

Bar-Ilan University

Faculty of Social Science
School of Education
Curriculum Vitae

Dr. Deborah Court Associate Professor**PERSONAL DATA**

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 I.D.# 314451550
 Place of Birth: Toronto, Canada
 Immigration to Israel: Aug. 22, 1995
 Marital status: Married

EDUCATION

Year	Institution	Degree
1974	University of British Columbia	B.A. Anthropology
1977	Simon Fraser University	Teaching Certificate
1984	University of British Columbia	M.A. Education: Curriculum & Instruction
1989	University of British Columbia	Ed.D. Education: Curriculum & Instruction

THESIS: Questions of value: An inquiry into the nature of research on teacher thinking.

SUPERVISORS: Leroi.B. Daniels, Walter Werner, Jerrold Coombs

ACADEMIC AFFILIATIONS/APPOINTMENTS

Year	Institution	Appointment
1988 - 1989	University of British Columbia, Faculty of Education	Lecturer
1989 - 1992	University of Victoria Faculty of Education	Assistant Professor
1992 - 1995	University of Victoria Faculty of Education	Adjunct Professor
1997 summer 1999 summer	University of Southern Maine	Visiting Lecturer

1997 -	Bar Ilan University School of Education	Lecturer-special contract
2001 –	Bar Ilan University School of Education	Lecturer -tenure track
2007 –	Bar Ilan University	Senior lecturer with tenure
2014 -	Bar Ilan University	Associate Professor

PROFESSIONAL FUNCTIONS

1993-1995	British Columbia Ministry of Education committee to revise the social studies curriculum
1994-1996	British Columbia Ministry of Education committee to develop methods of alternative assessment
1997-	Member, American Education Research Association
1997-	Member, European Association for Research on Learning and Instruction (EARLI)
2007-	Member, Religious Education Association
2004-	Reviewer for journals <i>Curriculum Inquiry</i> , , <i>Academic Exchange Quarterly</i> , <i>Sociology of Religion</i> , <i>Religious Education</i>
2006 -	Editorial Board Member, <i>Religious Education</i>
2004-2009	Associate Editor, <i>Academic Exchange Quarterly</i>
2004-2008	Director, Principals' Program, The Lookstein Center for Jewish Education in the Diaspora, the Joseph H. Lookstein Center, Bar- Ilan University
2008-	Founding Member and Associate Editor, <i>International Journal of Jewish Education Research</i>
2004-	Head of Curriculum Studies, Bar-Ilan School of Education
2008-2011	Vice Head, Bar-Ilan School of Education
2014-	Member, Department Ph.D Committee
2014-	Member, Department Ethics Committee

ACADEMIC AWARDS

Year	Award
1988	Doctoral Fellowship

RESEARCH GRANTS

Patterns of Identity and Educational Aspirations in Druze Adults and Adolescents:
A Cross Generational Study of Attitudes and Perceptions.
Awarded to Dr. Deborah Court, Dr. Randa Abbas and Prof. Joel Walters, in
March, 2011. Amount: NIS 31,000

COURSES TAUGHT

B.A.: Cooperative Learning and Other Alternative Teaching Methods
Effective Teaching Methods
Methods of teaching Social Studies
Democracy and Education
Sociology of Education
Introduction to Qualitative Research

M.A.: Advanced Qualitative Research Methods
Analysis of Teaching
Curriculum Development and Evaluation
Seminar in Knowledge and Curriculum
Academic Writing
Curriculum Theory

Ph.D: Research Thinking

MAIN RESEARCH INTERESTS

1. School culture and educational change
2. The development of professional knowledge
3. Curriculum implementation and evaluation
4. Religious education
5. Qualitative methodologies

ADDITIONAL INFORMATION

Organization of Conference: *Curriculum Research in Israel: Reflections and Visions*. Jerusalem, Feb.2005

Organization of Conference: *Curriculum in the Era of Standards*. Beit Berl, July, 2006.

SUPERVISION OF GRADUATE STUDENTS

In the past

M.A. Students

<i>Name of Student</i>	<i>Topic</i>	<i>Year Completed</i>
1. Sarah Sasson	Social Phenomena as Reflected in Children's Literature	2000
2. Sarah Givon	Group Intervention to Improve Social Skills	2000
3. Sharon Segel	Children With Reading Comprehension Difficulties: Case Studies	2001
4. Tzippi Gonen	Learning Processes in the Heterogeneous Classroom	2001
5. Ronit Nagar	Preschool Teachers' Professional Development	2001
6. Tali Nissim	Following the Learning Processes of a First-Year Principal	2001

