Table of Contents

Message from the Director 3
Executive Summary 3
CLT Mission, Vision and Goals 6
Activities and Programs 7
Highlights of 2014-2015 9
  a. New Initiatives 9
  b. Teaching Enhancement and Technology Integration 14
  c. Formative Assessment Activities 21
  d. Outreach Activities 23
  e. Grants 26
Appendix A: Statistics 27
Appendix B: Intellectual Contribution of CLT members 29
Appendix C: Acronyms 34
Appendix D: Who we are 35
Executive Summary

- One of the highlights of 2014-15 was to implement AUC’s blended learning initiative. AUC’s new strategic plan (published in April 2015) stated that “the Center for Teaching and Learning will also supervise and support the introduction of blended and online courses…” To this end:
  - CLT collaborated and supported four faculty members to develop the first blended learning courses that were offered at AUC in Spring 2015. These courses were: Advanced Topics in Construction Engineering, Discourse Analysis for Language Teachers, Community Psychology: Community Based Learning and Methods of Teaching a Foreign Language II
  - Two more courses have been approved to be offered in a blended format in fall 2015: Global Changes and Sustainable Development and Mastering Arabic through Literature: The Short Story
  - Several CLT members participated in the design and delivery of the workshops for the Blended Learning certificate offered in Spring 2015, which consisted of six sessions offered over three weeks. Nine faculty members from diverse disciplines participated in the workshop series.
  - In an effort to raise awareness about the AUC Blended Learning initiative, CLT hosted the first Blended Learning Day at AUC on November 19, 2014. The day included an interactive videoconference keynote presentation by Charles Graham, Professor of Instructional Psychology and Technology at Brigham Young University titled Designing Blended Learning to Engage Learners Online and in Class.
• This year, CLT intentionally tried to reach a wider range of AUC faculty members in order to continue strengthening impact across the university. For this:
  » CLT held a “CLT Day” event titled Beyond the Lecture. The full-day event included booths emphasizing four main themes: Creative Pedagogies, Educational Technology, Experiential Learning and Formative Assessment. Seven faculty members presented posters illustrating their innovative teaching techniques and discussing their projects with attendees and fellow participants.
  » CLT visited several departments including the departments of Economics, Journalism and Mass Communication (JRMC) and Law, to assess their faculty development needs and preferences. The meetings resulted in suggestions to plan for tailored and custom departmental workshops in the academic year 2015/2016

• AUC Senate endorsed a proposal that mandated CLT to develop a proposal for an in-house, purpose tailored and sustainable Teaching Assistants (TAs) training program. The TA Professional Development Program was developed and starts in Fall 2015. It consists of four workshops and it is compulsory for all TAs

• CLT members worked one-on-one with faculty on several projects which included:
  » Using e-portfolios to facilitate ongoing assessment in a Political Science course and a Rhetoric and Composition course
  » Using a time mapping tool in a cinema mapping project
  » Supporting a “photo essays for storytelling” project as an innovative assessment technique
  » Supporting students in creating videos in several courses and helping in the assessments of the projects
  » Supporting faculty in integrating blogs and wikis in several courses including a music course and a course on International Law.

In all of these activities, CLT helped identify suitable tools, and provided the suitable training for the students and when needed helped design an assessment rubric.

• CLT held a total of 58 faculty development workshops with an attendance of 525 faculty members in addition to the blended learning certificate workshops, which had seven faculty members completing the workshops. CLT also held its regular two-day workshops for new faculty in Fall 2014. In addition, CLT conducted six workshops attended by 77 Teaching Assistants from the School of Sciences and Engineering (SSE)

• CLT published eight issues of its newsletter “New Chalk Talk” and five of these newsletters were contributions from faculty members.

• With regards to formative assessment activities, this year CLT conducted a total of 33 Small Group Instructional Diagnosis and 114 Mid-Semester Surveys as well as 18 other assessment activities. CLT also conducted intensive formative assessments of Academy of Liberal Arts (ALA) pilot courses which included 8 student focus groups as well as faculty surveys. CLT also supported several other faculty members who wanted feedback on innovative practices that they were conducting.

Finally, the blended learning courses were given special attention since they were the first courses to be offered in this format and CLT conducted focus groups as well as surveys in order to get feedback on the experience of using the blended learning format.
Except for the mid-semester surveys, CLT provided individual written reports and recommendations

- During these last two academic years, CLT conducted 238 one-on-one consultations with faculty which included, but were not limited to, consultations on course redesign, classroom action research, introducing appropriate technologies in the course, innovative teaching strategies…etc.

- 56 faculty members made use of the services offered by the Student Technology Assistants (STAs) for technologies such as Blackboard and other web 2.0 tools.

- CLT members have demonstrated their professional engagement by undertaking several national, regional and international outreach activities (For details see Section D: Outreach Activities as well as Appendix B). These included:
  » Keynote and invited presentations in Palestine, Qatar and Paris
  » Conference presentations at the AMICAL annual conference in Bulgaria
  » Presentations at #et4online conference in Dallas, Texas
  » Presentations at the annual Nile TESOL Conference in Cairo
  » Participation of four CLT members in the tenth Annual Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement (EURECA) Conference (February 2015) at AUC New Cairo. These CLT members organized Creatopia Day, an experiential creative thinking event, focusing on and promoting different creative thinking practices.
  » Supporting Egyptian NGOs in educational development activities
  » Collaboration with Edraak, the Queen Rania Foundation’s (QRF) Arabic MOOC platform. CLT participated in vetting, planning and designing the AUC MOOCs
  » Partnering with AUC’s Middle East Institute for Higher Education (MEIHE) to launch an initiative to establish a university-wide mentorship program at AUC.

- CLT members received several grants targeted towards several professional development activities for faculty.
  » A 24,000 Euro grant from AMICAL and a 5,000 USD grant from the Ford Foundation to fund the Digital Pedagogy Lab Institute expected to take place in Cairo in Spring 2016.
  » CLT received several small grants from AMICAL targeted towards the professional development of its staff and faculty. This included but was not limited to: the attendance of annual AMICAL conferences; virtual attendance of an Educause ELI workshop ; virtual attendance at the Annual Blended Learning Conference in 2015 hosted by the Online Learning Consortium (OLC)
  » Two CLT faculty members were awarded a 7,000 USD Mellon Grant to re-design the course SEMR 1010 Creative Thinking and Problem Solving as part of the Cairo in the Curriculum project.

