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Capacity Building Project

TeachEx

Teaching Excellence in Israel



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Arts and Design
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TeachEx

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About:

Effective teaching demands more than expertise in a particular academic area. An effective teacher must be able to get students engaged and actively involved in their learning, and to address the diversity of students in the classroom. These teaching skills become increasingly important in today's interconnected and globalized world. In response to these needs, higher education institutions in Israel and Europe joined together to develop TEACHEX, a project to promote teaching excellence in higher education institutions in Israel, and, as a result, improve student learning in these institutions.

Goals:

- To establish new or improve existing centers for teacher training in higher education institutions, which will be named Centers for Teaching Excellence (CTEs). These centers will provide ongoing professional development for academic faculty.
- To develop professional development materials in the areas of: (1) innovation in education, (2) internationalization of education, (3) entrepreneurial education, (4) coping with diversity in the classroom/ social inclusion, and (5) educational technology.
- To test the training materials and new knowledge developed.
- To produce benchmarking and self-evaluation tools within the CTEs that serve as means of quality assurance and medium and long term strategic analysis.
- To disseminate TEACHEX results and establish a community of practice.
- To use social media to enhance the sustainability of CTEs, and the interaction between them and other key educational stakeholders in Israel.
- To contribute to the national and international dialogue on innovation in teaching and learning in higher education and its impact on graduates and society.

Project Themes

After mapping the successes, challenges, and goals in each of the partner institutions of higher education, we chose five development projects. Each partner participates in at least one development group, developing new training materials and conducting workshops in the following areas:

Diversity and Accessible Instruction

Addressing diversity in higher education is part of a global social trend. One of this project's main goals is to provide tools for faculty to advance their teaching-learning processes through discovering how to work with diversity in their classes. The faculty will become aware of their responsibility and accountability to diverse students. Faculty will become familiar with the principles of Universal Design in Learning (UDL), and learn how to use different teaching methods and materials in order to ensure that all students are engaged in the learning process.

Active/Reflective Teaching and Learning: Learning from Art and Design

One of the qualities of art and design teaching-learning processes is their active and reflective character. The module's main target is to provide tools for faculty to reflect in and on action, in order to map, conceptualize and share their tacit knowledge of teaching. Faculty will become aware of the practice of teaching as creative, active and meaningful. Faculty will develop their capacity for engaging in common ongoing and continuous professional development, gaining a sense of community and belonging.

Mobile Learning

Mobile Learning (M-Learning) refers to the use of mobile devices for teaching and learning, and is active, authentic, constructive, cooperative, personalized, and intentional. Use of mobile learning calls for faculty to emphasize learning outcomes and support their students' learning processes, while constructing knowledge through appropriate pedagogy and technology. The TeachEx M-Learning training kit will help faculty gain skills for integrating mobile devices into their teaching, based on M-Learning's unique characteristics. The activities will focus on gathering and organizing data, creating digital products, reflecting, and constructing new knowledge.

Lecturer as Producer

In recent years, we see more and more lecturers in academia implementing new teaching methods utilizing recorded content. In this workshop, we will train faculty to become independent producers of simple explanatory videos, planning a presentation or script and using various self-production methods, including presentation-based videos, screen capture videos, and writing board videos.

Problem/Project-based learning (PBL)

Active learning, centering on projects and dilemmas, involves learning by doing and collaboration of faculty and/or students towards the preparation of a project, aimed at solving a real-life problem. The students engage in independent inquiry learning. PBL offers students opportunities for meaningful exploration.