

Continuing 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 continue AUC's new faculty development program, **The Teaching Advancement Program (TAP)** which was first launched in Fall 2018. 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 have introduced **Blackboard Build-your-Course Day and Panopto Interactive Features workshop** (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 Thursday from 1:00-3:00 pm) for 5 weeks, starting February 14; the full program will be sent separately.

PATHWAY 3: IMMERSION TRACK

THE FACULTY INSTITUTE OF LEARNING AND TEACHING (ILT): Faculty ILT schedule will be communicated to the continuing cohort of faculty via Blackboard. A new cohort will be launched in Fall 2019.

NEW: WRITING FOR TRANSFER TRACK

The Center for Learning and Teaching (CLT) in collaboration with the Department of Rhetoric and Composition introduces the "Teaching and Writing for Transfer" Faculty Workshops. These workshops are designed to strengthen and deepen the teaching and learning of writing by investing substantially in faculty development to dispel the "myth" that undergraduate students possess critical writing knowledge and can transfer it upon concluding RHET courses.

CENNTENNIAL EVENT – CLT ANNUAL SYMPOSIUM

The Center for Learning and Teaching joins the AUC community in celebrating 100 years of AUC. Participants attending the CLT Centennial Symposium will learn about how AUC faculty use teaching innovations in their classrooms, and learn about how CLT supports teaching and learning at AUC. Sessions will include lightning talks, panel sessions and interactive faculty-student discussions. Our invited speakers for the event Alec Couros (Professor, University of Regina, Canada), and Catherine Cronin (Strategic Education Developer, National Forum for the Enhancement of Teaching and Learning in Higher Education, Ireland) will each offer a keynote and a workshop open to the AUC community and external guests.

CLT Spring 2019 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 the focus of each track.

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

CLT Spring 2019 Institutes and Workshops			
Date	Institutes/Workshops ²	Facilitator(s) ³	Time ⁴
Sunday February 3 Or Thursday February 7 Or Sunday March 10 Or Wednesday April 10	INSTITUTE (TEACHING ENHANCEMENT CERTIFICATE)		
	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)	Azza Awwad, Caroline Mitry and Fady Morcos	12:30-2:15
	Reflection Session	Maha Bali and Reham Refaat	2:15-3:00

STAND-ALONE WORKSHOP

Sunday February 10	Blackboard-Build Your Course Day	Nadine Aboulmagd, Naglaa Seddik and UACT facilitators	10:00-3:00
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Monday February 25	ASSESSMENT FOR LEARNING TRACK INSTITUTE II (NEW) 		
	Capturing Learning Moments: Formative Assessment of Teaching	Hoda Mostafa and Maha Bali	9:00 -10:45
	Grade Me! Rubrics, Checklists and More	Azza Awwad and Caroline Mitry	11:00-12:15
	Lunch		12:15 – 1:00
	Designing and Assessing Effective Group Work	Fady Morcos	1:00-2:15

CENNTENNIAL EVENT – CLT ANNUAL SYMPOSIUM – Moataz Al Alfi Hall

Sunday March 3	AUC Faculty Presentations	CLT and AUC Faculty	9:00-12:00
	Keynote: Reimagining Education in the Digital Age	Alec Couros	1:00-2:00
	Faculty-Student Interactive Panel: “What’s in a Grade?”	Nellie El Enany, Khalil ElKhodary, Magda Mostafa, Ezzeldin Yazzid, Thomas Wolsey And their students	2:00-3:30

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

Monday March 4	Campus Conversations: TBA	CLT	9:00-10:00
	Workshop: Transforming learning environments via student-faculty partnership	Catherine Cronin and Maha Bali	10:00-12:00
	Keynote: Teaching in an Age of Complexity: Considering Open, Participatory and Equitable Pedagogies	Catherine Cronin	1:00-2:00
	Workshop: Developing critical literacies: What students need to know in a “fake news” world	Alec Couros	2:00-3:30


CLT Track Institute: Teaching for the Liberal Arts (NEW)

Tuesday, March 5th	Teaching for the Liberal Arts	Ghada ElShimi and Matthew Hendershot	9:00-3:00
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CLT Track Institute: Design Thinking for Educators (NEW)

Tuesday, March 12th	Introduction to Design Thinking for Educators	Hoda Mostafa and Fady Morcos	9:00-12:00
	Lunch		12:00-1:00
	Academic Integration of Design Thinking	Hoda Mostafa and Fady Morcos	1:00-2:00

CLT Track Institute: Community-Based Learning

	COMMUNITY-BASED LEARNING TRACK INSTITUTE 		
Wednesday March 20	Principles of Community-Based Learning	Mona Amer	9:00-10:15
	Assessment of Community-Based Learning	Hala A. Hak and Mona Amer	10:30-11:45
	Step-by-Step CBL Activity Design	Hala A. Hak, Mona Amer, and Hossam El Din Attiah	11:45-12:15
	Lunch		1:00-1:45
	CBL Faculty Development: Maximizing Benefits and Minimizing Challenges	Hala A. Hak and Hossam El Din Attiah	1:45-3:00

Friday March 29 th	CO-DESIGN SESSION		
	Borderless Design: Collaboratively Designing Solutions to Institutional Challenges	Maha Bali, Fady Morcos and Hoda Mostafa	9:00-5:00

TEACHING AND WRITING FOR TRANSFER: IMMERSION TRACK (NEW)

