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An International Guest at the College Faculty Day

By: Dr. Yehudit Zamir

The Faculty Day that opened the 2017-2018 school year was dedicated to the quality of teaching in the college.

To this Faculty Day was invited Dr. Marian McCarthy of Cork University in Ireland.

The purpose of this day was to raise for discussion the subject of the faculty's quality of teaching in the college, while introducing concepts that are accepted in the academic world today.

Dr. McCarthy opened this event with a short lecture in which she dealt with the connection between teaching and research and the need to research our pedagogical work

and publicize the accumulated information in this field.

After this, the participants split up to four groups in which they discussed the following four main questions:

1. What is the relationship between teaching, learning and research?
2. How do we document and research teaching and learning?
3. How do we know what our students know and understand?
4. How can we find a balance in our teaching and research lives so that we can live them more and enjoy our teaching and research?

This day of learning was finished off by joining the concepts that were discussed in the morning to the UDL (Universal Design for Learning) model, which was introduced by Dr. Marian later that day in a small workshop.

Link to the lecture:

<https://www.youtube.com/watch?v=ftje1jCXsY>



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**"I cannot teach
anybody
anything. I can
only make
them think"**
Socrates

Links:

[Link to Kaye College's
International Website](#)

[Link to Prezi slideshow about
the College in English](#)

in2it.



Staff Visit to Wuhan, China

By: Ms. Dina Ben Yaish & Ms. Barbie Shapir

During September 2017 two faculty members from Kaye College, Ms. Dina Ben Yaish, Head of the Program of Teacher Education for Kindergartens, and Ms. Barbie Shapir, Lecturer in the Program of Teacher Education for Kindergartens, visited "Hamood" playgroup centers in Wuhan, China.

In China, organized early childhood education begins at age 3 and is run until the age of 6. The government licenses private daycare centers to operate playgroups for children starting from the age of six months and up to the age of 3.

One group has established such playgroup centers in the city of Wuhan, under the name "Hamood". They hope to incorporate full daycare centers into this framework as well.

The professional relationship between Kaye College's early childhood education training program and the "Hamood" centers was forged in order to develop programs in the fields of mathematics, science and crafts that will be run in the various playgroups. An additional objective is the development of continuing education programs for the educational staffs running these centers.

Beginning in April 2017, we started developing the continuing education programs and writing lesson plans on various subjects, tailored for preschool children. The group of initiators from China invited us on a scouting



trip to see the operations at the "Hamood" centers

firsthand, learn how they are run and how

we can contribute, so that we could develop appropriate lesson plans.

The "Hamood" centers are interested in presenting a unique edge in their operations by focusing on Jewish values such as: helping others, respecting and preserving the environment, family values, maximal development of the individual's talents, creativity, the ability to explore freely, honoring one's parents, perseverance, connection to cultural traditions, and adopting a famous saying by one of our sages, Maimonides, that one must live by - "having a healthy soul will contribute to having a healthy body."



What did we discover? On our trip, we observed various age group lessons working on different subject matter, as well as work methods. We participated in staff meetings and were part of their preparation training prior to their new classes. We examined their work plans and gave advice as to improving them. We also became aware of the deep involvement of Chinese grandparents in their children's and grandchildren's lives and how the staff must address this issue.

During the visit, we gave a central lecture to the various educational staff members and other participants interested in this type of educational work. The lecture focused on the early childhood learning process. We chose to focus on the theories of Gideon Levine, who emphasizes three stages in childhood activity: discovery, examination and execution. We emphasized the equal importance of activity among children, giving examples and explaining that for a child, activity includes creation, learning, playing and work. Activity is the manner in which the child expresses its individual identity, and we

emphasized that those involved in this activity are: the child – the teacher – the parents.

In addition, we met with groups of parents whose children are enrolled at the Hamood centers, and with parents who will potentially be enrolling their children, and answered various questions that they raised. All of the meetings were accompanied by a wide range of photos of diverse learning environments and video clips showing facilitated activity with children from the age of birth to 3 years.

The conclusions we reached during the visit and our future plans are based on the primary understanding that the guidelines must be precise. We must allow for plenty of ongoing experience, make sure the objective of the lesson is focused, hold daily staff meetings every morning, hold regular meetings between the staff and the parents with professionals, focus and limit the Jewish values, initiate modeling and enable the creation of new activities.

