אוניברסיטת בן-גוריון בנגב
הפקולטה למדעי הרוח והחברה

<u>המחלקה לחינוך -תשע"ט 2018-2019</u>

<u>שם הקורס בעברית</u>: למידה והוראה בתחומי דעת

<u>מס' קורס</u> א' 129.2.0423 סמ' ב' 12920424

שם המרצה: ד"ר איריס טבק
שעות קבלה:

<u>יעדי ההוראה:</u>

תחומי דעת נבדלים על בסיס מטרות הידע, תהליכי בניית ידע, הצדקת ידע וכדומה. קיימים גם הבדלים בהקשר החברתי-תרבותי הסובב תחומים שונים, כמו מעמדם של מדעי הטבע לעומת מדעי הרוח, ומעמדו של תחום המתמטיקה כגורם מעריך ומסנן במערכת החינוך. הבדלים אלה באים לידי ביטוי בתהליכי למידה והוראה. הקורס יבחן סוגיות כלליות בתהליכי למידה והוראה, וסוגיות הייחודיות לתחומי דעת שונים.

<u>פרשיות לימודים:</u>

- מבוא כללי ללמידה והוראה
  - תהליכי הבניית ידע
  - ידע דקלרטיבי, פרוצידורלי ואפיסטמולוגיה
  - העברה וידע אינרטי
  - למידה כחיברות
- הבניה חברתית של תחומי דעת
- למידה והוראה במתמטיקה
- למידה והוראה במדעים
- למידה והוראה בהיסטוריה
- אוריינות
- למידה אינטגרטיבית ורב-תחומית

דרישות והרכב ציון הקורס *

משקל בציון הסופי **			
נוכחות/השתתפות	- % 10 **X** חובה	_	בחירה
עבודות ביניים	- % __20_		
עבודה סופית	- % __70_		
סה"כ	- 100%		

רשימה ביבליוגרפית:

הרשימה כוללת ביבליוגרפיה כללית לקורס בנוסף לפריטים שיכללו במטלות הקריאה.

Allen, A., & Allen, H. (2010). The Answer to Overcoming Math Anxiety: Student's Perceptions. *Articles évalués/Refereed Papers, 21*, 15.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learnin Teaching High School History.

Bransford, J., Donovan, S., & Pellegrino, J. W. (1999). *How people learn: Bridging research and practice*: National Academies Press.

Bransford, J. D., & Donovan, M. S. (2005). How students learn: History, mathematics, and science in the classroom: Washington, DC: National Academies Press.

Cantrell, S. C., Burns, L. D., & Callaway, P. (2008). Middle-and high-school content area teachers' perceptions about literacy teaching and learning. *Literacy Research and Instruction, 48*(1), 76-94.

Chin, C., & Brown, D. E. (2000). Learning in science: A comparison of deep and surface approaches. *Journal of Research in Science Teaching, 37*(2), 109-138.

Coddington, C. S., & Guthrie, J. T. (2009). Teacher and student perceptions of boys' and girls' reading motivation. *Reading Psychology, 30*(3), 225-249.

Hofer, B. K. (2000). Dimensionality and disciplinary differences in personal epistemology. *Contemporary Educational Psychology*, *25*(4), 378-405.

Jarvelii, S. (2001). Shifting research on motivation and cognition to an integrated approach on learning and motivation in context. *Motivation in learning contexts: Theoretical and methodological implications*, 1.

Koschmann, T., Zemel, A., Conlee-Stevens, M., Young, N. P., Robbs, J. E., & Barnhart, A. (2005). How do people learn? *Barriers and Biases in Computer-Mediated Knowledge Communication*, 265-294.

Kysilka, M. L. (1998). Understanding integrated curriculum. *Curriculum journal, 9*(2), 197-209.

Lampert, M. (1990). When the problem is not the question and the solution is not the answer: Mathematical knowing and teaching. *American Educational Research Journal, 27*(1), 29-63.

Leach, J., & Scott, P. (1995). The demands of learning science concepts: issues of theory and practice. *School Science Review, 76*(277), 47-51.

Lefstein, A. (2008). Changing classroom practice through the English national literacy strategy: A micro-interactional perspective. *American Educational Research Journal, 45*(3), 701-737.

Linn, M., & Eylon, B. (2006). Science education: Integrating views of learning and instruction. *Handbook of educational psychology, 2*.

Lonning, R. A., DeFranco, T. C., & Weinland, T. P. (1998). Development of theme-based, interdisciplinary, integrated curriculum: a theoretical model. *School Science and mathematics, 98*(6), 312-319.

