CENTER FOR LEARNING & TEACHING

NEW CHALK TALK

THE AMERICAN UNIVERSITY IN CAIRO

CLT Faculty workshops: Fall 2009
ACTIVE LEARNING SERIES
Note: ALL WORKSHOPS WILL TAKE PLACE AT THE CLT, LIBRARY BUILDING ROOM P052

- **Critical Friendship Circles: Giving peer feedback**

  Monday Oct 5, 2009 (from 1 – 2 pm)

  A Critical Friendship Circle (CFC) is a group of critical friends (classmates) who give mutual feedback on their presentation skills and/or teaching techniques. The purpose of the circle is to formalize the process of feedback via protocols to ensure that the students know what to expect and how to conduct a feedback session so they can play their roles as critics and friends in an appropriate way. This session will present the protocols, show how they are used and provide prompts for students to use when giving feedback.
  Facilitator: Phyllis Wachob, English Language Institute

- **Revitalizing your classroom: active and collaborative learning in the classroom**

  Monday Oct 12, 2009 (from 1 – 2 pm)
  OR
  Tuesday Oct 13, 2009 (from 2 – 3:15 pm)

  Most students cannot listen effectively to lectures over a sustained period of time no matter how skillful the lecturer. For many university teachers today, the goal is to transform students form passive listeners to active learners. Collaborative learning in the classroom is one way of doing this.

  In this workshop, we will discuss a few teaching strategies that can enhance a lecture and improve student engagement in the classroom without using too much class time.
  We will also discuss how technology can enrich and help meet active learning objectives.
  Facilitator: Aziza Ellozy, Center for Learning and Teaching

- **Challenges in Collaborative Learning**

  Monday Oct 19, 2009 (from 1 – 2 pm)
  OR
  Wednesday Oct 21, 2009 (from 1 – 2 pm)

  The workshop will suggest that the key to attaining a process of active knowledge construction is in fact the process of enabling and/or empowering a class of individual students to transform into a "learning community" composed of "cooperative/collaborative learners". In this respect the individual students, are now compelled to interact in three different ways throughout the pedagogic socialization process: interaction with courseware, interaction with instructor and of greatest significance interaction with their peers. This moves us from *active* to *interactive* learning and thus enhanced knowledge construction.
  Facilitator: Pandeli Glavanis, Center for Learning and Teaching

- **Peer instruction: a way for in-class interactions**

Monday Oct 26, 2009 (from 1 – 2 pm)
OR
Wednesday Oct 28, 2009 (from 1 – 2 pm)

In-class interactions promote student engagement during class time, creating a dynamic environment conducive to better learning. Peer instruction, where students teach, and learn from peers, is an effective pedagogical tool for developing active and independent learners. There are numerous methodologies of peer instruction in and out of class. Concept tests present an effective methodology based on student-student in class interactions. This workshop introduces Concept Tests with an example of how to apply them.

Facilitator: Adham Ramadan, Chemistry department.

- **Full-time students, face-to-face courses…why then online discussion?**

Monday Nov 2, 2009 (from 1-2 pm)
OR
Tuesday Nov 3, 2009 (from 2-3:15 pm)

The discussion method is a very powerful pedagogical technique when used to its full potential. Research has shown that carefully planned discussions (online and face-to-face) elicit higher order thinking and creative problem-solving. In this workshop, we will begin by examining effective practices in face-to-face discussions and then move on to examine the special characteristics of online discussion. Examples of different online discussion formats will be discussed as well as how best faculty can facilitate such discussions. Special emphasis will be placed on how to guide our students to be "better thinkers" using the online discussion format.

Facilitators: Aziza Ellozy and Maha Bali, Center for Learning and Teaching

- **How to Design and use Rubrics to Evaluate Assignments**

Tuesday Nov 10, 2009 (from 2-3:15 pm)

What is an "A" paper? What are the kinds of things you are looking for in an "outstanding" result? How do students know what you expect from them in an assignment? Do your students complain that you "gave" them a grade and they deserve better? Rubrics are scoring guidelines that, at a minimum, list the things instructors are looking for when evaluating an assignment. In this hands-on workshop, participants will learn how to plan, create and use scoring guidelines to (1) let students know what you expect from them in an assignment and (2) effectively evaluate their work.

Facilitator: Ann Boudinot-Amin, Institutional Research Office

- **Role Playing: A Teaching/Learning Strategy**

Tuesday November 17, 2009 (from 2 – 3:15 pm)
OR
Wednesday November 18, 2009 (from 1 -2 pm)

Role-playing has been used extensively by historians in order to animate class discussions but especially as a way of encouraging students to go beyond the formality of historical texts and see historical agents as humans who were confronted with a multiplicity of options and choices and eventually choose a particular resolution to particular events. It is this critical skill of moving beyond the sense of historical inevitability that is invariably communicated in scholarly texts, that students gain from role-playing and which cannot be "taught" via the medium of a traditional lecture or seminar. This workshop will explore the use of such a teaching/learning strategy and also consider how it can be applied to other disciplines.

Facilitator: Pandeli Glavanis, Center for Learning and Teaching.

- **Finding Digital Educational Resources Online**

Monday November 23, 2009 (from 1 – 2 pm)
OR
Tuesday November 24, 2009 (from 2 -3:15 pm)

There is now a wealth of useful digital and 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 digital media 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, sciences, and faculty professional development will be shared and discussed. Time permitting, participants will search/browse MERLOT and share what they find from their own disciplines.

Facilitator: Maha Bali, Center for Learning and Teaching.

- **Making Thinking Visual: Learning and Teaching with Concept/Mind Maps**

Tuesday Dec 1, 2009 (from 2 – 3:15 pm)
OR
Wednesday Dec 2, 2009 (from 1 -2 pm)

Representing knowledge visually can be one of the most effective ways of constructing knowledge. This 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.

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 of AUC students' maps will be presented and discussed.

Participants will create an account with a free online mind-mapping tool and a date will be set for those interested in a one hour hands-on workshop with the tool.

Facilitators: Aziza Ellozy & Hoda Mostafa, Center for Learning and Teaching.

- **Distinguished Guest Lecturer** (Topic to be announced)

Tuesday Dec 8, 2009 (from 2 – 3:15 pm)
OR
Wednesday Dec 9, 2009 (from 1 -2 pm)

Facilitator: Dr Joan Lippincott, Associate Executive Director of the Coalition for Networked Information

Some Tentative Workshops for Spring 2010
  ➢ Dealing with Diversity in AUC Classrooms
  ➢ The Art of Discussion Leading
  ➢ Teaching Critical Thinking through active learning strategies
  ➢ Teaching & Learning with web 2.0

If you have workshop suggestions, please e-mail us at clt@aucegypt.edu