

# NEW CHALK TALK

## Welcome Message and Fall 2019 CLT Workshop Schedule

The mission of the Center for Learning and Teaching (CLT) has always been to foster a stimulating learning environment by promoting excellence in teaching at AUC, by facilitating the effective application of technology to the teaching and learning process, providing support and resources and by engaging in outreach activities. We do this by offering a supportive environment for faculty who wish to learn, consult, innovate, collect feedback from students, or integrate technology in new ways. We also support the institution's strategic goals of quality of education and innovation.

This year CLT celebrates 17 years of sustained growth within, and commitment to, our AUC community as we embark on our Centennial year.

CLT has grown to offer more focused, faculty-centric services with the establishment of two units, namely in the areas of educational development and assessment and a newly reimagined digital education unit, working with an expanded team and empowered project leads to strategically serve our mission. With our new Associate Director for Digital Education and Assistant Director for Educational Development and Assessment, we will continue expanding our teams' impact within evolving and existing programs and services.

### **Educational Development and Assessment**

In 2018-2019, CLT offered over 100 varied workshops within daylong and half-day institutes with over 1000 attendees, including new faculty development tracks in collaboration with the ALA such as the "Writing for Transfer" track and the "Teaching in the Liberal Arts" track. We held a two-day spring symposium, which garnered the highest attendance of any CLT event to date, and are planning a reimagined Annual CLT Symposium Event in the Spring of 2020.

CLT strives to support all faculty to create and deliver engaging courses both face to face and using digital strategies and approaches. Faculty from across the university joined our pilot year-long immersive learning communities with the piloting of the Faculty Institute of Learning and Teaching and the Design Thinking for Educators programs. CLT is continuing these professional development activities for new and experienced faculty this year.

CLT worked closely with the Office of the Associate Provost for Transformative Learning and Teaching on high impact quality of education action plan projects such as extensive focus groups exploring senior students' insights and perspectives around the learning experience at AUC in 13 departments. The team at CLT conducted focus groups for multiple task forces contributing to a deeper understanding of key challenges, and identifying AUC's strengths and opportunities for growth.

With experiential learning at the heart of our plans for 2019-2020 we aim to explore faculty partnerships to foster real life connections and experiences both within and beyond the classroom. We continue to provide support to the Provost's initiative on quality of education at AUC and other key pillars of innovation and creativity.

### **Digital Education**

Last year, our digital education team supported extended education programs to develop more than 20 blended and online courses and modules. Of note is the first fully online Arabic Digital Media Diploma successfully launched through our partnership with the Adham Center at the School of Global Affairs and Public Policy. CLT also worked with the Arabic Language Institute and the Academy of Liberal Arts to offer a sequence of blended learning courses for undergraduate students launching fall 2019.

We continued to offer our 6-week blended learning certificate to help prepare faculty for designing blended and online courses. We are planning for our Digital Education AUC Community Event in October, and to explore digital literacies through a pilot initiative over the coming academic year.

Finally, I would like to acknowledge how inspired and proud we are of our exceptional team of professionals at CLT who have shown unwavering support for the mission of AUC and contributed to our success at CLT as we evolve as a regional leader in supporting excellence in teaching and learning. We hope that, yet again, this year will be an opportunity to support our community of committed educators and engaged students. With our faculty and students leading the way as change agents, we will continue to move forward together through the evolving landscape of learning and teaching at AUC.

On behalf of our CLT team I would like to welcome you to a new and exciting academic year,

**Hoda Mostafa**

**Director, Center for Learning and Teaching**

## CLT Fall 2019 Events

### Digital Education Campus Conversation

Date: Wednesday, October 9,

Time: 1:00 PM - 3:00 PM

Venue: Moataz Al Alfi

This event focuses on AUC's potential to innovate via empowering learners through digital education. Participants will learn about and celebrate AUC's achievements thus far in teaching excellence in digital education and work collaboratively to explore further opportunities for AUC to enrich and expand its quality digital offerings.

### CLT Fall 2019 Faculty Development Institutes and Workshops<sup>1</sup>

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

CLT Fall 2019 Institutes and Workshops			
Date	Institutes/Workshops <sup>2</sup>	Facilitator(s) <sup>3</sup>	Time <sup>4</sup>
<b>INSTITUTE (TEACHING ENHANCEMENT CERTIFICATE)</b>			
<b>Monday September 9<sup>th</sup> Or Wednesday October 2<sup>nd</sup> Or Tuesday November 5<sup>th</sup></b>	<b>The Enhanced Lecture</b>	Aziza Ellozy	9:00-10:30
	<b>Teaching Philosophies and Teaching Goals</b>	Hoda Mostafa and Maha Bali	10:30-12:00
	<b>Lunch</b>		12:00-12:30
	<b>Understanding by Design (UbD)</b>	Azza Awwad, Caroline Mitry and Fady Morcos	12:30-2:15
	<b>Reflection Session</b>	Hoda Mostafa, Maha Bali and Reham Refaat	2:15-3:00
<b>STAND-ALONE WORKSHOPS</b>			
<b>Thursday September 5<sup>th</sup></b>	<b>Blackboard Build-Your-Course Day</b>	Nadine Aboulmagd , Naglaa Seddik and Nourhan Ahmed	10:00-3:00
<b>Monday November 4<sup>th</sup></b>	<b>Video Production for Digitally Enhanced and Online Le (part 1)</b>	Patrizia Magni and Ahmad Zorkani	12:45-2:00
<b>Monday November 11<sup>th</sup></b>	<b>Video Production for Digitally Enhanced and Online Le (part 2)</b>	Patrizia Magni and Ahmad Zorkani	12:45-2:00

