

MATANEL FOUNDATION
DONATION FORM

Program: Summer University for Youth

Year: 2023

Name of the program: Summer Youth University

Year of activity: 2023

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Number of active participants in the program: 44

Provide the status of the program:

The “Summer Youth University” program has successfully completed its 22nd cohort in the summer of 2023.

The program provides a solution for outstanding students from the periphery who are the first generation to receive a higher education that allows them to learn and gain practical experience in academia.

38 students were accepted, as well as six youth counselors, graduates of the previous course who also participated in the academic courses.

The 8-week hybrid program is presented in a summer semester and divided into three parts:

- A 3-week Academic Camp, in full boarding format – endorsing academic studies, academic skills, studies in small groups, and social and cultural activities that primarily were held in the evenings in the Green Village and in Tel Aviv.
- A 3-week hybrid home study with one day a week on campus attendance at the university – focusing on academic learning.
- A 2-week Academic Camp - learning marathons in preparation for exams
Continuation of constructive social activity and preparations for the conclusion and process of returning home.

The core of the program is academic, and it is based on two main courses in the Faculty of Social Sciences provided by the faculty's two leading lecturers:

1. Introduction to Political Thought **Dr. Golan Lahat**.
2. Introduction to Psychology Thought **Dr. Dida Fleisig**.

The academic learning process, particularly the accompaniment and academic instruction, was coordinated this year by **Dr. Lilach Rivlin**, a learning skills expert who worked closely with the teaching assistants, reinforcers, and youth counselors.

The academic instructor contributed to the success of the program in two ways: first, she set the standard for the learning material and ensured that it was implemented. Secondly, she established content for the literacy course and added content to other study frameworks where the program's staff imparted materials to the trainees.

Appendix 1- Summary of the academic guidance by Dr. Lilach Rivlin

Academic "Reinforcement" The academic courses were accompanied by two "reinforcers" who accompanied the learning process and supported the trainees regarding the studied academic content. This task is essential and addresses the need to process the material – to understand and practice the materials in varying ways.

Reinforcement for Introduction to Political Thought - Mr. Shoham Wexler

Reinforcement for Introduction to Psychology – Bar Shbalbo

Alongside academic learning, the program combines and includes rich social activities, tours, workshops, enrichment events, and encounters with inspirational figures.

All events are overseen by the educational staff that has accompanied the program intimately:

- **Program Director:** Maor Ravi, first cohort graduate of the Summer Youth University program. He holds a master's degree in political science.
- **2 counselors** – the foundation of mentoring the young students – personal, academic, and social. The counselors gathered the students, oversaw their learning processes, imparted social content, and provided a response to the youth counselor team.
- **6 youth counselors** – a personal team and closer to the students. These are counselors who graduated from the program's previous cohort and joined as the

program's counselors. The young staff accompanied the students intimately, assisted them academically, and participated in the social content. Alongside the training, they were part of the initiation group that was provided with unique and enriched content.

The main achievements over the last year:

Outstanding students from all over Israel, particularly from the periphery, participated in the program:

Ashkelon, Arad, Kiryat Gat, Netivot, Rahat, Afula, Nahariya, Beer-Sheva, Daliyat Al-Karmel, Acco, Yeruham, Safed, Devoria, Maalot, Kiryat Yam, Neshet, and more.

The students come from different cultures, religions, and sectors. Due to this year's diversity of the student population, they received the additional value of learning to accept and get to know each other, learn to live together, and build a community based on respect and shared social values.

Academics –

This year, the students also participated in two academic courses, totaling 8 academic credits.

At the end of the summer program, academic exams were held. In addition to academic credit, students are entitled to five units in social sciences ("high school academics") towards their matriculation requirements (bagrut).

Academic learning was accompanied by a literacy course with a focus on academic learning skills such as reading academic texts, academic writing, studying for exams, and more. In addition, the students acquired soft skills that enabled them to manage their time responsibly, study in teams, and help one another.

The emphasis placed on academic skills throughout the program not only teaches skills required for this specific program but also provides the students with a portfolio of tools and values for life, which they can also apply in their studies at the school.

Grades:

Course Name	Average Grade
Introduction to Psychology	80.2
Introduction to Political Thought	82.9

Social -

The focus at the initial stage of the program was on team building and creating a community of students from all over Israel, from different sectors and other cultures. The activity's goal is to get to know each other, bring the team together, and create an infrastructure for a shared society based on mutual respect.

