

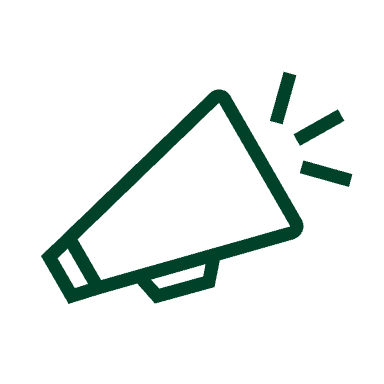
Date:\_\_\_\_\_

Syllabus - Teaching Program for the Course

**Course name**

**Lecturer Name|** **Department Name**Course No

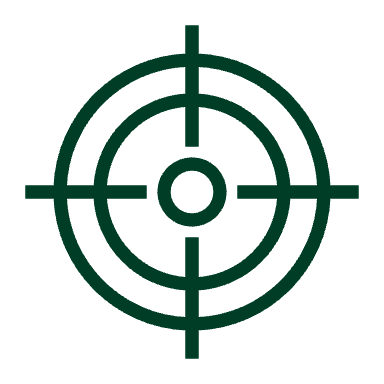
|  |  |
| --- | --- |
| **Course Type:** | \_\_\_ (class, exercise, seminar, workshop, lab, etc.) |
| **Academic credits:** | \_\_\_ |
| **Year of study:** | \_\_\_ |
| **Semester:** | \_\_\_ |
| **Day & Time:** | \_\_\_ |
| **Reception Time:** | \_\_\_ |
| **Lecturer Email:** | \_\_\_ |
| **Moodle Site:** | \_\_\_ |

** FYI:**

All sections have explanatory lines with a gray background (like this text).

**The explanatory lines in the** final document for students should be deleted,

(Including this paragraph and paragraph E in the last page).

**Course description and learning goals**

**Course Abstract (**[**expand**](#_תקציר_הקורס)**)**

Two or three sentences providing a general description of the main topics and their connection to the degree and/or the course of academic development and/or the professional training.

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**Learning objectives** **(**[**expand**](#_מטרות_הלמידה)**)**

What the student is expected to know, understand and/or be able to demonstrate having completed the course. Advisably, use 3 types of learning objectives: Knowledge, Skills, Values.

**Knowledge**

Familiarity with facts, content, concepts, issues, and key ideas in the domain. It is recommended to use application verbs (write, analyze, establish, plan, collect – not: understand). Examples:

1. Learners will describe \_\_\_\_\_\_\_\_
2. Learners will define \_\_\_\_\_\_\_\_
3. Learners will write \_\_\_\_

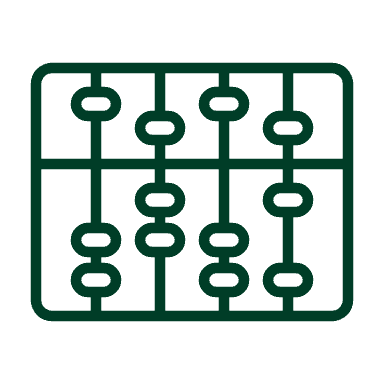
**Skills**

The ability to reach a product or result effectively using the knowledge that has developed.

1. Learners will analyze \_\_\_\_\_\_\_\_
2. Learners will evaluate \_\_\_\_\_\_\_\_

**Values (if applicable)**

Opinions, insights, thoughts, and beliefs that learners will have the opportunity to form for themselves during the course. For example: scientific truth, research base argumentation, critical standpoint, open mindedness, etc.

 **Lessons plan (Including active learning):(**[**expand**](#_למידה_פעילה)**)**

You can plan an active learning process for the entire course or listfor each active learning activity lesson in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson No. | Topic | Active learning | Required reading | Assessment |
| 1 |  | Collaborative learning/  Guest Lecturer/ Other |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |

(In a course that lasts a whole year, the additional sessions should be added)

\* There may be changes in the syllabus depending on learning progress and effectiveness

**Final grade**

**Components of the score:**

**Formative assessment** – Not only a final exam but opportunities to self-assess and self-correct throughout the course.

