2015
Year in Review
2016
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Message from the Director

I am pleased to present CLT’s rich activities during 2015-16. This year was particularly busy for CLT as we engaged in several new initiatives. In particular, CLT responded to the Provost’s Academic Strategic priorities by developing a Teaching Enhancement Certificate (TEC) program that would address the needs of all AUC faculty members and that would lead to Certificates of Participation, which count towards promotion, tenure, renewal of contract and the Annual Faculty Report. In addition, the Provost’s restructuring of the adjunct faculty procedures required that all adjunct faculty complete the TEC1 as part of their professional development. Another important development occurred this year as the Teaching Assistant Professional Development program became compulsory for all Teaching Assistants, and CLT was given responsibility for the trainings. Finally, on three different occasions, CLT brought to campus six internationally known speakers to give presentations and hold several workshops for AUC faculty members and for national and international participants.

Aziza Ellozy
Founding Director
Center for Learning and Teaching

Executive Summary

New Initiatives

• In collaboration with the Office of the Dean of Graduate Studies and in response to a senate-endorsed resolution, CLT developed the Teaching Assistant Professional Development Program (TAPD) a compulsory training for all TAs employed at AUC. CLT offered 35 workshops and 648 teaching assistants participated in the training over the course of the Fall and Spring 2015-16 semesters.

• As part of, and in response to, the Provost’s Teaching Enhancement initiative, CLT developed a Teaching Enhancement Certificate program. This included developing the following six tracks of four workshops each: 1) the Teaching Enhancement Certificate I (TEC1), and the following tracks: 2) Active Learning, 3) Assessment for Learning, 4) Course Design, 5) Web-Enhanced Teaching and Learning, and 6) Community-Based Learning. When completing any track, faculty members receive a certificate of participation.
  o Because of the new Teaching Enhancement Certificate Program CLT conducted a record number of workshops for faculty: 44 Teaching Enhancement Certificate I (TEC1) workshops and 26 different certificate track workshops attended by 679 faculty members.

• In Fall 2015, CLT launched a new initiative to enhance communication with the various schools and departments. Eighteen faculty members, representing all schools, were selected to be “CLT Associates” to help CLT better address departmental needs. In particular, CLT Associates were expected to be instrumental in promoting the new CLT Tracks and Certificates to their colleagues.

Special Professional Development Events for Faculty Members

• CLT hosted the first Digital Humanities event ever held in Egypt, on September 30, 2015. The event, entitled Exploring the Digital Humanities, was well attended throughout the day by faculty, librarians, deans, faculty developers and IT staff, and was live tweeted.

• On November 4, 2015 CLT held its annual “Teaching Innovation at AUC” symposium, which
consisted of presentations where faculty shared their innovative teaching experiences; a four-person faculty panel on innovative pedagogies; and a keynote presentation by a visiting guest, Professor Jon Nixon (Honorary Professor and Research Associate, Hong Kong Institute of Education).

On March 20-22, 2016 CLT hosted Digital Pedagogy Lab Cairo: An AMICAL Institute at AUC. This unique professional development opportunity for AUC faculty and national and international participants was funded by an American International Consortium of Academic Libraries (AMICAL) grant, and was facilitated by some of the leading and most compelling voices in the field. The four-day event was the first international version of the Digital Pedagogy Lab Institute, a US-based professional development institute.

- CLT members participated in the AUC Research Day (with a lighting talk and poster presentations), and in Creatopia day (with workshops and games created by students) during the Undergraduate Research Conference (EURECA)
- CLT also participated in the eLearning Africa Conference (May 24-26, 2016) by hosting a day of pre-conference workshops facilitated by CLT faculty and staff.

**Blended and Online Learning**

- As part of CLT’s Blended Learning support program, this year we conducted two 6-week blended learning workshop series and a total of 33 faculty members attended. These workshops lead to a Blended Learning Certificate and five faculty members redesigned their courses for blended learning.
- CLT also supported the design of a fully online Arabic Language Instruction (ALI).
- In November 2015, AUC ran its first official Massive Open Online Course (MOOC) on the Edraak platform. The MOOC was entitled From Idea to Company: Introduction to Entrepreneurship and was taught by Ayman Ismail, Department of Management (MGMT). The course ran for six weeks, and 21,110 students signed up, out of whom 1,677 completed the course. CLT supported Ayman Ismail, the course instructor, in the instructional design and web design of the MOOC.

**Teaching Enhancement and Technology Integration**

CLT supported several projects with individual faculty members who integrated technology in their classrooms. This included incorporating e-portfolios, classroom response systems, mapping software, gamification, in addition to other Web 2.0 tools. In all cases, consultations and discussions took place with CLT members to evaluate the pedagogical gain of integrating the technology in designing the activity/assessment.

**Formative Assessment**

- As part of its practice, CLT facilitated mid-semester assessments for faculty who requested them. This year, we conducted 36 Small Group Instructional Diagnosis, 85 mid-semester surveys and 19 other assessment activities.
- Other formative assessment activities included surveys and focus groups requested by specific departments.
- CLT members continue to demonstrate their professional engagement by undertaking several national, regional and international outreach activities (For details see the “Beyond AUC” section), by presenting at conferences, publishing in peer reviewed publications (see Appendix B), contributing to CLT’s New Chalk newsletter and participating in campus committees.

The following report provides an overview of our activities and accomplishments during 2015-16.
The mission of the Center for Learning and Teaching (CLT) at AUC is to help create a stimulating learning environment by:

- Promoting excellence in teaching,
- Facilitating the effective application of technology to the teaching and learning process,
- Providing support and resources and
- Engaging in outreach activities.

To be a center of excellence in learning and teaching at the national, regional and international level.