For example, a special culture evening took place where the participants were divided into groups, and each explored and presented a different culture from around the world. In addition, they went on a guided tour of HaTachana in Tel Aviv, where they met various communities and cultures that reside in the area.

In addition, as part of a unique collaboration this year between Tel Aviv Youth University and the Ort network, the students participated in an entrepreneurship course led by the Ort and were divided into small groups. In the program, they practiced thinking techniques and planning, and they presented social projects aimed at addressing a need or social issue that the students pinpointed. At the graduation ceremony, the students presented their undertakings to the parents, and they announced the group that won first place, which comprised a project that encourages collaboration between families and communities via hiking in nature.

Other Activities - Each week, we combined enrichment lectures from a variety of areas, using key lecturers and leaders in their fields. Among the lectures:

- Meeting with Prof. Itai Sened, Dean of Social Sciences.
- Meeting with Prof. Ariel Porat, President of Tel Aviv University.
- Meeting with Alex Scalier, a graduate of the program that focused on communication and social media

Social and Cultural Activities - Some of these activities included:

- Outing to the Check Point hi-tech organization - a cyberspace tour
- Social gathering in Dizengoff Square, in the heart of Tel Aviv
- Attending a play at the Beit Lessin Theatre
- A guided theater tour of the HaTachana in Tel Aviv
- "Bingo Battle" – a team game across campus
- A music and rhythm workshop
- A natural history museum tour

Evaluation and Results:

1. Grades and Academic Studies - the students participated in the complete program and successfully passed the academic course, intermediate assignments, academic skills course, and final exams.
2. The average grades on the academic tests were: 80.2 in Introduction to Psychology and 82.9 in Introduction to Political Thought.
3. The third year of the hybrid structure of the program, which combined in-class and online learning, was conducted successfully. Moreover, this year, we realized that since the students had more difficulty with online studies, we would need to reevaluate online studies and perhaps structure the home and in-class activities differently. For next year, we are considering that the hybrid part will comprise two days of campus activity and include lodging.
4. A significant number of participants will continue in the coming semester to attend additional academic courses through Tel Aviv Youth University, which indicates high motivation, belief in their ability to succeed in the academic world, and an aspiration to enhance university familiarity among the students.
5. Attached is a summary of students' feedback in Appendix 2

Summary for Future Actions:

1. Our intention is to reexamine the hybrid model and consider a format that will enable, on the one hand, the added value of distance learning and, on the other hand, act as an anchor to hold the group together while studying in person. Further to this summary, we will examine a different structure for the hybrid part where home and distance studies will be reduced to two days only.
2. We will continue to emphasize socio-cultural and values-driven activities for students for the benefit of creating a leading and caring community of active citizens. Together with the Ort network, we will examine the possibility of continuing the entrepreneurship project that provided an important and unique response. It is essential to tighten the process and free up additional time in the program for this purpose.
3. We will continue to strive to reach students from different cities in the periphery and increase attendees for the program next year. We would like to refer to educational networks such as "Ort", "Amal", and "Amit" in order to reach a precise target audience.

Timetable for Next Year:

1. Publicizing the program and the opening of registration for the program - March 2024
2. Task-first selection (household chore) - Early April 2024
3. Selection day that includes an exam, personal interview, and group dynamics – End of April 2024
4. Orientation Day for accepted students and their parents – May 2024
5. Program starts-End of June 2024

Photos for the Summer University – 22nd Class

Please find the attachment in a separate file

Video of the Summer University- <https://youtu.be/3sQJ83bgIFM>

Appendix 1: Summary of the academic guidance by Dr. Lilach Rivlin

The main objective in guiding the academic staff was to impart professional knowledge and tools with which the staff could provide the students with a learning process that covers two main aspects: integration and personal coping in (preliminary) exposure to the university arena, while imparting academic learning skills. Accordingly, staff meetings were held on the learning norms that should be imparted to students, such as: the love of knowledge, critical thinking, independent thinking and more. The staff learned how to implement the meeting goals with the students while using various teaching methods, for example: frontal lectures, independent/group learning, open discussion, as well as using different resources in order to enrich the learning process: videos, articles, quizzes and presentations.

The staff members received close guidance on imparting learning skills with regards to the two 'realms' –teaching and learning norms the students are familiar with at school, and what is required of them as university students. As part of this training, we dealt with different topics: how to summarize a lecture, developing skimming and scanning as well as in-depth reading skills, guided reading of essays, preparation for exams, and more.