**Final exam** – When there is a final exam, it should not compose 100% of the final score. The test should reflect the objectives of the course:

Knowledge objectives - a written theoretical test with comprehension questions or closed questions.

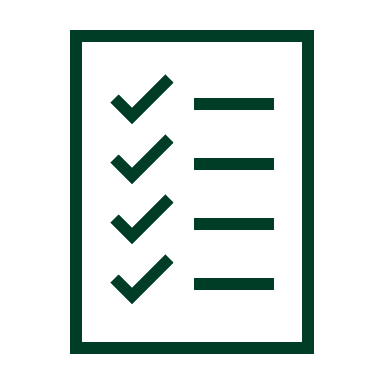
Skills objectives - research, experimentation, analysis and inference and the submission of a product that expresses them.

**A passing grade –** where there is a passing grade (not a numerical grade) – it must be stated explicitly.

**Special requirements –** Special requirements must be explicitly stated. For example, when there is a specific pass requirement (a grade of 60) or a minimum submission number of assignments it should be noted.

**\* Attendance** – No weight should be given in the final grade to the mere attendance at the class.

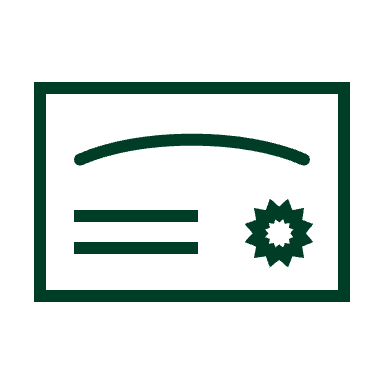
|  |  |
| --- | --- |
| Description of the learning product | Weight in the final score |
| Writing a literary blog | Will account for 20% of the final grade |
| Group Presentation of a Solution to a Complex Case | 60% of final grade |
| Analysis of symptomatic description for possible diagnoses |  |
| Coding a component for a specific function in the system |  |

**Course** requirements

* **Assignments** – assigned to the student as part of the course, such as: exercises, written work, reports, presentations.
* **Attendance** – if there is a requirement – it must be explicitly stated and defined. Usually 80-85% attendance is required. In laboratories, workshops, etc., higher attendance may be required.

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 **Prerequisites**

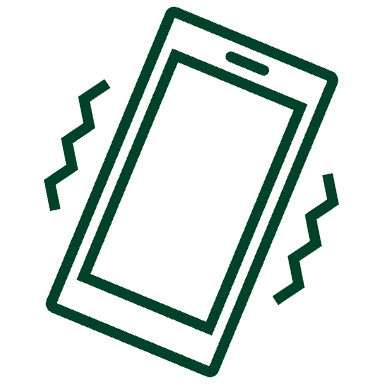
Courses and studies that must be completed before course registration. This information should be coordinated with the department secretaries. (Alternatively, you can specify knowledge or skills that the student should master before registering for the course)

|  |  |
| --- | --- |
| Course number | Course name |
|  |  |



**Bibliography: Up-to-date** **reading, viewing, and listening content items**

* Required content for reference – a list of literature that the student must study/be familiar with.
* Recommended content – enrichment reading.
* Textbooks and other content.
* Bibliographic items of no direct connection to learning in the course should not be included.

**The Division of Learning and Teaching offers:**

1. Workshops – it is recommended to follow the silent WhatsApp group (link), emails (link) and website ([link](https://chat.whatsapp.com/GLj8mNsVMy6GjVa809MR98))
2. Model system – how toimprove the design and learn about simple tools
3. Active learning – how to make learning active
4. Formative assessment – how to build it
5. Skills – How to refine and coordinate expectations in this area
6. Pedagogical Tools – Recommendations on Pedagogical Tools

**Suggestions and ideas:**

# **Course Abstract**

If we ask students what they learned or how they have developed in this course, what would you like them to say?

# **Learning objectives**

The learning objectives will clarify what the student is expected to know, understand and/or be able to demonstrate after completing the course. Write up to 5 goals for the course using applied verbs of learner performance.

It is recommended that you focus on 3 types of learning objectives: Knowledge, Skills, Values.

You should aim not only for knowledge but also for skills and worldviews or values that you would like your learners to acquire as a result of the course.

