

CLT Fall 2017 Faculty Development Institutes and Workshops¹

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

The following icons indicate which workshops count towards which tracks:

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

Date	Institutes/Workshop ²	Facilitator(s) ³	Time ⁴
TEACHING ENHANCEMENT (CERTIFICATE 1)			
Sunday, August 27 or Sunday, September 10 or Tuesday, September 26 or Monday, October 23 or Wednesday, November 15	The Enhanced Lecture	Aziza Ellozy	9:00-10:45
	Classroom Assessment Techniques to Improve Student Learning	Hoda Mostafa and Caroline Mitry	11:00-12:15
	Lunch		12:15-12:45
	Technology to Support Good Practice in Undergraduate Education	Hoda Mostafa and Maha Bali	12:45-2:00
	Understanding by Design (UbD)	Fady Morcos, Azza Awwad, Caroline Mitry, and Sherif Osman	2:00-3:15

ACTIVE LEARNING TRACK INSTITUTE II (New)			
Sunday, September 24, 2017	The Art of Discussion Leading II (New)	Aziza Ellozy	9:00 -10:30
	Active Learning Tool Parade (New)	Hoda Mostafa and Caroline Mitry	10:45-12:15
	Lunch		12:30-1:00
	Active Learning: What, When and Why (New)	Hoda Mostafa and Sherif Osman	1:00-2:30

COMMUNITY-BASED LEARNING TRACK INSTITUTE			
Sunday, October 8, 2017	The Principles of Community-Based Learning	Mona Amer and Nagwa Kassabgy	9:00-10:15
	Assessment of a Community-Based Learning Activity	Mona Amer and Nagwa Kassabgy	10:30-11:45
	Lunch		12:00-12:30
	Step-by-Step CBL Activity Design	Mona Amer and Nagwa Kassabgy	12:30-1:45
	CBL Faculty Development: Maximizing Benefits and Minimizing Challenges	Mona Amer and Nagwa Kassabgy	2:00-3:15

1 Registration links will be sent 2-3 days 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 between 9:00 and 9:15 AM for registration and an informal get together

WEB-ENHANCED TRACK INSTITUTE				
Tuesday, October 10, 2017	Promoting Deep Analysis of Texts with Annotation	 	Maha Bali and Nadine Aboulmagd	9:00-10:15
	Social Media in the Classroom		Maha Bali and Sherif Osman	10:30-11:45
	Lunch			12:00–12:30
	Podcasting in the Classroom		Hoda Mostafa, Kim Fox and Nadine Abouldmagd	12:30-1:45
	Blogs and Wikis	 	Gihan Osman	2:00-3:15

COURSE DESIGN TRACK INSTITUTE				
Thursday, October 19, 2017	Designing Student-Centered Learning Outcomes		Aziza Ellozy Azza Awwad, and Caroline Mitry	9:00-10:15
	Designing an Engaging Syllabus		Hoda Mostafa and Maha Bali	10:30-11:45
	Lunch			12:00–12:30
	Gamifying Your Syllabus	 	Fady Morcos and Sherif Osman	12:30-1:45
	Storyboarding Your Course		Hoda Mostafa and Sherif Osman	2:00-3:15

ASSESSMENT FOR LEARNING TRACK INSTITUTE				
Monday, November 13, 2017	Student-Generated Exams		Fady Michel and Sherif Osman	9:00-10:15
	Engaging Learners with Digital Narratives and Multi-modal Projects	 	Aziza Ellozy and Hoda Mostafa	10:30-11:45
	Lunch			12:00–12:30
	Are My Assessments Really Promoting Learning?		Maha Bali and Azza Awwad	12:30-1:45
	E-portfolios: Documenting Achievements and Reflecting on Learning	 	Heba Fathelbab and Mariah Fairley	2:00-3:15

Stand-alone Workshops

Thursday, October 12, 2017	Introduction to Blended Learning: It's Not Just About Going Online!	 	Gihan Osman	1:00 – 2:15
Sunday, October 15, 2017	Google Apps for Learning and Classroom Engagement		Fady Morcos and Maha Shawki	1:00 – 2:15
Sunday, October 29- 2017	Tips for Inclusive Teaching (New)		Maha Bali	1:00 – 2:15

Workshop Details

CLT INSTITUTE-TEACHING ENHANCEMENT CERTIFICATE 1:

Sunday August 27th and repeated on Sunday September 10th, Tuesday September 26th, Monday October 23th, and Wednesday November 15, 2017

The Enhanced Lecture

Facilitator: Aziza Ellozy (CLT)

9:00 – 10:45 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.

Classroom Assessment Techniques to Improve Student Learning

Facilitators: Hoda Mostafa (CLT) and Caroline Mitry (CLT)

11:00 am – 12:15 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.

Technology to Support Good Practice in Undergraduate Education

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

12:45 pm -2:00 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.

Understanding by Design: Designing with the End in Mind

Facilitators: Fady Morcos (SSE/CLT), Azza Awwad (CLT), Caroline Mitry (CLT) and Sherif Osman (CLT)

02:00 pm – 03:15 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.

CLT TRACK INSTITUTES

I. Active Learning Track II (New): Sunday, September 24, 2017

The Art of Discussion Leading II (New)

Facilitator: Aziza Ellozy (CLT)

9:00 am - 10:30 am

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 (New)

Facilitators: Hoda Mostafa (CLT) and Caroline Mitry (CLT)

10:45 am – 12:15 pm

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 (New)

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

1:00 pm – 2:30 pm

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.

