGE OF KNOWLEDGE - NEW PEDAGOGIES	1				
												6. COMPUTER, LEARNING AND TEACHING	1				
Yaakov	Kareev	Dr	Full Professor	3	100%	-	-	-	-	-	Interdivision	1. UNDERSTANDING COGNITION, TEACHING AND LEARNING	1	3	Sabbatical 50%	1	2
												2. QUANTITATIVE RESEARCH IN EDUCATION	1				
												3. BASIC ISSUES IN COGNITION	1				
Miki	Rachmany	Dr	Lecturer	4	25%			The Psycholog ical services		75	Teacher Training	1. STUDENTS MENTOR STUDENTS	1	4	-	0	0
												2. WORKSHOP - SPECIAL EDUCATION	1				
												3. ADOLESCENSE - A CHALLENGE FOR THE TEACHER	1				
												4. TEACHING IN HETEROGENEOUS CLASSES	1				
Ilana	Ritov	Dr	Full Professor	5.5	100%	3	-	-	-	-	Policy, Administrati on & Leadership in Education	1. SELECTED TOPICS IN DECISION MAKING	1	3	-	3	3
												2. NEGOTIATION: A BEHAVIORAL PERSPECTIVE	2				

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				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Julia	Resnik	Dr	Senior Lecturer	6	100%	-	-	-	-	-	Sociology of Education	1. EDUCATIONAL POLICY IN A COMPARATIVE VIEW	1	6	Program Head of Sociology of Education	5	3
												2. EDUCATION AND SOCIETY-STUDY IN SELECTED TOPICS	1				
												3. CULTURE, CITIZENSHIP AND EDUCATION	1				
												4. EDUCATION, THE STATE AND CIVIL SOCIETY	1				
												5. INTRODUCTION TO THE SOCIOLOGY OF EDUCATION	1				
												6. SECTION SEMINAR	0				
												7. CIVIL SOCIETY AND THE THIRD SECTOR IN EDUCATION	1				
Tamar	Rapoport	Dr	Full Professor	1	retired	-	-	-	-	-	Sociology of Education	1. WRITING A QUALITATIVE PAPER – A WORKSHOP FOR DOCTORAL STUDENTS.	0	1	-	3	3
												2. GENDER AND SOCIETY	1				
Baruch	Schwarz	Dr	Full Professor	6	100%	-	-	-	-	-	Learning & Instruction	1. ISSUES IN EDUCATIONAL RESEARCH AND PRACTICE	1	6	Program Head of Learning & Instruction	0	5
												2. ELEMENTS IN TEACHING AND LEARNING	1				
												3. PROCESSES IN READING COMPREHENSION	1				
												4.A DIDACTIC SEMINAR – TEACHING MATHEMATICS	1				
												4. THE CHANGING TASK OF THE TEACHER IN THE 21ST CENTURY	1				
												5. PROCESSES OF LEARNING AND TEACHING AT SCHOOL	1				
Hana	Shemesh	Dr	Lecturer	7	44%	-	-	Achva College			Teacher Training	1. THE ARAB EDUCATION SYSTEM IN ISRAEL	1	7	-	0	0
												2. TEXTBOOKS OF THE ISRAELI EDUCATIONAL SYSTEM	1				
												3. SUBJECT MATTER WORKSHOP - ARABIC LANGUAGE & LITERATURE	3				
												4. METHODOLOGICAL PRACTICE- ARABIC LANGUAGE & LITERATURE	2				

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Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ²	
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students
Asher	Shkedi	Dr	Senior Lecturer	10.5	100%	4	25%	-	-	-	Jewish Education	1. QUALITATIVE RESEARCH - PRINCIPLES AND METHODS	2	4	-		
												2. QUALITATIVE RESEARCH IN ADVANCED STUDENTS	1				
												3. QUALITATIVE RESEARCH - PRINCIPLES AND METHODS	1				
Judith	Amir	Dr	Lecturer	5	31%	-	-	-	-	-	Teacher Training	1. TEACHING PRACTICE – BIOLOGY	3	5	-	0	0
												2. METHODOLOGICAL WORKSHOP – BIOLOGY	2				
Shifra	Greiner	Mrs	Lecturer	8	50%	-	-	-	-	-	Teacher Training	1. GOOD TEACHERS LIKE IN THE MOVIES	1	8	-	0	0
												2. CLASS BEHAVIOR MANAGEMENT SKILLS	1				
												3. ADVANCED CLASS BEHAVIOR MANAGEMENT SKILLS	1				
												4. TEACHING PRACTICES IN HEBREW LITERATURE	3				
												5. METHODOLOGICAL WORKSHOP FOR TEACHING LITERATURE	2				
Assaf	Zeltser	Dr	Lecturer	4	50%	-	-	Beit Berl College	80%		Teacher Training	1. THE EDUCATION SYSTEM AS A REFLECTION OF ISRAELI SOCIETY	1	4	Academic and Practicum Coordinator	4	0
												2. THE CITY OF JERUSALEM:- OUTDOOR LEARNING	1				
												3. THE ROLE AND THE GOAL OF THE EDUCATIONAL TOUR	1				
												4. FROM LECTURE HALL TO CLASSROOM	1				
Gilmor	Keshet	Dr	Lecturer	4	50%	-	-	Ministry of Education	50%		Teacher Training	1. NEURO-EDUCATION: FROM NEUROSCIENCE TO CLASSROOM	1	4	Academic and Practicum Coordinator	0	0
												2. A DIDACTIC SEMINAR – TEACHING BIOLOGY	1				
												3. TOPICS IN THE STUDY OF THE BIOLOGY CURRICULUM	1				
												4. RESEARCH LITERACY IN SCIENCE EDUCATION	1				

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Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ²		
								Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master students	PhD students	
First	Family	Academic Degree	Weekly Hours	Per Cent	Weekly Hours	Per Cent	Weekly Hours		Per Cent	Weekly Hours								
Yoel	Elizur	Dr	Associate Professor	0	100%	-	-	-	-	-	Educational Psychology & Clinical Child Psychology	-	-	-	Sabbatical 100%	7	1	
Thomas	Gumpel	Dr	Senior Lecturer	0	100%	-	-	-	-	-	Special Education	-	-	-	Sabbatical 100%	3	4	
Philip	Wexler	Dr	Full Professor	0	100%	-	-	-	-	-	Sociology of Education	-	-	-	Sabbatical 100%	0	3	
Jonathan	Cohen	Dr	Associate Professor	0	100%	0	50%	-	-	-	Philosophy of Education	-	-	-	Sabbatical 100%	2	7	
Dan	Inbar	Dr	Full Professor	1	Retired	-	-	-	-	-	Policy, Administration & Leadership in Education	INDEPENDENT READING		1	1	-	0	0
Ruth	Klinov	Dr	Full Professor	1	retired	-	-	-	-	-	Policy, Administration & Leadership in Education	EDUCATIONAL ECONOMY		1	1	-	0	0

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Table 2B
Junior Academic Staff Employed

Name of staff member			Employment Rank	Part of Full Time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
Roy	Openheim	Mr	Lecturer	2	25%	-	-	Tel Aviv University	4		Philosophy of Education	1. OF TIME, NARRATIVE & THE EDUC. THAT LAYS BETWEEN 2. SEMINAR FOR THE ADVANCED PROGRAM	1 1	8	-
Oren	Ergas	Mr	Lecturer	1	12.5%	-	-	Tali School Network			Philosophy of Education	1. YOGA, MINDFULNESS AND EDUCATION	1	8	-
Eyna	Ben-Uri	Mrs	Lecturer	2	25%	-	-	Beit Berl College		18	Educational Counseling	1. PROFESSIONAL LEADERSHIP IN SCHOOL – A COUNSELOR'S WORK 2. INTERPERSONAL COMMUNICATIONS IN A COUNSELOR'S WORK	1 1	8	-
Hagit	Zimroni	Mrs	Lecturer	2	25%	-	-	Technion			Sociology of Education	1. GOING TO THE FIELD: RESEARCH PRACTICE IN EDUCATION	2	8	-
Yosepha	Tabib	Mrs	Lecturer	1	12.5%	-	-	David Yelin College	2		Sociology of Education	1. SEMINAR FOR THE ADVANCED PROGRAM	1	8	-
Gabriel	Cohen	Mr	Lecturer	2	25%	-	-	Kibbutzim College	2		Special Education	1. BEHAVIOUR INTERVENTION AT SCHOOL	2	8	-
Michal	Levi	Mrs	Lecturer	1	12.5%	-	-	Herzog College	10		Special Education	1. SCHOOL BULLYING AND VIOLENCE: THEORY AND PRACTICE	1	8	-

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Name of staff member			Employment Rank	Part of Full Time Position in the Institution ¹		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
First	Family	Academic Degree													
Sima	Amram	Dr	Lecturer	3	37.5%	-	-	Hadassah Hospital		50	Educational Counseling	1. PARENTHOOD-DEVELOPMENT AND CHANGE	1	8	-
												2. THERAPEUTIC PROCESSES IN INDIVIDUAL INTERVENTION	2		
Yael	Davidi	Mrs	Lecturer	2	25%	-	-	-	-		BA	1. ELEMENTARY SKILLS IN ACADEMIC READING & WRITING	2	8	-
Naomi	Prusak	Mrs	Lecturer	1	12.5%	-	-	David Yelin College		50	Teacher Training	1. TOPICS IN THE STUDY OF THE MATH CURRICULUM	1	8	-
Tuvi	Rosenberg	Mr	Lecturer	5	62.5%	-	-				Teacher Training	1. TEACHING PRACTICE - CIVIC STUDIES - I	3	8	-
												2. METHODOLOGICAL WORKSHOP - CIVIC STUDIES - I	2		

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Table 2C
Adjunct Teaching Staff - Senior

Name of Teacher			Employment Rank	Weekly Teaching Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Chana	Avni	Dr	Adjunct Lecturer	1.5	Learning Disabilities	WORKSHOP ON REMEDIAL INTERVENTION METHODS	-
Hana	Evnat-Tamir	Dr	Teaching Fellow	1	Sociology of Education	INRODUCTION TO FEMINIST THEORY	-
Carmela	Igell	Dr	Adjunct Lecturer	2	Special Education	1. DECISION MAKING IN AN INTERDISCIPLINARY GROUP 2. HAVING PARENTS AND STUDENT SHARE IN THE DECISION	-
Gila	Amitay	Dr	Teaching Fellow	4	Special Education	1. LEARNING DISABILITIES 2. LEARNING DISABITIES AS A RISK FACTOR 3. YOUTH AT RISK IN THE SCHOOL SYSTEM	-
Gabriel	Bukobza	Dr	Teaching Fellow	5	Teacher Training	1. INDICATORS IN EDUCATION 2. INTRODUCTION TO THE PSYCHOLOGY OF EDUCATION 3. BRAIN, CULTURE, AND THE EDUCATIONAL ENVIRONMENT 5. PSYCHOLOGY OF EDUCATION	-
Osnat	Beenstock	Dr	Adjunct Lecturer	5.5	Educational Counseling	1. BUILDING INTERVENTIONAL COUNSELING PROGRAMS 2. ENHANCING SCHOOL CLIMATE AMONG TEACHERS or TEAMS OF TEACHERS 3. PRACTICAL WORK - SECOND YEAR 4. COPING WITH LEARNING DISABILITIES IN REGULAR CLASSES 5. A DIDACTIC SEMINAR - SPECIAL EDUCATION	-
Saltana	Ben-Baruch	Dr	Adjunct Lecturer	1	Special Education	SOCIAL DEVIANCE AND DELINQUENCY	-
Chana	Bar-Ishay	Dr	Adjunct Lecturer	4	Policy, Administration & Leadership in Education	1. THE EDUCATION SYSTEM AS REFLECTED IN THE BUDGET 2. FINANCE OF EDUCATIONAL SYSTEMS 3. INTRODUCTION TO EDUCATIONAL ECONOMICS	-

Name of Teacher			Employment Rank	Weekly Teaching Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Ainat	Goverman	Dr	Adjunct Lecturer	1	Learning Disabilities	THEORETICAL ASPECTS OF LANGUAGE DEVELOPMENT	-
Rabah	Halabi	Dr	Teaching Fellow	2	BA	1. EDUCATION FOR MINORITY GROUPS IN A MULTI-CULTURE 2. ENCOUNTERS BETWEEN ARABS AND JEWS AS AN EDUCATION	-
Ehud	Hoshen	Dr	Adjunct Lecturer	1	Policy, Administration & Leadership in Education	LEGAL ISSUES IN EDUCATION	-
Maya	Hoshen	Dr	Adjunct Lecturer	4	Policy, Administration & Leadership in Education	1. EQUALITY & INEQUALITY IN THE CITY, VILLAGE & SPACE 2. PARENTAL CHOICE POLICY IN EDUCATION	-
Inbal	Tossman	Dr	Teaching Fellow	2	Educational Psychology & Clinical Child Psychology	EDUCATIONAL PSYCHOLOGY	-
Raya	Yoeli	Dr	Adjunct Lecturer	1	Policy, Administration & Leadership in Education	ORGANIZATIONAL VISION-MODELS IN EDUCATIONAL SYSTEMS.	-
Anat	Korem	Dr	Teaching Fellow	4	Educational Counseling	1. TEENAGERS IN THE AGE OF TECHNOLOGY 2. DEVELOP. SOC. SKILLS -IMPLICATION FOR COUNSELING 3. DEVELOPING THE SOCIAL COMPETENCIES OF STUDENTS	-
Yaniv	Mor	Dr	Teaching Fellow	1	BA	RESEARCH METHODS IN EDUCATION	-
Shafik	Masalcha	Dr	Teaching Fellow	4	Educational Counseling	1. CROSS-CULTURAL ASPECTS OF COUNSELING 2. GROUP PROCESSES IN THE COUNSELOR'S WORK	-
Merav	Nakar-Saddi	Dr	Teaching Fellow	2	Sociology of Education	1. EDUCATION, EQUALITY AND INEQUALITY 2. BETWEEN TALKING AND DOING SOCIOLOGY	-
Yael	Nativ	Dr	Teaching Fellow	1	Sociology of Education	THE BODY IN THE SOCIAL SPACE	-
Tchia	Snapiry	Dr	Teaching Fellow	5	Teacher Training	1. INFERENTIAL STATISTICS AND DATA ANALYSIS 2. PREREQUISITE IN STATISTICS 3. PREREQUISITE IN EDUCATIONAL RESEARCH 4. INTRODUCTION TO STATISTICS 5. EVALUATION AND MEASUREMENT	-

Name of Teacher			Employment Rank	Weekly Teaching Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Noa	Saka	Dr	Adjunct Lecturer	3	Learning Disabilities	1. PSYCHOPATHOLOGY OF CHILDHOOD AND YOUTH 2. FUNDAMENTAL ISSUES IN THE DEFINITION OF LEARNING DISABILITIES. 3. EMOTIONAL, BEHAVIORAL AND EDUCATIONAL DISORDERS	-
Yael	Ofarim	Dr	Teaching Fellow	1	Policy, Administration & Leadership in Education	ORGANIZATION STUDIES	-
Hagit	Furst	Dr	Adjunct Lecturer	3	Special Education	1. INTRODUCTION TO SPECIAL EDUCATION 2. PEDAGOGICAL PRINCIPLES IN CLASS MANAGEMENT 3. DISORDERS IN BEHAVIOR AND EMOTIONS	-
Orly	Camph	Dr	Teaching Fellow	3	Educational Psychology & Clinical Child Psychology	1. PSYCHODYNAMIC ASSESSMENT OF CHILDREN 2. PSYCHOLOGICAL ASSESSMENT	-
Ma'ayan	Sorer	Dr	Teaching Fellow	1	Educational Psychology & Clinical Child Psychology	INTRODUCTION TO COGNITIVE BEHAVIOR THERAPY	-
Orna	Schatz-Openheimer	Dr	Adjunct Lecturer	2	Teacher Training	1. TEACHING IN HETEROGENEOUS CLASSES 2. "WHAT IS YOUR STORY?" - TEACHERS' NARRATIVES	-
Nurit	Peled Elhanan	Dr	Teaching Fellow	2	Teacher Training	1. LANGUAGE ACROSS THE CURRICULUM 2. A DIDACTIC SEMINAR - HEBREW AS A SECOND LANGUAGE	-
Esther	Ashkenazy	Dr	Adjunct Lecturer	6.5	Teacher Training	1. TOPICS IN THE STUDY OF THE HISTORY CURRICULUM 2. TEACHING INNOVATIONS 3. TEACHING PRACTICE – HISTORY 4. METHODOLOGICAL WORKSHOP - HISTORY	-
Adi	Ben-David	Dr	Adjunct Lecturer	1	Teacher Training	SCIENTIFIC LITERACY	-
Rebbeca	Berger	Dr	Adjunct Lecturer	1	Teacher Training	BIBLIOTHERAPY: DEALING WITH CRISIS IN LITERATURE	-
Ashley	Tuvias	Dr	Adjunct Lecturer	2	Teacher Training	DRAMA - AN INTERDISCIPLINARY METHODOLOGY	-
Riki	Tesler	Dr	Teaching Fellow	3	Teacher Training	1. TOPICS IN THE STUDY OF CIVIC STUDIES CURRICULUM 2. SOCIETY, RELIGION AND STATE 3. A DIDACTIC SEMINAR - CIVIC STUDIES TEACHING	-

Name of Teacher			Employment Rank	Weekly Teaching Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Naomi	Yahalom	Dr	Adjunct Lecturer	1	Teacher Training	PSYCHOLOGY OF EDUCATION	-
Irit	Yanir	Dr	Adjunct Lecturer	2	Teacher Training	1. TOPICS IN THE STUDY OF THE PSYCHOLOGY CURRICULUM 2. A DIDACTIC SEMINAR – TEACHING PSYCHOLOGY	-
Noa	Cohen	Dr	Adjunct Lecturer	7	Teacher Training	1. TEACHING PRACTICE - MATHEMATICS – I 2. METHODOLOGICAL WORKSHOP- MATHEMATICS – I 3. METHODOLOGICAL WORKSHOP - MATHEMATICS – II	-
Michal	Levi	Dr	Teaching Fellow	1	Teacher Training	TOPICS IN THE STUDY OF THE ARABIC CURRICULUM	-
Daphna	Moskowitz	Dr	Teaching Fellow	1	Teacher Training	A DIDACTIC SEMINAR – TEACHING HISTORY	-
Mohammad	Masalha	Dr	Teaching Fellow	2	Teacher Training	SOCIOLOGY OF EDUCATION	-
Frida	Nisim-Amitai	Dr	Adjunct Lecturer	1	Teacher Training	A DIDACTIC SEMINAR – TEACHING ENGLISH	-
Esther	Serok	Dr	Teaching Fellow	2	Teacher Training	1. FOSTERING CULTURAL IDENTITY AMONG ADOLESCENTS 2. THE STUDY OF THE FAMILY AS AN EDUCATOR	-
Ofra	Porath	Dr	Adjunct Lecturer	2	Teacher Training	1. PRIMARY THEMES IN ART EDUCATION 2. TOPICS IN THE STUDY OF THE ART CURRICULUM	-
Shlomo	Fischer	Dr	Adjunct Lecturer	3	Teacher Training	1. LITERACY IN THE SOCIAL SCIENCES 2. A DIDACTIC SEMINAR - TEACHING SOCIOLOGY 3. SOCIOLOGY OF EDUCATION	-
Rachel	Zimrot	Dr	Adjunct Lecturer	1.5	Teacher Training	1. TOPICS IN THE STUDY OF THE CHEMISTRY CURRICULUM 2. TEACHING INNOVATIONS	-
Talia	Sagiv	Dr	Adjunct Lecturer	1	Teacher Training	TOPICS IN THE STUDY OF THE SOCIOLOGY CURRICULUM	-
Orit	Schwarz-Franco	Dr	Adjunct Lecturer	1	Teacher Training	THE TEACHER AS PROMOTER OF CHANGE	-

Table 2D
Adjunct Teaching Staff - Junior

Name of Teacher			Employment Rank	Weekly Teaching Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Anat	Butz	MA	Adjunct Lecturer	1	Learning Disabilities	WORKSHOP ON REMEDIAL INTERVENTION METHODS	-
Shulamit	Bitran	BA	Adjunct Lecturer	1	BA	UNDERSTANDING EDUCATIONAL PRACTICE	-
Eliza	Golan	MA	Adjunct Lecturer	1	BA	WORKSHOP ON REMEDIAL INTERVENTION METHODS	-
Naama	Grinvald	MA	Adjunct Lecturer	3	Educational Psychology & Clinical Child Psychology	1. PSYCHODYNAMIC DEVELOPMENTAL THEORIES 2. A PSYCHODYNAMIC PERSPECTIVE ON THEORY & PRACTICE	-
Raya	Wartman-Elad	MA	Adjunct Lecturer	1	Learning Disabilities	WORKSHOP ON THE DIAGNOSIS OF LEARNING DISABILITIES	-
Chen	Zilberstein	MA	Adjunct Lecturer	1.5	Learning Disabilities	TREATMENT EXPERIENCE	-
Slowa	Halabi-Kviks	MA	Adjunct Lecturer	7	Educational Counseling	1. INTERPERSONAL COMMUNICATION 2. SUPERVISED FIELDWORK - FIRST YEAR 3. SUPERVISED FIELDWORK - SECOND YEAR	-
Tali	Treger	MA	Adjunct Lecturer	1	Educational Psychology & Clinical Child Psychology	EDUCATIONAL PRACTICUM - A	-
Bella	Trachtenberg	MA	Adjunct Lecturer	1	BA	WORKSHOP ON REMEDIAL INTERVENTION METHODS	-
Shula	Carmel	BA	Adjunct Lecturer	1	BA	WORKSHOP ON REMEDIAL INTERVENTION METHODS	-
Nurit	Pash	MA	Adjunct Lecturer	7	Educational Counseling	1. PRACTICAL WORK - FIRST YEAR 2. SUPERVISED FIELDWORK - FIRST YEAR 3. SUPERVISED FIELDWORK - SECOND YEAR	-
Hanan	Zucker	MA	Adjunct Lecturer	1	BA	WORKSHOP ON REMEDIAL INTERVENTION METHODS	-
Ayala	Kamon	MA	Adjunct Lecturer	1	BA	TEACHING A HETEROGENEOUS CLASS	-

Name of Teacher			Employment Rank	Weekly Teaching Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Varda	Shavit-Ohayon	MA	Adjunct Lecturer	2	Educational Psychology & Clinical Child Psychology	A PSYCHODYNAMIC PERSPECTIVE ON THEORY & PRACTICE	-
Reuvena	Shalhevet	MA	Adjunct Lecturer	1	Educational Counseling & Special Education	LEARNING DISABILITIES AND THE SUPERVISORS' ROLE	-
Netta	Bar Yosef	MA	Adjunct Lecturer	2	Teacher Training	1. TOPICS IN THE STUDY OF THE LITERATURE CURRICULUM 2. A DIDACTIC SEMINAR – TEACHING LITERATURE	-
Miki	Cohen	MA	Adjunct Lecturer	2	Teacher Training	METHODOLOGICAL WORKSHOP - SPEC. EDUCATION & LEARNING DISABILITIES – II	-
Orli	Metser-Kehana	MA	Adjunct Lecturer	6	Teacher Training	1. TEACHING PRACTICE - TEACHING SCIENCES 2. METHODOLOGICAL WORKSHOP - TEACHING SCIENCES	-
Hagit	Sabato	MA	Teaching Fellow	6.5	Teacher Training	1. EDUCATIONAL PSYCHOLOGY- DISCUSSION WORKSHOP 2. TEACHING PRACTICE – PSYCHOLOGY 3. METHODOLOGICAL WORKSHOP - PSYCHOLOGY	-
Debora	Siegel	MA	Adjunct Lecturer	4	Teacher Training	1. METHODOLOGICAL WORKSHOP - ENGLISH – I 2. METHODOLOGICAL WORKSHOP - ENGLISH - II	-
Irit	Feder	MA	Adjunct Lecturer	7	Teacher Training	1. TEACHING PRACTICE - CIVIC STUDIES – I 2. METHODOLOGICAL WORKSHOP - CIVIC STUDIES – I 3. METHODOLOGICAL WORKSHOP - CIVIC STUDIES - II	-
Vered	Koren	MA	Adjunct Lecturer	5	Teacher Training	1. TEACH. PRACTICE-SPECIAL EDUCATION.& LEARNING DISABILITIES.-I 2. METHODOLOGICAL WORKSHOP-SPECIAL. EDUCATION &	-
Gali	Huminer	MA	Adjunct Lecturer	5	Teacher Training	1. METHODOLOGICAL WORKSHOP-HEBREW AS A SECOND LANGUAGE 2. TEACHING PRACTICE-HEBREW AS A SECOND LANGUAGE	-
Micha	Simhon	MA	Adjunct Lecturer	5	Teacher Training	1. TEACHING PRACTICE-SOCIOLOGY 2. METHODOLOGICAL WORKSHOP - SOCIOLOGY	-

3.4.1.2 How are the faculty members divided into areas of specialty in the discipline.

The tables above present the list of faculty members at the School of Education, including their ranks, areas of research, the number of advanced students they supervise, and the division to which they belong. It should be noted that some members of the faculty, often senior, are not affiliated with any particular division, but rather are ‘members at large.’ Although always close to one or more divisions, these members typically teach general interest courses at the undergraduate and graduate level – courses that are much needed in light of the general, integrative nature of our program of studies. As clearly evident from the Table, all members, irrespective of divisional affiliation, pursue an active course of research and supervision.

3.4.1.3 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training

Being a research-oriented school at a research university, a PhD is a minimal requirement for being nominated for an academic-track faculty position, and all faculty members at the School of Education have earned that degree. Furthermore, faculty members are nominated following a long, competitive process. The process begins with a decision by the Development Committee of the School to announce an academic opening, then applications are received in response to the public announcement of the availability of the position, applicants go through an initial screening by a Screening Committee made up of senior faculty members from the School and other related departments, job-talks by likely to be accepted candidates, and a final decision is made by the Screening Committee of the School. This decision is subject to further scrutiny and approval by the Dean of Humanities, the Rector and the President of the University.

To qualify, a candidate should exhibit the potential for becoming a leading academic. Relevant information includes proven excellence in research (as evidenced by publications and research proposals), the candidate’s potential for becoming an excellent teacher (as evidenced in courses taught and course evaluations, when available), and the evaluation of recognized senior academics (i.e., letters of recommendation). The School of Education is constantly aware of the needs of society. Therefore, a candidate’s potential for contributing to the field and beyond is an important aspect of the initial evaluation process.

The list of regular academic faculty is complemented by adjunct faculty – typically prominent specialists and practitioners, who are invited to teach a single advanced course in their field of specialty, which often fills the gap between theoretical and practical aspects of education and teaching.

3.4.1.4 What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

Members of faculty are highly motivated to keep abreast of educational deployments at the University, in the School of Education and in their particular field of research. High involvement in research, in supervision of research students, participation in international conferences and the high rate of research proposal submissions all encourage and ensure our faculty’s high standards. The curriculum of the School of

Education is a major focus of our Teaching Committee. The Committee is headed by the Chair of the Department and other members including the Head of the School, all heads of the study divisions, the Vice-Head of the School, and the Secretary of Student Affairs. All issues related to the undergraduate and graduate level curricula are initially discussed in the Committee at least once at monthly meetings. The decisions of the Committee are disseminated by the heads of the study divisions to other faculty members and when relevant, put to a vote by the Faculty Forum – consisting of all faculty members of the School.

A regularly held departmental seminar, at which faculty members and guests present their work, is another, less formal, means for updating faculty members of recent academic developments pertaining to the School and its community of researchers. Although attendance is not obligatory, the seminar is well attended and is characterized by lively discussions.

3.4.1.5 What are the rules, criteria and procedures for appointing the head of the study program and the academic staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? What steps are taken to ensure that the faculty are informed of these policies and procedures? Are you satisfied with these procedures?

The rules for appointing academic staff (to tenure track positions) are outlined in Section 3.4.1.3, above. Once entering the system – typically at the rank of Lecturer (equivalent to Assistant Professor), and at times as a Senior Lecturer, but never with tenure – all faculty members are subject to the academic promotion procedures of the Hebrew University. At each rank the recommendation of the Head of the School and then that of the Dean of the Faculty of Humanities must initiate the promotion procedure. Their decision is based on a dossier submitted by the candidate detailing scientific achievements (publications in peer-reviewed journals, presentations at scientific conferences, research grants), as well as teaching (courses taught, teaching evaluations, supervision of graduate students), and contributions to the School, the University, and the community at large. Once approved by the Head, the Dean and the Rector, the university sets up a promotion committee consisting of faculty from the School, other departments within the university, and almost always someone from another university. The committee performs a thorough professional evaluation; then recommends to the Dean whether or not to proceed. If the recommendation is positive and the Dean approves, a panel consisting of about five internationally renowned scholars (usually all from universities outside Israel) is asked to evaluate the candidate. The Dean is responsible for integrating all of the materials and submitting them, with a final recommendation, to a university-wide promotion committee. The Rector and the President must grant their approval for the promotion to take effect. The first promotion also grants tenure.

The selection of the Head of the School is made by a Search Committee, headed by the Dean of the Faculty of Humanities and includes other prominent members of the School, elected by the Faculty Forum. The committee then recommends one or more members for the position. The recommendations are based on the academic prominence of the candidate(s), their standing as members of the academic community, and their willingness to serve as Head. The School's faculty then votes on the candidate(s), and the elected member must be approved by the university. The Head is usually a full professor, and must be at least an associate professor. Most Heads have been Chairs of the Department of Education prior to their election as

Heads. The Head is elected for a term of three years. All members of the faculty may take an active role in the selection process and are expected to participate in the secret ballot election. The Chair of the Department of Education is also elected by the School Forum, typically on the recommendation of the current Head. The Chair of the Department is typically an Associate Professor, and the term of office is three years. This post is often considered a stepping stone to the role of Head of the School. Taking on these positions is voluntary, and viewed as an indication of “good citizenship.” Issues of dismissal have not occurred.

3.4.1.6 What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

As indicated above, the Head of the School is responsible for the educational program of all departments. In most cases the individual is a full professor who, at the time of appointment, has already successfully fulfilled other leadership roles – whether as the Chair of the Department and/or in another position at the University.

3.4.1.7 How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

Strictly speaking, the only measurable criterion for defining full employment is teaching the required number of hours which is 6-8 hours a week in each semester. With very minor exceptions, all faculty, senior and junior alike (in the academic track), are required to teach all of the allotted hours (the exceptions being the Head and the Chair, who teach 4 weekly hours, and junior faculty who during their first two years at the university teach 5 hours). However, full employment involves much more than teaching: It calls for taking an active part in research, which all members pursue vigorously, advising and supervising students (whether graduate students writing their master’s or doctoral theses, or students at all levels writing seminar papers), and taking part in various school and university committees. Obviously, the latter undertakings are difficult to quantify, but it can be said with confidence that all members of the faculty devote much of their time to scholarly work.

3.4.1.8 Are staff members obliged to serve as advisors for final projects, theses and dissertations? Is there a limitation of a maximum number of graduate students per faculty? Are there criteria for assigning advisors to different research projects?

There is no formal requirement that faculty members serve as advisors or supervisors on final projects, MA theses, or doctoral dissertations. It is a matter of mutual agreement between faculty and students. However, all faculty members – whether due to their inherent interest in the research projects involved or because of their commitment to their students, the School, and the University – carry out a significant amount of advising and supervising students. In addition, with each second and third year undergraduate writing a seminar paper each year, the average faculty member advises many students and supervises a considerable number of seminar papers per year. Recent HUJI policy recommends that faculty members do not supervise more than 5 doctoral theses.

*3.4.1.9 What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the **future** recruitment to the study program? How are these plans made and by whom?*

As indicated above, within the regular faculty there is no distinction between the research and the teaching staff. All members of faculty are expected to teach and to conduct full research, and are evaluated on their performance both as scholars and as instructors. With the number of faculty members being woefully low, relative to our teaching programs, we often have to recruit adjunct faculty, who teach a few courses in their area of specialty. Most adjunct faculty members have a PhD, are established experts or practitioners, and excel in teaching.

Future recruitment is based on the School's long-range development plan, as well as the urgent needs of the various study programs in all departments. The number of vacant positions that may be filled by the School is determined by the University.

3.4.2 Technical and administrative staff

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The administrative and technical staff of the School of Education consists of:

1. **The Vice-Head of the School of Education (Full-time position, Rachel Elyasyan).** Responsibilities include: management of the administrative staff at the Department of Education, the Teacher Training Department and the Unit for Professional Development. She is also a member of the School of Education Management team. She takes an active part in setting school policy, supervising and monitoring implementation processes. She is also responsible for the financial administration of the various budgets within the School as well as the administrative aspects of human resource management. She is also in charge of the infrastructure of the School, the organization of various events, marketing, and takes part in various forums within and outside the University dealing with administrative issues.
2. **Budget Controller and Human Resource Manager (Full-time position, Ms. Nataly Ben Ovadia).** Responsibilities include: prepare the School's budget; monitor budgets, the income and payment system, scholarships, assists researchers in management of their research budgets; manage academic staff charts, issue academic appointments to adjunct staff and to assistants, and monitor the academic staffs' sabbaticals and leave for conferences abroad.
3. **Assistant to the Controller of Budgets and Human Resource Management (Full-time position,– Ms. Ronit Golan).** Responsibilities include: issue purchase orders from various School budgets; prepare scholarships' report; payroll report; temporal employee reporting; issue payment orders and receipts; and monitor income and various budgets;
4. **School of Education Secretary (temporary employment):** provides comprehensive administrative services to all School members and the School authorities;
5. **Computer Services Coordinator (Full-time position, Mr. Arkadi Vronin):** provides a service to all administrative staff, academic faculty and students. This includes consultation and purchase of computer equipment, communication and multimedia, equipment maintenance, contact with the suppliers, updating and

maintenance of smart classrooms, assistance in the preparation of on-line courses, provision of support for all software, coordinate with the Authority for Computation Communication and Information (HUCA), maintenance of the School's website; and provide an ongoing update of technological innovations.

6. Logistics Coordinator (Full-time position, Mr. Shlomi Shukrun): provide a service to all administrative staff and academic faculty. Responsibilities include: infrastructure maintenance and safety; promotion of different projects related to the School's infrastructure; equipment maintenance; issuing orders for equipment for daily use; assistance in the organization of various events initiated by the School of Education.

7. Secretary for Instruction and Students' Affairs: (Full-time position, Ms. Oshra Pinchasi): Serves as the senior authority regarding all issues concerning teaching and student services for all the units and departments of the School of Education. She is in charge of all employees in the Student Secretariat office and is the manager of this unit. She is involved in student counseling, policy setting processes, all the School's committees and in coordinating between the various academic and administrative bodies as well as in the preparation of the Department of Education's curriculum.

8. Assistant for Teaching at the Department of Education (Full-time position, Ms. Vardit Levi): Responsibilities include: assistance with the preparation and updating of curriculum; coordination of all examinations; allocation of classrooms to the various courses in all units; student counseling; all administrative issues related to the courses during the academic year.

9. BA Coordinator at the Department of Education (Full-time position, Ms. Yael Avraham-Chai): responsible for all issues concerning BA students and students' registration for MA studies; individual student counseling; maintains a working relationship with the secretariat of BA students in other faculties; follow up of all course syllabi; coordinator of the teacher-student committee.

10. MA Coordinator at the Department of Education (Full-time position, Ms. Edna Alperon): responsible for all issues concerning MA students including final exams and MA theses; individual counseling for MA students; maintains a working relationship with the secretariat of MA students in other faculties;

11. Coordinator of Teaching at the Teacher Training Department (Full-time position, Ms. Tali Vino-Oren): Assistant to the Director of the Department and coordinator of the Doctoral, Research and Scholarship Committee at the School of Education; responsible for the ongoing administration of all activities in the Department; involved in marketing the Department.

12. Assistant Coordinator of Teaching at the Teacher Training Department (Full-time position, Miram Elezra): Responsibilities include: screening of candidates, preparation of individual study programs, special requests from students, student counseling and is also involved in the organization of the graduation ceremony.

13 Administrative Manager for the Department of Professional Development and Training (Full-time position, Ms. Viki Lipel): In line with the guidelines set by the Academic Committee of the Department, she is responsible for all the administrative and organizational activities; participates in setting the policy of the Department and monitors its activities. She plans the annual activity chart and promotes and markets new professional development workshops; creates and strengthens connections with internal and external entities.

14. Administrative Assistant at the Department of Professional Development and Training: (Full-time position, Ms. Mati Chai): involved in the marketing of

professional development workshops; registration and payments; payments to lecturers, suppliers and other service providers.

15. Administrative Assistant at the Department of Professional Development and Training: (part-time position, Ms. Shir Iluz): involved in the marketing of professional development workshops; registration and payments; marketing the Department through various media channels; site construction in the HUJI computerized system (Moodle).

It is important to note, however, that the budget cuts that took place six years ago at the HUJI, led to a reduction in the number of administrative positions at the School of Education. Specifically, the two positions for budgeting and human resources management were merged into one. Moreover, these budget cuts led to the lack of a Head Secretary and currently this position is held by students who are paid by the hour.

3.4.3 In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

Points of strength of the teaching staff

- Our students rate most of our teachers with relatively high teaching scores, indicating a reasonable level of satisfaction with our teachers and our teaching.
- In many of the lessons taught in our school, technology is employed as a means to improve the quality of learning and instruction.
- Our teachers' high commitment to their students is evident in their flexibility and willingness to help them with their queries and academic needs.
- Teachers integrate state of the art research and theories into the courses in each of the different fields.

Points of weakness of the teaching staff

- A large portion of the Department's curriculum is taught by adjunct faculty who are less committed to research and the supervision of graduate students.
- The link between theory and practices in teaching is at times loosely coupled (with the exception of the three MA practice-oriented divisions).

Points of strength of the administrative staff:

- The administrative staff is experienced and qualified. Each one is dedicated to fulfill his/her professional assignments, evident in the quality of services provided to students, academic faculty and colleagues of the administrative staff.
- The School of Education is a relatively small academic unit enabling close interactions among staff members. This contributes to the positive and friendly atmosphere and to the high commitment characterizing the administrative staff.

Points of weakness of the administrative staff:

- The cuts in funds, a significant and prominent process, have led to a decrease in the number of administrative positions in the School of Education. This, undoubtedly, creates a threat to the quality and extent of service.
- As mentioned earlier, the School of Education is subordinated to the Faculty of Humanities in several areas. Although the cooperation between the two entities is stable and fruitful, in some manners this link limits the administrative staff's

ability to operate autonomously in order to attain the School of Education's goals and needs.

3.5 Human Resources

3.5.1 Where the unit is physically located in the institution, in which building, and where does the study program under evaluation operate? Do other study programs share the building?

The School of Education is located at the south-eastern part of the Mount Scopus campus. It was located on the Givat Ram campus until 1975. The main building of the School of Education is shared with the School of Social Work, the Melton Center for Jewish Education and the NCJW Research Institute for Innovation in Education. The building consists of five floors. In addition, the School of Education has other areas on campus in its use in collaboration with other units.

3.5.2 Please describe the overall physical infrastructure that serves the unit and the study program under evaluation. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

The School of Education has 16 classrooms: two small classrooms that can hold up to 20 students; 6 classrooms that can hold 30 students and another 5 classrooms that can hold up to 45 students. All classrooms were renovated over the last decade, new infrastructure was installed and they are maintained on a regular basis. All classrooms have air conditioning, new furniture and up to date multimedia teaching equipment. Two other classes that can hold up to 70 students have only been partly renovated and still require new furniture. A large lecture hall which can hold up to 240 students is about to be partly renovated. Two other small classrooms, each holding up to 20 people, were renovated. One serves the Department of Professional Development and Training and the other, is a seminar room used for faculty meetings and special events. The collaboration which exists between the School of Education and the School of Social Work is evident, among other ways, through the sharing of classrooms.

Laboratories: The Clinic for Diagnosis and Treatment of Learning Disabilities is located at the Faculty of Humanities and is used by our students for their practical training (for further elaboration – see section 3.5.3).

Academic staff offices: The School of Education has 57 offices that are used by academic staff, retired faculty, adjunct teachers and assistants and 16 research rooms. Most of the offices and rooms were renovated in the last decade. The offices are air conditioned; they have basic furniture, telephone lines and internet connection.

Administrative staff offices: The School of Education has 18 offices that are used by administrative staff and 5 rooms used as service areas and storage. All offices were renovated in the last decade: they are air conditioned and have basic furniture, telephone lines and internet connection.

Research labs: The School of Education has four research labs that serve the Educational and Clinical Psychology and the Learning Disabilities divisions. All labs serve the training and instruction of students.

