

Rimonim Program - Herzog College



Trends, Principles and Applications

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This online course introduces students to essential concepts established by the OECD Future of Education and Skills 2030 project, focusing on three key components of Future Oriented Pedagogy - Personalization, Collaboration and Adaptability. Each component is introduced as a general principle that is then applied to classroom pedagogy by means of theoretical constructs and practical methodologies. Students will develop the knowledge, understanding and skills to bring these methods into their own classrooms. The course also models methodologies of online learning that are essential for today's learning environment.

Unit 1 – Education in the Year 2030

This introductory unit presents the concept of “Future Oriented Pedagogy” as established by the OECD Future of Education and Skills project 2030. In it, students will learn the unique challenges presented by the fast-paced change in the world around us, and the approaches suggested to prepare students to successfully navigate that world. The 3 classes are to be completed in 2 weeks of study.

1. The Fundamentals of Education in 2030
2. Knowledge, Skills, Values and Attitudes
3. The 6 Pillars of Future Oriented Pedagogy

Unit 2 - Personalization

Personalization is presented in this course as tailoring learning to the individual needs of each student, taking into account their strengths and weaknesses as well as their personal choices. In this unit, students are introduced to the concept of personalization by taking examples from the world at large and applying them to the classroom. The 5 classes are to be completed over 4 weeks of study.

1. Personalization in Our Daily Lives
2. A Teacher's Portrait
3. To be Seen and Heard
4. Teaching Styles and Methods
5. Feedback and Assessment

Unit 3 – Collaboration

Almost everything that we do today is based on collaborative efforts, much more than in the past. This unit provides the conceptual underpinnings for collaboration and group work, together with practical suggestions of how that work can be carried out in school and classroom, and, ultimately, in the world beyond the walls of our educational institutions. The 4 classes in this unit are to be completed over 4 weeks of study.

1. Collaboration in our Daily Lives
2. Collaboration and Pedagogy
3. Collaboration in the Classroom
4. Assessing Collaborative Projects

Unit 4 - Adaptability

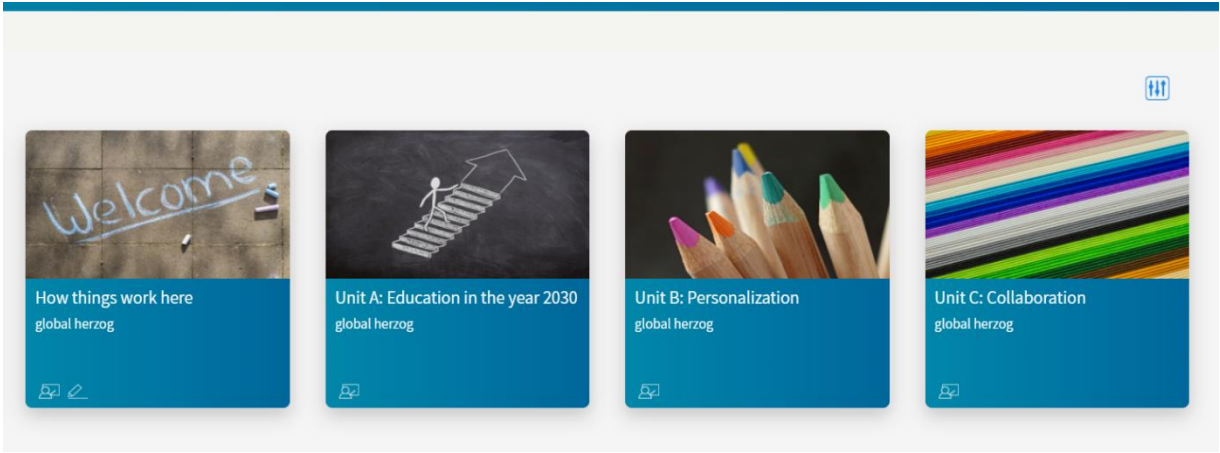
A combination of futuristic thinking and agility is how adaptability is defined in this context. Students are presented with examples of companies that were able to pivot to changing realities. These models serve as guides for teachers to encourage their students to become “agile learners” who are willing to innovate and take chances. The 4 classes in this unit are to be completed over 4 weeks of study.

1. Adaptability in our Daily Lives
2. Adaptability and Education
3. Agile Learners
4. Teaching Strategies that Promote Agility

Take a quick tour of the course

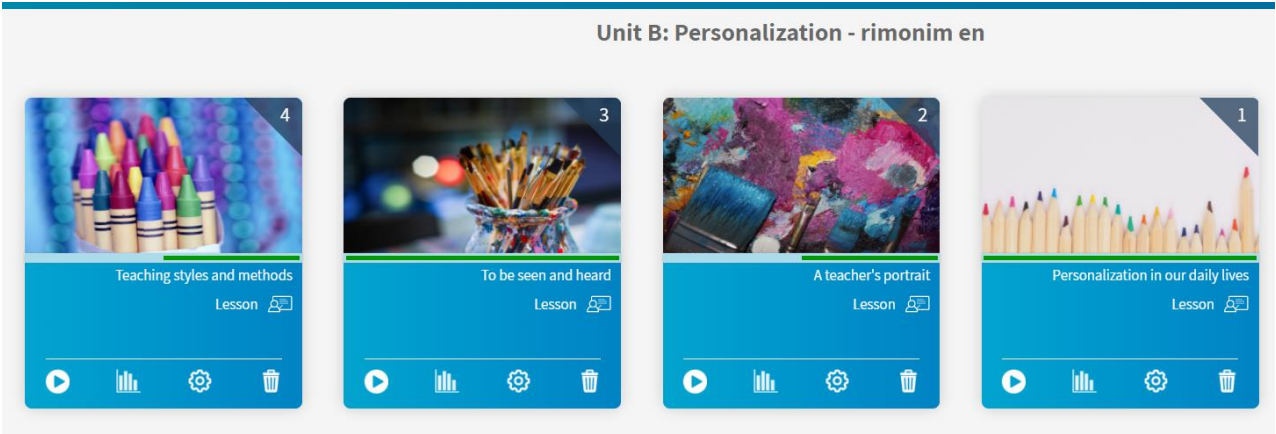
Opening screen:

Here is a screen shot of some of the units that make up the course:



Within the study unit:

Here is a screen shot of some of the classes that appear in one of the units:



Each class combines content with personal assignments, critical thinking and collaborative learning.

