

# The Open University of Israel

**Zippy Erlich**

*The Open University of Israel, Israel*

**Judith Gal-Ezer**

*The Open University of Israel, Israel*

## INTRODUCTION

The Open University of Israel (OUI) is a distance education institution with open admissions that offers academic studies to students throughout Israel. Its home-study method allows its students to pursue higher education whenever and wherever convenient. The OUI offers over 500 courses in life sciences, natural sciences, mathematics, computer science, social sciences, management, Jewish studies, education, humanities, psychology, communications, music and art, and more, and has about 38,000 students all over Israel and abroad.

The OUI has traditionally taken advantage of existing technologies and has integrated state-of-the-art technology into its courses. For several years, the OUI has been integrating computer-mediated-communication (CMC) technologies into its course Web sites to improve its distance teaching. These new teaching methods expand and enrich the written textbooks that are the basis for teaching at the OUI. The incorporation of technological teaching methods is fully adapted to the written study materials that are prepared by experts in their fields.

Below, we will present the OUI and its distance learning methods, which include the integration of the CMC technologies.

## BACKGROUND

The OUI, a distance education institution authorized by the Council for Higher Education of Israel, was established in 1976 to provide academic studies to students throughout the country. The OUI is characterized by open admissions and a flexible curriculum, method, and pace of study. The OUI's uniqueness, as well as characteristics it has in common with other open universities,

can be found in a comparative study of distance and campus universities (Guri-Rosenblit, 1999).

Since its establishment, the OUI has been growing steadily. In the past decade, student enrollment increased by more than 100% to more than 38,000 students, compared to about 18,000 students in 1993. Figure 1 depicts this growth. Today, every sixth student in Israel studies at the OUI, making it Israel's largest university.

To better serve the growing number of students, the university has stepped up the development of new courses and new programs toward bachelor's and master's degrees, as well as the development of innovative teaching methods integrating a variety of advanced technologies such as computer-mediated communication, multimedia elements, and interactive broadband communication.

## OPEN ADMISSIONS

The OUI is open to all those who wish to take a single course or a battery of courses, or to pursue a full program of studies toward a bachelor's degree, and also offers master's degrees for students with a bachelor's degree. Students pay tuition for each course they choose to study rather than for a full-time, full-year program as is typical in other universities. The OUI combines its open-admissions policy with uncompromisingly high standards and exacting requirements in studies, and judges students on their achievements in demanding OUI studies rather than on their prior scholastic achievements. Enrollment does not require matriculation or any other certificate from another educational institution to provide proof of prior scholastic achievements.

Applicants joining the OUI are not required to enroll in a faculty or department, but rather register for specific courses. The students select the courses that comprise their program of studies from a varied and

wide-ranging selection. Students' successful completion of the requirements of each course serves as the university's sole criterion regarding their academic achievements.

In contrast to the open-admissions policy for undergraduate studies, admission to graduate studies is contingent on prior scholastic achievements including a bachelor's degree.

## CURRICULUM

The OUI curriculum is relatively flexible. The university offers over 40 programs of studies—single-, dual-, and multidisciplinary—and undergraduates can also design a personal program of studies based on internal logic and academic justification, accepted in the general university community and bound by rules that limit the multidisciplinary flexibility of the program.