7. Sharon Navo	Change Processes of Children in a Special Education School	2001
8. Edit Levi	Academic Adjustment of Students who are the First in Their Families to Reach Higher Education	2002
9. Tzippi Wagner	The Story of the "Fun Room"	2002
10. Liora Tukir	The Search for Meaning: Memories of Childhood Survivors of Therezensdadt: Narrative Research	2002
11. Nava Rabinovitch	Integrating Alternative Assessment in the Teaching of Bible	2002
12. Rahel Nahum	Interaction Between Administrative Leadership Style and Teachers' Professional Culture	2002
13. Lior Hiun	Integration of Children with Down Syndrome in Regular Preschools	2002
14. Sarit Shmulovich	Student Assessment Through Performance Tasks	2002
15. Ronit Kuriel	Life Stories of Children with Learning Disabilities	2004
16. Miri Oren	The Influence of an Inquiry Study Unit on Students' Attitudes to technology	2004
17. Odeylia Alkoby	Life Patterns of the Wives of Yeshiva Students	2004
18. Merav Atius	The Contribution of "the Flexible day" to Children's Learning	2004
19. Randa Abbas	Druze School Culture as Compared to Moslem School Culture	2004
20. Eti Rozental	Learning Values Through Children's Literature in Early Childhood	2005
21. Bat Hen Bodniasky	Methods of Assessing Teachers in the "Infant School" and the Importance of Assessment in their Eyes	2005
22. Anat Kali	Social Integration and Friendship Connections Between Children with Normal Development and Children with Autism who are Integrated in their Classrooms	2005
23. Inbal Mizrachi	Social Development and Play Behavior of Children with Down Syndrome Included in a Regular Preschool (with Dr. Varda Rozantal)	2005
24. Liat Merav	Educational Beliefs of Preschool Teachers (with Dr. Eti Ornan)	2005
25. Michal Maller	Approaches to Teaching the Short Story in Heterogeneous Classrooms: A Comparative Study (with Dr. Eti Ornan)	2005
26. Ruti Boim	Social Interactions and Friendships among Adolescents with Learning Disabilities in Adolescents	2006
27. Pnina Petal	The Philosophy of "Perach" (with Dr. Orly Michael)	2007
28. Ifat David	Computerized Learning and the Teaching of English: A Case Study	2007
29. Eynat Moshe	Life Stories of Mothers of Children with Autism	2007
30. Sigal Zehavi	Evaluation of the Curriculum Change from 'Science' to 'Science and Technology'	2007
31. Miki Ofir	The Meeting Between Educational and Therapeutic Cultures.	2007
32. Dvir Shafran	Ideology and Worldview of Yeshiva High School Heads	2007
33. Ofra Weissman	The Community School, An Ethnographic Study	2008
34. Sarit Ben Ami	Between Vision and Reality in Teaching Tanach	2008
35. Daniella Marks	Promoting Effective Teaching through Learning Style Awareness	2008

36. Inbal Heiman	Young Children and Eating Disturbances	2009
37. Zila Sharabi	The Meaningful Teacher in Students' Eyes	2009
38. Noa Noibert	The Meaning of Bride Preparation (<i>with Prof. Gutel</i>)	2010
39. Nama Brendman	The Life Paths of Haredi Women	2010
40. Michal Heinz	Feelings of Loss Among Nursery School Teachers (<i>with Dr. Tzilli Shohat</i>)	2010
41. Avraham Naveh	Knowledge, Methods and Perceptions of Teachers Integrating Students with Special Needs	2010
42. Sarit Dor	Teachers' Role in Realizing Curriculum Potential	2010
43. Ina Poneer	Parent Involvement and Attitudes in Kindergarten among Immigrants from the Former Soviet Union	2011
44. Nur Jaber	Reflection of Language Education Policy in High School Arabic Literature Curriculum in Israel-Arab and PA Schools.	2011
45. Liat Alter	Analysis of Israeli Special Education Curricula (<i>with Dr. Eti Ornan</i>)	2011
46. Dina Kedem	A Life Skills Intervention Program for Autistic Youth (<i>with Prof. Nirit Bauminger</i>)	2011
47. Galit Uli	Modern Orthodox Women's Views on Sex Education	2011
48. Chaim Shaked	What is a Torah and Science School?	2011
49. Ayellet Halpin	Hebrew Teachers' Implementation of Curriculum (<i>with Dr. Eti Ornan</i>)	2011
50. Oshrat Bochnik	Professional Self-Image of Haredi Teachers	2011
51. Adina Test	Effective Methods of Teaching ESL in Elementary School	2012
52. Diana Kotlier	Protecting and Building Identity among Former CIS Immigrants	2012
53. Yuval Oz	Learning in a Democratic School (<i>with Dr. Iris Hadar</i>)	2012
54. Inbar Mimer	Teaching Values in a Tali School (<i>with Dr. Nurit Kirsch</i>)	2013
55. Esther Kavelson	Changes in Dramatic Play as a Result of a Nursery School Intervention Program (<i>with Dr. Zilli Shohet</i>)	2013
56. Stacy Upfalow	Teaching English to Refugees through Photography	2013
57. Hila Sharabi	Teaching and Classroom Authority Styles	2013
58. Orna Huri	Integration of Students with CP in Regular Education	2014
58. Neta Ben David	Home Schooling in Israel from the Children's Point of View (<i>with Dr. Nurit Kirsch</i>)	2014
59. Katie Polleck	On Being a Refugee in an Elementary School in Israel	2015
60. Ruti Tzur	Haredi Parents' Experiences with an Autistic Child	2015

