אוניברסיטת תל אביב
בעקבות הלא נודע

LEARNING IN AN ERA OF DISRUPTION

Learning Horizons at Tel Aviv University

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TEL AVIV UNIVERSITY
Pursuing the Unknown

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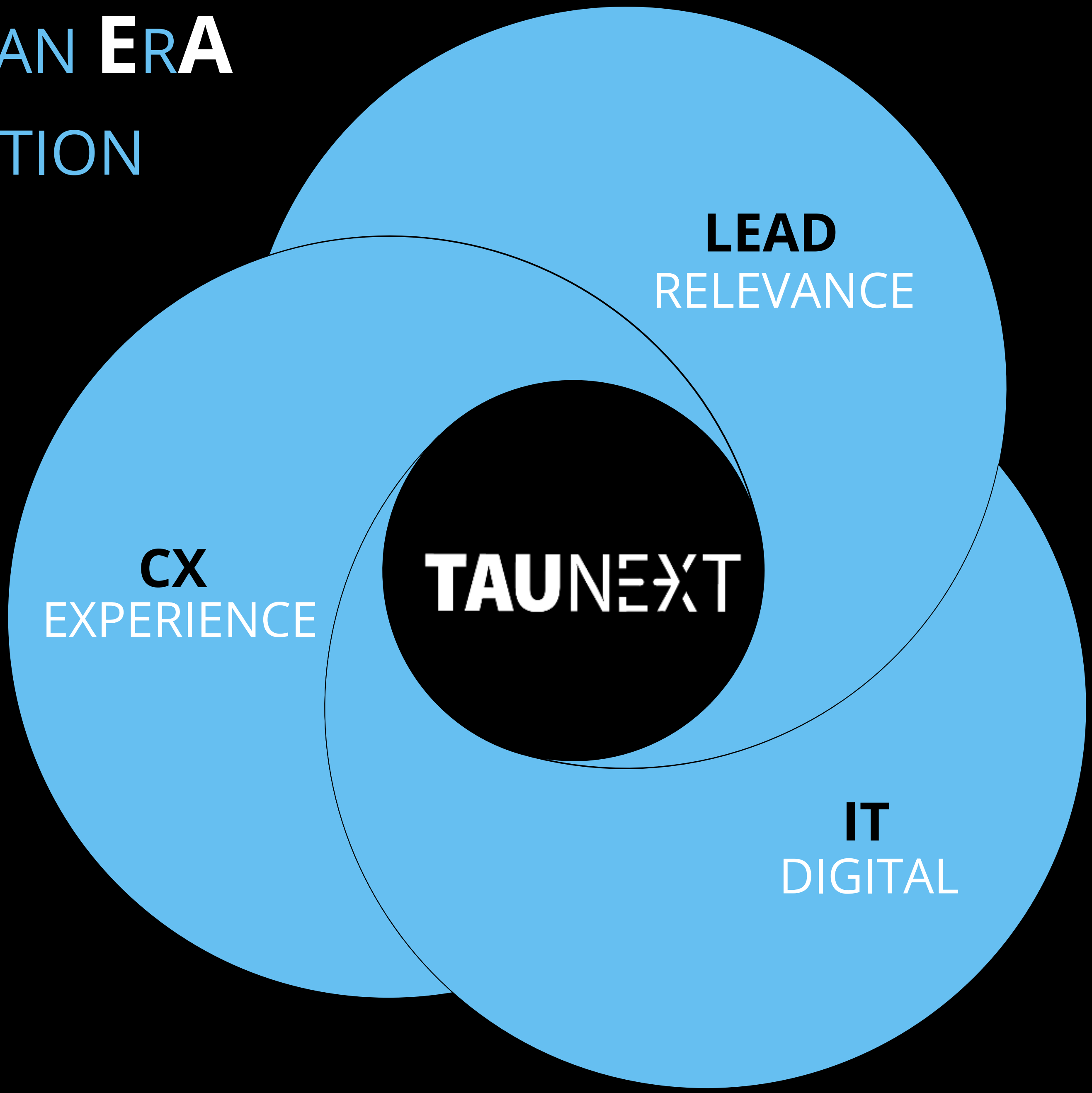
Moving Forward in a Changing Reality

LEARNING IN AN ERA OF DISRUPTION



A Few Words on Motivation

Our Potential Disruptions

- Changes in Consumption Habits: Students, Employers, Lecturers
- Exponential Growth in Information technology that might be an alternative for high level education
- New game Rules
- New players

What Is a Disruption? Opportunity?

Disruption:

Development Digital Sensors

Disruption:

Computational Photography

Significant Challenge: Two Parameters in The World of Higher Education

Teaching

Research

Future Failures In a Passive Approach

Lecturer

- **Traditional teaching approaches are frequently old-fashioned.**
- Practical training is only available in advanced degree programs.
- No reward mechanism for overinvesting in teaching.

