

## Spring 2016, Faculty Development Institutes and Workshops

Venue: Library Building – Room # 1021

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










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

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

The Faculty Development Institute leading to the **Teaching Enhancement Certificate 1** will be repeated six times for full time and adjunct faculty members Registration is required. To register, please click [here](#).

CLT Spring 2016 Institutes & Workshops			
Date	Faculty Development Institute (Teaching Enhancement Certificate I)	Facilitator(s)	Time
Wednesday, February 3rd	The Enhanced Lecture	Aziza Ellozy	10:00-11:30
	Basics of Course Design I: Learning Outcomes	Azza Awwad & Caroline Mitry Sherif Osman & Joyce Rafla	11:45-12:45
	Basics of Course Design II: Alignment		1:00 – 2:00
	Light Lunch		2:00 - 2:45
	Technology to Support Good Practice in Undergraduate Education*	Maha Bali & Hoda Mostafa	2:45 – 4:00
Sunday, February 7th	<b>Faculty Development Institute (Teaching Enhancement Certificate I)</b> SAME SCHEDULE AS FEBRUARY 3rd, 2016		
Monday, February 8th	Evidence-Based Teaching Innovation	Gihan Osman	12:45-2:00
Thursday, February 11th	Art of Discussion Leading	Aziza Ellozy	12:45-2:00
Monday, February 15th	<b>Faculty Development Institute (Teaching Enhancement Certificate I)</b> SAME SCHEDULE AS FEBRUARY 3rd, 2016		
Thursday, February 18th	Peer Instruction and Concept Tests	Adham Ramadan	12:45-2:00
Monday, February 22nd	Infographics: Students Presenting Information in Bytes	Rania Jabr	12:45-2:00
Wednesday, February 24th	Social Media in the Classroom	Maha Bali & Sherif Osman	12:45-2:00
Monday, February 29th	Creative Assessment	Hoda Mostafa & Maha Bali	12:45-2:00
Tuesday, March 1st	<b>Faculty Development Institute (Teaching Enhancement Certificate I)</b> SAME SCHEDULE AS FEBRUARY 3rd, 2016		
Thursday, March 3rd	Storyboarding Your Course* (New)	Hoda Mostafa & Sherif Osman	12:45-2:00
Monday, March 7th	Promoting Digital Literacies (New)	Maha Bali & Nadine Aboulmagd	12:45-2:00
Thursday, March 10th	Cooperative Learning in a Nutshell	Sherif Osman	12:45-2:00

\* Could be followed by an on-demand hands on workshop (minimum 5 participants)

Sunday, March 13 <sup>th</sup>	E-portfolios: Documenting Achievements and Reflecting on Learning (New) 	Carol Clark	12:45-2:00
Thursday, March 17 <sup>th</sup>	“Gamifying” Your Syllabus 	Fady Morcos	12:45-2:00
Sunday, March 20 <sup>th</sup>  Monday, March 21 <sup>st</sup>	<a href="#">Digital Pedagogy Lab Cairo: An AMICAL Institute</a>   The following workshops are open to non-conference participants March 20 <b>Workshop: Tool Parade-Analytical Tools</b> (P020, Campus Center (CC)) March 20 <b>Workshop: Tool Parade-Collaboration Tools</b> (P019, CC) March 20 <b>Discussion: Identity and Agency Online</b> (Moataz Al Alfi)  March 21 <b>Discussion: Not-Yetness</b> (Moataz Al Alfi) March 21 <b>Workshop: Teaching with Twitter</b> (P020 - CC) March 21 <b>Workshop: Learning Management System as Portal</b> (P019, (CC))  Registration will open soon	Digital Pedagogy Lab Facilitators	2:00-3:00
Wednesday, March 30 <sup>th</sup>	<b>Faculty Development Institute - Community Based Learning (CBL) (re-designed)</b> 		
	The Pedagogy of Community-Based Learning and Step-By-Step Course Design	Pandeli Glavanis	10:00-11:15
	CBL Assessment and Reflection Tools	Amani Elshimi	11:30-12:30
	Hands-On CBL Activity Design	Mona Amer	12:45-2:00
	Lunch		2:00-2:45
	CBL Stakeholders: Maximizing Benefits and Minimizing Challenges	Pandeli Glavanis, Amani Elshimi & Mona Amer	2:45-4:00
Monday, April 4 <sup>th</sup>	Experiential Learning and Critical Reflection in the Classroom  	Sherif Osman & Aziza Ellozy	12:45-2:00
Thursday, April 7 <sup>th</sup>	Technology for Collaboration* 	Maha Shawki & Sherif Osman	12:45-2:00
Sunday, April 10 <sup>th</sup>	The Course Portfolio  	Adham Ramadan	12:45-2:00