II. Community-Based Learning Track: Wednesday October 8, 2017

The Principles of Community-Based Learning

Facilitators: Mona Amer (SAPE) and Nagwa Kassabgy (ELI)

9:00 am - 10:15 am

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 will be shared.

Assessment of Community-Based Learning Activity

Facilitator: Mona Amer (SAPE), and Nagwa Kassabgy (ELI)

10:30 am – 11:45 am

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. Ways in which to turn assessment into Classroom Action Research are discussed.

Step-by-Step CBL Activity Design

Facilitators: Mona Amer (SAPE) and Nagwa Kassabgy (ELI)

12:30 pm - 1:45 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.

CBL Faculty Development: Maximizing Benefits and Minimizing Challenges

Facilitator: Mona Amer (SAPE) and Nagwa Kassabgy (ELI)

2:00 pm - 3:15 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.

III. Web-Enhanced Learning Track: Tuesday, October 10, 2017

Promoting Deep Analysis of Texts with Annotation

Facilitators: Maha Bali (CLT) and Nadine Aboulmagd (CLT)

9:00 am - 10:15 am

Annotation has been used by readers and learners for centuries and can enhance not only the way we read texts, but also how we interact with and analyze different types of multimedia in various disciplines. In this interactive hands-on workshop, we will explore the importance and potential of annotation as a pedagogical tool. We will also introduce and discuss digital annotation as a collaborative and engaging practice that could drive students towards acquiring the skills of 21st century critical thinkers and learners. Because annotation can be done both online and offline, we will discuss the affordances of each environment and mention several digital tools for annotation, while also engaging in a digital hands-on activity.

Social Media in the Classroom

Facilitators: Maha Bali (CLT) and Sherif Osman (CLT)

10:30 am – 11:45 am

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

Podcasting in the Classroom

Facilitators: Hoda Mostafa (CLT), Kim Fox (JRMC), Nadine Aboulmagd (CLT)

12:30 pm – 01:45 pm

Podcasts are digital or audio files that can be streamed or downloaded from a website or podcast provider to a portable device. The use of podcasts in education has increased dramatically in recent years with the rise in popular demand and consumption of podcasts for entertainment and educational purposes. Storytelling has been one of the main vehicles of relaying information to the masses, keeping oral histories and transferring crucial messages. Podcasts can be engaging and content driven, often with a theme or story to be told. Participants in this workshop will explore a variety of theme-based podcasts that can easily be integrated into a variety of courses and disciplines. Participants will learn about the facilitators' experiences in creating podcasts with their students and using podcasts as anchors and learning prompts for class activities and assignments.

Blog and Wikis

Facilitators: Gihan Osman (GSE/CLT)

2:00 pm – 3:15 pm

In an attempt to engage Net Generation students, educators are increasingly integrating online components into their courses. Among the tools used are Web 2.0 technologies such as Wikipedia, blogs, RSS feeds, and virtual environments. Unlike previous web-based tools, Web 2.0 not only has unique capabilities that impact how we use and share information, but more importantly, how we create knowledge. As such, Web 2.0 technologies hold the potential of transforming the college classroom as well as expanding students' learning capacity and repertoire of skills to match the requirements of the 21st century. This workshop will help you answer the following questions:

- (1) What is Web 2.0 technology?
- (2) What are its distinctive features?
- (3) How does it align with how people learn?
- (4) Why should I consider using Web 2.0 technologies in my classroom?
- (5) How can I use it as a transformative tool rather than a catchy prop?

Attendees are expected to leave the workshop with concrete ideas of how to incorporate Web 2.0 technologies in their teaching. This workshop will focus on wikis and blogs as examples of Web 2.0 technologies.

IV. Course Design Track: Thursday, October 19, 2017

Designing Student-Centered Learning Outcomes

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

9:00 am - 10:15 am

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 outcomes to guide the rest of the course design process.

Designing an Engaging Syllabus

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

10:30 – 11:45 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.

Gamifying Your Syllabus

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

12:30 pm – 1:45 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.

Storyboarding Your Course

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

2:00 pm -3:15 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.

V. Assessment for Learning Track: Monday, November 13, 2017

Student-Generated Exams

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

9:00 am - 10:15 am

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.

Engaging Learners with Digital Narratives and Multi-modal Projects

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

10:30 am – 11:45 am

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.

Are my Assessments Really Promoting Learning?

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

12:30 pm – 1:45 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.

E-portfolios: Documenting Achievements and Reflecting on Learning

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

2:00 pm – 3:15 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 e-portfolios. This workshop will show how the presenters used e-portfolios 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 e-portfolio Google site template and other resources will be made available for participants.

VI. Stand-alone workshops

Introduction to Blended Learning

Facilitator: Gihan Osman (GSE/CLT)

Thursday, October 12, 2017

1:00 pm – 2:15 pm

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.

Google Apps for Learning and Classroom Engagement

Facilitators: Fady Morcos (CLT/SSE) and Maha Shawky (CLT)

Sunday, October 15, 2017

1:00 pm – 2:10 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

Tips for Inclusive Teaching (New)

Facilitator: Maha Bali (CLT)

Sunday, October 29, 2017

1:00 pm – 2:15 pm

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.

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

Note: Additional workshops may be announced during the semester.