ANNUAL REPORT
2019 - 2020
Message from the Director

What a year! When we started out the Fall 2019 semester, little did we know that the Center for Learning and Teaching (CLT) would be thrown into the heart of AUC’s learning and teaching activities more than in any previous year on record with the COVID-19 in March 2020 and our transition to online instruction. We hope our annual report captures the dynamism and enthusiasm with which the CLT team responded to this challenging year, going beyond the extra mile to support the pivot to online instruction in Spring and continue promoting excellence in teaching online for the Summer and Fall.

In 2019-2020, the CLT provided services to over 720 (380 full time and 340 part time) faculty members. This represents almost double the regular level of CLT engagement with our faculty community. These services included pedagogical and educational technology consultations, workshops, and other support services that promote excellence in teaching, facilitate the effective application of technology to the teaching and learning process, and empower faculty to explore new pedagogies and create stimulating learning environments.

During the academic year, CLT held major professional development events including three Faculty Conversations: one on Encouraging Original and Authentic Student Work: Beyond Plagiarism in September 2019, another one on Digital Education at AUC in October 2019, and one on Digital Literacies in February 2020. Early in March 2020, CLT held its Annual Symposium: Bringing Learning to Life: Experiential Learning at AUC, where faculty explored Community Based Learning, Design Thinking and more. These events, along with others, were attended by over 185 faculty members. In 2019 CLT also partnered with RISEUP Summit and the Hasso Plattner Institute School of Design Thinking to offer CLT’s second Global Design Thinking Week. In Spring 2020, AUC launched its first Open Textbook and Open Educational Resource (OER), created by Chelsea Green (MUSC) entitled Sight-Reading for Guitar

The Digital Education Unit at the CLT co-designed and developed 14 online and blended undergraduate and extended education courses including the first fully online Digital Media Diploma (DMD) in Arabic offered by the Adham Center at the School of Global Affairs and Public Policy (GAPP). The first cohort completed their fully online studies in January 2020 and the second cohort are in progress. CLT also co-designed and developed AUC’s first online self-paced Modern Standard Arabic Language course for beginners in collaboration with the Arabic Language Institute. Working with Edraak and AUC faculty member Hania ElSholkamy (HUSS/SRC), one Massive Open Online Course in Arabic (MOOC) was launched in Summer 2020, on Social Policy and Protection.

This year, CLT also launched its first Online Teaching Essentials (OTE) Course for educators in the extended education programs to prepare instructors to teach online. Over 76 instructors have completed this course to date.
Anticipating a possible sudden transition to online instruction due to the Covid-19 pandemic, the CLT was proactive and agile in its response. Following guidance from the Provost in late February, CLT implemented an initial contingency plan to train faculty members on Blackboard and Panopto lecture capture platforms in addition to preparing a comprehensive online resource within days of the decision to plan for the online transition. CLT conducted training in collaboration with members of the Technology Solutions team from March 5th-March 12th for over 540 faculty members. By the time AUC announced it would move fully online on March 15th, the CLT team had worked hard to prepare resources on its website produced specifically to guide faculty for emergency remote teaching on conducting lectures, interactive classes, and alternative assessments online. CLT responded to unprecedented requests for support with Turnitin, Panopto, Blackboard and other online tools. CLT was agile in creating webinars and online institutes on various topics, adapting to the changing needs of faculty as online instruction continued, and providing individual and departmental pedagogical consultations.

CLT offered 28 webinars (attended by over 390 faculty members), responding to faculty needs, and initiated a system for faculty to request online consultations (over 400 consultations were handled by CLT). In addition, CLT created two fully-online self-paced modules on Blackboard to prepare faculty for teaching online in Summer and Fall 2020, and offered 11, 3-hour online teaching institute sessions to help faculty prepare for online instruction (these were attended by over 530 faculty members).

This was a challenging yet rewarding year for AUC and CLT. The AUC community has collaborated and come together like never before to ensure a successful transition to online teaching and learning. With so many lessons learned, hours of hard work and dedication on the part of the CLT staff and faculty, I can say that we have had an exceptional year of growth and learning as a team. I am proud to be leading this team of exemplary professionals and hope you will join us on this exciting journey of discovery that lies ahead of us all in the 2020-2021 Academic Year.

CLT

Mission

Our mission is to help create a stimulating learning environment, by promoting excellence in teaching, facilitating the effective application of technology to the teaching and learning process, providing support and resources, and engaging in outreach activities to contribute to enhanced teaching and learning strategies.

Vision

Our vision is to be a center of excellence in learning, teaching and educational technology at the national, regional and international level.

“This was a challenging yet rewarding year for AUC and CLT. The AUC community has collaborated and come together like never before to ensure a successful transition to online teaching and learning.”

Hoda Mostafa, CLT Director and Professor of Practice

“Thank you CLT. Past years and all these workshops, discussions, new learning and teaching paradigms, … are really reflected in these days [referring to Covid-19 and online instruction]… THANK YOU CLT”

Ezzeldin Yazeed, Professor, Associate Chair and Graduate Program Director, Department of Construction Engineering
At the end of this interesting week, I want to thank you for your support and your wider team at CLT for the help and support which you have given me and others this week. It is a time of stress for the students and you have helped to cut any stress which I had ahead of this week and help out in some questions and by highlighting issues... It is in a time of crisis that we can all find our inner strengths to do more and do more to help others. It is an odd time, but I am enthused about doing the job at hand.

