CLT Workshops: in the eyes of Dr. Mahmoud Shaltout

Two workshops, hosted by CLT these past two weeks, were creatively captured by one of our faculty: the very talented Dr. Mahmoud Shaltout (Biology Dept.)

The workshops were “The Art of Discussion Leading” facilitated by Dr. Aziza Ellozy” and “Peer Instruction” facilitated by Dr. Adham Ramadan. Enjoy!
NEW CHALK TALK

**Examples?**
- In class group work
  i.e. peer evaluation
- Concept tests
  i.e. case studies

**Benefits?**
1. Much more interaction
2. Greater awareness & understanding
3. Students know challenges
4. Fresh: This express it better
5. Supporting communication skills

**Steps?**
1. Concept question (a question)
2. Allow them to think individually
3. Write to answer themselves
4. Return to themselves

**Effective?**
- Dr. Adrian Ramadan
- Actual effectiveness
  - More correct answers after student
    - Student interaction
  - Level of confidence
- Perceived effectiveness

**Challenges?**
1. Class time
2. Preparation time
3. Lack of student confidence
4. Can't be used for non-science
5. Analysis of results

**Say something: Peer instruction & concept tests**
- lead to industries wherein a wrong conclusion
- May be reached... this shouldn't be viewed
- Negatively but rather analyzed for potential
- Reasons

**Note:**
- Typewritten before concept
- Corrected – 19/12/16

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tel 20.2.2615.3733 • clt@aucegypt.edu • www.aucegypt.edu/academic/clt