Launching AUC's Faculty Learning Community:
Leading Innovation in Teaching and Learning at AUC

Faculty are the key change agents in university learning and an engaged teacher can be an important influence on student success. With its new initiatives in AUC's Centennial Year, CLT aims to continue being the AUC hub for faculty innovation in a community of peers and faculty developers. CLT is responding to global trends in faculty development, building our offerings to meet the diverse needs of our AUC faculty body.

We are pleased to launch AUC's new faculty development umbrella, *The Teaching Advancement Program (TAP)*. We hope the flexibility and diversity of the offerings will encourage new and experienced faculty to join in conversations and share experiences with colleagues.

TEACHING ADVANCEMENT PROGRAM

TAP into one or more of three pathways: your choice of half-day or day-long certificates, a 6-week blended learning certificate, or the new year-long Faculty Institute of Learning and Teaching immersion track.

PATHWAY 1:
Your choice of one or more certificates

CLT continues to offer half-day and day-long certificates on topics such as course design, assessment and community-based learning, and one-off fora (see details of offerings and schedules starting page 2). We have also re-designed our Teaching Enhancement Certificate (TEC) and we are introducing **Blackboard Build-your-Course Day (NEW**) (to be offered early in each semester).

PATHWAY 2: BLENDED LEARNING CERTIFICATE
This certificate aims to provide faculty with a deeper understanding of the considerations for designing and facilitating blended courses as well as give faculty the opportunity to experience a blended course.
The certificate workshop series is designed in a blended format, i.e. it includes face-to-face and online activities. The 6-week schedule includes five face-to-face sessions plus 1-2 hours/week of online activities - both of which are essential and integral to the learning experience. Face-to-face sessions will take place once a week (on Sunday from 1:00-3:00 pm) for 5 weeks, starting October 7th; the full program will be sent mid-September.

PATHWAY 3: THE FACULTY INSTITUTE OF LEARNING AND TEACHING IMMERSION TRACK
The aim of this NEW pathway is to cultivate reflective and innovative teaching in individuals participating in a year-long learning community for a cultural shift towards innovative pedagogy institution-wide.
Faculty will engage as a cohort in a year-long program of workshops, activities and events within a learning community. This program is primarily for faculty who are new to AUC or new to teaching and interested in learning about teaching in higher education. It is also open to full-time faculty who have been at AUC for some time and are interested in teaching innovation and enhancing student learning.

The goals of this track are to:

1. *Enhance* higher education teaching skills at AUC, with a focus on liberal arts pedagogy.
2. *Support* faculty in learning about new approaches to receiving formative feedback on their teaching from CLT, their students, and their peers.
3. *Enable* faculty to make use of CLT resources and seek support and collaboration.
4. *Help* create a culture of habitually reflective teachers who continually strive to develop as teachers and innovate in their teaching.
5. *Prepare* faculty on tenure track and practice lines for building a strong teaching portfolio
6. *Build* a supportive learning community that can benefit faculty early in their AUC career and beyond.

Time Requirement: 2 hour biweekly sessions, 6 times per semester (approximately 24 contact hours over 1 AY) plus full-day TEC in August or early September. Preparation time, follow-up or online interaction time is estimated to be 1-2 hours per week. This fall 2018, the faculty cohort will be meeting on Wednesdays.

Registration is required and priority will be given to new and early career AUC faculty. The detailed timetable will be announced with topic distribution in early September, 2018. For more information and updates, please visit CLT website.

Pathway 1: CLT Fall 2018 Faculty Development Institutes and Workshops[1]

Faculty completing a full day of workshops within a track will receive their certificate of participation within 2 working days. The following icons indicate the focus of each track.