Angus Blair, Professor of Practice, Department of Management
The Year in Numbers

CLT provided pedagogical and technological support to more than 740 faculty members who attended workshops, consultations, training sessions, and participated in several events organized by CLT.

### Online Workshops/Training

- **11 Institutes in preparation for Summer and Fall 2020**
- **530 attendees**
- **28 Online sessions/workshops**
- **390 attendees**

### Workshops and Institutes

- **506 attendees**
- **32 Teaching Enhancement Certificate Workshops**
- **50 Digital Education Workshops**
- **159 attendees**

### CLT Events - Faculty Attendance

- **62**
  - Annual Symposium
- **70+**
  - Campus Conversations
- **33**
  - Design Thinking Events
- **44 Digital Education Launch**

### Newly Launched Online and Blended Courses

- **13 courses**

### Contingency Training for Online Move

- **540 attendees**

### CLT Services

- **740 Pedagogy and Technology Consultations**
- **183 Video and Audio files produced**
- **341 Teaching Assistants Trained**
- **80 New Turnitin Accounts and 118 Turnitin Consultations**
- **77 Video Conference Sessions**
- **184 Assessments**
- **New Chalk Talk Issues**
- **11**

### Faculty Members Using CLT Services

- **720**
  - 380 Full Time
  - 340 Adjunct
2019-2020 Highlights

**CLT Support During Campus Closure for Covid-19**

Under the direction of Provost Ehab Abdel Rahman and the Associate Provost for Transformative Learning and Teaching (APTLT) Aziza Ellozy, CLT supported faculty to prepare them for the sudden transition to online teaching caused by the Covid-19 pandemic. CLT led several initiatives to ensure faculty received the training and support they needed to enhance the quality of their online teaching during Spring and Summer 2020. Below are some of the services which CLT offered to faculty starting March 2020.

**Pre-closure contingency training**

CLT provided training sessions on the use of Panopto, and Blackboard's Online Discussions, Content Management, and Assessment and Feedback tools. Training was conducted during the period of March 5th - March 17th, 2020. All faculty were strongly encouraged to complete the training which ran daily from 9:00 am - 4:00 pm in 30 minutes slots. More than 540 faculty attended those sessions. Faculty were also given links to handouts on all these tools and additional tools and guidelines prepared by CLT and updated regularly. Feedback received from 403 faculty shows 94% of respondents rating training as “Excellent” or “Very Good”.

**Overall, How do you rate today’s training?**

- Excellent: 5%
- Very Good: 40%
- Good: 54%
- Satisfactory: 1%
- Poor: 0%

Percentage of respondents (N=403)

**Online Instruction Webpage**

CLT fully developed an online webpage with detailed instructions, pedagogical guidelines, references and resources for faculty on managing their classes and adapting their teaching to handle the unforeseen circumstances of the sudden move to online instruction. The page includes resources on course design, planning, alternative assessments and ways to enhance online communication and interaction with and between students as essential to a successful online teaching and learning experience. The page also includes resources for different online technologies.

**One-on-one Consultations**

CLT offered faculty a sign-up form for one-on-one personalized consultation requests, where faculty could submit a request for an online consultation with a CLT team member. Once faculty submit their requests, one or more CLT members contact them to provide the needed support depending on faculty needs. CLT also encouraged department-wide consultations for common challenges. CLT provided more than 407 individual online consultations for faculty on pedagogical matters, Panopto use, Blackboard tools and Turnitin features.

**Student “Online Learning Success” Webpage**

To support students, CLT also developed a webpage (linked through CLT website) that provides students with tips for enhancing their online learning experience. The page includes guidelines for successful transition to online classes, tips on essential academic integrity matters, notes on what to expect when learning online, netiquette, guidelines for taking online assessments and other useful resources for students. CLT also produced a video for students on how to succeed in online learning.
2019-2020 Highlights

FAQ Page for Online Instruction
CLT compiled and continuously updated an FAQ webpage on its website, with answers related to common questions on topics such as: online assessments and exams, online office hours and student conferences, managing zoom/video conferencing, having access to remote tech support, etc.

CLT Online Workshops and Institutes
With the campus closure, CLT anticipated faculty need for online workshops that offered a platform for faculty to observe and experience online engagement and interaction, learn more about online teaching and online technology tools, and share experiences with other faculty members for moral and psychological support. CLT started offering online workshops/webinars for AUC faculty members through Zoom in the week before teaching resumed fully online and continued to add sessions based on anticipated faculty needs and feedback. The Online Teaching Institute (OTI) is a longer online workshop that was designed to replace CLT’s Teaching Enhancement Certificate (TEC).

Online workshops covered various topics that provided faculty with the necessary information to help support teaching and learning. Examples of titles offered: Seminar-style Teaching Online, Alternative Assessments (several iterations as guidance evolved), Tools for Engagement, Giving Effective Feedback Online, Online Collaboration in Times of Social Distancing, How to Assess Student Learning in an Online Learning Environment, Balancing Synchronous and Asynchronous Teaching and Learning Strategies, Faculty Share Good Practice Webinar, Video Production Best Practices and Zoom hands-on sessions.

