



CLT Faculty workshops: FALL 2008

Note: ALL WORKSHOPS WILL TAKE PLACE AT THE CLT, LIBRARY BUILDING ROOM P052

- **The Syllabus: Cornerstone for Active Learning?**

21 October: 2.30 – 3.30 pm AND 22 October: 10 – 11 am

The syllabus has a dual benefit in all courses: **First** it enables students to get an immediate sense of what the course is about and of greater importance what is expected of them and how their performance will be evaluated. **Second**, the very process of preparing the syllabus allows faculty to delineate clearly what will be covered and at what pace and what exercises and/or assignments are required in order to both evaluate students as well as meet the substantive goals and objectives set. This workshop will explore the different components of a generic syllabus which can then be adapted for use in any course.

Facilitator: Dr Pandeli Glavanis, Center for Learning and Teaching

- **Using Clickers in the Classroom**

Tuesday Oct 28, 2:30-3:30 pm AND Wednesday October 29, 2:30 – 3:30 pm

Last year, the Center for Learning and Teaching initiated several projects to pilot “clickers” (student response systems) in different classroom settings at AUC. This interactive technology has been increasingly used in universities in the last decade and has been found to increase student engagement and enhance the learning experience.

In this workshop, participants will have the opportunity to discuss how “clickers” can stimulate classroom discussion and peer-instruction, as well as contribute to the formative assessment of teaching and learning. Participants will also find out how they have been used so far by AUC instructors.

Faculty members who are interested in trying out this technology in collaboration with CLT are encouraged to attend this workshop.

Facilitators: Azza Awwad and Maha Bali, Center for Learning and Teaching.

- **Making Thinking Visual: Learning and Teaching with Concept/Mind Maps (Part 1)**

Sunday Nov. 2, 2008 2:30-3:30 pm AND Monday Nov.3, 2008 10-11 am

Representing knowledge visually can be one of the most effective ways of constructing knowledge. This 2-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 Part I of 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. Participants will then create an account with a free online mind-mapping tool in preparation for Part II of this workshop.

Facilitator: Dr Aziza Ellozy

- **Making Thinking Visual: Learning and Teaching with Concept/Mind Maps (Part II)**

Tuesday Nov.4, 2008 2:30-3:30 pm AND Wednesday Nov. 5, 2008 10-11 am

Representing knowledge visually can be one of the most effective ways of constructing knowledge. This 2-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.

Part II will be devoted to using the web based mind mapping tool. Participants will be asked to bring their concept map and to translate it to a visually appealing online map. They will also learn how to save it online or export it as an image and save it on their computer for future use.

Facilitator: Dr Aziza Ellozy, Center for Learning and Teaching

- **Writing Effective Student Learning Outcomes**

Nov 9, 2008 2:30- 3:30 pm AND Nov 10, 2008 2:15 - 3:15 pm

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, Director of Assessment

- **REACTING: An innovative strategy that enhances active learning**

11 November: 2.30 – 3.30 pm AND 12 November: 10 – 11 am

Reacting has been used extensively by historians and social scientists in order to animate class discussions, but especially as a way of encouraging students to go beyond the formality of texts and see social agents as humans who are confronted with a multiplicity of options and choices and eventually chose 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 Reacting 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: Dr Pandeli Glavanis, Center for Learning and Teaching

- **The Art of Discussion Leading**

Tuesday Nov 18, 2008 at 2:15 - 3:30 pm AND Wednesday, Nov 19, 2008 at 2:15-3:30 pm

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.

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

- **Grading or Assessing Learning?**

Nov. 25, 2008 2.30 – 3.30 pm AND Nov. 26, 2008 10 – 11 am

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. In fact a number of reputable liberal-arts colleges in the U.S. either do not issue grades at all or de-emphasize them. In all cases, the rationale is that grades often do not provide a clear picture of academic aptitude or of potential for success, and that 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: Dr Pandeli Glavanis, Center for Learning and Teaching

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

Monday, Nov 30, 2008 at 2:30 - 3:30 pm AND Tuesday, Dec 1st, 2008 at 2:15 - 3:15 pm

Instructors are increasingly recognizing the value of assignments that require students to demonstrate certain skills or knowledge. 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 create these kinds of assignments and effectively evaluate student work.

Facilitator: Ann-Boudinot Amin, Director of Assessment

- **Visualizations for active and interactive learning**

*Tuesday, Dec 2, 2008 at 2:15 - 3: 30 PM **AND** Wednesday, Dec 3, 2008 at 2:15 - 3: 30 PM*

Research in educational theory has shown that visuals are very powerful learning tools for learners of all ages. While visual imagery has been used effectively to communicate ideas and to analyze data, today the convergence of audio, video and data in digital format has dramatically opened endless possibilities for creative applications for teaching, learning and research.

In this workshop we will demonstrate free online tools available to help you and/or your students convert data into interactive graphics and lively animations. If time permits, we will show other tools that can transform images for active and interactive learning. Discussion will revolve around possible applications in your courses or research.

Facilitators: *Dr Aziza Ellozy and Ahmed Zorkani, Center for Learning and Teaching*