The following report provides an overview of our programs, services and activities and focuses on our accomplishments during this last year.

A. R. Elsawy
June 2015
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, by facilitating the effective application of technology to the teaching and learning process, by providing support and resources and by engaging in outreach activities.

The vision of the center is 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.
Activities and Programs

CLT helps faculty members adapt to the changing landscape of teaching and learning by providing expertise in instructional design to enable them to enhance their teaching through better application of pedagogical theory and more effective use of instructional technologies. CLT services focus on teaching enhancement, technology integration, formative assessment and outreach activities.

Teaching Enhancement

CLT helps faculty members enhance their teaching by addressing the different stages and aspects of the instructional process. This includes, but is not limited to, experimenting with new pedagogies, re-designing courses, as well as developing learning outcomes and syllabi. CLT publishes a biweekly newsletter, New Chalk Talk, to which faculty are invited to contribute and offers teaching enhancement workshops throughout the semester, facilitated by CLT members, AUC faculty and staff. In addition, CLT frequently holds faculty development institutes, fora and symposia, in which faculty members share ideas and exchange experiences in experimenting with new pedagogies and technologies in various disciplines.

Technology Integration

CLT supports faculty members to explore the effective integration of technology into the teaching and learning process. This includes a broad spectrum of support ranging from one-on-one training in basic technologies via the STA program (e.g. the Learning Management System Blackboard, web 2.0 tools such as blogs and wikis, the Lecture Capture software Panopto and the plagiarism-detection software Turnitin.com), to workshops on pedagogical uses of educational technologies, to elaborate semester-long experimental projects.
Formative Assessment

CLT helps faculty members assess the effectiveness of their teaching and/or technology integration through mid-semester surveys, Small Group Instructional Diagnoses (SGIDs), focus groups and custom assessments. When a faculty member is interested in a more comprehensive assessment of a teaching innovation, CLT may support them in conducting Classroom Action Research (CAR) projects.

Outreach Activities

CLT develops academic links with regional and international institutions, and provides capacity building and professional development support to educational institutions in Egypt and the region, through sustained or one-off arrangements.

“
I am really grateful for the excellent work your department has done for ours. It has been a challenging semester in RHET, with all the new changes introduced with little preparation time for the teachers. Your tireless efforts to help us create meaning of the large body of feedback we have received, your meaningful suggestions for incorporation of this feedback into our practices, and your patience with faculty needs have made the task of improving our program much easier.

- Ghada El Shimi, Associate Dean of Undergraduate Studies and Senior Instructor, RHET
A. New Initiatives

Blended Learning

AUC’s goals for implementing blended learning (BL) include expanding outreach and access, particularly to graduate and international students; preparing students for lifelong learning and 21st century skills; enhancing pedagogical innovation and providing a foundation for potential future distance learning programs. AUC’s new strategic plan that was published in April 2015 states that the Center for Learning and Teaching “will also supervise and support the introduction of blended and online courses in a limited and careful way ensuring that we maintain our quality standards and use appropriate analytics to track student success, developing and implementing an online graduate program within the 5 year period of this strategic plan.” (p.24)*

In Spring 2014 CLT was awarded an ASHA grant, sponsored by USAID, to procure equipment to establish online, blended, mobile, and web-enhanced learning capacities at AUC. CLT is proceeding with the specifications of the hardware and software to be purchased through the grant and has also been collaborating with various AUC constituents and stakeholders in the implementation of the grant.

In Spring 2015, the first four formal blended learning courses were offered at AUC. The courses and their instructors were: TAFL 511/APLN 5204 Methods of Teaching a Foreign Language II taught by Raghda El Essawi, CENG 5292 Advanced Topics in Construction Engineering: Design & Construction of Steel Structures taught by Ezzeldin Sayed-Ahmed, PSYC 3003 Community Psychology: Community Based Learning taught by Carie L. Forden, and APLN 5323 Discourse Analysis for Language Teachers taught by Lori Fredricks.

In addition, the non-credit course LALT 1010 was offered in a mostly-online format by Mary Kickham-Samy from Libraries and Learning Technologies (LLT). CLT faculty developers and the online content developer worked with these instructors to redesign their courses in a blended format, design online assessment and interactive activities and develop their content for the various online platforms used.

Two more courses have been approved to be offered in a blended format in Fall 2015: GREN 5201 Global Changes and Sustainable Development taught by Hani Sewilam, Director of the Center for Sustainable Development and the cross-listed course ALNG 399/3991 - ALIN 3991/3992 - CASA 553/5991 Mastering Arabic through Literature: The Short Story taught by Iman A. Soliman.

CLT consultations for these two faculty members included a review of their syllabi, learning outcomes, details of their course activities and assessment, etc. to ensure alignment as a first step towards blended course re-design. As a second step for effectively

* http://www.aucegypt.edu/about/StrategicPlanning/Documents/AUC%20Strategic%20Plan%20Final%20Text%20April%2015%202015.pdf
blending these courses, CLT worked with these instructors to develop their course content for online platforms and integrate appropriate technologies, to enhance their material towards student centered and user friendly eLearning design and to ensure coherence with copyright and fair use policies. Technical consultations, technical support and multiple training sessions to instructors, and students were offered when necessary.

As part of the support for blended learning and to facilitate the management of students’ online discussions and interaction, Nadine Aboulmagd, CLT Online Content Developer, created an infographic on netiquette, which includes guidelines on the etiquette of online communication.

CLT members continued to serve on the Blended/Online Learning Committee, developing guidance on blended learning and MOOCs, producing templates/forms, and participating in the vetting process for both.

Several CLT members participated in the design and delivery of the workshops for the Blended Learning certificate offered in Spring 2015, which consisted of six sessions over three weeks. Nine faculty members from diverse disciplines participated. A Google Site was created for the course and CLT members interacted with participants online and gave them feedback on assignments. Faculty members who attended the workshop series indicated, in a post-workshop survey, that they benefited from the exposure to new technology tools and appreciated the importance of aligning the course learning outcomes with the course assessments and teaching strategies of their blended courses.

At the conclusion of the Blended Learning workshop series, some instructors did not wish to go fully blended and preferred to start with a web enhanced model and accordingly conducted consultations with CLT members.