Computation: The HUJI through the Authority for Computation Communication and Information (HUCA) provides the basic communication network. This includes computer infrastructure, internet and electronic mail, backup services and technical

support. However, it does not provide software, software support, programming services or hardware. Academic faculty members receive basic funding in order to purchase computer equipment. They are then expected to fund the maintenance and replacement of the equipment using research funds. As of next year, the School of Education will fund up to 50% of faculty members' computer equipment. Students have access to the university's computerized system via Wi-Fi throughout the campus and in the computer labs. In the School of Education there is a computer lab and, in addition, there are 26 computers for the use of students in the library. Currently, the computer lab is connected to the central air conditioning system and therefore, it may be used only when the air conditioner is working. The computers in this lab are relatively old. A room established in collaboration with the HUJI management is designated for PhD students only. It has 5 computer stations which contain various software programs such as SPSS, AMOS, HLM, and a printer.

3.5.3 Laboratories What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

The Clinic for Diagnosis and Treatment of Learning Disabilities is located at the Faculty of Humanities. It is used to train students wishing to become practitioners. Following an agreement signed between the Division for Learning Disabilities and the Psychological-Educational Authority in Jerusalem, public schools refer children who according to the school psychologist need to be diagnosed. Parents pay a symbolic fee for the diagnosis; it allows low socio-economic children to obtain access to such a service.

3.5.4 Library and Information Technology (IT)

3.5.4.1 Describe the library including computerized databases, which serves the students and the teaching staff of the study program, its strengths and weaknesses.

The three libraries, Education, Jewish Education and Social Work, amalgamated in July 2003 to form a unified library at the Mount Scopus campus, as part of the Libraries Authority.

The multi-disciplinary collections include education, social work and related fields such as psychology, psychotherapy, sociology and anthropology, connected to different age groups and population types. Materials in the field of Jewish Education include textbooks for Hebrew language instruction and Jewish Studies in Israel and the Diaspora.

The unified library holds some 200,000 books and periodical titles, including electronic books and numerous on-line journals, as well as 2000 videocassettes, DVDS and a variety of other non-print materials such as maps and educational games. The library media center comprises two video rooms, as well as computers distributed throughout the library for DVD viewing. The 4th floor Media Center room houses up-to-date media equipment such as a "smart" computer station, a video projector, and a slide projector, as well as videocassette and DVD players to allow for individual and group viewing of the collection of videocassettes and DVDs by students and teaching staff.

Specialized reference librarians are available to the readers and assist the students, researchers and instructors. Library orientation and database search courses are given as part of the students' curriculum. This library serves 3,300 active readers.

Most of the educational journals and books are located on the fourth floor. It contains a large collection of books on Jewish Education, a special collection of books from the British Mandate period, a collection of PhD dissertations and theses, 10 online computerized databases, over 2000 on-line journals, and access to worldwide databases of digital theses. There are 26 computer stations which enable easy access to the library catalog and to internet searches. All computers contain software that can be used by students with disabilities. The budget of the Education and Social Work library is NIS 450,000 of which NIS 200,000 is used for purchasing journals (44%), about NIS 150,000 for purchasing books (33%) and approximately NIS 100,000 (33%) for purchasing access to computerized databases.

Points of strength: The library contains a large collection of international titles (books and journals) and much effort is dedicated to maintain it in spite of the budget cuts. One major point of strength is evident in the large variety of journals and other material that may be accessed online.

Points of weakness: The library staff is extremely dedicated and experienced. However, it currently lacks young workers who will be able to replace the more experienced librarians when they retire.

The library is located in one of the first buildings that were constructed on the Mount Scopus campus. As a result, the infrastructure is relatively old and a major renovation is required to enable the use of laptops in all library halls.

3.5.4.2 Accessibility: Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

The HUJI is committed to provide ideal conditions that enable each student to complete their studies in ways that will enable them to fulfill personal abilities and aspirations. The School of Education conforms to the rules of HUJI on these issues. This information can be found on http://studean.huji.ac.il/?cmd=about_english

Dean of Students Office: The Dean of Students Office initiates and coordinates the activities intended to further the welfare of the students as members of the University community. The office provides assistance in solving personal, social and economic problems in the student's life and provides the link needed to facilitate the interaction between students and different academic and administrative units of the University. The office handles the ties between the University and the Students Union and oversees the activities of the student organizations, which deal with social and political activity.

These are some of the units and activities offered by the **Dean of Students Office:**

Accessibility Unit: The Hebrew University seeks to afford all students with special needs the appropriate conditions to allow them to complete their studies and realize their potential. The goal of this unit is to provide students with special needs the opportunity to enjoy all university services, programs and activities. The unit provides information and assistance in every way to students with special needs.

Services provided by the Accessibility Unit include:

- Responds to questions and issues regarding accessibility.
- Assists with self-advocacy for students with special needs.
- Refers students to additional services available at the university such as the Unit for the Advancement of Students with Learning Differences,

Supported Education–The Support Program for Students with Mental Health and Emotional Issues, the Learning Center for the Blind, and the Counseling Services.

- Provides information about rights and assistance for people with special needs from various public bodies and NGOs operating in the community.
- Recommends academic accommodations for students with special needs.

Students interested in making use of the Accessibility Unit are required to present a letter from their physician. Likewise, it is recommended that they attach a report detailing the effect that their special needs have on their ability to function.

The Unit for Learning Disabilities: The Unit for Diagnosis and Support for Students with Learning Disabilities at the Hebrew University is part of the student support services operating at the Office of the Dean of Students. The Unit counsels, assists and supports students with learning disabilities or with attention and/or hyperactivity disorders to be successful in the course of their academic careers.

The Unit offers an accepting, supporting and understanding environment for students with learning disabilities and believes that by getting support and professional guidance, students with learning disabilities can improve their academic skills, become independent learners, capable of fully realizing their potential.

The Unit provides a wide range of services likely to be needed by students with learning disabilities: learning disorders diagnosis, test accommodations for psychometric entrance test and higher education, counseling, guidance and ongoing support.

The Learning Center for the Blind: The Learning Center for the Blind was established in 1996 thanks to the work and activity of the ALEH Non-Profit Association for the Advancement of Blind Students in Israel.

The primary purpose of the Center is to assist blind and visually impaired Hebrew University students. The Center serves some 150 students in degree tracks and the academic preparatory program. The Learning Center for the Blind is located on the **Mt. Scopus campus** and serves the blind and visually impaired students studying on this campus. An extension of the center on the **Edmond J. Safra Campus (Givat Ram)** serves blind and visually impaired students in the Natural Sciences Faculty. Likewise, services are available to students at the **campus in Rehovot**.

Psychological Counseling Services: The Hebrew University Student Psychological Counseling Service. Since 1979 the Student Psychological Counseling Service has been a Ministry of Health licensed institution for the practical training of MA students in clinical psychology and BA and MA students in social work. The primary work of the counseling service is to provide psychological services to students. The service is varied, and every student is referred to the channel s/he is interested in and where s/he will receive the maximum amount of benefit.

The Unit Supporting Arab Students: The Office of the Dean of Students attributes particular importance to making the university accessible to many different segments of the population, and therefore established its Equal Opportunity Unit. In light of this, the Equal Opportunity Unit started to operate a support system for Arab students.

3.5.4.3 In summary, what are the points of strength and weakness of the physical infrastructure?

Points of strength:

The School of Education has relative autonomy in the management of budgets that are allocated for the maintenance of the infrastructure and equipment purchases.

The School of Education dedicates much effort to keep the positions of the computer coordinator and the logistic coordinator in an attempt to maintain high standards regarding infrastructure and computer services.

Points of weakness:

The HUJI finances part of the costs involved in the recruitment of new faculty. However, in the long run, the maintenance of the infrastructure, classrooms and faculty members' equipment creates a heavy financial burden on the School's budget. The School of Education building is relatively old, and requires ongoing expenses for maintenance. Currently, the School of Education is unable to allocate the physical infrastructure and funds needed for establishing new research labs.

Diagrams of the building & map is presented in the Appendix.

Teachers' Training Department

3.1.3 Please describe the study program's structure and content, including specializations/tracks within the program, division of courses according to number of credits and fields within the discipline. How are the mission statement, aims and goals of the program reflected in the study program?

Teacher certificates in Israel are granted by teacher training colleges (for elementary and middle schools) and by universities (for high schools). The School of Education at HUJI was the first institution in Israel authorized to issue teachers certificates for high school teachers during the 1950's. Currently, the Department of Teacher Training is an academic unit of the School of Education.

The curriculum of the Teachers' Training Department is comprised of four major components in line with the Ariav program and the guidelines set by the Council for Higher Education (CHE):

- A. Educational studies
- B. Educational research and instruction literacy
- C. Pedagogy
- D. Practical experience (Practicum)

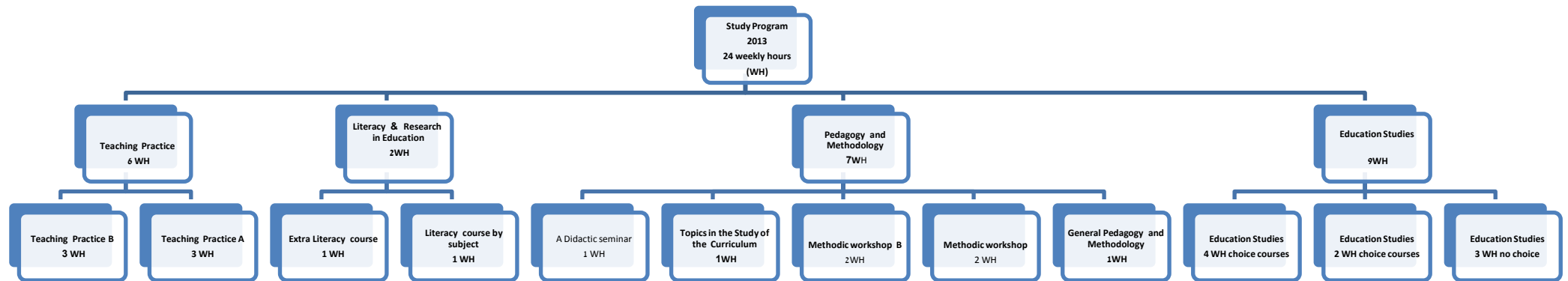
The basic program towards a teaching certificate consists of 24 credits (2 weekly hours). Candidates for these programs are requested to complete at least two years of their disciplinary studies before they are invited and accepted to participate in this program.

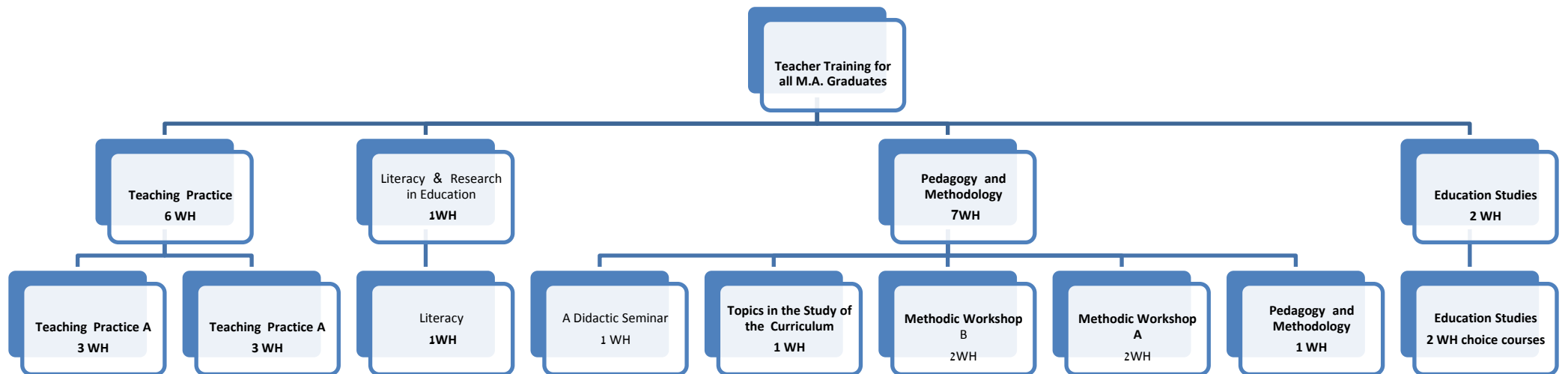
Students may obtain a teaching certificate in the following subject areas: math, physics, biology, chemistry, Arabic, English, civic education, literature, history, special education, psychology, sociology,

The following diagrams reflect the general structure of the program in the various specialization tracks. It is important to note that in each of the tracks, students must

participate in 6 hours of practical work annually, over two academic years. In addition, every student has to submit a seminar paper and become involved to some extent in research. This combination between theory, practice and research is in line with the Department's vision – to train teachers who master their area of expertise and who are able to become independent learners with highly developed teaching skills. University graduates wishing to obtain teaching training certificates in areas that are not related to their previous studies are requested to complete courses in various disciplines in addition to their studies towards a teaching certificate.

The following diagrams demonstrate the various programs at the Department:





3.1.8 *The structure of the study program its content, and scope (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Does the study program supply courses to other units?*

7.1 - The Study Program - Table no. 1
Academic Year of Evaluation* - (2013)

Framework of study: single track/ double track/ other _____

*The data must refer only to the academic year during which the quality assessment is taking place

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	1	PHILOSOPHY OF EDUCATION	Required	2		1			98	Y. Matias	Senior Lecturer
										B. Tsabar	Lecturer
	2								7	Y. Matias	Senior Lecturer
1	1	PSYCHOLOGY OF EDUCATION	Required	2		1			57	C. Asterhan	Lecturer
										G. Bukobza	Teaching Fellow
	2	PSYCHOLOGY OF EDUCATION							31	N. Yahalom	Adjunct Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1	SOCIOLOGY OF EDUCATION	Required	2		1			25	M. Masalha	Teaching Fellow
	2	SOCIOLOGY OF EDUCATION							37	M. Masalha	Teaching Fellow
										S. Fischer	Adjunct Lecturer
1	1+2	TEACHING PRACTICE - CIVIC STUDIES	Required	8		3			Group A 13	I. Feder	Adjunct Lecturer
									Group B 11	T. Rosenberg	Lecturer
1	1+2	METHODOLO- GICAL WORKSHOP - CIVIC STUDIES	Required	4		2			Group A 13	I. Feder	Adjunct Lecturer
									Group B 11	T. Rosenberg	Lecturer
1	1	TOPICS IN THE STUDY OF THE CIVIC STUDIES CURRICULUM	Required	2		1			22	R. Tesler	Teaching Fellow
1	2	A DIDACTIC SEMINAR – TEACHING CIVIC STUDIES	Required	2		1			20	R. Tesler	Teaching Fellow
1	1	SOCIETY, RELIGION AND STATE	Required	2		1			6	R. Tesler	Teaching Fellow

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	2	PRIMARY THEMES IN ART EDUCATION	Required	2		1			19	O. Porat	Adjunct Lecturer
1	1	TOPICS IN THE STUDY OF THE ART CURRICULUM	Required	2		1			19	O. Porat	Adjunct Lecturer
1	1+2	TEACHING PRACTICE - ENGLISH - I	Required	8		3			4	Pedagogy Teachers	
1	1+2	METHODOLO- GICAL WORKSHOP - ENGLISH - I	Required	4		2			4	D. Siegel	Adjunct Lecturer
1	2	A DIDACTIC SEMINAR – TEACHING ENGLISH	Required	2		1			8	F. Amitai	Adjunct Lecturer
1	1+2	TEACHING PRACTICE - BIOLOGY	Required	8		3			11	Y. Amir	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1+2	METHODOLOGICAL WORKSHOP - BIOLOGY	Required	4		2			11	Y. Amir	Lecturer
1	2	TOPICS IN THE STUDY OF THE BIOLOGY CURRICULUM	Required	2		1			10	G. Keshet	Lecturer
1	1	A DIDACTIC SEMINAR – TEACHING BIOLOGY	Required	2		1			10	G. Keshet	Lecturer
1	1+2	TEACHING PRACTICE - HISTORY	Required	8		3			19	E. Ashkenazy	Adjunct Lecturer
1	1+2	METHODOLOGICAL WORKSHOP - HISTORY	Required	4		2			18	E. Ashkenazy	Adjunct Lecturer
1	1	TOPICS IN THE STUDY OF THE HISTORY CURRICULUM	Required	2		1			19	E. Ashkenazy	Adjunct Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	2	A DIDACTIC SEMINAR – TEACHING HISTORY	Required	2		1			17	D. Moskowitz	Teaching Fellow
1	1+2	TEACH. PRACTICE - SPECIAL EDUCATION & LEARNING DISABILITIES I	Required	8		3			8	V. Koren	Adjunct Lecturer
1	1+2	METHODOLOGICAL WORKSHOP - SPECIAL EDUCATION & LEARNING DISABILITIES I	Required	4		2			8	V. Koren	Adjunct Lecturer
1	1	WORKSHOP - SPECIAL EDUCATION	Required	2		1			9	M. Rahmany	Lecturer
1	2	A DIDACTIC SEMINAR - SPECIAL EDUCATION	Required	2		1			8	O. Beenstock	Adjunct Lecturer
1	1	TOPICS IN THE STUDY OF THE CHEMISTRY CURRICULUM	Required	2		1			5	R. Zimrot	Adjunct Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1+2	TEACHING PRACTICE - HEBREW AS A SECOND LANGUAGE	Required	8		3			18	G. Huminer	Adjunct Lecturer
1	1+2	METHODOLO- GICAL WORKSHOP- HEBREW AS A SECOND LANGUAGE	Required	4		2			18	G. Huminer	Adjunct Lecturer
1	2	A DIDACTIC SEMINAR - HEBREW AS A SECOND LANGUAGE	Required	2		1			7	N. Peled-Elhanan	Teaching Fellow
1	1+2	TEACHING PRACTICE - MATHEMATICS - I	Required	8		3			10	N. Cohen-Eliyahu	Adjunct Lecturer
1	1+2	METHODOLO- GICAL WORKSHOP- MATHEMATICS - I	Required	4		2			10	N. Cohen-Eliyahu	Adjunct Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1	TOPICS IN THE STUDY OF THE MATHEMATICS CURRICULUM	Required	2		1			7	N. Prussak	Lecturer
1	2	A DIDACTIC SEMINAR – TEACHING MATHEMATICS	Required	2		1			6	B. Schwartz	Full Professor
1	1+2	TEACHING PRACTICE - SOCIOLOGY	Required	8		3			10	M. Simhon	Adjunct Lecturer
1	1+2	METHODOLO- GICAL WORKSHOP - SOCIOLOGY	Required	4		2			10	M. Simhon	Adjunct Lecturer
1	1	TOPICS IN THE STUDY OF THE SOCIOLOGY CURRICULUM	Required	2		1			5	T. Sagiv	Adjunct Lecturer
1	2	A DIDACTIC SEMINAR – TEACHING SOCIOLOGY	Required	2		1			5	S. Fischer	Adjunct Lecturer
1	1+2	TEACHING PRACTICES IN HEBREW LITERATURE	Required	8		3			10	S. Greiner	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1+2	METHODOLOGICAL WORKSHOP FOR TEACHING LITERATURE	Required	4		2			10	S. Greiner	Lecturer
1	1	TOPICS IN THE STUDY OF THE LITERATURE CURRICULUM	Required	2		1			7	N. Bar-yosef	Adjunct Lecturer
1	2	A DIDACTIC SEMINAR – TEACHING LITERATURE	Required	2		1			6	N. Bar-yosef	Adjunct Lecturer
1	1+2	SUBJECT MATTER WORKSHOP - ARABIC LANGUAGE & LITERATURE	Required	8		3			8	H. Shemesh	Lecturer
1	1+2	METHODOLOGICAL PRACTICE- ARABIC LANGUAGE & LITERATURE	Required	4		2			8	H. Shemesh	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1	TOPICS IN THE STUDY OF ARABIC CURRICULUM	Required	2		1			8	M. Levi	Teaching Fellow
1	1+2	TEACHING PRACTICE – PSYCHOLOGY	Required	8		3			13	H. Sabato	Adjunct Lecturer
1	1+2	METHODOLO- GICAL WORKSHOP – PSYCHOLOGY	Required	4		2			13	H. Sabato	Adjunct Lecturer
1	1	TOPICS IN THE STUDY OF THE PSYCHOLOGY CURRICULUM	Required	2		1			12	I. Yanir	Adjunct Lecturer
1	2	A DIDACTIC SEMINAR – TEACHING PSYCHOLOGY	Required	2		1			12	I. Yanir	Adjunct Lecturer
1	2	THEORIES OF EDUCATION - DISCUSSION WORKSHOP	Required	3		1.5			5	B. Tsabar	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
1	1	EDUCATIONAL PSYCHOLOGY- DISCUSSION WORKSHOP	Required	3		1.5			7	H. Sabato	Adjunct Lecturer
1	1+2	TEACHING PRACTICE – TEACHING SCIENCES	Required	8		4			14	O. Metzger- kahana	Adjunct Lecturer
1	1+2	METHODOLO- GICAL WORKSHOP – TEACHING SCIENCES	Required	4		2			14	O. Metzger- kahana	Adjunct Lecturer
2	1	TEACHING IN HETERO- GENEOUS CLASSES	Elective	2		1			24	O. Schatz-Openheimer	Adjunct Lecturer
	2								27	M. Rachmany	Lecturer
2	2	LEARNING AND INSTRUCTION: THEORY AND PRACTICE	Elective	2		1			23	C. Asterhan	Lecturer
2	1	EDUCATORS' DILEMMAS – CONTEMPL- ATION AND ACTION	Elective	2		1			11	B. Tsabar	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
2	1	COPING WITH LEARNING DISABILITIES IN REGULAR CLASSES	Elective	2		1			25	O. Beenstock	Adjunct Lecturer
2	2	EVALUATION AND MEASUREMENT	elective	2		1			23	T. Snapiri	Teaching Fellow
2	1	COMPUTER, LEARNING AND TEACHING	Elective	2		1			15	Y. Ben-David Kolikant	Senior Lecturer
2	1	CLASS BEHAVIOR MANAGEMENT SKILLS	Elective	2		1			25	S. Greiner	Lecturer
2	2	ADOLESCENCE - A CHALLENGE FOR THE TEACHER	Elective	2		1			19	M. Rachmany	Lecturer
2	2	"WHAT IS YOUR STORY?" - TEACHERS' NARRATIVES	Elective	2		1			13	O. Schatz-Openheimer	Adjunct Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
2	1	BRAIN, CULTURE, AND THE EDUCATIONAL ENVIRONMENT	Elective	2		1			9	G. Bukobza	Teaching Fellow
2	1	BIBLIOTHER- APY: DEALING WITH CRISIS IN LITERATURE	Elective	2		1			17	R. Berger	Adjunct Lecturer
2	2	THE STUDY OF THE FAMILY AS AN EDUCATOR	Elective	2		1			36	E. Serok	Teaching Fellow
2	1	MIND & CREATION: THE CREATIVE PROCESS & TEACHING	Elective	2		1			17	I. Bar-Cohav	Lecturer
2	2	CREATIVE WRITING IN THE CLASSROOM	Elective	2		1			40	I. Bar-Cohav	Lecturer
2	1	FOSTERING CULTURAL IDENTITY AMONG ADOLESCENTS	Elective	2		1			28	E. Serok	Teaching Fellow

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
2	1	THE EDUCATION SYSTEM AS A REFLECTION OF ISRAELI SOCIETY	Elective	2		1			12	A. Zeltser	Lecturer
2	1	CIVIL SOCIETY AND THE THIRD SECTOR IN EDUCATION	Elective	2		1			11	J. Resnik	Senior Lecturer
2	2	DRAMA - AN INTER- DISCIPLINARY METHODOL- OGY	Elective	4		2			20	A. Tobias	Adjunct Lecturer
2	2	THE ROLE AND THE GOAL OF THE EDUCATIONAL FIELD TRIP	Elective	2		1			7	A. Zeltser	Lecturer
2	1	THE CITY OF JERUSALEM - OUTDOOR LEARNING	Elective	2		1			34	A. Zeltser	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
2	2	TEXTBOOKS OF THE ISRAELI EDUCATION SYSTEM	Elective	2		1			9	H. Shemesh	Lecturer
2	2	RESEARCH LITERACY IN SCIENCE EDUCATION	Elective	2		1			8	G. Keshet	Lecturer
2	2	SCIENTIFIC LITERACY	Elective	2		1			22	A. Ben David	Adjunct Lecturer
2	1	LITERACY IN THE SOCIAL SCIENCES	Elective	2		1			28	S. Fishcer	Adjunct Lecturer
2	1	HISTORICAL REPRESENT- ATION IN THE EDUCATION SYSTEM	Elective	2		1			23	D. Porat	Senior Lecturer
2	1	LANGUAGE ACROSS THE CURRICULUM	Elective	2		1			18	N. Peled- Elhanan	Teaching Fellow
2	2	EXPLORING LITERACY FROM A CREATIVE PERSPECTIVE	Elective	2		1			36	I. Bar-Cohav	Lecturer

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
2	1	LEARNING, THINKING AND LEARNING BY THINKING	Elective	2		1			34	A. Zohar	Full Professor
2	2	FROM LECTURE HALL TO CLASSROOM	Elective	2		1			31	A. Zeltser	Lecturer
2	2	ADVANCED CLASSROOM BEHAVIOR MANAGEMENT SKILLS	Elective	2		1			16	S. Greiner	Lecturer
2	1	GOOD TEACHERS LIKE IN THE MOVIES	Elective	2		1			21	S. Greiner	Lecturer
2	1	FOSTERING LITERACY & THINKING ACROSS THE CURRICULUM	Elective	2		1			21	A. Zohar	Full Professor

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
2	2	MISCONCEPT- IONS & CONCEPTUAL CHANGE IN HE CLASSROOM	Elective	2		1			20	C. Asterhan	Lecturer
2	2	TEACHING INNOVATIONS	Elective	2		1			15	E. Ashkenazy & R. Zimrot	Adjunct Lecturer
2	1	NEURO- EDUCATION: FROM NEURO- SCIENCE TO THE CLASSROOM	Elective	2		1			8	G. Keshet	Lecturer

3.1.12 To what extent does the department collaborate with other departments within/outside the institution?

The Teachers' Training Department runs several programs that are based on collaboration with other departments at the University – the School of Law, the Department for Arabic Studies, and other prestigious institutions that are not part of the University (ATIDIM and the Bezalel Academy of Arts). These programs were designed to attract a high caliber of students who traditionally did not choose to study towards a teaching certificate and to encourage them to join the educational system as teachers. To meet this goal, each program is designed to meet the unique needs and orientation of the different groups of students and the demands set by the Ministry of Education.

The Atidim Program: This program was initiated in collaboration with the Israeli Defense Forces (IDF). Prior to their recruitment into the army, these students study towards an academic degree in the sciences, math or English and at the same time, study in the Teachers' Training Department. Their military service is devoted to teaching their area of specialization at public schools located in the periphery areas of Israel.

The Bezalel Academy of Arts: Students admitted to the Art Teachers' program study at the History of Art Department at the University or at the Bezalel Academy of Arts. These students generally have a high level of social awareness. Graduates are certified to teach art and the history of art in schools.

Civic Education Program for Law Students: This program trains students studying Law to become Civic Education teachers in high schools.

Program for Arabic Teachers of Students studying at the Arabic and Middle East Department: This program was established together with the Arabic and Middle East Department (Faculty of Humanities) and faculty members from this department teach in the Teachers' Training Department. Outstanding students whose grades exceed an average of 90 may be admitted to the program in their second year of studies (rather than beginning the program during their third year of studies).

Revivim Program: The Revivim program is part of the Institute for Jewish Studies at the Faculty of Humanities at HUJI. This program trains high-quality students to become teachers of Jewish philosophy, Bible and Israeli culture in the national education system. Fifteen to twenty students enroll in this program every year and during a period of 5 years (including graduate mentorship) they complete their BA and MA degrees as well as their teaching certificate. As of the 2012 academic year, Revivim students who study toward a degree in History may also obtain a teaching certificate in this subject. The Head of the Teachers' Training Department is also a member of the Academic Committee who sets the curriculum of this program. A detailed description of the Revivim Program appears later on in this report.

3.2.2 Learning Outcomes

C. Training and field work

C.1. Describe the training/field work required in the program, their contents and scope. Please provide us with a list of places of training including the number of students in each place.

Practical Training (Practicum): The students' practical training is conducted in two phases: In the first year, students must participate in a tutorial and methodological workshop. In the second year, they go through a mentorship process conducted by teachers in schools, parallel to a didactic workshop supervised by a tutor. This mode of operation has been adopted to ensure that the students' pedagogical orientation is strengthened at the university before they are exposed to the instruction and mentorship of teachers in schools.

Scope: The practical training and the methodological workshop take place in schools between 08:00 and 13:00. The tutor spends the morning with the students in school. The first weeks of the academic year are dedicated to various activities to prepare the students for teaching. Students teach in classes or in groups for 1-2 hours during the same week that they visit the school. Each student teaches in classrooms for at least 20 hours. At the same time, other students observe various teachers. Students also participate in school activities: teacher meetings, meetings with parents, field trips etc. The tutor is responsible for a workshop during which students prepare their lessons are involved in a reflective process. The tutor provides professional guidance, personal and emotional support, and knowledge and skills that assists students to become successful teachers and to establish their professional identity. A typical training day includes: one hour of preparation; two hours of student instruction in classrooms; one hour devoted to reflection following instruction and a one hour workshop facilitated by the tutor.

School teachers are the students' mentors and monitor their teaching in the schools. They usually mentor two students in schools. The tutor determines the assignments and students are required to submit a report of their experience in the classroom. The entire training process lasts 28 weeks and takes place in high-school classes. Students taking part in training are involved in classroom observations, assisting the mentor to prepare his/her lessons, test evaluation, assisting pupils (in groups or individually), etc. This is followed by practical training in the classrooms where students teach between 20-25 hours annually.

C.2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?

Both the tutor and the mentor complete an evaluation report which summarizes the students' accomplishments during the academic year. The tutor completes this report twice - at the end of the first semester and at the end of the academic year. The report becomes a part of the student's personal record. The tutor also conducts individual meetings with students during the academic year. If problems are identified in the student's academic or pedagogical performance, tutors are requested to follow a three-stage process: a personal conversation with the student (without documentation); a conversation with the Head of the area of specialization (with documentation); in extreme cases, a conversation with the Head of the Department.

The student's evaluation is based on the following: (1) the didactical quality of the lessons (enrichment, variety, pedagogical understanding of the process); (2) the degree of responsibility the students exhibit during their training (punctuality, submission of lesson plans, teaching on a regular basis); (3) initiative and involvement; (4) acquaintance with students and their special needs; (5) patience and flexibility – ability to cope with changing

circumstances during teaching; (6) classroom management – maintaining discipline and firm learning demands; (7) willingness to receive supervision and feedback from the mentor and tutor; (8) quality of reflection (degree of improvement after feedback); (9) Didactical and pedagogical skills and proficiency in the area of specialization (knowledge, pedagogical content and critical thinking); (10) enrichment of personal and social values through the instruction of the discipline.

3.3.1 What are the entry requirements/criteria for the program (first degree and advanced degrees), including the "on probation" status.

Candidates must show high academic achievements in the area in which they wish to obtain their teaching certificate and express a high commitment to the program and willingness to cope with the demands typical of an institute for professional development. Obviously those students enrolling in the Department must also meet the entry requirements of the University or other institutions which collaborate with the department (see – section 3.1.12).

Admission to the Department is based on proven academic achievements following the assumption that good teachers require solid knowledge of their discipline in order to further their professional and intellectual development. The Department's vision is to combine disciplinary and pedagogical knowledge with practical and reflective thinking.

3.3.4 Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

Candidates to the Department must meet two criteria: completion of at least two academic years of their BA degree (Law students are an exception as they may apply after the first year of studies); hold an average of 80 in the Humanities and Social Sciences and at least 75 in the Sciences. Students should obtain a 65 grade in all courses in order to pass from the first to the second year of studies. Students must also successfully cope with the various assignments at the school. There is no formal affirmative action policy employed in the admission process to the department. However, in considering the variety of personal and social backgrounds of the candidates, the admission process is done with sensitivity to the various backgrounds, needs and difficulties that characterize the different applicants.

3.3.5 What is the drop-out rate of students from the program in each of the study years over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it?

Drop-out rate is very low and is close to zero. However, no exact figures are available since to date there has been no attempt to track students who are registered in the department for a period that exceeds five years (which is the upper limit for completion of studies in the department).

3.4.1.2 How are the faculty members divided into areas of specialty in the discipline

Faculty teaching in the department may be divided into two main groups:

1. Experts in the 17 areas in which the department grants teaching certificates. These areas include the various disciplines typically taught at high schools in the national, national-religious and special education systems.
2. Faculty members who are experts in education specializing in areas which are relevant for good teaching training. Within this group are teachers, researchers and experts in teaching and education, pedagogy, didactics and literacy across the curriculum, psychologists, sociologists, philosophers, and experts in the history of education.

3.4.1.3 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training.

All faculty members must engage in education and teaching which takes place in schools as well as in the educational system. Faculty members must have: a PhD degree in the area of their specialization; experience in teaching in schools and well-articulated perceptions regarding good teaching; high accountability in the training of good teachers and improving teaching and education in general; good teaching skills; good interpersonal relations and instruction qualifications; and be involved in research and publish their studies occasionally.

Teachers who are involved in the practical training and conduct the didactic workshops must have an MA degree in their area of specialization; must serve as active teachers with several years of experience; have proven excellence in their teaching and supervision of others; have well established perceptions regarding good teaching and good training; and are able to maintain good interpersonal relations with the trainees and to assist them in coping with their difficulties.

Faculty members who are experts in education typically teach the basic courses in psychology, sociology and philosophy of education and other general courses in pedagogy and didactics. They all hold PhD degrees, are active university researchers, are committed to the training of highly proficient teachers and have high supervision skills. Some of the electives are taught by teachers who hold an MA degree and who have a recognized reputation in education and teacher training.

3.4.1.6 What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

A formal document which defines the role of the Head of the Department has not yet been devised. This allows considerable autonomy in determining the contents and directions for development.

Nevertheless, the Head Chair of the Department serves as the highest professional authority responsible for the academic and pedagogical quality of the curriculum of the Department, for its ongoing functioning and for its constant improvement. Moreover, s/he is responsible for the hiring and firing of teachers and for dealing with students' requests, appeals and suggestions. The Head of the Department is also responsible for the adoption of innovations which promote the program and its relevancy. He also serves as the formal representative of the Department in various forums at the School of Education and other settings. All these

tasks demand close cooperation with the three coordinators of the different subject areas (Humanities, Social Sciences and Sciences), all of whom were appointed in 2012.

The strengths and weaknesses of the Department (see sections 3.1.14 and 3.3.11 in the report on the Department of education):

Strengths:

1. The practicum which connects theory and educational research to practice is a major point of strength. Students experience an intensive period of training within classrooms and are monitored by highly qualified supervisors.
2. The curriculum is highly dynamic: new courses and programs are offered to meet the needs of different students with various academic backgrounds. This is accomplished via cooperation with other HUJI departments and other institutions which are not part of the HUJI (see section 3.1.12). This flexibility is the Department's way of dealing with the gradual decrease in enrolment numbers over the last decade.
3. Over 40% of the department's students hold an MA degree or are currently studying towards one; some of the department's students hold a PhD degree.
4. The academic staff of the department is characterized by academic excellence and field experience and the number of teachers has increased in the last years.
5. The collaboration between the Teacher Training Department and the School of Education increased over the last year. Moreover, the organizational climate characterizing the Department has significantly improved in the last few years. This is evident in the trustworthy relationship between the Department and the School of Education management and the increased transparency in the administration of the Department.
6. During the past year significant effort has been devoted to analyze the curriculum contents taught as well as to the modes of operating practical training. In the near future, strategic changes will be recommended for leveraging the state of art in both curriculum and training.

Weaknesses:

1. It is important to strengthen the dialogue between the academic courses and the practicum in schools.
2. Changes in enrolment numbers from year to year have led to instability, which in turn make long term planning complex.
3. A large number of the staff in the department lack occupational security which leads to low involvement and commitment to the department.
4. There is no ongoing evaluation of the various activities and programs which take place in the department. This limits the ability to evaluate the changes that were employed in the last years and their effectiveness.

The Department of Continuing Education and Professional Development

The Department of Continuing Education and Professional Development offers teachers, school principals and educators a wide variety of professional development courses. The various activities are guided by the assumption that educational professionals must continuously learn and expand their knowledge as a means to improve their conduct and relevancy in the educational realm. The Department offers courses and professional development workshops that are based on cutting-edge knowledge which enable the participants to refresh their knowledge and proficiencies and therefore also, to better cope with their potential burnout. Hence, one main goal of the Department is to empower educators who hold various roles in the educational hierarchy, to improve their professional capacities and in doing so – to provide adequate means to enable them to cope with the changing reality and the diversified needs of children. Among the various activities initiated by the Department are:

- The College for Advanced Studies in Educational Psychology (17 groups in 2012);
- Assigned courses for educators during their first years in the profession (practical-training courses, mentorship and a workshop for first-year teachers) (7 groups in 2012);
- Courses focusing on the teaching of gifted, distinguished and exceptional children (2 groups in 2012);
- Professional development courses for assistant-principals (1 group in 2012);
- Courses for junior-high school principals who introduce computers into their schools (1 group in 2012);
- Bi-annual courses for high-ranking educators within the framework of the OFEQ HADASH educational reform (ranks 7-9): a continuing education program for teachers who initiate new educational processes and programs in special education, mathematics, Arabic, computers (8 groups in 2012) and, a course for teachers engaged in research focusing on their professional conduct (1 group in 2012);
- Courses conducted in collaboration with other units at the university such the School for Occupational Therapy (2 groups in 2012);
- Courses aimed towards the development of high school role holders in line with the OZ LATMURA educational reform (planned).

The Department expanded its activities during the 2012-2013 academic year to a total of 40 different courses and is planning to further increase its activities in the future. The feedback obtained from the trainees reflects a high level of satisfaction with the courses and their contribution to the trainees' proficiency.

Courses are taught by lecturers who are faculty members at the School of Education and experts and leading scholars in their field of expertise. In some cases, leading practitioners in various areas of expertise are invited to enrich the teaching and learning processes. This collaboration enables a balance between practical and theoretical knowledge and provides the trainees with the answers to questions resulting from their daily experiences.

It is important to note that the Ministry of Education supports these professional training courses providing the trainees with compensation which eventually enables professional promotion and a salary increase. Therefore, the initiation of each course depends on the approval of the Ministry of Education and on the number of trainees.

1.3. Finally, the Department is also attentive to the particular needs that arise from time to time and actively initiates new courses or ad-hoc conferences intended to satisfy the unique needs of particular schools or audiences. A strategic reorganization of the Department has

been developed (approved by the Development Committee of the School of Education) in which an academic committee will serve as a consulting entity.

The Melton Centre for Jewish Education

The Melton Centre for Jewish Education, founded in 1968, represents the Hebrew University's commitment to the advancement of the field of Jewish Education worldwide, and since 1978, is named in the memory of Samuel Mendel Melton.

The uniqueness of the Melton Centre derives from the integration of academic research activities (teaching, supervision, theoretical and applied research) and its professional involvement in Jewish Education in the field throughout the Jewish world (initiation, development and operation of professional development programs, curriculum development, professional consultations for community and educational institutions, and distance-learning in Jewish education).

This brief document summarizes the range of academic activities of the Melton Centre for Jewish Education: academic degree programs and research activities.

Faculty: Melton faculty has two positions on the 'academic track' and six positions on the 'parallel track'. The Melton Centre's faculty body comprises experts in philosophy of education, teaching Jewish studies, curriculum development, ecology, psychology, informal education, teaching Hebrew as an additional language, teacher education, and adult education.

Advanced Degree Programs

The Melton Centre offers four options of MA programs:

- 1) Non-research track degree (40 credits) in Hebrew.
- 2) Research track degree (32 credits + thesis) in Hebrew.
- 3) From the 2013-14 academic year the Melton Centre will offer, in collaboration with the Rothberg International School, an English non-research degree (40 credits) program for foreign students.
- 4) From the 2013-14 academic year the Melton Centre will also offer a regular MA non-research degree for students living in Israel. Studies will be in English.

Active Students in MA Programs: 64

Recently we received authorization from the Ministry of Education to serve as trainers for teachers in the Tarbut Israel Program for which we have opened a special certification track in our MA program to allow those interested to continue their studies towards our MA degree.

Active Students in Tarbut Israel Program: 9

The Melton Centre also provides a framework for a PhD in Jewish Education.