During March and April specifically, CLT offered special online hours for faculty like the “Morning Coffee”, a free one-hour forum where faculty can start their day and get feedback on ideas, the “Afternoon Check-In”, an end of the day one-hour forum where faculty can connect and share the highlights and challenges of their online teaching day, and finally the “Ask Us Anything” hour that was dedicated for faculty to ask whatever questions they may have had regarding certain tools or topics of interest.

In addition, CLT offered a series of training sessions on Blackboard for managing courses and discussions. Between mid-March and the end of July 2020, CLT offered 28 online workshops/sessions attended by 390 faculty.

Preparing Faculty for Summer and Fall 2020 Teaching
CLT launched two fully-online self-paced modules on Blackboard for Summer and Fall 2020 faculty. “Preparing to Design your Summer 2020 Course for Online Instruction” had 145 Summer teaching faculty enrolled. The courses were coupled with Online Teaching Institutes which were attended by 74 Summer teaching faculty. Similarly and in preparation for Fall 2020 teaching, by the end of August 2020 over 530 faculty had attended CLT Online Teaching Institutes.

By Fall 2020, all full time and part time faculty had had access to the Blackboard course “Preparing to Design Your Fall 2020 Course for Online Instruction”. All faculty were advised to review material on the Blackboard course prior to attending CLT Institute. Faculty members worked together in pairs (and in a few cases in groups of three) to provide feedback for one another on syllabi before submitting them on Blackboard. Over Summer and Fall 2020 281 faculty submitted their reviewed syllabi on the Blackboard courses.

“I am writing to first of all thank CLT for their thoughtful support. The face to face training is very well done. The trainers are so positive and helpful as well as cheery and encouraging. It is reassuring to have Hoda, Aziza and other CLT colleagues on hand for side chats and help. Having the information online cannot replace the comfort of being with colleagues, hearing their comments and engaging with their questions. Like many of you, I have received praise for the way AUC is handling the situation. I have heard from research partners at the LSE, University, National universities, Egyptian parents, and colleagues in Ghana, the UK, and from UN and other international partners.”

Hania Sholkamy, Associate Professor, Social Research Center

“I had been preparing for at least 15 years with the support of CLT for this moment. From the days of WebCT to the use of blackboard extensively, I now know I was building toward a moment where I could smoothly switch.”

Naila Hamdy, Associate Professor, Department of Journalism and Mass Communication (JRMC), Associate Dean for Graduate Studies
2019-2020 Highlights

Faculty Conversations

Encouraging Original and Authentic Student Work: Beyond Plagiarism
(September 2019)
Amani El Shimi and Maha Bali co-facilitated a CLT Faculty Conversation focused on ways of encouraging authentic and original student work, beyond plagiarism. The session was held using the Kiva discussion format adapted from Native American culture, which enabled all participants to have a say in the conversation at various points, without any one person dominating. A diverse group of faculty participated, as well as a couple of students and CLT members.

Digital Literacies at AUC
(October 2019)
CLT held a Digital Education Faculty Conversation titled “Inspiration and Innovation: Engaging Learners Through Digital Education”. The event featured an invited video contribution by Vijay Kumar of MIT, a celebration of AUC’s Digital Education achievements to date by APTLT Aziza Ellozy, a video of AUC digital education faculty pioneers describing their experiences, and a facilitated roundtable activity where our community of faculty members, and administrators collaboratively explored opportunities for enriching and expanding the University’s offerings by school. The event was attended by 44 faculty members.

Digital Literacies
(February 2020)
As part of CLT’s Digital Literacies initiative, Maha Bali and Nadine Aboulmagd facilitated the first Digital Literacies faculty conversation. Developing digital literacies is essential for 21st-century learners, and goes beyond learning the skill of how to use digital tools and deeper into developing the judgment of when, where and with whom to approach the digital world, and how to become critical digital citizens. In this campus conversation, AUC faculty, librarians, students and staff came together to explore the various elements of digital literacies and collaboratively construct a framework of which areas of digital literacies AUC should emphasize in its curricula going forward. The event was attended by 20 faculty and 18 students.

Faculty Institute of Learning and Teaching (Faculty ILT)

Last year, CLT launched the Faculty Institute of Learning and Teaching (Faculty ILT), a year-long immersive learning community that aims at cultivating reflective and innovative teaching in AUC faculty. This year Faculty ILT received International Accreditation from the Educational Developers Caucus (EDC), a body in Canada that accredits faculty development programs, part of the Society of Learning and Teaching in Higher Education (SLTHE). CLT’s Faculty ILT is the only Faculty Development program in the MENA region to receive accreditation.

During this academic year, 19 faculty members actively participated in Faculty ILT workshops, micro-teaching and feedback sessions, peer observations and mid-semester feedback, with some assigned readings and reflections, that would culminate in a reflective teaching portfolio. During the period of remote online instruction, the program was adapted to respond to the needs of new faculty, such as a workshop on seminar-style and asynchronous interaction.

Below is a quote form Faculty ILT end of semester assessment 2020.

“Q and A times responding to needs of first year faculty as they arise. Your flexibility in reducing the time spent on your planned agenda and pivoting to addressing the stress and challenges we were facing was what made the sessions the most valuable.”