CLT conducted a consultation with Dina Lamey, RHET, ALA on introducing an innovative technique that could motivate the students to do the required class readings. CLT suggested that students use Diigo, a social bookmarking platform, in order to annotate readings and discuss them digitally with fellow students and the instructor. CLT also provided the suitable technical training for this platform.

Another consultation took place to support Mariam Salah El Din, ELI, ALA with integrating a digital tool to be used as part of an essay assignment that would allow students to interact online and give peer feedback on writing errors. CLT suggested the usage of Google Docs and provided her with the suitable technical training.

Ashraf Abdo, LING, HUSS also consulted with CLT

“[Technologies learned] are very useful and make my teaching more effective, my students’ learning more engaging, and my day easier as far as execution and record keeping.”

- Anonymous Faculty Feedback, BL Workshop Series
on ways to effectively conduct online quizzes and interactive discussions. CLT proposed the usage of Blackboard quizzes and discussion board and also suggested resources on online discussion facilitation and students’ interaction guidelines.

**Blended Learning Day**

In an effort to raise awareness about the AUC Blended Learning initiative, CLT hosted the first Blended Learning Day at AUC on November 19, 2014. Sessions included introductions to blended learning, AUC’s strategy for blended learning, and a panel by faculty who were piloting the first blended courses at AUC in Spring 2015. The day included an interactive videoconference keynote presentation by Charles Graham, Professor of Instructional Psychology and Technology at Brigham Young University titled *Designing Blended Learning to Engage Learners Online and in Class*.

CLT also facilitated small group discussions to help instructors assess their readiness and motivation for blended learning in their specific contexts and courses. 44 participants attended Blended Learning Day.

**Expanding CLT Reach at AUC**

CLT has had a tremendous effect on my teaching through the years but when I started the process of blended teaching you were not just supporting you actually acted as my main allies. For a person who had a lot to learn about technology you were patient, helpful, nice, supportive, friendly…I know I still have a lot to learn but you make it sound doable.

- Raghda El Essawi, Associate Professor and Director, TAFL Program
This year, CLT made intentional efforts to reach a wider range of AUC faculty members in order to strengthen their impact across the university. These efforts consisted of the CLT Day event and the introduction of department visits and tailored workshops.

CLT Day “Beyond The Lecture”

CLT programs and services are available to all AUC faculty. In order to promote the center’s mission and expand and diversify the network of faculty served, the center held a CLT Day as a new event this academic year. The full-day event included booths emphasizing four main themes of CLT work: Creative Pedagogies, Educational Technology, Experiential Learning and Formative Assessment. CLT members were available in each booth to provide information, answer questions, and discuss faculty members’ interests and needs. Alongside the CLT booths, seven faculty members were invited to exhibit posters of their innovative teaching techniques and to discuss their projects with attendees and fellow participants. Five of the seven posters were designed by the CLT Online Content Developer. 90 faculty members attended CLT Day. The event raised awareness regarding the range of programs and services offered, and several professors subsequently visited the center for consultations and for further work on project ideas that were inspired by CLT Day.

Faculty Posters

- Revolutionizing Business Education by Ahmed Tolba, Department of Management (MGMT)
- Prevention Program Grant Competition by Carie L. Forden, Department of Sociology, Anthropology, Psychology and Egyptology (SAPE)
- Spatial Praxis: Theories of Space, Place and Pedagogy by Doris Jones, Department of Rhetoric and Composition (RHET)
- Design Competitions: Spaghetti Columns and Tongue Presser Bridges by Ezzeldin Sayed-Ahmed, Department of Construction and Architectural Engineering (CENG)
- Game on! Enhancing Engagement with Student-Generated Game Designs by Fady Michel, Core Curriculum (CORE)
- The Case for Historical Re-enactments by Hanan Kholoussy, Department of History (HIST)
- Cross-cultural Pedagogical Exchange: Dialogue Between AUC and Partner Universities from the Arab World, the Global South and the West by Mohamed Fahmy Menza, CORE
- Animated Timeline for ANTH 3301 People and Cultures of the Middle East and North Africa by Soraya Altorki, SAPE
Department Visits and Tailored Workshops

In order to better serve individual schools and departments that have diverse teaching and learning needs and contexts, in Fall 2014 CLT approached schools and departments to assess their faculty development needs and preferences. CLT took this initiative in response to faculty feedback.

CLT members visited the faculty members of the Department of Economics during their regular departmental meeting. This departmental visit involved a sampler of teaching ideas workshop given to these faculty members. Another visit was done to the Department of Law resulting in a videoconference session between the Chair of the department and Paris-Sorbonne University. CLT members also met with the Associate Dean of Global Affairs and Public Policy (GAPP), the Chair of the Department of Journalism and Mass Communication (JRMC) and the faculty members of the Department of Sociology, Anthropology, Psychology and Egyptology (SAPE). These meetings resulted in the development and administration of faculty needs assessment surveys, the results of which were collected, analyzed and will be used to plan for tailored departmental workshops in the academic year 2015/2016.

Several faculty members from the Department of Arabic Language Instruction (ALI) expressed interest in web-enhanced and blended learning. After assessing their faculty members’ needs, CLT, along with the ALI program director Dalal Aboul Seoud and instructor Rasha Essam, designed a program for professional development. Iman Soliman, Director of the Center for Arabic Study Abroad (CASA) participated in co-designing and delivering the workshop on Computer-Assisted Language Learning (CALL) principles. Nadine Aboulmaged participated in the technical hands-on trainings of the workshop while Iman Soliman and Maha Bali focused on the pedagogical aspects. The workshop consisted of 3 full-days and one synchronous online meeting, attended by all eight ALI faculty participants. In a post-workshop survey, participants indicated that they benefited from the exposure to new technology tools, which would enhance their teaching and enable remote and more engaging interaction with the students.

Teaching Assistants Training (TA) Proposal

During the academic year of 2013-2014, AUC Senate endorsed a resolution that included the establishment of a working group, led by Senate Academic Affairs Standing Committee (AASC), to develop a training program to provide a pedagogical foundation for TAs at AUC. The TA working group worked effectively with CLT to develop a proposal for an in-house, purpose tailored and sustainable TA training program, which has since been approved by the Senate. CLT members have worked on developing the program that will start to run in the Fall semester 2015. The precursor to this program was SSE’s Teachers of Tomorrow program that CLT had been running since 2012.

