**Notes: April 26, 2011 (text in red reflects input from the Palestinian delegation)**

**2:00-4:00pm; in attendance: Husam; Hakam; Judith; Lou**

1. **Recap of morning workshop**-

-assessing and evaluating subject matter in the technology program of study

Goals- we are collecting information to evaluate from the needs assessment-heard from faculty and teachers (in-service and pre-service)

-have programs that are relevant to the classroom but there are also courses that are not relevant because there isn’t a relationship to textbooks, performance activities, or intended learner outcomes.

Need to Look at entire program and see what courses fit (eliminate, modify, or replace) to enhance quality of the whole program, judge what is valuable and what needs to be modified

1. **Goals of Today’s meeting**

- Look at the education courses specifically in this workshop

1. **First Discussion: how courses in the program of study are structured**

Usually in Palestine 3 types of programs- explanation follows:

1. University requirements (compulsory and elective)
2. College (i.e., faculty or department) requirements (compulsory and elective) – education and technology (technical university) 9 or 10 credit hours from a list of courses same as university
3. Tech Education Program itself, there are compulsory and elective courses

Elective courses are always from specialized subjects in the field of technology

(B.A. in teaching technology) contains:

Compulsory education (curriculum); computer skills and IT; and, intro to engineering, environment, educational technology – integration—these are entry level and based on textbooks- basic skills

More information about classes:

College-wide requirements have 2 or 3 courses in education

Some courses are designed especially for education students or engineering students

English and Arabic are university requirements, Basic English is compulsory

No difference from a B.A. or B.S. Same job opportunities for students

Goals of program are stratified, but need to be in alignment across all levels:

Institution

College (faculty)

Department- Program

Course

Unit

Lesson

1. **More Recap from morning workshop:**

Key domains that impact decisions on the development of curriculum: Students/learners- Teachers- School- Society (national level)

Able to make a matrix of different levels to see what is needed (decision making and rationale)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student/learner | Teacher | School | Society |
| Institution | What ILOs does the institution expect the learner to know/understand/do? |  |  |  |
| College (faculty) | What ILOs does the college expect the learner to know/understand/do? |  |  |  |
| Department- Program | What ILOs does the program expect the learner to know/understand/do? |  |  |  |
| Course | What ILOs does the course expect the learner to know/understand/do? | What knowledge, approaches, skills does the does the course require of the teacher?  | What does the course do to contribute to the mission/vision of the school?  | What does the course contribute to the needs and welfare of society?  |
| Unit | What ILOs does the unit expect the learner to know/understand/do? |  |  |  |
| Lesson | What ILOs does the lesson expect the learner to know/understand/do? |  |  |  |

Questions generated from the grid can help to evaluate the fit and desirability of courses the programs

Need I LO (intended learner outcomes) to be cohesive on all levels

Decisions need to be made whether to keep the course or eliminate it or just modify

At this point in time, a rational assessment of courses is impossible because we need information from syllabi and teachers who teach them—this assessment process should continue amongst members of Palestinian team.

(Hakam can help with some because he teaches some of the courses)

Project has two purposes-

1. Action plans for reform of curriculum/instruction, and overhaul of BA program of study
2. Capacity building modules that lead to:
3. Program assessment
4. Recommended improvements
5. Implementation
6. Evaluation
7. Repeat process a-d

Adjustments to the program are needed constantly because of changing conditions of local, national and global economy and changes in technology

Discussion followed about curriculum adaptation for technology and job markets:

In Palestine, universities also do job market analyses (faculty of the university or other researchers) to do workshops about changing job markets

After workshops to discuss needed changes based on market input, we then modify courses to fit existing or anticipated demands of the job market, have to find out if there are job opportunities before making new programs

 The problem was brought up that data about the labor market can be mis-leading because of the political situation in Palestine and rapidly changing technology, all of which create uncertainty in the labor market.

 The issue was brought up: What are skills and learning outcomes? These should be included in the rationale and planning of these workshops and research

Critical and creative thinking skills are really necessary because technology market changes so fast, should be part of the rationale, new ways of using the old tools of technology; students’ work has to be collaborative- project based-problem based

University requires that each specialization (across disciplines) must have a course in entrepreneurship

Should include in the program now (university requirements)

Question was asked about how specialized the English courses were?