Ph.D. Students

1. Mordechai Nasi	Narrative Hermeneutic Coping with Post-Modernist Secularism (<i>with Prof. Shar Yeshuv and Dr. Yitzhak Ada</i>)	2004
2. Tali Nissim	Identifying and Measuring Administrative Potential (<i>with Prof. Yoel Goldberg and Dr. Yitzhak Weiss</i>)	2006
3. Randa Abbas	The Development of Citizenship and National Identification in the Druze School System (<i>with Prof. Yacov Iram</i>)	2008
4. Bella Layosh	The Haredi Women as the Agent of Change and Guardian of Tradition (<i>with Prof. Arie Cohen</i>)	2008

5. Bina Shelav	Multicultural Education in Teacher Education in Israel (<i>with Prof. Yacov Iram</i>)	2008
6. Yaron Wexler	Once Upon a Time: On History, Story and Pupils' Interest (<i>with Prof. Avi Sagie</i>)	2009
7. Ariel Levin.	Analysis of the changes in the Jewish philosophy curriculum. (<i>with Prof. Meir Hildesheimer.</i>)	2010
8. Anat Kali	Haredi "At-Risk" Youth (<i>with Prof. Shlomo Romi</i>)	2011
9. Nitzan Almog	Academic Adjustment of Visually Impaired Students	2011
10. Eti Rozentel	Values in Children's Literature in the Government, Government Religious and Haredi Sectors (<i>with Prof. Meir Hildesheimer</i>)	2012
11. Dina Menkin	The Relationship between Technological Education and Work Advancement: The Periphery vs. the Center (<i>with Prof. Adrian Zukerman</i>)	2013
12. Ilana Finefter-Rosenblu	Pluralism, Community and Intellectual Ability: Culture and Learning Processes in an American Jewish Day School.	2013
13. Liat Merav	Analysis of a Children's Newspaper as a Social and Values Agent (<i>with Prof. Yacov Iram</i>)	2013
14. Alissa Burstein	The Role of Parent Volunteers in School Culture	2014
15. Miki Ofir-Yarom	Co-therapy between Educator and Therapist: Art Therapy Groups in Special Education (<i>with Dr. Adina Shamir</i>)	2014
16. Estie Doron	Teachers' Perceptions of their Role and Professional Identity In Light of Teaching in 1-1 Classes (<i>with Dr. Oranit Spektor-Levi</i>)	2014
17. Ayella Shashua	Emotional Development of Students through Dialogical-Constructivist Teaching	2014
18. Miri Krisi	Adjustment Processes of Visually Impaired Students' Learning of Academic English	2015
19. Orna Schneider	Construction of the Religious Identity of Kindergartens in the Religious Public School Sector in the Israeli Educational System: Between Hegemony and Independence	2015

Being supervised today

M.A. Students

<i>Name of Student</i>	<i>Topic</i>
1. Gali Tzion	Communication Kindergartens for Children with Autism (<i>with Prof. Nirit Bauminger</i>)
2. Hedva Levi	The Effects of the Reform "Ofek Hadash" on Teacher Burnout
3. Michal Turner	Characteristics of Virtual Identity on Facebook
4. Yehudit Frisch	The Transition from Frontal Teaching to Constructivist Teaching
5. Oshrit Ohana	Adolescent Experiences of Elementary School
6. Nurit Fox	Characteristics of the Personal Development of Teachers In the Era of Meaningful Learning
7. Liron Corona	The Meaning of having a House Pet from Children's and Parents' Point of View (<i>with Dr. Ariella Vaniel</i>)
8. Orna Veinberg	(<i>with Dr. Nurit Kirsch</i>)