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

Date	Institutes/Workshops[2]		Facilitator(s)[3]	Time[4]
Monday, August 27 or Monday, September 10 or Sunday, September 16 or Tuesday, October 2 or Sunday, November 18	**INSTITUTE (TEACHING ENHANCEMENT CERTIFICATE –RE-DESIGNED)**			
	The Enhanced Lecture		Aziza Ellozy	9:00-10:30
	Teaching Philosophies and Teaching Goals		Hoda Mostafa and Maha Bali	10:30-12:00
	Lunch			12:00-12:30
	Understanding by Design (UbD)		Fady Morcos and Azza Awwad and Caroline Mitry	12:30-2:15
	Reflection Session		Maha Bali and Reham Refaat	2:15-3:00

	COMMUNITY-BASED LEARNING TRACK INSTITUTE			
Thursday, September 27	Principles of Community-Based Learning		Mona Amer	9:00 -10:15
	Assessment of Community-Based Learning		Amani Elshimi	10:30-11:45
	Lunch			11:45-12:15
	Step-by-Step CBL Activity Design		Mona Amer, Amani Elshimi and Hossam El Din Attiah	12:15 -1:30
	CBL Faculty Development: Maximizing Benefits and Minimizing Challenges		Mona Amer and Hossam El Din Attiah	1:45 – 3:00

	COURSE DESIGN TRACK INSTITUTE			
Thursday, October 11	Designing Student-Centered Learning Outcomes		Fady Morcos, Azza Awwad and Caroline Mitry	9:00 -10:15
	Designing an Engaging Syllabus		Hoda Mostafa and Maha Bali	10:30-11:45
	Lunch			11:45-12:15
	Gamifying your Syllabus		Fady Morcos	12:15 -1:30
	Storyboarding your Course		Hoda Mostafa	1:45 – 3:00

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1 Faculty can attend individual workshops and not the full day institute, if interested. However, certificates are only issued for full day attendance. Registration links will be sent ahead of each institute/workshop
2 All institutes/workshops will take place in the Library Building - Room# 1021
3 Scheduled workshops will be run by 1-2 of the listed facilitators
4 We would appreciate it if you arrive shortly before 9:00 for refreshments

	WEB-ENHANCED TRACK INSTITUTE (RE-DESIGNED) 📶		
Thursday, October 25	Think Pedagogy, Act Technology - Tool Parade	Maha Shawki and Nadine Aboulmagd	9:00 -10:45
	Digital Assessment	Gihan Osman	11:00-12:15
	Lunch		12:15-1:00
	Mindful Integration of Digital Literacies	Maha Bali and Nadine Aboulmagd	1:00-2:15

CLT Half Day Institute

Tuesday, November 6	Designing for Active Student Engagement and Participation (NEW)	9:00-1:00

Workshop Details

TEACHING ENHANCEMENT CERTIFICATE (RE-DESIGNED):
Monday, August 27 and repeated Monday, September 10, Sunday, September 16, Tuesday, October 2 and
Sunday, November 18, 2018

This is a daylong institute that encourages faculty to think about their teaching philosophy and explore it with respect to liberal arts education. Faculty will learn approaches for enhancing their lecture with low-risk, high-impact active learning strategies in order to enhance student engagement. They will also learn about student-centered course design, employing the framework of backward design, with a focus on the alignment of basic course elements, and aligning their formative and summative assessments to their course learning outcomes. Towards the end of the day, participants will get the chance to reflect on their teaching within the context of the day's activities and discussions.

CLT TRACK INSTITUTES

I. Community-Based Learning (CBL) Track: Thursday, September 27, 2018

Principles of Community-Based Learning
Facilitator: Mona Amer (PSYC)

This workshop highlights the definitions, guiding principles and benefits of CBL pedagogies. It offers an overview of different teaching models involving CBL, and engages participants in discussion on preparation and management. Different examples of CBL classes in different disciplines are shared.

Assessment of Community-Based Learning
Facilitator: Amani Elshimi (RHET)

CBL assessment of student output may be facilitated by reflective frameworks that inform and integrate the process. This workshop introduces selected tools and models for both formative and summative CBL assessment, including the importance of reflection and reflection rubrics.

Step-by-Step CBL Activity Design
Facilitators: Mona Amer (PSYC), Amani Elshimi (RHET), and Hossam El Din Attiah (ACE/RHET)

This is a hands-on workshop that gives participants practical experience in designing a CBL activity. 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.

CBL Faculty Development: Maximizing Benefits and Minimizing Challenges
Facilitator: Mona Amer (PSYC) and Hossam El Din Attiah (ACE/RHET)

This is an open discussion regarding faculty professional development, ethical considerations, and general tips for success. Best practices will be identified for how faculty, students, and community partners can gain the most benefit from the CBL experience and how to prevent and address common challenges.