Active students in the PhD Program: 11

Research in Jewish Education

Melton's faculty conducts research on Israel and Diaspora in Jewish Education (Israel Education), Professional Development in Jewish Education; and Pluralistic Jewish Education. In this context it is important to note the involvement of Melton faculty in research and evaluation of Jewish Education in Israel – that distinguishes it from other institutions (for example, Dr. Asher Shkedi's research on Teacher Training for the Non-religious Educational Sector in Israel). In North America, a Melton Centre team is conducting a broad research study of the Practices of Israel Education in Day Schools and is working with school

personnel to develop these programs. In addition, individual Melton faculty members are conducting research on a wide range of subjects; for example, Dr. Zvi Bekerman's research on the Bilingual (Hebrew-Arabic) Schools in Israel; Prof. Marc Hirshman's research on Rabbinic Thought and Education.

Conferences and Publications

Melton convenes at least one international academic conference per year on issues that are pertinent to its research agenda.

In 2013 the conference on "Cultural Sustainability, Social Cohesion and Glocal Education" will take place chaired by Dr. Z Bekerman, Prof. Miriam Ben-Peretz (Haifa University), and Prof. David Zisenwein (Tel Aviv University).

In 2014 the conference on "Jewish Education, the Community, and the State" will be chaired by Dr. Michael Gillis and Dr. Marc Silverman.

The Melton Centre publishes, bi-annually, a volume in its series *Studies in Jewish Education*, through Magnes Press. Recent volumes are *The Hebrew Language in the Era of Globalization*; and *Modes of Educational Translation*.

Faculty publishes, regularly, articles in academic journals and edited volumes and authors individual volumes.

Post-Doctoral Fellowships

Every year the Melton Centre offers 1-2 Post-Doctoral Fellowships

In this academic year (2012-2103) one Post-Doctoral Fellowships was awarded to Dr Aliza Segal.

Additional: The Melton Centre invests great efforts in gaining access to the Ultra-Orthodox society by making Melton Centre programs more attractive to those members of the Ultra-Orthodox public who are interested in academic studies in Jewish Education. This year we publicized our program information on Ultra-Orthodox websites, and have offered help in English to assist prospective students pass the English exam requirement which is often an obstacle to their entrance to university.

The Melton Centre is presently exploring the possibility of creating a distance learning MA program for communities which otherwise have no training institution in their own countries. The Melton Centre, after several years during which it has not hired new (regular track) faculty, has started a careful and quiet search for potential outstanding candidates ready to pursue programs of innovative research and with a strong commitment to graduate and undergraduate teaching who can contribute, through their research, teaching, and service, to the diversity and excellence of its academic community.

Revivim – Honors Program for the Training of Jewish Studies Teachers

3.1 The Goals, Structure, Contents and Scope of the Study Programs / Department

3.1.1 The name of the department / study programs, a brief summary describing its development since its establishment. Please attach a copy of the academic diploma awarded to students.

Revivim – Honors Program for the Training of Jewish Studies Teachers

During the '80 and the 90's there was a declining interest in Jewish studies among youth in Israel's public secular school system. Many found it increasingly difficult to define their relationship to Judaism, its culture and its values, and saw little connection between their Jewish heritage and contemporary Israeli life. In the face of this growing existential crisis, there was a need to re-introduce Israeli youth to their rich heritage in order to strengthen their Jewish identity and enable their active participation in the future of the Jewish people. Among the most urgent public declarations on this concern was the 1994 report issued by the Shenhar Commission (appointed by Israel's Minister of Education).

One of the Commission's recommendations was the need to recruit high caliber teachers to revitalize an appreciation of Jewish heritage and culture among secular Jewish youth in Israel. These teachers would be able to present cultural and spiritual values and ideas in a world that often downplays these concepts in favor of material and technological progress.

In 2000, The Hebrew University of Jerusalem (HUJI), with the support of the Avi Chai Foundation, the Ministry of Education and other donors, responded to this challenge by establishing the Revivim Honors Program for the Training of Jewish Studies Teachers in State-Secular Israeli Secondary Schools – an innovative academic program designed to draw Israel's best students to a career in teaching Jewish studies in the secular public school system. This endeavor would harness the resources of HUJI's world renowned Jewish studies programs and scholars for this purpose.

The program is now in its 13th year of operation. Within a relatively short time Revivim became well recognized in the field and attracts students with outstanding academic and social track records, who are committed to a career in education and to focusing on issues pertaining to Jewish education and identity among secular Israeli youth. Competition to enter the program is fierce. Successful candidates undergo a rigorous immersion in Jewish texts and thought, Jewish civilization and its contemporary challenges. The curriculum is as broad as it is deep, with studies in Bible, Jewish Philosophy, Jewish History, Talmud, Hebrew Literature – all offered by outstanding HUJI scholars.

Concurrent with their high level academic Jewish studies, students are trained to be exceptional educators in Jewish studies subjects and study towards teacher certification in a specially designed program. The full Revivim program takes place over four years of full time study, followed by a fifth year of graduate mentorship during the graduate's first year of teaching.

3.1.2 Please describe the mission statement of the department / study programs, its aims and goals

Revivim aspires to contribute to a change in the status of Jewish Studies and Jewish Culture in the national (state secular) public school system in Israel.

The Revivim program was established in order to train a cadre of outstanding Jewish Studies teachers for junior high and high schools. Revivim provides teachers with a broad and in-depth education, training them to be skilled in the art of teaching and to aspire to expose their

students to the many aspects of Jewish culture in interesting, challenging and meaningful ways.

Revivim graduates specialize in one field of Jewish Studies (Bible, Jewish Thought, Jewish History, Hebrew Literature, Talmud, etc.) however they also receive an interdisciplinary perspective of all Jewish Studies. They will be capable of teaching Jewish Studies subjects from the wider perspective of the Humanities and translate their academic education to classroom teaching. Their experiential and creative teaching methods will pose personal and intellectual challenges to varied types of students.

Revivim graduates will be role models with whom their students can identify. Revivim graduates will consider themselves obligated to the well-being of their students, attentive and sensitive to their intellectual growth and educational and personal needs. They will integrate as team members in schools, willing to undertake responsibility, educational and leadership roles and initiate programs and activities beyond formal teaching hours, particularly in connection to Jewish Culture. Revivim graduates will consider their educational endeavors within a broad social and cultural context.

3.1.3 Please describe the study program's structure and content, including specializations/tracks within the program division of courses according to number of credits and fields within the discipline. How are the mission statement, aims and goals of the program reflected in the study program?

Revivim is a four year study program. Students complete a BA (years 1-3) and MA (years 3-4) in Jewish Studies, as well as a teaching certificate (year 1-4), in four concentrated years of study. Their BA is in Jewish Studies (major) and Bible (minor). Their MA is in one of the Jewish Studies disciplines. They study for their BA and MA in the relevant departments in the Faculty of Humanities (Jewish Studies Program, Bible, Jewish History, Jewish Philosophy Departments, etc.).

Revivim's teaching certificate is granted under the auspices of the Hebrew University's School of Education's Department for Teaching Education. Theoretical courses for the teaching certificate take place at the School of Education, while Revivim-specific courses (approved by the School of Education for credits towards the Teaching Certificate) and the mentored training program are held under the instruction and guidance of Revivim faculty.

Revivim students receive an extensive education in the various Jewish Studies disciplines, however only the Teaching Certificate component is under evaluation in this report for the Council for Higher Education and therefore the focus is on this aspect of the program.

The program incorporates one-on-one mentorship, workshops and seminars alongside frontal lectures. The curriculum combines in-depth academic studies with intensive practical experience. Students accumulate 300 hours of closely mentored teaching experience, allowing them to hone their teaching skills under the supervision of master teachers. The program provides students with a general introduction to education, the theory of teaching, and in-depth studies of teaching Jewish subjects. Students study 31 hours for 62 credits to complete their Teaching Certificate. These studies take place parallel to intensive studies towards a BA and MA degree in the various Jewish Studies departments.

Structure of the Teaching Certificate Program:

Over the past five years, changes have been made to the program, in response to feedback from students and faculty, and the new requirements of the Council for Higher Education for teacher training programs. Below is the current structure of the program for 2012-2013.

Year I:**Courses in School of Education:**

Philosophy of Education – 2 credits (offered in alternate years - Year I or Year II)

Revivim Courses:

Introduction to Teaching and Learning in School – 6 credits

Year II:**Courses in School of Education:**

Psychology of Education – 2 credits

Revivim Courses:

Teaching Jewish Culture – A Pedagogic Workshop – 4 credits

Teaching Jewish Culture – Internship – 4 credits

Teaching Jewish Culture – Supervised Reflection – 4 credits

Didactic Approaches to Teaching Bible – 2 credits

Selected Topics in the New Tanach (Bible) Curriculum – 2 credits

Year III**Courses in School of Education:**

Learning, Thinking and Learning by Thinking – Research Proficiency in Education and Teaching - 2 credits (can be taken in Year IV)

Revivim Courses:

Teaching Bible – A Pedagogic Workshop – 4 credits

Teaching Bible – Internship – 8 credits (as of 2013-14, the number of credits will be corrected to 6)

Teaching Bible – Supervised Reflection – 4 credits

New Readings in Ancient Texts – Research Proficiency in Education and Teaching – 2 credits (Year III or IV)

Year IV**Courses in School of Education:****Revivim Courses**

Selected Topics in the Jewish Culture Curriculum – 4 credits

Teaching Jewish Studies – Internship – 8 credits

New Readings in Ancient Texts Research Proficiency in Education and Teaching (for Humanities students) – 2 credits (Year III or IV)

Other courses:

Didactic Approaches to Teaching Jewish Culture – 2 credits (Year I or II) – offered in alternate years

Sociology of Education - 2 credits (Year I, II, or III) – offered in alternate years

Teaching in a Heterogeneous Class - 2 credits (current year III students took this in Year II, will be offered in Year III in the future).

3.1.4 What is the Strategic Plan of the department and its study programs? Please attach the Strategic Plan.

The Hebrew University, through Revivim, bridges between an important need of Israeli society and academia. In order to maintain its goal to train quality Jewish studies teachers for secular state schools, Revivim's strategic plan has to ensure the following:

- To attract outstanding students
- To provide a unique program
- To maintain a strong faculty
- To ensure significant impact in the field
- To be financially sustainable

Students: Students are vital to the program's success and our graduates' impact in the field is the key to future funding and the program's continuity. With the establishment of similar programs around the country, Revivim must ensure it continues to attract outstanding students. Revivim employs a part time recruiter (50% position) who systematically seeks suitable candidates and administers the selection process. The recruiter participates in all routine HUJI recruitment efforts, publicizes through organizations that have contact with potential students, produces an informative brochure and uses the internet as a marketing tool. Students and graduates are also involved in the recruitment process.

The Program: Revivim is unique in that it is the only program in Israel that offers a BA, MA and Teaching Certificate in Jewish studies in one 4 year program, and provides substantial scholarships to all its students, helping them to concentrate on their studies.

Faculty: Outstanding faculty is crucial to ensuring the program's competitive edge. Throughout their BA and MA programs, students study with world renowned scholars in six departments at HUJI covering the full range of Jewish Studies disciplines. Revivim handpicks its pedagogic mentors for the teaching certification component of the program. The faculty are all steeped in the subject matter, outstanding pedagogues, and gifted mentors. They are ideal mentors as they serve as role models for the students, and are aware of what training is vital in order to succeed in the field.

Impact: Revivim's success is ultimately measured by its impact in the field. Students receive counseling to help find the most suitable placement where they can best contribute. To date, this has been extremely successful and our graduates can be found in leading educational roles in schools throughout Israel (see appendix 3.3.10a and b). In addition, graduates and faculty members hold key positions in the Ministry of Education and other educational bodies. A former Revivim pedagogic teacher is currently the Ministry of Education's Superintendent of Bible Education, six of the 15 member Ministry of Education Committee on Bible Education are affiliated with Revivim (Revivim's education program director, 2 Revivim graduates, 2 current and one former pedagogic teachers); two graduates are National Bible Instructors and three are Regional Bible Instructors.

Revivim holds an annual conference to reach out to Bible teachers on a national level. This is vital for the program to maintain its role as a key player in Jewish education in schools.

Revivim plans to expand its impact through in-service training programs. This coming year, Revivim plans to conduct a pilot program for 20 outstanding Bible teachers, in collaboration with the Ministry of Education and the Be'eri Program.

Financial Sustainability: Revivim has enjoyed substantive support from the Avi Chai Foundation and other donors. The Avi Chai Foundation is sunsetting in 2020, and made its final commitment to the 2012 cohort. Clearly, financial sustainability is a vital part of the strategic plan and Revivim works in close cooperation with the President of HUJI, the University's Division for Development and Public Relations, and the Friends organizations abroad to secure ongoing funding.

3.1.5 Internationalization: are there any international features (e.g. students exchange, teaching in English, etc.) in the department?

No. The program's *raison d'être* is to educate and train Jewish Studies teachers for Israeli public schools.

3.1.6 Description and chart of the academic and administrative organizational structure of the departments and its study program/s (including relevant committees and names of senior administration).

Academic Staff:

Academic Head:

Prof. Uzi Rebhun

Director of Education:

Dr. Howard Deitcher

Faculty:

Dr. Howard Deitcher, Ms. Gili Kugler, Ms. Shuva Hoffman, Ms. Chava Levine, Dr. Roni Magidov, Dr. Leah Mazor, Ms. Ayala Paz, Dr. Pnina Shor, Ms. Rachal Walfish, Dr. Shmuel Wygoda

Administrative Staff:

Administrative Director:

Ms. Hedva Weiss

Office Administrator:

Ms. Zelda Ashkenazi

Recruitment & Special Projects:

Ms. Tamar Herzberg

Committees:

Academic: Prof Richard Cohen, Head of Jewish History Department (Chair), Dr. Howard Deitcher, Dr. Aminadav Dickman (Head of Hebrew Literature Department), Dr. Yoshua Matias (Head of Teacher Education Program), Dr. Michael Segal (Head of Bible Department), Prof. Uzi Rebhun, Dr. Avinoam Rosenak (Head of Jewish Philosophy Department), Prof. Ilan Sharon, (Associate Dean for Teaching), Dr. Roni Goldstein (Head of Jewish Studies Program), Ms. Hedva Weiss

Admissions: Academic Head, Director of Education, Administrative Director

Steering: Dean of the Faculty of Humanities, 2 representatives from the School of Education, 2 representatives from the Department of Jewish Studies, 2 representatives from the Avi Chai Foundation, 2 representatives from the Ministry of Education, Director of the Program.

Gap Year: 3 senior faculty members

ORGANIZATIONAL STRUCTURE

Academic Head of Revivim Program Professor Uzi Rebhun				
Committees	Director of Education Dr. Howard Deitcher	Administrative Director Ms. Hedva Weiss		
a. Academic	Pedagogic Teachers. Ms. Shuva Hoffman Ms. Gili Kugler Ms. Chava Levine Ms. Ayala Paz Dr. Pnina Shor Ms. Rachal Walfish	Additional Teachers Dr. Howard Deitcher Dr. Roni Magidov Dr. Leah Mazor Dr. Shmuel Wygoda	Office Administrator Ms. Zelda Ashkenazi	Recruiter & Special Projects Ms. Tamar Herzberg
Gap Year				
b. Admissions				
c. Steering				

3.1.7 Location: the campus where the study program is taught (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

Classes take place at The School of Education, The World Centre for Jewish Studies and the Faculty of Humanities on the Mt. Scopus Campus of the Hebrew University of Jerusalem. Student Teaching and Reflective Seminars take place in up to 12 junior high and high schools in Jerusalem: Year II – 2 schools; Year III – 2 schools; Year IV – dispersed among six to eight schools. There are instances where year IV student-teaching is held in a school outside Jerusalem (in which case a local mentor observes student-teaching).

3.1.8 Please provide in the format of Table 7.1 (page 14) the structure of the study program its content, and scope (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Does the study program supply courses to other units?

The study program does not supply courses to other units:

7.1 - The Study Program - Table no. 1

Academic Year of Evaluation* - (2012-2013)

Framework of study: Revivim Teaching Diploma

***The data must refer only to the academic year during which the quality assessment is taking place**

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	Modular 1 or 2	Philosophy of Education (Year I & II)	Required class	2		1			12	School of Education Staff member	
	1&2	Introduction to Teaching and Learning in School	Required	6		3			12	Ms. A. Paz	MA
2	Modular 1 or 2	Psychology of Education	Required	2		1				School of Education Staff member	
	1&2	Teaching Jewish Culture – A Pedagogic Workshop	Required	4		2			9 9	Ms. R. Walfish Dr. Pnina Schor	MA PhD
	1&2	Teaching Jewish Culture - Internship	Required Practicum and Individual Mentorship	4		2			9 9	Ms. R. Walfish Dr. Pnina Schor	MA PhD
	1&2	Teaching Jewish Culture – Supervised Reflection	Required Workshop	4		2			9 9	Ms. R. Walfish Dr. Pnina Schor	MA PhD
	2	Didactic Approaches to Teaching Bible	Required seminar	2		1			18	Dr. Leah Mazor	PhD
	1	Selected Topics in the New Tanakh Curriculum	Required	2		1			18	Dr. H. Deitcher Dr. R. Magidov	PhD PhD

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
3	1	Learning, Thinking and Learning by Thinking Research Proficiency in Education and Teaching	Required	2		1				School of Education	
	1	New Readings in Ancient Texts Jewish Philosophy as an Opening to the World of Education (Year III or IV)	Required								
	1&2	Teaching Bible – A Pedagogic Workshop	Required	4		2			8 8	Ms. H. Levin Ms. G. Kugler	MA MA
	1&2	Teaching Bible - Internship	Required Practicum and Individual Mentorship	8		3			8 8	Ms. H. Levin Ms. G. Kugler	MA MA
	1&2	Teaching Bible – Supervised Reflection	Required Workshop	4		2			8 8	Ms. H. Levin Ms. G. Kugler	MA MA

Year in Program	Semester	Course Title	Course Type (required/elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
4	1	Research Proficiency in Education and Teaching	Required	2		1			16	Dr. S. Wygoda	PhD
	1&2	Selected Topics in the Jewish Culture Curriculum	Required	4		2			10	Ms. S. Hoffman	MA
	1&2	Teaching Jewish Studies	Required Practicum and Individual Mentorship	8		4			12	Ms. S. Hoffman	MA
Total				58		28					

Courses not offered in 2012-2013 as they are taught in alternative years:

Didactic Approaches to Teaching Jewish Culture – 2 credits, 1 hour

Sociology of Education – 2 credits, 1 hour

Teaching in a Heterogeneous Class - 2 credits, 1 hour

Total number of credits: 64

Total number of hours weekly: 31

3.1.9 Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

The Academic Head, Director of Education and Administrative Director work in close cooperation. They meet on a weekly basis and their work reflects the intersection between the general academic, teacher training and administrative aspects of the program. They enjoy a good working relationship with all the relevant bodies at HUJI: Faculty of Humanities; School of Education – Department of Teacher Education; Student Administration; and the Finance Department. The Academic Committee is consulted on academic issues (e.g. length of program, desired track for MA studies, i.e. regular or research). The Steering Committee meets on an ad hoc basis to discuss strategic planning, graduates' obligations, etc.

The Director of Education holds faculty meetings with the pedagogic staff every two weeks as well as regular one-on-one meetings. Courses have been developed to address the aims of the program; they comply with the Schools of Education's requirements, based on the Council for Higher Education guidelines for teaching certification. Content and structure are revisited on a regular basis at these meetings and, based on the discussions, changes are implemented periodically. The Director of Education consults with faculty on a number of issues (e.g. suitability of specific high schools to host teacher-training, Revivim students teaching in classes for students with learning disabilities).

The following fundamental changes have been introduced within the last five years:

- Number of hours reduced from 35 to 31, eliminating several courses. This decision was based on student overload and in an effort to align the program with the Council for Higher Education's new recommended structure for teacher training.
- Students have the option to split the fourth year into two.
- Students can apply to take a gap year at the end of the program before they embark on their four year teaching obligation. A committee has been established to approve such requests.
- 'Teaching in a Heterogeneous Class' was moved from Year II to Year III. This change was based on a recommendation by the pedagogic teachers that Year III students have acquired more classroom experience which is necessary for grasping this subject.
- 'Learning Disabilities' is now a series of Workshops in Year III and IV (currently being reviewed) and not a full course.
- In 2013 – Enrichment program organized as per the requests of a student committee and in consultation with faculty. This program addresses issues of general interest in education and the humanities and provides a platform for Revivim students to meet. Previously, the enrichment program was organized by staff.

3.1.10 Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

The Director of Education reviews all study programs, meet with pedagogic teachers on a regular basis (see above) and consults with the School of Education Teacher Education program on the content, when relevant.

3.1.11 Are non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

Revivim maintains a good working relationship with the organizations that provide funding for the program. Reports are submitted on a regular basis and consultations are held with the

professionals of these organizations. However, they do not make any decisions with regard to the academic program. All input is on a recommendation basis only. Consultations are also held with the Supervisor of Bible Education at the Ministry of Education.

3.1.12 To what extent does the department collaborate with other departments within/outside the institution?

Revivim works in close collaboration with the relevant departments at HUJI: School of Education, the Department for Teacher Education, Faculty of Humanities, specifically the Jewish Studies and Bible Studies departments and HUJI Admissions department. In addition a close working relationship exists with the schools where student teaching takes place.

3.1.13 What are the future development plans of the evaluated study program, and how were they decided upon?

At the request of the students, Revivim is currently carrying out a pilot to expand Teaching Certification to a third discipline. Three students are participating in the pilot. To date feedback has been positive. Due to the high level of the Revivim students, the Department of Teacher Education is eager to include them in additional disciplines, e.g. Literature, Hebrew Language. This option will be available in the coming year as well.

After the success of the first conference held in December, 2012 Revivim will hold a second annual Conference for Bible Teachers in December, 2013 to be attended by approximately 200 participants – Revivim students, graduates and Bible teachers from throughout the country. The conference combines academic lectures and practical workshops which deal with contemporary challenges facing Bible teachers in Israeli secular high schools

Revivim, together with its graduates, is examining ways to create opportunities for ongoing professional development – both group and individual. A 30-hour in-service workshop for Bible teachers is planned for next year in cooperation with the Ministry of Education and the Beeri Program.

3.1.14 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

The most important testimony that the program is successful in achieving its mission and goal is that 76% of its graduates work in the field of Jewish education in state secular schools and a further 19% are involved in other forms of Jewish education (See appendix 3.3.10a).

Strengths:

- The high quality of the program, the students and the committed faculty.
- From an early stage students develop a professional identity as educators and are proud of their chosen profession.
- The rigorous academic mentored training in Jewish Studies as well as the humanities.
- The extensive internship in schools during years II-IV.
- The students develop a network of students and graduates and a unique esprit de corps.
- Revivim is attentive to students' needs.
- The strong working relationship between the administrative and academic staff.

Weaknesses:

- Overload: Students spend far beyond the average number of hours studying and student teaching. In addition, they receive a tremendous amount of information with not enough time to process it all.

- Due to the intensity of the four year program, it has been noted that students often do not complete their MA in a timely fashion.

3.2 Teaching and Learning Outcomes

3.2.1 Teaching

3.2.1.1 Does the Department have a structured system for evaluating teaching? If 'yes', please specify what the process includes. How are the results of the evaluation activities used, specifically, the negative findings about faculty members' teaching?

In addition to routine class evaluations conducted by HUJI, Revivim students complete an internal questionnaire (example questionnaire attached in Appendix 3.2.1.1.) for each pedagogic workshop, internship and reflective seminar. Once results are received, the Director of Education meets with each teacher to discuss the feedback, especially the weaknesses. In a few instances where feedback was extremely negative, the teacher was replaced. It is Revivim policy not to observe faculty in the classroom.

3.2.1.2 How does the unit foster excellence in teaching? How are excellent teachers rewarded?

As a program of the HUJI, the program follows University policy and does not act independently.

3.2.1.3 Does the institution have a center for the enhancement of teaching? If not, does the institution/ unit/department offer the teaching faculty systematic activity, such as courses/in-services/training/instruction and guidance programs in order to improve the quality of teaching? HUJI offers teaching enhancement workshops.

At staff meetings (held every two weeks), on a rotating basis, a member of faculty presents a case study. This is an opportunity for valuable feedback and also enhances collegiality among faculty.

3.2.1.4 Do new faculty members receive special support? Does the department have a mentoring program for new faculty? If 'yes' – please specify.

In order to facilitate the integration of new faculty into their position, the Director of Education meets with them on a more frequent basis. He also has an open door policy for students and teachers alike.

3.2.1.5 Please provide in the format of Table 7.3 (page 18) as an appendix to the report, the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (those of faculty members and those of adjuncts). Please divide the information by obligatory courses, electives, seminars, and labs/workshops. Please specify any other methods of evaluation.

7.3 - Table no. 3
Average Score of Teaching Surveys in the Last 5 Years
Revivim Program

Range of scores: 1 – 22.25

All courses in the Revivim Program are 'Required'.

Academic Year: 2012-2013								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	18.66				19.34			
N. of courses	4				2			
Academic Year: 2011-2012								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	14.57				18.57			
N. of courses	4				4			
Academic Year: 2010-2011								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	18.13				18.57			
N. of courses	2				6			
Academic Year: 2009-2010								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	15.89				16.35			
N. of courses	7				10			
Academic Year: 2008-2009								
1 st semester					2 nd semester			
	Required	Electives	Seminars	Workshops/ Laboratories	Required	Electives	Seminars	Workshops/ Laboratories
Mean	18.94				17.25			
N. of courses	5				15			

Only scores of classes with more than 6 responses to the questionnaire are calculated by HUJI.

For e.g., in the 2nd semester of 2012-2013, there were five courses which received less than 6 responses to the questionnaires:

Course 10101: Ms. Ayala Paz – 4 respondents

Course 10111: Ms. Rachel Walfish – 4 respondents

Course 10121: Ms. Gili Kugler Heni – 1 respondent only

Course 10131: Ms. Shuva Hoffman – 1 respondent only

3.2.1.6 Describe the use of information technology in teaching and learning: methods, scope, types of courses etc.

There are no online courses or teacher workshops. Students are exposed to various methods of using technology for teaching Bible in Dr. Leah Mazor's course "Didactic Approaches to Teaching Bible". Information technology is also an excellent support and information tool for our students.

3.2.2 Learning Outcomes

3.2.2.1 What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LO defined in the course syllabi?

To prepare students to be outstanding teachers who can:

- transmit information to their students
- make the subject relevant to their students
- provide students with the tools to understand and deal with the subject matter
- engage their students
- function in a school system
- control discipline in the classroom
- critically analyze educational curricula

The LO were set at the outset of the program and the beginning of each academic year, and are reviewed on a regular basis by the Director of the Education Program (Dr. Deitcher) and faculty. The Academic Committee is consulted as needed. Specific LO for each course have not always been defined in advance in the syllabi as the Revivim courses are workshops and seminars where the learning is intentionally dynamic and is designed to evolve according to the individual development of the students, what they bring to the learning, in light of their weekly student-teaching and their professional development as teachers. The objectives and content are clearly defined in the course outlines (attached) but so as to make it possible for the individual classes to address these topics in the order raised by the students, the syllabus does not pre-define the LO in a structured manner. This method reflects Revivim's approach to educating and training outstanding teachers, which is intentionally attentive and based on the individual development of the student, the group and the **professional** interactions between the members of each cohort.

3.2.2.2 Describe the methods applied to measure Learning Outcomes according to the following:

A. Examinations and exercises

1. *Describe the method of examinations and their character, the relative weight of each type of examination in the program (written/oral/open/multiple-choice etc.).*

Many of the courses are under the auspices of the School of Education, which will provide this information. The requirements for Revivim's pedagogic workshop, internship and reflective seminar, are reflective written assignments, seminar papers (see below) and oral presentations in the classroom. There are no examinations.

2. *Who writes the examinations and exercises and how is their validity assessed?*

N/A

3. *Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.*

The class teacher grades exercises and papers. After each oral presentation students receive feedback from the facilitator as well as fellow students.

4. Please present the distribution of the final grades over the last three years in the format of a histogram (in all degree levels)

Students receive their Teaching Certificate from the School of Education based on the successful completion of all the requirements. Grade averages are not provided with the certificate.

B. Written assignments (seminar papers, projects, theses, dissertations, etc.)

1. Describe the types of written assignments and other projects required in the program, their contents and scope.

The students' assignments are reflective of their ongoing student teaching throughout the year. At the start of the academic year students submit lesson plans in preparation for their teaching. Throughout the year they are also required to submit reports on class preparation, "mapping" the students in their classes, and reflective reports on their teaching.

Students submit a ten page mid-year paper that reflects on their work from the start of the year. Based on this, the student sets out his or her individual aims for the second part of the year. At the end of the year they submit another paper which relates to the various aspects of their teaching year.

For oral presentations, each student prepares and gives a lesson to his fellow Revivim class members.

2. Who writes the assignments and how is the validity of the assignments assessed?

The pedagogic teachers, who have many years of experience in the field, work as a team on the requirements of assignments. The assignments were initially set at the start of the Revivim program however they are revisited on a regular basis and have evolved over the years. They are based on the methods of qualitative research and combine the theory and practice of teaching. The assignments are adapted to suit the needs of the students in each specific year.

3. Who grades the written assignments?

Faculty is responsible for grading each of their students' assignments.

4. What methods are applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students?

Evaluation is based on the method of qualitative research. There is no specific method or formula for evaluating assignments and progress. Each student has his own narrative of development and the evaluation and feedback relates to the individual student. Students are being trained to be teachers and their Revivim experience provides an example on how to operate in the field. The pedagogic teachers meet with their students on an ongoing basis to discuss their assignments and progress.

5. What is the average grade given to the graduates of the program in the final project/final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.

N/A - Refer to question 3.2.2.2. A4.

C. Training and field work

1. Describe the training/field work required in the program, their contents and scope. Please provide us with a list of places of training including the number of students in each place.

A main requirement of the program is three years (Year II – Year IV) of student teaching experience in junior high / high schools.

Year II - 2 hours per week – Teaching Jewish Culture (half classes)

Year III – 3 hours per week – Teaching Bible (half classes)

Year IV – 4 hours per week – Teaching Jewish Studies (half classes)

During the 2012-13 academic year, student teaching is being conducted in the field as follows:

- Year I – second semester – peer teaching at Hebrew University
- Year II – Boyer and Rene Cassin High schools in Jerusalem (9 Revivim students in each school)
- Year III – Beit Hinuch and Ziv High schools in Jerusalem (8 Revivim students in each school)
- Year IV – Experimental School, Boyer, Leyada, Keshet Rene Cassin High schools in Jerusalem (one student in each of the first two schools, two in each of the latter two schools)
- Mevo'ot Hanegev High School in Beer Sheva (one student)
- Ort Air & Space High School in Ma'ale Adumin (one student)

In addition each year there are at least one, and often two field trips to educational institutions.

2. What methods are applied to evaluate training/field work? What kind of feedback is given to the students?

Student-pedagogic teacher meetings are an integral part of the program. These are carried out every week in group sessions. On a rotating basis, the pedagogic teachers observe student teaching in the classroom and meets with each student to provide feedback. Students are closely supervised throughout the program.

This year we piloted with one of the cohorts video-recording their teaching. Students were invited to view their teaching clips and were then invited to share clips with their colleagues and their pedagogic mentor. This provided our students with additional forms of feedback for their teaching.

3. Please specify the number and percentage of graduates who graduated with honors.

N/A

D. Other - any other methods applied to measure the achievements of the students.

N/A

3.2.3 In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

As the students increase their teaching hours and as they receive more individual as well as group supervision we observe that their teaching ability improves dramatically and as such the effectiveness of the method. Our initial impression of video-recording as a tool for improving teaching in the classroom is that this new medium provides the students with critical feedback and input.

3.3. Students

3.3.1 What are the entry requirements/criteria for the program (first degree and advanced degrees), including the "on probation" status.

The following are standard requirements for all university departments and were set in order to identify and accept candidates with the best chances of succeeding in their studies:

- Eligibility for a full secondary school Matriculation Certificate
- Psychometric Examination (in certain cases, some departments including Revivim, don't require a psychometric exam)
- English Proficiency – fulfill the minimum University requirements (level 2)
- Hebrew Proficiency – fulfill the minimum requirements for students who went to a non-Hebrew speaking high school.

Revivim-specific requirements are:

- 650 on the psychometric and eligibility for a matriculation certificate, or above 10 on matriculation certificate, or sufficient combination of psychometric and matriculation scores (according to an internal HUJI scale)
- letters of recommendation
- Personal interview
- Group interview (in certain cases)

Revivim does not have an 'on probation' acceptance status.

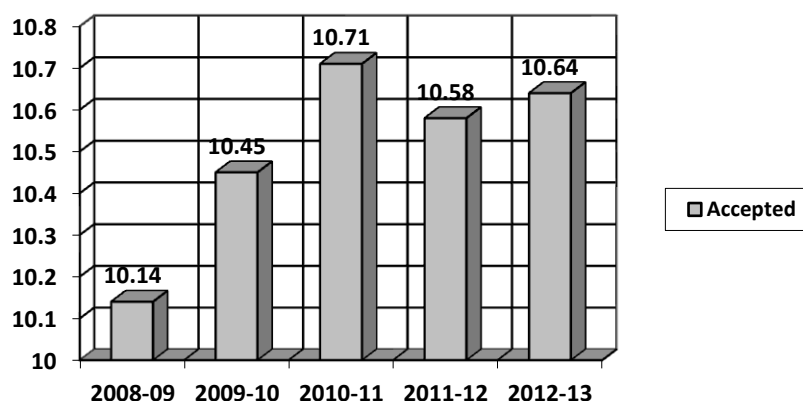
Note: Not all students have all the required criteria. Some students were accepted based only on their matriculation grade average (above 10/10), and some students were accepted based on their psychometric grade. All require a sufficient grade in Hebrew and English proficiency.

3.3.2 In the format of a histogram, please present the range of psychometric test scores or the equivalent as well as the range of matriculation averages of the students that were admitted to the program in the last five years. If there is a discrepancy between the admission criteria and the de facto admission data please elaborate.

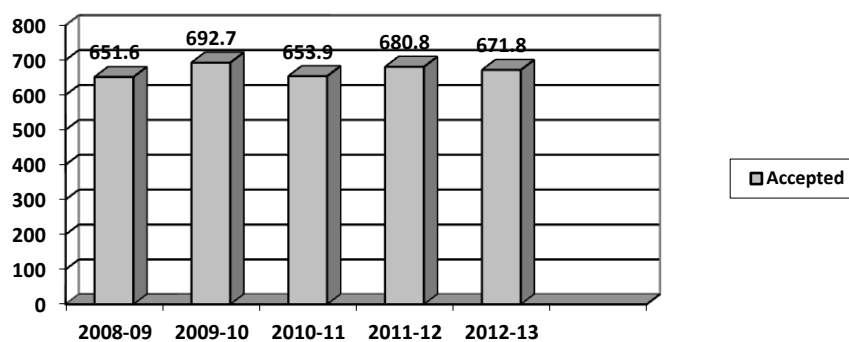
Admission Criteria	Statistic	Year				
		2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Matriculation	Average	10.64	10.58	10.71	10.45	10.14
	Standard deviation	0.31	0.50	0.36	0.39	0.68
	Number of students	16	22	20	16	28
Psychometric Exam	Average	671.8	680.8	653.9	692.7	651.6
	Standard deviation	61.8	48.6	56.2	46.8	63.9
	Number of students ¹	9	17	14	11	24

1. As noted above (section 3.3.1), students can be admitted to Revivim based only on their matriculation grade average, or on their psychometric grade (and eligibility for matriculation) or on a sufficient combination of psychometric and matriculation scores. Therefore, every applicant does not necessarily have matriculation and psychometric scores. Some were admitted based on their matriculation score and some based on their psychometric score. This number is lower than the number of students admitted based on their matriculation grade average, because some students' matriculation average was sufficient for their admission to Revivim and they therefore did not require a psychometric grade.

Students' Average Matriculation Grade



Students' Average Psychometric Score



3.3.3. Please submit data concerning the number of students in a format of a table in the last five years (divided by degree) as follows: a. Numbers of applicants (הגישו מועמדות); b. number of admitted students (התקבלו) and students admitted on probation; c. number of students who started studying in the program (החלו ללמוד בפועל); d. number of students that completed their studies, including those admitted "on probation".

	No. of applicants	Students accepted*	Students who took up their place	No. of students who completed Teaching Certificate**	
2012 – 2013 13 th cohort	74	16	12	10 th cohort 2009-2010	10***
2011 – 2012 12 th cohort	62	23	18	9 th cohort 2008-2009	23
2010 – 2011 11 th cohort	61	20	18	8 th cohort 2007-2008	20
2009 – 2010 10 th cohort	66	16	12	7 th cohort 2006-2007	19
2008 – 2009 9 th cohort	65	29	23	6 th cohort 2005-2006	21

*Includes students who did not enroll in the program, as they were accepted to another department

** Reflects the number of students accepted four years previously

*** Two students left the cohort

Note: The number of students accepted each year differs, based on funding available for cohort.

3.3.4 Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them.

Students begin the process by submitting an application to the HUJI. Those with the necessary requirements as stated above (question 3.3.1) are asked to complete a questionnaire (Appendix 3.3.4a) to be submitted with three personal recommendations (which are submitted directly to the program and not by the candidate). After a review of this material, potential candidates are invited to an interview with the Academic Head, Director of Education, a pedagogic teacher and a student from Year III or IV. After the applicants are ranked, acceptance letters together with a contract (Appendix 3.3.4b) are sent out to the top applicants. A meeting is arranged to discuss the contract and candidates who decide to register, sign the contract. When someone declines their place, the next person on the list is contacted and accepted. The number of students accepted each year is not consistent as it is based on the budget available for that cohort.

Over the past five years all accepted students have met the academic requirements.

It is important to note that Revivim students are among the outstanding students in the HUJI's Jewish Studies departments. To illustrate the caliber of students attached please find the bios of students who have recently been accepted to the 14th cohort (Appendix 3.3.4c).

Students are required to maintain an 85% grade average to progress from year to year. It is also necessary that the pedagogic teachers have no objections to the student moving up to the next year.

After three years, if all requirements are met, students receive their BA, and after four years, their MA together with the Teaching Certificate. Once all three components of the program are completed, they receive a Revivim Certificate of Completion (attached).

Affirmative Action:

Revivim conforms to the policy of HUJI.

Standards for the admittance of candidates with special needs:

Revivim conforms to the policy of HUJI.

How admission criteria are decided upon:

Revivim conforms to the HUJI admission criteria. The Revivim specific criteria were set by the program and the HUJI Admissions department with the establishment of the program and are reviewed each year.

3.3.5 What is the drop-out rate of students from the program in each of the study years over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it?

2009-2010 – 10th cohort – one student was asked to leave and one student left

2010-11 – 11th cohort – one left at end of the year

2012-13 – One first year (13th cohort) student left, one third year (11th cohort) student left and one 12th cohort student was asked to leave.

We are satisfied with what we consider to be a relatively low drop-out rate, despite the fact that in 2012-2013 we experienced a higher than usual drop-out rate..

3.3.6 To what extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

N/A

3.3.7 Counseling systems:

3.3.7.1 Describe the system of academic counseling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

At the start of each academic year students are invited to meet with the Academic Head individually to review their program, and any other matters. Throughout the year, both the Academic Head and the Director of Education initiate meetings with students on an individual basis. These meetings are not only for academic counseling but also an opportunity for students to discuss issues related to the program, their academic and professional development.

As part of the teacher training program students meet once a week in small groups for a reflective workshop, and they meet with their pedagogic teacher, on a rotating basis, prior to and after their classroom teaching is observed.

Revivim has an 'open door' policy and the Academic Head, Director of Education and Administrative Director are always available to discuss any issues with students.

Special needs students are entitled to the same support all HUJI special needs students receive.

3.3.7.2 Are counseling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

Throughout the program, in groups and individually, the student's teaching career is discussed. Prior to years II and III they are given a choice between two schools for their internship. In Year III, in preparation for year IV, they choose a school suitable to their needs and interests, in consultation with their pedagogic teachers. The pedagogic teachers are well connected within the public school system and are most helpful in assisting students to find suitable placements.

In the second half of year IV students apply for teaching positions for the following year. Students negotiate their own terms, while receiving counseling and assistance throughout the process from their pedagogic teacher and program directors. Revivim also brings in a consultant, an employment specialist in the public school system and the public sector, to discuss what graduates can expect and demand. Our faculty is always available to graduates to consult on their professional career.

3.3.8 What are the mechanisms that deal with student complaints? Please provide a list of students' complaints over the last two years and the way they were resolved.

On the HUJI level, the Dean of Students acts as the ombudsman for student complaints, handling every complaint (oral or written).

