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The challenge of teaching in higher education: Training novice lecturers

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This paper discusses the challenges academic institutions face these days in their efforts to abandon old teaching styles of lecturing in favor of updated, fast-pace, relevant styles. Adopting such active teaching methods, it is argued, would (a) increase students' engagement and interest; (b) improve learning; (c) make academic institutions more attractive for new applicants; (d) decrease the numbers for of students' dropout and sense of alienation. The paper opens with a description of the rapid global changes in higher education institutions. Then we present a survey of the available local and overseas programs that prepare researchers to become eloquent lecturers. We also address the Israeli higher education council's policy regarding improving the quality of teaching. In the second section of the paper we present a curriculum of innovative two-year training program that would prepare every new researcher who wishes to develop a career as a lecturer in an academic institution in Israel. That 120-hour basic training includes four main sections based on Shulman's (1987) conceptualization of preparing teachers and evidence-based principles. We suggest that only those who graduate the program would become eligible to be promoted to a senior position and rankings.

KEYWORDS: higher education, active learning, teaching methods

> "I think that our lecturers hate their students, who interfere with what they really want to do – research. Most of them are so boring. I find myself sitting in a terrible lecture, just like the boring lessons in high school, waiting for it to be over. We quietly surf Facebook or play Candy Crush. It doesn't seem to bother them until you dare to ask difficult questions or criticize them. They just want you to recite stuff like you did in the matriculation exams." (Detel & Lutsky, 2013)

1. Introduction

University lecturers face the challenge of fulfilling two competing demands that affect their functioning and career advancement: on the one hand, the uncompromising demand to engage in research and publication and on the other, the pressure to deliver high-quality teaching that caters to the needs and expectations

of the students. The quote above seemingly reflects the priority given to scientific inquiry over teaching. This priority is expressed in different ways in academia, and this article addresses the prevailing practices in Israeli academic institutions. For example, almost half of the students who participated in the last poll by the National Union of Israeli Students thought that the quality of teaching in their institutions was average to low. The results of that poll showed a decline in satisfaction since the previous year (National Union of Israeli Students, 2017).

To improve lecturers' quality of teaching, this paper proposes that all novice lecturers not only specialize in research but also receive methodical training to improve their pedagogical and didactic skills. This suggested program would last two years, at the end of which participants would receive a certificate constituting a prerequisite for their continued promotion. This program would (a) offer a methodical preparation based on proven didactic principles; (b) be mandatory for all new lecturers who assume a position in higher education institutions; (c) be a prerequisite for promotion for lecturers wishing to develop an academic career. The program could also be expanded to veteran lecturers who will continue to specialize in teaching. Such training is expected to yield several advantages: (a) courses and lessons that are more interesting and more updated; (b) better quality teaching that increases student involvement and improves learning; (c) increased attraction of academic institutions for new candidates; (d) reduced student dropout; (e) institutional encouragement of the development of tools for methods of teaching and assessment; (f) lessening alienation and burnout among the faculty.

This article opens with a brief overview of the rapid changes that have occurred in higher education systems around the world. These changes increase the pressure on lecturers to balance research and publication with quality teaching. Following that, it examines to what extent universities are indeed offering novice faculty members training programs for their teaching positions. Based on a survey with heads of teaching improvement centers we will present the current situation in higher education in Israel. In the second part we will propose a curriculum of training novice lecturers, based on pedagogical principles of professional development. This proposal applies to lecturers in all faculties – humanities, sciences, engineering, arts, and so on. It should be noted that our suggestions do not relate to practices such as teaching surveys used for administrative purposes, or the screening, hiring and induction of novice lecturers (Dunkin, 1991).

2. Higher education in turbulent times

Despite is conservative nature, over the past generation, academia has been undergoing changes in its roles and the expectations it fulfils (Almog & Almog, 2020). Globalization has led to higher education systems becoming more uniform and 'international' in nature. Thus, for example, the Bologna Process has imposed uni-

form academic and structural standards that enable students to attend institutions in different countries on their path towards a degree (Beech, 2018). Many universities have programs for foreign students (Lewin, 2009), and some have branches in other countries, often ones with a different culture (Tange, 2010). Lecturers sent to teach in these programs are often forced to teach in a foreign language (Airey, 2011) and to adapt to the local culture and customs (Smith, 2009). Technological developments are also changing the nature of academic teaching, for example, course websites (Moodle) and online distance courses (MOOCS) that render on-campus presence unnecessary. The recent dramatic impact of the COVID-19 pandemic is expected to intensify these technological and didactic developments.

