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Nota di contenuto	Front matter -- Acknowledgments -- Table of Contents -- Preface by Sharon Feiman-Nemser -- Chapter One: Contextual Foundations -- Chapter Two: Theoretical Foundations -- Chapter Three: Setting the Stage for Havruta Learning -- Chapter Four: Questioning for Interpretation -- Chapter Five: Listening for Interpretation -- Chapter Six: Supporting and Challenging -- Chapter Seven: Evaluating Interpretations -- Chapter Eight: Dialoguing with Texts and Partners -- Chapter Nine: The Educational Value of Havruta Text Study -- Appendix 1 -- Appendix 2 -- Appendix 3 -- Appendix 4 -- Appendix 5 -- Appendix 6 -- Appendix 7 -- Appendix 8 -- Appendix 9 -- Appendix 10 -- Appendix 11 -- Bibliography -- Index
Sommario/riassunto	No longer confined to traditional institutions devoted to Talmudic studies, havruta work, or the practice of students studying materials in pairs, has become a relatively widespread phenomenon across denominational and educational settings of Jewish learning. However, until now there has been little discussion of what havruta text study entails and how it might be conceptualized and taught. This book breaks new ground from two perspectives: by offering a model of Havruta text study situated in broader theories of interpretation and learning, and by treating havruta text study as composed of textual,

interpersonal and intra-personal practices which can be taught and learned. We lay out the conceptual foundations of our approach and provide examples of their pedagogical implementation for the teaching of havruta text study. Included are illustrative lesson plans, teachers' notes and students' reflections, exercises for students, and other instructional materials for teaching core concepts and practices.