On the Revivim level, every semester each cohort meets with the Academic Head, Director of Education and Administrative Director to review the semester. This is also an opportunity to

lodge complaints or raise issues of concern. Minutes of the meetings are documented. Throughout the year students may raise issues of concern with program staff as needed.

Complaint	Resolution
Students not satisfied with a class they have in another Department	Suggested class representatives speak directly with the Academic Head of the Department. Revivim administration also followed up.
Pressure of study program (over a number of years and from different cohorts)	This year reduced the number of hours.
Exam schedule conflict - students had to take the second sitting which conflicted with a program field trip.	This field trip was made optional, however in future will be scheduled for the first semester and not during exam time.
Year I students found that they could not see the connection of some of the classes, though very interesting, to the program.	Dr. Deitcher explained that Year I courses provide academic background knowledge. Following years deal more intensively with education. Suggested this be reviewed towards the end of the year.

3.3.9 What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

All Revivim students receive full tuition scholarships and a living stipend. The amount of support differs per cohort. Each year the scholarship is reviewed and set for the incoming cohort (based on budget availability). No further financial assistance is available from Revivim. The HUJI has made it possible for 12th cohort students and beyond to apply for a Bank Leumi student loan which offers very easy terms of repayment.

Year	Tuition	Living Stipend
Cohort 10	BA and MA tuition fees + 100% waiver of Teaching Certificate studies	NIS 24,000 per year x 4 years
Cohort 11	BA and MA tuition fees + 100% waiver of Teaching Certificate studies	NIS 24,000 per year x 4 years
Cohort 12	BA and MA tuition fees + 100% waiver of Teaching Certificate studies	NIS 12,00 per year x 4 years
Cohort 13	BA and MA tuition fees + 100% waiver of Teaching Certificate studies	NIS 8,000 per year x 4 years

3.3.10 Alumni: do the institution and/or the department maintain contact with their alumni, employers, and employment market? Please specify the extent of integration of alumni into the labor market (especially relevant when the study program is "professional"): where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Relevant surveys would be appreciated.

Revivim maintains an ongoing relationship with its alumni. In the middle of the summer alumni are contacted for preliminary information on their teaching positions for the coming year and in the fall, are contacted again to obtain full details of their employment (position, responsibilities, subjects, etc.)

Integration into the labor market: Revivim is proud that 76% of its graduates hold teaching positions in Israeli secular schools and a further 14% are involved in other forms of education, either furthering their studies, on sabbatical or in other educational positions (Appendix 3.3.10a). Only 5% have taken leave of absence with the intention of returning to teaching and another 5% are either looking for a teaching position or have moved on to other areas of activity.

Appendix 3.3.10b shows the geographic distribution of Revivim graduates as well as positions held and subjects taught. This table illustrates Revivim's impact on Jewish education in schools throughout the country, the additional responsibilities the teachers hold, the strong commitment of our graduates to the profession, and their role as outstanding Revivim ambassadors.

How many continue their studies?

- 15 are studying towards their PhD
- 3 have completed their PhD.
- 2 are in a Training Program for School Principals
- 1 is in Rabbinic Training at Hebrew Union College
- One was recently granted the Alon Fellowship of the Israeli Council of Higher Education and consequently a position as a faculty member at the Open University

*3.3.11 In summary, what are the strengths and weakness of the issues specified above?
Strengths:*

- The high caliber of the students. These young people are committed to the teaching profession despite it not being highly regarded in Israeli society. They want to make a change and to contribute to education in the country. Almost 100% fulfill their commitment to teach for a minimum of four years. Excellent feedback from principals attests to the level of Revivim graduates: *"The dialogue with Revivim students is much deeper than what I usually encounter with young teachers. The entry of Revivim teachers into the teachers' room is very significant..... they radiate quality. Other young teachers want to be like the Revivim teachers. When someone says 'I thought you were a Revivim teacher' it's a compliment."* (Emanuel Zylberman, Principal, Tali Beit Chinuch School, Jerusalem)
- Revivim teachers are role models to their students. The growing number of applications we receive from students of Revivim graduates, or from individuals who know our graduates, illustrates the positive impact of graduates in the field.
- Strong peer support of the same study group for four years and beyond.

- The selection process takes into account a range of aspects (academic, pedagogic, social) which provide a well rounded assessment to supplement the candidates' numeric scores. The high percentage of graduates in the field of Jewish education testifies to the success of this process.
- The importance HUJI places on this program.
- The selection process matches the outcome at the end of the program.
- The tuition and living stipends help students to concentrate on their studies.

Weaknesses:

- The selection process, though it has proven to be successful, lacked a certain aspect. This year we added a group interview for candidates in the mid-range of suitability to observe how applicants interact with their peers.
- Not all students choose to meet with the Academic Head at the start of each academic year.
- With the decrease in the living stipend students in the 13th cohort are beginning to feel the financial strain more than students of previous cohorts.

3.4 Human Resources

3.4.1 Teaching Staff

3.4.1.1 Describe the profile of the program's teaching staff in the format of the tables 7.2A through 7.2D

7.2 - Teaching Staff Tables

Academic Year of Evaluation* -_(20012-13)

*The data must refer only to the academic year during which the quality assessment is taking place

Table 2A
Senior Academic Staff Employed²⁵

Name of Staff Member			Employment Rank (Full/associate Prof; Senior Lecture; Lecture).	Part of Full time Position in the Institution ²⁶		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution	No. of Grad Students supervised ²⁷	
								Name of Employer	Part of Full Time Position			Name of Course	Weekly Hours	Total Weekly Hours for Staff member		Master stu-dents	PhD stu-dents
First	Family	Academic Degree		Weekly Hours	Per Cent	Weekly Hours	Per Cent		Weekly Hours	Per Cent							
Howard	Deitcher	PhD	Senior Lecturer		100%		15%	n/a			Teaching Bible	1.Selected Topics in New Tanakh Curriculum	2 one semester		Member of Faculty, Melton Centre for Jewish Education	4	1
															Academic Director, Florence Melton Institute		

²⁵ Senior academic staff include (according to the PBC/VATAT definitions) the following 4 degrees: Lecturer; Senior Lecturer; Associate Professor; Full professor.

²⁶ In case the employment status in the instituion and in the program are identical, this data can appear only once (please specify that this data is identical).

²⁷ These columns are relevant only if the program has a masters and doctoral degrees.

Table 2B
Junior Academic Staff Employed

Name of staff member			Employment Rank	Part of Full Time Position in the Institution ²⁸		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
Shuva	Hoffman	MA	Teaching Associate			7	38%	David Yellin	6 monthly hours		Jewish Studies	1. Selected Topics in the Jewish Culture Curriculum	2	6	position includes teaching and individual mentorship
								Tali School, Jerusalem	8	33.3%		2. Teaching Jewish Studies - Internship	4		
								David Hartman Institute	12 monthly hours	35%					
Chava	Levine	MA	Teaching Associate			12	75%	Masorti High School	12	50%	Bible	1. Teaching Bible: Pedagogic Workshop	2	7	position includes teaching and individual mentorship as well as coordinator of student teaching, and annual year trip
												2. Teaching Bible: Internship	3		
												3. Teaching Bible: Supervised Reflection	2		

²⁸ In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical)

Name of staff member			Employment Rank	Part of Full Time Position in the Institution ²⁹		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
Leah	Mazor	PhD	Lecturer	4		1		Kerem	4	33.3%	Bible	1. Didactic Approaches to Teaching Bible	1	1	course in Bible department , "Limud Btzavta" for year I Revivim students, course in Avnei Pina
Ayala	Paz	MA	Teaching Associate			5.6	35%	David Yellin Academic College	9	57%	Pedagogy and Teaching Bible	1. Introduction to Teaching and Learning in School		5.6	position includes teaching and individual mentorship
Pnina	Shor	PhD	Teaching Associate			7	45%				Jewish Culture	1. Teaching Jewish Culture: Pedagogic Workshop	2	7	position includes weekly hours includes teaching and individual mentorship
												2. Teaching Jewish Culture: Internship	3		
												3. Teaching Jewish Culture: Supervised Reflection	2		

²⁹ In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical)

Name of staff member			Employment Rank	Part of Full Time Position in the Institution ³⁰		Part of Full Time Position in the Program		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
				Weekly Hours	Per Cent	Weekly Hours	Per Cent	Name of Employer	Weekly Hours	Per Cent		Name of Course	Weekly Hours	Total Weekly Hours for Staff member	
Rachel	Walfish	MA	Teaching Associate			7	38%				Jewish Culture	1.Teaching Jewish Culture: Pedagogic Workshop	2	7	position includes hours includes teaching and individual mentorship
												2. Teaching Jewish Culture: Internship	3		
												3.Teaching Jewish Culture: Supervised Reflection	2		

³⁰ In case the employment status in the institution and in the program are identical, this data can appear only once (please specify that this data is identical)

Table 2D
Adjunct Teaching Staff - Junior

Name of Teacher			Employment Rank	Weekly Teaching Hours	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Gili	Kugler	MA (PhD candidate)	Assistant B	7 7 hours (incl one hour of individual mentorship)	Bible	Teaching Bible: i. Pedagogic Workshop ii. Internship iii. Supervised Reflection	position includes teaching and individual mentorship
Roni	Magidov	PhD	External Teacher	2 during one semester	Bible	Selected Topics in the New Tanakh Curriculum	
Shmuel	Wygoda	PhD	External teacher	2 hours during one semester	Jewish Philosophy	New Readings in Ancients Texts	

Note:

- i. These are the total number of weekly hours the teachers teach in the program. The pedagogic teacher's role in "internship" is not frontal teaching but rather observation of student-teaching. They rotate observing students teaching in school, on a rotating basis, every week.
- ii. Teaching associates' weekly teaching hours depend on the year they began teaching at HUJI. Full time position of teachers who began teaching before 2011 = 16 weekly teaching hours, and staff that began teaching after 2011 = 18 weekly hours. Thus the inconsistency in % of positions between different teaching associates.

3.4.1.2 How are the faculty members divided into areas of specialty in the discipline?

Teachers are selected based on their expertise in a specific discipline (Bible, Jewish Culture, etc). This is in addition to their expertise in general pedagogy, teacher mentorship, classroom management and curriculum development.

3.4.1.3 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training.

All pedagogic staff must have in-depth knowledge of the subject matter, extensive experience teaching in schools as well as in teacher training or student teacher mentoring. Graduates who experienced the program and have been in the field for a number of years are excellent candidates for teaching positions. All teaching staff must hold an MA degree.

3.4.1.4 What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

Regular faculty meetings are held where academic and professional issues are discussed. In addition, articles are read by the faculty and discussed at meetings. Faculty is encouraged to participate in professional conferences (for example: MOFET Conference). This past year 2 faculty presented a paper at the MOFET conference on "A model of nurturing a professional community in pre-service training of teachers - Revivim as a case study".

3.4.1.5 What are the rules, criteria and procedures for appointing the head of the study program and the academic staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? What steps are taken to ensure that the faculty are informed of these policies and procedures? Are you satisfied with these procedures?

The Academic Head is appointed by the Dean of the Faculty of Humanities to a two year term, in consultation with the current (in office) administration of the program, with an option to extend.

- Professor from the discipline of Jewish Studies
- Knowledge of the administrative and academic structures of the University
- Good people and management skills
- Well respected by the President, Rector and colleagues at the Institute of Jewish Studies

The Director of Education is appointed by the Dean for a two year term, with an option to extend.

- PhD in Education
- In-depth knowledge of the Israeli school system
- In-depth knowledge of Jewish education
- Good people and management skills
- Ability to mentor faculty

Academic faculty / Pedagogic teachers are appointed by the Director of Education

- MA
- Experience in the field of Jewish Education in state-secular schools
- Mentoring skills and mentoring experience

Members of faculty are hired on a one year contract which is renewed at the start of the academic year. They are informed of their appointment by letter. There is no tenure opportunity for faculty and with the current budget restraints this is the only viable option for employment.

3.4.1.6 What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

The Director of Education is responsible for the academic components of Revivim's Teacher Education program. Other responsibilities include:

- Selecting, overseeing and evaluating faculty
- Staff mentoring
- Reviewing student evaluations
- Maintaining contact with students
- Suggesting and implementing changes
- Student selection

3.4.1.7 How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

Pedagogic teachers are employed either on a teaching associate salary scale or a doctoral student scale (if applicable).

From 2012-2013 a full position for a pedagogic teacher is 18 hours per week. However, members of faculty who began their employment at Hebrew University prior to 2011-2012 have a 16 hour week. For external teachers, a full teaching position is 8 weekly teaching hours.

3.4.1.8 Are staff members obliged to serve as advisors for final projects, theses and dissertations? Is there a limitation of a maximum number of graduate students per faculty? Are there criteria for assigning advisors to different research projects?

N/A

3.4.1.9 What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

Recruitment of new teaching staff is done on an as need basis. This decision is made each year based on the number of students and needs of the program. The Director of Education is responsible for this decision, which is made in coordination with the Administrative Director.

3.4.2 Technical and administrative staff

Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The program employs three administrative staff: Administrative Director; Secretary and a Recruiter. All three positions are integral to the success of the program and provide ongoing support for all academic activity.

Administrative Director - full-time position (40 hours per week)

Job responsibilities include:

- Budgets – preparation, overseeing and reporting
- Human Resources
- Office management
- Coordination of annual study program
- Overseeing recruitment and admission
- External relations – grant proposals, reports, contact with donors and HUJI administration
- Coordination of enrichment program

Program Secretary - full time position (40 hours per week)

Job responsibilities include:

- Student course registration
- Record grades in university system
- Update information in University's annual course book
- Administrative support for faculty appointments
- Follow-up with alumni
- General office duties: telephone, correspondence, meeting diary, supplies; petty cash, etc.

Recruiter and Special Projects - half time position (20 hours per week, 10 months a year).

Works in close coordination with the program administration and job responsibilities include:

- Find potential candidates
- Advertise on websites
- Update and print brochure
- Organize Open House Day
- Organize candidate interviews and selection committee meetings
- Correspondence: from enquiries to final letters of acceptance or refusal to candidates
- Follow-up with students who postponed registration
- Organize special projects, e.g. conferences

3.4.3 In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

Revivim is fortunate to have a strong team of long-serving, dedicated, experienced and well qualified staff who work in close cooperation and in an efficient manner. The work is intense and there is a lot of pressure, however members of staff – both

administrative and teaching – are very committed to the program's mission. It is worthwhile to mention that both the Administrative Director and the Program Secretary have been at Revivim for more than a decade and three members of the teaching faculty for close to a decade. Also, the employment of program graduates as pedagogic teachers with their many years of Revivim experience, also significantly enriches the program. Unfortunately recruiters generally change from year to year, due to the limited scope of this position which is not a full-year position.

3.5 Human Resources [Based on questions below, we assume that heading is incorrect.]

3.5.1 Where the unit is physically located in the institution, in which building, and where does the study program under evaluation operate? Do other study programs share the building?

Revivim is housed in the World Center for Jewish Studies on the Mt. Scopus Campus of HUJI. Some workshops take place in this building however there are only four classrooms in this facility so classes are also held in other buildings on campus. Courses given by the other departments (Jewish Studies, Bible and Teacher Education) are held in the facilities of these departments.

3.5.2 Please describe the overall physical infrastructure that serves the unit and the study program under evaluation. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

Revivim has a suite of four offices for the Academic Head, Director of Education, Administrative Director, and the Secretary and Recruiter who share an office. The foyer outside the offices provides a communal area for students to gather. One floor below is the student club that provides a pleasant setting for students to mingle. Pedagogic teachers do not have their own offices and use those of the Academic Head and the Director of Education to meet with their students. Revivim is dependent on the availability of classrooms which they share with other units occupying the same and other buildings.

3.5.3 Laboratories: What laboratories serve the program, who makes use of them, how are they equipped, and how many seats do they have?

N/A

3.5.4 Library and Information Technology (IT)

3.5.4.1. Describe the library including computerized databases, which serves the students and the teaching staff of the study program, its strengths and weaknesses.

The Bloomfield Library for the Humanities and Social Sciences and the Education and Social Work Library serve the needs of the Revivim students. Students, teachers and researchers can access most of the Hebrew University's electronic resources from any computer in each of the University campuses. Access is also available from

external computers by entering a personal identification code. Further details about the libraries are provided in the report by the School of Education.

3.5.4.2. Accessibility: Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

Revivim conforms to the rules of HUJI on these issues. This information can be found on http://studean.huji.ac.il/?cmd=about_english

3.5.4.3 In summary, what are the points of strength and weakness of the physical infrastructure?

Strengths:

- The office space is in a concentrated area, well set out and provides a 'home' for the program.

Weaknesses:

- Lack of classroom space: not all activities can take place “in-house”.
- Lack of working space for the pedagogic teachers: they have to work around the hours of the Academic Head and the Director of Education in order to meet with students.
- More classroom and office space would ensure a greater amount of communication and academic/professional exchange between students and staff.

Chapter 4 – Research

4.1 What is the department's perception of research, and what are the expected outcomes?

Research is a core and highly valued activity at the School of Education. In keeping with the inherently multi-disciplinary nature of the Educational Sciences and the varied disciplinary backgrounds of the faculty (including philosophy, sociology, psychology, learning and instruction) research is diverse. This diversity is expressed in (1) the research questions and topics, (2) the research orientation (from basic through to intervention research), (3) the research methods (quantitative and qualitative), (4) the research settings: laboratory, field (schools, and recently also the Internet), texts (5) the target populations: students of different ages, educational level and social background, teachers, school principals, as well as (6) the dominant publication outlet (books/chapters in edited volumes, peer-reviewed journal articles, research reports, conference presentations).

”Ideal” research in the Educational Sciences is characterized by the development of a novel theoretical approach and interesting questions, which are examined in empirical research recognized as innovative and rigorous through publication in leading outlets, which can then be translated into an intervention that is tested and empirically shown to be effective, and which is then disseminated in the form of programs and recommendations that are adopted into educational practice. The main expectations are thus that research (1) creates knowledge that contributes to and has an impact on the scientific community, as recognized for example in receipt of competitive research grants and the quality of publication outlets, (2) has an impact on educational practice and policy and contributes to the lives, learning, and development of students and educators. In this sense, basic and applied research are intertwined: the expectation is that faculty prioritize questions that have both theoretical and educational significance. In addition to dissemination through scientific publications, expected outcomes include program development, consultation, and the education and training of new generations of informed and innovative practioners and educational researchers.

4.2 What are the department's special strengths and uniqueness in research?

A notable strength is the scope and quality of educationally relevant basic research (see individual CV's and later sections of this report). Members of the faculty publish widely, in prestigious journals, and present their work regularly in leading international conferences. At any one time, over 90% of the faculty members in the regular academic track are in receipt of at least one grant from prestigious competitive funding agencies (e.g., ISF, GIF, BSF, ERC, Spenser). A related strength is the quality of MA theses and PhD dissertations, as expressed in the high percentage of graduate research which is published in peer reviewed journals. The diverse expertise and interests among the faculty also enable graduate students to choose an advisor for their MA thesis or PhD dissertation from a variety of areas within a broader definition of education. Examples of research foci that have both scientific and applied importance include influences on students and teachers of multicultural heterogeneity in classrooms, the role of intrinsic motivation in learning, helping individuals make better educational and career decisions, the challenge of leadership of school

principals, understanding the benefits of collaborative learning, the sources of reading and now math-related learning disabilities, and the challenge and opportunities involved in the infusion of ICT into the learning process.

Alongside the innovative research conducted by individual faculty, we have unique strengths in several core areas in which several faculty members conduct research, individually and in collaboration with one another, with graduate students, and with colleagues abroad, from diverse theoretical and empirical perspectives. These include:

1. **Learning in Social Interaction.** Researchers with backgrounds in learning and instruction, educational psychology, and educational technology conduct research on topics including argumentation and conceptual change in the sciences (mainly math and biology) and history and among students with diverse abilities, computer-mediated dialogue and learning in the classroom and on social networks (e.g., FaceBook), and social psychological and motivational influences on learning and interactions in the classroom.
2. **Education in and for Multicultural Societies:** Researchers with backgrounds in psychology, testing and evaluation, sociology, Jewish education, counseling, and educational administration conduct research on learning, identity, and educational opportunities and barriers among immigrant, ethnic, and minority groups from preschool through to higher education, inter-group relations, teacher attitudes, learning and instruction in socially heterogeneous classrooms, peace education, and cultural influences on school leadership.
3. **Autonomy Accountability and policy in Education.** Researchers with backgrounds in educational administration and leadership, in educational philosophy, and in educational psychology examine how current social and economic trends (e.g., increasing emphases on competition, market forces, decentralization, testing) influence decision-making, motivation, and behavior among principals, teachers, and students.

We can also be proud of a number of exemplary research programs that both create and disseminate knowledge such that basic research is translated into evidence-based programs and interventions that in turn suggest new research questions. The Dunes, Argonaut, and Metafora programs lead to the development of research-based tools and interventions for promoting computer-mediated learning and conceptual change in social interaction. The Kivunim Le'Atid program is an internet-based interactive educational and career guidance system that provides an arena for continuing research on career decision choices, processes, and barriers. The Parenting for Support and Hope program develops and implements an evidence-based parent training program that is currently applied in 15 cities in Israel.

Research challenges and aspirations

Impact on the Field. Our excellence in research is not translated to the extent we would like into impact on educational practice in the field. A small minority of researchers conduct excellent basic research that has little educational relevance. Not enough researchers go the important extra mile of developing, implementing, and evaluating educational programs and interventions.

Establishing Research Centers. Unlike most similar departments within the university (e.g., the Department of Psychology, School of Social Work) or parallel departments at other universities in Israel, the School of Education does not have even a single

research center or institute. Thus, one of the challenges of the School of Education in the near future is to plan and implement some two research centers that will be flexible enough to incorporate several researchers and areas and kinds of research, but still will have a common vision. We envision centers that will facilitate intellectual interactions among researchers and research students from the School of Education and from other departments in the University and serve as magnets for researchers from abroad. The mission will be to stimulate and support “ideal” research in all its stages, from basic research through to educational interventions and policy papers, and will thus further our impact on actual practice. Of course, such centers will need to be supported by the university as well as by dedicated funds from external sources.

4.3 Please list the leading journals in the field (including ranking, if possible).

The Jerusalem Index classifies scientific journals as a function of their quality as an initiative of the HUJI effort to build a system that will enable assessment of scientific outcomes based on objective standardized measures (bibliometric measures and expert evaluations). The JI is systematically updated to reflect changes in outlets and to include emerging sub-areas; in recent years the administration appointed one of our faculty (Itamar Gati) to lead this process. Journals are ranked in four categories (A-D): A journals are the best in their field (top 5%-8%). A and B journals together are those high quality journals ranked in the top 20-25% of the field. A, B and C journals represent the top 50% quality journals in the field. The following provides the current list of A and B journals in field of education. Our faculty members also publish in journals ranked by other departments (mainly psychology and sociology).

Leading Journals in Education

Leading journals	Rank	Area
Cognition and Instruction	A	Learning and Instruction
Instructional Science	B	
Teaching and Teacher Education	B	
Language and Cognitive Processes	B	
Learning and Instruction	A	
Journal of Research in Science Teaching	B	
Applied Linguistics	B	
Science Education	B	
Educational Philosophy and Theory	B	Educational Philosophy
Journal of Philosophy of Education	B	
Studies in Philosophy and Education	B	
British Journal of Learning Disabilities	B	Learning Disabilities
Dyslexia	A	
Journal of Learning Disabilities	A	
Learning Disabilities Quarterly	B	
Journal of Applied Research in Intellectual Disabilities	B	
British Journal of Sociology of Education	A	Sociology of Education
Sociology of Education	A	
Journal of Ethnography	B	
International Studies in Sociology of Education	B	
Gender and Education	B	
Educational Evaluation and Policy Analysis	B	Educational Administration Policy and Leadership
Educational Management and Administration	B	
Educational Planning	B	
Journal of Educational Administration	A	
Leadership and Policy in Schools	B	

Leading journals	Rank	Area
Journal of School Leadership Journal of Education Policy International Journal of Educational Reform International Journal of Educational Management Educational Administration Quarterly	B B B B A	
British Journal of Developmental Psychology British Journal of Educational Psychology British Journal of Psychology Contemporary Educational Psychology Educational Psychology Review Developmental Psychology Educational Psychologist Journal of Educational Psychology Journal of Experimental Psychology –Learning Memory and Cognition Psychology Journal of Experimental Child Psychology Journal of Clinical Child Psychology Assessment Social Psychology in Education School Psychology Quarterly Journal of Family Psychology Journal of Family Issues Journal of Emotional and Behavioral Disorders Journal of Cross-Cultural Psychology American Journal of Orthopsychiatry	B B B B B A A A A A A A A A B B B B B B B B	Educational Psychology
British Journal of Guidance and Counseling Journal of Counseling Psychology The Counseling Psychologist Journal of Vocational Behavior Professional School Counseling Journal of Counseling and Development Journal of Career Assessment	B A A B B B B	Educational Counseling
Journal of Special Education	B	Special Education
American Educational Research Journal Child Development Cognitive Development Comparative Education Review Development and Change Educational Researcher Educational Theory Family Process Harvard Education Review Human Development Journal of Educational And Behavioral Statistics Journal of Educational Measurement Studies in Higher Education Journal of Learning Sciences Review of Research In Education Oxford Review of Education Mind Culture & Activity Journal of Youth and Adolescence Journal of Traumatic Stress Journal of Teacher Education Journal of Research on Adolescence Journal of Planning Educational Research Journal of Early Adolescence	A A B B B B B B B B A A B A B B B B B B A A B A B B B B B B B B	General Education

Leading journals	Rank	Area
Journal of Adolescence	B	
Personal Relationships	B	
Review of Educational Research	A	
American Journal on Mental Retardation	B	
Megamot	B	

4.4. What are the research funds (in \$) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources (government/non-government), non-competitive public funds, other non-competitive funds (non-government), internal funds, donations.³¹ Please refer also to the research infrastructure: research laboratories, specialized equipment and budget for maintenance (level and sources of funding).

Research Budgets (in US Dollars) (foreign exchange rate for 30.9.2012)					University total
<u>2008 Budget (\$)</u>	<u>2009 Budget (\$)</u>	<u>2010 Budget (\$)</u>	<u>2011 Budget (\$)</u>	<u>2012 Budget (\$)</u>	
43,009,621	44,809,218	50,221,710	54,307,502	62,578,079	competitive
18,568,579	20,161,726	23,033,650	24,809,040	29,312,907	Governmental
236,485	266,095	530,632	849,796	567,860	/public
14,451,646	15,310,489	17,018,624	17,970,653	18,284,365	Public and
					third sector
					Other
76,266,331	80,547,529	90,804,615	97,936,991	110,743,211	External
					sources -
					Total
					Internal
					sources and
					Friend
25,013,913	25,149,874	24,369,042	22,740,973	25,944,990	Organizations
					The Hebrew
					University =
101,280,245	105,697,402	115,173,657	120,677,965	136,688,201	Total

³¹When converting currencies, please note the exchange rate used.

<u>2008 Budget (\$)</u>	<u>2009 Budget (\$)</u>	<u>2010 Budget (\$)</u>	<u>2011 Budget (\$)</u>	<u>2012 Budget (\$)</u>	School of Education
428,261	345,653	611,571	1,385,971	1,532,746	competitive
194,845	119,437	126,688	173,882	198,005	Governmental
-	18,886	52,835	33,517	13,472	/public
73,316	50,066	15,680	42,002	145,444	Public and
					third sector
					Other
696,422	534,041	806,773	1,635,372	1,889,666	External
					sources -
					Total
					Internal
					sources and
					Friend
67,141	66,501	59,347	46,726	38,138	Organizations
					School of
763,563	600,542	866,120	1,682,099	1,927,805	Education =
					Total

Much of the research in the School of Education is conducted in natural settings in the field. In addition, there are several specialized labs: The Reading Lab (Avital Deutsch); the Cognition and Emotion Lab (Nilly Mor); the Child Observation Lab (Esther Cohen); the Dunes and Argonaut Program Development Lab (Baruch Schwarz). A Dyscalculia lab is under construction. Several of these also serve as teaching labs for the Divisions of Educational and Clinical Psychology and Learning Disabilities. Additional lab space for running subjects is shared by researchers doing experimental research in other areas. Funding for establishing labs is typically provided by a combination of School and University start-up funds; sometimes in combination with individual research funds; subsequent maintenance and development is funded by research grants received by the researchers. The School of Education employs a superb fulltime systems manager, who was recently awarded the highest university-wide prize for staff excellence.

4.5 Please list grants, honors, fellowships/scholarships, etc received by faculty (senior and junior). list of Chairs, research institutes, research centers and research facilities established in the last five years, including specialized laboratories.

List of Chairs 2013

Professor Tamar Rapoport – **J. Robert Fisher Chair in Education and Sociology**

Professor Elisha Babad – **Anna Lazarus Chair in Education**

Professor Ruth Butler – **Joseph Mayerhoff Chair in Special Education**

Professor Itamar Gati – **Samuel and Esther Melton Chair in Secondary School Education**

Professor Marc Hirshman – **Mandel Chair in Jewish Education**

Yaakov Kareev – **Isador and Bertha Gudelsky Chair in Early Childhood Education**

Grants, Fellowships/Scholarships & Honors in last 5 years:

		Grants	Honors	Fellowships/Scholarships
Elisha Babad		The Israel Academy of Sciences and Humanities (now Israel Science Foundation - ISF) in 2008		
Christa Asterhan	C. S.	National Science Foundation, NSF (by subcontract with the Pittsburgh Science of Learning Center award # 0836012), "The effect of human presence and competitive vs. collaborative interaction features on learning through refutation", Christa Asterhan, \$16,000		Post-doctoral fellowship, University of Pittsburgh's Learning Research & Development Center (LRDC), host: Lauren Resnick 2010
Christa Asterhan	C. S.	American Educational Research Association (AERA), "Socializing intelligence through academic talk and dialogue", Lauren Resnick & Christa Asterhan, \$40,000		
Christa Asterhan	C. S.	Internal seed grant, the Hebrew University of Jerusalem, Christa Asterhan, \$10,000		

	Grants	Honors	Fellowships/Scholarships
Christa C. S. Asterhan	National Science Foundation, NSF (by subcontract with the Pittsburgh Science of Learning Center award # 0836012), "The effects of situational achievement goals and peer expertise on learning from interaction with a disagreeing peer", Christa Asterhan, \$20,000		
Christa C. S. Asterhan	German-Israel Foundation (GIF), "Orchestrating argumentative knowledge construction in social networking sites", Christa Asterhan, Baruch Schwarz & Armin Weinberger, € 50,000 / € 200,000 to Asterhan.		
Itamar Gati	Wolfson Foundation 2008-2010		
Itamar Gati	Israel Science Foundation		
Itamar Gati	Private Foundations 2009-2010, 2011, 2012-2013, 2013		
Adam Nir	2007-2008 The Israel Academy of Sciences and Humanities, "Process indicators for the public education <i>system</i> ". A Competitive Research Grant, \$6,500.		
Adam Nir	2011 – 2013 Adam E. Nir ^{PI} & Piro, P. ^S The School Improvement Competitive Research Grant. The Israel Institute for School Leadership (Avney Rosha): "The added value of improvisation for task-oriented transformational leadership". \$13,000.	2013 Elected president of the International Society for Educational Planning	
Adam Nir	2012-2014 Adam E. Nir ^{PI} & Ori Eyal ^{PI} – The Chief Scientist's Office at the Israel Ministry of Education. "The connection between high schools' organizational culture and the reduction of academic discrepancies." A Competitive Research Grant, \$51,400.		
Ilana Ritov	2004-2008 US-Israel Bi-national Science Foundation: "Intuitions about punishment and deterrence in law: heuristics, biases, and the role of emotions" (with Jonathan Baron).		2010- Elected Fellow, Association for Psychological Science
Ilana Ritov	2006-2010 Israel Science Foundation: "In retrospect: processes affecting long term satisfaction with chosen options".		
Ilana Ritov	2011-2015 Israel Science Foundation: "Charitable giving: focus on self, focus on others" (with Tehila Kogut).		
Marc Hirshman	2008-2012 Israel Science Foundation #1234/08 IS grant for Research on Midrash Qohelet, \$250,000.		2011-2012 Berkowitz Fellow at New York University Law School's Tikvah Institute
Thomas Gumpel		2008 Elected president of Division of International Special Education and Services of the Council for Exceptional Children	
Thomas Gumpel		Appointed Executive Director, Division of International Special Education and Services	
Thomas Gumpel		Appointed Adjunct Associate Professor at Åbo Akademi, Turku, Finland	

	Grants	Honors	Fellowships/Scholarships
Marc Hirshman		2009 Rosenthal Prize for Talmudic Research, HUJI	1989- 2008 Senior Fellow - Shalom Hartman Advanced Institute
Asher Shkedi	2011 Israel Science Foundation Research Workshop Grant 1620/11, \$13,000		Rachel Ben Dor, "Ethnographic Study of Feminism and Jewish Scholarship" (with Asher Shkedi) (2.5.04) - revisions December 2010
Julia Resnik			21/1-22/2/2009 Staff scholarship in Erasmus Mundus ECW (Lot 3) - 2009/2010. Department of Theory and History of Education, Universidad Complutense, Madrid, Spain.
Tal Gilead	2011 Israel Science Foundation, "Educational aims and the economic approach to education: a philosophical analysis", \$30,000		2006-2008 Lady Davis Post-Doctoral Fellowship. Hebrew University of Jerusalem, School of Education. Advisor: Prof. Edna Ullmann-Margalit.
Yifat Ben-David Kolikant Avital Deutch	1. Israel Science Foundation (2008, 2011) 2. Israel Ministry of Science (2011) The Israel Science Foundation (ISF), 2010- 2012, "Morphological processes in speech production, picture-naming interference paradigm", \$94,869.		
Baruch Schwartz	2005-2008 European Information Society Technology IST , collaboration between four universities and four companies from eight European countries) "Argonaut: An Intelligent Guide for electronic discussions", €450,000/1,800,000.		
Baruch Schwartz	2006-2010 Integrated EC R&D Project KP- Lab: Developing Knowledge–Practices Laboratory, €750,000 / €12,000,000€)		
Baruch Schwartz	2007-2008 Spencer Foundation. "The role of social and cognitive inhibition in conceptual change through scripted argumentative dialogues", \$40,000.		
Baruch Schwartz	Gr16 2007-2008 Applied Funds (Wolfson Foundation) "Learning through discussions on distributed texts," \$18,000.		
Baruch Schwartz	Gr17 2009-2012 The Israel Science Foundation "The role of peer argumentation, achievement goal orientations and hotness in fostering conceptual change," \$75,000.		
Baruch Schwartz	Gr18 2010-2013 European Information Society Technology IST under the coordination of my group – the consortium includes six institutions from four European countries) "Metafora: Facilitating guided collaborative learning," €480,000/2,400,000.		
Baruch Schwartz	2011-2014 German - Israel Foundation (100,000/200,000€) (with Christa Asterhan (Israel) and Armin Weinberger (Germany). "Orchestrating argumentative knowledge construction in social networking sites."		
Ruth Butler	2008-2009. Spencer Foundation. "Organizational influences on teacher motivation,," \$40,000.		
Ruth Butler	2009-2012. Israel Science Foundation; "Extension of a new achievement goal approach to teacher motivation," \$100,000.	Friedenberg Award for the best ISF grant proposal in the educational sciences	
Ruth Butler	2010-2011. Chief Scientist's Competition, Ministry of Education (with Liat Levontin) "Relational motives for teaching," \$20,000.		
Dan Porat			2012 – National Endowment for the Humanities (NEH) Summer Stipend 'Collaborators': Israel's Social Treatment and Legal Prosecution of Jews Who Aided Nazis (1950-1964)

		Grants	Honors	Fellowships/Scholarships
Dan Porat				2012-2013—Memorial Foundation for Jewish Culture, ‘Collaborators’: Israel's Social Treatment and Legal Prosecution of Jews Who Aided Nazis (1950-1964), \$4,000.
Esther Cohen		2010 Grant from the Anita Morawetz fund for research on children at risk, through the School of Social Work at The Hebrew University of Jerusalem (with Cory Shulman) (\$18,066- my share 50%)		
Howard Deitcher		AVI CHAI Foundation, North America, 2009-2010 "North American student voices on attitudes towards Israel, with Alex Pomson, \$95,000. Pratt Foundation, Australia 2010-2012 "Australian student voices on attitudes towards Israel, with Alex Pomson, \$75,000.		
Edna Feder	Lomsky-	2005-2008 —, “Management of Diversity in the IDF”, The Behavioral Science Department of the IDF (joint with Prof. Eyal Ben-Ari)		
Edna Feder	Lomsky-	2008-2010 - Head, Research Project, “The influence of military service on women’s life stories in Israel”, Advisor to the IDF’s Chief of Staff for Women’s Affairs Authority for the Advancement of the Status of Women.		
Edna Feder	Lomsky-	2010-2013 - Israeli Science Foundation, “The meaning of military service in Israeli women's life stories: Intersectionality, military roles, and life trajectories”, with Dr. Orna Sasson-Levy (Bar-Ilan University).		
Nilly Mor		2008-2010. Israel Foundations Trustees “Immediate and long-term effects of cognitive interventions on rumination, depression, and associated cognitive deficits and biases” \$20000		
Nilly Mor		2012-2016 Binational Science Foundation, “Changing habits of rumination by modifying cognitive biases” (with Paula Hertel, USA), \$170,000		
Nilly Mor		2013-2016 Israel Science Foundation “Linking executive control with emotion to reduce rumination and improve reappraisal” 560, 000 NIS		
Moshe Tatar		2012-2015 Israeli Science Foundation, “Strategies for coping with career decision-making difficulties”, I. Gati. \$110,000.		
Moshe Tatar		2010-2011 Hebrew University, Internal Funds, “School acculturative contexts in Germany and in Israel”, G. Horenczyk, \$4,000/\$8,000.		
Moshe Tatar		2007-2009 The British Academy, The National Academy for the Humanities and the Social Sciences, “Parental participation in peace education: a comparative study of mixed schools in Northern Ireland and Israel”, w/ Joanne Hughes, Queens University, Belfast, NI £ 6.200.	Michael Milken Award for Continuing Excellence in Teaching	
Moshe Tatar		2007-2008 The Ministry of Defense (IDF), "Training of counselors for diversity management in the IDF". G. Horenczyk. \$9000/\$18,000.		
Sarit Ashkenazi		2009 International Brain Research Organization (IBRO) Travel Grant Award.		2010-2012 Postdoctoral Fellow at Stanford University, Dept. of Psychiatry & Behavioral Sciences. Supervisor: Prof. Menon.
Sarit Ashkenazi				2006-2010 ISEF Foundation – PhD scholarship from the National Education Foundation.

	Grants	Honors	Fellowships/scholarships
Sorel Cahan	2007-2008: The Shuvu School Network, "Design and implementation of a model for the identification of gifted children for the "Shuvu" School Network", \$12,500.		
Sorel Cahan	2007-2008: The Eshkol Institute, The Hebrew University, "Expected implications of the implementation of the Shoshani Committee's recommendations regarding the differential allocation of resources to schools", \$550.		
Sorel Cahan	2008-2008: The Israeli Academy of Science, "A critical evaluation of the Ministry of Education's large-scale achievement testing program in the elementary and junior high schools", \$12,500.		
Sorel Cahan	2009-2010 The Israeli Ministry of Education, "A critical comparison of the results of the 1996 and 2000 National Achievement Tests in elementary and junior high schools", \$35,000.		
Sorel Cahan	2012-2014 DFG, "Determinants of cognitive development in deprived environments: Evidence from the West Bank. With Hendrik Juerges (University of Wuppertal, Germany) and Ziad Abdeen (AlQuds University, Jerusalem). €800,000.		
Tamar Rapoport	2006-2010: Israeli Academy of Science, "Motherhood Literacy" of Palestinian Women: The "Etgar Project" in East Jerusalem		
Tamar Rapoport	2011-2015: Israeli Academy of Science, "Gender and fandom"		
Ori Eyal	2011-2013 School Improvement Competitive Research Grant, The Israeli Institute for School Leadership ("Avney Rosha"), "Between adjustment and change: Selection and socialization processes among principals and their implications for educational leadership." \$18,440		
Yaakov Kareev	2007-2011 – Israel Science Foundation; "The role of impulses in decision making," \$160,000.		
Yaakov Kareev	2009-2012 – German-Israeli Foundation (GIF); "The monitoring of changing environments: Aspects of the detection of change"; Co-investigator: Klaus Fiedler, U. of Heidelberg; €175,000.		
Yaakov Kareev	2010-2014 – US-Israel Bi-National Science Foundation (BSF); "Allocation of resources: Behavioral implications of uncertainty in the resolution of competition"; Co Investigators: Peter Todd, Indiana U.; Judith Avrahami, Hebrew U.; \$190,000.		
Yaakov Kareev	2011-2015 – Israel Science Foundation; "Short-lived regret and its effect on repeated decisions"; \$180,000.		
Yoel Elizur	2009-10: The Israel Science Foundation (ISF) supported book publication – "The Blot of a Light Cloud: Israeli Soldiers, Army, and Society in the Intifada," \$5,000.		