In-house Professional Development

An in-house professional development program was initiated at CLT in 2015 aiming to provide continuous professional development for CLT faculty and staff members. Sessions are typically in the form of workshops and presentations. Sessions organized and conducted so far have included a workshop titled Quantitative Research Skills given by Pandeli Glavanis and a Gamification session facilitated by Fady Morcos and Sherif Osman.

The most important things [learned] were the new technologies that we could use in our teaching and in developing interactive activities.”

- Anonymous Faculty Feedback, CALL Workshop
Student E-Portfolios

CLT worked on the following projects:

Kevin Koehler, Department of Political Science (POLS), HUSS redesigned the course POLS 2104 Research Methods to include a wider range of assessment options aiming to scaffold student learning. Several consultations took place to redefine the course learning outcomes and goals and CLT recommended the introduction of in-class activities as a means to a more formative approach to assessment. CLT also suggested using e-portfolios to facilitate ongoing assessment and recommended Blendspace as the suitable Web 2.0 tool. CLT worked with the instructor to design the e-Portfolio assignment along with its corresponding rubric.

Hadya El-Minyawi, Department of Rhetoric and Composition (RHET), Academy of Liberal Arts (ALA) developed a student portfolio assignment in alignment with her course outcomes for RHET 1010 The Human Quest: Answering the ‘Big Questions’. The instructor was introduced to Blendspace for potential use for student e-portfolios. CLT also provided the instructor with various resources for e-portfolio assessment.

Using Timemapper in the Classroom

Doris Jones, RHET, ALA redesigned the course RHET 1010 Filming Difference to include a time mapping tool that represents visual arguments through a chronology of events. CLT members provided an in-class training session on Timemapper and supported the students during their projects.

Photo Essays for Storytelling

Doris Jones, RHET, ALA developed an innovative assessment technique for her course CORE 1010 Filming Difference. She wanted her students to practice storytelling by creating short photo essays using pictures, text and sound as part of the course assessments. CLT helped identify a suitable tool (FlipSnack) and provided the suitable training for the students.

“"For the first time in my memory everything worked and was on time and I now have renewed confidence in the technology… I now have a library of recorded lectures but more than that, such was the success of this past semester I am eager to repeat this next Fall."

- Richard Hoath, Senior Instructor and Supervisor, Core Curriculum
Pedagogical Consultations/Support

Azza El Shebeenie and Noha Khafagi, Department of English Language Instruction (ALA) consulted with a CLT member on a new initiative: The Academic Bridge program. The consultations included developing adjunct courses in the First Year Experience Program (FYE) and refining curricula for the ENGL 100 adjunct course. In addition, CLT worked with the instructors to ensure alignment between the course SEMR 1110 Creative Thinking and Problem Solving and two sections of the course ENGL 0210 and relevant recommendations were made.

Doris Jones, RHET, ALA worked with CLT to redesign her course CORE 1010 Filming Difference. The instructor used the Graduate School of Education’s (GSE) interactive classroom to facilitate the learning space required for students’ group work and to raise student engagement and in-class interaction. CLT members conducted one classroom observation to document the instructor’s current teaching practises in the interactive classroom and provided an orientation on how to make better use of the technologies and interactivity that this classroom offers. A follow-up consultation took place to help redesign some of the assignments to capitalize on the potential of the classroom.

Flipping the Classroom

Wafik Lotfallah, Department of Mathematics and Actuarial Science (MACT), SSE worked with CLT to flip some of the lectures from his course MACT 2123 Calculus III in order to dedicate more time for problem-solving sessions and to cover a wider range of topics and problem types in class. CLT filmed and edited the lecture videos, which the instructor then embedded in his class slides.

Other Multimedia Projects/Support

CLT worked with the following faculty

Mahmoud Farag, Department of Management (MGMT), School of Business (BUS) to design an activity for his course ENTR 2101 Introduction to Entrepreneurship and Small Business Management. In this activity, students used twitter for networking, with their audience as a means of marketing and brainstorming, as part of their final business plans. CLT also suggested and provided some rubrics that the instructor could use for this project.

Doris Jones, RHET, ALA to design collages and banners for the Blackboard course pages of her course RHET 201 Research Writing.

Richard Tutwiler, HIST, HUSS to design a flyer for his course HIST 1099 Climate Change: The Rise and Fall of Civilization.

“Whenever they could, [the CLT staff] worked tirelessly to help.”

- Anonymous Faculty Feedback, ALA, RHET
Supporting Student Multimedia Projects

CLT worked with the following faculty

**Heba Eldeghaidy**, GSE to train her students in the course EDUC 5204 Human Development and Learning Theories on the use of Mediatrace, to support their video annotation assignment, which allows students to explore and apply the theoretical knowledge of learning theories through the analysis of digital media, videos and pictures.

**Pandeli Glavanis**, POLS, HUSS to give his students a workshop on camera shooting skills in the course SOC 2301 Social Problems of the Middle East: Community Based Learning to guide them in the creation of videos for their final projects. CLT supported students throughout the process of creating their videos and a CLT member participated in the assessment of the technical aspect of the students’ multimedia projects.

**Magda Shahin**, Department of Public Policy and Administration (PPAD), GAPP to conduct two workshops for students in her course AMST 1090 What is America? A workshop on camera shooting skills guided students in the creation of videos for their final projects and a workshop on how to use wikis supported students in the submission of their multimedia projects. CLT supported the students throughout the process of making their videos. A CLT member participated in the assessment of the technical aspect of the students’ multimedia projects.

**Blogs and Wikis**

**Jasmine Moussa**, Department of Law, GAPP, created class blogs for her courses LAW 4371 Introduction to Public International Law and LAW 5291 Introduction to International Law. The blogs aimed to provide a platform for students to publicly present their arguments on matters of international law. CLT conducted training sessions for each group of students and worked with the instructor to design the corresponding assignment rubrics.

**Chelsea Green**, Department of the Arts, HUSS: CLT trained students in both sections of the course MUSC 2000 World Music on how to use the class wiki. This wiki project allowed students to create their own textbook, participate in building assessments and express connections between course content and the variety of cultural phenomena encountered in their own lives.