Demographic changes increase the number of students, with more egalitarian representation of diverse population groups. Yet another change that has been taking place in recent years is the attitude students have towards the academic institution and its faculty. The respect young people used to have for an academic institution and its professors has been replaced by a consumer culture in which young people carefully and critically examine the quality of the teaching and the relevance of the content studied for the world outside the ivory towers of academe (Almog & Almog, 2020). If in previous generations academic studies were considered a necessary condition for developing a successful career, the changes in the labor market, the multiplicity of emerging new occupations, the decline of many unnecessary ones, and the expansion of non-academic training tracks, offer young people today effective alternatives for acquiring a profession.

What content and skills should academia provide its students in the face of rapid technological and economic developments? What areas of specialization will be needed during the 30-40-year future careers of today's graduates? At a time when existing knowledge quickly becomes obsolete, universities recognize that alongside acquiring disciplinary knowledge and tools, young people will need to develop careers and continue learning throughout their life (Alt & Raichel, 2018). Lecturers need to understand what an independent learner is, what components of self-directed learning are (Pintrich, 2000a, 2000b; Shelly-Huber, 2017; Zimmerman, 2000), and how different methods can help their acquisition. It is also becoming clearer that teaching technical and scientific knowledge is not enough. To function successfully, graduates need to develop soft skills such as leadership, critical thinking, communication skills, drafting, writing, decision making and teamwork (Cappelli, 2015; Jackson, Lower, & Rudman, 2016). These skills can be imparted during degree studies, but they require the academic institution to first train the lecturers in how to teach them. These trends concern current leaders of higher education as well as scholars and lecturers themselves (Fanghanel, 2011).

In order to understand how these changes affect the work of lecturers, we must widen our perspective to see the national and global picture. A recent UNESCO report on higher education in East Asia (UNESCO, 2014) indicated how these

countries were coping with the dramatic rise in the demand for higher education. As a first step, there was a decision to expand and build more public and private academic institutions. To do this they had to recruit scholars and lecturers. Traditionally, the teaching faculty was recruited among graduates of doctoral programs in the established universities. But since those programs only catered to immediate needs, additional tracks had to be added to bolster the postgraduate programs and send more young researchers to postdoc programs abroad. The recruitment and training of more researchers was perceived in those countries as an opportunity to improve the human capital and draw international investors to develop the local economy. Expanding existing and new tracks for post-graduate degrees was also meant to enrich the scope and quality of research. The investment was simultaneously accompanied by pressure on the researchers to publish as many articles as possible. The leaders of education in those countries and their universities hoped that improved rankings in international indices – as measured by the number of publications in leading journals – would raise the prestige of their country and their economic competitiveness.

Building new academic institutions demanded massive investments. In order to cover ongoing costs, governments raised tuition fees, increased the number of students each lecturer taught, encouraged the recruitment of more temporary, inexperienced lecturers and urged the universities to use methods of mass instruction (e.g., lectures in large halls, online courses) in order to save money. At the same time, the governments encouraged the establishment of private academic institutions whose budgets came from donations and high tuition fees paid by wealthy families. The rapid growth of the private institutions excluded entire population groups and further increased the gaps in the quality of education and the quality of teaching. The students in the public institutions were taught by lecturers whose training focused mainly on research and development rather than on teaching the discipline. It is the UNESCO researchers' opinion that these two trends of coping with growth – expansion and upward growth – were also perceived in those countries as a means of increasing their economic and technological competitiveness (Council for Higher Education [CHE], 2017; Hativa & Goodyear, 2002; UNESCO, 2014).

The challenge of training lecturers

Academic institutions invest their resources in research, but do little in terms of training the faculty for teaching (Rosado Pinto, 2008). Almog and Almog (2020) offer several reasons for that situation: (a) a matter of resource allocation: when scientific research become increasingly expensive, universities are forced to decrease their allocations to teaching and hire part-time instructors who are not involved in research; (b) since the budgeting of universities is based on scientific outputs,

teaching becomes less valued and thus less invested in; (c) lecturers are not rewarded for high quality teaching.