Luke, A. (2004). On the material consequences of literacy. *Language and Education, 18*(4), 331-335.

MarshRichard, H. W., & Debus, R. (1991). Subject-specific components of academic self-concept and self-efficacy. *Contemporary Educational Psychology, 16*(4), 331-345.

Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of research in education, 31*(1), 1-44.

Morgan, P. L., Fuchs, D., Compton, D. L., Cordray, D. S., & Fuchs, L. S. (2008). Does early reading failure decrease children's reading motivation? *Journal of learning disabilities, 41*(5), 387-404.

Osborne, J., Simon, S., & Collins, S. (2003). Attitudes towards science: a review of the literature and its implications. *International journal of science education, 25*(9), 1049-1079.

Özdemir, G., & Clark, D. B. (2007). An overview of conceptual change theories. *Eurasia Journal of Mathematics, Science & Technology Education, 3*(4), 351-361.

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research, 66*(4), 543-578.

Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational Research, 63*(2), 167-199.

Roeser, R. W., Peck, S. C., & Nasir, N. S. (2006). Self and Identity Processes in School Motivation, Learning, and Achievement.

Sandoval, W. A. (2005). Understanding students' practical epistemologies and their influence on learning through inquiry. *Science Education, 89*(4), 634-656.

Seixas, P. (1994). A discipline adrift in an" integrated" curriculum: History in British Columbia schools. *Canadian Journal of Education/Revue canadienne de l'éducation, 19*(1), 99-107.

Stevens, R., Wineburg, S., Herrenkohl, L. R., & Bell, P. (2005). Comparative understanding of school subjects: Past, present, and future. *Review of Educational Research, 75*(2), 125-157.

Stodolsky, S. S., & Grossman, P. L. (1995). The impact of subject matter on curricular activity: An analysis of five academic subjects. *American Educational Research Journal, 32*(2), 227-249.

Stodolsky, S. S., Salk, S., & Glaessner, B. (1991). Student views about learning math and social studies. *American Educational Research Journal, 28*(1), 89-116.

Torgerson, C. J. (2007). The quality of systematic reviews of effectiveness in literacy learning in English: a ‘tertiary’review. *Journal of Research in Reading, 30*(3), 287-315.

Vars, G. F. (1991). Integrated Curriculum in Historical Perspective. *Educational Leadership, 49*, n2.

Wigfield, A., Eccles, J. S., Roeser, R. W., & Schiefele, U. (2008). Development of achievement motivation. *Child and adolescent development: An advanced course*, 406-434.

Wineburg, S., Herrenkohl, L. R., & Bell, P. (2005). The Comparative Understanding of School Subjects: Past, Present, and Future Reed Stevens University of Washington.

Wineburg, S. S., & Wilson, S. M. (1988). Models of wisdom in the teaching of history. *The Phi Delta Kappan, 70*(1), 50-58.

Wolters, C. A., & Pintrich, P. R. (1998). Contextual differences in student motivation and self-regulated learning in mathematics, English, and social studies classrooms. *Instructional Science, 26*(1), 27-47.

Ben-Gurion University of the Negev
The Faculty of Humanities and Social Sciences

Syllabus

Department of Education 2014-2015

Course Name: Learning & Instruction in the Disciplines

Number: 1292042301- 12924234

Lecturer: Dr. Iris Tabak

Instruction Objectives:

Disciplines are distinguished based on their knowledge goals, processes of knowledge construction, justification, etc, and based on their surrounding socio-cultural context (e.g., the role that Mathematics has taken on as a tool of evaluation and selection in education, or the societal privileging of natural science over the humanities). These distinctions play a role in processes of learning and instruction. The course will examine general issues in learning and instruction, and those pertinent to disciplinary differences.

Chapters:

- General introduction to learning and instruction
  - Processes of knowledge construction
  - Declarative, procedural and epistemological knowledge
  - Transfer and inert knowledge
  - Learning as socialization
- Social construction of academic disciplines
- Learning and instruction in Mathematics
- Learning and instruction in Science
- Learning and instruction in History
- Literacy
- Integrated and multi-disciplinary learning and instruction

Requirements:

Attendance (requires) & Participation :	10%
Assignments (reaction papers, leading discussion):	20%
Final Paper:	70%
Total 100%	

Bibliography:

The bibliography includes both reading assignments and additional resources.

Allen, A., & Allen, H. (2010). The Answer to Overcoming Math Anxiety: Student's Perceptions. *Articles évalués/Refereed Papers, 21*, 15.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learnin Teaching High School History.

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