

Faculty Development Institutes  
CLT Fall 2016







Venue: Library Building – Room # 1021







Faculty completing a full-day of workshops within a track will receive their certificate of participation within 2 working days.




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

Date	INSTITUTE/WORKSHOP	Facilitator(s)*	Time**
<b>Institute 1 (Teaching Enhancement Certificate 1)</b>			
Tuesday September 6 <sup>th</sup> AND Sunday November 20 <sup>th</sup>	The Enhanced Lecture	Aziza Ellozy	9:30-11:00
	Technology to Support Good Practice in Undergraduate Education	Hoda Mostafa and Maha Bali	11:00-12:00
	Lunch		12:00 – 12:45
	Classroom Assessment Techniques to Improve Student Learning	Aziza Ellozy, Hoda Mostafa and Caroline Mitry	12:45 – 2:15
	Designing Student-Centered Learning Outcomes (re-designed)	Azza Awwad and Fady Morcos	2:15 - 3:30
<b>Active Learning Track Institute</b>			
Thursday October 20 <sup>th</sup> AND Sunday November 13 <sup>th</sup>	Beginnings and Endings: Every Minute Counts (New)	Hoda Mostafa and Maha Bali	9:30 -10:45
	Structured Academic Controversy: Debating for Consensus	Aziza Ellozy, Azza Awwad and Caroline Mitry	11:00-12:15
	Lunch		12:15 – 12:45
	Concept Mapping Across the Disciplines	Aziza Ellozy and Hoda Mostafa	12:45 -2:00
	Gamifying Your Syllabus	Fady Morcos and Sherif Osman	2:15 – 3:30
<b>Course Design Track Institute</b>			
Monday September 26 <sup>th</sup> AND Tuesday November 15 <sup>th</sup>	Designing an Engaging Syllabus (New)	Hoda Mostafa and Maha Bali	9:30 -10:45
	Understanding by Design: Designing with the End in Mind (re-designed)	Azza Awwad , Caroline Mitry and Sherif Osman	11:00-12:15
	Lunch		12:15 – 12:45
	Cooperative Learning in a Nutshell	Sherif Osman	12:45 -2:15
	Storyboarding Your Course	Hoda Mostafa and Sherif Osman	2:15 – 3:30

Assessment for Learning Track Institute			
Wednesday October 12 <sup>th</sup> AND Thursday November 17 <sup>th</sup>	Classroom Assessment Techniques to Improve Student Learning 	Aziza Ellozy, Hoda Mostafa and Caroline Mitry	9:30 -10:45
	Are My Assessments Really Promoting Learning? (New) 	Maha Bali and Azza Awwad	11:00-12:15
	Lunch		12:15 – 12:45
	Engaging Learners with Digital Narratives and Multi-modal Projects  	Aziza Ellozy and Hoda Mostafa	12:45 -2:00
	E-portfolios: Documenting Achievements and Reflecting on Learning (New)  	Carol Clark Mariah Fairley Heba Fathelbab	2:15 – 3:30

Web Enhanced Learning Track Institute			
Tuesday October 4 <sup>th</sup> AND Thursday November 10 <sup>th</sup>	Introduction to Blended Learning 	Gihan Osman	9:30 -10:45
	Interaction and Collaboration Online (New)  	Gihan Osman and Maha Bali	11:00-12:15
	Lunch		12:15 – 12:45
	Google Apps for Learning and Classroom Engagement (New) 	Ahmad Zorkani, Maha Shawki, Fady Morcos and Nadine Aboulmagd	12:45 -2:00
	Teaching and Learning with Classroom Response Systems (New)  	Fady Morcos, Ahmad Zorkani and Nadine Aboulmagd	2:15 – 3:30

Community Based Learning Track Institute			
Thursday October 13 <sup>th</sup>	The Pedagogy of CBL: Principles and Assessment 	Amani Elshimi	10:00-11:20
	Step-by-Step CBL Activity Design 	Mona Amer and Amani Elshimi	11:40 - 1:00
	Lunch		1:00 - 2:00
	CBL Faculty Development: Maximizing Benefits and Minimizing Challenges 	Mona Amer	2:00 - 3:20

\*Scheduled workshops will be run by 1-2 of the listed facilitators

\*\* We would like to suggest that you arrive between 9:00 and 9:15 AM for registration and an informal get together

## Workshop Details

CLT INSTITUTE-Teaching Enhancement Certificate 1: Tuesday September 6<sup>th</sup> and repeated Sunday November 20<sup>th</sup>

### The Enhanced Lecture

Facilitator: Aziza Ellozy (CLT)

9:30 – 11:00 am

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 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.

### **Technology to Support Good Practice in Undergraduate Education:**

Facilitators: Hoda Mostafa (CLT) and Maha Bali (CLT)

11:00 am -12:00 pm

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.

### **Classroom Assessment Techniques to Improve Student Learning**

Facilitators: Aziza Ellozy (CLT), Hoda Mostafa (CLT) and Caroline Mitry (CLT)

12:45 pm – 2:15 pm

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.