Elisabeth Kennedy, Visiting Assistant professor, Department of History
2019-2020 Highlights

CLT Annual Symposium
“Bringing Life to Learning: Experiential Learning at AUC”

In this daylong symposium, participants had the opportunity to explore the wide spectrum of experiential learning. From small, low-stakes interventions to more immersive student experiences, attendees were engaged in a variety of hands-on activities, including interactive workshops, facilitated community roundtable talks, microteaching, and co-design sessions. More than 60 faculty members participated in the symposium this year, in addition to students and teaching assistants.

The following sessions and workshops took place:

• **The Experiential Learning Spectrum workshop**, where participants engaged in a variety of activities that introduced them to a spectrum of experiential learning techniques and strategies.

• **Community Roundtables** on several topics such as: Field Trips, International Learning Collaborations, Experiential Learning and Accounting, Historical Simulation as a Stimulus to Learning, Leveraging Industry partnerships to Enrich Students’ Learning Experience in the Classroom and Embedding Internships into Entrepreneurship Curriculum.

• **Microteaching sessions** facilitated by instructors from Departments of Architecture, Psychology, Scientific Thinking, and Theatre

• A session on **Community-Based Learning**, where faculty explored components that are integral to designing effective CBL activities and had the opportunity to meet NGO representatives who shared existing community needs, for possibilities of integrating those needs within AUC courses.

• A session on the Academic-Industry Partnerships with the SUGAR Network.¹

Irene Strasser, Assistant Professor, Department of Psychology

I am always happy to attend talks and workshops from international experts. However, this symposium was fantastic, a great opportunity to learn from experts from within the AUC community. The round table format was extremely helpful and made it easy for me to get in touch with colleagues and guests. So many wonderful initiatives, and so many talents, and this symposium I feel encouraged everyone to share their experience and learn something new. Additionally, I think it was the last event I attended on campus in a very long time, before the pandemic, which makes me feel nostalgic thinking about it.

Nellie El Enany, Assistant Professor of Organizational Behavior, Department of Management

The idea of rotating tables and in-depth discussions particularly across disciplines really really provided a strong learning opportunity definitely for me... it helped also break the ice and helped people to see we were all going through the same thing and we all face issues around teaching and learning.

¹ The Sugar Network facilitates global academic-industry partnerships, allowing students and faculty to work on real-life challenges while collaborating with interdisciplinary teams across the globe.
Educational Development and Teaching Enhancement Activities

New Chalk Talk

"New Chalk Talk" is CLT’s bi-weekly newsletter with short contributions by faculty and staff members on innovative pedagogies and technologies. Below is a list of this year’s 11 issues. To read the full New Chalk Talk issues, please visit CLT website.

- Two 2-mm Shifts with CLT, in Preparation for VR by Khalil ElKhodary, Associate Professor, Department of Mechanical Engineering
- Academic Integration of Design Thinking: Innovative Pedagogies in Action by Fady Morcos, Associate Professor of Practice, SSE and CLT, and Hoda Mostafa, Professor of Practice and Director, CLT
- In Case You Missed It: CLT Digital Education Campus Conversation by Maha Bali, Associate Professor of Practice, CLT and Hoda Mostafa, Professor of Practice and Director, CLT
- From Brick and Mortar to Virtual Classrooms, A Prototype of Online and Blended Instructor Education at AUC by Paul Desmerais, Manager of Instructional Design, CLT, and Nadine Aboulmagd, Senior Instructional Designer, CLT
- Why I have a Problem with Our Use of Student Evaluations of Teaching (SETs) ...and What We Can Do About It by Aziza Ellozy, APITL, Office of the Provost
- The Journey from a Workshop to a Published Paper in a Top International Journal by Nermee Shehata, Associate Professor of Accounting, Department of Accounting
- Showcase of AUC Faculty Teaching During Emergency Online Instruction by Maha Bali, Associate Professor of Practice, CLT
- Online Instruction Survey Feedback: Tips for Faculty After the First Week, CLT Team
- Literacies Teachers Need During Covid-19 by Maha Bali, Associate Professor of Practice, CLT
- AUC Faculty Summer Online Teaching Reflections 1 by Firas Al-Atraqchi, Chair and Associate Professor of Practice, Department of Journalism and Kate Ellis, Assistant Professor, Department of Psychology
- AUC Faculty Summer Online Teaching Reflections 2 by Naila Hamdy, Associate Professor of Journalism and Associate Dean for Graduate Studies and Research, Department of Journali
- m and Mass Communication, and Ahmed Abdel-Meguid, Associate Professor of Accounting and Associate Dean for Undergraduate Studies and Administration Department of Accounting
2019-2020 Highlights

Design Thinking Events

AUC, through CLT, signed a two-year Memorandum of Understanding with the Hasso Plattner Institut (HPI) - School of Design Thinking in Potsdam Germany, in July 2018. Under the scope of the Memorandum of Understanding, CLT and HPI are collaborating on the design and delivery of Design Thinking boot camps at HPI D-School and AUC. This year 33 faculty members attended the following events:

Design Thinking for Educators Fellowship:
As part of the AUC Centennial, CLT designed an immersive year-long fellowship program for educators as design thinking coaches and innovation enablers. The program aims to support the strategic pillars of Innovation and Quality of Education at AUC.

The intended program outcomes were:
- Academic Integration of Design Thinking into the curriculum
- Training faculty as design thinking coaches to support collaboration with the industry through AUC DT Hub and Innovation spaces on campus.

The selected cohort has gone through design thinking training, coaches training and academic integration training and consultations from CLT throughout the duration of the fellowship.

