

CLT fall 2015, Faculty Development Institutes & Workshops

Venue: Library Building – Room # 1021

Most workshops count towards tracks for which faculty are eligible for a CLT certificate.

We use the following icons to indicate which workshops count towards which tracks:

Assessment for Learning	Active Learning	Web-Enhanced Learning	Course Design	Community-Based Learning

CLT Fall 2015 Institutes & Workshops

Date	Workshop Name	Facilitator(s)	Time
Thursday, August 27	New Faculty Workshop		
	Simple Ways to Shift from Lecture-Centered Teaching to Active Learning	Aziza Ellozy	9:45 - 11:15
	Can Technology Facilitate the Shift to Active Learning?	Aziza Ellozy	11:30 -12:15
	Finding Online Resources for Teaching and Learning	Maha Bali & Maha Shawki	12:20 – 1:40
Tuesday, September 15	Blended Learning Introduction	Gihan Osman	1:00 – 2:00
Monday, September 21	Flipped Classroom*	Aziza Ellozy	12:45 – 2:00
Wednesday, September 30	Exploring Space - Time Representation in the Digital Humanities	David J. Wrisley Visiting professor	10:00-12:00
Sunday, October 4	Institute 1 (Teaching Enhancement Certificate 1)		
	The Enhanced Lecture	Aziza Ellozy	10-11:15
	The Art of Structuring Learning Outcomes	Azza Awwad & Caroline Mitry	11:30-12:45
	Technology to Support Good Practice in Undergraduate Education	Maha Bali	1:00 – 2:00
	Basics of Course Design	Sherif Osman & Joyce Rafla	2:00 - 3:15
Thursday October, 8	Using or Misusing Turnitin.com?	Azza Awwad & Caroline Mitry	12:45 – 2:00
Monday, October 12	Involve Me and I Learn: Creating an Integral Framework for Experiential Education	Amani El Shimi	12:45 – 2:00
Thursday, October 22	Classroom Assessment Techniques (CATs) to Improve Student Learning	Aziza Ellozy Hoda Mostafa	12:45 – 2:00
Sunday, October 25	Debating Across the Curriculum: Preparing AUC Students for Academic Interaction	Carol Clark	12:45 – 2:00
Sunday, November 1	Web 2.0 as a Transformative Learning Tool: A Focus on Wikis and Blogs **	Gihan Osman & Nadine Aboulmagd	12:45 – 2:00
Monday, November 2	Supervising Theses	Jon Nixon Visiting professor	12:45-2:00
Monday, November 9	Mentorship: Your Key to Success	Malak Zaalouk	12:45 – 2:00
Monday, November 16	The Pedagogy of Community-Based Learning: Educating Citizens in Borderless Classrooms	Pandeli Glavanis	12:45 – 2:00
Thursday, November 19	Designing Rubrics for Effective Assessment	Azza Awwad & Caroline Mitry	12:45 – 2:00

*Available on demand as follow-up to the Flipped Classroom workshop are:

1) Redesign a Flipped Lesson (or Course) 2) Lecture Capture Technology Training

**Available on demand as follow-up to Web 2.0 is: Hands on Web 2.0 Training (Blogs, wikis)

Monday, November 23	Institute 2 (Teaching Enhancement Certificate 1)			
	The Enhanced Lecture		Aziza Ellozy	10:00 -11:15
	The Art of Structuring Learning Outcomes		Azza Awwad & Caroline Mitry	11:30-12:45
	Technology to Support Good Practice in Undergraduate Education		Hoda Mostafa & Maha Bali	1:00 -2:00
	Basics of Course Design		Sherif Osman & Joyce Rafla	2:00 - 3:15
Sunday, November 29	Teaching Community-Based Learning: Step by Step		Pandeli Glavanis	12:45 – 2:00

Workshop Details

Blended Learning: An introduction

Facilitator: Gihan Osman (GSE/CLT)

Tuesday, September 15, 1:00 to 2:00 pm

An effective blended classroom is said to combine the best of traditional face-to-face teaching and online learning. However, transitioning to an effective hybrid format requires more than putting lectures online or integrating web-based components. The goal of this introductory information session is to provide some practical guidelines to blended learning redesign. It clarifies what blended learning is, describes techniques and pedagogical strategies to engage students, discusses the practical aspects of planning the transition and making decisions regarding technology and assessment, and shares possible scenarios and examples for blended course designs for different disciplines.

Flipped Classroom

Facilitator: Aziza Ellozy (CLT)

Monday, September 21, 12:45 to 2:00 pm

Face-to-face time between faculty and students is limited and precious. It ought to be utilized to its maximum potential. Why use that time for one-way lecturing, when it can be used for active learning and practical application of content? This workshop will demonstrate the flipped classroom model, and how it can be implemented to maximize the use of face-to-face class time.