As noted earlier, we do not have any research centers; a specialized dyscalculia lab is under construction.

4.6 Please provide data on research students (master degree with thesis, doctoral degree): overall number (internal/external), sources of funding, level of funding, number of graduates (of the university, faculty/school, parent unit/study program) in each of the last five years.

In the last five years **230** students completed their MA studies in Track A (master degree with thesis). A total of **74** students completed a PhD at the School of Education, about 15 per year. Considering the number of our faculty this is high, both absolutely, and relative to other units. For example, during this time period our students constituted **18%** of the students who received a PhD in the entire Faculty of the Humanities. As is evident from the following Table, while faculty vary in this respect, all have research students, and many have a large number of research students.

Research students in the last five years (graduated and current) by faculty member

	MA	PhD
Thomas Gumpel	6	6
Adam Nir	4	2
Dan Porat	3	1
Ilana Ritov	1	1
Edna Lomsky-Feder	14	8
Yaakov Kareev	10	6
Tamar Rapoport	16	8
Anat Zohar	6	5
Nilly Mor	19	6
Sorel Cahan	8	2
Itamar Gati	12	5
Philip Wexler	2	7
Moshe Tatar	14	4
Ruth Butler	13	5
Avital Deutch	5	
Sarit Ashkenazi (Appointed 2012)		
Gilmor Keshet	1	1
Yoel Elizur	12	
Esther Cohen	10	
Baruch Shwartz	6	11
Tal Gilead	3	
Ori Eyal	9	1
Christa C. S. Asterhan	5	1
Elisha Babad	6	2
Yifat Ben-David Kolikant	7	6
Gabriel Horenczyk	19	13
Jonathan Cohen	3	9
Assaf Zeltser	4	
Julia Resnik	7	3
Joop Meijers	22	

Funding (in most cases partial and limited, given the budgetary constraints and the number of research students) is provided by (1) advisors from their research funds, (2) the School of Education, and (3) HUJI and outside sources. The School of Education has several small endowments which provide modest scholarships for students working in the designated area (e.g., early childhood education, special education). In addition, the School of Education has a policy of designating some of its teaching budget to supporting research students. MA research students receive up to NIS 750 towards research expenses. PhD students receive NIS 2,500 upon official approval of their research proposal. The School also allocates NIS 1,250 to faculty for each completed MA thesis and NIS 5,000 for each completed and approved PhD dissertation, funds that faculty can then use for supporting more students. It also provides matching funds for recipients of certain HUJI and outside grants. A strategic plan developed and approved last year allocates additional funds for (1) two scholarships for outstanding PhD students who applied to, but did not receive funding

from other sources, and (2) travel grants for PhD students whose work has been accepted for presentation in an international conference. Priority is also given to research students for TA positions. The HUJI Graduate Students Authority provides support for participation in one international conference during a student's doctoral studies.

Despite these efforts, few PhD students receive significant scholarships (e.g., above NIS 60,000 per year) that allow them to devote all or almost all of their time to academic work and to be present five days a week at the School of Education. A few PhD students are fully supported by their advisor's research grants; about 3 PhD students per year receive scholarships from (1) HUJI funds (President and Hoffman) or (2) external sources (e.g., Azrielli).

4.7 Please provide a list of publications in the last five years (only by the teaching staff of the evaluated study program) according to refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, prizes etc. Please include data on impact factor.

Total number of publications – The School of Education

Type	Books	Edited Books	Chapters in Books	Peer-Reviewed articles	Other publications	Internet publications
Total in 5 years	14	15	128	296*	35	23

*Articles co-authored with other members of School of Education counted once

School of Education
Faculty Publications 2008-2013
Publications in refereed journals

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Itamar Gati				
Amir, T., Gati, I. & Kleiman, T. (2008).	Understanding and interpreting career decision-making difficulties.	<i>Journal of Career Assessment</i> , 16, 281-309.	B	1.338
Saka, N., Gati, I. , & Kelly, K. R. (2008).	Emotional and personality-related aspects of career decision-making difficulties.	<i>Journal of Career Assessment</i> , 16, 403-424.	B	1.338
Gadassi, R., & Gati, I. (2009).	The effect of gender stereotypes on explicit and implicit career preferences.	<i>The Counseling Psychologist</i> , 37, 902-922.	A	1.235
Gati, I. , Landman, S., Davidovitch, S., Asulin-Peretz, L., & Gadassi, R. (2010).	From career decision-making styles to career decision-making profiles: A multidimensional approach.	<i>Journal of Vocational Behavior</i> , 76, 277-291.	B	2.360
Gati, I. & Amir, T. (2010).	Applying a systematic procedure to locate career decision-making difficulties.	<i>Career Development Quarterly</i> , 76, 301-320.	C	1.260
Gati, I. , Amir, T., Landman, S. (2010).	Career counselors' perceptions of the severity of career decision-making difficulties	<i>British Journal of Guidance and Counseling</i> , 38, 393-408.	B	0.526
Gati, I. , Gadassi, R., Saka, N., Hadadi, Y., Ansenberg, N., Friedman, R., & Asulin-Peretz, L. (2011).	Emotional and personality-related aspects of career decision-making difficulties: Facets of career indecisiveness.	<i>Journal of Career Assessment</i> , 19, 3-20.	B	1.338
Leung, A. S., Hou, Z. J., Gati, I. , & Li, X. (2011).	Effects of parental expectations and cultural-values orientation on career decision-making difficulties of Chinese University students.	<i>Journal of Vocational Behavior</i> , 78, 11-20.	B	2.360
Gati, I. , & Asulin-Peretz, L. (2011).	Internet-based self-help career assessments and interventions: Challenges and implications for evidence-based career counseling.	<i>Journal of Career Assessment</i> , 19, 259-273.	B	1.338
Benjamin, B. A., Gati, I. , & Braunstein-Bercovitz, H. (2011).	Career development in Israel: Characteristics, services, challenges.	<i>Career Planning and Adult Development Journal</i> , 27, 20-38.	D	n/a
Ginevra, M. C., Nota, L., Soresi, S., & Gati, I. (2012).	Career Decision-Making Profiles of Italian adolescents	<i>Journal of Career Assessment</i> , 20, 375-389.	B	1.338
Gati, I. , & Levin, N. (2012).	The stability and structure of Career Decision-Making Profiles: A one-year follow-up.	<i>Journal of Career Assessment</i> , 20(4), 390-403.	B	1.338
Gadassi, R., Gati, I. , Dayan, A. (2012).	The adaptability of career decision-making profiles.	<i>Journal of Counseling Psychology</i> , 59, 612-622.	A	2.628
Gati, I. , Asulin-Peretz, L., & Fisher, A. (2012).	Emotional and personality-related career decision-making difficulties: A three-year follow-up.	<i>The Counseling Psychologist</i> , 40(1), 6-27.	A	1.235
Gati, I. , Gadassi, R., & Mashiah-Cohen, R. (2012).	Career Decision-Making Profiles vs. Styles: Convergent and incremental validity.	<i>Journal of Vocational Behavior</i> , 81, 2-16.	B	2.360
Noa Saka				
Saka, N. , & Gati, I. (2007).	Emotional and personality-related aspects of persistent career decision-making difficulties.	<i>Journal of Vocational Behavior</i> , 40, 340-358	B	2.360
Saka, N. , Gati, I., & Kelly, K. (2008).	Emotional and personality-related aspects of career-decision-making difficulties	<i>Journal of Career Assessment</i> , 16, 403-430.	B	1.338
Forman, S. G., Olin, S. S., Hoagwood, K. E., Crowe, M., & Saka, N. (2009).	Evidence-based interventions in schools: Developer's views of implementation barriers and facilitators.	<i>School Mental Health</i> , 1, 26-36.	n/a	n/a
Gati, I., Gadassi, R., Saka, N. , Hadadi, Y., Ansenberg, N., Friedman, R., & Asulin-Peretz, L. (2011).	Emotional and personality-related aspects of career decision-making difficulties: Facets of career indecisiveness.	<i>Journal of Career Assessment</i> , 19, 3-20.	B	1.338

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Joop. J. Meijers				
J.Meijers (2009). N.Mor.,& J.Meijers .(2009).	Book Review of R. Malkinson. Cognitive Grief Therapy.	Israel Journal of Psychiatry and Related Sciences, 46(1),75-77.	D	1.362
	Cognitive Behavioral Therapy in Childhood Anxiety.	Israel Journal of Psychiatry and Related Sciences, 46(4),282-290.	D	1.362
Ruth Butler				
Butler, R. (2008)	Ego-Involving and frame of reference effects of tracking on elementary school students' motivational orientations and help seeking in math class.	<i>Social Psychology of Education</i> , 11, 5-23.	B	0.641
Butler, R. , & Shalit-Naggar, R. (2008)	Gender and patterns of concerned responsiveness in representations of the mother-daughter and mother-son relationship.	<i>Child Development</i> , 79, 836-851.	A	4.92
Butler, R. , & Shibaz, L. (2008)	Achievement goals for teaching as predictors of students' perceptions of instructional practices and students' help seeking and cheating.	<i>Learning and Instruction</i> , 18, 453-467.	A	3.34
Retelsdorf, J., Butler, R. , Streblow, L., & Schiefele, U. (2010).	Teachers' goal orientations for teaching: Associations with instructional practices, Interest in teaching, and burnout.	<i>Learning and Instruction</i> , 20, 30-46.	A	3.34
Butler, R. (2012).	Striving to connect: extending an achievement goal approach to teacher motivation to include relational goals for teaching.	<i>Journal of Educational Psychology</i> , 104(3), 726-742	A	3.16
Butler, R. (2011).	Are Positive Illusions about Academic Competence always Adaptive, under All Circumstances: New Results and Future Directions	<i>International Journal of Educational Research</i> 50(4), 251-256.	n/a	n/a
Yifat Ben-David Kolikant,				
Ben-David Kolikant, Y. (2008).	Computer-science education as cultural encounter: A socio-cultural framework for articulating learning difficulties.	<i>SIGCSE Bulletin</i> , 40, 3, 291-295.	n/a	n/a
Ben-David Kolikant, Y. and Ben-Ari, M. (2008).	Fertile zones of cultural encounter in computer science education.	<i>The Journal of the Learning Sciences</i> , 17(1), 1-22.	A	2.000
Ben-David Kolikant, Y. , Mussai, M. (2008)	So my program doesn't run!' Definition, origins, and practical expressions of students' (mis)conceptions of correctness.	Computer Science Education, 18(2), 135-151.	C	n/a
Ben-David Kolikant, Y. (PI), Pollack, S. (2009).	The asymmetrical influence of identity: A triad encounter of Israeli Jews, Arabs, and historical text.	<i>Journal of Curriculum Studies</i> , 41(5), 651-677.	C	0.973
Ben-David Kolikant, Y. (2009)	Digital students in a book-oriented school: Students' perceptions of school and the usability of digital technology in schools.	<i>Educational Technology & Society</i> , 12 (2), 131-143.	C	1.011
Bode, M., Drane, D., Ben-David Kolikant, Y. & Schuller, M. (2009).	A Clicker approach to teaching calculus.	<i>Notices of the American Mathematical Society</i> , 56(2), 253-256.	n/a	n/a
Ben-David Kolikant, Y. (2009).	Students' perceptions of the appropriateness and usefulness of the Internet for schoolwork and the value of school.	<i>Journal of Educational Computing Research</i> , 41(4), 407-429.	D	0.372
Broza, O. & Ben-David Kolikant, Y. (2010).	Using stories to support learning of mathematics among non-achieving students: A comparison between visual and textual mediums.	<i>Dapim</i> , 50, 220-249.	D	n/a

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Ben-David Kolikant, Y. & Fichman, E. (2010).	Conceptualizing outstanding directors' thinking as a guideline.	<i>Screen Education</i> , 59, 94-101.	n/a	n/a
Ben-David Kolikant, Y. , Drane, D., & Calkins, S. (2010)	Clickers" as catalysts for transformation of both students and teachers.	<i>College Teaching</i> , 58, 4, 127 – 135.	D	n/a
Ben-David Kolikant, Y. (2010)	Digital natives, better learners? Students' beliefs about how the Internet influenced their ability to learn.	<i>Computers in Human Behavior</i> , 26,6, 1384-1391.	D	2.293
Ben-David Kolikant, Y. (2010)	Innovative teaching in computer science: What does it mean and why do we need it?	<i>Computer Science Education</i> , 20(2), 73-78.	C	n/a
Ben-David Kolikant, Y. (2010).	Innovative pedagogies in computer science education.	<i>Computer Science Education</i> , 20(2), 73-167.	C	n/a
Ben-David Kolikant, Y. (2011)	Nurturing dialogical capacity among tomorrow's adults.	<i>Journal of Russian and Eastern European Psychology</i> , 49(2), 90-96.	n/a	n/a
Ben-David Kolikant, Y. & Broza, O. (2011).	The effect of using a video clip presenting a contextual story on low-Achieving students' mathematical discourse.	<i>Educational Studies in Mathematics</i> , 76,1, 23-47.	C	0.549
Ben-David Kolikant, Y. (2011).	Computer-science education as a cultural encounter: A socio-cultural framework for articulating teaching difficulties.	<i>Instructional Science</i> , 39, 4, 543-559.	B	1.828
Lieberman, N., Beeri, C. & Ben-David Kolikant, Y. (2011)	A classification of misconception and difficulties involving inheritance and polymorphism.	<i>ACM transactions of Education</i> , 11, 1, 1-23.	n/a	n/a
Ben-David Kolikant, Y. & Schwat, A. & (2012).	Like riding on a galloping horse: Students' and Teachers Images of School, Internet, and their Interrelationship.	<i>Eiunim Behinuch</i> , 6, 88-115 (Hebrew).	D	n/a
Pollack, S. & Ben-David Kolikant, Y. (2012).	Collaboration amidst disagreement and moral judgment: The dynamics of Jewish and Arab students' collaborative inquiry of their joint past.	<i>International Journal of Computer-Supported Collaborative Learning</i> , 7, 1, 109-128.	C	2.243
Ben-David Kolikant, Y. (2012).	Using ICT for school purposes: Is there a student-school disconnect?	<i>Computers & Education</i> , 59, 3, 917-914.	C	2.626
Lieberman, N., Ben-David Kolikant, Y. , & Beeri, C. (2012)	Regressed experts" as a new state in teachers' professional development: lessons from Computer Science teachers' adjustments to substantial changes in the curriculum.	<i>Computer Science Education</i> , 22 (3), 257-283.	C	n/a
Schwarz, B., Ben-David Kolikant, Y. , & Mishinka, M. (2012).	Co-alienation' mediated by common representations in synchronous e-discussions.	<i>Learning, Culture and Social Interaction</i> , 1(3-4), 216–231.	n/a	n/a
Yaakov Kariv				
Kareev, Y. , Fiedler, K., & Avrahami, J. (2009).	Base rates, contingencies, and prediction behavior.	<i>Journal of Experimental Psychology: Learning, Memory and Cognition</i> , 35(2), 371-380.	A	2.918
Avrahami, J., & Kareev, Y. (2009).	Do the weak stand a chance? Distribution of resources in a competitive environment.	<i>Cognitive Science</i> , 33, 940-950.	B	2.385
Fiedler, K., Renn, S-Y., & Kareev, Y. (2010).	Mood and decisions based on sequential sampling.	<i>Journal of Behavioral Decision Making</i> , 23, 483-495.	B	2.161
Avrahami, J., & Kareev, Y. (2011).	The role of impulses in shaping decisions.	<i>Journal of Behavioral Decision Making</i> , 24, 515-529.	B	2.161
Soffer, S., & Kareev, Y. (2011).	The effects of problem content and scientific background on information search and the assessment and valuation of correlations	<i>Memory & Cognition</i> , 39, 107-116.	B	2.049
Kareev, Y. , & Trope, Y. (2011)	Correct acceptance weighs more than correct rejection: A decision bias induced by question framing.	<i>Psychonomic Bulletin & Review</i> , 18, 103-109.	B	2.248
Fiedler, K., & Kareev, Y. (2011).	Clarifying the advantage of small samples: As it relates to statistical wisdom and Cahan's (2010) normative intuitions.	<i>Journal of Experimental Psychology: Learning, Memory and Cognition</i> , 37, 1039-1043.	A	2.918
Kareev, Y. , & Fiedler, K. (2011).	Judge for yourself: Reply to Evans & Buehner (2011). (<i>Journal of Experimental Psychology: Learning, Memory and Cognition</i> , 37, 1595-1598.	A	2.918
Schurr, A., Ritov, I., Kareev, Y. , & Avrahami, J. (2012).	Is that the answer you had in mind? The effect of perspective on unethical behavior.	<i>Judgment and Decision Making</i> , 7, 679-688.	n/a	1.860
Avrahami, J., Güth, W., Kareev, Y. , & Uske, T. (in press).	On the incentive effects of sample size in monitoring agents – a theoretical and experimental analysis.	<i>German Economic Review</i>	n/a	0.736

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Kareev, Y. , Avrahami, J., & Fiedler, K. (in press).	Strategic interactions, affective reactions, and fast adaptations	<i>Journal of Experimental Psychology; Learning, Memory and Cognition</i>	A	2.918
Avrahami, J., Güth, W., Hertwig, R., Kareev, Y. , & Otsubo, H. (in press).	Learning (not) to yield: An experimental study of evolving Ultimatum Game behavior	<i>Journal of Socio-Economics</i>	n/a	n/a
Avrahami, J., Kareev, Y. , Todd, P. M., & Silverman, B. (in press).	Allocation of resources in asymmetric competitions: How do the weak maintain a chance of winning	<i>Journal of Economic Psychology</i>	D	1.081
Zvi Bekerman				
Zembylas, M. & Bekerman, Z. (2008)	"Education and the Dangerous Memories of Historical Trauma: Narratives of Pain, Narratives of Hope".	<i>Curriculum Inquiry</i> ,38 (2), 124-154.	C	0.273
Bekerman, Z. (2009)	The complexities of teaching historical conflictual narratives in integrated Palestinian-Jewish schools in Israel	<i>International Review of Education</i> ,55, 235-242.	D	n/a
Zembylas, M. & Bekerman, Z. (2008)	Dilemmas of justice in peace/coexistence education: Affect and the politics of identity	<i>The Review of Education, Pedagogy & Cultural Studies</i> , 30(5), 399- 419.	n/a	n/a
Bekerman, Z. & Y. Neuman (2008)	Neither freedom nor control: Discourse in informal education and the quest for 'good' education	<i>Educational Practice and Theory</i> , 30(1), 57-78.	n/a	n/a
Segal, A. & Bekerman, Z. (2009)	What is taught in Talmud Class: Is it Class or is it Talmud?	<i>Journal of Jewish Education</i> , 75, 19–46.	C	n/a
Bekerman, Z. , M. Zembylas, & C. McGlynn (2009)	Working towards the De-Essentialization of Identity Categories in Conflict and Post-Conflict Societies: Israel, Cyprus, and Northern Ireland	<i>Comparative Education Review</i> , 53 (2), 213-234.	B	0.900
Bekerman, Z. (2009)	Identity vs. Peace: Identity wins	<i>Harvard Educational Review</i> _(A) 79 (1); 74-83.	B	0.702
Maoz, D. (PI) & Z. Bekerman (PI) (2009)	Chabad Tracks the Trekkers: Jewish Education in India	<i>Journal of Jewish Education</i> 75(2), 173-193,	C	n/a
Bekerman,Z. & M. Tatar (2009)	Parents' Perceptions of Multiculturalism, Bilingualism, and Peace Education: The Case of the Israeli Palestinian-Jewish Bilingual Primary Schools	<i>European Early Childhood Education Research Journal</i> _17 (2), 171-185,	n/a	0.404
Maoz, D. & Bekerman, Z. (2009).	Searching for Jewish answers in Indian Resorts: The Postmodern Traveler	<i>Annals of Tourism Research</i> , 37(2), 423–439.	A	1.165
Zembylas, M., Bekerman, Z. , McGlynn.C. , and Ferreira, A. (2009)	Teachers' understandings of reconciliation and inclusion in four troubled societies.	<i>Research in Comparative and International Education</i> ,4 (4), 406-422.	n/a	n/a
Tatar, M. (PI), & Bekerman, Z. (PI) (2009).	School counsellors' and teachers' perceptions of their students' problems: Shared and divergent views	<i>Counseling and Psychotherapy Research Journal</i> , 9 (3), 187-192.	n/a	n/a
Zembylas, M., Bekerman, Z., Haj-Yahia, M. M. & Schaade, N. (2009).	The politics of mourning in Cyprus and Israel: educational implications	<i>Compare: A Journal of Comparative and International Education</i> , 40(5), 561-574.	n/a	n/a
Sonnenschein, N. , Bekerman, Z. & Horenczyk, G. (2010)	Threat and the majority identity	<i>Group Dynamics: Theory, Research, and Practice</i> , 14(1), 47–65.	n/a	n/a
Bekerman, Z & Zembylas, M. (2010)	Fearful symmetry: Palestinian and Jewish Teachers Confront Contested Narratives in Integrated Bilingual Education	<i>Teaching and Teacher Education</i> ,_26; 507-515.	B	0.977
Sonnenschein, N. & Bekerman, Z. (2010)	Who is more humane? An ethnographic account of power struggles in Jewish-Palestinian Dialogue Encounters	<i>Peace and Conflict Studies</i> 17(2), 307-346.	C	1.140
Bekerman, Z. & M. Zembylas (2010)	“Facilitated dialogues with teachers in conflict-ridden areas: in search of pedagogical openings that move beyond the paralyzing effects of perpetrator-victim narratives”	<i>Journal of Curriculum Studies</i> , 42(5), 573-596.	C	0.653
Ron, Y., Maoz, D. & Bekerman, Z. (2010)	Dialogue and Ideology: The Effect of Continuous Involvement in Jewish-Arab Dialogue Encounters on the Ideological Perspectives of Israeli-Jews.	<i>International Journal of Intercultural Relations</i> , 34(6), 571-579.	D	0.897
Rajuan, M. & Bekerman Z. (2011)	Inside and outside the Integrated Bilingual Palestinian-Jewish Schools in Israel: Teachers' perceptions of personal, professional and political positioning.	<i>Teaching and Teacher Education</i> , 27(2) 395-405.	B	0.977
Bekerman, Z. , Habib, A. & Shhadi, N. (2011)	A Study on Jewish-Palestinian Integrated Education in Israel and its Potential Influence on National/Ethnic Identities and Intergroup Relations	<i>Journal of Ethnic and Migration Studies</i> (JEMS) 37(3), 389 — 405.	C	0.904

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Smith, W. & Bekerman, Z. (2011)	Constructing Social Identity: Silence and Argument in an Arab-Jewish Israeli Group Encounter	<i>Journal of Pragmatics</i> , 43 (6), 1675-1688	B	0.856
Bekerman, Z. , & Zembylas, M. (2011).	The emotional complexities of teaching conflictual historical narratives: The case of integrated Palestinian-Jewish schools in Israel.	<i>Teachers College Record</i> , 113(5), 1004-1030	C	0.744
Zembylas, M. & Bekerman, Z (2011)	The work of mourning in the bilingual schools of Israel: ambivalent emotions and the risks of seeking mutual respect and understanding.	<i>British Journal of Sociology of Education</i> , 32 (4), 583-601	A	0.720
Bekerman, Z. & Rosenfeld, S.) (2011)	Jews in Motion	<i>Journal of Jewish Education</i> , 77 (3), 196-215	C	n/a
Yahyaa, S, Bekerman, Z. Sagyam S. and Boag S. (2012)	When education meets conflict: Palestinian and Jewish: Israeli parental attitudes towards peace promoting education.	<i>Journal of Peace Education</i> 2, 1–24.	D	n/a
Bekerman, Z (2012)	Teachers 'Contact' at the Integrated Bilingual Schools in Israel.	<i>Policy Futures in Education</i> 10(5), 552-562.	n/a	n/a
Zembylas, M. & Bekerman, Z (in press)	Teachers' Views about Forgiveness in Israel and Cyprus: Mapping the Prospects of Forgiveness as an Educational Goal.	<i>Educational Review</i>	C	0.528
Bekerman, Z (in press)	Reflecting on the Psycholization of TRCs.	<i>Journal of Bioethical Inquiry</i>	n/a	0.561
Neuman, Y., Cohen, Y., Bekerman, Z. , & Nave, O. (2012).	A generic method for measuring the potential number of structure- preserving transformations.	<i>Complexity</i> , 18(1), 26-37.	n/a	1.333
Zembylas, M. & Bekerman, Z. (in press)	Peace education in the present: Dismantling and reconstructing some fundamental theoretical premises.	<i>Journal of Peace Education</i> .	D	n/a
Kellen, D., Bekerman, Z. , & Maoz I. (2013)	An Easy Coalition: The Peacecamp Identity and Israeli-Palestinian Track Two Diplomacy.	<i>Journal of Conflict Resolution</i> , 57 (4) ,543 – 569.	A	1.883
Michalinos Z & Z Bekerman .(2013)	Integrated Education in Conflicted Societies: is there a need for new theoretical language	<i>European Educational Research Journal</i> , 12 (3, 404-416.	n/a	n/a
Avital Deutsch				
Deutsch, A. , & Dank, M. (2009).	Conflicting cues and competition between notional and grammatical factors in producing number and gender agreement: Evidence from Hebrew	<i>Journal of Memory and Language</i> , 60, 112-143.	A	4.169
Dank, M. & Deutsch, A. (2010)	The role of morpho-phonological factors in subject-predicate gender agreement in Hebrew.	<i>Language and Cognitive Processes</i> , 25, 1380-1410.	B	2.142
Deutsch, A. , & Dank, M. (2011).	Symmetric and asymmetric patterns of attraction errors in producing subject-predicate agreement in Hebrew: An issue of morphological structure.	<i>Language and Cognitive Processes</i> , 26, 24-46.	B	2.142
Deutsch, A. , & Meir, A. (2011).	The role of the root morpheme in mediating word production in Hebrew	<i>Language and Cognitive Processes</i> , 26, 716-744.	B	2.142
Velan, H., Deutsch, A. & Frost, R. (2013).	The flexibility of letter position flexibility: evidence from eye movements in reading Hebrew.	<i>Journal of Experimental Psychology: Human, Perception and Performance</i> .39, 1143-1152.	A	3.061
Yoel Elizur				
Elizur, Y. and Yishay-Krien, N. (2009).	Participation in atrocities among Israeli Soldiers during the First Intifada: A Qualitative Analysis.	<i>Journal of Peace Research</i> , 46(2), 251–267.	A	1.980
Bachner-Melman, R., Zohar, A.H., Elizur, Y. , Kremer, I., Golan, M., Blank, S., Gritsenko, I., and Ebstein, R.P. (2009).	Protective self-presentation style: Association with disordered eating and anorexia nervosa mediated by sociocultural attitudes towards appearance.	<i>Eating and Weight Disorders; Studies on Anorexia, Bulimia and Obesity</i> , 14(1), 1-12.	n/a	1.016
Bachner-Melman, R., Bacon-Shnoor, N., Zohar, A.H., Elizur, Y. , and Ebstein, R.P. (2009).	The Psychometric properties of the Revised Self-Monitoring Scale (RSMS) and the Concern for Appropriateness Scale (CAS) in Hebrew.	<i>European Journal of Psychological Assessment</i> 25(1), 8-15.	D	2.529
Somech, L. Y., & Elizur, Y. (2009).	Adherence to honor code mediates the prediction of adolescent boys' conduct problems by callousness and socioeconomic status.	<i>Journal of Clinical Child and Adolescent Psychology</i> , 38(5), 606-618.	n/a	1.923
Canetti, L., Berry, E. M., Elizur, Y. ¹ (2009).	Psychosocial predictors of weight loss and psychological adjustment following bariatric surgery and a weight-loss program: The mediating role of emotional eating.	<i>International Journal of Eating Disorders</i> , 42(2), 109-117.	B	2.947

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Tifferet, S., Elizur, Y. , Constantini, S., Friedman, O., & Manor, O. ¹ (2010).	Maternal Adaptation to Pediatric Neurosurgical Diagnosis: A Growth Curve Analysis.	<i>Psychology and Health</i> , 25(2), 213-229.	D	2.126
Tifferet, S., Manor, O., Elizur, Y. , Friedman, O., & Constantini, S. (2010).	Maternal adaptation to pediatric illness: A personal vulnerability model	<i>Children's Health Care</i> , 39(2), 91-107.	C	0.950
Tifferet, S., Manor, O., Constantini, S., Friedman, O., & Elizur, Y. , (2011).	Sex differences in parental reaction to pediatric illness.	<i>Journal of Child Health Care</i> , 15(2), 118-125.	n/a	0.750
Somech, L. Y., & Elizur, Y. (2012).	Anxiety/Depression and Hostility/Suspiciousness in Adolescent Boys: Adherence to Honor Code as Mediator of Callousness and Attachment Insecurity.	<i>Journal of Research on Adolescence</i> , 22(1), 89-99.	B	1.989
Elizur, Y. (2012).	Development and Dissemination of Collaborative Family-Oriented Services: The Case of Community/Day Residential Care in Israel.	<i>Family Process</i> , 51(1), 140-156.	B	1.727
Somech, L. Y., & Elizur, Y. ¹ (2012).	Promoting Self-Regulation and Cooperation in Pre-Kindergarten children with Conduct Problems: A Randomized Controlled Trial.	<i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 51(4), 412-422	A	6.444
Canetti, L., Elizur, Y. , Karni, Y., Berry, E. M. (In press).	Health related quality of life changes and weight reduction after bariatric surgery vs. a weight-loss program	<i>Israel Journal of Psychiatry and Related Sciences</i> .	D	0.676
Moshe Tatar				
Tatar, M. ^{PI} & Amram, S. ^S (2008).	Israeli adolescents' help-seeking behaviors in relation to terrorist attacks: The perceptions of students, school counselors and teachers.	<i>British Journal of Guidance and Counseling</i> , 36, 51-70.	B	0.75
Tatar, M. (2008).	The cultural contexts and the practices of professional school counseling: From being cultural sensitive to advocate for social justice.	<i>Revista de Psicologia</i> , 35, 123-146. (In Spanish).	n/a	0.55
Bekerman, Z., ^{PI} & Tatar, M. ^{PI} (2009).	Parental choice of schools and parents' perceptions of multiculturalism and co-existence: The case of the Israeli Palestinian Jewish bilingual primary schools.	<i>European Early Childhood Education Research Journal</i> , 17, 171-185.	n/a	n/a
Tatar, M. ^{PI} , & Bekerman, Z. ^{PI} (2009).	School counsellors' and teachers' perceptions of their students' problems: Shared and divergent views.	<i>Counselling and Psychotherapy Research Journal</i> , 9, 187-193.	n/a	1.96
Tatar, M. (2009).	Teachers turning for help to school counselors and colleagues: Toward a mapping of relevant predictors.	<i>British Journal of Guidance and Counselling</i> .37, 107-127.	B	0.75
Tatar, M. ^{PI} & Myers, J.E. ^{PI} (2010).	Wellness of children in Israel and the United States: A preliminary examination of culture and well-being.	<i>Counselling Psychology Quarterly</i> , 23, 17-33.	C	0.84
Korem, A. ^S , Tatar, M. ^{PI} , & Horenczyk, G. ^{PI} (2010).	Out-group and in-group assertiveness among adolescent immigrants from the former Soviet Union and Ethiopia in Israel: implications for school counseling.	<i>Educational Counseling</i> , 16, 37-55. (In Hebrew).	C	n/a
Tatar, M. (2010).	Immigrant and Israeli-born adolescents turning for help to teachers and school counselors.	<i>Educational Counseling</i> , 16, 15-36. (In Hebrew).	C	n/a
Tatar, M. ^{PI} , Ben-Uri, I. ^S , & Horenczyk, G. (2011).	Assimilation attitudes predict lower immigration-related self-efficacy among Israeli immigrant teachers..	<i>The European Journal of Psychology of Education</i> , 26, 247- 255.	D	0.61
Tatar, M. ^{PI} , Amram, S. ^S , & Kelman, T. ^S . (2011).	Help-seeking behaviors of adolescents in relation to terrorist attacks: The perceptions of Israeli parents.	<i>British Journal of Guidance and Counselling</i> , 39, 131-147.	B	0.75
Lipshits-Braziler, Y. ^S & Tatar, M. ^{PI} (2012).	Career barriers and coping among youth in Israel: Ethnic and gender differences	<i>Journal of Vocational Behavior</i> ,80, 545-554.	B	3.19
Rojas, A. J. ^{PI} , Cruz del Pino, R. M. . ^S , Tatar, M. ^{PI} , & Sayáns, P. ^S . (2012).	Spanish as a foreign language' teachers' profiles: Inclusive beliefs, teachers' perceptions of student outcomes in the TCLA program, burnout, and experience. <i>European</i>	<i>Journal of Psychology of Education</i> , 27,285-298.	n/a	0.61

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Tatar, M. ^{PI} & Da'as, R. ^S (2012).	Teacher's perceptions of their significance towards their students: The effects of cultural background, gender and school role.	<i>European Journal of Psychology of Education</i> , 27, 351-367.	D	0.61
Korem, A. ^S , Horenczyk, G. ^{PI} , & Tatar, M. ^{PI} (2012).	Inter-group and intra-group assertiveness: Adolescents' social skills following cultural transition.	<i>Journal of Adolescence</i> , 35, 855-862.	B	2.67
Ankor (Abramovich), H. S & Tatar, M. PI (In press).	"Ask the Rabbi": Religious-Zionist Rabbis coping with personal and emotional difficulties in their congregations.	<i>Educational Counseling. (In Hebrew).</i>	C	n/a
Tatar, M. (2012).	School counselors working with immigrant pupils: Changes in their approaches after ten years.	<i>British Journal of Guidance and Counselling</i> , 4, 577-592.	B	0.75
Rojas, A. J. PI, Sayáns, P., S Cruz del Pino, R. M. . S. & Tatar, M. PI. (2012).	Spanish teacher's beliefs regarding inclusive grouping in the TCLA program.	<i>Education and Psychology</i> , 10, 1249-1266	n/a	n/a
Adam Nir				
Nir, A. E. , PI & Bogler, R. PI (2008).	The antecedents of teacher satisfaction with professional development programs.	<i>Teaching and Teacher Education</i> . 24(2), 377-386.	B	1.594
Nafcha, M. PI & Nir A. E. PI (2008).	Teachers' salaries in Israel and in the OECD countries: similar or different?	<i>Studies in Educational Administration and Organization</i> , 30, 81-100 (Hebrew)	n/a	n/a
Nir, A. E. (2009).	To seek or not to seek professional help? School leaders' dilemma.	<i>Journal of Educational Administration</i> , 47 (2), 176-190.	A	n/a
Nir, A. E. (2011).	The Emergence of Hybrid Role Conflict in Conflicting Settings: A unique challenge for school Leaders,	<i>International Journal of Educational Reform</i> , 20 (4), 343-360.	B	n/a
Bogler, R. PI & Nir, A. E. , PI (2012).	"The importance of teachers' perceived organizational support to job satisfaction: What's empowerment got to do with it?"	<i>Journal of Educational Administration</i> , 50 (3), 287 – 306.	A	n/a
Nir, A. E. PI & Bogler, R.PI (2012).	Parental Involvement in School Governance and Decision Making in Israel.	<i>Journal of School Public Relations (JSPR)</i> , 33 (3), 216-236. (invited paper).	D	n/a
Nir, A. E. (2012).	School-based management and the centralization trap: An evidence-based perspective.	<i>Curriculum and Teaching</i> , 27, (2), 29-45. (invited paper)	C	n/a
Nir, A. E. , PI & Sharma, B. S. PI (2013).	The effect of political stability on public education quality.	<i>International Journal of Educational Management</i> , 27 (2), 110-126 .	B	n/a
Hameiri, L. PI, Nir, A. E. PI, & Inbar D. E. PI (In press).	Confronting uncertainty and risk: The contribution of leadership to school outcomes.	<i>Planning & Changing</i> ,	B	n/a
Nir, A. E. PI & Hameiri, L. PI (In press).	School principals' leadership style and school outcomes: The mediating effect of powerbases utilization.	<i>Journal of Educational Administration</i>	A	n/a
Bogler, R.PI & Nir, A. E. PI (In press).	The contribution of perceived fit between job demands and abilities to teachers' commitment and job satisfaction,	<i>Educational Management Administration & Leadership</i>	B	0.398
Nir, A. E. PI & Hameiri, L. PI (In press).	Coping with perceived role risk as an expression for school leaders' accountability.	<i>Journal of School Leadership</i>	B	n/a
Dan Porat				
Porat, D. (2008).	"Between Nation and Land in Zionist Teaching of Jewish History (1920-1954)."	<i>Journal of Israeli History</i> , 27, (2), 253-268.	C	0.158
Goldberg, T. (S), Schwartz, B. (PI), Porat, D. (PI) (2008).	"Living and Dormant Collective Memories as Contexts of History Learning."	<i>Learning and Instruction</i> , 18, 223-237.	A	3.732
Goldberg, T. (S), Schwartz, B. (PI), Porat, D. (2011).	"Could They Do It Differently?": Narrative and Argumentative Changes in Students' Writing Following Discussion of "Hot" Historical Issues.	<i>Cognition and Instruction</i> , 29 (2), 185-217.	A	0.926

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Ashkenazi, Sarit				
Kofman, O., Shavit, Y., Ashkenazi, S., & Gabay, S. (2007).	Habituation, discrimination and anxiety in transgenic mice overexpressing acetylcholinesterase splice variants.	<i>Brain Research</i> , 1185, 170-178.	B	2.892
Ashkenazi, S., Henik, A., Ifergane, G., & Shelef, I. (2008).	Basic numerical processing in left intraparietal sulcus (IPS) Acalculia.	<i>Cortex</i> , 44, 439-448.	D	7.25
Ashkenazi, S., Rubinsten, O., & Henik, A. (2009).	Attention, automaticity and developmental dyscalculia.	<i>Neuropsychology</i> , 23, 535-540.	B	3.579
Ashkenazi, S., Mark-Zigdon, N., & Henik, A. (2009).	Numerical distance effect in developmental dyscalculia.	<i>Cognitive Development</i> , 24, 387-400.	B	1.73
Ashkenazi, S., & Henik, A. (2010).	Attentional networks in developmental dyscalculia.	<i>Behavioral and Brain Functions</i> , 6, 2.	n/a	2.789
Ashkenazi, S., & Henik, A. (2010).	A disassociation between physical and mental number bisection in developmental dyscalculia.	<i>Neuropsychologia</i> , 48, 2861-2868.	A	3.477
Henik, A., Rubinsten, O., & Ashkenazi, S. (2011).	The 'where' and 'what' in Developmental Dyscalculia.	<i>The Clinical Neuropsychologist</i> , 25, 989-1008.	D	2.261
Ashkenazi, S., & Henik, A. (2012).	Does attentional training improve numerical processing in developmental dyscalculia?	<i>Neuropsychology</i> , 26(1), 45-56.	B	3.579
Ashkenazi, S., Rosenberg-Lee, M., Tenison, C., & Menon, V. (2012).	Weak task-related modulation and stimulus representations during arithmetic problem solving in children with developmental dyscalculia.	<i>Developmental Cognitive Neuroscience</i> , 2, Supplement 1(0), S152-S166.	n/a	3.16
Ashkenazi, S., Black, J. M., Abrams, D. A., Hoeft, F., & Menon, V. (2013).	Neurobiological underpinnings of math and reading learning disabilities.	<i>Journal of Learning Disabilities</i> , 46(6), 549-569.	A	0.578
Ashkenazi, S., Rosenberg-Lee, M., Metcalfe, A. W. S., Swigart, A. G., & Menon, V. (2013).	Visuo-spatial working memory is an important source of domain-general vulnerability in the development of arithmetic cognition.	<i>Neuropsychologia</i> , 51(11), 2305-2317.	A	3.477
Ashkenazi, S., Mark-Zigdon, N., & Henik, A. (2013).	Do subitizing deficits in developmental dyscalculia involve pattern recognition weakness?	<i>Developmental Science</i> , 16(1), 35-46.	D	3.628
Gabay, Y., Gabay, S., Schiff, R., Ashkenazi, S., & Henik, A. (2013).	Visuospatial Attention Deficits in Developmental Dyslexia: Evidence from Visual and Mental Number Line Bisection Tasks.	<i>Archives of Clinical Neuropsychology</i>	C	2.72
Leibovich, T., Ashkenazi, S., Rubinsten, O., & Henik, A. (2013).	Comparative judgments of symbolic and non-symbolic stimuli yield different patterns of reaction times.	<i>Acta Psychologica (Amst)</i> , 144(2), 308-315	C	2.628
Metcalfe, A. W. S., Ashkenazi, S., Rosenberg-Lee, M., & Menon, V.	Fractionating the neural correlates of individual working memory components underlying arithmetic problem solving skills in children.	<i>Developmental Cognitive Neuroscience</i>	n/a	3.16
Tsabar, Boaz				
Tsabar, B. (2013(In press))	"Poverty and Resourcefulness": On the Formative Significance of Eros in Educational Practice".	<i>Studies In Philosophy and Education</i>	n/a	0.506
Tsabar, B. (2012) (In press)	Dewey's Concept of "Experience" and Its Importance to the "Personal/ Professional" Dilemma of Teacher Education Tutoring Process".	<i>World Journal of Education</i> , 2(4)	n/a	n/a
Ester Cohen				
Cohen, E., Sade M., (S) Benarroch, F. & Pollak, Y. & Gross-Tsur, V. (2008).	Locus of control, perceived parenting style and symptoms of anxiety and depression in children with Tourette syndrome.	<i>European Child and Adolescent Psychiatry</i> , 17(5) 299-305.	D	3.699