Written materials supported by visual components:

Unit A: Education in the year 2030 | The six pillars of FOP

How can we transform our current pedagogy into FOP?

Many different education subjects have been classified into six practical and complementary pillars, so that they can be implemented in many curricular areas.

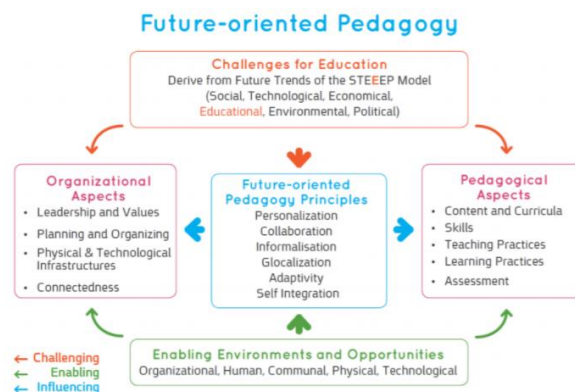
Please read the definition of each of the six pillars of FOP:



Unit A: Education in the year 2030 | The six pillars of FOP

activities. The graduate will have cognitive, personal and social skills that makes it possible to use the knowledge collected for their own benefit and that of society in general. Furthermore s/he will be cognizant of both local and international norms and values that support multi-culturalism.

Interested in more background and in learning how this developed? [See this abstract and flow-chart](#) developed by Israel's Ministry of Education.



Multimedia content:

Unit B: Personalization | Personalization in our daily lives



Watch this video-clip about **Hanoch Piven's** famous portraits...



6 5 4 3 2 1

Unit B: Personalization | Teaching styles and methods

raise our awareness as to the various personalities at play in the classroom, we should also try to familiarize ourselves with our students and optimize our communication with them.



Dr. Taylor Hartman has developed a "color code" that defines an individual's personality type and can help us understand ourselves and others.



4 3 2 1

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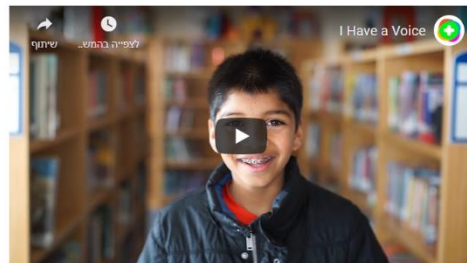
Unit B: Personalization | To be seen and heard



Watch the following video clip:



In "traditional" classes of yesteryear, the teacher was almost always the center and the focus of the class. Today there is a movement towards "student voice" and a recognition that classes should be "student centered." Watch this video that is part of a campaign emphasizing how today's teachers need to listen to the voices of their students.



4 3 2 1

Practice and application:

Open-ended questions

Unit B: Personalization | To be seen and heard

They include:

1. Probing Questions
2. Factual Questions
3. Divergent Questions
4. Higher-Order Questions
5. Affective Questions
6. Structuring Questions



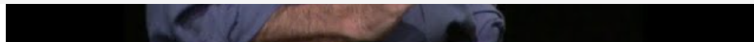
You may be interested in listening to [this podcast by Mark Smilowitz](#) who discusses how teaching students to ask learning questions will lead them to internalize the material and make it relevant to them.

Based on what you learned above, **please think about an upcoming class. Describe its topics and contents and write down two questions that you would want to raise or elicit that lead to student internalization. Elaborate on how you decided to phrase them.**



4 3 2 1

Unit D: Adaptability | Adaptability and education



Prof. Wagner suggests that teachers and students be held accountable by having "digital portfolios" and that students be required to have "20% time" in their schools.

How do these suggestions contribute to imparting the skills of agility and adaptability?

Would you be comfortable with these suggestions? Why or why not?



6 5 4 3 2 1

Forum discussions

How do you think we can prepare for the changing role of the teacher, i.e. from **impartor of knowledge to a guide in areas of uncertainty**? After contributing your remarks, please read those of one of your colleagues and add a response.

Responses	Comments	Vote
<p>I think that knowledge is more important than guidance. We don't know what the future has in store for us, and therefore we cannot prepare ourselves. I teach content, the same way I was taught when I was young and the same way students will learn in another 30 years.</p>	+ New Comment	<div>0</div> <div>Vote!</div>

New Opinion

1 2 3 4 5

Collaborative note boards

Unit D: Adaptability | "Agile learners"

In this video we saw how an Israeli Air Force pilot succeeded in maneuvering out of a complicated and unpredictable situation. In the interview, Ofir Paldi talks about the methods employed during the Israeli Air Force's investigation, which he wants to implement in schools, in the commerce sector and among people in general.

Select **one course of action** from Ofir's description of the investigation that you think you can implement in the classroom. Describe how you intend to do so.

+

רובינשטיין איתמר

I like the new concept of "error" adopted by the investigation committee - instead of pointing fingers and taking punitive measures they now see errors as part of a learning process. If applied in the classroom this approach

5 4 3 2 1