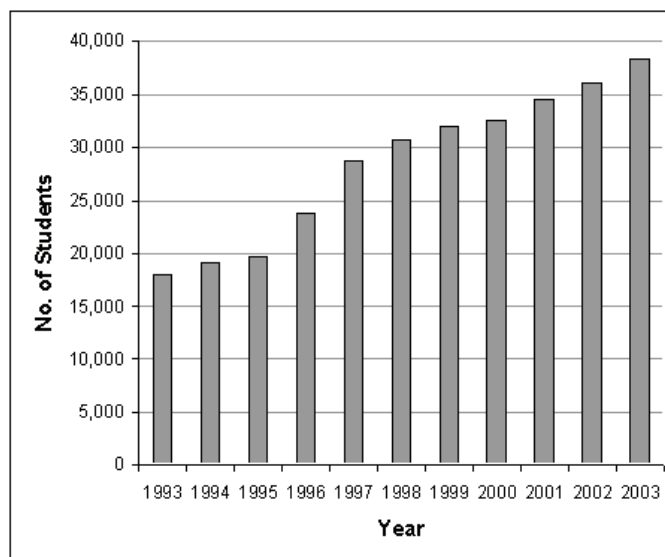
The OUI offers over 500 academic courses in diverse fields on different levels and of varied scope, leading to BA, BSc, MBA, MA, and MSc degrees. The main disciplines and fields of study are listed in Table 1.

## STUDENT PROFILE

The open time frame of studies at the OUI allows students to work at their own pace, keeping a balance between their studies, their jobs, and their home life. As lifelong learning has become a widespread phenomenon in Israel and in the international arena, many students begin studying at an early age and continue to update their knowledge throughout their lives.

Thanks to its flexibility and in light of its academic vision, the OUI serves a wide range of students, from gifted high-school students to pensioners, and from full-time students to working adults with families, business executives, soldiers on active duty, teachers, managers, employees in the public and private sectors, homebound parents of small children, and the physically handicapped. The vast majority of OUI students study part-time and most of them remain fully employed throughout their studies. There are students with no formal high-school education (5%), high-school graduates (70%), students who have completed some undergraduate studies, as well as university graduates (25%) who are interested in expanding their knowledge in other fields. Students of the OUI range in age from 13 to 86, with an average age of 28.7 (S.D.=7.9). Over

Figure 1. OUI growth in the last decade



6 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/open-university-israel/11953](http://www.igi-global.com/chapter/open-university-israel/11953)

## Related Content

---

### Instructors' Experiences with Using Groupware to Support Collaborative Project-Based Learning

John Day, Hao Lou and Craig Van Slyke (2004). *International Journal of Distance Education Technologies* (pp. 11-25).

[www.irma-international.org/article/instructors-experiences-using-groupware-support/1633](http://www.irma-international.org/article/instructors-experiences-using-groupware-support/1633)

### Mobile and Adaptive Learning Application for English Language Learning

Samir Bourekkache and Okba Kazar (2020). *International Journal of Information and Communication Technology Education* (pp. 36-46).

[www.irma-international.org/article/mobile-and-adaptive-learning-application-for-english-language-learning/247080](http://www.irma-international.org/article/mobile-and-adaptive-learning-application-for-english-language-learning/247080)

### Discovering the Two-Step Lag Behavioral Patterns of Learners in the College SPOC Platform

Zhi Liu, Hercy N.H. Cheng, Sanya Liu and Jianwen Sun (2017). *International Journal of Information and Communication Technology Education* (pp. 1-13).

[www.irma-international.org/article/discovering-the-two-step-lag-behavioral-patterns-of-learners-in-the-college-spoc-platform/169109](http://www.irma-international.org/article/discovering-the-two-step-lag-behavioral-patterns-of-learners-in-the-college-spoc-platform/169109)

### The Effects of Videoconferenced Distance-Learning Instruction in a Taiwanese Company

Chin-Hung Lin and Shu-Ching Yang (2013). *System and Technology Advancements in Distance Learning* (pp. 163-175).

[www.irma-international.org/chapter/effects-videoconferenced-distance-learning-instruction/68759](http://www.irma-international.org/chapter/effects-videoconferenced-distance-learning-instruction/68759)

### A Preliminary Evaluation of the iPad as a Tool for Learning and Teaching

Sue Gregory, Tony Brown and Mitchell Parkes (2013). *Outlooks and Opportunities in Blended and Distance Learning* (pp. 154-168).

[www.irma-international.org/chapter/preliminary-evaluation-ipad-tool-learning/78404](http://www.irma-international.org/chapter/preliminary-evaluation-ipad-tool-learning/78404)