CLT goals revolve around enhancing excellence in teaching by:

- Providing services and programs to engage and support the development of faculty as professional educators.
- Providing services and programs to assist and support faculty to integrate instructional technologies in their teaching strategies.
- Developing and enhancing outreach, engagement and collaboration.
- Sustaining the high quality delivery of services to faculty through efficient and effective professional development of CLT staff.
Activities and Programs

CLT helps faculty members adapt to the changing landscape of teaching and learning by providing expertise in instructional design to enable them to enhance their teaching through better application of pedagogical theory and more effective use of instructional technologies. CLT services focus on teaching enhancement, technology integration, formative assessment and outreach activities.

Teaching Enhancement

CLT helps faculty members enhance their teaching by addressing the different stages and aspects of the instructional process. This includes, but is not limited to: experimenting with new pedagogies, re-designing courses, and developing learning outcomes and syllabi. CLT publishes a biweekly newsletter, New Chalk Talk, to which faculty are invited to contribute, and offers teaching enhancement workshops throughout the semester, facilitated by CLT members, AUC faculty and staff. In addition, CLT holds faculty development institutes, fora and symposia, in which faculty members from various disciplines share ideas and exchange experiences in experimenting with new pedagogies and technologies.

Technology Integration

CLT supports faculty members to explore the effective integration of technology into the teaching and learning process. This includes a broad spectrum of support ranging from one-on-one training in basic technologies via the Student Technology Assistant (STA) program (e.g. the Learning Management System Blackboard, web 2.0 tools, lecture capture software and the plagiarism-detection software Turnitin.com), to workshops on pedagogical uses of educational technologies, to elaborate semester-long experimental projects.
Formative Assessment

CLT helps faculty members assess the effectiveness of their teaching and/or technology integration through mid-semester surveys, Small Group Instructional Diagnoses (SGIDs), focus groups and custom assessments. When a faculty member is interested in a more comprehensive assessment of a teaching innovation, CLT supports them in conducting Classroom Action Research (CAR) projects.

Outreach Activities

CLT develops academic links with regional and international institutions, and provides capacity building and professional development support to educational institutions in Egypt and the region, through sustained or one-off arrangements.

“Thank you for the great one day workshop... It was very informative, very well presented, plus enjoyable. I have learned so much from your training that will assist me in my workplace. This gave us the opportunity to meet with such a wonderful group from different disciplines and has provided me with a greater level of understanding and awareness. It has also provided me with additional skills and comprehensive knowledge, and in turn will assist me in providing a better quality service to our students.”

- Ihab Talkhan, Professor and Chair, Department of Computer Engineering, Cairo University
A. New Initiatives

CLT Faculty Development Tracks

As part of his Academic Strategic Priorities (August 2015, ‘Enhancing Teaching Effectiveness’), the Provost directed the Center for Learning and Teaching (CLT) to develop a Teaching Enhancement Program that would address the needs of all AUC faculty members and that would lead to a certificate of participation, which would count towards promotion, tenure, renewal of contract and the Annual Faculty Report. The AUC Strategic Plan 2014-2019 says, “[w]e need to incentivize, train and reward faculty to teach in novel ways.”

Accordingly, CLT developed the following tracks, which allowed faculty members to earn certificates of participation upon completion of four workshops within a specific track. (Some workshops may count towards different tracks)

1. **Teaching Enhancement Certificate 1** (this year this was offered 11 times as a one-day institute, and attended by a total of 240 faculty members)

2. **Assessment for Learning Track**

3. **Active Learning Track**

4. **Web-Enhanced Teaching and Learning Track**

5. **Course Design Track**

6. **Community-Based Learning Track**

(for details of workshops within each track and for attendance per workshop and certificate, please see Section C ‘Teaching Enhancement and Technology Integration’ of the report)
CLT Associates
In Fall 2015, CLT launched a new initiative to enhance communication with faculty members in various schools and departments. Particular faculty members were selected to be “CLT Associates”, helping CLT better address departmental needs, while also disseminating and publicizing CLT programs and services to departments. CLT Associates are instrumental in promoting information about the new CLT Tracks and Certificates.

CLT Associates (2015-2016)
Ashraf ElFiqi, Department of Physics (PHYS), School of Sciences and Engineering (SSE)
Carol Clark, Department of English Language Instruction (ELI), Academy of Liberal Arts (ALA)
Diana Van Bogaert, Department of Law (LAW), School of Global Affairs and Public Policy (GAPP)
Ezzeldin Yazeed, Department of Construction Engineering (CENG), SSE
Firas Al-Atraqchi, Department of Journalism and Mass Communication (JRMC), GAPP
Hamid Ali, Department of Public Policy and Administration (PPAD), GAPP
Heba El Deghaidy, Department of International and Comparative Education (ICED), Graduate School of Education (GSE)
Hoda Grant, Department of Rhetoric and Composition (RHET), ALA
Iman Soliman, Department of Arabic Language Instruction (ALI), ALA
Lamyaa El-Gabry, Department of Mechanical Engineering (MENG), SSE
Magda Mostafa, Department of Architecture (AENG), SSE
Maher Younan, MENG, SSE
Mathew Crippen, Department of Philosophy (PHIL), School of Humanities and Social Sciences (HUSS)
Michael Reimer, Department of History (HIST), HUSS
Mohga Badran, Department of Management (MGMT), School of Business (BUS)
Mona Amer, Department of Sociology, Anthropology, Psychology and Egyptology (SAPE), HUSS
Naila Hamdy, JRMC, GAPP
Sherin Darwish, RHET, ALA
Tamer Shoeib, Department of Chemistry (CHEM), SSE
Zeinab Amin, Department of Mathematics and Actuarial Science (MACT), SSE
**Updates on New Initiatives**

**Blended Learning**

CLT continues to support blended learning (BL) and during the academic year 2015-16 hosted two six-week BL workshop series attended by 33 faculty in total. As a result of these workshops, five faculty redesigned their courses to be offered on approval by the AUC Blended Learning Vetting Committee. During this year, one officially designated “blended” course was taught.

Future plans include the development of a BL Master of Arts program in the Graduate School of Education (GSE), set to launch in Spring 2017. The first two courses of this program were approved by the AUC Blended Learning Vetting Committee. In addition, an Arabic language online pilot course development is in progress.

