

February 17, 2010. Vol.9, Issue 8 Supplement

CLT FACULTY INSTITUTES - SPRING 2010

WEDNESDAY, FEBRUARY 24, 2010 (CAMPUS CENTER P022)

11 a.m. -12:15 p.m. **Ten Ways to Assess Student Learning Outcomes**

You've written learning outcomes for your course. Now what? How do you know whether or not your students are actually learning what you say they should learn? This workshop will provide you with examples of tools and techniques to help you measure students' achievement in learning outcomes, create powerful learning opportunities, and increase the effectiveness of your teaching.

Facilitator: Ann Boudinot-Amin (Institutional Research Office)

12:15-1:45 p.m. **Classroom Assessment Techniques for Student Engagement and Feedback**

Classroom assessment is an active learning, informal approach to evaluate students with the purpose of improving learning. Classroom Assessment Techniques (CATs) are simple techniques that provide feedback on how well students are learning, which faculty 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 would address the specific goals they wish to accomplish in class.

Facilitator: Aziza Ellozy (Center for Learning and Teaching)

1:45-2:15 p.m. Light Lunch

2:15- 3:45 p.m. **E-portfolios for Assessment and Showcasing: An Introduction**

E-portfolios are powerful tools that can be used for a variety of purposes including selection of student work for program accreditation, student showcases for potential employers or graduate schools, and faculty showcases for promotion and tenure. At AUC, several departments and programs have committed to using student e-portfolios for accreditation and other purposes and are participating in a pilot program.

This workshop will explore what we mean by e-portfolios, how they are used as assessment tools and how some AUC faculty intend to use them. The focus will be on the Epsilon E-portfolio which AUC is piloting.

Facilitators: Aziza Ellozy (CLT) and Magda Mostafa (Architectural Engineering Department)

TUESDAY, MARCH 9, 2010 (CAMPUS CENTER P020)

11 a.m.-12:15 p.m. **Finding Educational Multimedia Resources Online**

There is now a wealth of useful multimedia resources available for free on the web. In this workshop, participants will get a chance to explore some of the options available and brainstorm ways of integrating multimedia into the classroom to enhance student learning. One of the best resources for faculty is MERLOT (Multimedia Educational Resource for Learning and Online Teaching), which is "a collection of peer-reviewed, high-quality interactive online learning materials." Participants will be shown how to use the collection and examples from the humanities and sciences, and faculty professional development will be analyzed to illustrate the method. Time permitting, participants will also search and share what they find from their own disciplines.

Facilitator: Maha Bali (CLT)

12:15-1:45 p.m. **Making Thinking Visible: Learning and Teaching with Concept/Mind Maps (Part 1)**

Visually representing knowledge can be one of the most effective ways of constructing it. This two-part workshop will introduce participants to concept mapping and mind mapping, two very powerful visual learning tools that can be used in any discipline for learning and/or assessment.

In this workshop, we will go over the basic principles of concept mapping and mind mapping as well as the kind of activities these techniques could be used for. Examples from different disciplines will be presented. Participants will practice constructing one such map. They will then create an account with a free online mind-mapping tool in preparation for Part 2 of this workshop the date of which will be decided upon by the participants during the workshop.

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

1:45-2:15 p.m. Light Lunch

2:15- 3:45 p.m. **The Course Portfolio: A Tool for Achieving Learning Outcomes**

This presentation introduces what a student course portfolio entails, together with its principle pedagogical advantages. Using a case study, the presenter will show how it could be utilized as a tool in achieving course learning outcomes. Conclusions are drawn on the general application of this tool.

Facilitator: Adham Ramadan (Chemistry Department)

WEDNESDAY, MARCH 24, 2010 (Room 1021, LIBRARY 1st floor)

11 a.m. - 12:40 p.m. **Empowering Students through Reflection**

Reflective learning -the conscious process of defining, evaluating and regulating one's own learning processes and outcomes- is thinking behavior that can be taught and learnt. It is based on theories of meta-cognition and holistic learning. This interactive presentation outlines the educational value of reflection, analyzes various modes of implementation, provides tools and techniques for teaching, and discusses ways for effectively evaluating the methodology.

Facilitator: Amani El Shimi (Gerhart Center/Rhetoric and Composition Department)

12:40-1:00 p.m. Light Lunch

1:00-2:15 p.m. **Towards Instituting a Research-Active Curriculum Across the Disciplines**

"... universities should treat learning as not yet wholly solved problems and hence always in research mode." Wilhelm von Humboldt on the future University of Berlin (1810, cited by Elton, 2005, 110)

Considerable evidence suggests that enabling students to actively engage in research and inquiry enhances their learning and redefines their role as productive scholars, rather than consumers of knowledge. It also brings together teaching and disciplinary research, promoting overall research output and capacity in higher education institutions. This workshop defines strategies for instituting a 'research-active' curriculum across the disciplines, and shares examples of successful models of student-faculty research. Opportunity for exchange of ideas and collaboration between faculty will be given.

