Syllabus

Same Questions, Different Answers: Education in an International Perspective

Dr. Shira Iluz| Faculty of Education

Course No. 773720

Course Type:	Class
Scope of credits:	2
Year of study:	2025
Semester:	B
Day & Time:	Hybrid Course
Reception Time:	Tuesday, 9:00-10:00
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Course description and learning goals

Course Abstract

The course aims to examine complex educational dilemmas in the contemporary era from a cross-cultural perspective. Students will engage with intricate educational issues through the analysis of theoretical material, peer discourse, interviews with educators, and clinical simulations. This English-taught course will be jointly conducted by Bar-Ilan University and CHE University in the Netherlands, featuring both asynchronous and synchronous learning components

Learning objectives

Knowledge

1. Learners will analyze moral and educational conflicts arising from cultural diversity in educational settings.
2. Learners will define key concepts related to cross-cultural educational challenges in the contemporary era.
3. Learners will write reflective case studies based on interviews with educators from diverse cultural backgrounds.

Skills

1. Learners will analyze cross-cultural educational case studies to identify underlying ethical and pedagogical challenges in diverse learning environments.
2. Learners will evaluate proposed solutions to complex educational dilemmas, considering their applicability and potential impact across different cultural context

Values

1. Learners will develop an appreciation for diverse cultural perspectives in educational practices and policies.
2. Learners will cultivate a critical standpoint towards educational theories and their application in varied cultural contexts.
3. Learners will embrace open-mindedness when considering alternative solutions to complex educational dilemmas.

4. Learners will foster a commitment to evidence-based argumentation in addressing educational challenges.
5. Learners will nurture a sense of global educational citizenship through cross-cultural academic collaboration

Active learning – planning the course of the lessons:(expand)

You can plan an active learning process for the entire course or listfor each active learning activity lesson in the following table:

Lesson No.	Topic	Active learning	Required reading	Assessment
1	Introduction	Synchronic Collaborative learning		
2-3	Clinical simulations with Halev center			
4-5	Clinical simulations with Halev center			
6	Clinical simulations with Halev center			
7	Simulation based learning	Synchronic learning: Concentrated learning days		
8	Theoretical background: educational conflicts	A synchronic learning		
9	Theoretical background: Moral conflicts	A synchronic learning: Online forum discussions on case studies		
10	Theoretical background: Social-Emotional learning	Synchronic debate on ethical dilemmas in education		
11	Cross-cultural communication in education	A synchronic learning: Video analysis and peer feedback		
12	Educational policies across cultures	A synchronic collaborative project		
14	Reflective Summery			

(In a course that lasts a whole year, additional sessions should be added)
* There may be changes in the syllabus depending on learning progress and effectiveness.

Final grade

Middle semester assignment	30% of the final grade
Reflection on simulation workshop	70% of final grade

Course

- Requirements
- Submitting exercises

Prerequisites

- English B2 Level
- Availability for the synchronic activities in the proposed week.

Bibliography

Jennings, P.A., & Greenberg, M.T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-52. DOI: 10.3102/0034654308325693

OECD. (2018). OECD study on social and emotional skills. Available at: http://www.oecd.org/education/ceri/OECD-Study-on-Social-and-Emotional-Skills.pdf

Sandilos, L. E., Neugebauer, S. R., DiPerna, J. C., Hart, S. C., & Lei, P. (2023). Social–emotional learning for whom? implications of a universal SEL program and teacher well-being for teachers' interactions with students. *School Mental Health, 15*(1), 190-201 doi.org/10.1007/s12310-022-09543-0

Wang, H., Burić, I., Chang, M. L., & Gross, J. J. (2023). Teachers' emotion regulation and related environmental, personal, instructional, and well-being factors: A meta-analysis. *Social psychology of education*, *26*(6), 1651-1696. doi.org/10.1007/s11218-023-09810-1