Ph.D Students

1. Ronit Kuriel Narrative Therapy and Identity Formation of Students
2. Orit Harel The Unique Contribution of Animals as Therapeutic Tool for Children in Group Therapy (*with Prof. Shlomo Romi*)
3. Raz Yitzhaki Epistemology and Creative Thinking in Jazz Pedagogy (*with Prof. Andre Hajdu*)
4. Nava Sheiber Social Representations of Cognitive Giftedness in Israeli Society
5. Maya Shalom Teaching –Learning Processes among Students, Teachers and Administration in a Multi-Age Structure in Relation to Meaningful Learning Experience

PUBLICATIONS

I Book (editor)

- Riecken, T. & Court, D. (1993) *Dilemmas in educational change*. Calgary: Detselig.
- Daniels, L., Case, R., & Court, D. (1991) *Forum on curricular integration - occasional papers*. Vancouver: Tri-University Integration Project.

II. Chapters in Books

- Court, D. (1988) Reflection in action: Some definitional problems. In P. Grimmet & G. Erickson (Eds.) *Reflection in teacher education*. NY: Teachers College Press, 143-146.
- Court, D. (1991). Curricular integration and teachers' personal practical knowledge. In *Forum on curricular integration. Occasional paper # 5*. Vancouver: Tri-University Integration Project
- Court, D. (1993) Public vs. private: The teacher's dilemma. In T. Riecken & D. Court (Eds.) *Dilemmas in educational change*. Calgary: Detselig, 15-24.
- Solomon Rozental, V., Feldstein-Hiun, L. & Court, D. (2002). Integration of children with Downe Syndrome in regular kindergartens. In *Window of opportunities*, ed. V. Rozental and P. Klein. Even Yehuda: Reches.
- Court, D. (2014). Action research, school culture and school improvement: Toward the enhancement of Jewish literacy in Jewish day schools. In: *Perspectives on Jewish Literacy and Education*, Eds. Yisrael Rich, Yaacov Katz, Zemira Mevarech and Shimon Ohayon. University Press of America.

III. Book Reviews (Less than 10 pages)

1. Court, D. (1989). Review of *Of human potential*, I. Scheffler. *Paideusis* 3(1), 23-25.
2. Court, D. (1991). Review of *Teaching, schools and society*, E. Orteza and R. Magsino, Eds. *Paideusis* 4(2), 44-46.

IV. Articles in Refereed Journals

- Court, D. (1990) 'Skills' in education: The perils of a frequent misnomer. *The Clearinghouse* 63(6), 265-266.
- Shapiro, P. & Court, D. (1990). A course in educational research: A new model. *Education Canada* 31(4), 41-47.
- Court, D. (1991). Studying teachers' values. *The Clearinghouse* 64(6), 389-392.
- Court, D. (1991). Linking cooperative learning with philosophy. *McGill Journal of Education* 26(2), 203-207.
- Court, D. (1991). Teaching critical thinking: What do we know? *The Social Studies* 82(3), 115-119.
- Court, D. & Riecken, T. (1991) The seeds of growth and the winds of change, part 1. *Education Canada* 31(4), 41-47.
- Riecken, T. & Court, D. (1992) Extending cultural literacy. *Journal of Educational Thought* 26(2), 152-163.
- Court, D. & Riecken, T. (1992). The seeds of growth and the winds of change, part 2. *Education Canada* 32(1), 36-39.
- Court, D. & Francis, L. (1993). Teachers' conceptions of critical thinking. *McGill Journal of Education* 28(3), 479-488.
- Court, D. (1993). A playful environment in a cooperative physics class. *The Clearinghouse* 66(5), 295-298.
- Court, D., Cohen, L., et. al. (1999). Personal and professional experiences in faculty exchanges and visits. *Alberta Journal of Educational Research* 4(44), 417-420.
- Court, D. (1999). Teacher isolation. *Education Canada* 39(1), 25-26.
- Court, D. (1999) Lakatos revisited. *Journal of Educational Thought* 33(3) 209-231.
- Court, D. (1999) The influence of immigration on the professional practice and personal practical knowledge of immigrant teachers. *Curriculum and Teaching* 14(1), 31-45.
- Court, D. (2000). Teaching renewal: The secret resource. *Classroom Leadership* 3(8), 4-7.
- Court, D. (2000). Systematic problem solving through action research. *New teacher advocate* 7(4), 7.
- Court, D. (2001). Four points for beginning teachers. *New teacher advocate* 9(2), 6-8.
- Court, D. (2001). Wheels within wheels: The analysis of a cultural event. *Alberta Journal of Educational Research* 47(2), 173-186.
- Fund, Z., Court, D. & Kramarski, B. (2002). Construction and application of an evaluation tool to assess reflection in teacher training courses. *Assessment and Evaluation in Higher Education*, 27(6), 485-499.
- Court, D., Cohen, L. Broyles, I., Spenciner, L. & Michael, O. (2002). Crossing borders: Culture and transformation. *World Studies in Education* 3(1), 39-53.
- Court, D. & Kramarski, B. (2002). Teacher educators' views on the relationship between research and teaching. *Educational Practice and Theory* 24(2), 63-73.

