Arik Segev May 2021

**CURRICULUM VITAE**

1. **Personal Details**

Birth: January 23, 1968

Email: arik.segev@gmail.com

Mobile: +972-(0)50-333-5729

Work: - **Kaye Academic College of Education**, 6 Azriel Nitzani St., Beer- Sheva;

 - **Sapir College**, Rural Delivery Hof Ashkelon 7915600

Home: House 287, POBox 193, **Beit Kama**, Israel, 8532500

1. **Higher Education**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year of Approval of Degree** | **Degree** | **Name of Institution****and Department** | **Period of Study** |
| 1994 | B.A. | Tel-Aviv University, Department of Philosophy | 1992-1994 |
| 1999 | M.A. | Tel-Aviv University, Department of Philosophy. Advisor: Prof. Eli Friedlander, Title of thesis: Wittgenstein's *Philosophical Investigations*: Praxis of Doubt, Action and Reflection | 1994-1999 |
| 2013 | Ph.D. | Ben-Gurion University of the Negev, Department of Education. Advisor: Prof. Roni Aviram, Title of thesis: Is Moral Education Possible in Open-Liberal Societies? | 2007-2011 |

1. **Academic Ranks and Tenure in Institution of Higher Education**

|  |  |  |
| --- | --- | --- |
|  **Rank/Position** | **Name of Institution and Department** | **Dates** |
| Teaching fellow | Department of Education, Ben-Gurion University of the Negev | 2009-2017 |
| Teacher | Kaye Academic College of Education | 10/2014-8/2019 |
| Lecturer | Sapir Academic College | 10/2017-Present |
| Lecturer | Kaye Academic College of Education | 9/2019-Present |

1. **Offices in Academic Administration**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Name of Institution and Department** | **Office** |
| 2006-2007 | Ben-Gurion University, The Centre for Futurism in Education,  | Project Manager, "Rural Wings" (European Commission) |
| 2017-2019 | Sapir Academic College | Teaching Committee |
| 10/2017-Present | Kaye Academic College of Education | Co-Head of the Master's Program in Teaching (M.Teach.) |
| 10/2019-Present | Kaye Academic College of Education | Head of the M.Ed. Program in Teaching and Learning: Educational Leadership Development |
| 2020-Present | Sapir Academic College | Member of the Academic Council |
| 2021-Present | Kaye Academic College of Education | Member of the Ethics Committee of the Academic Staff |

1. **Scholarly Positions and Activities outside the Institution**
2. **Professional functions outside the institutions**

|  |  |
| --- | --- |
| **Dates** | **Professional functions outside the institutions** |
| 2007-2019 | Member, Standing Committee for Philosophy Studies in High Schools, Ministry of Education, Israel |
| 2018-Present | Member, Board of education, Bnei Shimon Regional Council |

1. **Membership in professional societies**

|  |  |
| --- | --- |
| **Dates** | **Membership in professional societies** |
| 2016-2019 | Member, American Educational Research Association (AERA) |
| 2016-2019 | Philosophy of Education Society of Australasia (PESA) |
| 2019 | Member, Israel Philosophy Association |

1. **Reviewed articles and books**

|  |  |
| --- | --- |
| **Dates** | **Reviewed articles and books** |
| 2018 | Article review, Educational Philosophy and Theory (Q1, Q2) |
| 2018 | Article review, Lexi-Kaye (Hebrew) |
| 2019 | Book review, Mofet Publishing House (Hebrew) |
| 2020 | Article review, Lexi-Kaye (Hebrew) |

1. **Participation in Scholarly Conferences**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject of Lecture** | **Place of Conference** | **Name of Conference** | **Date** |
| A MacIntyrean approach to moral education  | University College Dublin, Dublin, Ireland | Annual Conference, International Society for MacIntyrean Enquiry (ISME) | March 7-9, 2009 |
| Moral education in open societies | Utrecht University Hall, Utrecht, The Netherlands | 35th Conference of the Association for Moral Education (AME) | July 2-4, 2009 |
| Criticizing the Education for Critical Thinking Movement | Kaye Academic College of Education Beer Sheva | Kaye Periodic Conference | March 29, 2011 |
| On knowledge, truth and personal example | Kaye Academic College of Education Beer Sheva | Kaye Periodic Conference | March 25, 2014 |
| Does classic school curriculum contribute to moral development? | Gordon Academic College of Education, Haifa | Education for the 21st century: Multiculturalism, children’s rights and global citizenship. Gordon Academic College of Education, in partnership with The International European Commission Tempus Project DOIT | June 30- July 2, 2015 |
| The last leaf: On Knowledge and moral knowledges | Fiji | The Philosophy of Education Society of Australasia (PESA) Annual Conference, "Knowledge Ecologies" | December 8–12, 2016 |
| Knowledge as action: a moral approach to knowledge | San Antonio, Texas | American Educational Research Association (AERA) Annual Meeting | \*April 27 – May 12017 |
| A pragmatistic reading of the *Meno* | Bar-Ilan University | Israel Philosophy Association 22nd Annual Conference | \*February 13, 2019 |
| Philosophy, liberal arts and the leisure of Shabbat | Hong Kong, University of Hong Kong | Philosophy of Education Society of Australasia (PESA)[Cancelled due to the political situation in Hong Kong] | \*December 7 –11, 2019 |
| Inspiration in education, curriculum and the philosophical tradition | Seninar Hakibutzim. Tel Aviv | Inspiring Education: the Contribution of Philosophical, Psychological and Sociological Aspects to Teaching and Teachers Education. | \*February 27, 2020 |