The Hamood Staff's Visit to Be'er Sheva – A visit is planned to observe educational frameworks from the age of birth to age 6, in order to understand the developmental sequence and the importance of free choice and personal expression in early childhood (birth to age 3) that produces thinking, active and creative children.



Continuation and Extension of Cooperation with Opole University in Poland

By: Dr. Liron Ohayon-Shokty

Further to the collaborations that have existed for three years between the Kaye Academic College of Education and Opole University in Poland, two representatives of Opole University arrived in May 2017: Vice-Rector Prof. Prof. Izabella Pisarek and Vice-Dean for Academic Affairs Dr. Elżbieta Szymanska-Czaplak. In December, sociologist Dr. Michal Wanke, who is responsible for devising international programs at Opole University, also visited Kaye Academic College. Three more visits by our Polish colleagues are planned in 2018, and four Kaye Academic staff members are due to visit Opole University this year as well.

The stepping up of cooperation will include the formulation of a three-year project with many participants that will include Poland, Spain, Germany, Finland, and Israel. A request for a grant to fund this project within the framework of the European Union's Erasmus+ program will be submitted in March 2018.

A trip by two of the students majoring in English is currently being planned for the purpose of studying at Opole University in the framework of a student exchange program, financed by the EU, for one semester.



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Online Collaboration with John Abbott College in Canada

By: Dr. Liron Ohayon-Shokty

During the first semester of the 2017-18 academic year, a new online international collaboration between 17 students in a course on “Multiculturalism in Virtual Space” got under way at Kaye Academic College under the guidance of Dr. Liron Ohayon-Shokty, and 30 students from John Abbott College in Canada under the guidance of Dr. Alan Weiss, with assistance from Miss Brenda Lamb, a pedagogical advisor for computer matters. The students are learning in a humanities course entitled “The Struggle of Ideas in Modern Perspective.” As a matter of general knowledge, John Abbott College has 7,000 students. The institution is located in the village of Sainte-Anne-de-Bellevue at the western tip of the Island of Montreal, at the junction of the St. Lawrence and Ottawa Rivers.

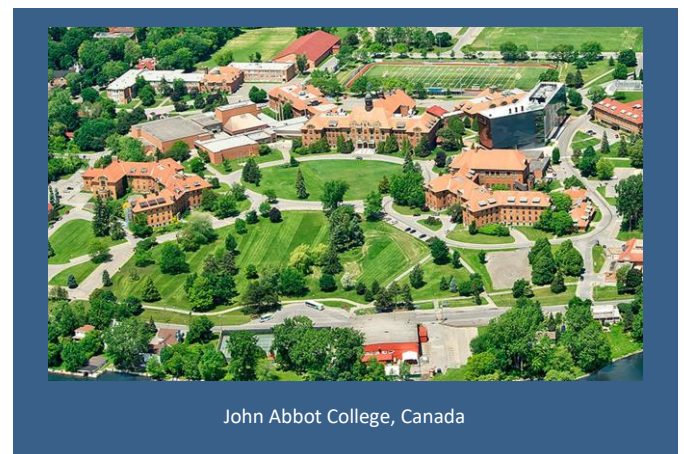
This international collaboration consisted of three synchronous online meetings (utilizing the GotoMeeting software, which enables a live online conversation) and four non-synchronous meetings (written discussions). The meetings focused on three Israeli films: “Out in the Dark” (2012), “Sand Storm” (2016), and “Live and Become” (2005). The students in the two courses were asked to view the three films and discuss two basic questions each time, from which a live discussion and a discussion accompanied by writing developed in the course forum on the model Canadian website. The Kaye Academic College students were given access to the course website. The two basic questions were:

1. Does the film simulate or distort reality?
2. Do the problems that the film raises relate at all to your own personal experiences?

In order to overcome the language barrier, the students in the “Multiculturalism” course, most of whom are not

English majors, were asked to prepare and translate their answers to the basic questions ahead of time. In the free discussion stage (oral and written), they were helped by their fellow classmates and the course lecturer.

