

## CLT Faculty Workshops: Spring 2011

### Monday March 14th (Library Bldg - 1<sup>st</sup> floor - RM 1021)

2:15- 3:45 pm      **“Lecture Capture”: Enhance Face to Face Interaction**

Lecture capture is a user-friendly software rapidly gaining in popularity across a number of universities, including AUC. Our faculty has used it for a wide range of teaching strategies, underscoring its flexibility. Some have also used it effectively during interruptions to normal teaching as well as a means of enhancing face to face interaction. This workshop will present examples of different usages at AUC and provide an opportunity to exchange ideas about its benefits.

**Facilitator:** Pandeli Glavanis & Ahmad El Zorkani, Center for Learning and Teaching

### Tuesday March 22<sup>nd</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)

2:15- 3:45 pm      **Preventing Plagiarism: tips and guidelines**

In this workshop, faculty will discuss the different causes of plagiarism and explore ways of minimizing it in class. They will be introduced to Turnitin.com, a plagiarism detection tool that has been found to deter plagiarism. In addition, participants will examine ways of using Turnitin.com as a learning tool rather than a punitive one.

**Facilitator:** Caroline Mitry, Center for Learning and Teaching

### Wednesday March 30<sup>th</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)

2:15- 3:45 pm      **The Good, the Bad and the Ugly of Student Group Work**

Student group projects come with numerous benefits and challenges for both the students and the instructor. This workshop will first examine the advantages and common scenarios for incorporating group projects in courses. Next, logistical issues will be discussed, including the ideal group size (and how to manage all-class projects), student-selected versus instructor-assigned group membership, organizational and communication strategies (including Blackboard and Web 2.0 tools), project supervision, and individual vs. group grading procedures. The workshop will also tackle how to prevent and address common challenges such as student conflicts and complaints, uneven contributions to the project, uneven strengths across groups, and plagiarism.

**Facilitator:** Mona Amer, Psychology Department

### Monday April 4<sup>th</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)

2:15- 3:45 pm      **The Art of Discussion Leading**

In this workshop, we will view and analyze excerpts from videos showing two Harvard professors (known for their teaching excellence) engaging their students in discussions, one in a small group and the other in a large lecture hall. We will discuss and contrast the strategies used in both situations. A framework for integrating critical thinking will be discussed.

**Facilitator:** Aziza Ellozy & Maha Bali, Center for Learning and Teaching

### Monday April 11<sup>th</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)

2:15- 3:45 pm      **Incorporating oral and written feedback into your own teaching context**

A number of educators find it challenging to give feedback to their students no matter how skillful and experienced they are. The goal of giving feedback is to transform students from being passive receivers of feedback to active participants in the feedback process with the goal of creating a positive feedback experience conducive to better learning. Giving feedback is an often underestimated pedagogical tool which can impact student-teacher interaction. During this workshop, participants will become acquainted with a number of practical techniques and strategies for giving both efficient and effective feedback.

**Facilitator:** Rania Jabr, English Language Institute

### **Wednesday April 13<sup>th</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)**

#### **2:15- 3:45 pm How to Design and Use Rubrics to Evaluate Assignments?**

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

### **Tuesday April 26<sup>th</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)**

#### **2:15- 3:45 pm Making Thinking Visible: Learning and Teaching with Concept/Mind Maps**

Visually representing knowledge can be one of the most effective ways of constructing it. 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 the two mapping techniques as well as the kind of activities they could be used for. Examples from different disciplines will be presented and participants will practice constructing one such map.

CLT would be willing to offer a sequel to this workshop for those who would be interested in learning how to use an **online** mind mapping tool.

**Facilitator:** Aziza Ellozy & Hoda Mostafa, Center for Learning and Teaching

### **Monday May 2<sup>nd</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)**

#### **2:15- 3:45 pm “Educating Citizens”: Preparing AUC Undergraduates for the New Egypt**

“Educating Citizens” exemplifies The Carnegie Foundation for the Advancement of Teaching’s commitment to a vision of education that integrates intellectual with moral virtues and connects the values of civic responsibility to the classic academic mission of higher education. Furthermore, numerous educators have argued that achieving this combination of moral and civic virtue accompanied by the development of critical thinking, occurs best when **actively** fostered by institutions of higher education. It does not occur by accident, or on the margin of curricula in the form of offering some targeted courses. It needs to be fully integrated into the curriculum. This workshop will explore ways in which this can be accomplished and provide an opportunity for an exchange of ideas and practices from AUC faculty.

**Facilitator:** Pandeli Glavanis, Center for Learning and Teaching

### **Tuesday May 17<sup>th</sup> (Library Bldg - 1<sup>st</sup> floor - RM 1021)**

#### **2:15- 3:45 pm Motivating students: Bridging the gap between student needs and teacher expectations**

When working with students, the issue of motivation always comes up in various ways. However, what we as teachers often ignore is the fact that what students need might not match what we expect of them. This workshop attempts to reconcile the two. In this workshop, we will attempt to create a working definition of the term “motivation”, while exploring a number of scenarios to help come up with practical ways to encourage students to become proactive and willing participants in their own courses. Focus will be on how to ensure that our students continue to be motivated from day one until the end of the semester.

**Facilitator:** Rania Jabr, English Language Institute

**To register please call 3733 or e-mail [clt@aucegypt.edu](mailto:clt@aucegypt.edu)**