CLT Spring 2018 Faculty Development Institutes and Workshops[1]

The following icons indicate which workshops count towards which tracks:

⊜	⚙	🛜	✎	🤝
Assessment for Learning	Active Learning	Web-Enhanced Learning	Course Design	Community-Based Learning

CLT Certificate Track[2]

Date	Institutes/Workshop[3]		Facilitator(s)[4]	Time[5]
Sunday, January 28 or **Tuesday, January 30** or **Wednesday, February 7** or **Thursday, March 8,** or **Tuesday, April 10,** or **Sunday, April 22**	**TEACHING ENHANCEMENT (CERTIFICATE 1)**			
	The Enhanced Lecture	⚙	**Aziza Ellozy**	**9:00-10:45**
	Technology to Support Good Practice in Undergraduate Education	🛜	**Hoda Mostafa, Maha Bali**	**11:00-12:15**
	Lunch			**12:15-12:45**
	Classroom Assessment Techniques to Improve Student Learning	⊜	**Hoda Mostafa, Caroline Mitry**	**12:45-2:00**
	Understanding by Design (UbD)	✎	**Fady Morcos, Azza Awwad**	**2:00-3:15**

Workshop

Monday, February 5	**Introduction to Blended Learning**	✎ 🛜	**Gihan Osman**	**1:00-2:15**

Workshop

Sunday, February 18	**Tips for Inclusive Teaching**	✎	**Maha Bali**	**1:00-3:00**

CLT Anniversary – Teaching and Learning Innovation Exchange (TALIX)

February 25	**CLT Annual Symposium (full agenda on [CLT website](#))**	**9:00-4:00**
February 26	**CLT Commemorative 15th Anniversary Event**	**9:00-4:00**
February 27	**TALIX: AUC-AMICAL Exchange**	**9:00-4:00**

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1 Registration links will be shared 2-3 days ahead of each institute/workshop
2 Faculty completing a full day of workshops within a track will receive their certificate of participation within 2 working days.
3 All institutes/workshops will take place in the Library Building - Room# **1021**
4 Scheduled workshops will be run by 1-2 of the listed facilitators
5 We would appreciate it if you arrive between **8:45 and 9:00** AM for registration and an informal get together

CLT Certificate Track

	ASSESSMENT FOR LEARNING TRACK INSTITUTE		
Tuesday, March 6	Engaging Learners with Digital Narratives and Multi-modal Projects	Aziza Ellozy and Hoda Mostafa	9:00-10:15
	Student-Generated Exams	Sherif Osman, Fady Morcos	10:30-11:45
	Lunch		12:00–12:30
	Are My Assessments Really Promoting Learning?	Maha Bali, Azza Awwad	12:30-1:45
	Creative Formative Student Assessments **(NEW WORKSHOP)**	Hoda Mostafa, Maha Bali	2:00-3:15

CLT Half-day Institute

Tuesday, March 13	Bringing Problem Based and Team Based Learning to your Classroom	9:00-12:00

CLT Certificate Track

	ACTIVE LEARNING TRACK INSTITUTE II		
Sunday, March 18	The Art of Discussion Leading II	Aziza Ellozy	9:00 -10:30
	Active Learning Tool Parade	Hoda Mostafa, Caroline Mitry, Sherif Osman	10:45-12:15
	Lunch		12:30–1:00
	Active Learning: What, When and Why		1:00-2:30

CLT Forum

Sunday, March 25	Dealing with Unprepared Students	9:00-12:00

Workshop

Wednesday, April 18	Dealing with Unprepared Students[6]	Hoda Mostafa, Caroline Mitry	1:00-2:15

Workshop Details

CLT Institute – Teaching Enhancement Certificate 1
Sunday January 28th and repeated on Tuesday January 30th, Wednesday February 7th, and Thursday March 8th, 2018

The Enhanced Lecture
Facilitator: Aziza Ellozy (CLT)

Some 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 members who are more comfortable lecturing and who think that this is the best

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6 A Workshop designed based on March 25th forum discussions and outcomes

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 have been found to increase student engagement and learning.

Classroom Assessment Techniques to Improve Student Learning
Facilitators: Hoda Mostafa (CLT) and Caroline Mitry (CLT)

Classroom Assessment Techniques (CATs) are simple techniques that provide feedback on how well students are learning, which faculty members can collect and act upon. In this workshop, we will discuss the benefits and challenges of using CATs, introduce a few simple CATs and discuss the merits of each in light of particular teaching goals. Participants will also take the Teaching Goals Inventory (TGI) using a course they are presently teaching, and based on the results of the TGI they will identify the assessment technique(s) that could address the specific goals they wish to accomplish in class. Faculty are asked to bring their own device/laptop.