Three CLT faculty members are on the sub-committee for Blended Learning and Online Processes. During Spring 2016, the sub-committee identified a number of policies and procedures aimed at standardizing the design, designation, and evaluation of BL courses at AUC. In addition, the subcommittee reviewed current progress in the BL initiative and identified tasks to further advance BL at AUC.

A subgroup of the BL CLT team will conduct an evaluation study in Fall 2016 to examine the strengths and weaknesses of CLT faculty development opportunities with reference to BL as well as identify drivers and barriers to the implementation of BL courses.

In addition, CLT conducted several consultative meetings with the representatives of appropriate AUC Units (Classroom Technologies and Media Services (CTMS) and AUC Campus Planning) to fulfill the American Schools and Hospitals Abroad (ASHA) grant goals to establish online, blended, mobile, and web-enhanced learning capacities at AUC.

“**You guys have a rockstar team over here… hands down… Everyone talks about the folks who work at CLT… envious that we can’t work with you all the time.**”

- Kim Fox, Associate Professor of Practice, JRMC
Massive Open Online Courses (MOOCs)

In November 2015, AUC ran its first official MOOC on the Edraak platform. The MOOC was entitled *From Idea to Company: Introduction to Entrepreneurship* and was taught by Ayman Ismail (MGMT). The course ran for six weeks and had 21,110 students signed up, out of whom 1,677 completed the course. CLT supported Ayman Ismail, the course instructor, in the instructional design and web design of the MOOC.

Two more AUC MOOCs are currently in progress:
- **Adam Talib**, Arab and Islamic Civilizations (ARIC), HUSS
- **Heba el Deghaidy**, ICED, GSE
- **Mohamad Al-Ississ** (ECON, BUS) taught one of the earliest MOOCs on Edraak by an AUC faculty member before AUC signed its official partnership with Edraak.

In addition, AUC now has a dedicated MOOCs sub-committee as part of the Online and Blended Learning committee, which is currently working on AUC’s strategy for introducing MOOCs and process for quality assessment. CLT has active members on that sub-committee.

**TA Professional Development Program**

During the academic year 2013-2014, the AUC senate endorsed a resolution to develop a training program to provide a pedagogical foundation for Teaching Assistants (TAs) at AUC. The Teaching Assistant Professional Development Program (TAPD) targets all TAs employed at AUC. CLT offered 35 workshops (titles below) for 647 TAs over the course of Fall 2015 and Spring 2016.

**Fall 2015**
- **Basic Classroom Skills** By **Fady Morcos** (CLT/SSE) and **Sherif Osman** (CLT)
- **Introduction to Active Learning** By **Aziza Ellozy and Hoda Mostafa** (CLT)
- **Leading Tutorials and Problem Sessions** By **Aziza Ellozy and Sherif Osman** (CLT)
- **Academic Integrity** By **George Marquis** (Dean of Students)

**Spring 2016**
- **Problem Solving Skills** By **Fady Morcos** (CLT/SSE), **Aziza Ellozy**, **Hoda Mostafa** and **Sherif Osman** (CLT)
- **Basic Classroom Skills** By **Fady Morcos** (CLT/SSE) and **Sherif Osman** (CLT)
- **Introduction to Active Learning** By **Aziza Ellozy and Sherif Osman** (CLT)
- **Academic Integrity** By **Adham Ramadan** (Dean of Graduate Studies)

School representation of TAs who undertook the workshops was as follows:

SSE: 424      HUSS: 118      BUS: 65      GAPP: 35      GSE: 5

Evaluation surveys and two reflection sessions were conducted to gather feedback from TAs on the workshops in an effort to continually improve the program. All TAs present in the first run of the workshops participated in the reflection sessions and 410 TAs participated in the survey. Overall, the feedback was encouraging and allowed CLT to develop new workshops for the following semesters.
B. Teaching Enhancement and Technology Integration: CLT Support

1. Design of ALI’s Fully Online Course
CLT worked with Iman Soliman, Dalal Aboul Seoud and Rasha Essam to design an online Arabic course. CLT provided consultations on:
- General pedagogical considerations when teaching the course in the online modality.
- Pedagogical aspects to consider when choosing the educational technologies to be used in the course.
- Overall course plan including pre-course activities and formative feedback on teaching.
- Alignment of learning outcomes with course activities.

2. Gamifying Courses
CLT collaborated with a working group from the Intensive English Program (IEP) consisting of: Hala Said, Heba Said, Sophie Farag and Ihab El Shimi who all teach different modules of the IEP study skills course. The group, with CLT assistance, gamified small portions of the course to help increase students’ engagement in class and with course content.

3. Academic Bridge Program Fall 2015
CLT worked in coordination with Azza El Shebeenie and Noha Khafagy from ELI, ALA to develop ENGL 0210 course that aligns with learning outcomes, theme and content of the course SEMR 1110 Creative Thinking and Problem Solving.

4. Collaboration with Freshman Program (FP)
In collaboration with the Freshman Program, CLT worked with the following faculty members to design new courses aligned with FP learning outcomes:
- Gretchen McCollough, RHET, ALA, SEMR 1099 Loot: The Search for Hidden Treasure.
- Hania Sholkamy, Social Research Center Gender Studies, SEMR 1099 Gender and Justice: Men, Women, Inequality and Justice.

5. Using Social Media for Online Marketing
Rania Samir, MGMT, BUS redesigned the assignments and project for her course MKTG 4302/416 E-Marketing to include concepts of designing social media campaigns and advertising homepages. CLT provided a technical training session on how to create homepages with high conversion rates.
6. Student Engagement

Magd Kahil, SSE reviewed and modified his SCI 1020 Scientific Thinking course design in order to enhance students’ learning experience. CLT provided several consultations to revise the course syllabus, the existing learning outcomes and their alignment with other course elements such as assessments and activities following the backward design approach.