\* Could be followed by an on-demand hands on workshop (minimum 5 participants)

## DESCRIPTION OF WORKSHOPS

### FACULTY DEVELOPMENT INSTITUTES: TEACHING ENHANCEMENT CERTIFICATE I

Please check dates in the table above.

Registration is required. To register, please click [here](#).

#### **The Enhanced Lecture:** 10:00 - 11:30 am

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

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

**Facilitator:** Aziza Ellozy (CLT)

#### **Basics of Course Design I: Learning Outcomes:** 11:45 am – 12:45 pm

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

**Facilitators:** Azza Awwad (CLT) & Caroline Mitry (CLT)

#### **Basics of Course Design II: Alignment:** 1:00 – 2:00 pm

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

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

#### **Technology to Support Good Practice in Undergraduate Education:** 2:45 - 4:00 pm

Please bring a wifi-enabled smartphone, tablet or laptop to this workshop.

Many faculty are familiar with Chickering & Gamson's *Seven Principles of Good Practice in Undergraduate Education*. This workshop explores possible ways of integrating technology into our teaching to better enable us to meet good practice, including ways of enhancing communication, encouraging active and cooperative learning, providing timely feedback, and addressing diverse way of learning. A follow-up hands-on workshop can be arranged with a minimum of 5 participants.

**Facilitators:** Hoda Mostafa (CLT) & Maha Bali (CLT)

### CLT TRACK WORKSHOPS

*(Completing four workshops per track leads to a Teaching Enhancement Certificate for each track)*

#### **Evidence-Based Teaching Innovation: Linking practice to Research**

Monday February 8<sup>th</sup>, 12:45 – 2:00 pm

As experienced or new faculty, we all identify aspects of student learning that compel improvement. Those of us who actively experiment with classroom interventions are left with random impressions, unless we engage in a cycle of systematic inquiry; thus the case for Classroom Action Research (CAR) as a tool for evidence-based learning enhancement and professional growth as a teacher. This workshop will identify what CAR is, why it is important, and how to engage in it. Appropriate methodologies and examples for CAR from various disciplines will be presented. The workshop also examines the importance of disseminating and publishing CAR and provides attendees with venues to do so. Finally, the role of CLT as a potential partner in CAR will be discussed.

**Facilitator:** Gihan Osman (GSE-CLT)

#### **Art of Discussion Leading**

Thursday, February 11<sup>th</sup>, 12:45 - 2:00 pm

In this workshop, we will view and analyze excerpts from videos showing two Harvard professors (known for their teaching excellence) engaging their students in discussions, one in a small group and the other in a large lecture hall. We will discuss and contrast the strategies used in both situations. A framework for integrating critical thinking will be discussed.

**Facilitator:** Aziza Ellozy (CLT)

### Peer Instruction and Concept Tests

Thursday, February 18<sup>th</sup>, 12:45 - 2:00 pm

In-class interactions promote student engagement during class time, creating a dynamic environment conducive to better learning. Peer instruction, where students teach, and learn from peers, is an effective pedagogical tool for developing active and independent learners. There are numerous methodologies of peer instruction in and out of class. Concept Tests present an effective methodology based on student-student in-class interactions. This workshop introduces Concept Tests with an example of how to apply them.

**Facilitator:** Adham Ramadan (Dean of Graduate Studies)

### Infographics: Students Presenting Information in “Bytes”

Monday February 22<sup>nd</sup>, 12:45 - 2:00 pm

How about a new way to share ideas, experiences or stories? Infographics are a visual representation of relevant data. Students become content presenters using these e-tools to engage their audience with new ideas or adaptations of existing ones. Join me to learn more about this method, add excitement to your teaching, get students to share their creative ideas and join a new generation of daring innovators. I've tried it and it works!