Although lecturers are not obliged to learn and prove their teaching skills, in recent years there has been increasing recognition that the old methods do not respond to the students' interests and knowledge development (Pleschová et al., 2012). Several studies have monitored the usefulness of different teaching methods (Häkkinen et al., 2017; Barnett & Guzmán-Valenzuela, 2017), including the style of teaching – a lecturer-oriented or student-oriented approach (Ginns, Kitay, & Prosser, 2008). The first style is where students are seen as passive and are supposed to absorb the factual information the lecturer imparts. In the second style, the lecturer encourages students to actively learn and produce the knowledge themselves (Kember & Kwan, 2000). Chi and Wylie (Chi, 2009; Chi & Wylie, 2014) expanded this conceptualization and classified learning according to the degree of active engagement in student assignments (ICAP framework): (a) in passive activities, students receive information, for example through lectures and viewing presentations and films, without further involvement in the study material; (b) In 'active' work, students perform motor activities, such as marking, cutting, and selecting segments; (c) the constructivist approach applies peer learning, where students incorporate the materials taught and come up with their own ideas to reach a new product, such as a concept map; (d) in the interactive approach, students discuss materials and formulate their own understanding and materials together.

The increasing awareness of the importance of quality of teaching and the EU's demand to improve it (European Commission, 2013a; Gibbs & Coffey, 2004) was a wake-up call for countries including the UK, Norway, Sri Lanka and others, which already had significant training programs. These programs entail between 120-500 hours of study and participation in them is a prerequisite for receipt of tenure (Gibbs & Coffey, 2004). Below are two examples, one of a single institution and the other of a national program.

Training lecturers for teaching positions at the University of Helsinki is purely voluntary and the dropout rate in these courses is negligible. Even though the university has a higher education research and development center, which is also responsible for training programs, on the four campuses of the university there are independent departments that offer basic courses to train lecturers (Postareff, Lindblom-Ylänne, & Nevgi, 2007). The university offers three levels of training: a basic course of 10–12 ECTS[1] designed to impart the fundamentals of planning and teaching a course and assessing students' learning from it. These courses last four to six months and they also aim to instill a student-oriented approach. The next stage of training, which lasts one year (30 ECTS), is designed to improve teaching practices and deepen understanding of the essence of teaching. The lecturers also undergo a short practicum workshop in which they observe their peers and re-

1 ECTS – European Credit Transfer System

ceive feedback on their teaching from experts. After completion of the short and the long course, lecturers may be accepted to a two-year course (70 ECTS) that is conducted in their own institution and in another one. In addition to the practicum, the participants conduct research pertaining to teaching in higher education.

Slovenia has four universities, only one of which has a formal requirement for a lecturer to show a certificate of participation in a teaching training program (Aškerc & Kočar, 2015). In other institutions, the requirements are more limited and include giving a demonstration lecture. However, the Slovenian Agency for Quality Assessment recently decided to develop a teacher training program. This 40-hour course, in which participation is voluntary and numbers are low, includes learning about topics such as rhetoric, online learning, teamwork, student assessment and more. An online survey of 511 Slovenian academics revealed that half of them had never attended any kind of program and that they lacked even the most minimal pedagogical knowledge (Aškerc & Kočar, 2015). Class attendance is lower (between 68%–75%) among lecturers in natural sciences and engineering and higher in education and the social sciences (63% and 89% respectively).

According to lecturers who took part in the study, courses in education do not always teach the skills of teaching in academia. The respondents claimed that training programs and prior professional experience are more essential in post-secondary study tracks and in programs for lower diplomas (such as practical engineering) and less necessary for lecturers in postgraduate degree studies (such as a PhD). They ranked the importance of international collaboration inversely, but to a lesser degree.

The efficacy of the training programs

Novice lecturers are hired after finishing their doctoral and post-doctoral studies. There are other who have acquired their expertise in other professional fields and are invited to lecture about their expertise (such as a judge invited to teach in a law faculty). Any group of candidates constitutes quite a heterogeneous group coming from different organizational and cultural environments. Each candidate has different expectations of the formal and informal training program. Some need information about procedures and routines, while others are interested in getting to know the interpersonal relationships within the organization. Each training program must take into account these two focal points of such expectations (Hodkinson & Taylor, 2002). Since many novice lecturers have never stood behind a podium, they need to acclimatize rapidly and gain experience in teaching. For example, it was found that the training of experts who were recruited to teach in British universities helps them modify the high expectations they had in their previous workplaces while at the same time they learn to adjust their skills to the needs and teaching-learning format of university. The training was found to give

them confidence in teaching methods beyond the student-oriented teaching and the reflective work that encourages their integration into the academic institution (Butcher & Stoncel, 2012).