7. Teaching with Mapping Software

CLT supported:

Doris Jones, RHET, ALA with a project in her course CORE 1010 Filming Difference to help her students critically and creatively think about mapping and presenting urban spaces along with their inhabitants. The students used StoryMap, an online mapping software, to create a story about a location; the story included the role the location played in the students’ lives and how it is represented in Egyptian films.

Doris Jones, RHET, ALA to design an assignment in which students in her course Seminar 1099: Now You See It: Digital Competencies and Visual Literacies would map urban environments for spatial equality and remap these communities with clear markers of sustainable development through Scribble Map, an online mapping software.

Amina El Bendary, ARIC, HUSS in designing an assignment in her course ARIC 2346 Survey of Arab History in which her students research historical Egyptian figures with streets named after them. The students were asked to use Storymap to reflect on the streets and write about the historical figures.

8. Using FlipSnack for Interactivity

Doris Jones, RHET, ALA: used Flipsnack to design an interactive assignment for the students in her course CORE 1010 Vision Machines. They created flipbooks of their analysis and reflection on the role of the post office nowadays. The assignment also asked them to compare with their regular communication methods. The flipbooks included multimedia such as narrations, music, videos and images.

Dalia Refaat, CHEM, SSE: designed an activity in her course CHEM 1003 Chemistry and Society. Her students created flipbooks to represent three food recipes, including the food groups and nutrition facts using text and audio narrations. CLT provided technical training for the instructor and students.

9. Omeka “Prompts from the Arab World”

Iman Soliman, ALI, ALA: built an exhibit of Arabic Language teaching resources and materials through Omeka, a digital archiving platform. CLT Installed the platform on the AUC server, built the structure, collection and added the items.
10. Blogs
CLT collaborated with Amina El Bendary, ARIC, HUSS to develop an activity in her course ARIC 3321 Zawiyas, Harems, Coffee Shops: Everyday Life in the Pre-Modern Mideast. Students would produce an e-magazine, in which they would write blog posts about the three themes of the course. CLT conducted a hands-on training for the instructor, the TA and the students on Wordpress.com.

Mariham Iskandar, SAPE, HUSS had already been regularly using blogs in her courses. In Fall 2015 she used them in her PSYC 4099 Selected Topics: Gender and Psychology course and in Spring 2016 for her PSYC 4099 Selected Topics: Psychology of Trauma course. In Spring 2016, CLT assisted her in redesigning aspects of an assignment in order to better engage students with reflective blogging. CLT also offered a hands-on technical training on Wordpress.com for both of her sections.

11. E-Portfolios
CLT helped Yasmine Salah El Din, RHET, ALA in choosing Wix.com as an online e-portfolio platform for students in her course English 0210 Academic English for the Liberal Arts (Summer 2016) and ELIN 102 Intensive English (Spring 2016) to reflect on their learning. CLT conducted hands-on training sessions as well as a session on reflective writing for e-portfolios for both sections of her course.

12. Classroom Response Systems
Hala Abdel Wahab, ALI, ALA developed an interactive in-class activity in her course ALNG 3991: Selected topics (Advanced) Arabic Skills for Career Purposes for students to provide peer feedback on student presentations. The tool that was used, Socrative, was Arabic-script-friendly and CLT provided a hands-on training for the faculty member and gave technical support in class during the activity.

CLT trained the following faculty members to use Nearpod.com to foster interactivity in their classrooms and engage students with quizzes and provided in-class support when requested:
• Shahinaz Abdel Rahman, CHEM, SSE in her science lab SCI 1015 General Science Laboratory.
• Dalia Refaat, CHEM, SSE in her course CHEM 1003 Chemistry and Society.
• Abeer Kamel, MACT, SSE in the courses MACT 1111 Algebra and Trigonometry, MACT 1121 Calculus I and MACT 1122 Calculus II.

13. Google Apps
After consultation with CLT, Charilaos Metzinis, MGMT, BUS chose Google Docs for his students to collaborate on writing case studies and reports about their interviews with corporate individuals. The course was FINC 4970 Collaborative Governance and Access to Finance and CLT gave him and his students a technical hands-on training on Google Drive and Google Docs.
CLT supported Hoda Grant, RHET, ALA in her course RHET 1020 Research Writing to upload the course content and materials on to Google Sites, which was also used for student submission of papers. CLT recommended shifting from using Google Drive to Google Sites and trained the instructor on its use. CLT is currently working on the design and content development of the class site, which the instructor will incorporate in her course in Fall 2016.

**Other Consultations**

Zeinab Amin, MACT, SSE discussed with CLT the design of a new Statistics course for non-major students. This is an ongoing project.

"You have quite a team of talented STAs and their work continues to meet my teaching needs."

- Doris Jones, Senior Instructor, RHET

**Workshops and Institutes**

CLT offered faculty development workshops (titles below) throughout the year, spanning topics related to pedagogy and instructional technologies. The workshops were facilitated by CLT members and AUC faculty members. Over the 2015-2016 academic year, CLT offered 26 stand-alone workshops attended by a total of 387 faculty members and one institute for new faculty members. CLT also held two full-day faculty development institutes in Fall 2015 and nine full-day faculty development institutes in Winter/Spring 2016 attended by a total of 292 faculty members (for statistical details please see Appendix A).