Facilitators: *Amani El Shimi (Gerhart Center/Rhet and Comp) and Pandeli Glavanis (CLT)*

TUESDAY, APRIL 20, 2010 (CAMPUS CENTER P020)

11a.m. - 12:15 p.m. **Students as Content Creators: Convergence of Literacies***

Higher education is acutely cognizant of the importance of the various skills acquired by students in order for them to secure rewarding employment after graduation. These skills include literacy, disciplinary knowledge, communication, IT among others. Nevertheless, faculty engaged in disciplinary teaching do not have the time nor in many cases, the expertise to teach all the various skills to students. IT professionals and highly qualified research librarians also approach these skills with such a degree of professionalism that it tends to alienate students from acquiring them independently of the normal university curriculum. Thus, Joan Lippincott has argued most effectively that for such skills to be acquired by students they need to be integrated into the curriculum to enable students to acquire them while preparing multi-media content as part of their assignments. This workshop will explore Joan Lippincott's thesis *of Students as Content Creators*, and consider ways in which it can be implemented at AUC.

Facilitator: *Pandeli Glavanis (CLT)*

12:15-1:50 p.m. **Designing and Assessing Multimedia Student Projects**

Multimedia projects allow students to demonstrate their knowledge of a topic in a variety of ways that go beyond text. Using new presentation and communication tools, students learn to organize, synthesize and evaluate information in new ways, as well as learn how to work in teams and collaborate meaningfully.

This interactive workshop will define the issues that educators are likely to face with multimedia projects, and will discuss the various stages of the project - from planning to group management, to technology options, and most importantly, to issues of assessment.

* Title and theme derived from a workshop delivered by Dr Joan Lippincott at CLT in December 2009

We will go over some of the media tools available for multimedia projects and share some of our experiences. Participants will be encouraged to share project ideas and discuss possible implementation scenarios.

Facilitators: *Aziza Ellozy (CLT), Hoda Mostafa (CLT) and Sandy Barsoum (CLT)*

1:50 - 2:15 p.m. Light Lunch

2:15- 3:45 p.m. **Sailing through the Copyright Quagmire: Teaching and Learning with Technology**

When working with technology in a classroom there are important copyright issues that we, as educators, either do not consider or do not know how to address. This workshop is meant to be a springboard for further discussion. We will approach the issue as practitioners and explore different scenarios that all of us may encounter. We will also discuss how Creative Commons work and share some resources that may serve as guidelines.

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

WEDNESDAY, MAY 5, 2010 (CAMPUS CENTER P020)

Teaching With the Case Method across the Disciplines

A teaching case is a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person a group of people. Cases contain relevant data about the issue available to the key person(s) in the case, plus background information about the situation.

The case method has been used mostly in business schools, law schools and medical schools. However, the method has been adopted in the teaching of various other disciplines including science, engineering, and the social sciences because of its potential for promoting critical thinking, student engagement and long term retention.

In these workshops, key approaches to teaching with cases will be highlighted. Since discussion is the method of choice in using case studies, some time will be devoted to strategies needed to successfully implement an in-class discussion. Evaluating students' performance in a case-driven course will also be examined.

11-12:40 p.m. **Teaching with Cases**
Facilitator: *Marina Apaydin (Management Department)*

12:40-1:00 p.m. Light Lunch

1:00-2:30 p.m. **Use of Case Studies and Group Discussion in Science Courses**
Facilitator: *Aziza Ellozy (CLT)*

2:30- 3:45 p.m. **Using Cases in Social Studies**
Facilitator: *Pandeli Glavanis (CLT)*

TEACHING & LEARNING WITH WEB 2.0: A CRASH COURSE
Thursday April 15th and Sunday April 18th 2010 (LIBRARY Room P052)

What do we mean when we say "Web 2.0" and what are its defining features? How do the capabilities provided by Web 2.0 relate to higher education? In what ways might they enhance teaching and learning? Blogs, wikis, podcasts, YouTube, tagging, RSS feeds and other creative and innovative tools will be showcased and participants will have the opportunity to explore these applications.

Learn how to use some of these tools that may transform how you teach and how your students learn. You will have a chance to discuss how AUC faculty have integrated these tools in their courses.

Thursday April 15, 2010

Refreshments will be served

11:30 a.m.–12: 50 p.m. **Using Blogs in the Classroom**

Facilitators: Aziza Ellozy (CLT) and Mona Amer (Psychology Department)

1 – 2:30 p.m.

Wikis in the Classroom

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

Sunday April 18th

Refreshments will be served

11: 30 a.m. – 1:00 p.m. **Podcasting**

Facilitators: Aziza Ellozy (CLT) and Iman Soliman (Arabic Language Institute)

1 – 2:30 p.m.

Multimedia Sharing; Social Bookmarking & RSS feeds

Facilitator: Aziza Ellozy (CLT)

Note: We usually prefer knowing who will attend so we encourage you to register. However, you are also welcome to **attend at the last minute without registering.** This schedule can be found on our website <http://www.aucegypt.edu/academics/llt/ct/Pages/default.aspx> . We will be posting reminders in News@auc

We hope you will join us in these workshops