By the end of the program, it was evident that the staff members had undergone a personal-professional development process, during which they acquired teaching skills and professional tools that greatly expanded their knowledge and ability to guide and help students succeed in the program. It was notably impressive to see

how the staff members managed to turn the guidelines discussed in the professional meetings into creative lesson plans individually tailored to the study group, which contributed to the students' great attentiveness and cooperation.

Appendix 2 – Feedback

Below are student feedback quotes submitted at the end of the program. In the feedback, the students were asked about the social activities they took part in and their academic courses. Here are quotes from the feedbacks:

"The program helped me a lot, and I really enjoyed it. It is an experience that should not be missed, and if I am offered to return, I will because I relate to it. I am happy that I came here, I grew, and I am very happy that I took part in this program."

Academic section:

- "I was particularly interested in the different approaches to psychology and what each one states. The course helped me understand various occurrences and how to solve problems. I was challenged mentally when I had to remember a lot of difficult concepts and understand them."
- "The course was fascinating, and the lecturer conveyed the studies in a focused and orderly manner. All the approaches in psychology, especially biological and cognitive, psychopathology, and other subjects, captivated and fascinated me and compelled me to analyze situations in depth. I left the course with a greater love for psychology than before I started."

- "The course in Political Thought really made me think, and I enjoyed hearing about the thinkers and the basis of politics; it taught me so much about life and the importance of politics. I liked this course more than I thought I would, and it truly interested me."
- "It was interesting and challenging, and it made me think more about politics in the country. The course helped me understand current politics, and the way the materials were presented was really interesting."

Social section:

- "The activities on campus expanded my personal knowledge, facilitated team building, affiliations, and orientation at the university."
- "I don't travel around Tel Aviv, and it was really fun to see and get to know the city and its history and take a break after learning."
- "I learned about the history of Tel Aviv, things I didn't know before because I didn't get to visit there."
- "The culture evening event contributed to the team building. It was the first time I felt an affiliation with all the children, and from there, the connection only deepened. In addition, it helped me learn new information about various cultures in a fun way."
- "The play was just amazing, really funny, and actually quite exciting because it was nice to see the union between the Arab and Israeli sectors."

Appendix 3 – List of Student Participants in the Program, 22nd Class

Gender	Last Name	First Name	City
Male	Abu Geber	Wadi	Rahat
Female	Abu Aanam	Abu Aanam Shahad	Rahat
Male	Avigazar	Nehorai Zohar	Akko
Female	Adela	Stowe	Kiryat Gat
Male	Edri	Osher	Nahariya
Female	Azoulay	Moran	Arad
Female	Itkin	Mia	Ma'alot-Tarshiha
Female	Alkobi	Alkobi Ofir	Hadera
Male	Arshid	Ali	Daburiyya
Male	Babkin	Itai	Netivot
Female	Badran	Miar	Ba'ana
Male	Ben Hamo	Yahav David	Nesher
Male	Ben Lulu	Hod	Safed
Female	Bar	Elia	Yeruham
Female	Gabihu	Liam	Afula
Female	Goncharov	Nicolette	Ashkelon
Female	Doron	Nili	Jerusalem
Female	Dimora	Alyssa	Ashkelon
Male	Zoabi	Mohammed	Metzer village
Female	Saffroni Z	Ziv	Afula
Female	Halabi	Einav	Daliyat al-Karmel
Male	Hassan	Adir	Sajur
Female	Yosefia	Jeduganae	Devorah

Male	Yitzhari	Yair Shlomo	Netanya
Female	Levi	Michal	Arad
Female	Lieberman	Michelle	Nahariya
Female	Maman	Michal	Afula
Female	Natour I	Yan	Daliyat al-Karmel
Male	Somer Chopitz	Yonathan	Beersheba
Female	Sorokin	Seneca	Ma'alot-Tarshiha
Male	Ayadat	Gali	Zarzir
Female	Tziporah	Noa	Afula
Female	Kogan	Mirel	Kiryat Yam
Female	Carver	Emily	Ashkelon
Female	Shukrun	Shir	Kiryat Gat
Female	Shidris	Kai	Beersheba
Female	Sheleg	Maayan	Moshav Alma
Male	Shapiro	Lior	Ashkelon

Gender	Last Name	First Name	city	
Male	Grebenshchikov	Ilya	Nahariya	Youth instructor
Female	Walter	Shira	Yavne'el	Youth instructor
Male	Vanunu	Meidan	Shlomi	Youth instructor
Male	Zoabi	Rihan	Dehi	Youth instructor
Female	Yaakobi	Yasmine	Kiryat Shmona	Youth instructor
Female	Kfir	Noa	Ma'alot-Tarshiha	Youth instructor