- Court, D. (2002). Unity and conflict in an Israeli village. *Contemporary Jewry* 22, 1-17.
- Kramarski, B. & Court, D. (2003). Professional development of teacher trainers through learning about research. *Curriculum and Teaching* 18(2), 89-102.
- Court, D. & Givon, S. (2003). An intervention program to improve social skills of children with learning disabilities. *Teaching Exceptional Children* 36(2), 50-55.
- Cohen, A. & Court, D. (2003) Ethnography and case study: A comparative analysis. *Academic Exchange Quarterly* 7(3), 283-287.
- Ornan, E. & Court, D. (2003). Becoming qualitative researchers: Characterizing the learning process of university students. *Educational Practice and Theory* 25(2), 53-67.
- Court, D. (2004). Education in a troubled democracy: Voices from Israel. *Curriculum Inquiry* 34(1), 47-69.
- Court, D. (2004). The quest for meaning in educational research. *Academic Exchange Quarterly* 8(3), 7-11.
- Court, D. (2005). What a load of garbage! A data analysis exercise. *Academic Exchange Quarterly* 9(1), 97-100.
- Court, D. (2005). Curriculum in search of a soul. *Educational Practice and Theory* 27(2), 81-86.
- Court, D. (2006). How shall we study religious school culture? *Religious Education* 101 (2), 233-241.
- Court, D. (2006). Reflection and validity in qualitative research. *Academic Exchange Quarterly* 10(1), 211-214.
- Court, D. (2006). Foolish dreams in a fabled land: Living coexistence in an Israeli middle school. *Curriculum Inquiry* 36(2), 189-208.
- Court, D. & Ornan, E. (2007). Metaphor and narrative in the development of qualitative researchers. *Curriculum and Teaching* 22(1), 87-98.
- Tukir, L. & Court, D. (2007). The search for meaning: Life stories of child survivors of the Theresensdadt Ghetto. *Megamot* 45(2), 272-300 (Hebrew).
- Court, D. (2007). Glimpsing God on the rocky road of culture. *Religious Education* 102(2), 116-119.
- Court, D. & Rosental, E. (2007). Values embodied in children's literature used in early childhood education in Israeli state schools. *Early Childhood Education Journal* 34(6), 407- 414.
- Court, D., Rosenthal, V. & Mizrachi, I. (2007). Play behavior and social interactions of children with Down syndrome enrolled in regular preschools. *Down Syndrome Quarterly* 9(1), 10-15.
- Court, D. (2008). Qualitative research as cultural and religious mirror. *Religious Education* 103(4), 410-426.
- Court, D. (2008). A lot of ropes, but no lion: School culture and Ethiopian Israeli students' struggle for identity. *World Studies in Education* 9(2), 73-92.
- Court, D. (2008). Data's quiet voice: Ethiopian Israeli children speak. *Academic Exchange Quarterly* 12(2), 116-121.
- Court, D. (2008). Jewish school principal professional development: An action research model. *Curriculum and Teaching* 23(2), 51-64.