Academy

- **In general: Reduced demand**
- A relatively low amount of students come to campus.
- Main focus is research and higher degrees.
- Slow to follow market developments.
- Erosion of the University status

Student

- **Z, α generations expect to lower investment and bigger reward**
- Preference for courses with high learning potential, even if not academic
- Expect to employer training
- There is no reason to arrive to campus

Employer

- **Graduates' profiles do not meet industry demands**
- The Academy is no longer the monopoly on the highest education
- Looking for alternatives to a University education
- Establishment of intra-organizational training centres that will integrate LLL

Expected Achievement Via LEAD

Lecturer

- ✓ **Modern teaching strategies combined with advanced content**
- ✓ A broad education that encourages students for applying advanced degrees
- ✓ Training that is familiar with market demands
- ✓ A bigger reward for the lecturer's effort

Academy

- ✓ **Study plans are dynamic, often updated, and involve creative, hands-on learning**
- ✓ Positioning as the leading house for knowledge and education
- ✓ Significant rise in demand
- ✓ A lively and productive campus

Student

- ✓ **Suitable for Z , α generation due to bigger reward and lower investment**
- ✓ University is the best place to obtain education
- ✓ Reduced traction of non-academic trainings
- ✓ More value provided from being in the campus

Employer

- ✓ **A graduate with the most adequate education**
- ✓ University provides "Everything under one roof"
- ✓ Universities handle also Life-Long-Learning
- ✓ Preserving the academy's monopoly on the best education available.

LEAD – Vision & Mission

Vision

- **Ensuring the status of a research University as a leading factor in training top level, high skills and relevant manpower**

Mission

- Teaching programs: Advanced, relevant and coordinated with employers.
- Improved teaching experience: To student, to lecturer, while using advanced teaching approaches.
- More candidates with higher quality.
- Increased demand/quality to Graduate studies

To Sum: To enhance the value-to-cost of University studies

The Guiding Principle

REDUCE COST AND INCREASE VALUE

Student

Value

- Pedagogical
- University reputation
- Networking
- Experience

Cost

- Economic Costs
- Time
- Loss of alternative opportunities

The Guiding Principle

REDUCE COST AND INCREASE VALUE

Faculty Member

Value

- More time for research
- Improved performance
- University reputation

Cost

- Cost of translation
- Renew the courses
- Some risk

+ Engaging faculty to the process

●●● LEAD Guiding Principles

The process is composed and executed by the **unit** itself

- The unit, by its internal forces, holds responsibility
- Build a "LEAD Club" for exchange of data
- Every unit will form a dedicated force team: Academic leader; Admin leader and supporters
- Identifying challenges that are specific for the unit and sketching a LEAD program
- LEAD program lasts 3-4 years to refresh ALL unit studies
- LEAD will support all cost of transition but steady state cost remains
- Remove boundaries and ensure maximal imagination, innovation and creative thinking

Project's timeline

- **2021** — Planning phase: Deep research
- **2022** — Planning phase: Strategy Development
- **1/2/2023** — Launching first cycle: Call of proposals
- **2023-26** — First phase: 7 units are on the way
- **2024-27** — Launching 2nd cycle: 3 additional units are on the way
- **2025-28** — Launching 3rd cycle: 3 additional units are on the way
- **2026-29** — Launching 4th cycle: 3 additional units are on the way

First phase

Unit	Number of students
Faculty of Exact Sciences	2278
Faculty of Life Sciences	923
School of Electrical Engineering	1596
Faculty of Law	1224
The School of Management	447
School of Political Science	248
Department of Biomedical Engineering	318
Total	6,934

Second phase

Unit	Number of students
School of Health Professions	1741
School of Mechanical Engineering	516
School of Medicine	380
Total	2,637

- Around 10,000 students are affected!
- A student in a double major is considered as 0.5

LEADers Forum

The support offered by LEAD:

Innovation and teaching center provides the execution of the LEAD project

Founding of central administrative organ that coordinate the project.	Surveys and research	Retreats and professional support	Establish the budget and work plan
Enabling lecturers' replacements	Funding all approved actions	LEADers Monthly meetings	Regular status meetings with each unit

The LEAD project is currently celebrating 18 months

Most units perform the following movements and changes:

- updated definition of the graduate figure
- Adding a practical experience components sometimes with future employers' help
- Enable study divisions in critical topics, such as data science or AI
- Form small learning groups, direct training, active learning ….
- Identifying needed power skills and integrating them - interpersonal communication, representational ability, teamwork, negotiating….
- Intensive exposure to the profession field in early stage of the degree
- Changing evaluation methods

THANK YOU

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