Date: 01.10.2020

Curriculum Vitae

1. **Personal Data**

   Name in Hebrew: ד"ר טלנקר סרגיי

   Name in English: Sergei Talanker

   Maii: SergeiT@wgalil.ac.il

2. **A. Education Certificates and Degrees**

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1997-2000	University of Haifa – Philosophy Department	B.A.	2000
2000-2002	University of Haifa – Philosophy Department	M.A.	2002
2002-2011	University of Haifa – Philosophy Department	Ph.D.	2011

B. Post-Doctoral Studies

Period of Study	Name of Institution, Department and Host	Degree	Year of Completion
None			

3. **Academic Ranks and Tenure in Institutes of Higher Education**

Dates	Name of Institution and Department	Position/ Rank	% Position
2010-2011	Gordon College	Adjunct Lecturer	50
2012-2013	Academy of Sciences and Arts	Project Coordinator	60
2013-2015	Western Galilee College	Adjunct Lecturer	67
2015-2020	Western Galilee College	Teacher (Rank given 22.11.15)	100
2020	Western Galilee College	Lecturer (Rank given 22.06.20)	100

4. **Offices in Academic Administration**

Dates	Name of Institution and Department	Position
2019- 2020	Western Galilee College	Member of the Innovation Centre Committee
2019- Present	Western Galilee College	Member of the International Relationships Committee

5. **Scholarly Positions and Activities outside the Institution**

Reviewer for the *International Journal of Leadership in Education*
Member of the *International Society for MacIntyrean Enquiry*

6. **Participation in Conferences**

    a. **Active Participation**
       International Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role

November 2016	Decision Sciences Institute Annual Meeting	Austin, TX	Problem-Solving is Decision-Making	Presenter
November 2019	Towards Assymmetric Ethics	Stockholm, Sweden	Functionalism as non-egalitarianism	Presenter
June 2014	Pedagogical Leaders' Decision Making	Ohalo College	The Value of Trust in Pedagogical Leaders' Decision Making (in Hebrew)	Presenter

b. **Organization of Conferences or Sessions**

Date	Name of Conference	Place of Conference	Subject of Conference/ Role at Conference/ Comments	Role
January 2013	How Teachers Can Learn From Filmed Lessons	Bible Lands Museum, Jerusalem	Film study and teachers' professional development	Organizer
2017-Present	Department of Education Seminar	Western Galilee College	Various subjects	Organizer and Presenter

7. <u>Teaching</u>

a. **Courses Taught in Recent Years**

Year	Name of Course	Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of Students
2013-Present	Introduction to Philosophy of Education	Introductory course	B.A	25-70
2013-Present	Ethics in Education	Mandatory course	B.A	25-70
2013-Present	Ethics in Educational Administration	Mandatory course	B.A	15-40

Year	Name of Course	Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of Students
2017-Present	Teaching Education Tools	Seminar	B.A	8-20
2017-2019	Introduction to History of Education	Introductory course	B.A	30-65
2017-2018	Patterns of Decision Making	Mandatory course	B.A.	40
2017-2018	Trust and Cooperation in Educational Administration	Lecture	B.A.	25

b. **Supervising Graduate and Post-Graduate Students**

None

Publications
Sergei Talanker Ph. D

A. Ph.D. Dissertation

Talanker, S. (2011). The Self – a Concept of Reason: from *Res Cogitans* to *Tathandlung,* University of Haifa.
Supervisor: Dr. Franz Nauen.

B. Articles in Refereed Journals

Published

1. Talanker, S. (2010). The Doctrine of Intellectual Intuitions in Descartes. *Regulae ad Directionem Ingenii", Methodus*, *5*, 68-83.

2. Talanker, S. (2015). The Value of Trust in a Pedagogical Leader's Decision Making. *Education Time 1*, 89-99. (In Hebrew).

3. Talanker, S. (2016). Problem-Solving is Decision-Making. *Decision Sciences Institute Annual Meeting Proceedings, 47*, 1-18. (SJR: H-index=9)

4. Talanker, S. (2018). Teaching Evaluation Tools as Robust Ethical Codes. *Ethics and Education, 13(2),* 221-233. (SJR: Q1 H-index=11, GS h5-index=11, IF 0.3).