**Fall 2015**

**Institute for New Faculty**

- *Simple Ways to Shift from Lecture-Centered Teaching to Active Learning* by Aziza Ellozy (CLT)
- *Can Technology Facilitate the Shift to Active Learning?* by Aziza Ellozy (CLT)
- *Finding Online Resources for Teaching and Learning* by Maha Bali and Maha Shawki (CLT)

**Institute I Teaching Enhancement Certificate I**

- *The Enhanced Lecture* by Aziza Ellozy (CLT)
- *The Art of Structuring Learning Outcomes* by Azza Awwad and Caroline Mitry (CLT)
- *Technology to Support Good Practice in Undergraduate Education* by Maha Bali and Hoda Mostafa (CLT)
- *Basics of Course Design* by Sherif Osman and Joyce Rafia (CLT)
Stand-alone Workshops

- Blended Learning Introduction by Gihan Osman (CLT/GSE)
- Flipped Classroom by Aziza Ellozy (CLT)
- Exploring Space-Time Representation in the Digital Humanities by David J. Wrisley (Visiting professor from American University in Beirut)
- Using or Misusing Turnitin.com? by Azza Awwad and Caroline Mitry (CLT)
- Involve Me and I Learn: Creating an Integral Framework for Experiential Education by Amani El Shimi (RHET)
- Classroom Assessment Techniques (CATs) to Improve Student Learning by Aziza Ellozy and Hoda Mostafa (CLT)
- Debating Across the Curriculum: Preparing AUC Students for Academic Interaction by Carol Clark (RHET)
- Web 2.0 as a Transformative Learning Tool: A Focus on Wikis and Blogs by Gihan Osman (CLT/GSE) and Nadine Aboulmagd (CLT)
- Supervising Theses by Jon Nixon (Visiting Professor from The Hong Kong Institute of Education)
- Mentorship: Your Key to Success by Malak Zaalouk (GSE and Middle East institute of Higher Education (MEIHE))
- The Pedagogy of Community-Based Learning: Educating Citizens in Borderless Classrooms by Pandeli Glavanis (Academic Community Engagement (ACE) Program)
- Designing Rubrics for Effective Assessment by Azza Awwad and Caroline Mitry (CLT)
- Teaching Community-Based Learning: Step by Step by Pandeli Glavanis (ACE)

Spring 2016

Faculty Development Institute (Teaching Enhancement Certificate I)

- The Enhanced Lecture by Aziza Ellozy (CLT)
- Basics of Course Design I: Learning Outcomes and Basics of Course Design II: Alignment by Sherif Osman, Azza Awwad, Caroline Mitry and Joyce Rafla (CLT)
- Technology to Support Good Practice in Undergraduate Education by Maha Bali and Hoda Mostafa (CLT)

Faculty Development Institute - Community-Based Learning (CLT) - redesigned

- The Pedagogy of Community-Based Learning and Step-By-Step Course Design by Pandeli Glavanis (ACE)
- Community Based Learning (CBL) Assessment and Reflection Tools by Amani El Shimi (RHET)
- Hands-On CBL Activity Design by Mona Amer (SAPE)
- CBL Stakeholders: Maximizing Benefits and Minimizing Challenges by Pandeli Glavanis (ACE), Amani El Shimi (RHET) and Mona Amer (SAPE)

Stand-alone Workshops

- Evidence-Based Teaching Innovation by Gihan Osman (CLT/GSE)
- The Art of Discussion Leading by Aziza Ellozy (CLT)
- Peer Instruction and Concept Tests by Adham Ramadan (Dean of Graduate Studies)
- Infographics: Students Presenting Information in Bytes by Rania Jabr (ELI)
C. Formative Assessment

CLT routinely conducts mid-semester assessments for faculty members. This year CLT conducted a total of 36 SGIDs, 85 mid-semester surveys and 19 other assessment activities.

Mentoring at AUC

CLT supported the new Faculty-Student Mentoring initiative at AUC by conducting two focus groups for faculty followed by two focus groups for students over the Fall 2015 and Spring 2016 semesters. This was requested by Ghada El Shimi, RHET and Associate Dean, ALA. A report was generated and shared with ALA.

Economics Teaching Approaches Survey

Tarek Selim, Chair, Department of Economics (ECON), BUS requested that CLT design, run and analyze a survey regarding their faculty’s use of teaching methodologies. A report was generated and shared in a departmental meeting in order to explore possible ways forward for professional development within the department.

Assessing “Values, Activism and the New Egypt” Course

Sherif Abdel Azeem, EENG, SSE, requested a custom end-of-semester assessment for his Core Curriculum course Values, Activism and the New Egypt. CLT conducted a combination of Nearpod.com and SGID with discussion and a report was generated. This was followed by a discussion of the report with the Core curriculum faculty in order to gauge capacity in the future.
D. Outreach Activities

Digital Humanities Day

CLT hosted the first Digital Humanities event at AUC and Egypt, entitled *Exploring the Digital Humanities* on September 30, 2015. The Digital Humanities (DH) are a diverse set of academic practices that have spread internationally in the last decade, and have only now begun to gain traction in the Arab world. The Digital Humanities are innovative ways of practicing the humanities in a world of digital technologies that blur the line between the quantitative and qualitative. Some examples include electronic text encoding, digital archiving, text mining, digital mapping, and network analysis. These innovative practices are not only the domain of research, but are also beginning to make their way into classroom pedagogy.

The Cairo event included a keynote workshop entitled *Exploring Space - Time Representation in the Digital Humanities* by David J. Wrisley (Associate Professor, English department, American University of Beirut), a keynote session entitled *Mapping the Sunni-Shia Hate Speech on Arabic Twitter Using Sentiment Analysis Techniques* by Khaled El Ghamry (Author and Professor of Computational Linguistics at Ain Shams University), and a panel of scholars from different institutions titled *The Digital Humanities and the Arab World: Opportunities and Challenges*. Panelists included Iman Soliman (AUC, Center for Arabic Study Abroad (CASA)/ALI), Mark Muehlhauesler (AUC library), Marianne Nabil (Cairo University), Dalia Assem (Social Researcher and Writer for Asharq Al-Awsat newspaper, and former part-timer at Bibliotheca Alexandrina), Khaled El Ghamry (Ain Shams University) and David Wrisley (American University of Beirut). The panel was moderated by Maha Bali (CLT).

The event was well attended throughout the day (around 40 faculty, librarians, deans, faculty developers and IT staff) and was live tweeted at the hashtag #dhauc.

“We need to engage our colleagues more fully when it comes to opportunities like this. Everyone in attendance was enthralled. The only problem is that more people should have been there.”