In some departments there are English courses specifically for each subject but not in our university just 101 and 102, writing and reading

 American teacher expressed that there needs to be a specialized English course for each topic

Instrumental purpose – ESP

Important because need a certain way of understanding the words in the specialized fields

Problem is that workshops in English would draw people from other faculties so it would be hard to specialize

1. **Looking at the Education Courses Specifically**

Looked at worksheet that was handed out

Backward design- begin with conceptual –what are the goals? And work way back

Looked through the courses in the program of study, focusing specifically on education courses that are Program requirements:

1. **Discussion on the distinction between education courses and other courses and then discussion on the specific courses as follows: (13 classes in all)**
2. Intro to education

Student results: foundational Concept of education and history and philosophy and local historical concepts in Europe and in Palestine

Anything about technology impacting education in this course? Could there be?

What do you want the student to know?

What is the role of technology in education?

Could be a debate, because there are lots of negative perceptions of technology in education

Issues need to be discussed- something that is relevant

Something that you could study or research, could use survey monkey or paper surveys – interesting topic for study and publishing , easy to publish articles for that

Does this particular course contribute to the student understanding of change in education because of technology, does change in education change technology ?

Students are agents of change in education

 This debate should be considered to help change the course

UNDP raises the issue of the lack of developing critical and innovative thinking , students need to be creative, and this could address this issue

Technologies of the past included in the course?

 For example: Issues of the blackboard- when first introduced the teacher s didn’t like it- back turned to students-

Early childhood- children shouldn’t use technology and computers?

Technology isn’t always the best thing for education (T.V., movies…)

1. Educational Psychology
2. Computer in Education
3. Intro to Psychology
4. Classroom Management
5. Teaching and training methods

Different kinds of learning , active, group, cooperation, role playing , experiential method , micro – teaching- practical experience with teaching, use technology in this course: use powerpoint, LCD, virtual lab, slide shows pictures in the website.

1. Educational statistics (debate if it is just an education course) requirement for B.A.
2. Library and research methods
3. Assessment and measurement
4. Practical education
5. Curriculum Design
6. Basics of Scientific Research –specific for teachers (educational psychology)

Teach about the methodology, not practical, for all specializations (university requirement)

For assessment define concepts, students have to research a subject and produce a research proposal, they go step by step with the student

Students need to know how to research internet and sources and journals outside of the university and library-

Suggestion for a program, ***Delicious***- to save websites with a tag to define the websites and put into a category, and then you are connected with everyone who is researching the same topic

Particular educational emphasis for this class?

Solving educational problems in the field, reading articles about educational problems and doing research

Keep this class in the program

Not sure if students from all specializations are in this class

1. Educational Technology
2. **Discussion about potential changes to programs in universities in Palestine**

Can’t change university requirements- but can recommend electives (we should strongly consider adding new ones)

Most university requirements are electives but can add then students from education have a choice

Same can be done with college and tech-ed courses, have to go through the higher administration but deans could approve it

Solid-Waste Management could, in theory, be made an elective and then add another more appropriate elective in its place

Flexible point, credit hours are different for each program, flexible to make it more or less according to the needs

Recommendations might have an influence

The only difference between universities are the requirements, specialized topics could be adapted to work at all three universities

Each university has their own regulations but specialized subject could be adapted for all of them

1. **Discussion for next workshop:**

Look at the computer IT courses

Capacity building module in July

Model summer training session (micro-teaching to simulate actual classroom conditions)

Offer a series of mini-lessons as a way to test potential new elective courses

Goals of the project to improve the quality of the curriculum and upgrade the content

Eliminating or adding to improve the quality and integration

Faculty can practice the design during the summer sessions (potential elective courses)

TOT training the other faculty members can start during the summer sessions

Use existing courses to add new skills so subject isn’t totally new

First week introduce resources, 2nd week how does it apply to what we have

Start to prepare them as soon as we get back to Palestine – planning ahead of time

Pre-planning should start and continue in the “core seminar”: Husam and Hakam can design and develop a project (curriculum) that could, in theory, be offered as a workshop at the capacity-building module in July