### **Designing Student-Centered Learning Outcomes**

Facilitators: Azza Awwad (CLT) and Fady Morcos (CLT/SSE)

2:15 pm -3:30 pm

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.

## **CLT TRACK INSTITUTES**

### **I. Active Learning Track: Thursday October 20<sup>th</sup> and repeated Sunday November 13<sup>th</sup>**

#### **Beginnings and Endings: Every Minute Counts**

Facilitators: Hoda Mostafa (CLT) and Maha Bali (CLT)

9:30 am - 10:45 am

How we start our class can set the tone for the rest of the session, and how we end our class can affect how students retain learning, interact with peers and engage with the instructor.

This workshop focuses on creating an environment that promotes effective learning and wraps up key learning moments. Participants will learn about how to start and end class with teacher-tested icebreakers, focusing activities, team-building strategies and formative assessments that enhance learning experiences. Participants will construct a sample lesson utilizing some of the techniques in the workshop.

#### **Structured Academic Controversy: Debating for Consensus**

Facilitators: Aziza Ellozy (CLT), Azza Awwad (CLT) and Caroline Mitry (CLT)

11:00 am – 12:15 pm

Students typically arrive to AUC believing that issues have a right/wrong answer and have difficulty dealing with shades of gray. They feel uncomfortable when confronted with ideas or perspectives that challenge their cherished beliefs. Ensuing conflicts/disagreements in classroom discussions can be important catalysts in preparing our students to become critical citizens.

Structured Academic Controversy (SAC) is a cooperative learning strategy that is designed to engage students in controversy and then guides them via structured discussion to seek consensus and synthesize novel solutions. This workshop will introduce participants to this pedagogical approach and to its different stages. Participants will engage in a SAC simulation and explore the various ways this strategy can be adopted in different classroom settings.

### **Concept Mapping Across the Disciplines**

Facilitators: Aziza Ellozy (CLT) and Hoda Mostafa (CLT)

12:45 pm – 2:00 pm

Visually representing knowledge can be one of the most effective ways of constructing knowledge and developing critical reading and thinking skills. This workshop introduces participants to concept mapping and mind mapping, two powerful visual learning tools that can be used in any discipline for learning and/or assessment. Participants will learn the basic principles of concept mapping and mind mapping as well as the kind of activities these techniques could be used for. Examples from language learning, writing, sciences and engineering will be shared and participants will explore how to best introduce concept mapping as a learning and teaching tool into their respective courses.

### **Gamifying Your Syllabus**

Facilitators: Fady Morcos (CLT/SSE) and Sherif Osman (CLT)

2:15 pm – 3:30 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 teaching and education. Today's classrooms face major challenges around student motivation and engagement. Game-thinking techniques can greatly enhance 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.

## **II. Course Design Track: Monday September 26<sup>th</sup> and repeated Tuesday November 15<sup>th</sup>**

### **Designing an Engaging Syllabus**

Facilitators: Hoda Mostafa (CLT) and Maha Bali (CLT)

9:30 am - 10:45 am

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.

### **Understanding by Design: Designing with the End in Mind**

Facilitators: Azza Awwad (CLT), Caroline Mitry (CLT) and Sherif Osman (CLT)

11:00 am – 12:15 pm

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.

### **Cooperative Learning in a Nutshell**

Facilitator: Sherif Osman (CLT)

12:45 pm – 2:15 pm

Group work sometimes 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 designing the activities, and to assessing group activities. This workshop will aim to clarify the move from group activities to cooperative learning, explaining the basic principles, which, when implemented well, can overcome many of the problems of group-based work, and provide 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, also showcasing some successful case studies at AUC.

### **Storyboarding Your Course**

Facilitators: Hoda Mostafa (CLT) and Sherif Osman (CLT)

2:15 pm -3:30 pm

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. Assessment for Learning Track: Wednesday October 12<sup>th</sup> and repeated Thursday November 17<sup>th</sup>**

*Note: Faculty who have attended the TEC1 this semester do not need to attend the first workshop (a repeat of the CATs workshop in that institute)*

#### **Classroom Assessment Techniques to Improve Student Learning**

Facilitators: Aziza Ellozy (CLT), Hoda Mostafa (CLT) and Caroline Mitry (CLT)

9:30 am - 10:45 am

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.

#### **Are My Assessments Really Promoting Learning?**

Facilitators: Maha Bali (CLT) and Azza Awwad (CLT)

11:00 am – 12:15 pm

“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.

#### **Engaging Learners with Digital Narratives and Multi-modal Projects**

Facilitators: Aziza Ellozy (CLT) and Hoda Mostafa (CLT)

12:45 pm – 2:00 pm

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.