**Facilitator:** Rania Jabr (ALA)

### Social Media in the Classroom

Wednesday February 24<sup>th</sup>, 12:45 - 2:00 pm

Is there value in using social media such as Twitter and Facebook in your classroom? In this workshop, we discuss our views on digital literacy and open learning, and share some approaches to using social media in ways that support student learning. We will also discuss good practices, and concerns over e-safety when using social media for learning.

**Facilitators:** Maha Bali (CLT) & Sherif Osman (CLT)

### Creative Assessment

Monday February 29<sup>th</sup>, 12:45 - 2:00 pm

Every good educator knows the value of student feedback. It can be as simple as looking at your students' facial expressions as you talk, to gauge their understanding or emotional response, or as complex as conducting multiple surveys and focus groups throughout the semester to get their input on an innovative new methodology you're trying. Needless to say, it is about more than the end-of-semester student feedback results that are filled out by a small number of students with little room for reflection and thought.

This workshop shares our experiences with creative formative assessment in a course we co-teach, including reflective blogging, e-Portfolios, and student-centered liquid syllabus. Transferable ideas on how to assess for learning will be explored.

**Facilitators:** Hoda Mostafa (CLT) & Maha Bali (CLT)

### Storyboarding your Course

Thursday March 3<sup>rd</sup>, 12:45 - 2:00 pm

Designing a learning experience can be approached using a variety of tools. From pen and paper brainstorming to detailed and intensive instructional design approaches, faculty will vary in their approach to course design. This workshop will introduce storyboarding as a tool to visualize course content, see connections, plan assessment and align content and learning outcomes with a bird's eye view. Participants will be required to bring along a course syllabus or module and explore conventional paper techniques and Padlet as well as other free web-based storyboarding platforms. A follow-up hands-on workshop can be arranged with a minimum of 5 participants where CLT faculty consultants will support instructors while experimenting with storyboarding in their course re-design.

**Facilitators:** Hoda Mostafa (CLT) & Sherif Osman (CLT)

### Promoting Digital Literacies

Monday, March 7<sup>th</sup>, 12:45 - 2:00 pm

Digital literacy has become essential to developing students into 21<sup>st</sup> century lifelong learners and citizens of tomorrow. The affordances of online and collaborative tools and social media allow teachers to expand beyond the space-time borders of the class, and offer opportunities for collaborative learning and global communication. In this interactive workshop participants will explore the main differences between digital skills and digital literacies, discuss how to teach digital literacy through online interaction among their learners, and be exposed to a variety of social media platforms they could use in their own teaching.

**Facilitators:** Maha Bali (CLT) & Nadine Aboulmagd (CLT)

### Cooperative Learning in a Nutshell

Thursday March 10<sup>th</sup>, 12:45 - 2:00 pm

Group work always seems like a good idea when planning lessons; it feels natural and gives the students a chance to interact. In reality, many problems arise from grouping the students, to managing the class and the assessment of these group activities. This workshop will aim to clarify the move from group activities to cooperative learning, explaining the basic principles, which, when implemented correctly, can overcome many of the problems of group-based work, as well as providing the benefits of social learning and increased interactivity. This workshop will be delivered in a cooperative learning fashion and will aim to guide the initial implementation of this pedagogy in the classroom as well as showcase some successful case studies at AUC.

**Facilitator:** Sherif Osman (CLT)

### E-Portfolios: Documenting Achievements and Reflecting on Learning

Sunday March 13<sup>th</sup>, 12:45 - 2:00 pm

Getting value for money is a high priority of today's students and their families. One of the ways educators and students in the 21<sup>st</sup> century can both document and reflect on that value is through the use of e-portfolios to show evidence of achieving learning outcomes. In this demonstration, I will show how I used e-portfolios in the RHET/CORE 1010 *Who Am I?* course in both spring and fall 2015. Two to three students will present their e-portfolios, followed by a question-answer session about the value of the portfolios to the students. Rubrics for evaluating the portfolios will be discussed and the Google site template used will be shared with teachers. As time permits, teachers can discuss applicability in implementing e-portfolios in their own courses and practice with the e-portfolio template.

**Facilitator:** Carol Clark (Director of Freshman Program)

### Gamifying your Course

Thursday March 17<sup>th</sup>, 12:45 - 2:00 pm

Games can be an effective tool for integration of concepts and attitudes within a complex landscape. Integration of game mechanics and game-thinking techniques to non-game platforms has recently gained grounds in multiple domains, including education. Today's learning environments face challenges of student motivation and engagement. Game-thinking techniques can greatly enhance the student experience and boost their engagement. Adding a "game layer" to a syllabus, course policies, workload, grading system, or learning material can generate products that are very engaging and influential to both the player (student) and the developer of the gamified experience. This hands-on workshop will involve participants in applying various gamification techniques that could promote active learning, and enhance student interest and engagement.