Exploring Space - Time Representation in the Digital Humanities

Facilitator: David Joseph Wrisley, Department of English, American University of Beirut

Wednesday, September 30, 10:00am-12:00pm

This is a hands-on introduction to the rapidly changing world of digital map-based visualization and storytelling. Touching on developments in location-based humanities research as well as the critique of such environments, enrolled participants will choose one or two basic aspects of mapping of interest to them based on a skills-based survey.

Note: this workshop is part of the full-day event: Exploring the Digital Humanities

CLT INSTITUTE 1 & 2: Sunday October 4th, 2015 and repeated Monday, November 23rd, 2015

The Enhanced Lecture

Facilitator: Aziza Ellozy (CLT)

Sunday October 4, 10:00 - 11:15 am

Monday, November 23, 10:00 – 11:15 am

Few of us would argue that lecturing is still the most prevalent way of teaching at AUC and at most universities. However, numerous research findings have shown that listening to a lecture is not the best way to promote deep and lasting learning, and that students typically lose attention after 20 minutes.

For faculty who are more comfortable lecturing and who think that this is the best approach to fulfill their course objectives, this workshop will introduce low-risk high-impact active learning strategies that will minimize the weaknesses of the lecture and that have been found to increase student engagement and learning.

The Art of Structuring Learning Outcomes

Facilitators: Azza Awwad & Caroline Mitry (CLT)

Sunday, October 4, 11:30 – 12:45 pm

Monday, November 23, 11:30 – 12:45 pm

In this hands-on workshop, participants will be introduced to structuring effective learning outcomes for their courses and/or lessons. The workshop facilitates an opportunity for instructors to practice writing learning outcomes using simple and easy to follow resources. Participants are encouraged to bring their course syllabi or lesson plans to the session.

Technology to Support Good Practice in Undergraduate Education

Facilitators: Hoda Mostafa (SSE/CLT) & Maha Bali (CLT)

Sunday October 4, 1:00-2:00pm

Monday, November 23, 1:00-2:00pm

Many faculty are familiar with Chickering & Gamson's Seven Principles of Good Practice in Undergraduate Education. This workshop explores possible ways of integrating technology into our teaching to better enable us to meet good practice, including ways of enhancing communication, encouraging active and cooperative learning, providing timely feedback, and addressing diverse way of learning.

Basics of Course Design

Facilitators: Sherif Osman (CLT) & Joyce Rafla (CLT)

Sunday October 4, 2:00 - 3:15 pm

Monday, November 23, 2:00 - 3:15 pm

Faculty will be introduced to some basic ideas in course design, including ways of knowing one's learner, the notion of backward design, and the process of aligning assessments and activities with learning outcomes. Faculty are encouraged to bring their own syllabi and work on them during the workshop.

Using or Misusing Turnitin.com?

Facilitator: Azza Awwad & Caroline Mitry (CLT)

Thursday, October 8, 12:45 – 2:00pm

With the growing use of Turnitin among AUC instructors, several issues relevant to its optimal pedagogical use have arisen. Questions such as whether Turnitin similarity percentages are definitive in judging the originality of students' work or whether teaching assistants should be in charge of checking submissions for originality of content have elicited a lot of discussion on campus. These issues alongside others will be the focus of this workshop on the best practices of using Turnitin. This will be an interactive workshop where attendees will engage in discussions and activities designed to highlight important pedagogical issues when using Turnitin.

Prerequisite: Attendees should have attended a Turnitin training session with CLT

Involve Me and I Learn: Creating an Integral Framework for Experiential Education

Facilitator: Amani El Shimi (RHET)

Monday, October 12, 12:45 – 2:00 pm

This interactive workshop will involve participants in a hands-on activity to experience and explore the principles and practices, drivers and challenges of experiential learning. The participants will engage in a discussion of EL models, activity design and tools for assessment. Questions of faculty role, budgetary constraints and curricular/co-curricular integration will be visited.

Classroom Assessment Techniques (CATs) to Improve Student Learning

Facilitator: Aziza Ellozy (CLT), Hoda Mostafa (SSE/CLT)

Thursday October 22, 12:45 – 2:00 pm

Classroom assessment is an active learning, informal approach to evaluating students with the purpose of improving learning. Classroom Assessment Techniques (CATs) are simple techniques that provide feedback on how well students are learning, which faculty can collect and act upon. In this workshop we will discuss the benefits and challenges of using CATs, introduce a few simple CATs and discuss the merits of each in light of particular teaching goals. Participants will also take the Teaching Goals Inventory (TGI) using a course they are presently teaching, and based on the results of the TGI they will identify the assessment technique(s) that would address the specific goals they wish to accomplish in class.

Debating Across the Curriculum: Preparing AUC Students for Academic Interaction

Facilitator: Carol Clark (ELI)

Sunday, October 25, 12:45 – 2:00 pm

This workshop will highlight the benefits of using debates to develop critical thinking and oral expression in academic disciplines. The presenter will describe methods of organizing debates with AUC students and demonstrate two methods that faculty members can effectively use to apply debates across disciplines. Participants will try out one of the methods during the workshop, and a list of debate resources will be distributed.