- Michael, O, Court, D. & Petal, P. (2009). Job stress and organizational commitment among mentoring coordinators. *International Journal of Educational Management* 23(3), 266-288.
- Court, D. & Merav, L. (2009). Preschool teachers' narratives: A window on personal-professional history, values and beliefs. *International Journal of Early Years Education* 17(3), 207-218.
- Gilday, B. & Court, D. (2009). A model for multicultural education developed using Israeli society as a case. *World Studies in Education*, 10(2), 5-21.
- Givon, S. & Court, D. (2010). Coping strategies of high school students with learning disabilities: A longitudinal qualitative study and grounded theory. *International Journal of Qualitative Studies in Education* 23(3), 283-303.
- Court, D. & Abbas, R. (2010). Druze high schools in Israel and their role in shaping students' identity and citizenship. *Education, Citizenship and Social Justice* 5(2), 145-162.
- Court, D. (2010). What happens to young children's faith in the zone of proximal development, and what can religious educators do about it? *Religious Education*, 105(5), 491-503.
- Court, D. & Abbas, R. (2011). The view from the bridge: An Israeli Druze woman as guardian of religious tradition and agent of social change. *The International Journal of Religion and Spirituality in Society* 1(1), 135-146.
- Court, D. & Poner, I. (2011). Socio-cultural identities of Israeli USSR parents. *Academic Exchange Quarterly*, 15(3), 156-161.
- Court, D. Shohet, C. & Hantz, M. (2011). Caregivers' experience of separation from children in daycare. *Educational Practice and Theory*, 33(2), 63-82.
- Court, D. (2013). Religious experience as an aim of religious education. *British Journal of Religious Education*, 35(3), 251-263.
- Abbas, R. & Court, D. (2012). "We cannot move forward unless we preserve our traditions": Women principals as leaders in traditional Israeli Druze society. *Education and Society* 30(2), 67-82.
- Abbas, R. & Court, D. (2013). The role of the Druze school curriculum in shaping the personality, identity and level of citizenship of its students: An ethnographic case study in two Druze high schools. *Dapim* 55, 11-28. Hebrew.
- Uli, G & Court, D. (2013). From "Asur, asur, asur" to "The big mutar": Modern Orthodox women's views on sex education in Israel. *International Journal of Jewish Education Research*. 4, 29-67.
- Court, D. & Abbas, R. (2013). Whose interview is it, anyway? Methodological and Ethical Challenges of Insider-Outsider Research, Multiple Languages and Dual-Researcher Cooperation. *Qualitative Inquiry* 19(6), 480-488.
- Court, D. (2013). What is truth in qualitative research, and why is this important for education? *Educational Practice and Theory*, 35(2), 2013.
- Finefter Rosenbluh, I. & Court, D. (2014). Pluralistic and communalistic pedagogies and intellectual abilities among high school students: A case study. *Curriculum and Teaching* 29(1), 21-36.
- Finefter Rosenbluh, I. & Court, D. (2014). A case study of generalizing from a case study. *Academic Exchange Quarterly*, 18(4).
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- Court, D. & Abbas, R. (2014). Will education for tradition be enough in a closing circle of secrets? *Religious Education, 109(5)*, 489-506.
- Court, D. (2015). A Jewish core curriculum to live by. *Religious Education, 110(1)*, 5-9.
- Burstein, A. B & Court, D. (2015). A new model of the parent volunteer. *Education and Society, 33(1)*, 51-75.
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In Press

- Court, D. & Abbas, R. Future orientation in a traditional society: Higher education and the Israeli Druze. *Religion and Spirituality in Society*.
- Court, D. & Seymour, J. What might meaningful interfaith education look like? Exploring politics, principles and pedagogy. *Religious Education*.

Submitted for Publication

- Abbas, R, & Court, D. Two ethnographers embark on a narrative journey. Submitted to *The Qualitative Report*.
- Shashua, A. & Court, D. Analysis of classroom discourse in 'personal education' classes in light of the theories of Dewey, Piaget and Vygotsky. Submitted to *Classroom Discourse*.

PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

- Court, D. Values as a component of teachers' personal practical knowledge. Paper presented at the Annual Meeting of the Canadian Society for the Study of Education, Windsor, Ontario, July 1988.
- Court, D. Personal practical knowledge: possibilities for improvements in practice. Paper presented at the Annual Meeting of the Canadian Society for the Study of Education, Quebec City, June, 1989.
- Court, D. & Riecken, T. The seeds of growth and the winds of change. Paper presented at the Annual Meeting of the Canadian Society for the Study of Education, Victoria, July, 1990.
- Court, D. & Sneddon, M. Pas de deux: Reflective interaction and teacher development. Paper presented at the International Conference on Teacher Development, Vancouver, June, 1991.
- Riecken, T. & Court, D. Extending cultural literacy. Paper presented at the Symposium on Extending Literacy and Learning, Victoria, July, 1991.
- Court, D. What is social studies? Paper presented at the B.C. Social Studies Educators' Annual Conference, Vancouver, March, 1992.
- Court, D. & Sneddon, M. Creating a playful environment in a physics classroom. Paper presented at the Calgary Teachers' Association Annual Conference, Calgary, June, 1992.

