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“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.
- John Dewey
A as we embark on yet another new and exciting academic year, this report highlights the events of 2017-2018 while also celebrating the 15th anniversary of the establishment of the Center for Learning and Teaching (CLT). CLT prides itself on promoting excellence in teaching and learning at AUC and after 15 years of doing this, we pause to reflect and share what a wonderful journey it has been.

This past year also marked a transition at CLT, where I took over the leadership of the center from our Founding Director and visionary, Dr. Aziza Ellozy, who led CLT since its establishment in 2002. With change comes challenge, but due in large part to Dr. Ellozy’s mentorship, our excellent team of staff and faculty at CLT, and a passion for service and innovation within the culture of CLT, we are ready to build on past success and move forward with a new year full of new high impact teaching and learning activities and engaging faculty development events.

Highlights of this year included a three-day CLT anniversary event at AUC with invited keynote speakers Paul Prinsloo (University of South Africa), Tim Sullivan (American University of Kuwait) and George Siemens (University of Texas, Arlington). The event included our annual CLT symposium showcasing teaching innovation at AUC through presentations and panels, a day celebrating CLT’s anniversary through interactive experiences, faculty workshops, and the Teaching and Learning Innovation Exchange (TALIX) in collaboration with the AMICAL consortium.

In summer, CLT hosted the Hasso Plattner Institute School of Design Thinking for the first AUC community Global Design Thinking Week. As a result of this initiative, AUC has embarked on a cooperation with HPI School of Design Thinking for a two-year initiative on building capacity in Design Thinking and academic integration of the mindset, tools and skills.

This year also included strategic support of AUC’s mission to establish the university as a regional leader in digital education. Laying the groundwork for the support of digital initiatives, CLT trained 22 faculty in our blended learning certificate and supported the design and development of over 20 blended/online courses and MOOCs due to launch in the upcoming year. CLT also collaborated with The Abdulla Al Ghurair Foundation for Education (AGFE) and Massachusetts Institute of Technology (MIT) to host an MIT-led Design Camp for AUC and American University of Beirut (AUB) faculty and faculty developers, leading to classroom integration of MITx digital materials into two AUC courses in Biology and Mathematics.

With the changing face of higher education, faculty development has become more focused on community-building, reflective teaching and assessment practices, innovative teaching and learning strategies and cultivating digital skills and literacies. CLT is eager to respond to changes in the higher education landscape by offering flexible faculty development opportunities.

CLT strives to remain a haven for faculty on campus, a place to ask questions, seek advice and collaborate on projects. Next year promises to be exciting as we continue to offer versatile services that respond to faculty needs and keeps AUC abreast of the latest in innovative and effective pedagogy.

“With our professional and creative team at CLT, we will continue to support faculty to fulfill our mission in advancing the strategic pillars of Quality of Education and Innovation at AUC.”

Hoda Mostafa
Spring 2018
The mission of the Center for Learning and Teaching (CLT) at AUC 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
- Engaging in outreach activities

To be a center of excellence in learning and teaching at the national, regional and international level.

CLT goals revolve around enhancing excellence in teaching by:

- Providing services and programs to engage and support the development of faculty as professional educators
- Providing services and programs to assist and support faculty to integrate instructional technologies in their teaching strategies
- Developing and enhancing outreach, engagement and collaboration
- Sustaining the high quality delivery of services to faculty through efficient and effective professional development of CLT staff

Vision
To be a center of excellence in learning and teaching at the national, regional and international level.

As always [CLT is] a beacon of inspiration for all of us.

- Momen El Husseiny, Department of Architecture

The CLT is my favorite and most active department in the entire AUC, and I really appreciate all the help and the follow ups. Thank you so much again for your efforts, and I will not hesitate to get back to you for any help or assistance.