The few available studies on training programs indicate their efficacy and positive contribution to the lecturers (Boerboom et al., 2009; Rust, 2000). For example, novice lecturers who attended the program at the University of Helsinki underwent a slow process of change (Postareff et al., 2007). In the beginning there was even a certain regression which later balanced out and improved. Furthermore, it was discovered that the participants valued meeting lecturers from other faculties and felt that their knowledge and experience had expanded. A follow-up study three years later (Postareff, Lindblom-Ylänne, & Nevgi, 2008), found that there was an improvement in the sense of self-efficacy and teaching mindset of lecturers who continued to take courses compared to those who were satisfied with the basic courses they had attended. The researchers believe that an ongoing training program that focuses primarily on changing lecturers' attitudes, more than the teaching methods they use, is greatly needed.

Another aspect of training addresses the use of online communication. A study conducted in the Netherlands (Rienties, Brouwer, & Lygo-Baker, 2013) found that training programs broadened the participants' knowledge of technological content teaching (TPACK). They used online teaching more often and felt more confident in doing so. In another study, Gibbs and Coffey (2004) examined the effect of training on lecturers' teaching skills; how they develop their perception of teaching and learning and what changes occur in their students' learning patterns. A comprehensive and controlled international study was conducted over three years in 22 institutions in eight different countries. Within a variety of programs ranging between 60 to 300 hours, it was found that the training increased student-oriented instruction and lessened lecturer-oriented instruction, as opposed to a reverse process for the control group. These findings emphasize the importance of training novice lecturers. Not only does it give them basic instructional foundations, it also changes their teaching style, making it more student-oriented and less based on frontal teaching.

The training situation in Israel

Professional development in Israeli academic institutions includes both the criteria for the hiring and the advancement of faculty members, as well as programs these institutions run for professional and instructional advancement of the lecturers.

Hiring and promotion of faculty. According to the Council for Higher Education (CHE), to be hired as a lecturer, candidates must have a PhD from an accredited institution, and have preferably completed post-doctoral studies. In the lower level of academic promotion ('lecturer') equal weight is given to qualities of

research and teaching, but at higher levels (senior lecturer, associate professor, and full professor) much emphasis is placed on the candidate's research experience, as measured by published journals articles and books; attending and presenting at scientific conferences, current research activities, and grants received. The criteria emphasized for promoting a senior academic faculty member in colleges are slightly different from those in universities and they place greater emphasis on the quality of teaching and contribution to the community alongside research and professional achievement (CHE, 2017).

Professional development programs. In accordance with the guidelines of the CHE, each academic institution maintains a center for the promotion of teaching. Considerable variation among the centers was found according to the size and activities in each institution (Hativa, 2010). Some operate with a limited budget and no real staff while others have a broad infrastructure and a wide range of programs. The survey indicated a wide variety of didactic courses, symposia, departmental seminars, recorded courses, courses for novice lecturers, one-off training sessions for novice lecturers and counseling for veteran lecturers, and awarding prizes for outstanding lecturers. Many teaching centers operate a website that offers didactic materials and sometimes publish professional literature. Teaching surveys are a very popular administrative means aimed to improve teaching, but cannot be defined as a form of training and so we have chosen not to refer to them in this article. In order to understand the current state of the centers for advancing academic teaching, we conducted a survey examining the training programs at several institutions. This information will allow us to propose a new program in this area.

3. Information collection methods.

Our aim was to obtain updated data on the extent and coherence of training of novice lecturers who are hired to teach at Israeli universities and colleges, Where a coherent program was found, we studied and analyzed its professional content, teaching methods, duration, and whether the graduates were awarded with an official profession certificate from their Institution.

This data was collected from several sources: (a) CHE position papers and decisions; (b) relevant content on the websites of a number of academic institutions; (c) personal telephone conversations with teaching staff and (d) an internet survey with a sample of 10 out of 63 academic institutions in Israel (CHE, 2017) and three academic institutions in Europe.