Technology to Support Good Practice in Undergraduate Education
Facilitators: Hoda Mostafa (CLT) and Maha Bali (CLT)

Many faculty members are familiar with Chickering and 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 achieve good practices, including ways of enhancing communication, encouraging active and cooperative learning, providing timely feedback and addressing diverse ways of learning.

Understanding by Design: Designing with the End in Mind
Facilitators: Fady Morcos (SSE/CLT), Azza Awwad (CLT), Caroline Mitry (CLT) and Sherif Osman (CLT)

In this workshop, participants will explore some basic ideas in student-centered course design, employing the framework of backward design, with a focus on the alignment of basic course elements.

Workshop
Introduction to Blended Learning
Facilitator: Gihan Osman (GSE-CLT)

An effective blended classroom is said to combine the best of traditional face-to-face teaching and online learning. However, transitioning to an effective hybrid format requires more than putting lectures online or integrating web-based components. The goal of this introductory information session is to provide some practical guidelines to blended learning redesign. It clarifies what blended learning is, describes techniques and pedagogical strategies to engage students, discusses the practical aspects of planning the transition and making decisions regarding technology and assessment, and shares possible scenarios and examples for blended course designs for different disciplines.

Workshop
Tips for Inclusive Teaching
Facilitator: Maha Bali (CLT)

In this workshop, faculty will be invited to reflect on how to make their classes more inclusive for diverse learners. They will explore strategies for recognizing differences among students in terms of comfort, interest and ability, and discuss possible ways of modifying their classroom practices and assessments in order to create opportunities for different students to learn more fully.

CLT Anniversary – Teaching and Learning Innovation Exchange
Day 1: CLT Symposium
AUC faculty will showcase teaching innovations they have tested in their classrooms, projects in progress and learn about how CLT supports teaching and learning innovation across various disciplines at AUC. Sessions will include lightning talks, spotlight sessions and interactive panels. Guest speakers will include Paul Prinsloo as invited keynote guest and Naglaa Rizk as the featured distinguished AUC speaker for the event.

Day 2: CLT Commemorative 15th Anniversary Event
AUC community and invited guests are all welcome to join us in celebrating 15 years of promoting excellence in teaching and learning. This day-long event will include interactive workshops, fora and a celebratory lunch with Tim Sullivan, our keynote speaker.

Day 3: AUC-AMICAL Exchange
Participants across AMICAL institutions will choose among professional development workshops and opportunities to exchange knowledge and build collaborations across AMICAL institutions with a unique opportunity to meet AUC faculty and invited guests from Egyptian and regional universities. For AMICAL participants, TALIX Cairo will help connect faculty, faculty developers, instructional designers/technologists and librarians who are committed to supporting teaching innovation at their institutions.

CLT Certificate Track
Assessment for Learning Track

Engaging Learners with Digital Narratives and Multi-modal Projects
Facilitators: Aziza Ellozy (CLT) and Hoda Mostafa (CLT)

For learners to thrive in a digital world, they need a set of 21st century skills, which include visual and information literacy skills as well as technological literacy skills. A digital narrative assignment is one that uses visual media to help students cultivate some of these skills. This workshop focuses on the use of digital narratives as a way of engaging students with science and other disciplines and helping them appreciate the complex process of constructing knowledge. Through the process of researching the topic, outlining the narrative, writing a storyboard, selecting appropriate images and creating a movie, students develop a diverse set of skills: effective communication, peer collaboration, critical thinking, visual literacy, and technological efficiency.

Student-Generated Exams
Facilitators: Sherif Osman (CLT), Fady Morcos (CLT-SSE)

One of the effective ways to promote content engagement, and assess students' comprehension of course material, is to have them generate test questions with model answers. Student-generated questions for examination allow faculty to assess what their students consider the most important or memorable content, what they understand as fair and useful test questions, and how well they can answer the questions they have posed. This information not only provides direction for teaching, but can also stimulate deeper learning and reduce student test anxiety. The workshop will focus on different applications and techniques of this practice, followed by examples of small-scale case studies of student-generated exams at AUC.