- Abeer El Maadawy, the Arts
# 16 Years at a Glance

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<thead>
<tr>
<th><strong>700+</strong></th>
<th><strong>150+</strong></th>
<th><strong>263</strong></th>
<th><strong>5000+</strong></th>
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<tr>
<td>Total number of workshops</td>
<td>New Chalk Talk issues</td>
<td>Blended Learning course attendees</td>
<td>Turnitin accounts created for faculty</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total number of symposia</td>
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<tr>
<th><strong>Regular Assessments</strong></th>
<th><strong>1400+</strong></th>
<th><strong>1300+</strong></th>
<th><strong>265</strong></th>
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<tr>
<td><strong>1500+</strong> Surveys</td>
<td>Cumulative number of faculty members using STA service</td>
<td>Faculty Consultations</td>
<td>Outreach workshops and activities with</td>
</tr>
<tr>
<td><strong>400+</strong> SGIDs</td>
<td><strong>100+</strong> Total number of STAs hired</td>
<td></td>
<td><strong>5000+</strong> Attendees</td>
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<td><strong>25</strong> CARs</td>
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<th><strong>242</strong></th>
<th><strong>4000+</strong></th>
<th><strong>2000+</strong></th>
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<tr>
<td>Tailored assessments for faculty and departments</td>
<td>Lectures captured</td>
<td>attendees for 70+</td>
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<td></td>
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<td>Teaching and Research Assistant workshops</td>
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### Programs and Services

#### Teaching Enhancement
- Pedagogy Consultations
- Faculty Professional Development (Workshops, Institutes, Fora, Symposia)
- New Chalk Talk Newsletter
- Teaching Assistants and Graduate Students Professional Development

#### Assessment
- Mid-semester Formative Assessment
- Departmental and Institutional Custom Assessment
- Classroom Observations and Consultations
- Classroom Action Research

#### Digital Education and Technology Integration
- Blended/Online Learning Course Design and Support
- MOOCs/Open Education Design and Support
- Technology Integration Consultations
- Student Technology Assistant Program
- Design and Development of Multimedia Instructional Material
- Turnitin Administration, Training and Support
- On-Demand Faculty Technology Assistance
- In-class Student Technology Training

#### Outreach
- Professional Development Support to Other Institutions
- Academic Ties with Local, Regional, and International Institutions

### The Year in Numbers

#### Faculty Workshops
- 100 Workshop Attendees
- 1200+ cumulative attendance

#### Faculty Consultations
- 250 Consultations

#### Multimedia Projects
- 6 Projects

#### Technology Training Sessions
- 48 Sessions

#### Teaching Assistants
- 349 attended TAPD sessions

#### Graduate Students and Teaching Assistants
- 130 attended TAGS sessions

#### Faculty
- 67 members used STA services

#### Students
- 3260 impacted by 177 Mid-Semester Assessments

#### Blended Learning Courses
- 22 attended courses

#### New Chalk Talk
- 9 issues
2017 - 2018 HIGHLIGHTS

CLT 15th Anniversary

CLT collaborated with the AMICAL consortium, to organize a three-day event in February 2017 featuring CLT’s Annual Symposium, 15th Anniversary Celebration and a Teaching and Learning Innovation Exchange (TALIX) day. Attendees included AUC faculty, staff and students, as well as guests from other Egyptian universities and international participants from various AMICAL institutions.

Annual Symposium

At the Symposium, faculty presented pedagogical and technology-supported teaching innovations to promote student learning and engagement. The symposium featured lightning talks on technology-supported teaching innovation and on digital initiatives at AUC. Faculty also presented work on digital humanities, integrating quantitative reasoning, and innovative practices such as role play, gamification, writing for empowerment, case studies and active learning. Paul Prinsloo from the University of South Africa (UNISA) invited the audience to reflect with his keynote “How Do We Know They Learn? The Changing Scope and Role of Evidence in Student Learning”, questioning why and how teachers assess learning.

The Symposium also featured Nagla Rizk (Department of Economics and Director of Access to Knowledge for Development, AUC) who spoke about “Digital Technologies, Openness and Peer Collaboration: An “Access to Knowledge” Approach to Teaching and Learning”, where she discussed the effects of open and digital education on empowering citizens. The day also included an interactive panel where five faculty members shared their experience with high-impact teaching practices at AUC (photo below).

CLT 15th Anniversary Celebration

This celebration featured “CLT Teaching and Learning Hubs” where CLT members presented information, answered questions and provided onsite consultations to attendees. Hubs included: “How do I know my students are learning?”, “How can technology enhance the way I teach?”, “How can I design group work that “works”?”. The day also included an interactive panel where five faculty members shared their experience with high-impact teaching practices at AUC (photo below).