We strove to include every kind of institution within our sample. Through cluster sampling, two of Israel's nine universities were selected (these institutions offer studies in a variety of faculties and allow students to study for all three degrees); three out of 32 public academic colleges offering various undergraduate and graduate programs; four out of 21 colleges of education, and one private (not govern-

mentally-budgeted) college. For the sake of comparison, we selected three teaching centers for universities in Europe with which we have direct contact.

In the survey we asked heads of centers for teaching improvement about the nature of their training, and whether their graduates receive a certificate or a teacher license at the end of the program. A typical sample of the data collected is shown in Table 1:

TABLE 1. *Data on teacher training programs in Israel and Europe*

Institution	Departments for professional development in the center	Types of training	Intended audience	Mandatory or optional	Certificate/ license
Scottish University	Faculty and TA Development Center	Courses and workshops tailored to staff needs throughout the year	All faculty and TAs	Optional	Certificate
Polish University	Center for Faculty and TA Development	Developing and producing courses in an innovative model adapted to new teaching	All faculty and TAs	Optional	Certificate
Irish University	Center for Faculty and TA Development	Developing and producing courses in an innovative model adapted to new teaching	All faculty and TAs	Optional	Certificate
University in Israel	Center for the Advancement of Teaching	Basic teaching and topic workshops (e.g. assessment, voice, teaching in large classes). Personal assistance, about 15 lecturers per year	All faculty as well as the research students who are TAs	Mandatory to attend orientation at the beginning of the year and the basic teaching workshops	None
Public college in Israel	Unit for Faculty Development, consisting of five people	The unit is responsible for faculty evaluation, faculty training and development. Tutorials and personal accompaniment. Processes of excellence	The entire faculty	Required for new faculty orientation classes and 2-3 workshops, and for the whole faculty at least once a year	Confirmation of participation from the center

Although the survey reflects an awareness of the need for professional development, the activities conducted in HEIs are few and partial. All the universities and colleges sampled have a professional development center. All of them are developing programs for new staff that include acclimatization and structured workshops that require attendance during the first three years of working in the institution. Each center develops programs for the entire staff to meet the organization's specific needs. For example, workshops for the teaching assistants, workshops on

familiarization with technologies and their use during the courses, developing a personal accompaniment method for a lecturer that includes observing lessons up to the level of seeking the cause of discipline issues, and other kinds of guidance. Furthermore, some centers provide basic workshops on planning courses and using active learning methods, such as PBL. Only one institution offered a comprehensive mandatory training program for the new faculty members, and none of them has established a full training program such as the one at the University of Helsinki. Only two institutions issue certificates, but these do not come with any kind of remuneration. At one of the institutions we reviewed, there is an option for remuneration provided there are 15 regular participants for 30 hours. One institution overseas provides a formal certificate.

4. A proposal to train novice lecturers

Principles and structure

Based on the data we collected and the available empirical studies, we believe that any preparation program should include both academic courses and a guided practicum. This program should be long enough to help impart knowledge and experiential learning. However, it should not be too long or too exhausting to interfere with other duties these new lecturers assume. In addition, accepting novice lecturers only would help maintain a homogenous cohort of inexperienced participants. It would make it possible to develop and lead a structured and systematic curriculum that is applicable and relevant to all participants. Regarding the veteran faculty members who still need to upgrade their teaching capabilities, we suggest they receive training at the institution's center for professional development that would meet their particular needs.

Developing such a program also needs to take in account three principles:

1. A uniform framework that would suit the requirements and curriculums in other institutions and countries (Postareff et al., 2007). This is because a lack of uniformity might make it hard for lecturers who trained in one institution to teach elsewhere with higher (or lower) standards. An example of such 'teething problems' occurred in training programs in England:

> "… rather than uniformity of provision, the diversity of values and purposes in different types of [academic] institution [in England] is reflected in a diversity of attitudes and approaches to training: the size of course, and the levels of support among senior managers, heads of department and among new lecturers themselves" (Bamber, 2002, p. 433).

2. A program built on stages, in which each unit provides the basis for more advanced courses and the guided practical phase.
3. A holistic framework that connects theory and practice, a reference to the full range of the missions of lecturers as teachers and educators.

The curriculum

We propose a two-year program that comprises four 30-hour units of study, for a total of 120 hours. In addition, there will be an orientation workshop for each novice lecturer beginning his or her academic career at the institution. The program's educational philosophy adopts the constructivist approach and offers to impart a variety of pedagogical tools that allow the participants to acquire knowledge and become independent learners.

