



Monitoring Visit Protocol

Online course

1. VISIT DETAILS

1.1 Completed by	Prof. Hanan Alexander Dr. Rachel Pear Ms. Kalanit Kleemer Ms. Corina Hershkovitz Dr. Varda Talmon Ms. Revital Vadai-Namer
1.2 Location	Haifa, Israel
1.2 Name of Institution	University of Haifa
1.4 Dates	Updated 5/18

2. PROGRAM DETAILS

2.1 Name of program	Developing an online course to assist students with disabilities and/or those from minority communities.
2.2 Target groups	All students
2.3 Name of staff responsible for the program or department	Mr. Shai Spieler Dr. Yotam Hod
2.4 Special equipment used within the framework of DARE	

3. PROGRAM DESCRIPTION

3.1 What issue or problem does this program address?	Online courses address different problems for different TGs-- for students with some physical disabilities it can alleviate the challenges of coming to campus frequently. For students from ethnic minorities for whom English is not their first language or students with learning disabilities, lectures in an online course can be viewed multiple times and can be stopped and started at will to give students time to process material as needed.
3.2 What is the goal of the program?	The goal is to make a high quality innovative online course that will benefit students in TGs. However working to benefit students with disabilities and who come from ethnic minorities also will benefit the larger student population as well. For example, shifting a course to an online format can change the large lecture (50+ student) structure of a course into one that is inquiry-based with the support of innovative technological tools, our aim in this case.



<p>3.3 Program description</p>	<p>The course entitled "Breaking the Walls of the School: Learning in the Innovation Age", course number 313.3109 (two credits a semester, two hours a week) is being developed and taught by Dr. Yotam Hod in the Faculty of Education and offered online in the spring semester of 2017-18. Students have all lectures provided for them online and engage in an inquiry-based learning program using a state-of-the-art educational technology based on the theory and practice of the need to connect newly learned knowledge to personal experience. In addition to weekly assignments and a final paper, students will also need to work in a collaborative group to carry out projects. The technological tools used provides real-time data on each students' participation which will become an additional and important factor in the final evaluation of each student. This will also serve as a formative tool that will allow the student to track their improvement throughout the semester and they will be asked to write about this in a final reflective paper that will also be assessed at the end of the course. In this way, students will have the opportunity to experience theories that they have been learning about in other courses regarding active reflective learning with formulative assessment rather than summative assessment. It cultivates self-directed learning and the responsibility of the student for their learning gains, and offers them the opportunity to work with managing large amounts of information in a technologically advanced environment. In general, the course strives to facilitate principled practical knowledge and research practice partnership. 73 students are enrolled in the course. Two students have had a hard time and considered leaving the course but they are receiving help to see if they can keep up with the assignments.</p>
<p>3.4 How is progress towards the achievement of the program's goal tracked? Please specify which indicators are being utilised to measure progress.</p>	<p>The course is running for the first time this semester and began at the end of February. Mechanisms for attaining some student feedback are built in to the structure of the course as weekly reflections are required, as well as the one at the end of the semester. After the course has finished its first run a retrospective analysis will be conducted by the lecturer and the teaching assistant. They will apply to the ethics committee of the University and request from students who are willing, anonymous data sets that were collected through out the course tracking achievement. We will interview the teacher and students regarding how the course went and how it affected accessibility at the end of the semester.</p>

4. PROBLEMS

List the specific issues / problems that were identified and actions that need to be taken to solve the problem.

The lecturer who developed this course and is teaching it expressed his desire to hire a teaching assistant who could specifically work with the students in the course who came from the Arab Israeli community and were struggling academically in the University and may find the learning style and



requirements of this course new and challenging. Funding for such an assistant, an MA student who herself is from the Arab community, was found by the faculty through a grant from the Association for Higher Education assigned for assisting minority students. The synergy between DARE and the other funding opportunities has enabled a new online course that would not have happened without DARE but which will likely be greatly improved in its implementation, especially in its first run, with the addition of a teaching assistant.

A potential problem, that we believe can in fact be a great asset, is that this course is not being offered on Moodle, the standard platform of online courses at the University but rather on a platform called Google Classroom. At first the instructor thought to use a platform called the Knowledge Forum which focuses on collaborative learning. However, as this platform had never been used at this scale in a university setting he opted for the first iteration of the course to use Google classroom because it was innovative and had many novel features but also a track record of having been used in large courses. While this first time the course is being run the methodological focus is on the linking between personal experience and new knowledge, subsequent iterations of the course will add more of an emphasis on collaborative learning, as these two core concepts, self-reflection and cooperative work, are two of the pillar of Dr. Hod’s approach to learning.

5. RESULTS

Refer to section 3.4 and list the specific outcomes (intangible) and outputs (tangible) of the program

Tangible: an innovative new online course that facilitates the learning of students with disabilities and those from ethnic minorities for whom Hebrew is a second language. This course aims to get a higher number of students actively involved in the learning process with deeper knowledge gains and an improved learner experience. All of this will be monitored throughout the course and assessed at its conclusion.

Intangible: increasing new learning technologies and interest in accessibility.

6. SUCCESS

What has gone particular well in the program? Indicate significant progress towards achieving specific goals, unexpected positive impacts and developments, other improvements and developments in the program, the positive events, solved bottlenecks etc. If you have future recommendations please add it here.

As described above, this will be assessed in the coming months, but preliminary indicators are positive as the retention rate is nearly at 100% and the students are succeeding at the rigorous writing tasks required in the course.

7. IMPACT

What has changed in the way that the institution and target groups operate because of this program?

While the lecturer and TA have committed to further assessing the impact of the course, for the time being it has already been proven that developing novel approaches that synergize between the national aims of integration of minority students in HE and specially targeted projects can have



achieve enhanced results for the success of TGs.

8. SUSTAINIABILITY

What measures are taken to sustain the program beyond the project lifetime?

Online Course- as this course has been approved by the faculty of education, with the support of the unit for the advancement of technological learning, and it will continue to run in the years following the program.

9. GENERAL IMPRESSIONS AND CONCLUSIONS

Insert your general observations from the monitoring visit here. Include relevant photos, web links, case studies and quotes to illustrate your points.

Screen shot of course (logo shown) below

Date: _____

Full Name: _____

Signature: _____

שבירת כותלי בית הספר

שבירת כותלי בית הספר: למידה בעידן הידע



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