Teaching and Learning Innovation Exchange (TALIX) day

During TALIX, participants from AMICAL institutions exchanged knowledge and built collaborations through roundtable discussions on topics such as digital humanities, digital literacies, building and developing centers for learning and teaching, and gamification. CLT members and faculty from AUC and AMICAL institutions discussed inter-institutional highlights of the day also included two parallel workshops: “The Changing Nature of the Scholarship of Teaching and Learning” by Paul Prinsloo included interactive discussions on the different perceptions of what a scholar is, bringing to light the differences between institutional roles and expectations and the ways individuals perceive themselves as scholars, researchers or practitioners or any combination of these. The other workshop was facilitated by AUC library’s Abdel Aziz Galal and Mark Muehlebusht, on “Digital Humanities and the Preservation of Cultural Heritage”. This workshop explored the different types of heritage, and introduced the role of digital humanities in preserving cultural heritage. The day also included a virtual keynote by George Siemens (University of Texas, Arlington) on “Creating a Model of Higher Education in a Networked and Technologically infused Society.”

- Paul Prinsloo, Research Professor in Open Distance Learning (ODL), College of Economic and Management Sciences, Department of Business Management, University of South Africa
Design Thinking Bootcamp

During summer 2018, a cohort of 24 AUC faculty, staff and graduate students, took part in a Design Thinking Boot Camp, designed and facilitated by the Hasso-Plattner-Institute (HPI) School of Design Thinking, in collaboration with design thinking experts at CLT. The cohort spent four days in an immersive experience, learning and practicing the tools, mindsets and frameworks of design thinking. During the boot camp, participants got a chance to apply this user-centered innovation framework to solve a real-life design challenge. CLT is currently collaborating with HPI on a road map to capitalize on the 2-year Memorandum of Understanding (MoU) signed with HPI in July 2018. This supports the university’s strategic direction towards innovation and quality of education.

Mitx Event

In Fall 2017, CLT hosted staff from MIT’s Office of Digital Learning (ODL) and from AGFE, who participated in a public panel. The panel entitled “Blended Education in Egypt: Opportunities and Challenges” was moderated by Provost Ehab Abdel Rahman and included Vijay Kumar (MIT’s Associate Dean of Digital Learning and the Executive Director of the Jameel World Education Lab (J-WEL)), AGFE CEO Maysa Jalbout, and Tarek Shawki (Egypt’s Minister of Education and former dean of AUC’s SSE), as panelists. The visit also included a three-day Design Camp for faculty members and developers from AUC and AUB who are involved in the first phase of course redesign for this project, discussions with key AUC and AUB administrators on future collaborations between the stakeholders, a public presentation, and a reception open to AUC faculty.

TEACHING ENHANCEMENT

Consultations
This year, CLT conducted 250 one-on-one consultation sessions for faculty from various disciplines.

Workshops
CLT workshops and institutes aim at promoting good teaching practices and supporting thoughtful integration of technology to enhance learning. This year, CLT offered 100 workshops attended by more than 1200 faculty members. CLT offers workshops as part of its certificate tracks, the Teaching Enhancement Certificate 1 (TEC1), as well as stand-alone workshops and fora.

It was really great for me and for my team of the Design Thinking coaches of HPI to see how things are unfolding. After those 4 days it actually feels like home, we made new friends and we are really looking forward to continuing this collaboration.

- Claudia Nicolai, Academic Director, School of Design Thinking-HPI

I would like to thank you for an excellent half-day of thought-provoking presentations, discussions, materials and activities! Looking forward to attending more CLT workshops.

- Mariam Osman, Senior Instructor, Department of English Language Instruction.

Overall, how would you rate today’s workshop?

66% Excellent

30% Good

1200+ cumulative attendance
New Faculty Orientation Workshops

CLT participates in the new faculty orientation by facilitating the Teaching Enhancement Certificate (TEC) workshops. This year, 36 new faculty members attended those workshops and received their certificates.

CLT Certificate Tracks

In 2015, CLT started offering five certificate tracks which allow faculty to earn certificates of participation upon completion of four workshops within a specific track. This year, CLT offered workshops from the following tracks: Active Learning, Assessment for Learning, Web-Enhanced Learning, Course Design, and Community-Based Learning.

Faculty attendance for workshops, fora and track sessions

Turnitin Support

CLT continues to support faculty with the use of Turnitin in their courses and provide consultations on academic integrity issues. This year, CLT created 40 new Turnitin accounts, provided nine consultations, and handled 23 troubleshooting incidents related to the use of Turnitin. In addition, CLT conducted 53 one-on-one training sessions and six group trainings for faculty members.

