CLT Faculty Institute, Workshops and Fora: Fall 2010

Tuesday October 5th (Library Bldg - 1st floor - RM 1021)

2:00- 3:30 pm   **Grading or Assessing Learning**

Our students "worship" the grade! Faculty find grading too subjective and difficult to justify! Employers seek graduates with high GPAs! The list can go on….. Grading has constituted a corner stone of academic assessment for decades. Nevertheless, no single system has gained universal acceptance and both faculty and universities are continuously experimenting with alternatives.   Grades often do not provide a clear picture of academic aptitude or of potential for success, and learning, not achieving the highest score, should be the goal of a liberal education. (Wikipedia) This workshop will consider such alternatives and suggest different strategies that focus on student learning.

Facilitator: Pandeli Glavanis, Center for Learning and Teaching

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CLT FACULTY DEVELOPMENT INSTITUTE

Sunday October 10th (Library Bldg - 1st floor - RM 1021)

11:15-12:30 pm   **Revitalizing your classroom: active learning in the classroom**

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 from passive listeners to active learners. Active learning is a "student-centered" approach where the teacher provides students with opportunities to learn independently and from one another.
During this workshop, participants will become acquainted with some of the strategies used to enhance a lecture with active learning. We will also discuss how technology can enrich and help meet active learning objectives.

Facilitator: Aziza Ellozy, Center for Learning and Teaching

12:30-1:45 pm   **Peer instruction: a way for in-class interactions**

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

1:45-2:15 pm   Light Lunch

2:15- 3:30 pm   **Debating Across the Curriculum: Preparing AUC Students for Academic Interaction**

This workshop will highlight the benefits of using debates to develop critical thinking, general knowledge about current issues and oral expression in academic disciplines. Presenter will describe case studies and demonstrate a system that faculty members can effectively use to apply debates across disciplines. A list of debate resources will also be included.

Facilitator: Carol Clark, English Language Institute

Tuesday October 19th, 2010 (Library Bldg - 1st floor - RM 1021)

2:15- 3:30 pm **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 programs have committed to using student e-portfolios for accreditation and other purposes.
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 Epsilen eportfolio which AUC is piloting.

Facilitators: Aziza Ellozy,Center for Learning and Teaching &
              Magda Mostafa, Construction Engineering

Tuesday October 26th, 2010 (Library Bldg - 1st floor - RM 1021)

2:15- 3:30 pm   **Critical Friendship circle**

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

Sunday October 31st, 2010 (Library Bldg - 1st floor - RM 1021)

2:15-3:30 pm   **Writing Effective Learning Outcomes**

In this hands-on workshop, participants will gain skill in writing effective student learning outcomes and will be given an overview of techniques for assessing student learning. Participants will take an inventory of their individual teaching goals and will use this information to develop a set of learning outcomes for one of their courses.

Facilitator: Ann Boudinot- Amin, Institutional Research Office

Wednesday November 10th, 2010 (Library Bldg - 1st floor - RM 1021)

2:15 -3:30 pm   **Students as Content Creators: Convergence of Literacies[1]**

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 and several others. Nevertheless, faculty engaged in disciplinary teaching do not have the time or in many cases the expertise to teach them. Joan Lippincott, however, argues that for such skills to be acquired by students they need to be integrated into the curriculum and enable students to acquire them while preparing multi-media content as part of their assignments. This workshop will explore the thesis *of students as content creators* and consider ways in which it can be implemented at AUC

Facilitator: Pandeli Glavanis, Center for Learning & Teaching
Tuesday November 30th, 2010 (Library Bldg - 1st floor - RM 1021)

technology

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

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. In this workshop we will approach the issue as practitioners and explore different scenarios that will serve as springboards for discussion. We will discuss how Creative Commons work and share some resources that may serve as guidelines.

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

Monday December 6th, 2010 (Library Bldg - 1st floor - RM 1021)

2:15 -3:30 pm   **Preventing Plagiarism: Tips and Turnitin.com**

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

Facilitator: Maha Bali, Center for Learning & Teaching

CLT FORA

Wednesday October 13th, 2010 (Library Bldg - 1st floor - RM 1021)

1:00 – 2:00 pm **Courtesy In The Classroom**

Over recent years it has been noted by many members of the university community that there has been a seemingly inexorable rise in disruptive behavior in the classroom and lecture hall. Undoubtedly part of this is due to the invasion of learning spaces by mobiles, laptops and other technologies – texting, walking out to take calls etc. - but there may be other factors involved. This phenomenon has become a source of growing concern for both professors and engaged students alike. The emphasis on appropriate college behavior stressed, for example, in FYE seems to have had little effect. We think it is important that teachers and learners alike come together to share and discuss strategies by which these discourtesies can be considered.

Facilitators: Richard Hoath, Rhetoric and Composition Department &
Michael Reimer, History Department

Wednesday November 3rd, 2010 (Library Bldg - 1st floor - RM 1021)

1:00 – 2:00 pm   **Assessment of Teaching Effectiveness at AUC**

For the purpose of this forum, effective teaching can be defined as: Clear communication of appropriate course content in an environment that enhances learning.
The question we need to address is: Do the current methods of teaching evaluation at AUC give a good measure of teaching effectiveness or is there room for improvement?

Facilitator: Mahmoud Farag, Engineering Department

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