- Nate Bowditch, Dean of HUSS

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2 text extracted from a New Chalk Talk newsletter by David J. Wrisley of AUB and Maha Bali of CLT, AUC (Volume 14, Issue 7, October, 2015)
‘Teaching Innovation at AUC’ Symposium

On November 4, 2015 CLT hosted its annual full-day symposium which consisted of five presentations where faculty shared their innovative teaching experiences, a four-person faculty panel on innovative pedagogies, and a keynote presentation by a visiting guest, Professor Jon Nixon (Honorary Professor and Research Associate, Hong Kong Institute of Education) entitled Where Disciplines Meet: The Grounds of Understanding. The event was attended by more than 60 AUC faculty members.

This in my opinion was a very successful event that allowed for the sharing of teaching experiences and initiated a much needed discussion among faculty as to how to better engage students.

- Tamer Shoeib, Chair and Professor, CHEM

eLearning Africa Conference

The eLearning Africa Conference took place on May 24-26, 2016 and CLT participated in two ways:

Workshops on Campus
CLT hosted a day of pre-conference workshops, with a half-day workshop on Interaction and Collaboration in eLearning Design, facilitated by Gihan Osman, Maha Bali and Sherif Osman and a half-day workshop on Concept Mapping: Making Learning Visible, facilitated by Aziza Ellozy and Hoda Mostafa. 17 educators from multiple African countries and institutions registered for the day.

Spotlight Session
During the conference, Maha Bali presented an (invited) Spotlight Session entitled Virtual Scholarly Collaboration for Development.
Digital Pedagogy Lab Cairo: An AMICAL Institute

In March 2016, CLT hosted a unique international professional development opportunity at AUC, the Digital Pedagogy Lab Cairo: an AMICAL Institute. The event took place on March 20-22, 2016 and included a fourth day unconference (informal follow-up activities driven by participants) on March 23, 2016. Digital Pedagogy Lab is a professional development face-to-face institute that has grown out of the educational outreach efforts of the journal and non-profit Hybrid Pedagogy, and offers other institutes as well as online professional development courses. Digital Pedagogy Lab Cairo was the first international version of the event, and was facilitated by some of the leading and most compelling voices in the field, pushing at the edges of critical digital pedagogy and focused on some intense and inspiring conversations about thoughtfulness in the integration of digital technologies in teaching and learning.³

There were two tracks for full event participants to choose from: Praxis and Networks, and there was a limit of 27 participants per track. In addition, the event included three public (and livestreamed/recorded) keynotes, and six workshops/fora that were open to non-track participants (a small number of AMICAL members who did not attend the full event, AUC and Egypt-based applicants who were not able to attend an entire track). The majority of AMICAL participant travel and accommodation was covered by an AMICAL grant, and the majority of AUC participants were funded by their departments at a low/subsidized registration price. Six additional Egypt-based educators participated.

“Although I generally enjoy practical sessions, the Keynote sessions were particularly special for me. There was a level of sincerity, humanity and spirituality in the way they were conducted which I have not experienced before at an academic event and which really resonated with me. I thoroughly enjoyed them and am sure they will influence the way I work with my students.”

- Jasmine Maklad, Instructor, RHET

³ text extracted from Digital Pedagogy Lab Cairo announcement (March, 2016).
The event was facilitated by an international team of faculty members from the United States, Egypt, and Canada: Jesse Stommel, Bonnie Stewart, Maha Bali, Sean Michael Morris, and Amy Collier. The unconference was co-facilitated by David Joseph Wrisley of the American University of Beirut and Maha Bali of AUC.

The following workshops and keynote presentations were open to non-conference participants:

• Keynote: “Critical Digital Pedagogy” By Sean Michael Morris and Jesse Stommel
• Keynote: “Not-Yetness” By Amy Collier
• Keynote: “Scholarly Networks: Friend of Foe or Risky Fray? All of the Above” By Bonnie Stewart
• Workshop: Teaching with Twitter By Jesse Stommel and Maha Bali
• Workshop: Tool Parade-Analytical Tools By Jesse Stommel
• Workshop: Tool Parade-Collaboration Tools By Sean Michael Morris
• Discussion/forum: Identity and Agency Online By Bonnie Stewart and Maha Bali
• Discussion/forum: Not-Yetness By Amy Collier
• Workshop: Learning Management System as Portal By Sean Michael Morris

**International Games Day**

The AUC Main Library led an initiative to include AUC in an International Games Day @ Your Library event in November 2015. Members from CLT (Maha Bali and Nadine Aboulmagd) and UACT participated in organizing the event and bringing games for students to play. Students from some sections of SEMR 1110 Creative Thinking and Problem Solving and SCI 1020 Scientific Thinking attended the event as part of their courses. They came to playtest and critique games created by previous undergraduate students and by UNDP-supported game designers. The AUC Library plans to host the event again in Fall 2016.

“I left the event re-inspired, full of ideas, resources, and tools to explore, and with a broader perspective than when I started. I appreciate very much the time, effort and thoughtfulness that went into planning such an event over so many days.”

-Anonymous participant at AUC
Creatopia day during the Undergraduate Research Conference (EURECA)

For the second time, and led by Hoda Mostafa with the participation of 4 CLT members, Creatopia Day took place on April 18, 2016. It involved:

- Facilitating two workshops for students, one on Educational Game Design; another on Design Thinking. These were facilitated by Fady Morcos, Hoda Mostafa and Sherif Osman.
- Playtesting games created by students in previous semesters of the SEMR course and by UNDP-supported game designers.