**Hoda Garas**, ELI, ALA: CLT helped design a class blog in her ELI course to help and motivate her students to express their opinions and improve their language skills.

![Social Problems of the Middle East: Community Based Learning](image-url)

**Russian intervention in the Crimea: the war of bones cracking**

![Public International Law Blog](image-url)
Support for Blended Learning Courses

CLT lent support to Mary Kickham-Samy, LLT to produce videos for the blended learning section of her course LALT 1010 Libraries and Learning Technologies. CLT members filmed, edited and produced three videos to be included in the online content of the course. Several consultations followed to assess the usage of videos as part of the online course content.

Following the course redesign support, CLT also provided technology trainings and support for Raghda El Essawi, TAFL, Department of Applied Linguistics (APLN), HUSS, and her students in the blended course APLN/TAFL 5204 Methods of Teaching a Foreign Language on the following tools: Google Docs, Google Forms and Vialogues (an online tool for having time-stamped discussions about videos.) The instructor used Vialogues to allow students to watch sample teaching videos and have interactive discussions about them online. Students shared their work on Google Docs and collaborated to co-edit their shared projects and online peer work, and to discuss assignments online with the instructor. CLT members also offered consultations on copyright-related issues, optimum video size usage and video format conversion and compatibility for usage on online platforms such as Vialogues and YouTube.

Following the course redesign support, CLT also conducted a consultation with Iman Soliman, ALI, ALA, on which technologies would best fit the context and pedagogical purposes of her cross-listed course ALNG 399/3991- ALIN 3991/3992 - CASA 553/5991 Mastering Arabic through Literature: The Short Story.

Following the consultation, CLT put together a student training plan and compiled a summary list that included information on tools and their usage within the context of the course. CLT members also designed and built student interactive exercises on Blackboard and developed a Google Site to be used for podcast assignments and as a class wiki. CLT provided a demonstration screencast for students on how to record podcasts on Soundcloud, an online sound recording and sharing platform, and how to embed them on the class Google Site.

Following the course redesign support, CLT worked with Ezzeldin Sayed-Ahmed, CENG, SSE, to plan for the effective integration of technology into his blended learning course CENG 5292 Advanced Topics in Construction Engineering: Design & Construction of Steel Structures. CLT offered support with the choice of synchronous online tools that would best fit the instructor’s course context and provided technical consultations on specifications of video sizes and formats for usage on Blackboard.

CLT worked with Hani Sewilam, Department of Mechanical Engineering (MENG), SSE, to plan for the effective integration of technology into his blended learning course GREN 5201 Global Changes and Sustainable Development. CLT also offered support with the choice of synchronous online tools that would best fit the instructor’s course context.
Workshops

CLT offered workshops (titles below) for faculty members throughout the year, spanning topics related to pedagogy and instructional technology. The workshops were facilitated by CLT members and AUC faculty members. Over the 2014-2015 academic year, CLT offered 28 regular and institute workshops attended by a total of 226 faculty members and six workshops for new faculty members. CLT also held two full-day faculty development institutes in Fall 2014 and one full-day faculty development institute in Spring 2015.

Faculty workshops

Fall 2014

- Towards Building 21st-Century Thinkers: Combining Creative and Critical Thinking Skills by Hoda Mostafa (CLT)

- Deepening the Learning Process Through Critical Reflection by Aziza Ellozy and Sherif Osman (CLT)

- Bridging the Cultural Gap: Learning Through Dialogue by Mohamed Menza (CORE) and Ahmad Zorkani (CLT)

- Gamifying Your Classroom by Fady Morcos (CLT)

- Using or Misusing Turnitin.com? by Azza Awwad and Caroline Mitry (CLT)

Fall 2014 Faculty Development Institutes (2)

- Group Work: The Good, the Bad and the Ugly by Sherif Osman (CLT)

- Exploring Controversial Issues in the Classroom by Aziza Ellozy (CLT)

- Building Community in the Classroom by Maha Bali (CLT)

- Collaboration Beyond the Classroom by Maha Shawki and Valentina Cattane (CLT)

- The Art of Structuring Learning Outcomes by Azza Awwad and Caroline Mitry (CLT)

- Involve Me and I Learn: Creating an Integral Framework for Experiential Education by Amani El Shimi (RHET)

- The Syllabus: Cornerstone for Active Learning? by Pandeli Giavanis (Academic Community Engagement (ACE) Program)

- Reflective Student E-Portfolios: Moving Towards a More Holistic Approach to Assessment of Learning by Hoda Mostafa (CLT)

Spring 2015

- The Art of Discussion Leading by Aziza Ellozy (CLT)

- Designing an Educational Board Game by Anastasia Salter, Assistant Professor of Digital Media at University of Central Florida (UCF)

- The Course Portfolio by Adham Ramadan (CHEM)

- Concept Mapping as a Tool for All Disciplines by Aziza Ellozy and Hoda Mostafa (CLT)

- Design Thinking: Lead the Change by Hoda Mostafa and Fady Morcos (CLT)

- The Enhanced Lecture by Aziza Ellozy and Hoda Mostafa (CLT)
New Faculty Orientation workshops
CLT held two full-day workshops as part of the new faculty orientation in Fall 2014. Day one focused on pedagogy and day two focused on technology training.

New Faculty Orientation Day 1 workshops

* Shifting from Lecture-centered Teaching to Active Learning by Aziza Ellozy (CLT)

* First Impressions: How to Use the First Day of Classes by Michael Reimer (HIST)

* Writing Effective Learning Learning Outcomes by Ann Boudinot-Amin (Institutional Research)

New Faculty Orientation Day 2 workshops

* Preventing Plagiarism: Turnitin.com tips and guidelines by Caroline Mitry, Sherif Osman and Valentina Cattane (CLT)

* Introduction to Blackboard by Riham Massoud (CLT)

* “Lecture Capture”: Enhance Face to Face Interaction by Ahmad Zorkani (CLT)
Teachers of Tomorrow TA Professional Development Workshops

CLT conducted six workshops attended by 77 Teaching Assistants from the School of Sciences and Engineering (SSE).

Other Workshops

Joyce Rafla, CLT Pedagogy and Assessment Officer, presented a simulation for AUC faculty members in collaboration with the AUC Student Counseling Center. The workshop was titled *Helping Faculty Recognize, Manage and Support Students with Invisible/Hidden Disabilities.*

The workshop was followed by a reflection session and the Student Counseling Center presented practical tips that would help faculty members identify hidden disabilities.

