

Training Teachers for Higher Education

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Teachers in academia usually do not have to get teaching training but often they must be evaluated by their students, who expect them to have teaching qualifications much better than their school teachers. However, teachers in elementary and high schools are required to go through teaching training of several years, resulting with teaching certificate, which is usually a must in those school systems. This anomaly causes great tension in colleges and universities, and often results in pressure to "improve" teaching evaluation on the account of the academic level. In most countries, automatically, the doctorate degree in any field allows its holder to teach in an academic institution, because the students are expected to learn on their own; the professor is the expert who is responsible for the complicated questions. These discrepancies often hamper the advances of higher education.

In this paper we present the situation of teaching in higher education in various countries, while presenting various paradigms for improving the state of teaching in higher education. The aim is to study the methodologies used to assess the quality of teaching in higher education systems in Israel and other countries around the world, and to study the following issues: 1. The internal mechanisms to assess the quality and development of teaching in higher education institutions. 2. The external mechanisms to assess the quality and development of teaching in higher education institutions. 3. How is the quality of teaching expressed? 4. How can we use available data to effectively measure the quality of teaching? 5. How can quality of teaching be used by Israel's higher education regulator? Do we need teaching certificates for academic professors? Do we need to encourage or require young/new faculty members to get teaching certificates?