	WORKSHOP I		
Tuesday Feb. 19th	What are Composition Studies? An Overview about the Discipline	Michelle Henry and Doris Jones	9:00-1:00
	WORKSHOP II		
	Writing Beyond Rhetoric and Composition – “Naming what we Know – the Threshold Concepts in Writing Studies”		

Tuesday March 19	Part I: Introduction and Concepts 1, 2	TBA	11:30-3:30
Tuesday March 26	Part II: Continuing Concepts 3-5	TBA	9:00-1:00
Tuesday April 2	Part III: Concept applications	TBA	9:00-1:00

	WORKSHOP III (May be taken separately)		
Tuesday April 16	Part I: Mapping the Question: What types of writing is required in your discipline? Part II: The Way Forward: Implementing Teaching Writing for Transfer in your Classroom	Julie Herrick	1:00-4:00

Workshop Details

TEACHING ENHANCEMENT CERTIFICATE

Sunday, February 3 AND REPEATED Thursday February 7, Sunday March 10 and Wednesday April 10, 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.

CLT TRACK INSTITUTES

I. Assessment for Learning (NEW)

Facilitators: Hoda Mostafa (CLT), Maha Bali (CLT), Azza Awwad (CLT), Caroline Mitry (CLT), Fady Morcos (CLT/SSE)

This is a newly designed institute on assessment for learning, encouraging faculty to reflect on ways to use assessments to promote rather than only measure learning. The institute begins by introducing faculty to a range of small, low-stakes assessments (formative assessments such as Classroom Assessment Techniques- CATs) to give them and their students feedback on student learning throughout the semester. Faculty will have an opportunity to try some of these in practice and choose ones appropriate for their own courses. Faculty will then explore various approaches to grading, and how to make their assessment criteria (rubrics) explicit to students in order to clarify the link between learning outcomes and assessments. Finally, faculty will learn about good practices in the design and assessment of group work in order to optimize the learning experience and ensure fairness, a common concern at AUC.

Please note that all interested faculty are welcome to attend - previous attendance of Assessment for Learning Track I is **not** required.

II. Teaching for the Liberal Arts (NEW)

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

AUC's mission is to provide students an excellent quality liberal arts education that equips them with diverse and transferable communication and thinking skills and prepares them for uncharted change. Day 1 of this two-day learning track will discuss what the liberal arts are, and how we can integrate a liberal arts perspective into any course at AUC. We will also discuss a number of high impact teaching practices that are relevant to teaching in a liberal arts framework. We will also workshop on how to get students actively reading in our courses. Day 2 will be offered in Fall 2019.

III. Design Thinking for Educators (NEW)

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

Higher education has entered into 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 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 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.

IV. Community-Based Learning

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: Hala A. Hak (PSYC), Mona Amer (PSYC) and Hossam El Din Attiah (ACE/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: Hala A. Hak (PSYC), Mona Amer (PSYC) 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: Hala A. Hak (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.

V. Teaching and Writing for Transfer

The Center for Learning and Teaching (CLT) in collaboration with the Department of Rhetoric and Composition introduces the "Teaching and Writing for Transfer" Faculty Workshops. These workshops are designed to strengthen and deepen the teaching and learning of writing by investing substantially in faculty development to dispel the "myth" that undergraduate students possess critical writing knowledge upon concluding RHET courses. In addition, these workshops will allow participants to learn that "writing for transfer" involves the ability to apply, adapt, or reimagine learned concepts, practices, and writing skills in new situations. Faculty will also learn that the development of writing expertise requires regular practice across the four years of college. We are ultimately seeking to build professional communities of practice that acknowledges students must engage in ongoing writing opportunities and direct instruction, in many different classes, in multiple disciplines, and in every year of their academic careers.

Workshop I: What are Composition Studies? An Overview about the Discipline

In this workshop, participants will be introduced to the discipline of Rhetoric and Composition. Learning outcomes include:

- (1) Develop an understanding about the tradition of first-year composition instruction.
- (2) Build broad familiarity with scholars in composition pedagogy, the concerns they advocated, and the place of their thinking in current approaches to first-year College writing instruction.

Workshop II: Writing Beyond Rhetoric and Composition – “Naming what we Know – the Threshold Concepts in Writing Studies”

In this workshop, participants will be introduced to the “threshold concepts” in writing. Participants will also learn that in order to acquire writing knowledge, learners must develop abilities to recognize the boundaries around the communities of practice in which they participate and change their practices accordingly. Learning outcomes include:

- (1) The ability to identify threshold concepts within communities of practice is critical for learners to develop the metacognitive awareness about writing.
- (2) The ability to identify the roles that these concepts play in delineating the community and differentiate boundaries between one community and the next.

Workshop III

Part 1: Mapping the Question: What types of writing is required in your discipline?

In this workshop, participants will explore what types of writing are required in their disciplines and engage in a series of intensive discussions involving the following outcomes:

- (1) Focus groups and surveys with faculty to discuss types of writing assignments in their discipline.

Part 2: The Way Forward: Implementing Teaching Writing for Transfer in your Classroom

In this workshop, participants will write a proposal outlining how they plan to implement the “Teaching and Writing for Transfer” protocols into their teaching.

STAND-ALONE WORKSHOP

Blackboard-Build Your Course

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 setup your Blackboard courses with Instructional Technologists.

Welcome your students this semester with a new template, design your course for student engagement in a community of faculty and enjoy a day of sharing experiences and learning together.

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 or call 3733