Global Design Thinking Week
In collaboration with the Hasso Plattner Institute and RiseUp Summit, CLT designed and facilitated a global design thinking week for 20 AUC graduate students to design a miniature circular economy model for RiseUp summit, in order to help RiseUp on its journey towards running a completely sustainable event.

Online Teaching Essentials (OTE)

Online Teaching Essentials (OTE)² is a course that helps prepare instructors to facilitate online courses. OTE was created specifically for part time instructors teaching at the School of Continuing Education (SCE). Students and instructors participating in the school’s newly launched blended initiative reported a number of challenges directly related to lack of experience with online and blended learning. In the initial offering, the three-week long version of OTE was launched using the same blended learning format as the courses the instructors were teaching.

As a result of feedback from participating faculty, the course transitioned to a fully online format for subsequent iterations. As a fully online course OTE became a six-week fully online course with six modules that focus on the skills and techniques of teaching in an online learning environment. The course includes critical components of teaching online, such as giving meaningful feedback, providing an intuitive learning pathway, and facilitating online interactions between learners. This year, over 76 faculty completed the course successfully.

Anonymous Participant

“Anonymous Participant

“...and all your efforts are appreciated. Your feedback on our submissions particularly was very helpful.”

Anonymous Participant

“I really enjoyed the course and I have learned a lot which for sure will be added value to my courses. It was also very good to live the experience of an on-line student.”

² Previously named “Fundamentals of Online Facilitation”
2019-2020 Highlights

**DigPINS (Digital Pedagogy, Identity, Networks and Scholarship)**

This is a free, fully online, global cohort of thoughtful educators working together for four weeks to dig deeper into digital literacies, with an AUC cohort interacting with educators in four US university partners. The online professional development experience #DigPINS was offered from 2-26 June 2020. #DigPINS offered a connected learning experience to explore digital pedagogy, identity, networks and scholarship in an online community. 19 AUC participants applied and 12 of them participated regularly in the experience, which included blogging, Tweeting, using Slack, collaborative annotation, and joining two global Zoom sessions that used Liberating Structures and two local reflection sessions.

**Adham Center Arabic Digital Media Diploma**

This year marked the graduation of the first cohort of students taking Adham Center’s Digital Media Diploma, AUC’s first fully online Arabic diploma, and the first ever Arabic diploma of its kind. CLT was involved in training faculty teaching the diploma, and supporting them via instructional design and development of each of the six courses in this diploma, including filming and editing of videos for some of the courses and training TAs to upload material on Moodle. CLT worked with Adham Center on an iterative design process, by which learner and instructor feedback from each course informed the design of following courses. The diploma is now running for the second time.

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**Educational Development and Teaching Enhancement Activities**

**Consultations**

CLT provides faculty members with one-on-one consultations that help them explore opportunities for enhancing their teaching and integrating technologies into their courses. This year CLT conducted 740 consultation sessions for faculty from different disciplines.

**Assessments**

CLT offers a variety of services to help faculty members assess the effectiveness of their teaching. This year CLT conducted 188 mid-semester assessments for a total of 86 faculty members. In addition, CLT conducted 29 other tailored assessments as requested by faculty or departments.

**Workshops and Institutes**

CLT workshops and institutes aim at promoting good teaching practices and supporting thoughtful integration of technology to enhance learning. This year, CLT offered 75 face-to-face workshops attended by 906 faculty members. CLT offers workshops as part of certificate tracks, the Teaching Enhancement Certificate 1 (TEC1), as well as stand-alone workshops and fora. When AUC moved to online instruction due to the Covid-19 pandemic, CLT continued its support to faculty members and offered 28 online workshops attended by 202 faculty members during the Spring semester. In addition, CLT offered 11 Online Teaching Institutes, attended by 390 faculty members.

**CLT Certificate Tracks**

CLT certificate tracks offer faculty opportunities to earn certificates of participation upon completion of four workshops within a specific track. In Fall 2019 CLT offered tracks on: Inclusive Education (new), Web-Enhanced Learning, Course Design, Teaching for Liberal Arts (in collaboration with The Academy of Liberal Arts (ALA)) and Teaching and Writing for Transfer immersion track (in collaboration with the Department of Rhetoric and Composition (RHET)). CLT also offered a half-day institute on “Pedagogies of Student Engagement and Participation”.

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Anonymous Instructor, ALA

“CLT has been excellent and outstanding (and most importantly) passionate in delivering instruction on new methodologies and elements of 21st century learning and teaching. Bravo!”

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* Cumulative number including faculty members who attended more than a workshop
Turnitin Support

CLT continues to support faculty with the use of Turnitin³ in their courses and provide consultations on academic integrity issues. This year CLT created 80 new Turnitin accounts for faculty and provided 102 consultations, training session and troubleshooting requests.

Hatem Tallima, Assistant Professor, Department of Chemistry

The training was very clear and indeed very helpful. Your way of going through all the steps is splendid with its agility and clarity...thank you too for all the links and recommendations. I will follow them meticulously.

³ An online platform that “encourages original work, investigates authorship, and deters students from submitting assignments that compromise your institution’s integrity.” - www.turnitin.com

Teaching Assistants Professional Development (TAPD) Program

The Teaching Assistants Professional Development (TAPD) Program is designed to prepare Teaching Assistants (TAs) for their roles and assigned duties. This training program consists of mandatory sessions offered twice at the start of each of the Fall and Spring semesters. This year, 341 TA attended the training and received certificates. Starting Fall 2020 the sessions will be offered online, through a Moodle course titled “Teaching Assistant Training and Orientation” (TATO). CLT designed the course to be offered online for all new TAs.