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. In celebration of CLT’s anniversary, CLT produced a compilation of all the issues published since CLT’s inauguration in 2012. Below is a list of this year’s issues; to read the full New Chalk Talks, please visit the CLT website.

1. Exploring Teaching Challenges at AUC, Caroline Mitry and Reham Niazi, CLT
2. Celebrating 15 Years of Promoting Excellence in Teaching and Learning, Aziza Ellozy, Founding Director, CLT
3. MIT Office of Digital Learning Conducts Design Camp for AUC and AUB faculty. Aziza Ellozy, Founding Director, CLT
4. Fulfilling Fulbright: “An AUC Faculty’s Personal Account of the Fulbright Junior Faculty Development Program 2017”, Mahmoud Shaltout, Post-Doctoral Teaching Fellow, Core Curriculum
5. Mapping it Out: Quantitative Reasoning within a Project-Based Learning Context, Doris Jones, Senior Instructor, Department of Rhetoric and Composition
6. Three Days of Celebrating Learning and Teaching at AUC, Reham Niazi, Hoda Mostafa and Maha Bali, CLT
7. 10 Steps to More Humane Final Exams, Bernard Bull, Vice Provost for Curriculum and Academic Innovation, and Associate Professor of Education at Concordia, University of Wisconsin

Since 2002

150+

New Chalk Talk issues

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

"I attended the CLT session earlier last month and loved it. It also went to seek help at CLT office and they were extremely helpful. I am writing to tell you that I started using Nearpod and both my students and I love it.

- Sarah Mazhar, Department of Mathematics and Actuarial Science

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- Sarah Mazhar, Department of Mathematics and Actuarial Science

I am writing first to thank you once again for the wonderful and effective support CLT extends to our faculty. One of our new faculty members wanted timely and comprehensive orientation on how to use Turnitin. I directed him to your team and he was met by one of your staff who apparently helped him both setup and navigate all what he needs to know. He came back to me very impressed and grateful for the time and attention he was given, and was very pleased with your support.

- Magda Mostafa, Department of Architecture
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. Upon completion of these required workshops, CLT and the Office of Dean of Graduate Students grant TAs a certificate of attendance. This year, 349 TAs attended the training and received certificates. Sessions this year covered the following topics: Academic Integrity, Critical Thinking, Basic Classroom Skills, Problem Solving Skills, Asking the right Question, a TA panel/Design session and an online tutorial for Blackboard.

89% of surveyed participants found that TAPD workshops have relevance to their career beyond their role as TA.

“I’ve discovered my philosophy of learning that I didn’t know before.”
- Participant in the TAGS Learning and Teaching Design Certificate

Teaching Assistants and Graduate Students (TAGS) Professional Development Program

In Fall 2017, CLT launched The Teaching Assistants and Graduate Students (TAGS) Professional Development Program as a collaboration between CLT and the Office of the Dean of Graduate Studies. The program offers valuable 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 cutting edge teaching and learning frameworks and strategies. The program offers two certificates each semester; one from the Academic Growth track and the other from the Professional Development track. Facilitators of these workshops include AUC faculty members, trained professionals and CLT staff.

130 attendees for Academic Growth and Professional Development tracks this year

“It is a very important workshop that helped me to fill some gaps I had in my professional life. The self-branding was great and how to engage and network.”
- Participant in the TAGS Productivity and Professional Practice Certificate

Sherif Osman, TAPD and TAGS Program Coordinator, giving a workshop
ASSESSMENT

CLT offers a variety of services to help faculty members assess the effectiveness of their teaching. This year, CLT conducted 57 Small Group Instructional Diagnosis (SGID) sessions and 120 online surveys - a total of 177 mid-semester assessments for 86 faculty members. In addition to mid-semester assessment, CLT supports and conducts tailored assessments for faculty members, departments or the institution upon request.