Web 2.0 as a Transformative Learning Tool: A Focus on Wikis and Blogs **

Facilitators: Gihan Osman (GSE/CLT) & Nadine Aboulmagd (CLT)

Sunday November 1, 12:45-2:00 pm

In an attempt to engage Net Generation students, educators are increasingly integrating online components into their courses. Among the tools used are Web 2.0 technologies such as wikis, blogs, RSS feeds, and virtual environments. Unlike previous web-based tools, Web 2.0 has unique capabilities that impact how we use and share information, but even more importantly how we create knowledge. As such Web 2.0 technologies hold the potential of transforming the college classroom as well as expanding students' learning capacity and repertoire of skills to match the requirements of the 21st century. This workshop will help you answer the following questions (1) What is Web 2.0 technology? (2) What are its distinctive features?; (3) How does it align with how people learn? (4) Why should I consider using Web 2.0 technologies in my classroom? (5) How can I use it as a transformative tool rather than a catchy prop? Attendees are expected to leave the workshop with concrete ideas of how to incorporate Web 2.0 technologies in their teaching. This workshop will focus on wikis and blogs as examples for Web 2.0 technologies.

Supervising Theses

Facilitator: Professor Jon Nixon (Senior Research Fellow, Centre for Lifelong Learning Research and Development, Hong Kong Institute of Education).

Monday, November 2, 12:45 - 2:00 pm

Details TBA

Mentorship: Your Key to Success

Facilitator: Malak Zaalouk (GSE/MEIHE)

Monday, November 9, 12:45 - 2:00 pm

This will be an interactive session with the purpose of exploring what mentorship means to most people and institutions as well as what it means to the AUC community in preparation for a university wide mentorship initiative.

The Pedagogy of Community-Based Learning: Educating Citizens in Borderless Classrooms

Facilitator: Pandeli Glavanis (ACE)

Monday, November 16, 12:45 – 2:00 pm

Embracing a learning-by-doing approach (experiential learning), AUC is committed to adopting new pedagogies that develop students into well-rounded individuals who are not only knowledgeable in their fields, but also actively engaged in society and the world around them. (Lisa Anderson)

There are two types of education: One should teach us how to make a living and the other should teach us how to live. (John Adams)

In many respects the two quotes above exemplify the philosophy of community-based learning; it connects the values of civic responsibility to the classic academic mission of higher education. In other words for university students to learn how to be citizens, students must act as citizens and faculty should attempt to provide the context within which this can happen; the community.

Therefore, higher education must connect subject matter with the places where students live and the issues that affect us all.

Nevertheless, universities appear to have failed to recognize the benefits of student engagement with their communities in acquiring knowledge. Thus, this workshop will highlight the pedagogic and academic benefits to be derived from such teaching strategies and make use of examples from the AUC curriculum to generate the momentum where civic engagement becomes an integral part of the AUC curriculum.

Designing Rubrics for Effective Assessment

Facilitators: Azza Awwad (CLT) and Caroline Mitry (CLT)

Thursday, November 19, 12:45 - 2:00 pm

Assessment is a cornerstone of effective teaching. When designing course assessments, it is important for the instructor to consider issues such as aligning assessments with course learning outcomes and effectively developing rubrics. Participants will explore these aspects and review sample assessment rubrics for pedagogical fit. The workshop will also provide an opportunity for an exchange of ideas and practices among participants.

Teaching Community-Based Learning:

Step by Step Integration of Community-Based Learning into an existing or new course

Facilitator: Pandeli Glavanis (ACE)

Sunday, November 29, 12:45 – 2:00 pm

There are many ways to integrate community-based learning into an existing course, or in the design of a new course, depending on the learning goals, the size of the class, the academic preparation of the students, and the community partnership or project type. When you are ready to plan a community-based learning course, several step-by-step guides may be useful. Widely used common guides for community-based learning course planning are PARE (Preparation, Action, Reflection and Evaluation), recommended by the Corporation for National and Community Service (CNCS). This workshop will provide a synthesis of two different PARE guides from the CNCS: “Using the PARE model in service-learning” and “Outlining Steps for Planning, Implementing, and Assessing a Service-learning Project”, and thus provide you with the essential basic knowledge to design your own course.

CLT Full Day Events, Fall 2015

Exploring the Digital Humanities

Wednesday, September 30, 2015

Keynote speakers: David Wrisley (Department of English, American University of Beirut) and Khaled el Ghamry (Computational Linguistics, Alsson, Ain Shams University)

Details TBA

CLT Symposium

Wednesday, November 4, 2015

Keynote speaker: Professor Jon Nixon (Senior Research Fellow, Centre for Lifelong Learning Research and Development, Hong Kong Institute of Education).

Details TBA

To register please e-mail clt@aucegypt.edu or call 3733