**Precise** formulation **of course objectives**

1. Links back to the course’s main idea and defines the syllabus and learning sequence.
2. Demonstrates the development of skills and worldviews in addition to knowledge.
3. Creates a distinction between content for classroom learning and content for self-learning or expansion.
4. Details assessment processes.

Examples of the learning objectives mentioned above:

**knowledge**

Familiarity with facts, content, concepts, issues, and key ideas in the field of knowledge.   
For example: learners will describe/elaborate/explain/define...

**Skills**

The ability to reach a product or result effectively using the knowledge that has developed.

For example: the learners will analyze / identify / choose alternatives / plan / make a decision / evaluate / decipher / execute...

**Worldviews and Value Perspectives**

Opinions, insights, thoughts, and beliefs that learners will have the opportunity to form for themselves during the course.

Examples of formulating learning goals: Learners will develop perceptions/ hold positions/ identify/ appreciate/ recognize the importance...

# **Active learning**

Teaching that promotes active learning is teaching that does not only impart knowledge (while students are passive listeners) but includes a variety of teaching/learning methods in which students are active in class.

Active learning leads learners to thinking, discussing, investigating, and creating. They practice skills, solve problems, tackle complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion.

Incorporating active learning strategies into university courses significantly improves students' learning process, increases the chances of memory and application, and helps narrow gaps between learners.

Active learning can be planned at the entire course level (around a big problem, building a project in groups, Jigsaw (in which each group learns part of the subject and presents to the whole class) etc. Or at the level of single lessons (simulations and role-playing games, tours, workshops, labs, etc.).

**Active learning advances:** (Freeman et al., 2014; Theobald et al., 2020)

* Content recollection.
* Teamwork, problem solving skills.
* Personal contact with the students.
* A variety of learning opportunities for learners with different needs.

**Active learning components to integrate into the** **course - examples:**

* Building a project, closely linked to each topic or lesson, in groups of 4-5. Some of the course sessions become focused group mentoring sessions and time for teamwork or are divided into instructional and teamwork components.
* Problem-based learning. Collaborative research towards the solution of a problem with instructor’s mentoring.
* Flipped classroom model course: Personal work on theoretical/theoretical materials before class. Active in class discussion/practice/processing based on preliminary learning.
* Playlist learning: In the Netflix model – micro-units for self-learning.
* PBL project-based learning (i.e. joint problem solving or execution of a rolling project).

**Active** learning activities **to incorporate into lessons** **–** **examples:**

* Collaborative learning in different models.
* Jigsaw – teaching fellows in internship groups.
* Guest workshop from another university or business company or association (from Israel or abroad).
* Extracurricular learning: tours (museums, relevant companies/associations), presentationat a conference, etc.
* Use of digital tools, VR/AR imaging, use of robots, clickers, paddle, etc.
* Simulations and role-playing games.
* Research in laboratories.

# **Formative assessment**

Formative assessment is feedback given **during** the course, as opposed to summative assessment, in which the feedback is given to students only **at the end** of the course (e.g. project or test). When students receive feedback as they learn (e.g. by submitting exercises, presentations, quizzes, creating podcasts, mini-computer quizzes, and assignments), they can actively shape the process and are given the opportunity to improve and learn via the assessment process.

Formative assessment promotes active participation, asking questions, critical thinking, independent design of learning.

Does not require significant additional time to review deliverables. You can prepare a rubric, integrate peer evaluation, give general class feedback on specific points, or use questionnaires that provide immediate feedback.

**Formative** assessment **supports:**

* An up-to-date snapshot of learning progress.
* Memory of content.
* Deepening of the learning process.

**Examples of formative assessment outcomes:**

* Questionnaires at the beginning of a meeting.
* Course Forum Interactions.
* Submitting exercises/ chores.
* Digital assignments / quizzes with a built-in solution – using a digital tool that gives immediate feedback and allows you to experiment again and again with questions.
* A short self-recording of a group of learners (on Zoom, for example) in which they express an opinion, evaluate a product, explain an answer.
* Guided participation in an online forum.
* Submission: Video production/podcast/3D printing/robot programming, etc.