- Court, D. & Francis, L. Teachers' conceptions of critical thinking. Paper presented at the International Conference on Critical Thinking, Sonoma, CA, July, 1992.
- Court, D. Riding the theory-practice wave: Tales of a professor at sea in the classroom. Paper presented at the Westcast Conference on Teacher Education, Vancouver, July, 1993.
- Court, D. Cooperative learning in the Jewish classroom. Paper presented at the Annual CAJE Conference on Jewish Education, Seattle, July, 1993.
- Cohen, L., Court, D. et. al. Personal and professional experiences in faculty exchanges and visits. Paper presented at the Third International Conference on Teacher Education, Beit Beryl College, Israel, July, 1999 (Hebrew).
- Kramarski, B. & Court, D. Professional development of teacher trainers through learning about research. Paper presented at the EARLI Conference, Fribourg, Switzerland, September, 2001.
- Fund, Z., & Court, D. An evaluative tool to assess reflection in a teacher training course. Paper presented at the EARLI Conference, Fribourg, Switzerland, September, 2001.
- Court, D. Democracy and Education: Voices from Israel. Paper presented at the Crossroads in Cultural Studies Conference, Tampere, Finland, June 29-July 2, 2002.
- Court, D. Learning non-violence? An ethnographic study of religious school cultures. Lecture presented to members of the Center for Religion and Society and the Center for Youth and Society, University of Victoria, Canada, June, 2003.
- Court, D. & Ornan, E. Narrative and metaphor in the training of qualitative researchers. Poster presented at the EARLI Conference, Padua, Italy, August, 2003.
- Fund, Z. & Court, D. Effects of peer and instructor feedback on students' reflection. Poster presented at the EARLI Conference, Padua, Italy, August, 2003.
- Court, D. Reflection as a cornerstone of internal validity in qualitative research. Paper presented at the Conference on Reflective Practice, Gloucester, England, June, 2004.
- Tukir, L. & Court, D. The search for meaning: Childhood memories of Therezensdat Survivors, a narrative study. Paper presented at Kenes Ayella, Ben Gurion University, October, 2004 (Hebrew).
- Court, D. Curriculum, professional development and the development and construction of practical knowledge. Paper presented at the Second Annual

- World Conference on Curriculum Studies, Tampere, Finland, May 21-24, 2006.
- Court, D. & Rosenthal, V. Play behavior and social interactions of children with Down syndrome enrolled in regular preschools. Paper presented at the 9th World Down Syndrome Congress, Vancouver, August 23-26, 2006.
- Court, D. Educational ethnography as cultural and religious mirror. Paper presented at the Religious Education Association Annual Conference, Boston, November 2-4, 2007.
- Court, D. A study of leadership development and school improvement through action research in four Jewish day schools. Paper presented at the conference on Promoting Jewish Literacy in Educational Settings, University of Maryland, September 22-24, 2008.
- Feinberg, P. & Court, D. Meaning and transcendence: Sanctifying time and space in curriculum discourse. Paper presented at the Third Annual World Conference on Curriculum Studies, Cape Town, South Africa, September 6-8, 2009.
- Court, D. What happens to young children's faith in the zone of proximal development, and what can religious educators do about it? Paper presented at the Religious Education Association Annual Conference, Dallas, November 22-24, 2009.
- Court, D. Guardian of religious tradition and agent of social change: The life journey(s) of an Israeli Druze woman. Paper presented at the annual conference on Religion and Society, Chicago, February 15-17, 2011.
- Court, D. Religious experience as an aim of religious education. Paper presented at the annual conference on Religion and Society, Vancouver, February 20-22, 2012.
- Court, D. Whose interview is it, anyway? Methodological and ethical challenges of insider-outsider research, multiple languages and dual-researcher cooperation. Paper presented at the 29th Annual Qualitative Analysis Conference, St. John's Newfoundland, June 20-22, 2012.
- Court, D. What is truth in qualitative research? Paper presented at the 30th Annual Qualitative Analysis Conference, Ottawa, May 23-25, 2013.
- Court, D. Higher Education as a Permeable Boundary: Future Orientation Meets the Guarding of Tradition Among the Israel Druze. Paper presented at the 31st Annual Qualitative Analysis Conference, London, Ontario, May 25-27, 2014.

Academic Profile

In my research and academic writing I draw on my expertise in the field of curriculum studies and pedagogy as well as diverse experience in education as a teacher, school principal, researcher and lecturer in Canada and in Israel. My research and writing are focused in three main areas.

My first major area of interest and research is religious education. I served for five years as head of Bar-Ilan's Lookstein Center Principals' Program, developing, delivering and researching an action research-based professional development program for Jewish religious school principals in North America. The professional learning that principals experienced, and how it changed their schools, is related in a chapter in an upcoming book on enhancing Jewish literacy (Court, 2014). One of my contributions to the field is the development of this professional development model for school leaders, designed for Jewish schools but relevant to other religious school settings. In the model the principal does a kind of anthropological study of his or her school, and on the basis of the findings s/he identifies an ongoing problem (such as lack of interest and motivation in prayer, or lack of respect and interaction between the religious and academic teachers), develops an action research plan to implement a series of actions designed to solve the problem, and researches the results of the actions, involving staff and students in the process of improvement. The principal not only brings about school improvement but learns to make decisions on the basis of carefully collected data. This powerful model is described in Court (2008).