**Facilitator:** Fady Morcos (SSE-CLT)

## FACULTY DEVELOPMENT INSTITUTE: COMMUNITY BASED LEARNING (CBL)

Wednesday March 30<sup>th</sup>, 2016 – from 10:00 am to 4:00 pm

Registration is required. To register, please click [here](#).

### The Pedagogy of Community-Based Learning and Step-By-Step Course Design

10:00 – 11:15 am

This workshop highlights the pedagogic and academic benefits of CBL teaching strategies. Emphasis is placed on different ways to integrate CBL into an existing or new course, depending on learning goals, size of the class, academic preparation of the students and community partnership or project type. Using step-by-step PARE (Preparation, Action, Reflection and Evaluation) guides, the workshop covers essentials of designing a CBL course.

**Facilitator:** Pandeli Glavanis (Director, Academic Community Engagement)

### CBL Assessment and Reflection Tools

11:30 am - 12:30 pm

CBL assessment of student output may be facilitated by reflective frameworks that inform and integrate the process. This workshop introduces selected tools and models - including the DEAL (Describe, Examine, and Articulate Learning) and Kolb models - for both formative and summative CBL assessment. Critical reflection standards are brainstormed, and ways in which to turn assessment into Classroom Action Research are discussed.

**Facilitator:** Amani Elshimi (Director of Undergraduate Research)



### Hands-On CBL Activity Design

12:45 - 2:00 pm

This is a hands-on workshop that gives participants practical experience in designing a CBL activity. Groups of participants will design a course CBL component based on the principles and standards previously introduced. This will include developing the CBL aims, potential partners, activities, and assessment. The participants will share their activities and gain peer feedback. The session will end with a reflective exercise.

**Facilitator:** Mona Amer (HUSS)

### CBL Stakeholders: Maximizing Benefits and Minimizing Challenges

Panel - 2:45 - 4:00 pm

A student, faculty member and community partner will be invited to share their experiences and challenges in CBL. An open discussion with participants will follow, focused on identifying best practices and tips for gaining the most benefit from the CBL experience, considering ethics, and preventing or addressing practical challenges.

**Facilitators:** Pandeli Glavanis, Amani Elshimi and Mona Amer

## CLT TRACK WORKSHOPS

*(Completing four workshops per track leads to a Teaching Enhancement Certificate for each track)*

### Experiential Learning and Critical Reflection in the Classroom

Monday April 4<sup>th</sup>, 12:45 - 2:00 pm

Whether students engage in community-based learning activities, in role playing, in collaborative team work, in study abroad experiences, in class simulations or in Model United Nations (MUN) activities, to name a few, deep learning will only occur if the experience is accompanied by reflection. However most students do not know how to reflect critically and need scaffolding along the way. Using a highly interactive and hands-on approach, participants will undergo simple experiential learning exercises during the workshop and will use a critical reflection framework to put into practice what they can transfer to their classes.

**Facilitators:** Aziza Ellozy (CLT) & Sherif Osman (CLT)

### Technology for Collaboration

Thursday April 7<sup>th</sup>, 12:45 - 2:00 pm

Collaborative learning techniques can be extended beyond the classroom by using technology. This workshop will include an overview of how certain technologies can be used to facilitate individual and group assessment, communication, and organization of group work. We will interactively explore the application of several technology tools, including the role of social media in supporting the development of learning communities. A follow-up hands-on workshop can be arranged with a minimum of 5 participants.

**Facilitators:** Maha Shawky (CLT) & Sherif Osman (CLT)

### The Course Portfolio

Sunday April 10<sup>th</sup>, 12:45 - 2:00 pm

This presentation introduces what a student course portfolio entails, together with its principal pedagogical advantages. Using a case study from chemistry, it exposes how it could be utilized as a tool for achieving course learning outcomes. Conclusions are drawn on the general application of this tool.

**Facilitator:** Adham Ramadan (Dean of Graduate Studies)

**Registration is required. To register, please click [here](#).**