Presentations:

Maha Shawki (CLT) and Doris Jones (RHET): Active and Engaged Learning with Digital Pedagogies

Maha Shawki (CLT) and Iman Soliman (CASA/ALI): Prompts from the Arab World: A Pedagogical and Cross-Cultural Project

Hoda Mostafa and Aziza Ellozy (CLT): The Power of Partnership: Integrative Approaches to Holistic Professional Development

Hoda Mostafa and Maha Bali (CLT): Listen Carefully and You Will Hear: Creative Formative Assessments

Maha Bali (CLT) and Jim Groom (Reclaim Hosting): Should Edtech Have an Ethos? Teaching Technology in a Post-Snowden Age

Aziza Ellozy (CLT) gave a lightning talk: The LMS and the Digital Fluency of Faculty

Beyond AUC

AMICAL Annual Conference

CLT members participated in the 2016 AMICAL Annual conference, which took place on May 12-14, 2016 in Rome in the following ways:

Presentations:

Maha Shawki (CLT) and Doris Jones (RHET): Active and Engaged Learning with Digital Pedagogies

Maha Shawki (CLT) and Iman Soliman (CASA/ALI): Prompts from the Arab World: A Pedagogical and Cross-Cultural Project

Hoda Mostafa and Aziza Ellozy (CLT): The Power of Partnership: Integrative Approaches to Holistic Professional Development

Hoda Mostafa and Maha Bali (CLT): Listen Carefully and You Will Hear: Creative Formative Assessments

Maha Bali (CLT) and Jim Groom (Reclaim Hosting): Should Edtech Have an Ethos? Teaching Technology in a Post-Snowden Age

Aziza Ellozy (CLT) gave a lightning talk: The LMS and the Digital Fluency of Faculty

Ahmad ElZorkani (CLT) in his role as the Webcasting Coordinator for the annual AMICAL conferences, worked with the teams at the hosting institutions to set up, test and broadcast selected sessions.

Maha Bali (CLT) led the Digital Pedagogy committee meeting and Nadine Aboulmagd participated as a member of the committee.

Nadine Aboulmagd (CLT) led a Virtually Connecting session with keynote speaker Jim Groom.
• **Aziza Ellozy** was invited to collaborate on a project that is a partnership between Northwestern University, the Arab Barometer (University of Michigan and Princeton University) and the Salam Institute. It is funded by USAID and focuses on critical thinking and non-formal education in the Middle East, particularly with respect to refugees. Ellozy attended a meeting with all the partners in Amman on November 8-9, 2015.

• **Aziza Ellozy** was invited to join an application for a COST Action Grant (COST is an EU funding mechanism for trans-European and international networking in order for scholars to jointly develop ideas and new initiatives). The project addresses the challenge of creating synergy among the increasingly more specialized and centralized supports for four key higher education activities: research, writing, teaching and learning, which frequently fail to capitalize on their shared territories and common ground.

• **Aziza Ellozy** Visited American University of Kuwait (AUK) with a Provost-led delegation that explored collaboration between the two universities including setting up a Center for Teaching and Learning for AKU.

• **Hoda Mostafa** participated in a survey design collaboration for Interdisciplinary Science Education Enhancements (iSEE) sponsored by the Academy of Scientific Research and Technology (ASRT). The “Wonders of Science Show” is an inquiry-based learning activity to teach students about basic scientific concepts. The main purpose of the project is to deliver the “Wonders of Sciences Show” to school students all over Egypt. Over 2000 students were surveyed. Project is ongoing.

• **Hoda Mostafa** worked with the AUC project Expanding Children’s Interest Through Experiential Learning (EXCITE) for informal science education and science communication in collaboration with the Department of Physics at AUC and the Academy of Scientific Research and Technology (ASRT). This collaboration led to the planning, design and delivery of a three-day training workshop for staff members from regional National Research Institute Centers from across Egypt in January 2016. Mostafa consulted on design of participant surveys and designed and facilitated training sessions. Project is ongoing.

• CLT facilitated a three-session teaching enhancement workshop for students from Ain Shams University who are part of the university’s “Green Initiative” that is concerned with clean and renewable energy sources. The workshops provided by CLT were: *The Enhanced Lecture* by **Aziza Ellozy**, *The Art of Structuring Learning Outcomes* by **Caroline Mitry** and *Basics of Course Design* by **Sherif Osman**.

• CLT consulted with **Discovery Education (DE)** and **Tarek Shawki** on the potential collaboration of CLT, The School of Continuing Education (SCE) and GSE in STEM teacher training using DE content.
Digital/International Outreach

Maha Bali was the lead co-facilitator of the open online learning event entitled Digital Writing Month, which engaged students and educators in an interactive month-long exploration of digital expression.

Maha Bali co-facilitated and curated a month of Connected Learning TV which involved selecting topics for four weeks and inviting guest participants. Four videos were produced from the event and are now archived at www.connectedlearning.tv

Virtually Connecting

Virtually Connecting is a connected learning movement whose purpose is “to enliven virtual participation in academic conferences, widening access to a fuller conference experience for those who cannot be physically present at conferences.”

Virtually Connecting depends on volunteer members to use emerging technologies to “connect onsite conference presenters and attendees with virtual participants in small groups. This allows virtual conference participants to meet and talk with conference presenters and attendees in what often feels like those great spontaneous hallway conversations, something not usually possible for a virtual experience.”

Maha Bali (co-founder and co-director) and Nadine Aboulmagd (member) of Virtually Connecting participated in organizing multiple Virtually Connecting events throughout the year as the organization expanded. By August 2016, Virtually Connecting had covered 30 conferences in different countries, including the US, Canada, UK, Italy and Egypt.

Sherif Osman and Fady Morcos worked with Challenge 4 Change to design an after school curriculum for creative thinking and problem solving to be implemented in tandem between a school in the US and a school in 6 October city.

Maker Faire Game Design Workshop

Four CLT members (Fady Morcos, Sherif Osman, Hoda Mostafa, and Maha Bali) designed and facilitated a game design workshop during the first Arab Maker Faire event that took place March 26, 2016 and was held in the AUC Greek campus. According to their website, the Maker Faire is: “a family-friendly showcase of invention, creativity and resourcefulness, and a celebration of the Maker Movement. It’s a place where people show what they are making, and share what they are learning.”