2017 - 2018 HIGHLIGHTS

Task Force on Quality of Education

Provost Ehab Abdel Rahman established the Taskforce for Quality of Education in fall 2017. The mandate of the task force, led by Aziza Ellozy, Associate Provost for Transformative Learning and Teaching, was to explore the quality of education at AUC, suggest mechanisms that would enhance and improve good teaching practices across departments, and develop a comprehensive teaching evaluation process using a multifaceted approach. CLT supported the task force via (1) facilitating three focus groups for students with 24 participants and one focus group for parents, (2) preparing summary reports for those focus groups, (3) helping formulate survey questions for four surveys (faculty, chairs, students and parents), and (4) collecting and analyzing survey data (for a total of 673 responses).

ARCH 4936 Design of Interior Spaces Course Project Assessment

CLT designed and conducted an assessment of the Provost Office Redesign Project, as part of ARCH 4936 (Design of Interior spaces II) studio course. This is an elective applied studio on the design and application of interior design concepts and technical aspects. CLT conducted a focus group with ten graduating senior students, where they provided their feedback on the design and implementation of the redesign project as the core of the course, as well as their comments on the overall learning experience in the course. CLT produced a report summarizing the findings of the focus group.

Classroom Action Research (CAR)

CLT helps faculty members plan for and implement Classroom Action Research (CAR) projects. In these projects, CLT is often heavily involved in designing and assessing the planned innovation or intervention in the classroom and reporting on it, with analysis and recommendations to assist instructors in using the research to better enhance student learning and their own teaching approaches in the future. CLT also helps instructors disseminate their findings within AUC and the international community, via workshops, symposia, conference presentations or publications. This year CLT supported Hala Abdelwahab, a faculty member at the Department of Arabic Language Instruction, in a CAR titled “Using Student Response Systems for Self and Peer Assessment in an Arabic Context”. This CAR resulted in a presentation at the Approaches and Challenges in Arabic Teaching Pedagogies Conference at AUC, another presentation at the CLT Symposium, and there are plans to write and publish a paper in a higher education journal. CLT also initiated CARs to assess the integration of MITx material into Mathematics and Biology courses. This included creating and analyzing surveys, conducting in-class observations and SGIDs and producing internal reports, which can be used in presentations and publications in the future.

HIGHLIGHTS

HPI Participants engaged in assessment activity

Since 2008 CLT conducted 1900+ Regular Assessments

Thank you for offering and helping with class assessments. I did a mid-term assessment with my class which had an 80% participation rate and was very useful for me and the students.

- Diana Marie Van Bogaert, Department of Law

Thank you very much for conducting the SGID with my class. It is such a good idea to ask for student input at this time in the semester. Thank you, also, for relating to me the students’ appreciation of the course format. It is truly encouraging to know that the educational techniques I use in class help the students learn.

- Marina Marren, Department of Philosophy
DIGITAL EDUCATION AND TECHNOLOGY INTEGRATION

Blended and Online Learning
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. In 2014, CLT started offering a six-week course on Blended Learning for AUC faculty members. This year, CLT offered the BL course twice, once in Fall and once in Spring, to a total of 22 faculty members.

School of Continuing Education (SCE) BL Courses
CLT worked with SCE to redesign five courses that comprise the Introduction to Business certificate into a blended format. The endeavor entailed training subject matter experts on the basics of designing and teaching for blended learning, as well as working with them for a period of four months to design and develop the online portions of the courses.

Professional Educators Diploma (PED) BL Courses
CLT supported the Graduate School of Education (GSE) to design and develop 15 online PED courses. CLT worked closely with subject matter experts to transform three of GSE’s professional diploma tracks for teacher professional development into an online format. This involved substantial review and redesign of content, activities, and assessment as well as the development of visual media. The finalized courses were in the following PED Tracks: Educational Leadership and Early Childhood education.

MOOCs
MOOCs are Massive Open Online Courses that are offered online for free, on platforms that can support large numbers of learners, and are usually non-credit-bearing. AUC has had an MoU with Edraak, the Arabic MOOC platform originally initiated by Queen Rania Foundation since May 2014. This year, with the support of CLT, Russanne Hozayin (GSE), Hania Sholkamy (SRC) and Fady Morcos (SCE/CLT) designed new MOOCs set to launch in the coming academic year.

More Digital Education Projects
MITx Project
Building on the Design Camp that CLT hosted in Fall 2017, AGFE and MIT launched a two-year capacity-building program promoting online learning in the Arab World with AUC and AUB as the first collaborators. The program is titled “Transforming Teaching and Learning in the Arab Region through Online Learning” and involves a commitment from all participants to develop blended courses and promote an online learning agenda institutionally and regionally. The first phase of the collaboration involved the re-design of two undergraduate STEM courses into a blended format that adapts existing MITx course content. For the first phase, the two AUC courses below were re-designed, implemented and assessed in Spring 2018.