An entrenched problem in religious schools is students' lack of religious motivation. This phenomenon can be based in a complex of problems of teaching, curriculum and school climate. In order to identify the bases of this phenomenon I proposed a way to study religious school culture (Court, 2006). Recently I have advanced these ideas and explored how young children's faith can be nourished in a religious school setting (Court, 2010), using Vygotsky's notion of the zone of proximal development to examine how faith and the development of conceptual knowledge co-exist in the developing intellect of the young child. My most recent article in this area (Court, 2013) presents a model for religious education based on

three central elements. First, I conduct a conceptual analysis of religious experience, arguing that religious experience is an essential part of a full religious life, that religious experience is based in, enabled by and examined against, the body of knowledge in a given religion, and that religious experience is itself a form of knowledge. Second, I suggest that there be three sets of aims in religious education curriculum: knowledge aims, moral-values aims, and, drawing on Elliot Eisner's notion of expressive curricular aims, spiritual aims, which encompass religious experience. Third, the teacher is presented as the central factor in curriculum facilitation, and drawing on analysis of 100 years of literature on characteristics of effective teachers, I propose desired pedagogical and personal characteristics of a religious school teacher. These three elements are combined to form an encompassing conceptual and practical model for religious schools to follow.

My work in religious education has also included study in 2007-8 of teachers and Ethiopian immigrant children in a religious Zionist school and the role of the school in shaping these students' Jewish and Israeli identity. This work resulted in two 2008 articles. As part of my additional academic activities in religious education I also serve on the editorial board of the journal *Religious Education* and am a founding editorial member of the new *Journal of Jewish Education Research*.

My second area of interest and research is the nature of qualitative research itself. I have made significant contributions to the field in my various articles on methodology, examining the differences between ethnography and case study (Cohen and Court, 2003), how we teach qualitative research to graduate students (Court, 2005; Court and Ornan, 2007), the nature of validity in qualitative research (Court, 2006) and how the values of religious qualitative researchers affect their work (Court, 2008). Being a Canadian-Israeli-Jewish researcher, a cultural outsider in many ways to Israeli educational settings, both Jewish and Arab, has sensitized me to the place of the researcher in qualitative studies. I have written quite extensively on how insider and outsider researcher status affects the choice of qualitative research methodologies and approaches to data collection, data analysis, validity and interpretation. My 2004 and 2006 articles in *Curriculum Inquiry* include detailed elucidations of how researcher status affects data

interpretation. My most recent article (Court and Abbas, 2014), entitled, “Whose Interview is it, Anyway? Methodological and Ethical Challenges of Insider-Outsider Research, Multiple Languages and Dual-Researcher Cooperation” is devoted to in-depth exploration of methodological and ethical issues in the context of the Druze research we are conducting for the Ministry of Education.

My extensive experience in conducting qualitative research in education has contributed greatly to the development of this area in the Bar-Ilan School of Education. My supervision of 60 Master’s students and 19 Doctoral students to date, all of whom have done qualitative studies, and my leadership in developing, coordinating and overseeing our department’s qualitative methodology courses, has sharpened and deepened our faculty’s understanding of the legitimacy, value and methodology of such study and enabled students and faculty to ask and investigate important qualitative research questions.

All of my academic work is linked through my third, overarching area of research into the qualitative study of school and classroom culture. This includes the ways that teachers’ professional knowledge interacts with curriculum in the intertwined processes of teaching and learning. My work in this area also sheds light on the interaction between education and society and how values are transmitted in schools. The goal of this work is not only to provide analytic description of teaching and learning processes, but to provide suggestions to the field of ways to enhance teaching and learning and build healthy school culture. My study (Court, 2006) of a Druze middle school, for instance, resulted in a practical model for preventing school violence.

My most significant work in this area in recent years has been ongoing study of Druze schools and their role in helping the Druze maintain their values and identity as they advance into the world of technology and higher education and cope with the changing status of women and their movement into higher education and the workforce. Aspects of this research are reported in Court (2006), Court and Abbas (2010) and Court and Abbas (2011). I supervised both the M.A and the Ph.D. of Dr. Randa Abbas, who is now a leader in Druze higher education, and we have formed a productive research partnership. During the last year I have been engaged with Dr. Abbas and Professor Joel Walters in in-depth study, through a grant from the Ministry of Education, into attitudes and aspirations in the Druze

community. We have conducted 120 interviews, 60 with young people in their twenties and 60 with people of their parents' generation, men and women, religious and secular, from various Druze towns in Israel. This large scale study will yield recommendations for strengthening Druze education and Druze-Israeli identity. My research and publications with Dr. Abbas have made important contributions toward the improvement of the Druze educational system and have revealed to a broad academic readership the Israeli Druze culture and the place of the Druze in Israeli society.