In addition, these study units will follow the conceptualization of Shulman (1987: (1) knowledge of the learners; (2) general pedagogical knowledge (PK); (3) pedagogical knowledge tailored to teaching a specific discipline (PCK); (4) guided practical work.

1. Knowledge of the learners

Alongside the growing numbers, diversity in the student population is also increasing (Quaye, Harper, & Pendakur, 2019). This diversity refers to socioeconomic, ethnic and intergenerational aspects. For example, Almog and Almog (2016) argued that students from generation Y in Israel have a different attitude towards academic studies than students of the previous generation. Given that most students come with the goal of acquiring professional knowledge that will allow them to earn a living, the pressure on the world of academia is increasing to match the content taught to the increase (or decline) in demand for specific professions. An acquaintance with learner characteristics will allow lecturers to tailor their teaching methods to the target audience and to the content taught. The semester course (30 hours) will deal with academia and its rapid changes; the sociological and psychological characteristics of the new learners; various aspects of adult learning including understanding the causes and processes that make learning specific topics easy or difficult.

2. General pedagogical knowledge

Pedagogical knowledge expands the understanding about teaching: the relationship between teaching and learning, student engagement and understanding of the subject being studied. The participants will learn to encourage self-regulated learning (SRL) including setting goals, plannng lessons, monitoring and assessing their work, with reference to cognitive, metacognitive, and motivational aspects (Kramarski & Michalsky, 2015; Shelly-Huber, 2017; Zimmerman & Schunk, 2011). This domain includes a variety of topics including thinking development, frontal teaching methods (lecture, use of presentations), 'activating' instruction, and the use

of technological means (such as online courses, a smart board, tablets) (Chu, Reynolds, Tavares, Notari, & Lee, 2017). The course will provide methods for teaching literacy skills such as essay writing, argument building, deep understanding (as opposed to simple memorization of ideas or formulas), developing advanced logical skills, articulation skills, collaborative tools, cultivating soft skills such as attentive listening, and more. The course will teach effective communication methods between the lecturer and the student (Notzer & Abramovitz, 2014), principles of classroom management and dealing with disruptions (Yariv, 2010). In addition, methods for assessing the quality of learning will be introduced (Abramovitz, 2014). This course will take 30 hours, after which the next course will deal with methods for teaching specific subject matter.

3. Pedagogical content knowledge

In order to provide learners with in-depth knowledge in the discipline they have chosen, it is imperative that lecturers choose teaching methods that are appropriate for the discipline they teach. PCK for a specific discipline links general pedagogical knowledge to specific contents (Berry, Friedrichsen, & Loughran, 2015). These contents are spread across a very broad range of topics in science and engineering, medicine, social sciences and the humanities. Each discipline contains a wide range of specific topics the lecturer must be prepared to teach in class. This knowledge is anchored in the lecturer's beliefs and customs. It also includes conceptual and procedural knowledge about a variety of techniques or activities that cater to different learning styles or preferences, knowledge about assessment techniques and about the variety of resources that can be used in the class. The 30-hour course will offer different approaches to teaching a topic; how to plan the teaching in a course where the lecturer will take the relevant parts from this ensemble and at the same time manage to construct from these parts a holistic world of content (Cochran-Smith, Ell, Ludlow, Grudnoff, & Aitken, 2014).

4. Guided practical work

In order for a program to succeed in imparting the appropriate knowledge and tools, it is essential that lecturers learn and experience new methods during their training and once introduced to them, they should build their courses to align with the relevant teaching methods appropriate for the specific discipline. The guided practice will help them choose the most appropriate teaching methods and timing; when the learning involves surface thinking and when to move to teaching and learning based on in-depth thinking (Biggs & Tang, 2011). In addition, the individual accompaniment by experts helps them cope with mistakes and failures. Hativa (2006) recommends that veteran and novice lecturers observe each other in order to gain insights and give tips on quality teaching.

The practicum will be built as a 14-session unit (about 30 hours) divided into three segments: Segment 1 (3-4 sessions) will take place during the months of August–September, before the start of the second year of training. Participants who

have already learned about learner characteristics and general teaching methods will practice planning courses for the coming academic year. This workshop will enable integration between pedagogical knowledge and its matching to content knowledge. Segment 2 will take place during the first semester of the second year. It will consist of 6-7 bi-weekly sessions which combine group activities with individual mentoring. Workshop participants will practice various methodologies (such as PBL) observe their peers and also lecturers using different approaches to teaching. Being guided by a counselor from the Center for the Advancement of Teaching, they will discuss how to best apply the best teaching methods and overcome obstacles. Segment 3 will take place in the second semester and consist of 2-3 sessions on the development of the courses and on monitoring the students' learning and methods of assessment.