• Biology (BIOL 1010 Introduction to Life Sciences), Andreas Kakarougkas, Arthur Bos and Rania Siam
• Calculus (MACT 2141 Differential Equations), Wafik Lotfallah and Nermine El Sissi

CLT designed and conducted assessments for those courses, including pre and post surveys with students, SGIDs, and classroom observations. Recommendations from the pilot phase will be taken into account in future course iterations.

A very enriching and challenging learning experience. It started with many unknowns, trials and errors and frustrations and ended with a group of very enlightened, interested and dedicated faculty members who are eager to learn more about blended learning and looking forward to practicing and teaching the material they developed under the guidance, support and patience of the CLT team. Thank you CLT for changing the mindset for teaching using the blended approach. Looking forward to more and more cooperation.

- Hanan Fares, Director, Career Development Department
School of Continuing Education
Open Educational Resource: Sight Reading for the Guitar Open Textbook

CLT provided support to Chelsea Green from the Department of Arts, Music who is pioneering AUC’s first open textbook (right: book cover). This is an ongoing project since last year, in collaboration with the Hewlett-foundation-funded Rebus Community and will be published on the Pressbooks platform. The writing and layout are finalized and Green will begin filming the instructional videos and recording the musical exercises for the textbook in the newly-established CLT Film Studio in Fall 2018.

Digital Humanities Project: Visualizing Fatimid Cairo

CLT is collaborating with Mouannes Hojairi, Department of History, and Abdel Aziz Galal, Library, on one of the first digital humanities projects at AUC. The AMICAL consortium supported the project by sending the AUC team to attend the 2018 Digital Humanities Summer Institute at the University of Victoria, Canada. The significance of the project is that it aims at creating an interactive visual representation of the history of Fatimid Cairo (969-1171). Different aspects (art, architecture, literature, and culture) of historical Cairo will be displayed to enable researchers to inquire and analyze the formation of the city as well as its sociologists and scholars who are interested in studying Fatimid Cairo. The first stage of the project will focus on visualizing and mapping the Fatimid mosques of Cairo (below: snapshot of the interactive map).

Student Technology Assistant (STA) Program

The STA Program (established 2002) provides 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, in terms of pace, location and time. 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, and web 2.0 tools such as blogs and wikis. The STA program additionally gives classroom trainings on technology tools upon the professor’s request. This year, CLT offered 92 one-on-one training sessions for 67 faculty and three in-class trainings to students.

[The STA] arrived early and was very professional throughout. He did a great job giving the tutorial to my students— he was organized and patient and worked through all the different aspects of Google Sites. He engaged with my students and did a great job responding to their questions...I also want to thank Andrew for being a great role model. Having one of their “peers” provide the training was really impressive to them (especially as they are all freshmen) and I hope it will inspire them to get involved in the AUC community... STAs are truly a great resource for faculty and students alike.

- Alyssa Young, Instructor, Department of Rhetoric and Composition.

Working at CLT has empowered me to experience what a professional life in a fun atmosphere is all about! I’m thankful for this opportunity"

- Andrew Khalaf, Senior Student, Computer Science, CLT STA
Multimedia and Technology Integration Projects
CLT supports faculty members to integrate multimedia projects and activities in their courses. This year, CLT staff offered 48 training sessions and helped design six multimedia projects. Examples of such activities included working with Google sites for courses, incorporating interactive and visual tools for students to design a project in class, incorporating podcasts in courses, and creating blended learning courses on Moodle with PlayPosit interactive videos and content.

Lecture Capture and Video Conference Services
CLT provides support for faculty using Panopto for lecture capture software. This year, 623 lectures and student presentations were captured with the help of CLT. The total cumulative faculty Panopto accounts to date is 466 accounts. CLT also manages the planning and technical aspects of instruction-oriented videoconferences at AUC. This year, CLT provided support for 56 video conference sessions.

Major Declaration Process, Department of Psychology
The chair of the Department of Psychology, Mona Amer, requested CLT support to redesign and automate the process of admitting undeclared students to the psychology major. Based on the department’s requirements, CLT team suggested the use of different apps from Google Education Suite including Google Forms, Google Docs and Google Sheets. The redesign aimed to make the declaration process more efficient.