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Cohen, E., Biran, G. Aran, A. & Gross-Tsur, V. (2008)	Locus of control, parenting style, anxiety, and disease severity in children with Cerebral Palsy	<i>Journal of Developmental and Physical Disabilities</i> , 20(5), 415-423.	C	1.134
Cohen, E., Gadassi, R. (2009).	Post-Traumatic Stress Disorder in young children exposed to terrorism: Validation of the alternative diagnostic criteria..	<i>Journal of Child and Adolescent Trauma</i> , 2 (4), 229-241.	n/a	n/a
Cohen, E., Chazan, S.E., Lerner, M. & Maimon, E. (2010).	Post-traumatic play in young children exposed to terrorism: An empirical study.	<i>Infant Mental Health Journal</i> , 31(2), 1-23.	C	0.988
Chazan, S.E. & Cohen, E. (2010).	Adaptive and defensive strategies in post-traumatic play of young children exposed to terrorism.	<i>Journal of Child Psychotherapy</i> , 36 (2), 133-151.	n/a	n/a
Cohen, E., Pat-Horenczyk & Shamir, D. (In press)	"Playing with Fear": An innovative intervention, focused on play and playfulness, for toddlers and families under rocket fire.	<i>Clinical Social Work Journal</i>	C	0.494
Ori Eyal				
Eyal, O. (2008).	Caught in the net: The network-entrepreneurship connection in public schools.	<i>International Journal of Educational Management</i> , 22(5), 386-398.	B	n/a
Eyal, O. (2008).	When parents choose to start up a school: A social-capital perspective on educational entrepreneurship.	<i>Journal of Educational Administration</i> , 46(1), 99-118.	A	n/a
Eyal, O. (2008).	A two-dimensional model of school entrepreneurship.	<i>Educational Planning</i> , 17(3), 28-37.	B	n/a
Eyal, O. (2009).	Degeneracy, resilience and free markets in educational innovation.	<i>Systems Research and Behavioral Science</i> , 26(4), 487-491.	n/a	0.474
Eyal, O. (PI) Berkovich, I. (S). (2010).	National challenges, educational reforms, and their influence on school management: The Israeli case.	<i>Educational Planning</i> , 19(4), 44-63.	B	n/a
Eyal, O. (PI) & Roth G. (PI). (2011).	Principals' leadership and teachers' motivation: Self-determination theory analysis.	<i>Journal of Educational Administration</i> , 49(3), 256-275.	A	n/a
Eyal, O. (PI) Berkovich, I. (S) & Schwartz, T. (S) (2011).	Making right choices: Ethical judgments among educational leaders.	<i>Journal of Educational Administration</i> , 49(4), 396-413.	A	n/a
Eyal, O. (PI) & Yosef-Hassidim, D. (S) (2012).	Managing educational champions: Entrepreneurship in schools.	<i>Journal of School Leadership</i> , 22(1), 210-255.	B	n/a
Christa Asterhan				
Asterhan, C. S. C. & Schwarz, B. B. (2009).	The role of argumentation and explanation in conceptual change: Indications from protocol analyses of peer-to-peer dialogue.	<i>Cognitive Science</i> , 33, 373-399.	B	2.37
Asterhan, C. S. C. & Schwarz, B. B. (2010).	Online moderation of synchronous e-argumentation.	<i>International Journal of Computer-Supported Collaborative Learning</i> , 5, 259-282.	C	2.234
Schwarz, B. B. & Asterhan, C. S. C. (2011).	E-moderation of synchronous discussions in educational settings: A nascent practice.	<i>Journal of the Learning Sciences</i> , 20(3), 395-442.	A	3.081
Asterhan, C. S. C. (2011).	Assessing e-moderation behavior from synchronous discussion protocols with a multi-dimensional methodology.	<i>Computers in Human Behavior</i> , 27, 449-458.	D	2.293
Asterhan, C. S. C. & Eisenmann, T. (2011).	Introducing synchronous e-discussions in co-located classrooms: A study on the experiences of 'active' and 'silent' secondary school students.	<i>Computers in Human Behavior</i> , 27, 2169 - 2177.	D	2.293
Asterhan, C. S. C., Schwarz, B. B. & Gil, J. (2012).	Small-group, computer-mediated argumentation in middle-school classrooms: The effects of gender and different types of online teacher guidance.	<i>British Journal of Educational Psychology</i> , 82, 375-397.	B	2.603
Elisha Babad				
Babad, E., Icekson, T., & Yelinek, Y. (2008).	Antecedents and correlates of course cancellation in a university "Drop and Add" period.	<i>Research in Higher Education</i> , 49, 293-316.	D	0.935
Babad, E., & Peer, E. (2010).	Media bias in interviewers' nonverbal behavior: Cognitive remedy, attitude similarity and meta-analysis.	<i>Journal of Nonverbal Behavior</i> , 34, 57-78.	D	1.77

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Babad, E. (2011).	Student evaluations from teachers' perspective: Thoughts and some research on "myths" and subjective reality.	<i>Teaching in Academia, 1, 33-38. (Hebrew).</i>	n/a	n/a
Babad, E., Peer, E., & Benayoun, Y. (2012).	Can multiple biases occur in a single situation? Evidence from media bias research.	<i>Journal of Applied Social Psychology, 42, 1486-1504.</i>	C	0.834
Babad, E., Peer, E., & Hobbs, R. (2012).	Media literacy and media bias: Are media literacy students less susceptible to non-verbal judgment biases?	<i>Psychology of Popular Media Culture, 1, 97-107.</i>	n/a	n/a
Peer, E., & Babad, E. (in press).	The Doctor Fox research (1973) re-revisited: "Educational seduction" ruled out.	<i>Journal of Educational Psychology</i>	A	3.158
Sorel Cahan				
Cahan, S., Greenbaum, C., Artman, L., Deluya, N. & Gappel-Gilon, Y. (2008).	The differential effects of age and first grade schooling on the development of infralogical and logico-mathematical concrete operations.	<i>Cognitive Development, 23, 258-277.</i>	B	1.727
Cahan, S. & Snapiri, T. (2008).	Intuitive prediction: Ecological validity vs. representativeness.	<i>Journal of Behavioral Decision Making, 21, 297-316.</i>	B	2.842
Cahan, S. (2009).	Discrimination in the allocation of resources for compensatory education to Israeli Junior High.	<i>Megamot, 46, 2-37 (Hebrew).</i>	B	n/a
Cahan, S. (2010).	Decision quality always increases with the size of information samples - provided that the decision rule is statistically valid. Comment on Fiedler & Kareev (2006).	<i>Journal of Experimental Psychology: Learning, Memory and Cognition, 36, 829-841.</i>	A	2.854
Cahan, S. & Gamliel, E. (2011).	First among others? Cohen's d vs. alternative standardized mean group difference measures. Practical	<i>Assessment, Research and Evaluation, 16, 1-6.</i>	D	n/a
Cahan, S., Fono, D. & Nirel, R. (2012).	The regression-based discrepancy definition of learning disability: A critical appraisal.	<i>Journal of Learning Disabilities, 45, 170-178.</i>	A	1.772
Segev, E. & Cahan, S. (in press).	Older children have a greater chance to be accepted to gifted students programs.	<i>Assessment in Education: Principles, Policy & Practice</i>	n/a	n/a
Silverman, Marc				
Silverman, M. (2013)	"Janusz Korczak's road to moral education"	<i>Russian-American Education Forum: An Online journal, 5(3) 15</i>	n/a	n/a
Baruch Schwarz				
Goldberg ^S , T., Schwarz^{PI}, B. B. & Porat ^C , D. (2008).	Living and dormant collective memories as contexts of history learning.	<i>Learning & Instruction, 18(3), 223-237.</i>	A	2.768
Schwarz^{PI}, B. B., Perret-Clermont ^C , A-N., Trognon ^C , A., & Marro ^C , P. (2008).	Learning processes within and between successive activities in a laboratory context.	<i>Pragmatics and Cognition, 16(1), 57-87.</i>	C	n/a
Asterhan ^S , C. S. C. & Schwarz^{PI}, B. B. (2009).	Argumentation and explanation in conceptual change: Indications from protocol analyses of peer-to-peer dialogue	<i>Cognitive Science, 33, 374-400</i>	B	2.322
Asterhan ^C , C. S. C. & Schwarz^{PI}, B. B. (2010).	Online moderation of synchronous e-argumentation.	<i>The International Journal of Computer-Supported Collaborative Learning, 5(3), 259-282,</i>	C	1.487
Schwarz^{PI}, B. B., Schur, Y., Pensso ^S , H., & Tayer ^S , N. (2011).	Perspective taking and argumentation for learning the day/night cycle. <i>The International</i>	<i>Journal of Computer Supported Collaborative Learning, 6(1), 113-138.</i>	n/a	n/a
Goldberg ^S , T., Schwarz^{PI}, B. B., & Porat, D. (2011).	Changes in narrative and argumentative writing by students discussing 'hot' historical issues.	<i>Cognition and Instruction, 29(2), 185-217.</i>	A	1.179
Schwarz^{PI}, B. B. & Asterhan ^C , C. S. C. (2011).	E-moderation of synchronous discussions in educational settings: A nascent practice.	<i>The Journal of the Learning Sciences, 20(3), 395-442</i>	A	3.644
Asterhan ^C , C. S. C., Schwarz^{PI}, B. B., & Gil ^S , J. (2011).	Guiding computer-mediated discussions in the classroom: Epistemic and interactional human guidance for small-group argumentation.	<i>British Journal of Educational Psychology</i>	B	2.603
Prusak ^S , N., Herschkowitz ^{PI} , R., & Schwarz^{PI}, B. B. (2012).	From visual reasoning to logical necessity through argumentative design.	<i>Educational Studies in Mathematics, 79, 19-40.</i>	C	0.765
Shahar ^S , N. & Schwarz^{PI}, B. B. (In press).	On tensions and opportunities in combining dialogic and critical aspects in argumentative activities in history classroom	To appear in <i>Megamot</i> .	B	n/a
Schwarz, B. B., Ben-David Kolikant, Y. & Mishenkina, M. (In press)	'Co-alienation' mediated by common representations in synchronous discussions.	<i>Learning, Culture and Social Interaction</i>	n/a	n/a

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Julia Resnik				
Resnik, J. (2008)	The challenges of globalization.	<i>Hed Hachinuch</i> , 10:44-48. (in Hebrew)	n/a	n/a
Resnik, J. (2008)	Introducing a neo-Weberian perspective in the study of globalization and education: Structural reforms of the education systems in France and Israel after WWII.	<i>Oxford Review of Education</i> , Vol. 34,4 :385-402.	B	0.446
Dutercq, Yves (PI) and Resnik, J (PI) . 2009	«Les enjeux de la reconfiguration des politiques d'éducation et de formation ». Introduction to the Special issue : « Les politiques d'éducation et de formation à l'épreuve des changements institutionnels	On line journal : <i>Recherches en éducation</i> 7, juin 2009, 6-13.	n/a	n/a
Resnik, J. (2009)	Contextualizing recognition, absence of recognition and misrecognition: The case of migrant workers' children in day-cares in Israel.	<i>Journal of Curriculum Studies</i> , Vol. 41, 4.	C	0.438
Resnik, J. (2009)	Globalization and education: the structuration of a managerial discourse in Israelin Special issue "The education system in Israel" edited by Yossi Dahan	<i>Alpayim</i> , 34, 82-110, (in Hebrew)	n/a	n/a
Resnik, J. (2009)	La trastienda de una comparación internacional: Perspectiva Weberiana para el entendimiento de la globalización de la educación.	Serie Documento de Trabajo de la Escuela de Educación, Universidad de San Andrés, pp. 1-35.	n/a	n/a
Resnik, J. (2009)	Multicultural education - Good for business but not for the state? IB curriculum and the global capitalism.	<i>British Journal of Educational Studies</i> , 57, 3:217-244.	B	0.578
Resnik, J. (2010)	Introduction : Et si la globalisation annonce-elle la fin de l'éducation comparée? Reconsidération théorique et méthodologique et les nouveaux objets de recherches	in Resnik, J. (PI), Schriewer, J. (C) and Welch, A.(C) (Eds.) Special issue: 'Une réflexion sur l'éducation comparée à l'ère de la mondialisation » L'éducation comparée aujourd'hui. Théories et méthodes'. <i>Éducation Comparée</i> , 4 :1-32.	n/a	n/a
Resnik, J. (2010)	Integration without assimilation? Ethno-nationalism in Israel and universal laïcité in France.	<i>International Studies in Sociology of Education</i> , 20, 3: 201-224.	B	n/a
Resnik, J. (2011)	The construction of the managerial education discourse and the involvement of philanthropic entrepreneurs: the case of Israel, in special issue 'Global Education Policy: Networks and Flows', edited by Sonia Exley, Annette Braun and Stephen Ball.	<i>Critical Studies in Education</i> , 52(3):251-266.	D	0.868
Resnik, J. (2012)	De-nationalization of education and the expansion of the International Baccalaureate.	<i>Comparative Education Review</i> , 56(2) 248-269.	B	1.132
Ilana Ritov				
Bonini, N., Ritov, I. , and Graffeo, M. (2008).	When does a referent public problem affect financial and political support for public action?	<i>Journal of Behavioral Decision Making</i> , 21, 169-182.	B	2.161
Baron, J., and Ritov, I. (2009).	The role of probability of detection in judgments of punishment.	<i>Journal of Legal Analysis</i> , 1, 553-590.	B	n/a
Zamir, E., and Ritov, I. (2010).	Revisiting the debate over attorneys contingent fees: A behavioral Analysis	<i>Journal of Legal Studies</i> , 39, 245–288.	A	0.867
Ritov, I. , & Baron, J. (2010).	Joint presentation reduces the effect of emotion on evaluation of public actions.	<i>Cognition and Emotion</i> , 25, 657-675	B	2.377
Mellers, B., and Ritov, I. (2010).	How Beliefs Influence the Relative Magnitude of Pleasure and Pain.	<i>Journal of Behavioral Decision Making</i> , 23, 369-382.	B	2.161
Shalvi, S., Moran, S. & Ritov, I. (2010).	Overcoming initial anchors: The effect of negotiator's dispositional control beliefs,	<i>Negotiation and Conflict Management Research</i> , 3, 232-248.	n/a	n/a
Ritov, I. , and Kogut, T. (2011).	Ally or adversary: the effect of identifiability in inter-group conflict situations,	<i>Organizational Behavior and Human Decision Processes</i> , 116(1), 96-103.	A	2.816
Zamir, E., and Ritov, I. (2011).	Notions of fairness and contingent fees.	<i>Law and Contemporary Problems</i> , 74, 1-32.	B	n/a
Kogut, T., and Ritov, I. (2011).	"Protective donation": When refusing a request for a donation increases the sense of vulnerability	<i>Journal of Experimental Social Psychology</i> , 47(6), 1059-1069.	A	2.219
Baron, J., Ritov, I. and Greene, J. (In press).	Duty to support nationalistic policies.	<i>Journal of Behavioral Decision Making</i> .	B	2.161
Zamir, E., and Ritov, I. (2012)	Loss aversion, omission bias, and the burden of proof in civil litigation.	<i>Journal of Legal Studies</i> , 41, 165-207.	A	0.867

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Lomsky-Feder, Edna				
Stadler, N., Lomsky-Feder, E. Ben-Ari, E., 2008,	Fundamentalism's Encounters with Citizenship: The <i>Haredim</i> in Israel?	<i>Citizenship Studies</i> , 12(3), 215-231	C	0.738
Lomsky-Feder, E. , Rapoport, T. 2008,	Cultural Citizenship and Performing Homecoming: Russian Jewish Immigrants Decipher the Zionist National Ethos.	<i>Citizenship Studies</i> , 12(3), 321-334.	C	0.738
Lomsky-Feder, E. , Gazit, N., Ben-Ari, E., 2008,	Reserve Soldiers as Transmigrants: Moving Between the Civilian and Military Worlds.	<i>Armed Forces & Society</i> , 34(4), 593-614.	C	0.426
Ben-Ze'ev, E., Lomsky-Feder, E. , 2009,	The Canonical Generation: Trapped between Personal and National Memories.	<i>Sociology</i> , 43(6), 1-19.	A	1.504
Lomsky-Feder, E. , Leibovitz, T., 2010,	Inter-ethnic Encounters within the Family: Competing Cultural Models and Social Exchange.	<i>Journal of Ethnic and Migration Studies</i> , 36(1), 107-124.	C	1.085
Ben-Ari, E. Lomsky-Feder, E. 2011,	Epilogue: Theoretical and Comparative Notes on Reserve Forces.	<i>Armed Forces & Society</i> , 37(2), 361-371.	C	0.426
Lomsky-Feder, E., 2011,	Competing Models of Nationalism: An Analysis of Memorial Ceremonies in Schools.	<i>Nation and Nationalism</i> , 17(3), 581-603	n/a	0.566
Sasson-Levy O., Levy Y., and Lomsky-Feder E. 2011	Women Breaking the Silence: Military Service, Gender and Antiwar Protest.	<i>Gender & Society</i> , 25(6), 740-763.	B	2.000
Edna Lomsky-Feder , (In press) 2012	High School Graduation Ceremonies: Inter-Generational Relations and Models of Social Order.	<i>Social Analysis</i> , 56(3).	B	n/a
Lomsky-Feder, E. , Ben-Ari, E., forthcoming,	Managing Diversity in Context: Unit Level Dynamics in the Israel Defense Forces.	<i>Armed Forces & Society</i>	C	0.426
Samuel Scolnicov				
Scolnicov, S. (2011)	You can because you ought	<i>Hed Hahinuch</i> 85 (Hebrew)	n/a	n/a
Scolnicov, S. (2011)	After irony: Reading Plato seriously	<i>Arctos, Acta Philologica Fenica</i> 45, 123-131.	n/a	n/a
Scolnicov, S. (2012)	<i>The Berkeley Plato: From neglected relic to ancient treasure. An archaeological detective story.</i>	<i>EUROPEAN LEGACY-TOWARD NEW PARADIGMS</i> , 17(6) SI, 849-850.	n/a	n/a
Scolnicov, S. (2012)	Man creates worlds	<i>Hed Hahinuch</i> 86, 100-96 (Hebrew)	n/a	n/a
Anat Zohar				
Zohar, A. and Gershikov ^S , A. (2008).	Gender and performance in mathematical tasks: does the context make a difference?	<i>International Journal of Science and Mathematical Education</i> , 6, 677-693.	n/a	0.460
Barzilai ^S , S. and Zohar, A. (2008).	Is information acquisition still important in the information age?	<i>Education and Information Technologies</i> , 13, 35-53.	D	n/a
Zohar, A. (2008).	Teaching thinking on a national scale: Israel's pedagogical horizons.	<i>Thinking Skills and Creativity</i> , 3, 77-81	n/a	1.708
Zohar, A. and Peled ^S , B. (2008).	The effects of explicit teaching of metastrategic knowledge on low- and high-achieving students.	<i>Learning and Instruction</i> , 18, 337-353.	A	2.768
Zohar, A. and Ben David ^S A. (2008).	Explicit teaching of meta-strategic knowledge in authentic classroom situations.	<i>Metacognition and Learning</i> , 3, 59-82.	n/a	2.038
Zohar, A. and Ben David, Adi ^S (2009).	Paving a clear path in a thick forest: a conceptual analysis in a metacognitive component.	<i>Metacognition and Learning</i> , 4, 177-195.	n/a	2.038
Ben David ^S , A. and Zohar, A. (2009).	Contribution of meta-strategic knowledge to scientific inquiry.	<i>International Journal of Science Education</i> , 31: 12, 1657 — 1682.	C	1.063
Zohar, A. (2010).	Renewal of the Israeli Matriculation Exams: Evolution or Revolution?	<i>Iyunim Behinuch</i> , New Series #3, 158-174 (in Hebrew).	n/a	n/a
Gallagher, C., Hipkins, R. and Zohar, A. (2012).	Positioning thinking within national curriculum and assessment systems: Perspectives from Israel, New Zealand and Northern Ireland.	<i>Thinking Skills and Creativity</i> , 7, 134-143	n/a	1.274
Zohar, A. (2013).	Challenges in wide scale implementation efforts to foster higher order thinking (HOT) in science education across a whole school system.	<i>Thinking Skills and Creativity</i> , 10, 233-249.	n/a	1.274
Barzilai ^S , S. and Zohar, A. (in press).	Epistemic Thinking in Action: Evaluating and Integrating Online Sources.	<i>Cognition and Instruction</i>	A	1.885
Zohar, A. (2013).	Introduction: Scaling up higher order thinking in science classrooms: the challenge of bridging the gap between theory, policy and practice.	<i>Thinking Skills and Creativity</i> , 10, 168-172.	n/a	1.274

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Zohar, A. and Barzilai, S. (In press)	A review of research on metacognition in science education: current and future directions.	<i>Studies in Science Education</i> , 49(2),	D	1.274
Barzilai, S. and Zohar, A. (In press).	Reconsidering personal epistemology as metacognition: a multifaceted approach to the analysis of epistemic thinking. To be printed in	<i>Educational Psychologist</i>	A	3.289
Cohen, Jonathan				
Cohen, J. (2008)	Hartman, Rosenak and Schweid on Maimonides' Introduction to 'Helek:' The Beginnings of a Tradition in the Philosophy of Jewish Education.	<i>Studies in Jewish Education</i> 13 , 15-46.	C	n/a
Cohen, J. (2008)	Rereading Hartman: A Reply to Ari Ackerman.	<i>Studies in Jewish Education</i> 13, 75-85.	C	n/a
Cohen, J. (2008)	Incompatible Parallels: Soloveitchik and Berkovits on Religious Experience, Commandment and the Dimension of History.	<i>Modern Judaism</i> (Oxford University Press), 28:2, 173-203.	D	n/a
Mathias Yehoshua				
Mathias, Y. ()	Toward a democratic and pluralist core curriculum.	<i>Hed Hachinuch</i> , 84(4). February, pp. 50- 53. (Hebrew).	n/a	n/a
Mathias, Y. (2010)	Teachers as intellectuals in action.	<i>Hed Hachinuch</i> , 85(1). October, pp.52-55.(Hebrew).	n/a	n/a
Mathias, Y. (2012)	Jean Jacques Rousseau: Nature, Childhood and Authenticity.	<i>Hedhachinuch</i> , 7(1),October,pp. 54-57.	n/a	n/a
Howard Deitcher				
Deitcher, H. (2010)	"Feeding the Hungry: Nurturing Faith in Jewish Day Schools",	<i>Hayidion</i> , 13(2),February	n/a	n/a
Deitcher, H. (2010)	"Day School Israel Education in the Age of Birthright	<i>Journal of Jewish Education</i> , 76(1),	C	n/a
Thomas Peter Gumpel				
Gumpel, T.P. (2008).	Behavioral disorders in the school: Participant roles and subtypes in three types of school violence.	<i>Journal of Emotional & Behavioral Disorders</i> , 16(3), 145-162.	B	1.135
Thomson, P., Keehn, E.B., & Gumpel, T.P. (2009).	Generators and interpreters in a performing arts population: Dissociation, trauma, fantasy proneness and affective states.	<i>Creativity Research Journal</i> , 21, 72-91.	D	1.162
Gumpel, T.P. , & Sutherland, K. S. (2010).	The relation between Emotional and Behavioral Disorders and school-based violence	<i>Aggression and Violent Behavior</i> , 15, 349-356.	C	2.137
Gumpel, T.P. , Zioni-Koren, V., & Berkeman, Z. (in press).	An ethnographic study of participant roles in school bullying	<i>Aggressive Behavior</i>	C	2.247
Amitay, G. & Gumpel, T.P. (2013).	Academic self-efficacy as a resilience factor among adjudicated girls	<i>International Journal of Adolescence and Youth</i> , 1-26	n/a	n/a
Nilly Mor				
Mor, N. (C), Zinbarg, R. E.(PI), Craske, M. G.(P.I.), Mineka, S.(PI), Uliaszek, A.(S), Rose, R.(C), Griffith, J. W(C)., & Waters, A.(C) (2008).	Evaluating the invariance of the factor structure of the EPQ-R-N among adolescents.	<i>Journal of Personality Assessment</i> , 90, 66-75.	C	1.874
Mor, N. (PI), & Inbar, M. (S). (2009).	Rejection sensitivity and schema-congruent information processing biases.	<i>Journal of Research in Personality</i> , 43, 392-398.	C	2.00
Mor, N. (C), Doane, L. D.(S), Adam, E. K (C), Mineka, S. (PI), Zinbarg, R. E (PI), Griffith, J. W (C), Craske, M. G (PI), Waters, A. (C) & Nazarian, M (C) (2010).	Within-person variations in self-focused attention and negative affect in depression and anxiety: A diary study.	<i>Cognition and Emotion</i> , 24, 48-62.	B	2.377
Mor, N. , (PI) & Haran, D. (S). (2010).	Cognitive-Behavioral Therapy for Depression.	<i>Israel Journal of Psychiatry and Related Sciences</i> , 46, 269-273.	D	1.362
Mor, N. , (PI) & Meijers, J. (PI). (2010).	Cognitive Behavioral Therapy in Childhood Anxiety.	<i>Israel Journal of Psychiatry and Related Sciences</i> , 46, 282-289.	D	1.362
Bernblum, R. (S)., & Mor, N. , (PI). (2010).	Rumination and emotion-related biases in refreshing information.	<i>Emotion</i> , 10, 423-432.	n/a	3.269

Author name	Title of manuscript	Journal name	HUJI ranking	Impact factor
Zinbarg, R. E. (PI), Mineka, S. (PI), Craske, M. G. (PI), Griffith, J. W. (C), Sutton, J. (S), Rose, R. D. (C), Nazarian, M. (C), Mor, N. (C), & Waters, A. M. (C). (2010).	The Northwestern-UCLA Youth Emotion Project: Associations of cognitive vulnerabilities, neuroticism and gender with past diagnoses of emotional disorders in adolescents.	<i>Behaviour, Research and Therapy</i> , 48, 347-358.	C	3.471
Daches, S. (S), Mor, N. (PI), Winquist, J.(PI), & Gilboa-Shechtman, E (PI). (2010).	Brooding and attentional control in processing self-encoded information: Evidence from a modified Garner Task.	<i>Cognition and Emotion</i> , 24, 876-885.	B	2.377
Cohen, N., (S), Henik, A., (PI), Mor, N. (PI), (2011).	Can emotion modulate attention? Evidence for reciprocal links in the attentional network test.	<i>Experimental Psychology</i> .	n/a	1.921
Sutton, J.M., (S), Mineka, S., (PI), Zinbarg, R. E., (PI), Craske, M. G., (PI), Griffith, J. W., (C), Rose, R. D., (C), Waters, A. M., (C), Nazarian, M., (C), Mor, N. (C). (2011).	The relationships of personality and cognitive styles with self-reported symptoms of depression and anxiety.	<i>Cognitive Therapy and Research</i> .	C	1.868
Gadassi, R., Mor, N. , & Rafaeli, E. (2011).	Depression and empathic accuracy in couples: An interpersonal model of gender differences in depression.	<i>Psychological Science</i> , 22, 1033-1041.	A	4.543
Haran, D., Mor, N. , & Mayo, R. (2011).	Negating in order to be negative: The relationship between depressive rumination, message content and negation processing.	<i>Emotion</i> , 11, 1105-1111.	n/a	3.269
Mor, N. , Hertel, P. T., Ngo, T. A., Redak, S., & Shachar, T. (In press).	Interpretation bias in rumination.	<i>Journal of Behavior Therapy and Experimental Psychiatry</i>	C	2.381
Daches, S., & Mor, N. (In press).	Training ruminators to inhibit negative information: A preliminary report.	<i>Cognitive Therapy and Research</i>	C	1.868
Tamar Rapoport				
Lomsky-Feder, E., Rapoport, T. (2008).	Cultural citizenship and performing homecoming: Russian Jewish Immigrants decipher the Zionist National Ethos.	<i>Citizenship Studies</i> , 12, 321-334.	C	0.738
Neiterman, E., Rapoport, T. (2009).	Converting to belong: Immigration, education and nationalization among young "Russian" immigrant women.	<i>Gender and Education</i> , 21, 173-189.	B	0.495
Hakak, Y., Rapoport, T. (2012).	Equality or excellence? The Case of Ultra Orthodox enclave education in Israel.	<i>The Journal of Religion</i> , 92(2):251-276.	n/a	n/a
Markowitch, D., Rapoport, T. (forthcoming).	Creating Art, Creating Identity: Under-privileged Pupils in Art Education Challenge Critical Pedagogy Practices.	<i>International Journal of Education Through Art</i> .	n/a	n/a
Horenczyk, Gabi				
Horenczyk, G. , Jasinskaja-Lahti, I., Sam, D.L., & Vedder, P. (in press).	Mutuality in acculturation: Towards an integration.	<i>Journal of Psychology (Zeitschrift für Psychologie)</i> .	D	0.804
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Scolnicov, S. (2010)	Plato's use of irony	In <i>Philosophy and dialogue: Studies on Plato's dialogues</i> , vol. 2ed. by Antoni Bosch-Veciana and Josep Monserrat-Molas. Barcelonasa d'Edicions – Societat Catalana de Filosofia
Scolnicov, S. (2010)	Comment lire un dialogue de Platon	In: <i>Aglaia. Autour de Platon</i> , Mélanges offerts à Monique Dixsaut, ed. A. Brancacci, D. El Murr et D.P. Taormina. Bibliothèque d'Histoire de la Philosophie. Vrin, Paris.
Scolnicov, S. (forthcoming)	Epicurus: The art of the good life	In <i>Epicurus</i> Hebrew tr. Nahar Books. (Hebrew)
Scolnicov, S. (2012)	Time, man and God: Father Dubois' Aristotle In: <i>Le chrétien poète de sion: In memoriam</i> Marcel-Jacques Dubois	In: <i>Le chrétien poète de sion: In memoriam</i> Marcel-Jacques Dubois ed. A. Wohlman, Yossef Schwartz. The Van Leer Jerusalem Institute / Hakibbutz Hameuchad Publishing House, Tel-Aviv, 71-76. (Hebrew)
Tatar, M. (2008).	Parents and schools: Chronicle of a conflict foretold?	In A. Stavans & I. Kupferberg (Eds.), <i>Studies in language and language education</i> (pp. 411- 427). Jerusalem: The Hebrew University Magnes Press.
Horenczyk, G., & Tatar, M. (2011).	Schools' organizational views of diversity: Perceptions and approaches.	In S. Vandeyar (Ed.), <i>Hyphenated selves: Immigrant identities within educational contexts</i> (pp.131-148). Amsterdam: Savusa.
Bekerman, Z., & Tatar, M. (2012).	Ambivalence: Minority parents positioning when facing school choices"	In & Z. Bekerman & T. Geisen (Eds.), <i>International handbook on migration, minorities, and education: Understanding cultural and social differences in processes of learning</i> (231-248). New York: Springer.
Horenczyk, G., & Tatar, M. (In press).	Conceptualizing the school acculturative context: School, classroom, and the immigrant student.	In A. S. Masten, K. Liebkind, & D. J. Hernandez, <i>Realizing the potential of immigrant youth</i> . Cambridge: Cambridge University Press.
Zohar, A. (2008).	Science teacher education and professional development in argumentation.	In: Erduran, S. and Jiménez-Aleixandre , María Pilar (Eds.), <i>Argumentation in science education: Perspectives from classroom-based research</i> , Chapter 12, pages 245-268: Springer.
Barzilai ⁸ , S. and Zohar, A. (2011).	"How do you know?" epistemology and individual learning from on- line information sources.	In Chen, D. and Koretz, G. (Eds.), <i>On-line learning and instruction</i> , pp. 77-100. Or Yehuda: The Center for Academic Studies (in Hebrew).

Author	Chapter title	Book title
Zohar, A. (2012).	Explicit teaching of meta-strategic knowledge: Definitions, student's learning, and teachers' professional development.	In Zohar, A. and Y. J. Dori (Eds.). <i>Metacognition in science education: Trends in current research</i> . Ch. 9, pages 197-224. NY., NY: Springer.
Hirshman, M. (2009)	"Yearning for Intimacy: Pesikta d'Rav Kahana and the Temple"	In D. Green and L. Lieber, <i>Scriptural Exegesis Michael Fishbane Festschrift</i> (Oxford U Press); 135-145.
Hirshman, M. (2009)	"Origen's View of 'Jewish Fables' in Genesis <i>The Exegetical Encounter Between Jews and Christians</i> "	In <i>Late Antiquity</i> , ed., E. Grypeou and H. Spurling, (Leiden) pp. 245-254.
Hirshman, M. (2010)	Some Greek Loanwords	In <i>Genesis Rabbah</i> ", (Heb.) Israel Francus Festschrift Tiferet Le'yisrael, New York pp. 21-33.
Cohen, J. (2008)	"Formal Education and Jewish Identity: A View from Curriculum Theory,"	In Cohen, E., ed., <i>Identity, Values and Social Pursuits: Israeli Youth in the Year 2000</i> , Tel-Aviv, Ramot Press of the University of Tel-Aviv, 183-201.
Cohen, J. (2008)	"Autonomy in Trust: The Talmud and Rabbinic Literature as a Cultural-Educational Paradigm in the Thought of Emmanuel Levinas and David Hartman"	In Schoenberg, S., ed., <i>Autonomy and Education: Critical Perspectives</i> . Tel-Aviv, Resling, 47-81.
Cohen, J. (2011)	"Incompatible Parallels: Soloveitchik and Berkovits on Religious Experience, Commandment and the Dimension of History,"	In Rosenak, A., (ed). <i>Studies in the Influence of R. Joseph Dov Soloveitchik: on Culture, Education, and Jewish Thought</i> , Jerusalem, Magnes Press, 56-84.
Cohen, J. (2011)	Jewish Thought for Jewish Education – Sources and Resources	to appear In Miller, H., Grant, L. & Pomson, A., eds., <i>International Handbook of Jewish Education</i> , Part One, Heidelberg, Springer Publishers, 219-235.
Cohen, J. (2012)	Liberation or Limitation? Strauss' Critique of Rosenzweig on the Question of Law	In Amir, Y. Turner, Y. & Brasser, M. (eds.) <i>Faith, Truth and Reason: New Perspectives on Franz Rosenzweig's "Star of Redemption"</i> , Frieberg/Munchen, Verlag Karl Alber, 155-183.
Cohen, J. (2012)	Conceptions of Scripture in Buber and Rosenzweig	In Zommer, B, ed., <i>Jewish Concepts of Scripture: A Comparative Introduction</i> , New York, New York University Press, 179-202
Cohen, J. (2013)	Introduction to Rosenak, M., <i>Covenant and Community: Six Essays on Contemporary Jewish Life and Education</i> ,	New York, Jewish Theological Seminary Press, 7-29.
Cohen, J. (2013)	Quality Time: Rosenzweig and Soloveitchik on the Halakhah as Event	In Rosenak, A., ed. <i>The Halakhah as Event</i> , Jerusalem, Van Leer
Deitcher, H. (In press)	A Theological Conversation with Seventh Grade Students (Hebrew)	In <i>Deliberations on Halacha as an Event</i> , edited by Avinoam Rosenak. Jerusalem: Van Leer Press
Deitcher, H.2011	Jewish Day Schools Worldwide: Achievements, Challenges and Aspirations	In <i>Dimensions of Orthodox Day School Education</i> , ed by David J Schnall, New York: Yeshiva University Press
Deitcher, H.2011	"Life Cycle Education: Tradition, Ritual, and Transition"	In <i>International Handbook of Jewish Education</i> , edited by L. Grant, H. Miller and A. Pomson. London: Springer Press
Deitcher, H.2009	Jewish Day Schools, Jewish Communities: A Reconsideration	Deitcher, H.and Alex Pomson, Littman Library for Jewish Civilization
Gumpel, T.P., & Nir, A. E. (2005).	The Israeli educational system: Blending dreams with constraints	In K. Mazurek & M. A. Winzer (Eds.), <i>Schooling around the world: Debates, challenges and practices</i> (pp. 149-167). Boston: Allyn & Bacon.
Gumpel, T.P. (2011).	One step forward, two steps backward: Special education in Israel	In M. Winzer & K. Mazuek (Eds.), <i>International practices in special education: Debates and challenges</i> (pp. 151 - 170). Washington, D.C.: Gallaudet University Press Publishers.
Daie, A. (C)., & Mor, N. (PI). (2011).	Cognitive behavioral therapy for depressed youth	In N. Mor, Meijers, J. Marom, S. Gilboa-Schechtman E. (Eds.), (under contract). <i>Cognitive behavioral therapy for children and adolescents: An integrative approach</i> . To be published by Probook, Israel (in Hebrew).
Mor, N. (PI)., Shorer, M., (C)., Daie, A. (C)., & Haran, D. (S). (2011).	Empirically based treatment of adult depression	In S. Marom, E. Gilboa-Schechtman, N. Mor, J. Meijers (Eds.) (under contract) <i>Cognitive behavioral therapy for adults: An integrative approach</i> . To be published by Probook, Israel (in Hebrew).

