## CLT Faculty Workshops: Spring 2014

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| **Thursday March 6** | **When End-of-Semester Evaluations are Not Enough** | **Aziza Ellozy** | **2 – 3.15 pm** |
| **Thursday March 13** | **Increasing Student Interest in Large Lecture Classes** | **George Marquis** | **1 – 2.00 pm** |
| **Tuesday March 18** | **Student Content Multimedia Creation: An Alternative to Conventional Forms of Assessment** | **Pandeli Glavanis & Ahmad Zorkani** | **2 – 3.15 pm** |
| **Thursday March 20** | **Debating across the Curriculum: Preparing AUC Students for Academic Interaction** | **Carol Clark** | **1 – 2.00 pm** |
| **Wednesday March 26** | **The Pedagogy of Community-Based Learning: Active Learning for Active Citizenship** | **Pandeli Glavanis** | **2 – 3.15 pm** |
| **Tuesday April 1** | **Developing Your Teaching Portfolio** | **Aziza Ellozy & Hoda Mostafa** | **2 – 3.15 pm** |
| **Sunday April 6** | **Doing Things Differently: Alternative Forms of Assessment** | **Maha Bali & Sherif Osman** | **1 – 2.00 pm** |
| **Tuesday April 8** | **Outcome Orientated Teaching and Learning** | **Hoda Mostafa** | **2 – 3.15 pm** |
| **Thursday April 10** | **Game on! Enhancing Engagement with Student-Generated Game Designs** | **Fady Morcos & Hoda Mostafa** | **2 – 3.15 pm** |
| **Monday April 28** | **Diversity and Inclusive Teaching** | **Heba Kotb & Hala Al Hak** | **2 – 3.15 pm** |
| **Sunday May 4** | **Collaboration: A Pedagogical Approach to Technology** | **Valentina Cattane & Sherif Osman** | **1 – 2.00 pm** |

### When End-of-Semester Evaluations are Not Enough
*Facilitator: Aziza Ellozy (Center for Learning and Teaching)*
*Thursday, March 6th*
*2:00 – 3.15 pm*
*Library Building – Room 1021*

For many reasons, end-of-course evaluation data are not enough. They come in too late to benefit the students doing the evaluation and they do not give us the details we need. They are a one-way communication, and students do not believe they make a difference. So how do we get the input that we need should we decide that we are ready to take action?

This workshop will introduce different approaches to get much more effective feedback during the semester, and faculty will learn more about how to improve their course than they would from end-of-semester evaluations. A few simple classroom assessment techniques (CATs) as well as formative mid-semester feedback will be introduced and discussed.

### Increasing Student Interest in Large Lecture Classes
*Facilitator: George Marquis (School of Humanities and Social Sciences)*
*Thursday, March 13th*
*1:00 – 2:00 pm*
*Library Building – Room 1021*

This workshop will identify a number of ways to raise levels of attention and motivation in large lecture classes. Innovative techniques that arguably enhance motivation, such as debates and case studies, flipping the classroom, testing frequently, pace-changing, delegating facilitation responsibilities to students, and adding value to assigned readings will all be addressed. This workshop is of particular relevance to faculty who teach large classes that have a lecture-based format.

### Student Content Production: An Alternative to Conventional Forms of Assessment
*Facilitators: Pandeli Glavanis (Center for Learning and Teaching /Community Based Learning)*
          *Ahmad Zorkani (Center for Learning and Teaching)*
*Tuesday, March 18th*
*2:00 – 3:15 pm*
*Library Building – Room 1021*

Student-centered teaching and learning is widely accepted as the most effective pedagogy to be used in Higher Education and has gained tremendous popularity over conventional lecture-based teaching. Similarly the rapid development of educational technology has enabled students to engage with learning in a variety of new and creative ways, which enable students to acquire and demonstrate a variety of new skills in the process of learning. Producing multimedia assignments is one such area where students can enhance their own individual and group learning experiences by creatively producing new content in their courses. This workshop will evaluate such an experience in undergraduate teaching at AUC and discuss lessons learned.

### Debating Across the Curriculum: Preparing AUC Students for Academic Interaction
*Facilitator: Carol Clark (English Language Institute)*
*Thursday, March 20th*
*1:00 – 2:00 pm*
*Library Building – Room 1021*

This workshop will highlight the benefits of using debates to develop critical thinking, and oral expression in academic disciplines. The presenters will describe methods of organizing debates with AUC students and demonstrate two systems that faculty members can effectively use to apply debates across disciplines. Participants will try out one of the methods during the workshop, and a list of debate resources will be distributed.