Orientation workshop. We propose this workshop include two one-day sessions. One will take place a month or two before studies begin. It will involve: (a) getting to know the institution, the senior administrative staff and faculty members, (b) getting to know the Moodle platform,and (c) writing a syllabus and desired learning outcomes. The second day will take place 4-6 weeks after the start of the academic year and will expand on getting to know the institution, its procedures and academic and organizational traditions. The workshop will allow attendees to bring up difficulties and problems encountered.

5. Organizational aspects of the program

In and of itself, the program is basic and limited in scope, and as such, provides a first step. In order for such a reform to become reality, certain practical and administrative aspects must be taken into consideration.

Program costs. Each year several hundred new lecturers are hired in Israel to teach at its universities and colleges (CHE, 2017). These are the lecturers who are supposed to receive this training. For the institution, the program entails only few teaching hours (between 2 and 6), depending on the number of participants. In order to reach an optimal cost-benefit ratio, one must define the minimum number of participants in each institution. When the number of novice lecturers is too small, several institutions in the same geographical area might join to share a program. It makes sense for the institution that hires the largest number of lecturers in a given year to be the center that runs the program. It is vital that the participants come from all the different faculties. As for the identity of the participants, for those who are not considering an academic career, the CHE might consider giving them an exemption.

Assessment of program graduates. As with any educational endeavor, the learners must show proof of the knowledge and skills they have acquired. Such assessment is not devoid of problems. Shulman (1987) mentioned that an increasing number of general teaching principles have already found their way into tests assessing the functioning and qualification of new teachers. The weakness of these

principles as well as their advantage, derives from the fact that they ignore the specific context in which teaching takes place. Hence, discovering those patterns of action and defining them as principles simplifies the immensely complex craft of teaching. The great danger in this measurement occurs when these principles turn into 'prescriptions' and the recommendations turn into mandatory demands. Although the program is based on a uniform curriculum, the assessment should take in account local cultural and institutional contexts, including the participants' experience and their beliefs about teacher-oriented vs. student-oriented teaching.

Developing accreditation and licensing programs. Every participant in the program will receive a certificate of completion. Lecturers who transfer during the course from one institution to another will receive a transcript of the scope of studies in the previous institution. Another aspect pertains to the question of whether it is sufficient that the institute that conducted the training should grant a certificate to graduates. Possibly, it is the state that should grant a professional license, just like the licensing it gives to drivers, electricians, social workers and schoolteachers. This proposal is indeed far-reaching but is not so unrealistic; quite recently it was recommended by a European think-tank on modernizing higher education (European Commission, 2013b). The think-tank mentioned several countries including Spain, which established a national agency for assessment quality and licensing (ANECA) that enables universities to join the program voluntarily and after a structured move that includes course planning, teaching development, and assessment of results, faculty members receive accreditation (European Commission, 2013b, p. 28). A move such as this represents a far-reaching aspiration that faculty members have high-level teaching skills and will continue to professionalize even after completing the basic training.

Encouraging professionalization. It is essential that the promotion of novice lecturers be conditional upon presentation of a certificate of participation in the program. This dependence will put pressure on novice lecturers to attend the course and will obligate the institutions to run it. Yet, no single preparation program, as good as it might be, is enough. like the training at the University of Helsinki, follow-up programs should be developed to enable novice lecturers to become even more professional. Colleges and universities should encourage lecturers to research their actions and attend in-service courses as well as individual and group guidance. In a different context, they may encourage professional development via institutional in-service courses, student feedback and awarding prizes to outstanding lecturers.

In sum, in times of rapid change that are undermining the status and social mission of academia, quality teaching appears even more important than ever before. Charismatic lecturers would capture students' attention and provide them with a better education and learning experiences. Almog and Almog (2020) go even further and suggest separating the dual roles of scholars as scientists and teachers. The

time has come, they argue, to give teaching equal status as research. The reform we suggest follows that direction and is meant to provide lecturers with high-quality skills and knowledge to impart to their students.

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