



אוניברסיטת בן-גוריון בנגב
הפקולטה למדעי הרוח והחברה

טופס סילבוס לסטודנט

המחלקה לחינוך תשע"ו 2014-15

שם הקורס: שיח הוראה ולמידה

מס' קורס: סמסטר סתיו 129.2.0442; סמסטר אביב 129.2.0452

שם המרצה: אדם לפסטיין

יעדי ההוראה:

מה מתרחש בכיתות בית-הספר? מדוע? ומהן ההשלכות ללמידתם של תלמידים? בסמינר זה נחקר את כיתות בית הספר כאתרים של הוראה, למידה ופעילויות אחרות. נחקר את פעילות-הגומלין והשיח בכיתה על ידי סקירת הספרות המחקרית, וניתוח של שיעורים מצולמים ומוקלטים בהם נצפה. נשזור יחד בסמינר ארבע סוגיות:

- **מסגרות תיאורטיות:** אילו הנחות מנחות את חשיבתנו על המתרחש בכיתות (וככלל בפעילות חברתית)?
 - **מסגרות מתדולוגיות:** כיצד ניתן לחקור את הפעילות בכיתות?
 - **סוגיות פדגוגיות:** מה לומדים התלמידים וכיצד ראוי שיפעלו המורים?
 - **סוגיות פרופסיונליות:** מי קובע מה נחשב כידע אודות המתרחש בכיתות? מטרת הקורס היא לסייע למשתתפים --
- (א) להכיר גישות מחקריות מרכזיות לחקר פעילות הגומלין, השיח, ההוראה והלמידה בכיתות לימוד – הנחות היסוד שלהן, הצדקותיהן, יתרונותיהן והבעיות הכרוכות בהן.
- (ב) לבחון פרקטיקות עכשוויות של הוראה ולמידה בבתי-ספר ישראליים: שורשים היסטוריים ותרבותיים, הנחות היסוד, יתרונות ובעיות.
- (ג) לערוך מחקר בכיתתם ו/או בכיתותיהם של מורים אחרים.

פרשיות לימודים:

- 1) צפיה ודיון בייצוגים של פעילות ההוראה
- 2) מבוא לשיח וניתוח שיח
- 3) סקירת תיאוריות של למידה
- 4) השיח בכיתה – ניתוח מבני
- 5) ניתוח אתנוגרפי-בלשני
- 6) יחסי כח ומשטר כיתתי
- 7) משאבים לשוניים ותרבותיים והשתתפות בשיעור
- 8) תהליכי הבניית זהות חברתית
- 9) שיח עמיתים בקבוצות קטנות
- 10) הוראה דיאלוגית
- 11) שאלות ושאלה
- 12) מתן משוב
- 13) תפקידה של המורה בניהול דיון בכיתה
- 14) ניתוחי נתונים של המשתתפים

דרישות והרכב ציון הקורס

1. נוכחות והכנה לשיעורים חובה
2. מטלות קריאה והצגתן בשיעורים 20%
3. הצגת נתונים לניתוח 10%
4. עבודת הסיום (חקר אירוע) 70%

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Ben Gurion University of the Negev
The faculty of Social Science

Syllabus

Education Department **2012-13**

Course name: Discourse, Teaching and Learning

Course number: Fall semester: 129.2.0442; Spring semester: 129.2.0452

Lecturer: Adam Lefstein

Goals:

What happens in classrooms? Why? And what are the implications for learning?

This seminar investigates classrooms as sites of teaching and learning – and other activities – through examination of the different ways in which classroom discourse and interaction have been investigated and theorised in the research literature, and through explorations of video and audio recorded classroom lessons. The seminar weaves together four sets of issues:

- Theoretical frames: What assumptions do we bring with us in thinking about what happens in classrooms (and social action more generally)?
- Methodological frames: How should classrooms be researched?
- Pedagogical issues: What pupils are learning and how should teachers act?
- Professional issues: Who decides what counts as knowledge about classrooms?

Course goals include:

- a) To become acquainted with central approaches to research classroom interaction, discourse, teaching and learning – their assumptions, justifications, advantages and problems.
- b) To examine current practices of teaching and learning in Israeli schools: their historical and cultural roots, their underlying assumptions, and their educational advantages and problems.
- c) To conduct inquiry in their own or another's classrooms.

Course content:

- 1) Observing and discussing video representations of teaching
- 2) Introduction to discourse and discourse analysis
- 3) Review of learning theories
- 4) Classroom discourse – structural analysis
- 5) Linguistic Ethnographic analysis

- 6) Power relations and interactional regime
- 7) Linguistic and cultural repertoires and classroom participation
- 8) Processes of social identification
- 9) Small group discourse and interaction
- 10) Dialogic teaching
- 11) Questions and questioning
- 12) Teacher feedback
- 13) The teacher's role in managing classroom discussion
- 14) Analysis of participants' data

Course requirements:

- | | |
|---|-----|
| 1) Attendance and preparation mandatory | |
| 2) Reading tasks – | 20% |
| 3) Presentation of data – | 10% |
| 4) Final paper – | 70% |

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