### The Pedagogy of Community-Based Learning: Active Learning for Active Citizenship
*Facilitator: Pandeli Glavanis (Center for Learning and Teaching /Community Based Learning)*
*Wednesday, March 26th*
*2:00 – 3:15 pm*
*Library Building – Room 1021*

*I never teach my pupils; I only attempt to provide the conditions in which they can learn.* (Albert Einstein)

*There are two types of education: One should teach us how to make a living and the other should teach us how to live.* (John Adams)

In many respects the two quotes above exemplify the philosophy of community-based learning. In other words for university students to learn how to be citizens, students must act as citizens and faculty should attempt to provide the context within which this can happen; the community. Therefore, higher education must connect subject matter with the places where students live and the issues that affect us all. Nevertheless, universities appear to have failed to recognize the benefits of student engagement with their communities in acquiring knowledge. Thus, this workshop will highlight the pedagogic and academic benefits to be derived from such teaching strategies and make use of examples from the AUC curriculum to generate the debate.


**Developing Your Teaching Portfolio**
*Facilitators: Aziza Ellozy (Center for Learning and Teaching)*
*          Hoda Mostafa (Center for Learning and Teaching / School of Sciences and Engineering)*
*Tuesday, April 1st*
*2:00 – 3:15 pm*
*Library Building – Room 1021*

Are you coming up for review, tenure or promotion? Can you effectively present your skills as a teacher to your colleagues or to the tenure or promotion committees? This workshop will introduce faculty members to the Teaching Portfolio as a tool for documenting professional achievement in teaching. Participants will learn about the different types of teaching artifacts that they should collect and the variety of assessment methods that would effectively showcase their major accomplishments. Included in the session is an opportunity to examine a few teaching portfolios, to begin the reflective process and to develop a plan for completing the portfolio. Online portfolio platforms will be discussed.


**Doing Things Differently: Alternative Forms of Assessment**
*Facilitators: Maha Bali (Center for Learning and Teaching)*
*          Sherif Osman (Center for Learning and Teaching)*
*Sunday, April 6th*
*1:00 – 2:00 pm*
*Library Building – Room 1021*

This workshop aims to generate discussion about alternative forms of assessment and engage participants in identifying opportunities for doing things differently in their own contexts. Strategies such as authentic and sustainable assessments will be explored and participants will have an opportunity to brainstorm methodologies for implementing such forms of assessment in their courses using approaches such as project-based and inquiry-based learning.


**Outcome-oriented Teaching and Learning**
*Facilitator: Hoda Mostafa (Center for Learning and Teaching / School of Sciences and Engineering)*
*Tuesday, April 8th*
*2:00 – 3:15 pm*
*Library Building – Room 1021*

*"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."* (Covey, 1994)

Well-designed knowledge and skills-based learning outcomes can help faculty "engineer" learning and teaching in an effective direction. Applying a backwards design model in course syllabi is also one of the approaches that helps ensure meaningful learning experiences within courses as well as help ensure that students work through a process that helps them attain the desired outcomes. This workshop will explore

the learning outcomes for the FYP launched in the fall of 2013 with an opportunity for faculty to apply a backwards design to a course module aligned to FY learning outcomes.

**Game on! Enhancing Engagement with Student-generated Game Designs**
*Facilitators: Fady Morcos (School of Sciences and Engineering)*
*Hoda Mostafa (Center for Learning and Teaching / School of Sciences and Engineering)*
*Sunday, April 6th*
*1:00 – 2:00 pm*
*Library Building – Room 1021*

Games can be an effective tool for integration of concepts and attitudes within a complex landscape. Integration of game mechanics and game-thinking techniques to non-game platforms has recently gained grounds in multiple domains, including Teaching and Education. 'Gamification' can be a powerful tool to help students use higher order thinking skills to generate educational student content. The goal of this workshop is to introduce participants to game-thinking techniques, and how adding a 'game layer' to educational material can generate products that are engaging and influential to both the user and the developer of a gamified experience.

**Diversity and Inclusive Teaching**
*Facilitators: Heba Kotb (Department of Sociology Anthropology Psychology & Egyptology)*
*Hala Al-Hak (Department of Sociology Anthropology Psychology & Egyptology)*
*Monday, April 28th*
*2:00 – 3:15 pm*
*Library Building – Room 1021*

Every class has learners with diverse backgrounds, different socio-economic segments, varying developmental abilities and language competencies. That is why it is important to teach everyone according to their ability and learning style using differentiated instruction. This interactive workshop will equip faculty members with the tools to identify the problems that students with learning difficulties may face. It would also provide practical strategies of differentiation and inclusive teaching that enhance the students' educational experience.

**Collaboration: A Pedagogical Approach to Technology**
*Facilitators: Valentina Cattane (Center for Learning and Teaching)*
*Sherif Osman (Center for Learning and Teaching)*
*Monday, April 28th*
*1:00 – 2:00 pm*
*Library Building – Room 1021*

In order to promote active participation in a structured social learning environment, cooperative learning techniques can be accomplished and extended beyond the classroom by combining them with the use of technology. The workshop will provide an overview of the basic principles of cooperative learning, and generate discussion on how technology can be used to support group dynamics, effective work, and organizational skills related to student's communication and assessment. Several technology tools will be explored, including the role of social media in supporting the development of learning communities.