ILIADS Digital Humanities Institute at University of Hamilton, NY

Sherif Osman participated in a part of the weeklong institute and the full three-day conference on digital humanities. Osman was also part of the AMICAL working group, tasked with drafting an initial project for collaboration on digital humanities across AMICAL institutions.
Fady Morcos is a leading mentor at UNDP Games for Social Change. He designed and delivered several workshops both in Cairo and Alexandria. Topics for the workshops focused on Game Design Thinking, Game Mechanics and Dynamics, Game Development, and Designing Games for Social Change.

Fady Morcos has also designed and facilitated several Design Thinking workshops at UNDP Innovation for Development. This year, Morcos was the lead facilitator for a five-day Social Innovation camp held in Fayoum, and co-facilitated a three-day design camp at the Library of Alexandria for People with Disabilities.

Nadine Aboulmagd hosted an event in Global Collaboration Day (IGD) in which she globally hosted a game for Twitter Taboo, game designed in collaboration with Michael Weller (Mountain View High School in El Monte, California).

E. Grants
A team of four AUC members, Hoda Mostafa (CLT), Sherif Osman (CLT), Tamer Shoieb (CHEM) and Mahmoud Shaltout (Department of Biology (BIOL)) were awarded an external grant from the National Socio-Environmental Synthesis (S-E) Center, University of Maryland and The National Science Foundation (NSF) to attend a week-long intensive short course on Teaching with Cases and Socio-Environmental Synthesis. This course covered approaches to deepening the understanding of the teaching and learning of relevant S-E concepts and competencies, defining and adapting the case study approach for use across multiple contexts.

“Most of you [at CLT] treat teaching as an art... whereas back home it’s treated as a science, technical, as if steps would get you somewhere... here we are encouraged to do what we did better, rather than reducing it to some strange set of steps.”

- Jason Becket, Visiting Assistant Professor, LAW

*text extracted from Virtually Connecting website: http://virtuallyconnecting.org/about/
Appendix A: CLT Statistics

Number of Workshops, Symposia and Fora

Number of Faculty Attending Workshops, Symposia and Fora

Formative Assessment Activities
Appendix B: Intellectual Contribution of CLT members

Peer-reviewed Publications


Forthcoming


**Non-Peer-Reviewed in an Academic Journal**


**Invited Articles**


Bali, M. (2016, Jan/Feb). Knowing the difference between digital skills and digital literacies and teaching both [invited]. *Literacy Worldwide*. Published hard copy, but also published on the Literacy Daily; retrieved from: http://literacyworldwide.org/blog/literacy-daily/2016/02/03/knowning-the-difference-between-digital-skills-

Other Articles


Maha Bali is a regular columnist at the Chronicle of Higher Education’s Prof Hacker Blog. She has published 80 articles there since she started being a regular blogger for them in October 2015 (and two others before then). Examples of articles published there include:


**Conference Presentations**

**Invited Presentations and Keynotes**


**Other Presentations**

Aboulmagd, N. (2016, August 26) Transforming higher education in Egypt: A deeper look at the faculty leadership and development program. World Congress for Comparative Education Societies (WCCES), Beijing, China.


Appendix C: Acronyms

• ALA    Academy of Liberal Arts
• ALI    Department Arabic Language Instruction
• AMICAL American International Consortium of Academic Libraries
• ARIC    Department of Arab and Islamic Civilizations
• ASHA    American Schools and Hospitals Abroad
• BUS    School of Business
• BL    Blended Learning
• CAR    Classroom Action Research
• CATs    Classroom Assessment Techniques
• CBL    Community-Based Learning
• CENG    Construction Engineering unit
• CHEM    Department of Chemistry
• CLT    Center for Learning and Teaching
• CTMS    Classroom Technologies and Media Services
• DE    Discovery Education
• DH    Digital Humanities
• ELI    Department of English Language Instruction
• FP    Freshman Program
• GAPP    School of Global Affairs and Public Policy
• GSE    Graduate School of Education
• HIST    Department of History
• HUSS    School of Humanities and Social Sciences
• IEP    Intensive English Program
• JRMC    Department of Journalism and Mass Communication
• LAW    Department of Law
• MEIHE    Middle East Institute of Higher Education
• MGMT    Department of Management
• MOOC    Massive Open Online Course
• NSF    National Science Foundation
• PHYS    Department of Physics
• PPAD    Department of Public Policy and Administration
• PSYC    Psychology unit
• RHET    Department of Rhetoric and Composition
• SAPE    Department of Sociology, Anthropology, Psychology and Egyptology
• SCE    School of Continuing Education
• SGID    Small Group Instructional Diagnosis
• SSE    School of Sciences and Engineering
• STA    Student Technology Assistant
• TA    Technology Assistant
• TAPD    Teaching Assistants Professional Development
Appendix D: Who we are

Aziza Ellozy, Founding Director, Professor of Practice and Associate Dean for Learning Technologies.

Ahmad Zorkani, Manager, Multimedia Services

Azza Awwad, Manager, Pedagogy and Assessment

Caroline Mitry, Senior CLT Officer, Pedagogy and Assessment

Fady Michel, Associate Professor of Practice (joint appoinement with SSE)

Gihan Osman, Assistant Professor, Instructional Design and Technology (joint appointment with GSE)

Hoda Mostafa, Associate Director and Associate Professor of Practice

Joyce Rafla, CLT Officer, Pedagogy and Assessment (until June 2016)

Maha Bali, Associate Professor of Practice

Maha Shawki, CLT Officer, Instructional Multimedia

Mounira Fared, Senior Administrative Assistant

Nadine Aboulmagd, CLT Officer, Online Content Developer

Naglaa Seddiek, CLT Officer, Pedagogy and Instructional Technology (new hire, March 2016)

Riham Massoud, Senior Coordinator, STA Program

Sherif Osman, Senior CLT Officer, Pedagogy and Assessment

Tarek Maghraby, Specialist, Multimedia Services