341 TA received certificates

67.5% believe the TA sessions have relevance to their career beyond their role as TA (N=102 TAs who provided their feedback)

Teaching Assistants and Graduate Students (TAGS) Professional Development Program

The TAGS program offers professional development opportunities to TAs and graduate students seeking to enhance their professional, leadership and interpersonal skills to become future leaders in their fields. It also prepares TAs and graduate students to be future academics and teachers by introducing them to the latest teaching and learning frameworks and strategies.

The program offers two certificates each semester, one from the Academic Growth Track and another from the Professional Growth Track. Facilitators of these workshops include AUC faculty, qualified facilitators from the professional field and CLT staff. Due to campus closure, sessions were only offered during Fall 2019 with a total of 33 attendees for both tracks. Starting Fall 2020 TAGS sessions will be offered online via synchronous Zoom meetings.

Anonymous TAGS Participant (Professional Growth Track)

The most important things I learned today are: -The possibility of engaging psychology and theater in business, the importance of adding visuals, multimedia and colors in meetings, and agility technologies.
Formative Assessment

Based on feedback received from faculty, students and parents in Fall 2017, a Task Force on the Quality of Undergraduate Education at AUC proposed several recommendations to enhance Teaching and Learning at AUC. Hence, in addition to regular assessment activities, CLT has been involved in the following projects, under the guidance of APTLT Aziza Ellozy and Provost Ehab Abdel Rahman.

Re-Designing Student Evaluation of Teaching

CLT worked in collaboration with a working group of faculty members on designing a set of questions for the end of semester student evaluation. The working group suggested modifications that aim at getting more balanced and informative feedback on the student learning experience, their role and accountability within and for their learning, as well as instructors' teaching. CLT contacted 294 faculty teaching during Summer 2019 to get preliminary feedback on the proposed changes to the evaluation form. CLT also received 150 responses to an online survey that was shared with those faculty and their students seeking feedback on the proposed evaluation questions. In addition, CLT conducted class discussions with 145 students whose instructors volunteered class time for that purpose. Following that, CLT held four focus groups with faculty and chairs during Fall 2019 and collected feedback from the Senate Academic Affairs sub-committee members (twice). CLT also presented a summary of the suggested modifications to the Senate and incorporated feedback received from Senate members. The final step is to receive Senate approval during Fall 2020.

Senior Students Focus Groups

Continuing with this project from last year, CLT facilitated seven focus groups with 61 students in four departments. For core/service courses, CLT facilitated one focus group and one group interview with seven and three students respectively for two departments. CLT reported on all focus groups and produced a merged report that highlights common themes for focus groups conducted for the same program.

Peer Observation of Teaching

This initiative aims to ensure the meaningful integration of peer feedback on teaching for annual assessment of faculty and for tenure and promotion purposes. CLT explored various models of peer observation and designed workshops to introduce faculty to a general approach to help them kickstart departmental formative peer observations on a regular basis for all faculty members. CLT designed and facilitated three workshops for faculty this year attended by 22 faculty members.

JRMC Course Redesign and Alignment

CLT helped the JRMC department with the review and redesign of their JRMC 2200 multi-section course. This included the facilitation of several consultations and working meetings with department faculty to review and align their learning outcomes and corresponding assessments.

Redesigning Learning Spaces at AUC

CLT participated in institutional research that aims to enhance formal and informal teaching and learning spaces across campus to make them more effective for supporting active learning. APTLT Aziza Ellozy, sent an online probing survey to a group of 147 faculty to learn about current pedagogical methods that faculty use, and to gain insights into what pedagogical approaches they would like to apply in their classes in the future. 50 respondents provided insightful suggestions to help redesign learning spaces at AUC, a project conducted with specialized learning spaces consultants. The survey results helped inform the planning of the learning spaces consultants’ sessions with faculty conducted in Fall 2019. Following those sessions, another survey was sent to all faculty for which 140 responses were received and shared with the consultants. This survey further explored current learning activities used by faculty as well as those they hope to apply in the future if resources and spaces were available. The feedback will be used by consultants to design prototype classrooms, and CLT will continue to support this research for the coming semesters by designing assessments for collecting faculty members’ feedback on prototype classrooms as well as other spaces.

Faculty and Student Feedback on Online Instruction

With the sudden closure of campus due to Covid-19 pandemic and all courses moving online, it was necessary to get feedback from faculty and students during the first weeks of online instruction. CLT designed a short survey as a form of formative assessment of teaching, to get feedback from students on their experience with online teaching and learning. The survey was sent to all students weekly for the first four weeks of online instruction (March 22 - April 16) to help department chairs and faculty identify areas for improving online teaching. The same survey was sent to all faculty via an online survey for their feedback, to be able to identify areas where they needed support with their online teaching. CLT slightly edited the questions on the survey and used it for students enrolled in courses during Summer 2020.

Faculty and Students Survey Questions (Spring 2020)

1. Did you face difficulties in week one of AUC online instruction? Yes, No
2. If you had any difficulties/problems during this week of online instruction, please describe them in the box below
3. Please let us know what went well during this week in the box below

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CLT helped the JRMC department with the review and redesign of their JRMC 2200 multi-section course. This included the facilitation of several consultations and working meetings with department faculty to review and align their learning outcomes and corresponding assessments.