<sup>1</sup> 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

<sup>2</sup> All institutes/workshops will take place in the Library Building - Room# 1021

<sup>3</sup> Scheduled workshops will be run by 1-2 of the listed facilitators

<sup>4</sup> We would appreciate it if you arrive shortly before 9:00 for refreshments

### CLT Half-Day Institutes

Sunday, October 20 <sup>th</sup>	Design Thinking for Educators - Academic Integration of Design Thinking	Hoda Mostafa and Fady Morcos	1:00-3:30
Thursday, October 31 <sup>st</sup>	Pedagogies of Student Engagement and Participation	Hoda Mostafa, Maha Bali, Azza Awwad, and Caroline Mitry	11:30-3:30

### CLT Track Institutes

	<b>Web-Enhanced Learning Track</b>		
Sunday September 15 <sup>th</sup>	Tool Parade: Think Pedagogy, Act Technology	Maha Shawki and Nadine Aboulmagd	9:00-11:00
	Digital Assessment	Gihan Osman	11:00-12:30
	Lunch		12:15-12:45
	Digital Assessment - Reflection	Gihan Osman	12:45-1:15
	Mindful Integration of Digital Literacies	Maha Bali and Nadine Aboulmagd	1:15-2:30

Tuesday, October 29 <sup>th</sup>	<b>Inclusive Education Track</b>	Alexandra Gazis, Abeer Abdel Raouf and Nada Al Mossallam	11:30 - 3:30
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Tuesday, October 8 <sup>th</sup>	<b>Teaching for the Liberal Arts (Part 2)</b>	Ghada ElShimi and Matthew Hendershot	9:00-2:00
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	<b>Course Design Track</b>		
Thursday, October 24 <sup>th</sup>	Designing an Engaging Syllabus	Hoda Mostafa and Maha Bali	9:00-10:15
	Designing Student-Centered Learning Outcomes	Azza Awwad and Caroline Mitry	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

	<b>Teaching and Writing for Transfer: Immersion Track</b>		
Tuesday, September 10 <sup>th</sup>	Collaborative Auto-ethnographic Reflections: A Teaching for Transfer Primer	Doris Jones	11:30-2:00
Tuesday, September 24 <sup>th</sup>	Transfer and Across-Disciplinary Descriptors	TBA	11:30-2:00
Tuesday, October 22 <sup>nd</sup>	Building the Writing View from Everywhere: Co-Constructing Writing Knowledge	TBA	11:30-2:00
Tuesday, November 12 <sup>th</sup>	Implementing a Pilot Program	TBA	11:30-2:00

## CLT CAMPUS CONVERSATION

Sunday, September 22 <sup>nd</sup>	Encouraging Original and Authentic Student Work: Beyond Plagiarism	Amani ElShimi (RHET) and CLT	1:00-3:00
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### Workshop Details

#### I. TEACHING ENHANCEMENT CERTIFICATE

**Monday, September 9, and repeated Wednesday, October 2, and Tuesday, November 5, 2019**

Facilitators: Aziza Ellozy (AP-TLT), Hoda Mostafa (CLT), Maha Bali (CLT), Azza Awwad (CLT), Caroline Mitry (CLT), Fady Morcos (CLT/SSE), Reham Refaat (CLT)

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.

#### STAND-ALONE WORKSHOPS

**Blackboard Build-Your-Course Day, September 5, 2019**

Facilitators: Nadine Aboulmagd (CLT), Naglaa Seddik (CLT), Nourhan Ahmed (UACT)

Join us for an overview of fundamental Blackboard features that can make the learning experience more engaging for your students, and get a head start on the semester by building your course on Blackboard. Bring in a sample of your content, quizzes and grading scheme and set up your Blackboard courses with Instructional Technologists. Welcome your students this semester with a new template, design your course for student engagement and enjoy a day of sharing experiences and learning in a community of faculty.

**Video Production for Digitally Enhanced and Online Learning - part 1 and 2, November 4 and 11, 2019**

Facilitators: Patrizia Magni and Ahmad Zorkani (CLT)

Today's students tend to expect visual stimulation. In addition to attracting students' attention, visual learning materials support differentiation of instruction to meet the needs of diverse students, including different attention spans. Video is also useful for nontraditional teaching strategies, such as The Flipped Classroom. In this workshop, you will learn about the basics of video production, and best practices of using video in education so that you may produce more effective videos for your courses.