New Chalk Talk

CLT publishes a biweekly newsletter about current topics in teaching and learning, with contributions by AUC faculty members and CLT faculty and staff members. In 2014-2015, CLT published the following eight newsletters:

**Volume 13**

- *Want Your Students to Think Creatively and Critically?* by Rebecca Brent (American Society for Engineering Education and Richard M. Felder (North Carolina State University) (Reprinted with Permission)

- *The Case for Historical Reenactments* by Hanan Kholousy (HIST)

- *Cross-cultural Pedagogical Exchange: Dialogue between AUC and Partner Universities from the Arab World, the Global South and the West* by Mohamed Fahmy Menza (CORE)

- *Blended Learning at AUC: An Overview* by Aziza Ellozy (CLT)

**Volume 14**

- *Game On! Enhancing Engagement with Student-Generated Games* by Fady Morcos (CLT)

- *Reflections on the EURECA Conference and Creatopia Day* by Anastasia Salter (UCF)

- *The Learning Game* by Sherif Osman (CLT)

- *Trends, Challenges and Technologies for Higher Education: Where Does AUC and Our New Strategic Plan Stand?* by Aziza Ellozy (CLT)

"The ideas you presented are certainly very helpful and I hope to adopt as many of them as possible. As you suggested, I plan to discuss such ideas with the students in class."

- Mahmoud Farag, Professor and Director of Engineering and Science Services Unit
C. Formative Assessment Activities

CLT routinely conducts mid-semester assessments for faculty. This year CLT conducted a total of 33 SGIDs, 114 mid-semester surveys, and 18 other assessment activities.

Assessment of Academy of Liberal Arts (ALA) Pilot courses

CLT conducted custom assessments; six student focus groups and a faculty survey for each semester for the RHET/CORE 1010 tandem pilot courses and submitted reports with recommendations.

CLT conducted two custom focus groups; one with students taking the pilot course ALING 399 Arabic for Career Purposes taught by Shahira Yacout ALI, ALA and another with students of the pilot ELI bridge course.

Doris Jones, RHET, ALA worked with CLT to assess the guided reading activity that she is facilitating in her course RHET 1010 Filming Difference: Travel, Tourism and Mobility. CLT worked closely with the instructor to explore whether guided reading affects students’ depth of understanding and attitudes towards academic readings. Results from the Fall 2014 focus groups and student feedback were taken into consideration in redesigning the guided reading activity. In Spring 2015, pre and post focus groups were conducted by CLT to get a deeper understanding of student perceptions. Reports from both the pre and post focus groups were prepared and discussed for further action.

Assessment of Blended Learning Courses

CLT has continuously focused on assessing the blended learning experience for both professors and students. Below are a few examples of assessment activities for blended learning courses that CLT conducted:

CLT designed mid-semester surveys (MSS) customized especially to assess students’ perceptions of the blended learning course experience, and further customized for each of the pilot blended learning courses: APLN/TAFL 5204 Methods of Teaching a Foreign Language, CENG 5292 Advanced Topics in Construction Engineering: Design & Construction of Steel Structures, PSYC 3003 Community Psychology: Community Based Learning, APLN 5323 Discourse Analysis for Language Teachers and LALT 1010 Libraries and Learning Technologies.

Two focus groups were conducted for each section of Mary Kickham-Samy’s LALT 1010 Libraries and Learning Technologies course in Winter 2014 semester to test the pilot usage of CLT produced videos in order to improve them for the blended learning course the following Spring semester. A report was written and discussed with the instructor.

Raghda El Essawi’s APLN/TAFL 5204 Methods of Teaching a Foreign Language and Ezzeldin Sayed-Ahmed’s CENG 5292 Advanced Topics in Construction Engineering: Design & Construction of Steel Structures course. Review and feedback sessions with both instructors were conducted to evaluate their experience using blended learning in their classrooms.
Raghda El Essawi requested CLT to conduct a focus group for her students APLN/TAFL 5204 Methods of Teaching a Foreign Language to get feedback on the blended course structure and the usage of Vialogues and Google Docs in the class. A report with CLT summary and recommendations was written and discussed with the instructor.

Other Assessments

Soraya Altorki, SAPE, HUSS consulted with CLT on her course ANTH 2005 Arab Society. CLT helped her introduce a different approach to class readings and discussions that involved students sharing pre-reading questions in advance, having pair discussions in class and starting in-class discussions with pictorial summaries of readings. CLT also conducted a focus group with the students in order to get their feedback on that approach. A report on the results of the focus group was prepared.

Alaa Adris, Chair of the Department of Petroleum and Energy Engineering (PENG), SSE, requested that CLT conduct an assessment of the department’s mission, vision and learning objectives. CLT provided an extensive report benchmarking AUC’s PENG department against similar programs in the USA.

Classroom Action Research (CAR)

Iman Soliman, ALI, ALA worked with CLT on an exploratory study of Arabic language teachers’ beliefs towards the integration of teaching dialects with teaching modern standard Arabic. CLT assisted with the design of the the survey and interview questions that will be used for the research purpose. CLT also provided some useful resources for the research literature review.

“The surveys, thanks to you, will really help to further improve my offering in the second half of the term. Feedbacks from the students were really encouraging and constructive.”