II. Course Design Track: Thursday, October 11, 2018

Designing Student-Centered Learning Outcomes
Facilitators: Fady Morcos (SSE/CLT), Azza Awwad (CLT) and Caroline Mitry (CLT)

Clear articulation of learning outcomes (LOs) and instructional objectives is key to successful teaching. LOs (what instructors expect their students to know, understand, do and/or value after completion of the learning process) serve as guiding principles for designing appropriate assessment strategies, selecting instructional content, and planning course activities. In this hands-on workshop, participants will be introduced to a student-centered approach to structuring effective learning outcomes; and how to use these to guide the rest of the course design process.

Designing an Engaging Syllabus
Facilitators: Hoda Mostafa (CLT) and Maha Bali (CLT)

Do faculty spend a lot of time working on their syllabi? How well do their students read it? In this workshop, we will encourage participants to explore ways of giving their syllabus a makeover in terms of content, aesthetics, medium and tone, with the purpose of presenting their course(s) in a way that promotes learning and engagement. Participants will leave this workshop with ideas on how to re-design their syllabus and get their students talking and thinking, while building excitement around embarking on the course journey.

Gamifying Your Syllabus
Facilitator: Fady Morcos (CLT/SSE)

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 teaching and education. Today's classrooms face major challenges around student motivation and engagement. Game-thinking techniques can greatly enhance the student experience and boost engagement. Adding a "game layer" to a syllabus, course policies, workload, grading system, and learning material can generate products that are very engaging and influential to both the player (student) and the developer of the gamified experience. In this hands-on workshop, participants will apply various gamification techniques that could promote active learning, and enhance student interest and engagement.

Storyboarding Your Course
Facilitator: Hoda Mostafa (CLT)

This workshop will introduce storyboarding as a technique 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 platforms that can be used for story-boarding. A follow-up hands-on workshop can be arranged with a minimum of 5 participants with CLT faculty consultants supporting instructors on experimenting with storyboarding in their course re-design.

III. Web-Enhanced Learning Track (RE-DESIGNED): Thursday October 25ᵗ, 2018

Think Pedagogy, Act Technology – Tool Parade
Facilitators: Maha Shawki (CLT) and Nadine Aboulmagd (CLT)

Successful teaching with technology aligns with overarching course goals, engages learners and enhances their learning experience. This workshop will shed a pedagogical light on various educational technology tools and how participants can use them for purposes such as student engagement, interaction and content creation. The workshop will also include a hands-on component on the showcased tools based on participants' needs.

Digital Assessment
Facilitators: Gihan Osman (GSE/CLT)

Have you ever dreamed that your students could get excited about assessments? Digital tools might enhance the possibilities of making this happen. Research and practice using digital tools for formative and authentic assessment suggests that technology can add immediacy, efficiency, effectiveness and engagement to the assessment process. The workshop will show how that can happen, discuss challenges, provide strategies for ensuring the success of your endeavor, and provide examples from AUC and beyond.

Mindful Integration of Digital Literacies
Facilitators: Maha Bali (CLT) and Nadine Aboulmagd (CLT)

Digital literacy has become essential to developing 21st 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 offers opportunities for collaborative learning and global communication. In this interactive workshop participants will explore the main differences between digital skills and digital literacies, and discuss how to enhance students' digital literacies when integrating educational technology.

IV. CLT Half Day Institute: Tuesday, November 6, 2018

Designing for Active Student Engagement and Participation (NEW)
Facilitators: Hoda Mostafa(CLT), Maha Bali (CLT), Azza Awwad (CLT), and Caroline Mitry (CLT)

This workshop builds on the CLT forum and workshop offered last Spring 2018 on dealing with unprepared students where faculty discussions highlighted student engagement and the effective design of in-class activities as key factors to encouraging preparation and enhancing the in-class experience. During this half-day institute, participants will explore the planning and assessment aspects of designing for effective and engaging in-class participation activities as well as approaches to enhancing the student engagement experience within their course context. All interested faculty are invited to attend.

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

Other workshops and events may be announced during the semester.