Redesigning Learning Spaces at AUC

CLT participated in institutional research that aims to enhance formal and informal teaching and learning spaces across campus to make them more effective for supporting active learning. APTLT Aziza Ellozy, sent an online probing survey to a group of 147 faculty to learn about current pedagogical methods that faculty use, and to gain insights into what pedagogical approaches they would like to apply in their classes in the future. 50 respondents provided insightful suggestions to help redesign learning spaces at AUC, a project conducted with specialized learning spaces consultants. The survey results helped inform the planning of the learning spaces consultants’ sessions with faculty conducted in Fall 2019. Following those sessions, another survey was sent to all faculty for which 140 responses were received and shared with the consultants. This survey further explored current learning activities used by faculty as well as those they hope to apply in the future if resources and spaces were available. The feedback will be used by consultants to design prototype classrooms, and CLT will continue to support this research for the coming semesters by designing assessments for collecting faculty members’ feedback on prototype classrooms as well as other spaces.

Faculty and Student Feedback on Online Instruction

With the sudden closure of campus due to Covid-19 pandemic and all courses moving online, it was necessary to get feedback from faculty and students during the first weeks of online instruction. CLT designed a short survey as a form of formative assessment of teaching, to get feedback from students on their experience with online teaching and learning. The survey was sent to all students weekly for the first four weeks of online instruction (March 22 - April 16) to help department chairs and faculty identify areas for improving online teaching. The same survey was sent to all faculty via an online survey for their feedback, to be able to identify areas where they needed support with their online teaching. CLT slightly edited the questions on the survey and used it for students enrolled in courses during Summer 2020.

Faculty and Students Survey Questions (Spring 2020)

1. Did you face difficulties in week one of AUC online instruction? Yes, No
2. If you had any difficulties/problems during this week of online instruction, please describe them in the box below
3. Please let us know what went well during this week in the box below

 JRMC Course Redesign and Alignment

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Digital Education

Blended Learning and Online Courses
AUC defines Blended Learning (BL) as a combination of face-to-face and online learning where a percentage of class time (between 20 and 50 percent) is replaced with online activities. CLT has been offering a six-week course on Blended Learning for AUC faculty members since Summer 2014. This year CLT offered the BL course twice for a total of 14 faculty members. In addition to that, CLT designed and launched three blended courses, nine online courses, one Massive Open Online Course (MOOC) in collaboration with Edraak and one Open Educational Resource (OER). In Spring 2020, AUC launched its first Open Textbook and Open Educational Resource (OER), created by Chelsea Green, Department of the Arts, entitled Sight-Reading for Guitar. CLT provided instructional design and development support, and filmed and edited videos for the OER.

Web-enhanced Tools Training
CLT provides support to faculty members to integrate multimedia projects and activities in their teaching. This year CLT staff offered 22 training sessions. Examples include working with video creation tools, visual timelines, Google Sites, and text/video annotation tools, supporting the use of interactive and visual tools for students to design multimedia projects, incorporating podcasts in courses, and creating blended learning courses on Moodle with interactive videos.

Lecture Capture and Video Conferencing Services
CLT provides support for faculty using Panopto for lecture capture. This year, 6,618 lectures and student presentations were captured (out of which 5,643 faculty recordings were created between 1 March - May 31, 2020) The total number of active faculty Panopto accounts to date is 1,127 accounts. In addition to lecture capture, CLT manages the planning and technical aspects of instruction-oriented video conferences at AUC. This year CLT provided support for 83 video conference sessions. Right before the Covid-19 campus closure, CLT provided 161 face to face training sessions, then after campus closure CLT provided 87 Consultations, seven online trainings, and supported 97 troubleshooting cases.

Student Technology Assistant (STA) Program
STAs provide one-on-one training sessions to faculty members on the use of technology in their courses. Training sessions take place at the instructor’s convenience. STAs offer support on educational technologies such as Blackboard and Moodle Learning Management Systems, Microsoft Office Suite, Google Apps, Panopto lecture capture software, classroom response systems such as Nearpod, and other tools such as blogs and wikis. The STA program additionally gives classroom training on technology tools upon the professor’s request. This year, CLT offered 108 one-on-one sessions for 49 faculty.

What can I say to deeply thank you. You have resolved the Panopto problem in less than 6 hours, and during the first day of Ramadan! THANKS A LOT for this and for helping to save the second midterm and to make students less stressed out.

Tarek Selim, Professor, Department of Economics
Outreach and Intellectual Contributions

AUC’s mission extends its scope beyond the AUC community to include outreach activities that aim at “making significant contributions to Egypt and the international community in diverse fields”. CLT fulfills this by organizing and coordinating activities for local and international educational communities.

During the academic year 2019-2020, CLT faculty and staff members have been involved in 58 outreach events and activities by facilitating workshops and webinars, organizing and coordinating events, providing consultations, giving presentations and keynote speeches, and collaborating with multiple national and international institutions. CLT faculty and staff members also contribute to local and international educational publications by publishing content in peer-reviewed and non-peer-reviewed journals, books and online platforms.