During the online meetings, which were lively and full of interest, the students presented and discussed various opinions and experiences from their lives that were relevant to the content of the films under discussion, and presented various sociological approaches for analyzing the films. This unique collaboration is expected to continue in the next semester as well, and to include additional topics for discussion.



A Special Musical Guest Arrives at the College

By: The Department of Culture in the U.S.A. Embassy

During November 2017 we were excited to host Mr. Daryl Davis and his presentation of "The Power of Music to overcome Violence, Racism and Stereotypes – through jazz, blues and rock-n-roll". This was a special program brought to us by the U.S. Embassy, with the help of Ms. Risa Levy, Cultural Program Specialist at the embassy. Daryl Davis was born in the Electric Blues Capital of the world, Chicago Illinois; He absorbed the influences of the South from musicians who traveled north from the Mississippi Delta, Texas, Louisiana, Tennessee, and Missouri to this Blues Mecca.

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nonfiction book "Klan-Destine Relationships", and the subject of the new documentary film "Accidental Courtesy".

On a quest to do nothing more than explore racism and gather information for his book, Daryl Davis eventually became the recipient of robes and hoods from Klan members who came to rescind their beliefs after coming to know him. Davis had inadvertently stumbled upon a successful method of forming friendships between sworn enemies.

Filled with exciting encounters and amusing anecdotes, Davis' impassioned lectures leaves an audience feeling empowered to confront their own prejudices and overcome their fears. They leave the lecture seeking and hopefully finding a common ground, to help forge peace with their most unlikely adversaries.

Attending this special program were Kaye College students who participate in the REGEV excellence program, various staff members of the college and a group of visiting pupils from a high school in Ramla City. During his musical performance, Daryl shared with us the story of his life and workings through live music that he played and riveting stories that he told. At the end of the lecture many stayed behind to ask him questions and hear

more about Davis' fascinating journey to eradicate racism through



peaceful talks and understanding.

The event, along with an interview with Mr. Davis at the college, was filmed by Channel 11 KAN news team and the story was broadcast on national television that week.



A Visit by a Teacher from High Tech High to the College

By: Dr. Vered Yephlach-Wiskerman

In December 2017, Mr. Don Mackay visited the College as a representative of the High Tech High (HTH) chain of schools. Mackay is a STEM teacher from a High Tech High school. He teaches various aspects of engineering technology in the use of energy to 12th grade students.

Mr. Mackay joined Yaacov Shneider, head of High Tech High Friends in Israel, for a visit to the College. Dr. Vered Yephlach-Wiskerman and Dr. Mark Applebaum took part in the visit. During the visit, topics of sustainability and multiculturalism at the College were presented to the guest through a tour of educational facilities at the College, with an emphasis on project-based learning in two languages – Hebrew and Arabic. The tour included a visit to the main building of the College, with a presentation of the cranes project at the entrance to the building and of the health stickers distributed throughout the first floor and the stairs. Later in the visit, Mr. Mackay was impressed by the various sections of the botanical garden, including the story path, and the biomimicry and musical instruments path. He also visited the art building and was hosted in a ceramics workshop.

At the end of the tour, a meeting was held with Mr. Mackay and Kaye Academic College President Prof. Lea Kosminsky on the subject of "The High-Tech Community

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and Kaye Academic College.” Dr. Netzach Farbiash, director of the Carasso Science Park in Beer Sheva, also participated in the meeting, at which the participants discussed STEM teaching in schools and teacher training.

Participation in an International Hackathon in the RGB Excellence Program

By: Dr. Vered Yeflach Wishkerman

In the framework of the course on entrepreneurship and innovation, second- and third-year students in the RGB (Rosh Gadol B’Hora’ah) program (excellence program of the Can-Do in Teaching) participated in a computerized self-study course in English. The course contained content on creative thinking, business administration, and economics.

At the end of the course, a hackathon was held (a hackathon is an event in which people gather together in order to work on technological projects on a specific subject. “Hack” means creative design and “thon” comes from “marathon” – a race), which lasted 72 hours. 160 students of economics, engineering, business administration, information management, etc. participated. The hackathon included the development of a task on the subject of “smart cities.” This task required them to find a solution to an urban problem that they had identified. During the hackathon, the students in the program were put together in international groups with students from France and England and with other students from Israel who study at other colleges that are also taking part in the IN2IT project.