#### CLT HALF-DAY INSTITUTES

**Design Thinking for Educators, October 20, 2019**

Facilitators: Hoda Mostafa (CLT) and Fady Morcos (CLT/SSE)

Higher education is in an era of transition. Rapidly evolving stakeholder demands and expectations are requiring universities to reconsider their classical model of teaching, and enforcing new paradigms for the student-faculty relationship. Many educational institutions across the world are using design thinking as a problem-solving framework to redesign their students' learning experiences, inside and outside the classroom.

Unlike traditional teaching methods, Design Thinking is a human-centered, innovative approach to problem-solving. Placing emphasis on integrated team communication, as well as cooperation and idea exchange among interdisciplinary talents, design thinking has been proven to enhance learning and promote innovation.

In this institute, participants will learn how to integrate design thinking into their curriculum and teaching practices to enhance student engagement and promote creativity across disciplines.

**Pedagogies of Student Engagement and Participation, October 31, 2019**

Facilitators: Hoda Mostafa (CLT), Maha Bali (CLT), Azza Awwad (CLT), Caroline Mitry (CLT)

This workshop builds on previous CLT events where faculty and students discussed ways of enhancing the classroom experience via encouraging student preparation, and fostering engagement and participation. During this half-day institute, we will continue the conversation around pedagogies that promote student engagement. Participants will explore how to design activities that promote in-class participation and ways to formatively assess in-class work.

## **CLT TRACK INSTITUTES**

### **II. Web-Enhanced Learning Track, September 15, 2019**

#### **Tool Parade: Think Pedagogy, Act Technology**

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**

Facilitator: 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 on 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 offer 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.

### **III. Inclusive Education Track, October 29, 2019**

Facilitators: Alexandra Gazis, Abeer Abdel Raouf and Nada Al Mossallam  
(Center for Student Wellbeing - Disability Services)

This workshop aims to enhance faculty members' ability to provide the requested accommodations for students with disabilities and create a learning environment where all students in the classroom can benefit and work together effectively. In the interactive sections, faculty will explore the various pedagogies, methodologies, practical tools and strategies for teaching students with disabilities in line with inclusive education best practices.

### **IV. Teaching for the Liberal Arts (Part 2), October 8, 2019**

Facilitators: Ghada Elshimi (ALA) and Matthew Hendershot (ALA)

AUC's mission is to provide students with an excellent quality liberal arts education that equips them with diverse and transferable communication and thinking skills and prepares them for uncharted change. This track will discuss how to design syllabi for core courses at AUC, and how to effectively integrate writing in content courses. We will also explore the basics of interdisciplinarity and how we can include interdisciplinary elements in core courses to enhance students' liberal arts learning experience.

This track is open to all faculty. This is Part 2 of the track; however, previous attendance of Part 1 (offered Spring 2019) is not a prerequisite. Faculty attending both Part 1 and Part 2 will receive a certificate of participation.



## **V. Course Design Track, October 24, 2019**

### **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 them? 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 redesign their syllabus and get their students talking and thinking, while building excitement around embarking on the course journey.

### **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.

### **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 redesign.

## **VI. Teaching and Writing for Transfer , September 10th, September 24th, October 22nd, and November 12th**

Facilitators: Michelle Henry (RHET) and Doris Jones (RHET) and other facilitators TBA (RHET)

A vital topic in higher education is transfer of learning which is defined as the ability to take concepts learned in one context and apply them in another. Transfer has been researched extensively by two major fields: composition studies and educational psychology. In Part II of the Teaching Writing for Transfer Workshops, the Department of Rhetoric and Composition in partnership with the Center for Learning and Teaching (CLT) seeks to build communities of practice across the disciplines to foster qualitative inquiries about ways to see and practice writing. Building communities of practice is an especially valuable concept and an important next step in this series to learn more about how we are all responsible for creating the spaces in which students can adopt and reflect on new writing situations that lead to meaningful high impact transitions.

Workshops included (descriptions can be found at: <http://bit.ly/Writing4Transfer>) are:

1. Collaborative Auto-ethnographic Reflections: A Teaching for Transfer Primer.

2. Transfer and Across-Disciplinary Descriptors.
3. Building the Writing View from Everywhere: Co-Constructing Writing Knowledge.
4. Implementing a Pilot Program.

This track is open to all faculty. Previous attendance of workshops offered Spring 2019 is not a prerequisite. Faculty from all schools, including SSE, BUS, GAPP, HUSS and GSE are encouraged to participate.

### **CLT Campus Conversation**

#### **Encouraging Original and Authentic Student Work: Beyond Plagiarism, September 22, 2019**

Facilitators: Amani ElShimi (RHET) and CLT

**Note: Registration links will be sent through CLT announcements two days ahead of each workshop/institute.**

For further assistance, please e-mail [clt@aucegypt.edu](mailto:clt@aucegypt.edu) or call 3733