

*Central Offices Responsible for the Integration at  
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**Minutes for the meeting of IL TEMPUS FIBIE ECTS workers,  
15 May 2011 at IDC, Herzeliya**

Presence: Liat Marziano (IDC), Hila Aloni (IDC), Tanya Noyman (HUJI), Noa Appel (Bezalel),  
Hila Zahavi (BGU).

1. acquaintance
2. Institutional Progress Report (on ECTS):
  - a. IDC: started the ECTS pilot on Psychology School on the English program.  
Work method:
    - General meeting with all the lecturers of the department.
    - Personal meetings with each relevant lecturer (who teach on the English program).
    - On the personal meeting we calculate the ECTS credits with the lecturers. Then we send the lecturer the edited syllabus for changes and approval.Problems on the method:
    - There is much tension and even some objection from the lecturers' side.
    - Therefore we put efforts on chasing after lecturers (for meetings, to answer emails and even approval of final version of the syllabus).
    - Another result is that we fill that the pilot is not as deep and investigating as we expected.Progress:
    - So far we had personal meetings with 5 lecturers.
    - Our current objective is to apply the pilot on 20 modules.
    - So far we had no personal meetings with irregular lecturers מן המורים (ההורן).
    - We have decided to apply the Diploma supplement as a pilot on the Psychology department.Future steps:
    - Following the example of our Pilot the Provost will approve a decision about unified format for syllabus on the institution (with cooperation of the center for promoting teaching and learning).
    - The dean should consider the whole academic program on Psychology, regarding our future pilot conclusions.
  - b. HUJI: started the ECTS pilot on Dentistry school.

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Work method:

Top to bottom:

- On the faculty meeting Prof. Palmon presented the project (it aims, objectives, how to write Learning outcomes, syllabus etc.)
- We send each lecture an email with:
  1. the rector's letter about the pilot and the faculty's commitment to it.
  2. informative presentation about writing Learning Outcomes
  3. syllabus example
  4. syllabus template (based on BGU's template)
  5. edited version of the specific syllabus (work done by Tanya)
  6. our explanations(Tanya should send as an example of such email).
- The lecture should send their respond with their edited syllabus with their work within 3 weeks.
- Then Tanya responds with questions/ comments.
- The correspondence goes on until reaching a mutual approval of the syllabus.
- Tanya does not meet the lecturers face to face, all work is done by mail.
- Tanya does not calculate the ECTS credit but work mainly on the Learning outcomes and the syllabus template.

Problems:

- Usually after 1-2 reminding emails, Tanya gets a respond on time (with limited exceptions). In general Tanya does not fill any tension or objection from the lecturer side. In extreme cases she has the rector's letter on her side.
- Regarding ECTS credit calculation: It seems like there is need personal meetings with lecturers in order to apply it.

Progress:

- So far we have accomplish more the 50 syllabuses.
- We do a small pilot on calculation the ECTS credits.

Future steps:

- Our objective is to apply the pilot on the 112 modules of the dentistry school.
- We will calculate the ECTS credits on a further stage of the pilot.

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- We hope to include Diploma Supplement on our pilot on Dentistry School.
- c. Bezalel: started the ECTS pilot on Architecture department:

Work method:

- We started our work on the spring semester.
- We chose 3 different lecturers who represent 3 different kinds of modules: theoretical, studio and technical/technological. So far we focused on those 3 syllabuses.
- Because of technical issues the meetings with the lecturers were personal (1 on 1 with Noa).
- Simultaneously, we work with second year BA students to estimate the work load on the modules through the semester: we chose 7 students and we have group and personal meetings with them. We would like to compare the information we get from their side with the information of the lecturers. We take this issue seriously and invest much effort on it.

Problems:

- We might have difficulties working with professional (architecture) teaching staff (not academic staff), because of their limited educational perspective.
- There is a big difference between the Israeli architecture program structure and the European (2+3). The professional dimension of the architecture program does not allow us to decide independently on changes on these kinds of issues.

Future steps:

- We should have a workshop on the ECTS pilot for our staff and partners on the next few weeks. The purpose of this workshop is to discuss the problem of the difference between the Israeli architecture program structure and the European (2+3) from its professional dimension.
- We hope to include Diploma Supplement on our pilot.
- Our objective is to apply the pilot on representative the modules from different kinds (theoretical, studio and technical/technological).

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- d. BGU: started the ECTS pilot on OSP- Overseas Students Program (including Hebrew language modules- Ulpan) and on the Politics of Conflict MA English program (Department of Politics and Government).

Work method:

- On the OSP we had personal meetings because of technical problems of bringing together all the lecturers. It took lots of time and efforts but also had some good outcomes like the possibility of having a real discussion with the lectures about the implication and consequences of the pilot in their opinion.
- On the Politics of Conflict MA English program (Department of Politics and Government) we were invited to the department committee, where we presented our pilot (including Diploma Supplement). At the end of the meeting the professors of the department voted for implementing the pilot on all the English modules of the department.
- In this case we had personal meetings only with the lectures who were absent from the department committee. With the rest we work by mail (since they already have all the relevant information).
- The dean of humanities and social sciences and the dean of academic international affairs gave their warm approval to the implementations of the project on the different programs.
- We will have students' surveys at the end of the spring semester, to analyze the student workload on the relevant modules, and compare it to the lecturers' estimations.

Problems:

- We do not find among lecturers tension or objection to the project, but it does not stand on the top of their priorities.
- Therefore we had in some cases delays on our progress.

Progress:

- We had implemented the ECTS on all the Spring semester module of the OSP.
- We work on the Hebrew language modules (ulpan) for the summer semester and for the spring/ fall.
- We started to work on the Politics of Conflict modules.

Future steps:

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- We should start and work on the OSP Fall semester modules.
- 3. All workers should stay in contact and send each other relevant material which could help others.

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