- Ezzeldin Sayed-Ahmed, CENG.
D. Outreach Activities

Individual Outreach Activities and Invited Presentations

Aziza Ellozy was invited to give a presentation to the Presidents and Chief Academic Officers of the Association of American International Colleges and Universities. The meeting was hosted by the American University in Paris. The talk, AMICAL and AUC: experience of a larger member institution spoke about the value of the AMICAL consortium’s programs and collaborative opportunities to its member institutions. AMICAL is an international consortium of American-model, liberal arts institutions of higher learning located outside the United States. (Paris, May 2015)

Aziza Ellozy, was invited to speak at the Management Development Network (EFMD) MENA Conference on “Building Dynamic Networks and Partnerships for the Region.” Ellozy’s talk was titled Networks and Partnerships for Blended Learning: How to Embrace IT Supported Teaching and Learning to Educate Young People and Executives. (Qatar, April 2015)

Aziza Ellozy and Hoda Mostafa were invited to speak at a conference titled Innovative Education from Policies to Practice at Palestine Technical University Kadoorie (PTUK), where both CLT members were keynote speakers. Ellozy’s talk was titled Fostering and Institutionalizing Innovation through Teaching Centers and Mostafa’s talk was titled Towards Building 21st Century Learners in a Changing World. (Palestine, December 2014)

Supporting Egyptian NGOs in Educational Development/Initiatives

As part of CLT’s growing sphere of influence, the center was asked to provide pedagogical support for a number of educational non-governmental organizations (NGOs). CLT has been providing custom workshops for Tahrir Academy, an online learning platform, and the Cairo Institute of Liberal Arts and Sciences (CILAS), and inviting their members to attend regular CLT workshops and events. Members of Tahrir Academy attended one of CLT’s main events of August 2014; Blended Learning Day.

Within this context, Aziza Ellozy gave a workshop titled Active Learning with a Focus on Peer Instruction in May 2015 as part of a series of workshops that focused on five main themes: critical thinking, active learning, peer instruction/concept testing, creative thinking and problem solving, and inquiry-based learning with case studies.

Maha Bali facilitated an introductory session for the new cohort of Namaa participants in January 2015. Namaa School for Sustainable Development is a workshop for youth incubated by Nahdet El Mahrous-Ngo. The session promoted community building and reflection on learning goals and critical pedagogy.

Maha Bali was invited locally to give the following presentations: Our Place as Ed Techies at the ITWorx Education corporate event on April 20th, 2015; How Open Education is Transforming Lifelong Learning at the Faculty of Pharmacy, Cairo University conference on April 25th, 2015, Why & How to Flip the Classroom at the National Authority for Quality Assurance and Accreditation for Education (NAQAAE) event in Cairo University on May 25th, 2015. She was also invited to moderate a panel on eLearning at the
Non-Formal Education Business event at Nile University on May 23rd, 2015 with guest speaker George Siemens joining virtually via Google hangout.

AMICAL Annual International Conference
Through his expertise with the Panopto lecture-capture system, Ahmad Zorkani, CLT Multimedia Services Manager was the Webcasting Coordinator for the annual AMICAL conference in 2015. He coordinated between Panopto and AMICAL, securing free access to the system and training the IT teams in the conference in Bulgaria in 2015. In that role he is also part of the organizing committee for the AMICAL annual conferences.

Outreach within AUC
In association with the John D. Gerhart Center for Philanthropy and Civic Engagement, CLT conducted two workshops on critical thinking for the Lazord leaders and fellows in the Lazord Academy.

In collaboration with the Office of the Dean of Undergraduate Studies, four CLT members participated in the tenth Annual Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement (EURECA) Conference that was held from 22 till 25 February 2015 at AUC New Cairo. These same CLT members organized Creatopia Day, which took place on the fourth and final day of the conference. This day was an experiential creative thinking event, focusing on and promoting different creative thinking practices. Students of the AUC community were invited to visit and participate in diverse fun and creative challenges and play educational games designed by other students. Participants engaged in activities that were designed to exercise the brain’s fluency, flexibility, originality and elaboration capacity. The event also featured student projects from the course SEMR 1110 Creative Thinking & Problem Solving taught by CLT faculty Maha Bali, Hoda Mostafa and Fady Michel.

Additionally there was a guest talk by Anastasia Salter, Assistant Professor of Digital Media at the University of Central Florida (UCF), titled Thinking Outside the Screen. Maha Bali moderated a panel of faculty on teaching creativity at AUC, which also included Anastasia Salter.

“...your dedication and team-work continues to make the work of the Core Curriculum, Dialogue Project and video-conferencing experience quite representative and an exemplar of what the AUC family strives for.”
- Salma Abousenna, Cross-cultural Dialogue Coordinator
AUC’s Middle East Institute for Higher Education (MEIHE), is partnering with CLT to establish a university-wide mentorship program at AUC. As a first step, a survey was conducted with stakeholders at AUC to explore what already exists and what the needs might be. In addition, as part of an awareness campaign, CLT and MEIHE sponsored an interactive session entitled Mentorship: Your Key to Success, facilitated by Malak Zaalouk, Director of MEIHE and Associate Dean of the Graduate School of Education (GSE).

**Contribution to International Open Education, Educational Technologies and Online Learning**

Maha Bali co-designed a “hacked” (modified) version of the international twitter game Twitter versus Zombies #TvsZ (http://tvsz.us) and played it with students in her course SEMR 1110 Creative Thinking and Problem Solving together with 4 other classes in the US. Evaluation and publications include several conference presentations/proposals (presented at Educause ELI conference in February 2015 and Emerging Technologies for Online Learning conference in April 2015; Proposal accepted at dLRN conference in October). This is both a game teaching Twitter literacy and a mini-MOOC. It has been nominated for “best educational use of a social network 2014” by Eddies14.

Maha Bali contributed to the international open education and educational technology field in several ways, including co-facilitating connectivist massive open online courses (cMOOCs): Connected Courses (with Digital Media Research lab, Fall 2014), MOOC MOOC Critical Pedagogy (with Hybrid Pedagogy, Spring 2015). She has also been a guest panelist at events such as #humanMOOC and #DMLCommons, and has been interviewed for DML by Howard Rheingold.

Maha Bali was a steering committee member of the Emerging Technologies for Online Learning conference (#et4online) where she was the virtual co-chair of the unconference, and a social media sub-committee member. In her role, she piloted a new program called #et4buddy where she worked with an on-site partner, Rebecca Hogue, to bring virtual participants into the conference better, by connecting them via Google hangouts on-site keynote/plenary speakers and other presenters. Several articles have been published by the pair, on The Chronicle of Higher Education and Hybrid Pedagogy, and others who attended the conference have blogged about it as an innovative approach to improving access. The program has expanded, and based on survey and informal feedback, it has been expanded to multiple other conferences under the name “virtually connecting.” The website is (www.virtuallyconnecting.org).

