**Abstract of Post-Doc Research**

Scholarly Background

This study deals with the situation of contemporary Jewish education in Israel’s state and state-religious educational systems with respect to the study and teaching of canonical texts. In order to incorporate broad perspectives, I will make use of a variety of theoretical approaches. In my doctoral research, I developed and applied the following central perspectives, which I intend to employ in advancing the next stage of my research as well: epistemology as a theoretical basis for learning and knowledge acquisition;[[1]](#footnote-1) contemporary educational theories on learning and comprehension;[[2]](#footnote-2) epistemology of the body;[[3]](#footnote-3) hermeneutics and theories of textual interpretation;[[4]](#footnote-4) Jewish identity in a postmodern era;[[5]](#footnote-5) philosophy following the linguistic turn;[[6]](#footnote-6) cultural studies and sociology of knowledge;[[7]](#footnote-7) imagination in learning processes;[[8]](#footnote-8) and theories of educational curricula.[[9]](#footnote-9)

 These theoretical tools will enable a deep inquiry into questions relating to gaps of consciousness that challenge educators and scholars of Jewish education. Epistemology and theories dealing with language and meaning can help us understand the complexity facing the learner and teacher in their encounter with canonical texts coming from a pre-modern ‘language,’ cultural and conscious universe. One of the interesting paths offered in epistemology shows how learning and comprehension are influenced and shaped by the materiality of the subject. These studies, I believe, can help to chart new and innovative paths with respect to methods of teaching and learning texts.

Aims and Goals

* Refinement of Jewish educational discourse by means of translating axes of thinking and explanatory models from the fields of philosophy, cultural studies, epistemology and hermeneutics, including: reconceptualization of focal points entailing problematics and challenges for teaching and learning of texts; development of creative paths, from educational thinking and awareness among teachers to pedagogical models and contours for writing new curricula.
* Advancement of multi-sensory learning models in Jewish education and bringing of attention to the place of the body and materiality of the reader as shaping processes of interpretation and ascription of meaning to the canonical texts being studied. Alongside this, experimental models of “learning from and into the body” will be outlined.
* Enrichment of interdisciplinary discourse regarding imagination and fiction as foundational aspects of learning and teaching narrative texts. Extraction of theories relating to these subjects and translation of them for the educational realms of conceiving curricula and formulating teaching methods.

Operative Goals

* Writing three articles in English and two articles in Hebrew for publication in journals dealing with one or more of the following fields: Jewish education; religious education; theories of learning and teaching; hermeneutics in education.
* Planning and organizing a conference or seminar day on one of the following topics: Jewish education and cultural fluidity; poetics of the religious text; body and mind in Jewish education; possible universes in Jewish education; phenomenology of the text in Jewish education; myth and mythicality in a fluid world; Jewish identity discourse in an open society; the body as opportunity for fusion in fragmented world.
* Planning and organizing a research group on foundations of contemporary Jewish education, made up of educators and scholars from various sectors of Israeli society.

Methodology

* Examination and analysis of texts.
* Extraction of models with educational potential in philosophy and thought, and translation of these models for critical educational thinking.
* Integration of qualitative methods with textual-theoretical methods.

Duration

* A duration of one year is required for carrying out the proposed study.

Contribution

* Generation of a broad, deliberate discourse within and about Jewish education. Enhancement and deepening of theoretical discourse surrounding questions of textual interpretation, identity formation, and the potential inherent in learning and teaching canonical Jewish texts.
* Exposure and clarification of problematic points in current discourse and conceptualizations.
* Integration of the relevance of the body and materiality in learning processes and interpretation within contemporary Jewish education.
1. Scheffler (1965; 1969; 1980), Schwab (1964; 1969). [↑](#footnote-ref-1)
2. Egan (1997), Bruner (2009). [↑](#footnote-ref-2)
3. Gallagher (2003; 2006), Merleau-Ponty (1982) , Lakoff (1999). [↑](#footnote-ref-3)
4. Eco (1979), Gadamer (2013), Gallagher (1992), Sokol (1993), Thiselton (1992; 2009). [↑](#footnote-ref-4)
5. Gross (1996; 1998), Ross (2002), Schweid (2001), Sagi (1996; 2003; 2017). [↑](#footnote-ref-5)
6. Austin (1962), Wittgenstein (1953), Livnat (2014), Foucault (1970). [↑](#footnote-ref-6)
7. Bourdieu (1993), Berger (1973). [↑](#footnote-ref-7)
8. Egan (2014), Ricoeur (1978; 2003) . [↑](#footnote-ref-8)
9. Schwab (1973; 1977), Schulman (1986), Frankena (1970). [↑](#footnote-ref-9)