Author	Chapter title	Book title
Cervone, D. (PI), Mor, N. (C), Orom, H. (C), Shadel, W. G. (C), & Scott, W. D. (C) (2010).	Self-efficacy beliefs on the architecture of personality: On knowledge, appraisal, and self-regulation	In K. Vohs, & R. F. Baumeister (Eds.), <i>Handbook of self-regulation: Research, theory, and applications</i> (2 nd Ed.). (pp.188-210). New York: Guilford.
Mor, N. (2010).	The Eysenck Personality Questionnaire	In I. B. Weiner & Craighead, E. (Eds.). <i>Corsini's Encyclopedia of Psychology</i> (4 th Ed.). (pp. 635-637). Hoboken, NJ: Wiley.
Assa-Inbar, M., Rapoport, T. and Yair, G. (2009).	The critical gaze of mobile students: The case of the Hebrew University in Jerusalem	In Michael Byram and Fred Dervin (eds.), <i>Travelling to Study – Students, Staff and Academic Mobility in Higher Education</i> . Cambridge Scholars Press, England.
Rapoport, T. , Neiterman, E. (2007).	A gendered religious habitus takes roots in the body of Russian immigrant girls in Israel	In Houtsonen, J. and Antikainen, A. (eds.). <i>Symbolic power in cultural context: Uncovering social reality</i> . Netherlands: Sense Publishers, pp.141-154
Rapoport, T. (2012).	'Moratorium': from Gender Blindness to Gender Awareness	In T. Rapoport and A. Kahane (eds.), <i>The social order and the informal code</i> . Tel-Aviv: Resling.
Lerner, J., Rapoport, T. , Lomsky-Feder, E. (2013).	Migrants maneuvering the cultural script: Strategy of relocation in the new society	In J. Lerner and R. Feldhay (eds.), <i>Russians in Israel: The pragmatics of culture in immigration</i> ". Jerusalem: Van Leer Institute.
Rapoport, T. , Kaplan-Neiterman, Y. (2013).	Is it only the skirt?! The Construction of religiosity among Russian adolescent girls in "Ulpana" after immigration	In J. Lerner and R. Feldchai (eds.) " <i>Russians</i> " in <i>Israel: The pragmatics of culture in immigration</i> . Jerusalem, Van Leer and H'akibutz H'amuchad.
Yafeh, O., Rapoport, T. (forthcoming).	On Education and Secularism – "Kabbalat Shabbat" in Israeli, non-Religious Kindergartens	In B. Alpert and S. Shelsky (eds.), <i>The classroom and the school from an ethnographic perspective</i> . Tel-Aviv: Mofet Institute
Rapoport, T. (2013).	'Holiness Class: Constructing a Constructive Woman' in a Zionist Religion Ulpana	In Gross, Z. Davies Lynn and Al-Khanasa D. (Eds.). <i>Gender, Religion and Education in a Chaotic Postmodern World</i> . Springer
Hacohen Wolf, H., & Horenczyk, G. (in press).	Conceptions of Jewish peoplehood within the identity space.	In A. Maoz & A. Hacohen (Eds.), <i>Jewish identity in a multicultural society</i> . Tel Aviv: Buchmann Faculty of Law Press, Tel Aviv University (in Hebrew).
Horenczyk, G. , & Tatar, M. (2012).	Conceptualizing the school acculturative context: School, classroom, and the immigrant student	In A. Masten, K. Liebkind & D. J. Hernandez (Eds.), <i>Realizing the potential of immigrant youth</i> (pp. 359-375): Cambridge University Press.
Horenczyk, G. (2008).	Cultural identities, perceived discrimination, and adaptation: Immigrant adolescents in Israel.	In A. Stavans & I. Kupferberg (Eds.), <i>Studies in language and language education: Essays in honor of Elite Olshtain</i> . Jerusalem: Magnes Press
Horenczyk, G. (2009).	Multiple reference groups: Towards the mapping of immigrants' complex social worlds	In I. Jasinkaja-Lahti & T. A. Mähönen (Eds.), <i>Identities, intergroup relations and acculturation: The cornerstones of intercultural encounters</i> (pp. 67-80). Helsinki: Gaudeamus Helsinki University Press
Horenczyk, G. , & Tatar, M. (2011).	Schools' organizational views of diversity: Perceptions and approaches	In S. Vandeyar (Ed.), <i>Hyphenated selves: Immigrant identities within education contexts</i> (pp. 131-148). Amsterdam, The Netherlands: SAVUSA Editorial
Horenczyk, G. , & Hacohen Wolf, H. (2011).	Jewish education and Jewish identity: The Jewish Identity Space and its contribution to research and practice	In H. Miller, A. Pomson & L. Grant (Eds.), <i>International handbook of Jewish education</i> (pp. 183-201): Springer

Books

Author	Title	Publisher	Year
Philip Wexler	<i>Symbolic Movement: Critique and Spirituality in Sociology of Education.</i>	Sense Publishers	2008
Philip Wexler	<i>Social Theory in Education: Primer.</i>	Peter Lang Publishers	2009.
Philip Wexler	<i>Mystical Sociology</i>	Peter Lang Publishers	2013
Adam Nir	<i>Educational accountability: Between consolidation and dissolution.</i>	Jerusalem/Tel-Aviv: Van Leer and Ha'kibutz Ha'meuchad. (Hebrew).	(In Press)
Dan Porat	<i>The Boy: A Holocaust Story</i>	United States: Hill & Wang/Farrar, Straus and Giroux	2010
Babad, E.	<i>The social psychology of the classroom.</i>	New York: Routledge.	2009
Bekerman, Z & Zembylas, M	<i>Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond.</i>	Cambridge University Press	2012
Schwarz^{PI}, B. B., Dreyfus^{PI}, T. & Hershkowitz^{PI}	<i>Transformation of knowledge through classroom interaction. New Perspectives in Learning and Instruction</i>	Routledge	(2009).
Lomsky-Feder, E., Rapoport T	<i>Israelis in Their Own Way: Migration Stories of Young Adults From U.S.S.R.,</i>	Jerusalem: Magnes Press. (Hebrew)	2012
Samuel Scolnicov	<i>Method and Idea: Twenty-eight studies in Plato</i>	Magnes, Jerusalem. (Hebrew).	(2008)
Samuel Scolnicov	<i>Euthydemus: Ethics and language.. Lecturae Platonis</i>	Academia Verlag, St. Augustin	(forthcoming)
Zohar, A.	Education is not a sock factory.	Bnei Brak: Poalim - Hakibutz Hameuchad.	(in press).
Marc Hirshman	<i>The Stabilization of Rabbinic Culture 100 c.e. -350 c.e.: Texts on Education and their Late Antique Context</i>	Oxford University Press	2009
Lomsky-Feder, E., Rapoport T., (2013)₂	<i>The Relocation of Russian Jewish Immigrants in Israel.</i>	Jerusalem: Magnes.	

Edited books

Elizur, Yoel. (Ed.)	<i>The Blot of a Light Cloud: Israeli Soldiers, Army, and Society in the Intifada.</i>	Kibbutz Hameucad Press, Tel Aviv. (Hebrew). 395 pages	2012
Philip Wexler with Jonathan Garb (Eds.)	<i>After Spirituality: Studies in Mystical Traditions</i>	Peter Lang	2012
Nir, A. E. (Ed.)	<i>Centralization and school empowerment: From rhetoric to practice.</i>	Nova Science Publishers, New York.	(2009)
Nir, A. E. (Ed.)	<i>The educational superintendent: Between trust and regulation An international perspective.</i>	Nova Science Publishers, New York	(In Press)
Diana Keller; Bekerman Z. ; Henry A. Giroux; & Nicholas C. Burbules (Eds.)	<i>Mirror Images: Popular Culture and Education</i>	Peter Lang, USA	2008
Bekerman, Z. ; & Ezra Kopelowitz (Eds.)	<i>"Cultural Education<>Cultural Sustainability: Identity, Tolerance, and Multicultural issues in Minority, Diaspora, and Indigenous Education",</i>	Rutledge, USA	2008
McGlynn, C., Zembylas, M. Bekerman, Z., & Gallagher, T. (Eds.)	<i>Peace education in conflict and post-conflict societies: comparative perspectives.</i>	New York: Palgrave, MacMillan.	2009
Bekerman, Zvi ; Geisen, Thomas (Eds.)	<i>International Handbook of Migration, Minorities and Education Understanding Cultural and Social Differences in Processes of Learning</i>	Springer	2012
Etkes ^{PI} , I. El'or ^{PI} , T. Heyd ^{PI} M. & Schwarz^{PI}, B. B. (Eds.)	<i>Education and Religion: Authority and Autonomy.</i>	Magness Publishing House	(2011).
Resnik, J. (Ed.)	<i>The production of educational knowledge in the global era</i>	Sense Publishers, Rotterdam	(2008
Lomsky-Feder, E., Rapoport, T. (eds.),	<i>Visibility in Immigration: Body, Gaze, Representation.</i>	Jerusalem/Tel-Aviv: Van Leer and Ha'kibutz Ha'meuchad. (Hebrew).	2010
El-Or, T., Lomsky-Feder, E. (eds.),	<i>Dance in Israel (tentative title). Special Volume</i>	Israeli Sociology. (Hebrew).	2012.

Edited books (continued)

Author	Title	Publisher	Year
Lomsky-Feder, E., Sasson-Levy, O., (eds),	<i>Army and Gender in Israel.</i>	Jerusalem/Tel-Aviv: Van Leer and Ha'kibutz Ha'meuchad. (Hebrew).	forthcoming
Mor, N., Meijers, J. Marom, S. Gilboa- Schechtman E. (Eds.) (2011).	<i>Cognitive behavioral therapy for children and adolescents: An integrative approach</i>	Probook, Israel (in Hebrew)	2011
Rapoport, T. Kahane, A., (eds.)	<i>Between Order and Disorder: Informal Organizations as a Platform for Educational and Social Thought₂</i>	Tel-Aviv: Resling.	(2012).

4.8 Is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered

The Hebrew University owns a for-profit company – YISSUM, which is in charge of the commercialization of the knowledge produced at the University by its faculty members. Of course, education is a not-for-profit enterprise and there are no patents in education. Nevertheless, in addition to copyrighted published books, several "systems" were developed at the School of Education. Three projects were developed by the Kishurim Group (led by Baruch Schwarz), in cooperation with four universities and two development centers in Europe for the Dunes project, and in cooperation with four universities and three development centers for the Argonaut project. Both projects focus on computer-mediated learning and conceptual change in social interaction, and both resulted in open Internet sources: Dunes concentrates on unguided group e-argumentation, whereas Argonaut provides tools for guiding multiple e-discussions in parallel. A third project, Metafora, an outcome of another European collaboration, will provide graphical tools for collaborative inquiry in science and problem-solving in mathematics. Tools from these projects have been adopted in countries in Europe, South America, and the Far East. The fourth project is an Internet-based interactive educational and career guidance system, which is offered as a free and anonymous service for those (mostly) young adults who are deliberating about their future field of study or occupation. The system, developed by the Kivunim Laatid Team (led by Itamar Gati), comprises self-help questionnaires and tools which are based on knowledge developed at the School of Education, and which have been empirically tested, validated, and published in peer reviewed journals. Tens of thousands of young adults use it yearly. One of its components has been adapted to the US with cooperation with the University of Oregon, under the name MBCD (Making Better Career Decisions <http://mbcd.intocareers.org>). Questionnaires have been adopted and adapted in 30 countries around the world. HUJI has recognized these projects by awarding the Kaye Prize for Innovation to both Baruch Schwarz and Itamar Gati.

4.9 Please list cooperation activities by department members both in Israel and abroad.

Details of the very many cooperation activities can be found in faculty CVs. Naturally, all our faculty members are involved in collaborative research. Most cooperate with colleagues from universities in North America and Europe; research cooperation also with colleagues and institutions in, for example, Australia, China, and South America. Another cooperative project exists within the trilateral German, Israeli, and Palestinian program. Cooperation is also seen in joint research proposals to and grants from Israeli and international agencies (e.g., ISF, BSF, GIF, EU), joint research projects, joint publications, organization of and participation in workshops and research groups (mainly in the US and Europe, also in South America), and organization of and participation in special issues of scientific journals and symposia in international conferences. Our researchers also cooperate with faculty members from other departments within the University (mainly psychology, sociology, social work), and to a lesser extent with faculty members from departments of education and related fields in other universities in Israel. In addition, there is a channel of international cooperation with graduate students from around the world (estimated 25 countries), who express interest in the scientific outcomes of faculty members,

including requests for various measures and questionnaires developed at the School of Education.

Most faculty are involved in multiple joint projects, and some involve multiple international cooperation. For example, in addition to the Dunes, Argonaut, and Kivunim projects described above, Adam Nir has worked for the last three years with researchers from 13 countries (Turkey, Sweden, India, Norway, USA, Israel, Australia, Finland, Poland, Scotland, England, Denmark, South Africa) on a comparative study of control and trust in public education systems; he is the Editor of a book presenting the results; Zvi Beckerman, is part of the Global Research Initiative for Integrated Peace Education; Gaby Horencyk is joint coordinator of a collaborative international project with teams from Germany, Switzerland, Turkey, and Haifa University on "hidden school dropout among immigrant youth" and headed the Israeli team in the 13 nation ICSEY (International Comparative Study of Ethnocultural Youth) project.

4.10 Please list the major consulting activities done by faculty.

Faculty members are involved in consulting activities in the field of education, within the University, as well as within the scientific community. Major educational consulting activities are mostly for various government offices, school systems, and for the public sector. For the Ministry of Education, faculty members have served as advisors to the Chief Scientist, as the Head of the Pedagogical Secretariat (Anat Zohar), as members of committees of the Division for Psychological and Counseling Services, as consultants and program chairs for school curricula in various disciplines, and as academic consultants in numerous other areas including evaluation of daycare centers, development of parent and teacher training programs for children with conduct disorders, and drug prevention. Yoel Elizur headed the Council of Psychologists in the Department of Health. Consulting has also been provided to the Center for Educational Technology (development of inquiry assessment tasks for the international PISA 2015 science test); to municipalities (mostly for the city of Jerusalem and nearby towns); to school systems in Israel as well as to Jewish school systems in Switzerland and Australia, and to special education departments in Eastern Europe; to the Committee for Higher Education, and to third sector foundations and organizations (e.g., the Mandel Educational Leadership Institute, Hand-in-Hand [the NGO for bilingual schools]). Faculty members have also served as consultants to the IDF (to the Advisor for Women); placement of new recruits).

Within the university, in addition to serving on the various committees (e.g. promotions committees), faculty members have been appointed to as special university committees set up to address specific issues (e.g., "inflation in students' grades", "student evaluations of teaching", "advisory committee for student admissions", "gender equality") to consult in areas of their expertise, and as informal consultants, for example to the Dean of Students on multicultural issues and ways to increase student retention.

Within the scientific community, in addition to providing ad hoc evaluations for scientific journals, funding agencies, and tenure and promotion proceedings in Israel and abroad, members of the faculty have served as editors or members of the Editorial Boards of journals, as Program Chairs and members of the academic boards of the ISF, BSF, and Israel Foundation Trustees, and on the research and program committees of international scientific organizations.

More details can be found in faculty CV's.

4.11 What is the level of synergy between research strengths and teaching needs at the various degree levels?

A strong core of excellent researchers who are also highly committed to teaching and to mentoring a new generation of researchers ensures a high level of synergy in all our degree programs.

Undergraduate (BA)

A major objective has been to take advantage of the School's research strengths to build a program that provides undergraduates with a strong general foundation in the educational sciences, introduces them to the major disciplines, theoretical approaches, and research methods, and thus can also attract students to pursue a graduate program in education, and enable them to make an informed choice regarding the area in which they want to specialize.

Implementation

Teaching: A relatively high proportion of undergraduate classes are taught by regular faculty in the academic track (rather than graduate students, adjuncts, or faculty in the teaching track); most of our full professors offer an undergraduate course. In addition, the tradition has been for senior researchers to teach the Year 1 foundation courses in educational psychology, sociology of education, philosophy of education, and research methods.

Curriculum: We have recently reorganized our program into three areas that reflect the major research strengths of our faculty: (1) learning and instruction, (2) developmental processes and individual differences, (3) social and organizational aspects of education. Each of these offers a number of advanced elective courses and research seminars. This structure (1) enables students to develop not only a general but also a higher-level theoretical understanding and research skills, (2) exposes them to our major theoretical and research strengths, and (3) prepares them for graduate studies in their area of choice.

Guided Research: Students are required to participate in a research seminar in which they conduct research and write a research paper. In addition, course requirements often include one or more research assignments. As part of their program, outstanding students join the research lab of a faculty member for an entire year, during which they acquire guided hands-on experience with all stages of a "real" research project: conceptualization, operationalization, data collection and analysis, and scientific writing. We give priority to students in Education when seeking research assistants.

Graduate (MA)

Creating synergy between research strengths and teaching needs is an ongoing challenge. Many students enter MA divisions in Education to acquire and develop professional knowledge, skills and qualifications. In our applied programs we aspire to attract graduates who will engage in informed, reflective, and evidence-based practice. To this end, we offer programs in areas in which the School has research strengths (educational and clinical child psychology, educational counseling, learning disabilities, learning and instruction, educational administration and leadership). Instruction is conducted by a mix of faculty with positions in the research, teaching, and adjunct tracks, supplemented if necessary by adjunct teachers with professional

and training expertise. All students are required to take an advanced course in research methods and an advanced research seminar. We encourage promising students to write a research (MA) thesis, which for some is a prelude to a PhD. We also offer a unique program in educational psychology, which accepts a small number of outstanding students who are oriented to a research career. Most students in this program continue on to a PhD. There is also synergy from teaching to research. Faculty members usually give an advanced graduate seminar every one or two years as a way to not only train advanced students but also to renew and challenge their own knowledge and research programs.

Challenges: It is becoming increasingly difficult to maintain a high level of synergy between research strengths and teaching needs in the face of the steady and significant decline in faculty and positions. Another challenge shared by other Schools of Education is to recruit young faculty who combine research and professional excellence in education. To meet teaching needs in our MA divisions we have just appointed several highly qualified educational professionals who all have a PhD, scientific publications, and the expertise and motivation to serve as advisors for theses, to part-time adjunct positions. Unfortunately, this comes at the price of new full-time appointments in the regular academic track.

PhD

Our excellence in research and commitment to teaching and mentoring enables us to attract two kinds of outstanding doctoral students – educational practitioners who are motivated to continue their professional development and become more skilled, informed, and effective educational leaders and innovators, and students who are interested in becoming researchers in education and in pursuing an academic career. Traditionally, universities in Israel have followed the European model whereby students are accepted as PhD students after completing a research-track MA (including a thesis); they then work with their advisor on their research and dissertation and take a small number of MA courses. PhD studies can thus be a lonely and rather narrow endeavor that offers students rather limited opportunities to learn and benefit from the interests and expertise of both faculty and peers.

Over the last few years we have introduced several innovations designed to address these limitations. First, we now provide a number of courses specifically for PhD students, which have the dual objective of providing advanced skills and intellectual stimulation, on the one hand, and of creating forums where students meet, and can then continue to collaborate with faculty and their peers. We offer courses on advanced research methods and on the “state of the art” in educational research and inquiry, and courses that focus on two critical stages of doctoral research – developing and writing a research proposal, and publishing one’s results (in English) in the form of conference presentations and scientific papers. Second, relative to many other departments in the university, we dedicate funds to support outstanding research students (see Section 4.7). Third, we offer opportunities for outstanding students to begin to develop their own synergy between research and teaching by teaching an undergraduate course.

4.12 In summary, what are the points of strength and weakness of the research, and are you satisfied with the research outcomes of your department?

We are very satisfied with the quality and quantity of research at the School of Education. The research addresses a wide range of important and relevant subjects: combines basic and applied research with various methodologies, influences and is well-regarded by the international scientific community and by competitive funding agencies, actively incorporates and thus also trains MA and PhD students, and to a great extent involves cooperation among colleagues abroad, in Israel, and within the department. We are also very satisfied with the level of commitment to mentoring research students and with the quality of the theses and dissertations. However, a small minority of the faculty focuses on basic research in areas that are at the forefront of social science research but seem too far removed from education to be regarded as a prototype for "ideal" research in a School of Education. There are some stellar exceptions, but overall few members of the faculty conduct large-scale intervention projects, a weakness that ultimately limits our overall impact on the field. This, possibly, less than optimal balance between basic and intervention research is reflected also in our grant profile; a high number of competitive grants (that are awarded to basic research) and a smaller number of sizeable grants from other sources.

In fields such as ours, there is ongoing tension between publications in Hebrew, targeted to the local educational community and publications in English, with an orientation to the world and the scientific community (with an emphasis or some would say bias to the US based publications and community). For both intrinsic reasons (our strong research orientation) and more extrinsic ones (publications in English-language journals with high Impact Factors are most important for promotion), our faculty write mainly in English. But, publications in Hebrew are important to the field, and should merit more institutional support.

In summary, we are quite satisfied with the outcomes of the research at the School of Education. We hope that the proportion of faculty members with research interests that are more educationally relevant will increase. Indeed, our hiring policy in recent years has emphasized commitment to science in the service of society and the educational relevance of the applicant's research. This has resulted in an increase in the proportion of research that has both theoretical and applied significance. An important challenge is to invest in the infrastructure for research, first and foremost by establishing research centers. No less important, if we are to maintain and continue to improve on our achievements in both research and mentoring research students, we must be able to recruit new and excellent faculty. Support from our parent institution is essential if we are to meet these challenges.

Chapter 5 - The Self-Evaluation Process, Summary and Conclusions

5.1. Please describe the way that the current Self-Evaluation process was conducted, including methods used by the parent unit and the department/study programs in its self-evaluation process, direct and indirect participants in the process etc. What are your conclusions regarding the process and its results?

The Self-Evaluation Report of the School of Education was consolidated in several major phases. Initially, a team that included representatives from the school management, academic faculty, and administrative staff participated in a workshop conducted by the Council for Higher Education (CHE) aimed at describing the evaluation process and expected outcomes. Next, a general meeting with the entire faculty of the School of Education was convened. At this meeting the goals and assignments were described and a time frame set for the entire evaluation process. Faculty members were asked to refer to the School's vision and strategic plan and to offer their insights and thoughts as to where the School should be headed. This process was continued in meetings of the Development Committee and the Teaching Committee. Interviews were then conducted with former Heads of the School, Chairs of the Department (some already retired), faculty members of various levels of seniority and students in our various degree programs. These interviews were fruitful and enriched our insights, revealing the complexity of the issues at hand.

It was decided to adopt an inclusive, participatory, and collaborative mode of operation such that all members of both the administrative and the academic faculty would take an active part in the process. Practically, this meant that each member had primary responsibility for a particular section of the report; faculty members had to collaborate and consult with one another and with their administrative counterparts to complete a first draft of their section. Since much of the required information did not exist at the School of Education, but in other units at the University, it was necessary at this stage to turn to the relevant officials. It is important to emphasize that Chapter 1 was received from the Rector's office and Chapter 2 from the Faculty of Humanities.

In the next major phase, faculty submitted their drafts to the Chair of the Department of Education who was responsible, with the assistance of an adjunct teacher in the Teacher Training unit, for combining the various sections and completing a full draft of the report. This draft was then reviewed by the Head of the School of Education and by all faculty members, who added their comments and suggestions. The completed report was submitted to the Rector's office for final approval.

This process shed light on various issues, dilemmas, and achievements that many members of the School were not aware of and thus ignited and inspired reflection and fruitful discussions as to who we are, where we want to go, and how our core goals can be maintained in the future. This was a unique experience that provided a rare opportunity for members to collaborate on issues that concern the School of Education as a whole.

*5.2 Describe the consolidation process of the **Self-Evaluation Report**, including its preparation and final approval (including a description of the contributions of staff members to the process).*

See Section 5.1 above

5.3 If a mechanism/structure has been decided upon for the future treatment of weaknesses that were highlighted by the self-evaluation activity, please specify it while referring to those within the institution who would be responsible to follow up on this activity. Please refer to the question: how do the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

Upon completion of the Self-Evaluation, the School of Education will enter into discussion with HUJI authorities and among ourselves to decide on mechanisms to address the issues detailed in this report. Most of the issues highlighted in the current self-evaluation process are already being discussed in our Development, Teaching, and the various Division committees and in meetings with Heads of Divisions and Departments. Those which require institutional support are being raised also with the Faculty of Humanities and HUJI authorities.

5.4 Is the full Self-Evaluation Report accessible? If 'yes' - to whom it is accessible and to what extent?

The Hebrew University regards transparency and accessibility of evaluation reports as essential to the usefulness of the self-evaluation process. Therefore, the final report will be accessible to all members of the School of Education as will the recommendations and conclusions of the external committee.

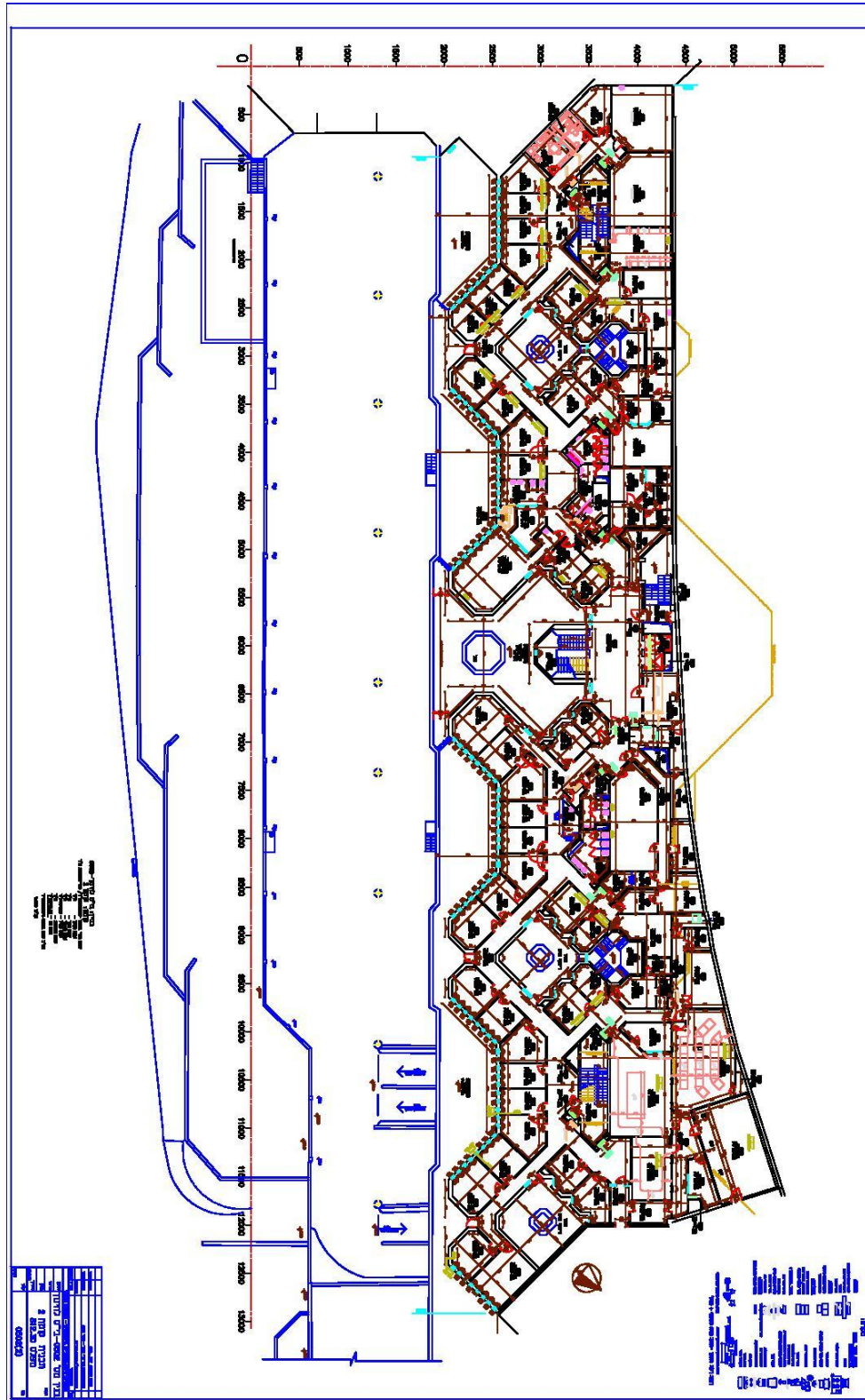
Finally we would like to emphasize that we have already benefitted from this endeavor. A comprehensive self-assessment process of this nature is very demanding and extremely time-consuming. It necessitates a shift, not trivial for academics, from focusing mainly on individual aspirations, achievements, strengths and weaknesses, and on the feedback one anticipates and receives from students and the scientific community, to focusing also on the collective. It also invites the temptation to mask, ignore, or discount difficulties, dilemmas, and sensitive issues. In our case, we believe that, the opportunity the evaluation process provided to think about our objectives at the different institutional levels has helped us to formulate goals that are not only desirable, but also feasible. It also encouraged us to begin to delineate strategies which may potentially reduce the gap between current and possible outcomes, taking into consideration both external restrictions such as budget and internal constraints and affordances. It has generated the potential for developing greater involvement of faculty and administrative staff; greater accountability at all levels, and an enhanced sense of willingness to incorporate the perspective and development of the school as a whole into the personal, professional and academic agenda of individual members.

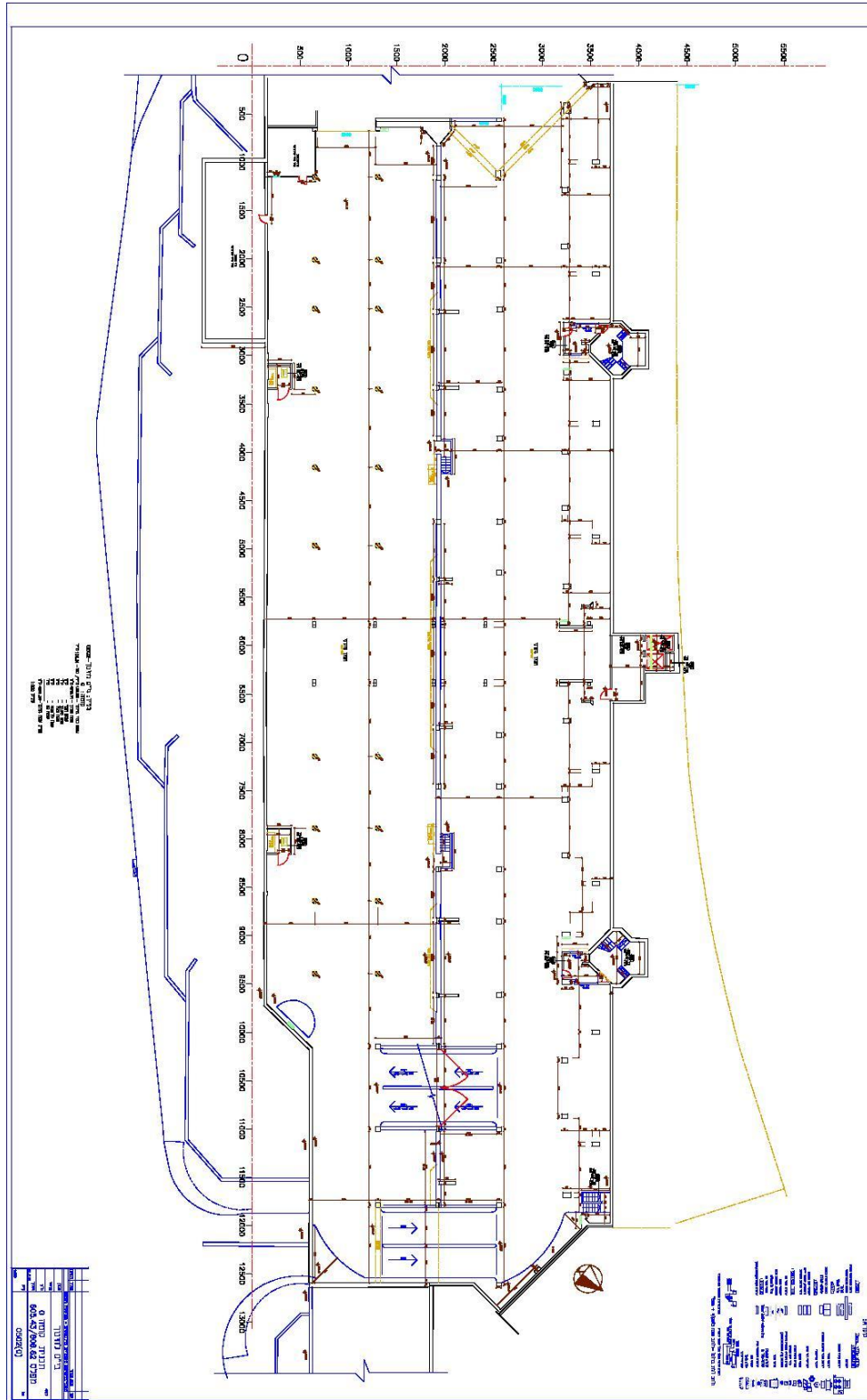
The process has become a key for internal feedback and for extensive in-depth dialogues within and across all our academic units. Preparing the report served as an effective incentive for all the members of the School to reflect explicitly on their own, on others', and on the School's strengths / achievements and weaknesses. It is not the end of the process, but rather a component of the culture of organizational learning

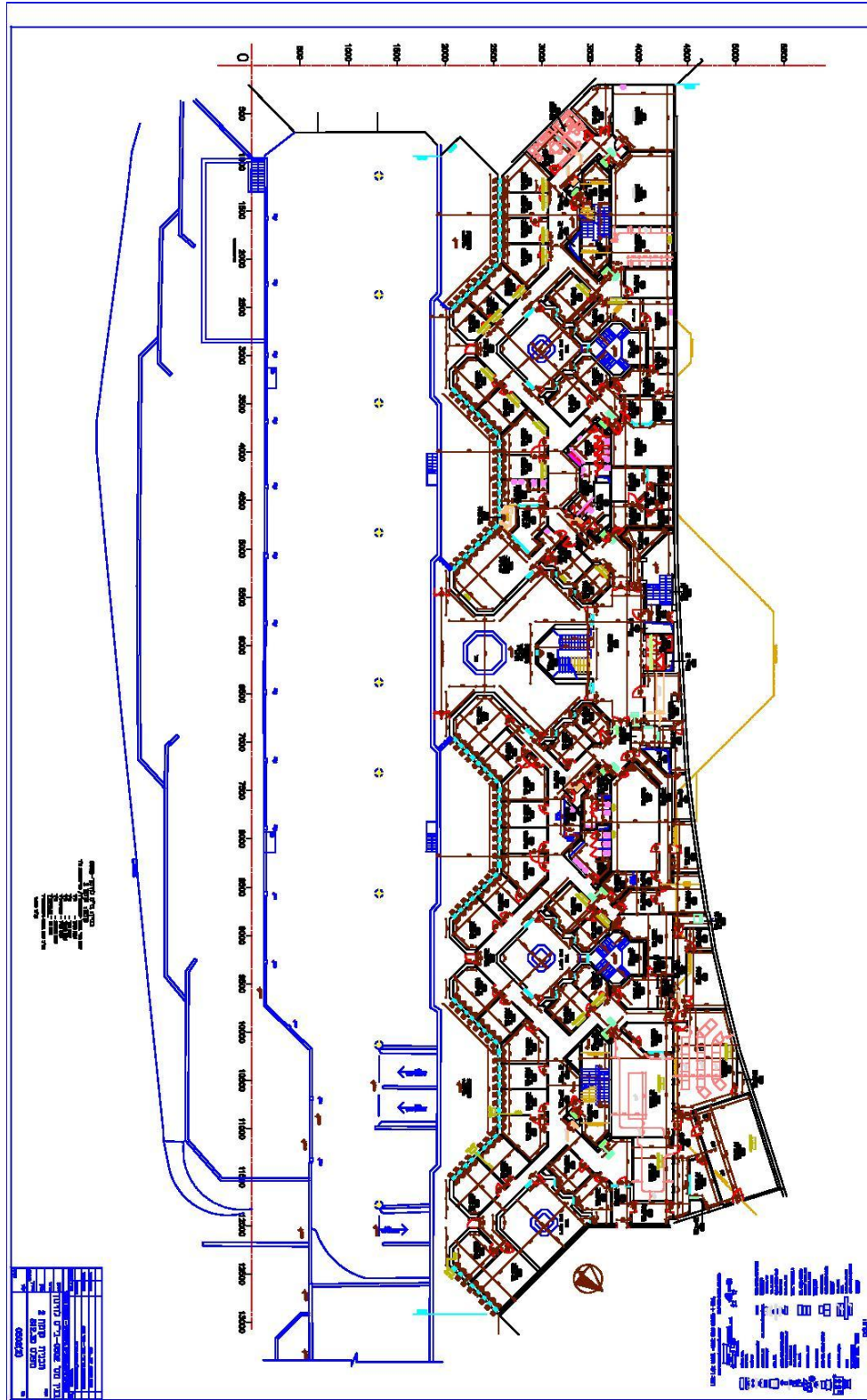
that our School embraces. Our commitment to providing challenging and updated teaching, to conducting innovative and relevant research, and to educating future generations of dedicated and skilled researchers and educational practitioners has been reinforced through the present self-assessment process.