1. **Scholarships, Awards and Prizes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Organization** | **Cause** |  |
| 1999-2001 | Mandel School for Educational Leadership, Mandel Foundation | Two years fellowship | (45,000$) |
| 2007-2011 | Azrieli Fellows Program, The Azrieli Foundation | Ph.D. Scholarship | 78750$ + 5500$ per year as research budget. |
| 2017 | Sapir College | Excellence in teaching | A letter of appreciation |
| 2018-2019 | Research Grant, Sapir College | Excellence in research | 6000 NIS |
| 2019-2020 | Sapir College | Prize for developing and promoting teaching at Sapir College and in the department | Reducing of 4 teachinghours |
| 2020-2021 | Research Grant, Sapir College | Research | 1000 NIS |
| 2021-2022 | Sapir College | Reward of Excellence | Extra of 5% of my monthly salary |

1. **Teaching**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Name of Course** | **Type of Course**  | **Degree** | **Number of Students** |
| 2009-2021 | Is moral education possible in open-liberal societies? | Lecture | B.A. | 30-100~ |
| 2010-2021 | The educator as a philosopher – Plato's Socrates | Lecture | B.A. | 30-100~ |
| 2015-2021 | Introduction to philosophy of education | Lecture, Mandatory | B.A. | 70-120~ |
| 2017-2019 | Liberalism | Lecture | B.A. | 20~ |
| 2017-2019 | Educational issues in films | Lecture/workshop | B.A. | 30~ |
| 2020-2021 | Introduction to political thought | Lecture | B.A. | 16~ |
| 2020-2021 | Educational issues | Seminar | B.A. | 15~ |

* **Courses that are not given in Sapir**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Name of Course** | **Type of Course**  | **Degree** | **Number of Students** |
| 2014-2015 | The aims of education and their justification | Seminar | M.A. | 25~ |
| 2016-2021 | Professional ethics of teachers | Lecture | M.Ed. | 25-45~ |
| 2016-2021 | From practice to knowledge | Seminar | M.Ed. | 25~ |
| 2016-2020 | Phronesis in teaching | workshop | M.Teach. | 25~ |
| 2020-2021 | Leadership in education | Lecture and workshop | M.Ed. | 30~ |
| 2020-2021 | The teacher's model | Lecture and workshop | M.Teach. | 15-20~ |

1. **Miscellaneous**

|  |  |  |
| --- | --- | --- |
| **Years** | **Activity** | **Institution** |
| 2017-2018 | Writing and editing a booklet for further studies, "Continuing to study" | The department for multidisciplinary studies, Sapir College |
| 2018-2020 | Forum for Innovation and Creativity in Teaching, Head of the Learning Experience Team | Sapir College |
| 2020-2021 | Initiator and coordinator of the Colloquium | The department for multidisciplinary studies, Sapir College |

1. **Professional Experience**

|  |  |  |
| --- | --- | --- |
| **Years** | **Role** | **Institution and place** |
| 1999-2001 | Fellow, Mandel School for Educational Leadership  | Mandel Leadership Institute, Jerusalem |
| 2001-2002 | Headmaster, Tefen Experimental School | Ministry of Education, Western Galilee |
| 2002-2011 | High-School Teacher, Sha'ar-Ha'Negev High-School | Sha'ar-Ha'Negev Regional Council |
| 2007-2008 | National Instructor, High-School teachers of philosophy | Ministry of Education, Tel Aviv |
| 2011-2013 | Headmaster, Tuviyahu High-School | Be'er Sheva municipality, Be'er Sheva |

1. **Publications**

Items marked with an asterisk (\*) were added to the CV after I was appointed (2017). One item is marked with an asterisk due to a new status I hope was given to it, as a result of a letter received from the editor-in-chief.

1. **Ph.D. Dissertation**

**Segev, A. (2013).** Is Moral Education Possible in Open-Liberal Societies? (240 P.) (Hebrew), Ben-Gurion University of the Negev, Advisor: Prof. Roni Aviram

