



21 פברואר, 2018

לכבוד צוות האגף להערכת איכות והבטחתה במלי"ג:

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שלום רב,

**הנדון: תשובת מכללת סמינר הקיבוצים להערות הוועדה הבינלאומית להערכת איכות אודות**

**לימודי הוראת האנגלית**

אנו מודים לוועדה הבינלאומית על הערותיה החשובות ועל התייחסותה המעמיקה והמכבדת לדוח  
ההערכה העצמית של המחלקה לאנגלית אותו הגשנו בתאריך 28.2.2017. אנו מבקשים גם להודות  
לוועדה על ביקורה במכללה ועל האופן הנעים שבו התנהל תהליך הערכת האיכות.

מצורפת בזאת תשובתנו להערות הוועדה. התשובות מופיעות בטבלה תוך כדי התייחסות לכל אחת  
מהערות שהופיעו בדוח.

בתודה ובברכה חמה

פרופ' ציפי ליבמן

נשיאת המכללה

## Step toward Implementation following the Evaluation Report

Kibbutzim College of Education

Department of English

<b>Committee Recommendation</b>	<b>Steps toward Implementation (including time table)</b>
<b>Essential</b>	
Poetry analysis should be included in the required literature curriculum.	A new full semester course of poetry analysis will be included in the required literature curriculum as of the coming academic year 2018/2019.
The EFL methodology courses should devote more time and attention to teaching oral English skills.	This has already been implemented in the current academic year 2017/2018.
The beginning and early reading instruction course should provide more substantial instruction on and emphasize alphabetic and phonics-based approaches that help early readers learn the system of sound-symbol mapping that makes competent reading possible.	This has already been implemented in the current academic year 2017/2018 based on the feedback and recommendations provided during the on-site visit made by the QA committee.
<p>Syllabi should have a uniform format, including at least:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Year offered</li> <li>• One- or two-semester</li> <li>• Year of program, if relevant</li> <li>• How often given, if relevant</li> <li>• Number of hours/credits</li> <li>• Prerequisites</li> <li>• Mandatory or elective</li> <li>• Goals/Learning outcomes (as defined in the self-evaluation guidelines)</li> <li>• Course description/summary</li> <li>• Week-by-week content, assignments, and readings</li> <li>• Assessment</li> <li>• Bibliography</li> </ul>	<p>The syllabi of the English Department always had a uniform format and included all the components except for a week-by-week breakdown of content, assignments and readings.</p> <p>A weekly breakdown has already been added in the current academic year 2017/2018.</p>
Course bibliographies should be updated regularly.	This has already been done in the current academic year 2017/2018 and will be updated annually.

Course titles of the syllabi documents should clearly correspond with course content.	This has already been implemented in the current academic year 2017/2018.
<b>Important</b>	
The literacy-teaching courses should provide more guidance on teaching literacy skills to 'non-readers' in the higher classes.	This has already been implemented in the current academic year 2017/2018.
The first-year methodology courses should include more systematic coverage of practical English teaching topics to align with the second and third year courses.	This has already been implemented in the current academic year 2017/2018. Alignment of the course contents in the first, second, and third year will continue to be reassessed annually.
Faculty should continue to allow and encourage, where feasible, students to write assignments in English, even within education or general courses taught in Hebrew.	Following the consent of the Faculty of Education, as of the next academic year 2018/2019 students will be allowed, where feasible, to write assignments in English in education or general courses taught in Hebrew.
The College and Department should ensure that teachers of online courses receive training in how to design and administer such courses and be aware of the necessary extra investment in time and effort to ensure effective learning.	The relatively new center for digital pedagogy which was established in 2015 has been assisting all teachers in the design and administration of online courses. In the current academic year 2017/2018 the center hired a person whose sole responsibility is to provide both training and support to all lecturers who use online components in their teaching.
The program should include a full semester course on teaching oral skills, parallel to the courses on teaching written language skills.	A full semester course on teaching oral skills will be included in the coming academic year 2018/2019.
The college should obtain a comprehensive and updated version of at least one of the following bibliographic databases: JSTOR, Proquest, or EBSCO.	The college has had a subscription to comprehensive and updated versions of both Proquest and Ebsco for many years now.
The college should purchase online subscriptions to English Teaching Professional and Language Teaching in addition to current subscriptions to ELT Journal, TESOL Quarterly and English Teaching Forum	The college has had an online subscription to ELT Journal, TESOL Quarterly, Language Teaching and English Teaching Forum for many years now. In the academic year 2017/2018, the library purchased a subscription to English Teaching Professional. It also purchased a subscription to the Elsevier publications which includes a

	number of journals in linguistics and education.
The college should make buildings accessible to individuals with mobility limitations	<p>Since the college was established during the 60s and 70s, the current infrastructure does not fully meet the requirements in terms of accessibility to individuals with mobility limitations. However, the college has always ensured that all individuals with mobility limitations study, teach and receive services on the ground floor.</p> <p>During the semester break of 2017/2018 a handicap stair lift will be installed in building C to enable accessibility to all its three floors.</p> <p>Moreover, in the 2017/2018 academic year, the college hired the services of a company to conduct a needs analysis of the campus in terms of accessibility including buildings, services, infrastructure and surroundings. Following the recommendations, all deficiencies will be amended according to the law.</p>
<b>Desirable</b>	
There should be an increase in the number of general courses offered in English, and students should in principle be able to submit assignments in English, even in courses taught in Hebrew.	<p>As of the next academic year 2018/2019 it is planned to offer two education courses in Philosophy of Education in English instead of Hebrew.</p> <p>Following the consent of the Faculty of Education, as of the next academic year 2018/2019 students will be allowed, where feasible, to write assignments in English in education or general courses taught in Hebrew.</p>
Tenured staff in the English department should be provided with office or private working space.	<p>Office or private working space for tenured staff is clearly desirable.</p> <p>Regrettably, there is no space on campus for additional offices. None of the faculty has</p>

	<p>either an office or private working space except for Department Heads. This will be resolved when the new campus is built.</p>
<p>The college or department should organize trips so that students learn about the different varieties of English and different English-speaking cultures in the world.</p>	<p>The college has expanded the collaboration with Karlsruhe University of Education and will be hosting 16 students in Israel in May 2018. In addition, as part of our student exchange agreement with Karlsruhe University of Education two of their students will be studying in the English Department as international study abroad students in the upcoming academic year 2018/2019.</p> <p>A call out will be sent to our students offering them the opportunity to study abroad for one semester at Karlsruhe University of Education as of 2018/2019.</p> <p>An additional collaboration is planned with Notre Dame de Namur, School of Education and Psychology in California for the academic year of 2018/2019. Collaboration will be via shared online courses.</p> <p>In March 2018 we will be sending students to Exeter University in the UK as part of the ProteachErasmus+ program.</p>