This year CLT worked with faculty members on

6 Multimedia Projects

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Thank you very much for the training today on digital annotation. It was very beneficial and am sure my students will benefit a lot from it in this and other courses.

- Yasmine Moataz, Department of Sociology, Egyptology, Anthropology

Recording speakers in CLT workshops.

623 Panopto Sessions

56 Video Conference sessions

Auc Diaries
The #AUCdiaries is a project funded by an AMICAL Small Grant that was given to Kim Fox (Department of Journalism and Mass Communication) and CLT members. The project involves creating podcasts from a variety of courses for the occasion of the AUC Centennial (2019). The podcast idea is inspired by Mike Wesch’s Life101 Podcast2. The bulk of the work of creating the content for the podcasts is done by students as part of AUC courses. Students have a choice of what they create for the podcasts, which could include documenting their own lives at AUC or the lives of others (e.g. those with disabilities), interviewing alumni (especially notable alumni), interviewing faculty, or even some faculty interviewing students back. It could also include students using existing audio recordings from the AUC archives at the library and in the Digital Archive and Research Repository (DAR). Student podcasts have been created in Scientific Thinking, Core Curriculum, Psychology, Anthropology and Rhetoric and Composition courses.

2 Life 101 Podcast: http://life101.audio/

Since 2008 CLT collaborated on

125 Multimedia Projects
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 participates in this mission by providing support and resources that stimulate learning and promote excellence in teaching via activities beyond the AUC community, reaching both local and international educational communities. During the academic year 2017-2018, CLT faculty and staff members have been involved in 49 outreach activities by facilitating workshops and webinars, organizing 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 other online platforms. This year, CLT faculty and staff participated in publishing four peer-reviewed articles and book chapters, and 16 trade journal publications.

Since 2012 CLT participated in 265 outreach activities

This year CLT participated in outreach activities

<table>
<thead>
<tr>
<th>Consultations</th>
<th>Conference &amp; Keynote Presentations</th>
<th>Workshops</th>
<th>Webinars</th>
</tr>
</thead>
</table>

Countries where CLT has led outreach activities worldwide since 2012

3 AUC Website http://www.aucegypt.edu/about/about-auc/why-auc
In Fall 2015, CLT began the ‘CLT Associates’ initiative to enhance communication with various schools and departments. 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 17 associates from different departments, four of whom joined this year.

**CLT ASSOCIATES**

- Magda Mostafa, Associate Professor of Design and Associate Chair, Department of Architecture
- Adham Ramadan, Professor, Department of Chemistry and Dean of Graduate Studies
- Nagwa Kassabgy, Senior Instructor II and Chair, Department of English Language Instruction
- Chelsea Green, Assistant Professor of Music, Department of Arts
- Tamer Shoeib, Professor, Department of Chemistry
- Mona Amer, Associate Professor and Chair, Department of Psychology
- Naila Hamdy, Associate Professor, Department of Journalism and Mass Communication
- Diana Van Bogaert, Director, Legal English Training Unit, Department of Law
- Heba EL-Deghaidy, Associate Professor and Chair, Department of International and Comparative Education
- Magda Mostafa, Associate Professor of Design and Associate Chair, Department of Architecture
- Nermeen Shehata, Assistant Professor, Department of Accounting
- Nellie El Enany, Assistant Professor of Organizational Behavior, Department of Management
- Ezzeldin Yazeed, Professor and Graduate Program Director, Department of Construction Engineering
- Hoda Grant, Writing Senior Instructor, Department of Rhetoric and Composition
- Ghada Bansoum, Associate Professor and Chair, Department of Public Policy and Administration (PPAD)
- Dina Bassiouni, Assistant Professor, Department of Management
- Zeinab Ahmed Taha, Associate Professor, Department of Applied Linguistics
- Zeinab Amin, Professor and Director, Department of Mathematics and Actuarial Science, Associate Dean of School of Sciences and Engineering
- Mona Amer, Associate Professor and Chair, Department of Psychology
- Ghada Bansoum, Associate Professor and Chair, Department of Public Policy and Administration