#### **E-portfolios: Documenting Achievements and Reflecting on Learning**

Facilitators: Carol Clark (ALA) and Mariah Fairley (ALA) and Heba Fathelbab (ALA)

2:15 pm – 3:30 pm

One of the ways educators and students in the 21st century can both document learning and reflect on its value is through the use of eportfolios. This workshop will show how the presenters used eportfolios in core curriculum courses in Rhetoric and Composition 2015-16 and how students responded to the experience in a survey administered at the end of the fall and spring semesters. One or more portfolios will be shown, followed by a question-answer session with students. After the elements and benefits of e-portfolios are explained, rubrics for assessing the portfolios and lessons learned will be discussed. Finally, the eportfolio Google site template and other resources will be made available for participants.

### **IV. Web Enhanced Learning Track: Tuesday, October 4<sup>th</sup> and repeated Thursday, November 10<sup>th</sup>**

#### **Introduction to Blended Learning**

Facilitators: Gihan Osman (GSE/CLT)

9:30 am - 10:45 am

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.

### **Interaction and Collaboration Online**

Facilitators: Gihan Osman (GSE/CLT) and Maha Bali (CLT)

11:00 am – 12:15 pm

Educators often find it difficult to imagine how online components of their courses can be designed to promote interaction, community-building, and collaboration. This workshop will help participants think through the challenges and opportunities of designing blended or web-enhanced learning for interaction and community-building, exploring the affordances and limitations of various tools for different purposes and teaching philosophies.

### **Google Apps for Learning and Classroom Engagement**

Facilitators: Fady Morcos (CLT/SSE) and Nadine Aboulmagd (CLT) / Ahmad Zorkani (CLT) and Maha Shawky (CLT)

12:45 pm – 2:00 pm

Google for Education is a suite of digital tools designed to enhance student learning, engagement and productivity through cloud-based technology. This hands-on workshop will help participants build dynamic, 21st century learning environments for students to engage with content, peers and instructor. Whether participants are looking to enhance their course online presence, build a platform for online collaboration, facilitate out-of-class communication, monitor and facilitate content building, or solicit feedback, google apps can support their goals. In this workshop, we will explore this suite of digital tools and how they can be effectively utilized to promote in and out of class engagement.

### **Teaching and Learning with Classroom Response Systems**

Facilitators: Fady Morcos (CLT/SSE), Ahmad Zorkani (CLT) and Nadine Aboulmagd (CLT)

2:15 pm – 3:30 pm

Classroom response systems (CRS) are polling systems that gather and analyze immediate student feedback in response to instructor-posed questions. CRS have been shown to boost student engagement, encourage audience-paced instruction, and promote peer instruction. This interactive workshop will demonstrate how CRS can enhance teaching and learning by facilitating the process of drawing out students' prior knowledge, maintaining student attention, assessing student comprehension, and creating opportunities for meaningful engagement that promote higher-order thinking skills. Participants will learn how to use the system-generated data analytics to adjust their teaching and maximize student learning.

## **V. Community Based Learning Track: Thursday October 13<sup>th</sup>**

### **The Pedagogy of CBL: Principles and Assessment**

Facilitator: Amani Elshimi

10:00 am - 11:20 am

This workshop highlights the definitions, guiding principles and benefits of CBL pedagogies, followed by assessment strategies. 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 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.

### **Step-by-Step CBL Activity Design**

Facilitators: Mona Amer and Amani Elshimi

11:40 am - 1:00 pm

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. Using step-by-step PARE (Preparation, Action, Reflection and Evaluation) guides, the workshop covers essentials of designing a CBL course. 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.

### **CBL Faculty Development: Maximizing Benefits and Minimizing Challenges**

Facilitator: Mona Amer

2:00 pm - 3:20 pm

This is an open discussion with faculty about potential benefits and professional development opportunities for the CBL instructor. The conversation will focus on identifying best practices and tips for gaining the most benefit from the CBL experience, considering ethics, and preventing or addressing practical challenges.

## **CLT Full Day Events, Fall 2016**

### **CLT Symposium: Innovative Teaching at AUC**

Sunday, November 6<sup>th</sup>, 2016

**Keynote speaker:** David Helfand, Professor, Department of Astronomy, Columbia University

David J. Helfand, a faculty member at Columbia University for thirty-nine years, served half of that time as Chair of the Department of Astronomy. He is the author of nearly 200 scientific publications and has mentored 22 PhD students, but most of his pedagogical efforts have been aimed at teaching science to non-science majors. He instituted the first change in Columbia's Core Curriculum in 60 years by introducing science to all first-year students. In 2005, he became involved in the effort to create Canada's first independent, non-profit, secular university, Quest University Canada. He was a Visiting Tutor in the University's inaugural semester in the Fall of 2007 and served as President & Vice-Chancellor from 2008 to 2015. He also recently concluded a four-year term as President of the American Astronomical Society. His recently released book, "A Survival Guide to the Misinformation Age" provides the essential tools informed citizens must acquire to combat the tsunami of mis- and dis-information that threatens rational approaches to personal decision-making and the formation of good public policy.