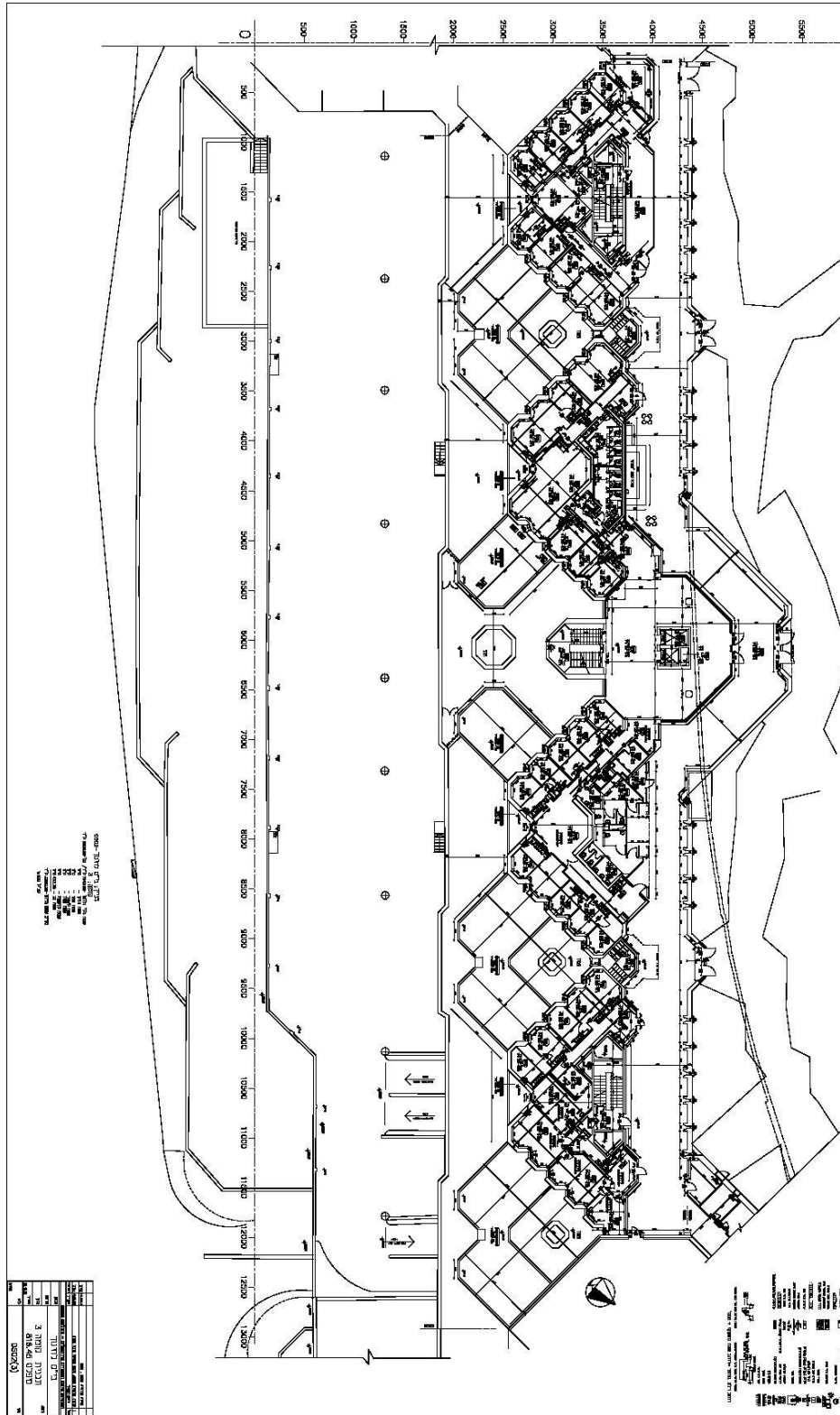
Chapter 6 - Appendices

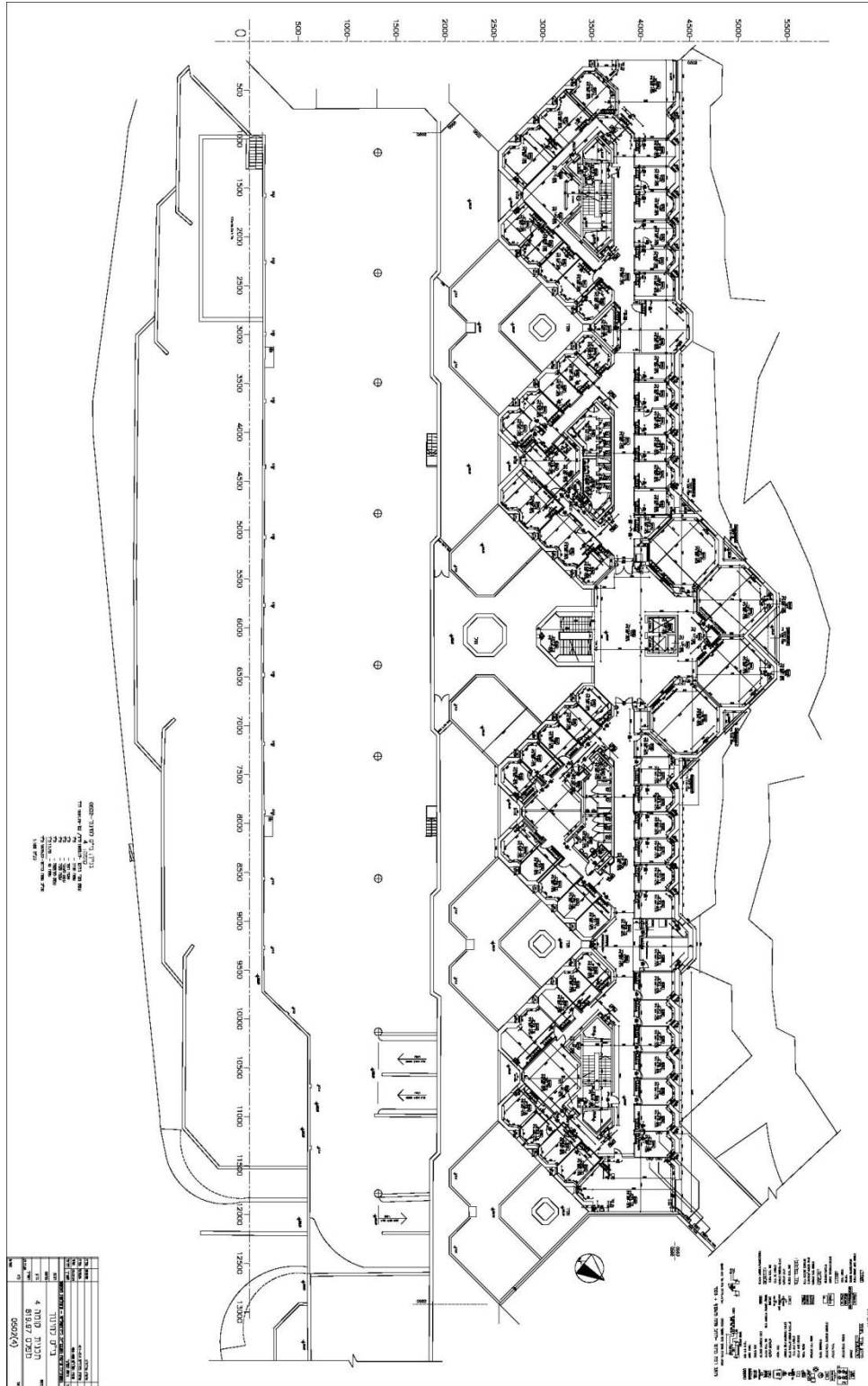
Diagrams of the building & map

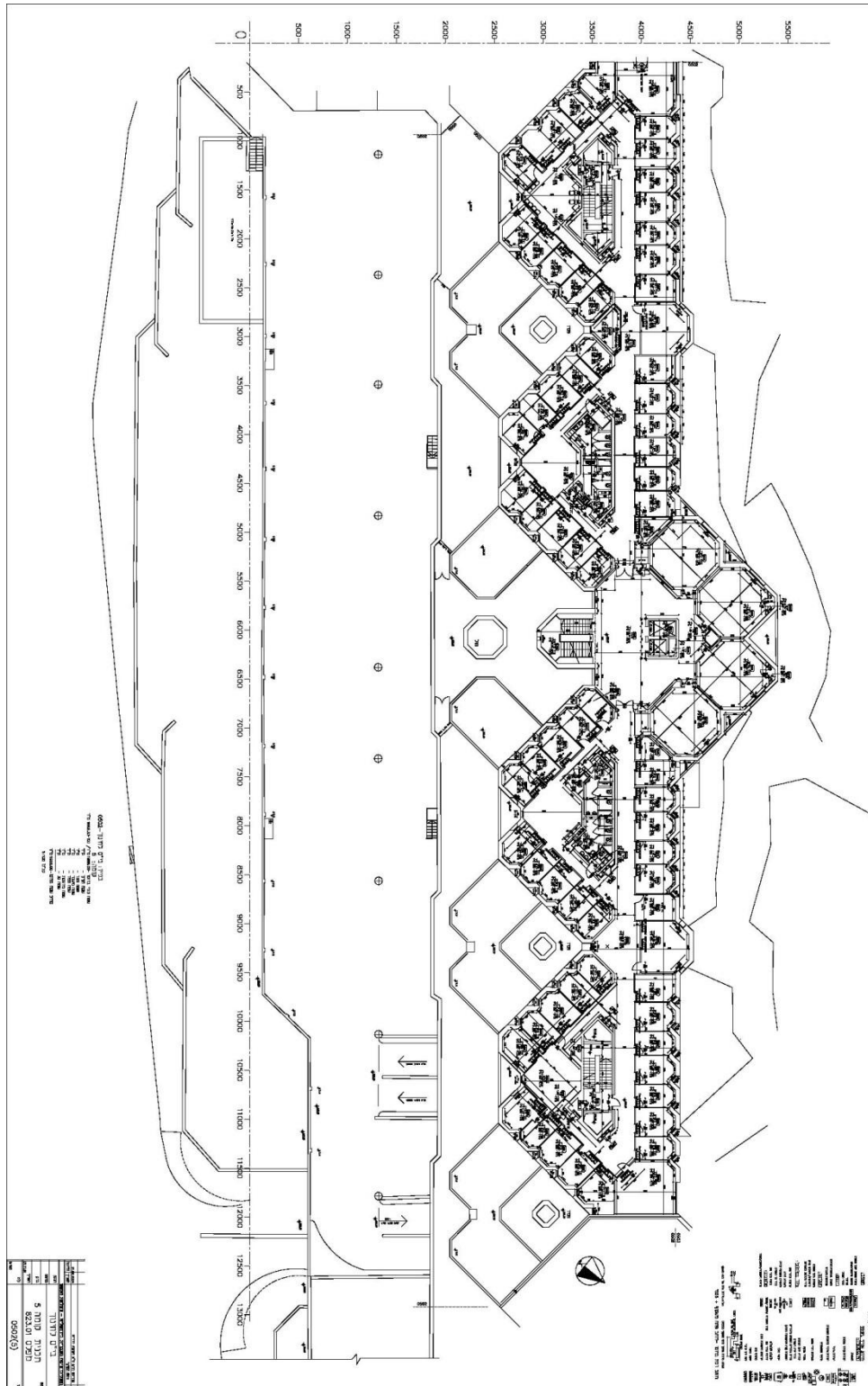


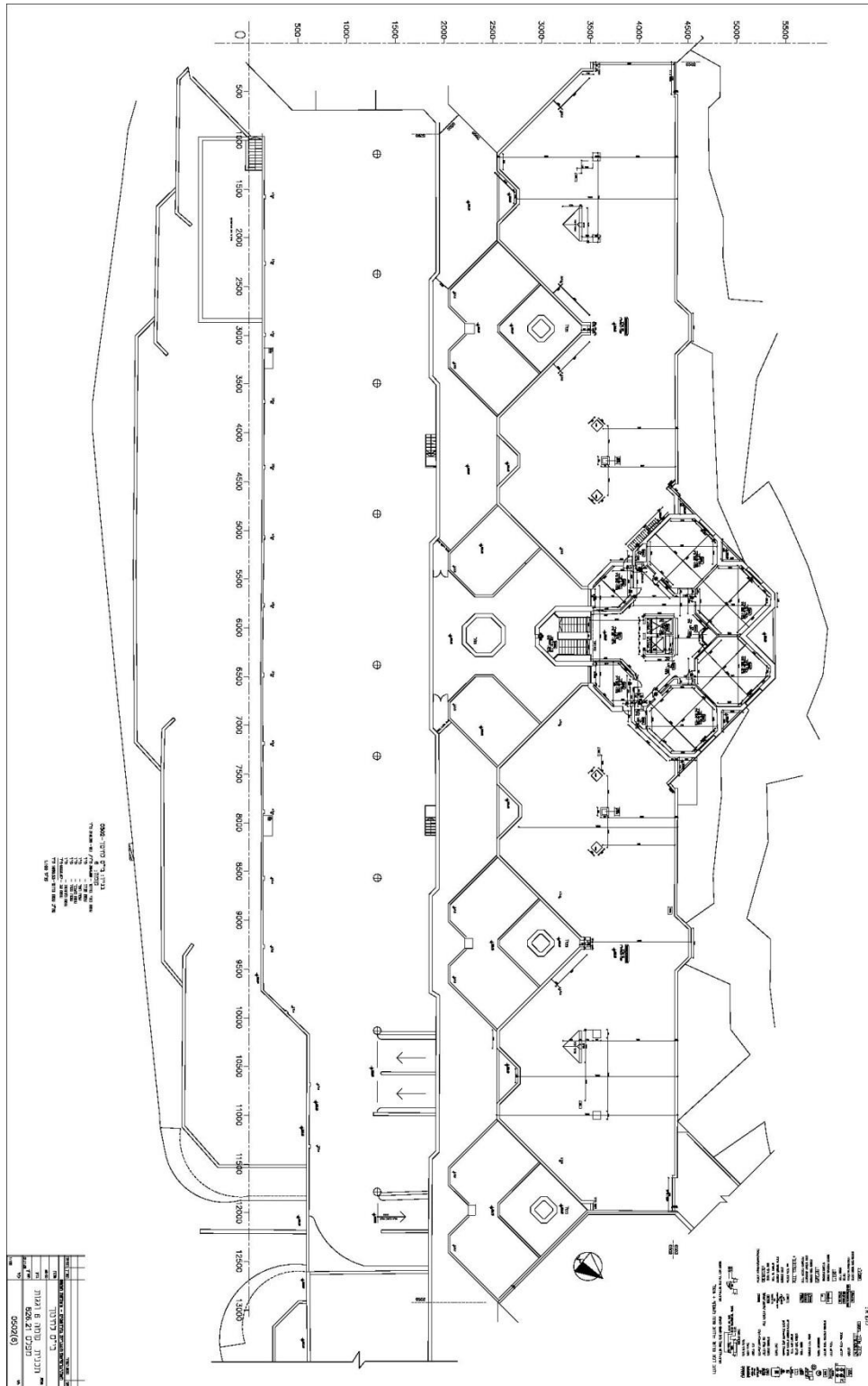


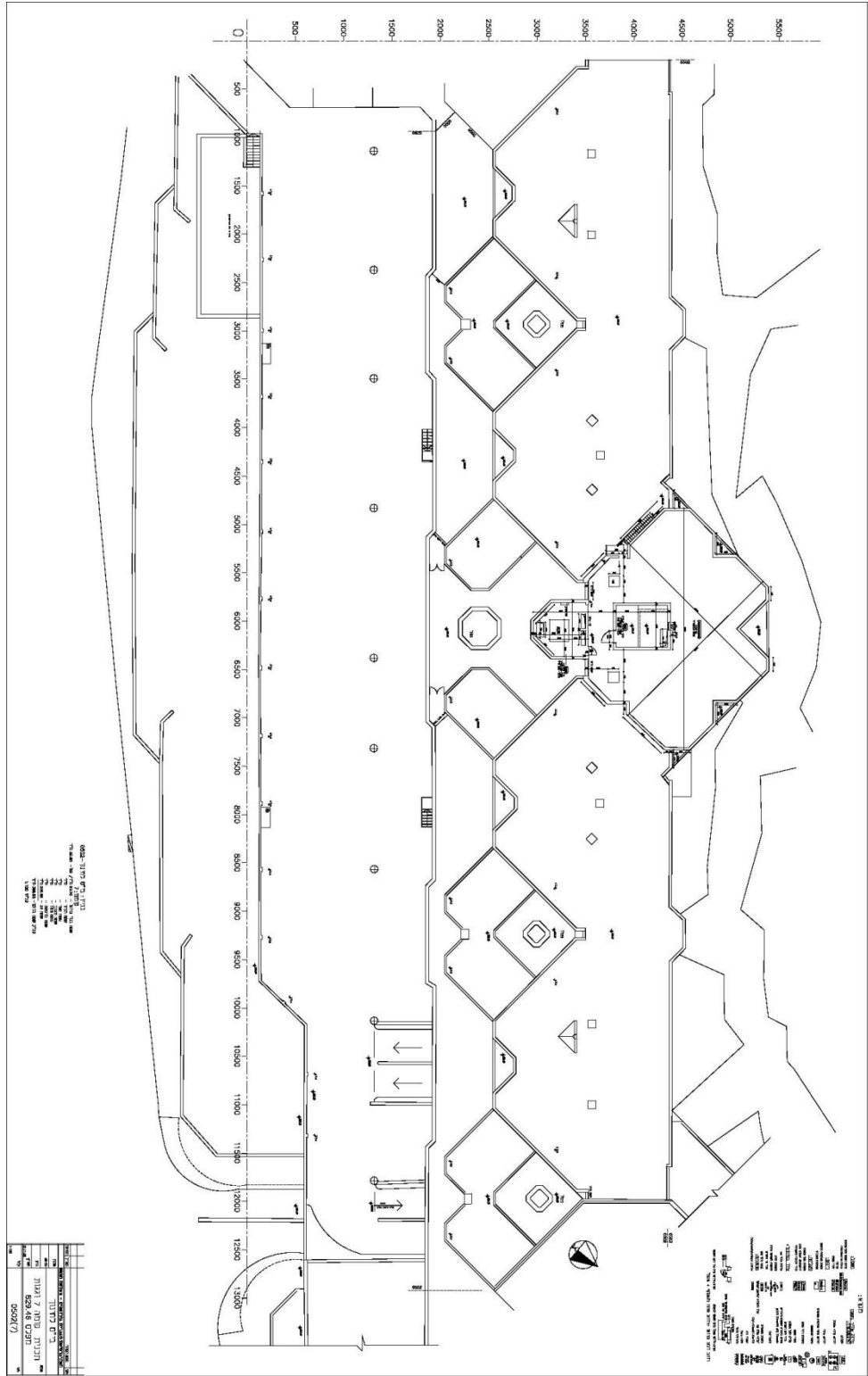


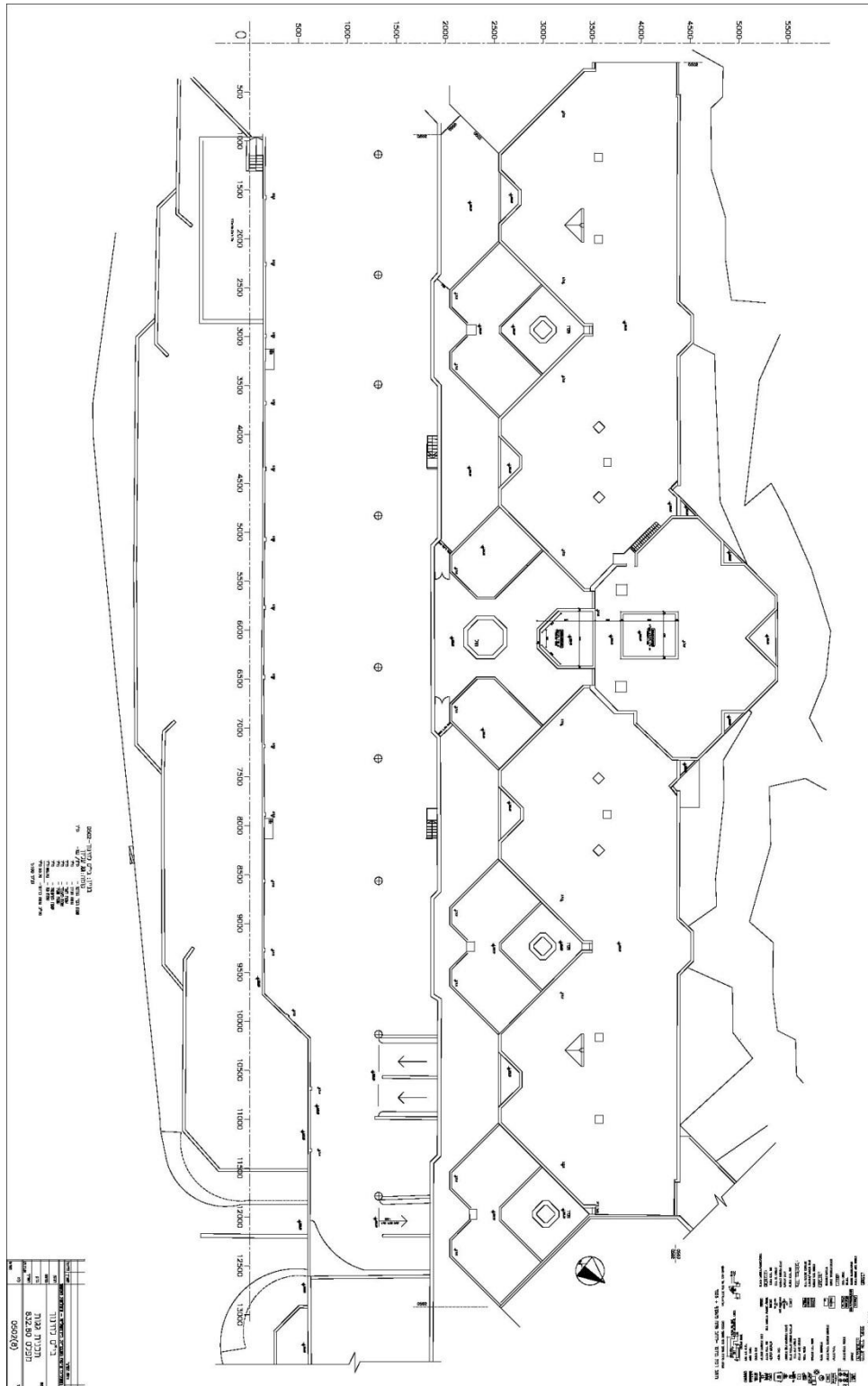


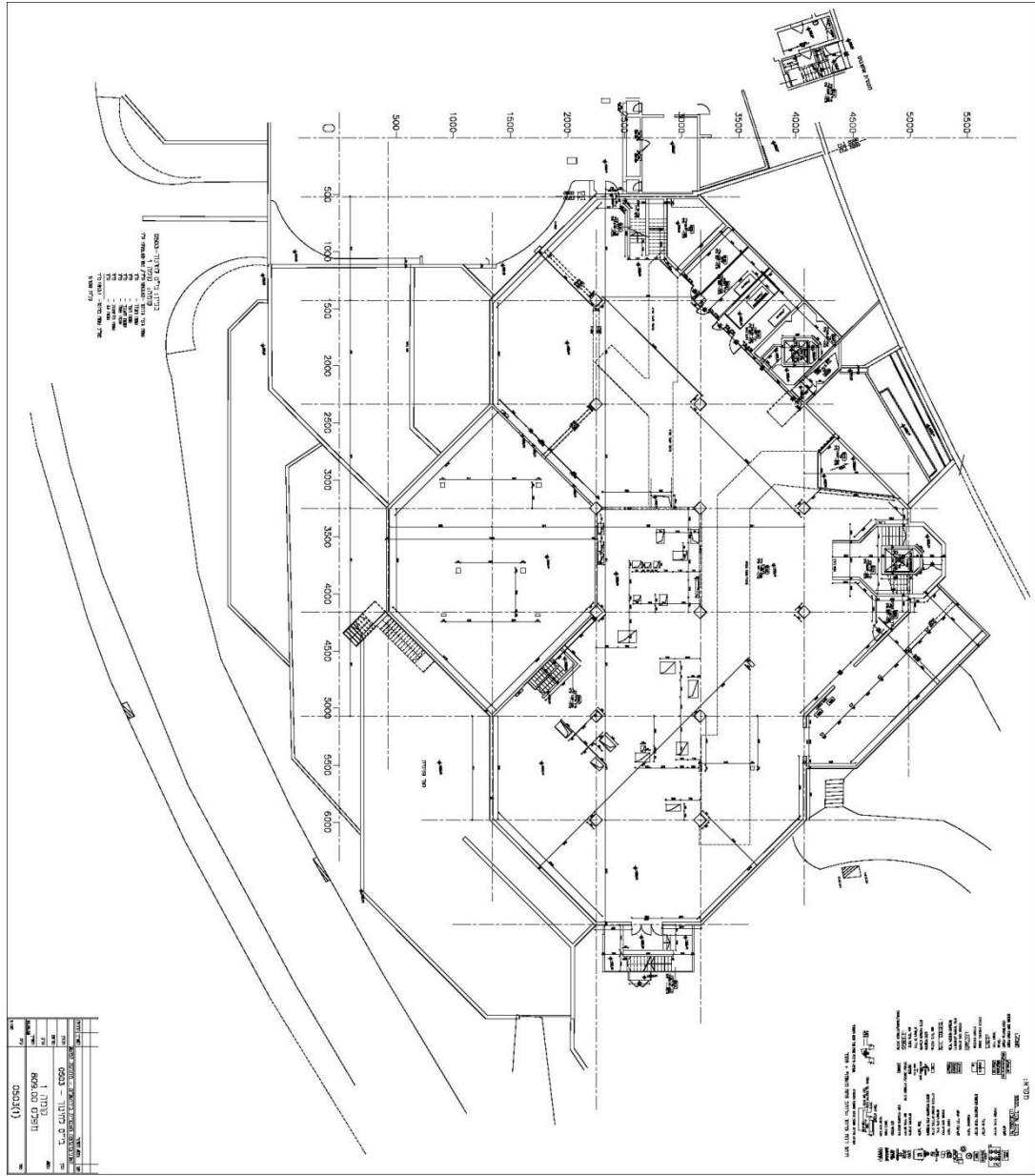


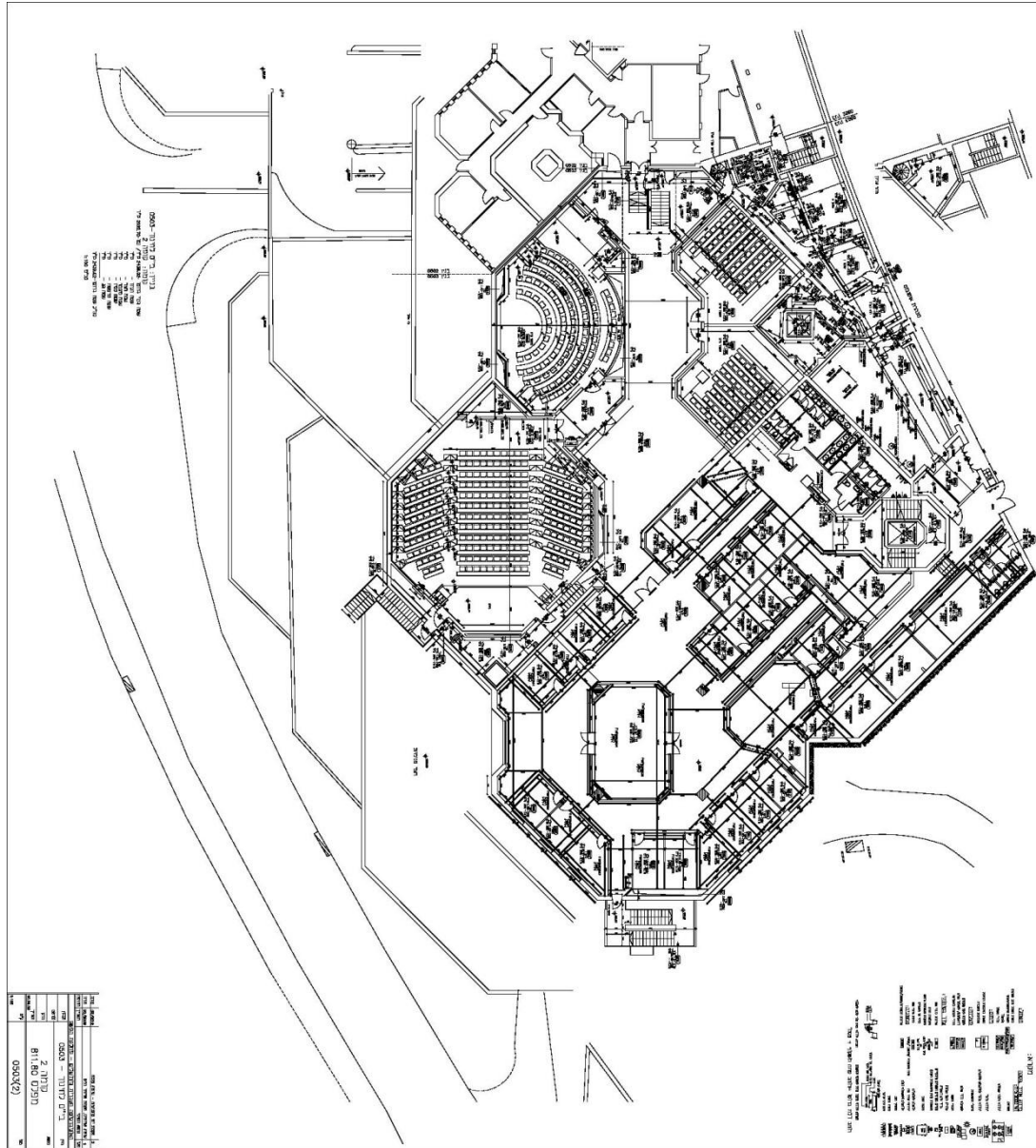


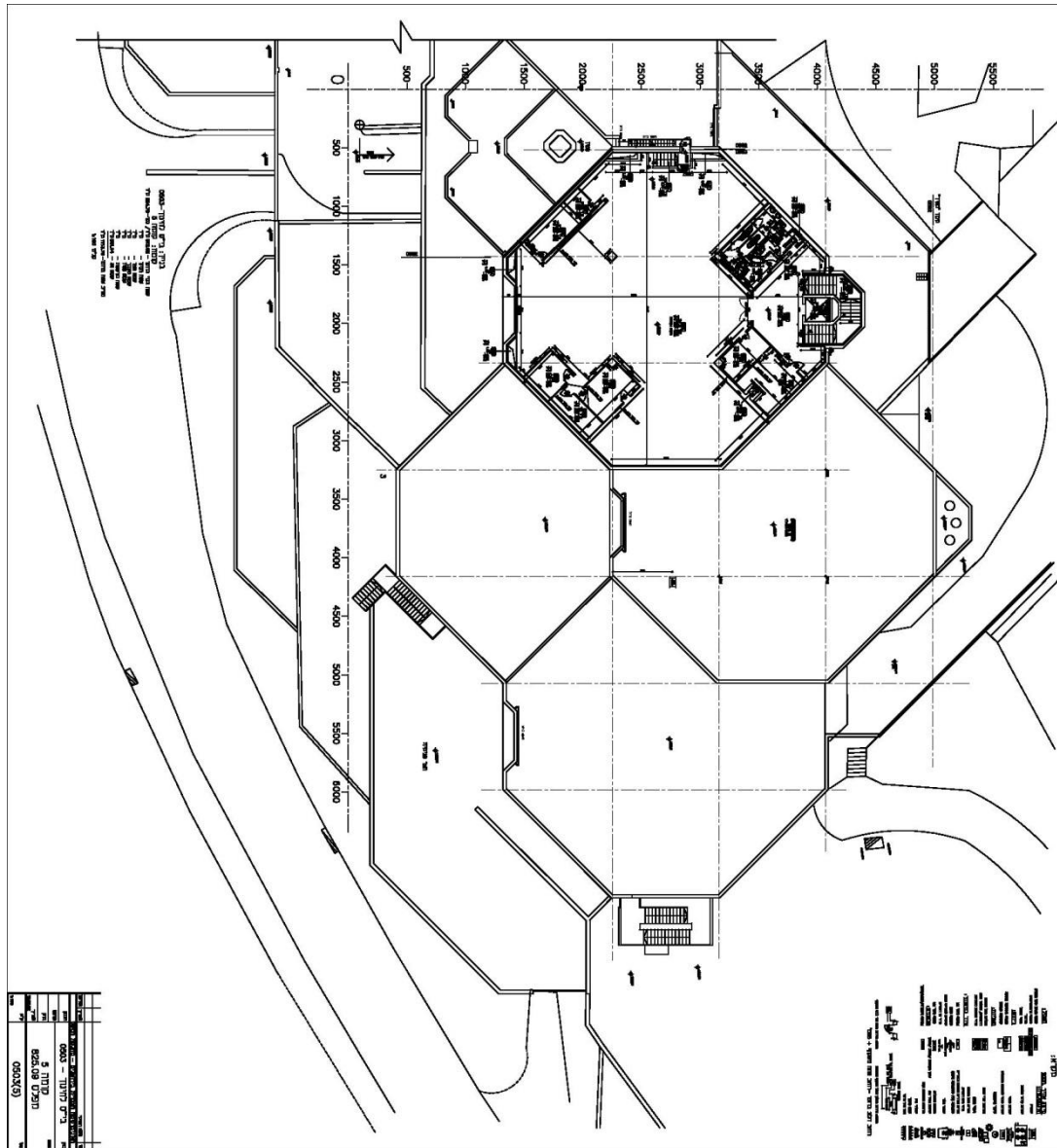


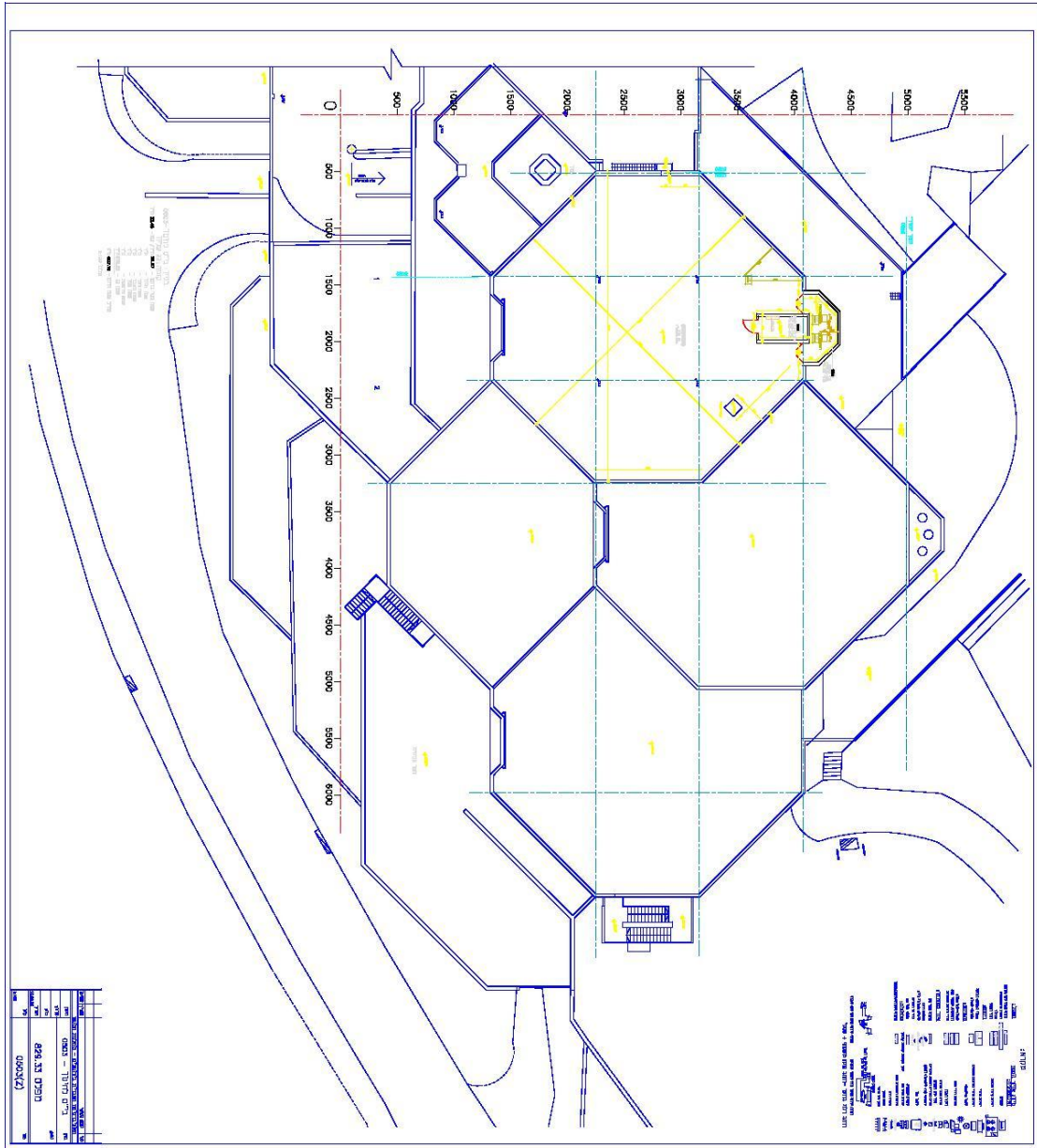












Examples of Diplomas

האוניברסיטה העברית בירושלים
הדיקן ומועצת הפקולטה למדעי הרוח

מקנים למר

ראמי יאסין

את התואר

בוגר אוניברסיטה
במדעי הרוח B.A.

לאחר שסיים את מסכת הלימודים

בחוג

חינוך
ולימודים משלימים

ולראיה באתי על החתום
ירושלים, כ"ה באייר, תשע"ב



פרופ' ראובן עמיתי
דיקן

האוניברסיטה העברית בירושלים
 הדיקן ומועצת הפקולטה למדעי הרוח
 הדיקן ומועצת הפקולטה למדעי החברה



מקנים לנב'

אסתר ארון

את החואר

בוגר אוניברסיטה
במדעי הרוח והחברה B.A.

לאחר נשתיימה את מסכת הלימודים

בהצטיינות

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סוציולוגיה ואנתרופולוגיה

ולדיאה באנו על החתום
 ירושלים, כ"ה באייר, תשע"ב



פרופ' אבנר דה-שלים
 דיקן הפקולטה
 למדעי החברה

פרופ' ראובן עמיתי
 דיקן הפקולטה
 למדעי הרוח

האוניברסיטה העברית בירושלים

הדיקן ומועצת הפקולטה למדעי הרוח
הדיקן ומועצת הפקולטה למדעי החברה



מקום לנב'

אנא-אל דבח

את החואר

בוגר אוניברסיטה במדעי הרוח והחברה B.A.

לאחר שסיימה את מסכת הלימודים

בהצטיינות

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בחוג ראשי - גאוגרפיה

בחוג משני - כינוך

חטיבה בגאואינפורמטיקה

ולראיה באנו על החתום
ירושלים, כ"ה באייר, תשע"ב



פרופ' אבנר דה-שליט
דיקן הפקולטה
למדעי החברה

פרופ' ראובן עמיתי
דיקן הפקולטה
למדעי הרוח

האוניברסיטה העברית בירושלים
הריקן ומועצת הפקולטה למדעי הרוח



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הילה יחיה

את החואר

בוגר אוניברסיטה
במדעי הרוח B.A.

לאחר שסיימה את מסכת הלימודים

בהצטיינות

בחוג ראשי- חינוך
בחוג משני- לימודים רומאניים ולטינו-אמריקניים



ולראיה באתי על החתום
ירושלים, כ"ה באייר, תשע"ב

פרופ' ראובן עמיתי
ריקן

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האוניברסיטה העברית בירושלים
הדיקן ומועצת הפקולטה למדעי הרוח, המנהל ומועצת בית הספר לחינוך



מקנים לגב'

אורלי אלקיים-קדוש

את התואר

מוסמך אוניברסיטה
במדעי הרוח M.A.

לאחר עשייתה אח מסכת הלימודים





בחוג

חינוך

ולראיה באתי על החתום
ירושלים, ד' בתמוז, תשע"ג




פרופ' ישראל ברטל
מנהל בית הספר


פרופ' יליזבט וקסלר
דיקן

האוניברסיטה העברית בירושלים

הדיקן ומועצת הפקולטה למדעי הרוח, המנהל ומועצת בית הספר לחינוך



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מורן רואי

את התואר

מוסמך אוניברסיטה במדעי הרוח M.A.

לאחר שסיימה את מסכת הלימודים

בהצטיינות


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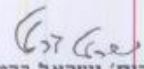
חינוך

במגמת סוציולוגיה של החינוך

ולראיה באתי על החתום
ירושלים, ד' בתמוז, תש"ע




פרופ' פיג'יפ וקסלר
מנהל בית הספר


פרופ' ישראל ברמל
דיקן

האוניברסיטה העברית בירושלים
הדיקן ומועצת הפקולטה למדעי הרוח, המנהל ומועצת בית הספר לחינוך

מקנים לגב'

רוזי רוטשנקר

את החואר

מוסמך אוניברסיטה במדעי הרוח M.A.

לאחר שסיימה את מסכת הלימודים

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במגמת ייעוץ חינוכי

ולראיה באתי על החתום
ירושלים, ד' בתמוז, תש"ע



פרופ' ישראל ברטל
פרופ' פיליפ אקסלר
מנהל בית הספר
דיקן

האוניברסיטה העברית בירושלים
הדיקן ומועצת הפקולטה למדעי הרוח, המנהל ומועצת בית הספר לחינוך

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אימאן ברהום

את התואר

מוסמך אוניברסיטה
במדעי הרוח M.A.

לאחר שסיימה את מסכת הלימודים

בחוג

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במגמת חינוך מיוחד

ולראיה באתי על החתום
ירושלים, ד' בתמוז, תש"ע



פרופ' פיליפ וקסלר
מנהל בית הספר

פרופ' ישראל ברטל
דיקן

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האוניברסיטה העברית בירושלים
הדיקן ומועצת הפקולטה למדעי הרוח, המנהל ומועצת בית הספר לחינוך

מקנים למר

יצחק ברקוביץ

את התואר

מוסמך אוניברסיטה
במדעי הרוח M.A.

לאחר שסיים את מסכת הלימודים
וחיבר עבודת גמר


בהצטיינות יתרה


בחוג


חינוך

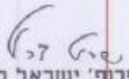
במגמת מדיניות ומינהל בחינוך

ולראיה באתי על החתום
ירושלים, ד' בתמוז, תש"ע





 פרופ' פוליס וקסלר
מנהל בית הספר

 פרופ' ישראל ברטל
דיקן

האוניברסיטה העברית בירושלים

הדיקן ומועצת הפקולטה למדעי הרוח, המנהל ומועצת בית הספר לחינוך



מקנים לגב'

אילה דקל

את התואר

מוסמך אוניברסיטה

במדעי הרוח M.A.

לאחר שסיימה את מסכת הלימודים

בהצטיינות

בחוג

חינוך

במגמת מדיניות ומינהל בחינוך
במסלול מנהיגות בית ספרית



ולדאיה באתי על החתום
ירושלים, כ"ח באייר, תשע"א

פרופ' קלייף וקסלר
מנהל בית הספר

פרופ' ראובן עמיתי
דיקן

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האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM
 Faculty of Humanities הדיקן ומועצת הפקולטה למדעי הרוח
 School of Education המנהל ומועצת בית הספר לחינוך
 Rothberg International School ביה"ס לתלמידים מחו"ל ע"ש רוטנברג

award Ms. מקנים לנב' **לע**

Lara Walklet לארה וולקלט

the degree את התואר

מוסמך אוניברסיטה
מוסמך אוניברסיטה
MASTER OF ARTS
 in Humanities במדעי הרוח

upon completion of studies לאחר שסיימה את מסכת הלימודים

in the program בתכנית הלימודים

Jewish Education חינוך יהודי

hereby confirmed
 Jerusalem, June 2011

Reuven Amitai
 Prof. Reuven Amitai
 Dean, Faculty of Humanities

Philip Wexler
 Prof. Philip Wexler
 Head, School of Education

Mimi Ajzenstadt
 Prof. Mimi Ajzenstadt
 Provost,
 Rothberg International School

ולראיה באנו על החתום
 ירושלים, כ"ה באייר, תשע"א

פרופ' ראובן עמית
 דיקן הפקולטה למדעי הרוח

פרופ' פיליפ וקסלר
 מנהל בית הספר

פרופ' מימי איזנשטדט
 ראש ביה"ס
 לתלמידים מחו"ל

חכמות בנתה ביתה

בית הספר לחינוך

האוניברסיטה העברית בירושלים
הדיקן ומועצת הפקולטה למדעי הרוח, המנהל ומועצת בית הספר לחינוך



מקנים לגב'

מיכל דוידסון

את התואר

מוסמך אוניברסיטה
במדעי הרוח M.A.

לאחר שסיימה את מסכת הלימודים
והיברה עבודת נמר



בפסיכולוגיה חינוכית
ובפסיכולוגיה קלינית של הילד

בחוגים

חינוך
פסיכולוגיה



ולראיה באתי על החתום
ירושלים, כ"ח באייר, תשע"א

פרופ' פיליפ וקסלר
מנהל בית הספר

פרופ' ראובן עמיחי
דיקן



האוניברסיטה העברית בירושלים

בית הספר לחינוך

מעניקים למר(ת)



ענתי צדוק

בעל(ת) התואר **בוגר אוניברסיטה במדעי החברה**

תעודת הוראה בבתי-ספר על-יסודיים

לאחר שסיים(ה) את מסכת הלימודים,
עמד(ה) בבחינות העיוניות ובחובות ההכשרה המעשית

הוכשר(ה) להורות את התחום(ים)

פסיכולוגיה



ולראיה באתי על החתום
ירושלים, כ"ז בתמוז, תשס"ח

פרופ' פיליפ זוקסלר
מנהל בית הספר לחינוך