**Collaboration with Edraak on AUC MOOCs**

CLT participated in vetting, planning and designing the courses for AUC MOOCs with Edraak planned to be taught in Fall 2015 and Spring 2016. Ayman Ismail in the Department of Management (MGMT) at the School of Business is one of the two professors who were supported. He will be offering a MOOC on Entrepreneurship in Fall 2015. Adam Talib in the Department of Arab and Islamic Civilizations (ARIC) at the School of Humanities and Social Sciences (HUSS) will be offering a MOOC on Classical Arabic Literature in Spring 2016. CLT also designed and conducted a survey with Edraak during the Summer semester of 2014, exploring learner demographics and how they approached learning on Edraak MOOCs. The results are being processed and will be published soon.
E. Grants

Digital Pedagogy Lab Institute

Maha Bali is the Principal Investigator in two grants received to fund the Digital Pedagogy Lab Institute expected to take place in Cairo in March 20-23, 2016. These are a 24,000 Euro grant from AMICAL and a 5,000 USD grant from Ford Foundation.

Other Grants

CLT received several small grants from AMICAL targeted towards the professional development of its members. Opportunities of professional development carried out include: the attendance of annual AMICAL conferences; virtual attendance of the Educause ELI workshop on supporting excellence in online teaching; virtual access to 25 seats (for CLT and LLT members, and AUC faculty) at the 12th Annual Blended Learning Conference in 2015 hosted by the Online Learning Consortium (OLC); and attendance of parts of Digital Humanities event at the American University of Beirut (AUB) for 3 members.

Hoda Mostafa and Maha Bali were awarded a 7,000 USD Mellon Grant to re-design the course SEMR 1010 Creative Thinking and Problem Solving as part of the Cairo in the Curriculum project.

Maha Bali was a participant in the AUC Ford Foundation funded project with AUC’s Social Research Center (SRC) with Ray Langsten, Principal Investigator. The title of the grant was Effectiveness of Political Science Programs in Public and Private Egyptian Universities. Work on the research involved in this project will commence in Fall 2015.

Maha Bali is the Principal Investigator in a grant she co-wrote with Andrew Dempsey, Writing Instructor at RHET. The grant was submitted to the Middle Eastern Partnership Initiative (MEPI). The title of the grant was Developing Business Skills and Entrepreneurialism for Egyptian Youth Through Gaming. The grant did not receive funding but got positive feedback from the foundation and was encouraged to re-apply in future.

"I think the Center for Learning and Teaching has excellent programs... I plan to participate in the future, especially using technology like Panopto and other technologies to develop online instruction."

- Anonymous faculty feedback, LLT.
Appendix A: Statistics

Number of Workshops, Symposia, and Fora

Number of Faculty Attending Workshops, Symposia, and Fora

Number of Formative Assessment Activities
Appendix B: Intellectual Contribution of CLT members

Peer-reviewed Publications


Peer-reviewed Publications in Academic Journals


**Conference Presentations**


Bali, M. (2015, April 25). How Open Education is Transforming Lifelong Learning. Invited presentation at *Faculty of Pharmacy Cairo University Scientific Meeting*, Cairo, Egypt.

Bali, M. (2015). Multiple presentations & panels at the #et4online conference in Dallas, including:


Hogue, R.J., Bali, M., & Koutropoulos, A. (April, 2015). #Rhizo14 Collaborative Autoethnography: Challenges and Joys of Unwriting the Untext. Presented as a Discovery Session on VoiceThread at the *Emerging Technologies for Online Learning Symposium*, Dallas, Texas.


**Websites/Initiatives Created/co-created by CLT members**

1. Educators Across Contexts group blog: http://www.edcontexts.org (co-founded the group and co-facilitator including writing/co-writing several posts and inviting others to post and editing posts before publication). Started summer 2014
2. Creativity Course aggregated blog website (www.creativitycourse.org)
3. www.virtuallyconnecting.org for enhancing the virtual conference experience
Appendix C: Acronyms

- ALA    Academy of Liberal Arts
- ALI    Department Arabic Language Instruction
- AMICAL American International Consortium of Academic Libraries
- ANTH   Anthropology unit
- ARIC   Department of Arab and Islamic Civilizations
- ASHA   American Schools and Hospitals Abroad
- BUS    School of Business
- BL     Blended Learning
- CAENG  Department of Construction and Architectural Engineering
- CAR    Classroom Action Research
- CATs   Classroom Assessment Techniques
- CBL    Community-Based Learning
- CENG   Construction Engineering unit
- CHEM   Department of Chemistry
- CLT    Center for Learning and Teaching
- ELI    Department of English Language Instruction
- GAPP   School of Global Affairs and Public Policy
- GSE    Graduate School of Education
- HIST   Department of History
- HUSS   School of Humanities and Social Sciences
- JRMC   Department of Journalism and Mass Communication
- LALT   School of Libraries and Learning Technologies
- MEIHE  Middle East Institute of Higher Education
- MGMT   Department of Management
- MOOC   Massive Open Online Course
- MUSC   Music unit
- PHYS   Department of Physics
- POLS   Department of Political Science
- PSYC   Psychology unit
- RHET   Department of Rhetoric and Composition
- SAPE   Department of Sociology, Anthropology, Psychology and Egyptology
- SGID   Small Group Instructional Diagnosis
- SOC    Sociology unit
- SSE    School of Sciences and Engineering
- STA    Student Technology Assistant
- TAFL   Teaching Arabic as a Foreign Language
Appendix D: Who we are

Aziza Ellozy, Founding Director and Associate Dean for Learning Technologies, LLT
Ahmad Zorkani, Manager, Multimedia Services
Amal Wanas, Administrative Assistant (until May 2015)
Azza Awwad, Manager, Pedagogy and Assessment
Caroline Mitry, CLT Officer, Pedagogy and Assessment
Gihan Osman, Assistant Professor, Instructional Design and Technology (joint appointment with GSE)
Hoda Mostafa, Associate Professor of Practice (joint appointment with SSE)
Joyce Rafla, CLT Officer, Pedagogy and Assessment
Maha Bali, Associate Professor of Practice
Maha Shawki, CLT Officer, Instructional Multimedia
Mounira Fared, Administrative Assistant (new hire, June 2015)
Nadine Aboulmagd, Online Content Developer
Riham Massoud, Senior Coordinator, STA Program
Sherif Osman, CLT Officer, Pedagogy and Assessment
Tarek Maghraby, Specialist, Multimedia Services
Valentina Cattanne, CLT Officer, Instructional Multimedia (until December 2014)