*CLT ASSOCIATES*

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MEET THE CLT TEAM

Aziza Ellozy  Founder and Former Director of CLT and Associate Provost for Transformative Learning and Teaching
Hoda Mostafa  Director of CLT and Associate Professor of Practice
Ahmad Zorkani  Manager, Multimedia Services
Azza Awwad  Manager, Pedagogy and Assessment
Caroline Mitry  Senior CLT Officer, Pedagogy and Assessment
Fady Michel  Associate Professor of Practice (joint appointment with SSE)
Gihan Osman  Assistant Professor, Instructional Design and Technology (joint appointment with GSE)
Hassan Labib  A/V Recording Studio Administrator (new hire, March 2018)
Maha Bali  Associate Professor of Practice
Maha Shawki  Senior CLT Officer, Instructional Multimedia
Marwa Helmy  CLT Officer, Pedagogy and Assessment (new hire, March 2018)
Mounira Faried  Senior Administrative Assistant
Nadine Aboulmagd  CLT Officer, Online Content Developer
Naglaa Seddiek  CLT Officer, Pedagogy and Instructional Technology
Rehab El Kady  Senior Coordinator, STA Program
Reham Abdellatif  CLT Officer, Pedagogy and Assessment
Sherif Osman  Senior CLT Officer, Pedagogy and Assessment
Tarek Maghraby  Specialist, Multimedia Services

WHAT CLT MEMBERS ARE SAYING ABOUT WORKING THERE

"I've learned so much since I joined CLT. I love the culture, the people and I love my job!"
- Caroline Mitry, 14

"Since joining CLT, I am always learning... Always growing as a professional."
- Azza Awwad, 12

"I've developed myself quite a lot at CLT due to being at such a challenging environment. CLT has a very strong team with which it always rewarding to achieve at an exceptional quality."
- Ahmad Zorkani, 10

"CLT strives to build a community of engaged and passionate professionals working together with faculty to support learning and teaching at AUC."
- Hoda Mostafa, 9

"I really value the sense of connectedness and belonging I feel at CLT, both to the place and the people."
- Fady Morcos, 4

"It is exciting and humbling to have a role in supporting the enhancement of quality of education at AUC, and in inspiring innovation in teaching."
- Maha Bali, 15

"Working at CLT has allowed me to acquire a different mindset, it has made a difference in the way I collaborate with others, teaching me the real essence of teamwork."
- Rehab El Kady, 1.6

"Coming to CLT I was anxious not knowing how things would be, but people here are the best thing that happened to me on a personal and career level. I love coming to work everyday."
- Reham Refaat, 1.7

"I'm lucky to be working with like-minded colleagues who are equally passionate about high quality education."
- Nadine Aboulmagd, 5

Numbers next to names refer to the number of years since joining CLT
ACRONYMS

• A2K4D  Access to Knowledge for Development
• AGFE  Abdulla Al Ghurair Foundation for Education
• AMICAL  American International Consortium of Academic Libraries
• ANTH  Department of Anthropology
• AUB  American University of Beirut
• AUC  The American University in Cairo
• BL  Blended Learning
• CAR  Classroom Action Research
• CLT  Center for Learning and Teaching
• CORE  Core Curriculum
• GSE  Graduate School of Education
• HPI  Hasso Plattner Institute
• MIT  Massachusetts Institute of Technology
• MOOC  Massive Open Online course
• MoU  Memorandum of Understanding
• NGO  Non-governmental organizations
• ODL  Open Distance Learning
• PBL  Problem-Based Learning
• PED  Professional Educator Diploma
• PSYC  Psychology
• RHET  Department of Rhetoric and Composition
• SCE  School of Continuing Education
• SGID  Small Group Instructional Diagnosis
• SoTL  Scholarship of Teaching and Learning
• SRC  Social Research Center
• SSE  School of Sciences and Engineering
• STA  Student Technology Assistant
• STEAM  Science, Technology, Engineering, Arts and Mathematics
• TAFL  Teaching Arabic as a Foreign Language
• TAGS  Teaching Assistants and Graduate Students
• TALIX  Teaching and Learning Innovation Exchange
• TAP  Teaching Advancement Program
• TAPD  Teaching Assistants Professional Development
• TAs  Teaching Assistants
• TBL  Team Based Learning
• TEC  Teaching Enhancement Certificate
• UNISA  University of South Africa
• WSHOP  Workshop

CLT’s Centennial Symposium will be held in March 2019... Stay Tuned...