1. **Scientific Books Accepted for Publishing**
2. **Segev, A**. (Accepted). *The Faith of Those Living in Question*, Tel-Aviv: Resling (Hebrew).
3. **Articles in Refereed Journals**
4. \* Segev, A. (2016). The last leaf: On Knowledge and moral knowledge, In Irwin, R. Ed., *Knowledge Ecologies*. The Philosophy of Education Society of Australasia (PESA). (See also the next section, and especially see Appendix 1, which includes a letter from the editor confirming that the publication in the proceeding was a selective blind examination process.)
5. Segev, A. (2017). Does classic school curriculum contribute to morality? Integrating school curriculum with moral and intellectual education, *Educational Philosophy and Theory*, Vol. 49, Num. 1, pp. 89-98. DOI: 10.1080/00131857.2016.1194736 (Q1).
6. \* Segev, A. (2018). Worthy leisure education: Teaching here and now. *Research in Education*, Vol. 100(1) pp. 97-113. *.*DOI: 10.1177/003452371872142
7. \* Segev, A. (2019). Rationale for Moral Education: A Reading in Plato’s *Republic*. Interchange: A Quarterly Review of Education Vol. 50 pp. 39-56. DOI: 10.1007/s10780-019-09347-3 (Q2).
8. \* Segev, A. (2020). Inspiration in education, curriculum and the philosophical tradition. Ha'Chinuch Ve'Svivo (Hebrew).
9. **Articles or Chapters in Scientific Books**
10. **Segev, A**. & Aviram, R. (2016). The Purpose of Education and its Components: After Shlomo Back's 'The Third', In Shlomo Back (ed.) *Information, Knowledge and Cognizance: The DNA of Education*, pp. 341-353, Tel-Aviv: Mofet (Hebrew).
11. **Articles in Conference Proceedings**
12. Aviram R. & **Segev A**. (2007). Lifelong learning, Empowerment and the Internet, in: P. Koulouris & S. Sotiriou (Eds.) *Rural Learn: Lifelong Learning for Rural Europe*, Pp. 185-193, Athens: Ellinogermaniki Agogi.
13. **Segev, A.** (2016). The last leaf: On Knowledge and moral knowledge, In Irwin, R. Ed., *Knowledge Ecologies*. Paper presented at The Philosophy of Education Society of Australasia (PESA) annual meeting, Fiji, 8-12 December (See section C, item 1 from 2016).
14. **Unrefereed Professional Articles**
15. Segev, A. (2014). An Educational Teaching, *.Hed HaChinuch*, 88 (4), pp. 114-116 (Hebrew).

1. Segev, A. (2016). Wise to be Good: On Unconditioned Joy of Life, *Hed Hachinuch*, 91 (01), pp. 60-63 (Hebrew).
2. Segev, A. (2018). Transcendent holiness. Kolot 16 pp. 24-28 (Hebrew).
3. Segev, A. (2020). Bad and Good Leadership. Kolot 19 pp. 2-5 (Hebrew).
4. Segev, A. and Glasner A. and **Segev, A.** (2021). On the possibility of an independent learning – A dialog. Kolot 22 pp. 7-12. (Hebrew). (**Both authors have an equal contribution to the article**, Glasner appears first due to the family name.)
5. **Summary of my Activities and Future Plans**

My research so far has dealt with the effort to understand and articulate the foundations of education in open liberal societies. But I did not stop at this initial introduction. It led me to examine the meaning of the theoretical curriculum, the idea of ​​worthy leisure and how to educate to enjoy it, the question of justification for moral education, or the role of philosophical tradition as a source of inspiration and meaning for education in secular societies.

These days I am writing an article on secular culture and the possibility of its connection with the activity of contemplation and the place of sacred in human life. In other words I try to examine what are the conditions for a secular culture to allow institutionally and as an integral part of it and its practices, the activities of contemplative observation. The article I intend to submit for publication towards the end of July 2021 is called *On Sacred and Leisure in Secular Education*. Having published this article, I intend to dedicate myself to the process of publishing the book *The Faith of Those Living in Question*, which essentially presents in detail the idea that philosophical tradition is the backbone of liberal secular culture and as such can be a source of spiritual meaning and inspiration for education in secular society. This book will be the part of a broader move, which I will seek to complete in the distant future in another book, where I will systematically and in detail connect the three moves I am making in the articles from 2018, from 2019 and the one I intend to submit on July.

In general, my interest, both in research and in teaching, can be described as moving on four main axes. In each of these axes I look for the interface and the connection between the following concepts contained in it, as well as the internal connection between the axes.

**Axis 1 - Meta-Philosophy**: The attempt to understand what philosophy is, what philosophy is as a way of life, as a practice, as a tradition; what we can learn from all this about the idea of ​​philosophical education.

**Axis 2 - Education, Teaching and Teacher Education**: Here I try to understand the idea of ​​humanistic-liberal teaching and education, the moral justification of the school curriculum and of theoretical studies in general; questions such as what is meaningful teaching, what is a liberating, uplifting education, what is a spiritual or liberal education; teaching without outcomes but one that comes from leisure and is aimed at it.

**Axis 3 - Liberalism and Proper Political-Social Culture:** Here a central issue is what is the content of secular liberal life; What is liberalism as a culture and as a moral tradition; What characterizes the spirit and meaning of liberal or secular culture; What are the connections between liberalism and philosophy in its various aspects; What is the source of the crisis in liberal culture and how to deal best in the struggle against relativism and nihilism.

**Axis 4 - Ethics, Metaphysics and Spiritual Life:** What are judgments in general and moral judgments in particular? Where do they come from and what is their source of quality? What is spiritual development? What is religion and what is the role of laws and rituals? The issue of the connection between moral action and personal development; The spirit, the name, and the aspects that cannot be expressed in words (the ineffable); spiritual exercises: prayer, contemplation, meditation, moral knowledge.