A Trip by the Master’s Degree Program Staff to the University of Bristol in the United Kingdom

By: Dr. Olzan Goldstein & Dr. Sharon Steinberg

Last year, we visited the University of Bristol in England, together with a graduate of the master’s degree program. During the visit, we met with the head of the master’s degree program and the staff of the school of education, and visited two municipal schools.

Teacher training in England is different than in Israel and in European countries. A decade ago, the Department for Education in England decided to transfer teacher training to the schools, thereby enabling students to become acclimatized to the school culture. Every student is assigned to a teacher coach, and two thirds of the students’ study hours are spent in the school. Some of the schools provide the students’ academic studies by themselves, while others collaborate in the establishment of centers outside the schools, in which lecturers from the university are invited to teach academic courses. This model of training has advantages, but also more than a few disadvantages. Mrs. Jean Doureen, head of master’s degree studies at the University of Bristol, noted that many teacher coaches lack expertise in pedagogic instruction. As a result, the students did not receive training at the desired level. Dissatisfaction with this training model has created a stormy dialogue in both universities and in the country at large.

During our visit to Bristol, we visited two schools that particularly impressed us. One was a high school in a prestigious neighborhood, where the students come from families with a high socioeconomic status. The other was an elementary school in an immigrant neighborhood with a low socioeconomic status. What both schools had in common was their emphasis on well-being programs. In the high school, a program called “Open Houses” was in



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operation. In this program, the students spend the first 20 minutes and the last 10 minutes of each day in a multi-age class of 30 students and a teacher. The goal is to instill a feeling of community at the school. The morning sessions are devoted to activities such as imparting strategies for reducing pressure, for example through yoga exercises. The teachers also bring up subjects for discussion, such as pressure from examinations, and talk about ways of dealing with it. In addition, the teachers encourage the students to bring up subjects that are troubling them, for example topics about studies and about society, topics about life in school and at home, and so forth. The last 10 minutes are devoted to the connection with the students, in order to hear about their experiences during the school day, and especially whether there were any unusual events, so that those could be dealt with suitably and at the right time. A similar program also exists at the elementary school. The deputy headmaster of the elementary school told us that she, the headmaster, and the teachers regularly wait for the students at the entrance at the beginning of the school day and at its end in order to greet them. The aim is to create an informal connection between the children and the adults. One of the activities we took part in was a sing-along with all of the school's children. The children sang songs with optimistic messages in the spirit of positive psychology and education for tolerance.

We met teachers in both schools in the teachers' room and spoke with them about the work of teaching and education. They showed interest in what was being done in Israel, and



From Right-to-Left: Oren Dolev, graduate of the Master's Degree program, Prof. Sheila Trahar, lecturer in Bristol University, Dr. Olzan Goldstein, head of the school for Advanced Studies, Dr. Sharon Steinberg, lecturer in the

contrary to the prevailing image of the English as closed people, the

teachers were friendly to us. The social atmosphere in the teachers' room of the elementary school was also reflected in the bulletin board hanging on the wall with many notes of appreciation that the teachers had written to each other.

At the university, we met with lecturers and discussed computerization and pedagogy for effectively instilling the advanced technologies. From the meetings at the university and at the schools, we learned that there is a trend towards preferring a transition from stationary computers to iPads. The reason is that stationary computer labs require classrooms, and the technology quickly becomes obsolete and requires maintenance. In addition, successful prescheduled personal meetings were held, and these were devoted to our research fields. In this framework, it was decided to continue professional and research collaboration.

To summarize, the visit to the University of Bristol expanded our professional ties with colleagues, and we regard this as a contribution to both the students and the College. The visits to the schools introduced us to the school culture, and enabled us to gain many insights, including the emphases in the teaching and in the study programs.

What's Coming Up in the Next Issue?

- ✓ A plan for student exchange with Poland
- ✓ Reporting the going-on in the IN2IT international courses in the College
- ✓ Expanding the cooperation with Opole university in Poland
- ✓ Continuous cooperation with John Abbott College in Canada
- ✓ Establishing cooperation with centers for early childhood education in China
- ✓ Launching an international English education online module for international needs
- ✓ An EAP summer course

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today"
Malcolm X

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