5. Talanker, S. (2018). The Importance of Teachers' Evaluating Tools to the Process of Turning Teaching into a Profession in Israel. *Organizations and HR Research Quarterly*, 3(1), 95-108. (In Hebrew)

C. Other Scientific Publications

Published

1. Talanker, S. (2019). Identity-based Professional Development. *Mofet Institute Almanach, 63*(2), 2p. (In Hebrew)

D. Other Publications

1. Talanker, S. (Editor) (2013). *How Teachers Can Learn From Filmed Lessons: Activity Report*. Jerusalem: The Israel Academy of Sciences and Humanities. (Translated from Hebrew).

E. Submitted Publications

1. Talanker, S. (submitted). Establishing Students' Cooperation and Trust Using Game Theory: The Roles of Teachers and Leaders. *The International Journal of Leadership in Education*. (SJR: Q1 H-index=33, GS h5-index=19, IF 071).[1]
2. Talanker, S. (submitted). The (In)falibility of Weak Moral Intuitionism. *Diametros*. (SJR: Q2 H-index=7, GS h5-index=7, IF 0.22,).[2]
3. Talanker, S. (submitted). Normative Problems, Practical Cases and Moral Vignettes: The dialectics of ethical theory and professional practice. *Ethical Theory and Moral Practice*. (SJR: Q1 H-index=20, GS h5-index=15 IF 0.39).[3]

F. Summary of my Activities and Future Plans

For the last several years I was researching different areas: game theory, trust, problem solving and decision making, etc., but my main focus has always been ethics. I am now ready to incorporate this knowledge and address ethical issues through a scientific framework. I have recently written and submitted two papers, one critiquing the non-scientific origins of current ethical frameworks, and another one, re-evaluating the role of ethical dilemmas in challenging and upholding norms in the public sphere and the professional practice.

The first paper, titled "The (In)falibility of Weak Moral Intuitionism", relates to the possibility of incorporating empiric, psycological data into philosophical theoretical frameworks of morality, which are primarily non-naturalistic and intutionist. Methodologically, non-naturalism intends to avoid the "naturalistic falacy", i.e. deriving a moral 'ought' from an empirical 'is'. Thus, I argue, empiric data is exactly what intuitionism methodology seeks to filter out. Weak moral intuitionism thus means cherry-picking convinient data that supports pre-existing theory and ignoring the inconvenient data. I argue that

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[1] נספח מספר 1- מאמר שנשלח לשיפוט בכתב עת

[2] נספח מספר 2- מאמר שנשלח לשיפוט בכתב עת

[3] נספח מספר 3- מאמר שנשלח לשיפוט בכתב עת

since moral intuitionism is methodologically infalible, it cannot be considered as scientific.

The second paper, titled "Normative Problems, Practical Cases and Moral Vignettes: The dialectics of ethical theory and professional practice" offers a new kind of typology of moral dilemmas as elements of larger practical problems. In normative ethics, moral dilemmas are usually viewed abstractly and applied to practical context in a straightforward manner. I argue that moral dilemmas manifest differently in different contexts and are applied through complex casuistic procedures across professional contexts. I distinguish between the functioning of a dilemma as a paradox, undermining the existing moral framework and as a practical task, helping develop a robust practical framework.

My current focus of attention is on ethical education. I am now working on an article that re-evaluates Kant's didactics methods in his Theory of Virtue. According to the prevailing view among Kantian scholars, moral cases' only proper didactical use is to serve as illustrations of the more general maxims and principles. I will explore a possibility that since Kant understands virtue not merely as a theoretical question, but it is a question of strength of one's resolution to resist inclinations, the didactical aim of Kant's mnemonic engagement with moral cases is to get the students engaged in remembering their former actions, real, fictional or imaginary. The point of such exercise would be to make the students' future battle with temptation scenarios played out in their minds, making students better prepared for similar battles in real life.

Later I will write an article addressing the curriculum of the Ethics courses in higher education. There seems to be a divide among contemporary scholars as to whether it is more important to focus ethics courses for future professionals on a) universal moral theory; b) ethical codes particular to their professions; or c) application of intermediate level ethical concepts, stemming from professional context, to particular dilemmatic cases arising from professional practice. I intend to discuss the inner logic of the three approaches, and offer a compromise decision.