Are my Assessments Really Promoting Learning?
Facilitators: Maha Bali (CLT) and Azza Awwad (CLT)

> "No system of academic assessment is intrinsically good, only good for a purpose.
> That purpose must be established first." - Kris Shaffer

This workshop invites participants to consider ways to enhance the learning value of assessments, in order to ensure assessments, achieve their purpose. We will explore elements such as intrinsic motivation, feedback, pacing, approaches to grading, attitudes towards failure, and space for student choice/relevance.

Creative Formative Student Assessments (NEW WORKSHOP)
Facilitators: Hoda Mostafa (CLT), Maha Bali (CLT)

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 assessments and will include opportunities for faculty to reflect on how they can design low risk, high impact creative assessments for learning within their classes.

CLT Half-day Institute
Bringing Problem Based and Team Based Learning to your Classroom

Come explore how you can enrich your students' learning experience, and boost their engagement, through these evidence-based collaborative learning strategies.

Learning is quickly shifting towards learner-centered collaborative environments, where trained faculty act as facilitators to scaffold the group learning process. Frameworks like Problem-Based Learning (PBL) and Team-Based Learning (TBL) provide the necessary skeleton to drive successful learning experiences that ensure effective collaboration, deep learning and individual accountability. In these learner-centered teaching practices, students collaboratively engage in solving complex and challenging real-world problems, where the problem becomes a vehicle for stimulating the cognitive process and developing problem-solving skills.

In this experiential approach institute, you will participate first-hand the TBL & PBL cycles, progressing from initial preparation to complex problem solving that deepens learning. You will also get hands-on experience designing and writing your own PBL challenge to pilot with your students in your next class. Join us for a collaborative, stimulating experience with no previous experience needed!

CLT Certificate Track
Active Learning Track II

The Art of Discussion Leading II
Facilitator: Aziza Ellozy (CLT)

In the workshop "Art of Discussion Leading I", we saw videos of two Harvard professors using discussion pedagogy in two very different settings. We analyzed, discussed and contrasted their approach. In this follow-up workshop, participants will identify specific skills they would like to hone as discussion leaders, and through small group activities, we will concentrate on enhancing these skills. The activities will concentrate on specific topics such as encouraging participation, asking the right type of questions, managing controversy and aiming at fostering critical thinking

Active Learning Tool Parade
Facilitators: Hoda Mostafa (CLT), Caroline Mitry (CLT), Sherif Osman (CLT)

Active learning is no longer a new notion in education, many instructors are now familiar with the terminology and the research backing up its success in the classroom. Nevertheless, as a teaching strategy it is still widely underused.
This workshop will showcase a wide variety of classroom tested, active learning strategies of various complexity and generate discussions on their implementation in the classroom. Faculty will have the opportunity to share their own experiences and strategies as well as participate in activities to motivate and direct future inclusion of active learning strategies in their classrooms.

Active Learning: What, When and Why
Facilitators: Hoda Mostafa (CLT), Caroline Mitry (CLT), Sherif Osman (CLT)

This workshop aims to engage participants in a discussion on factors to consider when selecting active learning strategies to use in their classrooms. We will look at student, teacher and circumstantial factors that may influence your selection of teaching strategies and work interactively on a challenge to select appropriate strategies for difficult lessons.

CLT Forum
Dealing with Unprepared Students

This forum marks the first of many fora and CLT community events that we hope will focus on key issues among faculty and students as we explore the teaching and learning environment at AUC.

How often have students come into your class unprepared? How does this affect how you handle your class session? Faculty responding to the CLT teaching challenges survey in 2017 reported "having students come unprepared to class" as the most challenging issue for nearly half (47.7%) of the courses they teach. We invite AUC faculty and students to come to this half day institute to share their questions and answers regarding this pressing issue.

In this forum, we tackle the issue of unprepared student via discussing three questions:

A. Why are students unprepared? *Students and their perceptions and perspectives on "preparedness"*
B. How can we better motivate students to prepare? What are some successful strategies for doing so that have worked in the past? *Faculty and experiences in the classroom*
C. If students come unprepared, how can we ensure a beneficial learning experience regardless? *Both Students and Faculty*

Workshop
Dealing with Unprepared Students
Facilitators: Hoda Mostafa (CLT), Caroline Mitry (CLT)

This workshop will focus on issues highlighted during March 25th forum, collaborating with faculty on designing methodologies and practices to deal with unprepared students in different disciplines.

For more information please e-mail clt@aucegypt.edu or call 3733

Note: Additional workshops may be announced during the semester.

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