“The pandemic, with everyone going fully online, created opportunities for “glocal” professional development and sharing. Whenever I can, I try to make any conference presentation I make publicly streamed and recorded, so that people who can’t be there in the moment can benefit from it later, such as my OLC Innovate keynote. It has more than 1,500 views.”

Maha Bali, Associate Professor of Practice, CLT
CLT Associates

CLT Associates are faculty members who act as CLT ambassadors within their departments to help disseminate information about CLT programs and services while notifying CLT of departmental needs. CLT currently works with a total of 18 associates from different departments, two of whom joined this year.

Adham Ramadan, Professor, Department of Chemistry and Dean of Graduate Studies
Andreas Kakarougkas, Assistant Professor, Department of Biology
Diana Van Bogaert, Director, Legal English Training Unit, Department of Law
Mahmoud Shaltout, Assistant Professor, Institute of Global Health and Human Ecology (SSE), and Academy of Liberal Arts (Core Curriculum) - NEW
Nagwa Kassabgy, Senior Instructor II and Chair, Department of English Language Instruction
Naila Hamdy, Associate Professor, Department of Journalism and Mass Communication, Associate Dean for Graduate Studies
Dina Bassiouni, Assistant Professor, Department of Management
Ezzeldin Yazeed, Professor, Associate Chair and Graduate Program Director, Department of Construction Engineering
Ghada Barsoum, Associate Professor and Chair, Department of Public Policy and Administration (PPAD)
Nellie El Enany, Assistant Professor of Organizational Behavior, Department of Management
Nermeen Shehata, Associate Professor, Department of Accounting
Noha Youssef, Assistant Professor, Department of Mathematics and Actuarial Science,
Heba EL-Deghaidy, Interim Dean and Chair, Department of International and Comparative Education
Hoda Grant, Writing Senior Instructor, Department of Rhetoric and Composition
Magda Mostafa, Associate Professor of Design and Associate Chair, Department of Architecture
Rasha Allam, Assistant Professor and Associate Chair, Department of Journalism and Mass Communication
Tamer Shoeib, Professor, Department of Chemistry
Tina Jaskolski, Assistant Professor, Department of Biology (SSE) and Department of Sociology (HUSS) - NEW
Nagwa Kassabgy, Senior Instructor II and Chair, Department of English Language Instruction
Naila Hamdy, Associate Professor, Department of Journalism and Mass Communication, Associate Dean for Graduate Studies
Meet the Team

Aziza Ellozy, Associate Provost for Transformative Learning and Teaching (APTLT)
Hoda Mostafa, CLT Director and Professor of Practice
Ahmad El Zorkani, Manager, Instructional Video and Multimedia Production, Digital Education
Amal Abouel-Fetouh, Lead STA Support
Azza Awwad, Assistant Director, Educational Development and Assessment
Caroline Mitry, Senior Manager, Educational Development and Assessment - Strategic Initiatives
Dina Matta, Instructional Designer, Digital Education
Dina Abulmagd, Officer, Educational Development and Assessment (on maternity leave)
Fady Morcos, Associate Professor of Practice (joint appointment with SSE)
Gihan Osman, Assistant Professor, Instructional Design and Technology (joint appointment with Graduate School of Education)
Hassan Labib, Producer, Instructional Video and Multimedia Production, Digital Education
Kesmat Taha, Officer, Educational Development and Assessment
Maha Ball, Associate Professor of Practice
Maha Shawki, Manager, Instructional Technology and Multimedia, Digital Education
Mariam Hussein, Officer, Instructional Technology and Multimedia, Digital Education
Marwa Helmy, Officer, Educational Development and Assessment
Mohamad Saleh, Senior Instructional Technologist, Digital Education
Mona Mostafa, Officer, Educational Development and Assessment
Mounira Faried, Senior Administrative Assistant I
Nadine Aboulmagd, Senior Instructional Designer, Digital Education
Patrizia Magni, Associate Director, Digital Education
Paul Desmarais, Manager, Instructional Design, Digital Education
Reham Refaat, Senior Officer, Educational Development and Assessment
Tarek Maghraby, Senior Specialist, Video Services, Digital Education

Acronyms

• ALA The Academy of Liberal Arts
• APTLT Associate Provost for Transformative Learning and Teaching
• AUC The American University in Cairo
• CAR Classroom Action Research
• CBL Community-Based Learning
• CLT Center for Learning and Teaching
• DT Design Thinking
• EDC Educational Developers Caucus
• ELI Department of English Language Instruction
• FILT Faculty Institute of Learning and Teaching
• GAPP School of Global Affairs and Public Policy
• HPI Hasso Plattner Institute
• HUSS School of Humanities and Social Sciences
• IEP The Intensive Academic English Program
• JRMC Department of Journalism and Mass Communication
• MENA Middle East and North Africa
• MIT Massachusetts Institute of Technology
• MOOC Massive Open Online Course
• NGO Non-Governmental Organization
• OTE Online Teaching Essentials
• OTI Online Teaching Institute
• RHET Department of Rhetoric and Composition
• SETs Student Evaluations of Teaching
• STLHE the Society for Teaching and Learning in Higher Education
• SSE School of Sciences and Engineering
• STA Student Technology Assistant
• TAGS Teaching Assistants and Graduate Students
• TAPD Teaching Assistants Professional Development
• TAs Teaching Assistants
• TEC Teaching Enhancement Certificate
• VR Visual Reality