

NEW CHALK TALK

CLT Spring 2015, Faculty Development Institutes & Workshops

CLT Spring 2015 Institutes & Workshops			
Date	Workshop Name	Facilitator(s)	Time
Sunday, February 8	Innovative Teaching - A Learning Community Forum	Maha Bali & Ahmed Hassanein	12.45 - 2.00 pm
Thursday, February 12	The Art of Discussion Leading	Aziza Ellozy	12.45 - 2.00 pm
Wednesday, February 18	Faculty Development Institute on Assessment		
	Assessment in Focus: the Good, the Bad and the Confusing	Azza Awwad & Caroline Mitry	10.00 - 11:15 am
	Classroom Assessment Techniques for Student Engagement and Feedback	Aziza Ellozy	11.30 - 12.45 pm
	Doing Things Differently: Alternative Forms of Assessment	Maha Bali & Sherif Osman	12:45 - 2.00 pm
	Listen Carefully and you Will Hear: Creative Formative Student Assessments	Hoda Mostafa & Maha Bali	2.00 - 3:15 pm
Monday, February 23	Designing an Educational Board Game	Anastasia Salter	2.15 - 3.45 pm
Thursday, February 26	The Course Portfolio	Adham Ramadan	12.45 - 2.00 pm
Tuesday, March 3	Concept Mapping as a Tool for All Disciplines	Aziza Ellozy & Hoda Mostafa	2.00 - 3.15 pm
Monday, March 9	Design Thinking: Lead the Change	Hoda Mostafa & Fady Morcos	12.45 - 2.00 pm
Thursday, March 12	The Enhanced Lecture	Aziza Ellozy & Hoda Mostafa	12.45 - 2.00 pm
Sunday March 15	Social Media in the Classroom	Maha Bali & Sherif Osman	12.45 - 2.00 pm
Tuesday, March 24	Student Content Multimedia Creation: an Alternative to Conventional forms of Assessment	Pandeli Glavanis	2:00 – 3:15 pm
Sunday, March 29	Student-Generated Exams	Fady Morcos & Ezzeldin Yazeed	12:45-2:00 pm
Wednesday, April 15	The Pedagogy of Community-Based Learning: Educating Citizens in Borderless Classrooms	Pandeli Glavanis	12:45-2:00 pm
Monday, April 20	Classroom<The<Flipping	Ahmad El Zorkani	12:45-2:00 pm

The Art of Discussion Leading

Facilitator: Aziza Ellozy (CLT)

Thursday February 12th, 12:45pm to 2:00 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.

ASSESSMENT INSTITUTE: Wednesday February 18th, 2015

10:00 -11: 15 am: Assessment in Focus: the Good, the Bad and the Confusing

Facilitators: Azza Awwad (CLT) and Caroline Mitry (CLT)

Assessment is a cornerstone of effective teaching. When designing course assessments, it is important for the instructor to consider issues such as aligning assessments with course learning outcomes, making assessments engaging and motivating to students, as well as effectively developing the corresponding rubrics. In this workshop, participants will engage in activities exploring these aspects working towards pedagogical fit. The workshop will also provide an opportunity for an exchange of ideas and practices among participants.

11:30 – 12: 45 pm: Classroom Assessment Techniques for Student Engagement and Feedback

Facilitator: Aziza Ellozy (CLT)

Classroom assessment is an active learning, informal approach to evaluating students with the purpose of improving learning. Classroom Assessment Techniques (CATs) are simple techniques that provide feedback on how well students are learning, which faculty can collect and act upon. In this workshop we will discuss the benefits and challenges of using CATs, introduce a few simple CATs and discuss the merits of each in light of particular teaching goals. Participants will also take the Teaching Goals Inventory (TGI) using a course they are presently teaching, and based on the results of the TGI they will identify the assessment technique(s) that would address the specific goals they wish to accomplish in class

12: 45 – 2:00 pm: Doing Things Differently: Alternative Forms of Assessment

Facilitators: Maha Bali (CLT) and Sherif Osman (CLT)

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

2:00 – 3:15 pm: Listen Carefully and You Will Hear: Creative Formative Student Assessments

Facilitators: Hoda Mostafa (CLT) and Maha Bali (CLT)

Every good educator knows the value of student feedback. It can be as simple as looking at your students' facial expressions as you talk, to gauge their understanding or emotional response, or as complex as conducting multiple surveys and focus groups throughout the semester to get their input on an innovative new methodology you're trying. Needless to say, it is about more than the end-of-semester student feedback results that are filled out by a small number of students with little room for reflection and thought.

This workshop shares our experiences with creative formative assessment in a course we co-teach, including reflective blogging, ePortfolios, and student-centered liquid syllabus.

Designing an Educational Board Game

Facilitator: Anastasia Salter (Assistant Professor of Digital Media, University of Central Florida)

Monday February 23rd, 2:15pm to 3:45 pm

Board games are a foundational part of our experience of learning, as educational games are part of socialization and skills development. But board games can also offer powerful opportunities for advanced learning, as games like cooperative disease response simulation Pandemic, historical role-playing game Reacting to the Past, or casual ecological card game Eco Fluxx demonstrate. Whether you're interested in designing games for the classroom or building games with students, board games can be an accessible starting point without any reliance on technology. In this workshop, we'll go through the process of connecting game design choices to learning outcomes from across disciplines. We'll take existing materials and hack them together to form a new game with a purpose. You'll leave with a group prototype and strategies for connecting learning outcomes to rules-based systems.

The Course Portfolio

Facilitator: Adham Ramadhan (Chemistry Department)
Thursday February 26th, 12:45pm to 2:00 pm

This presentation introduces what a student course portfolio entails, together with its principal pedagogical advantages. Using a case study, it exposes how it could be utilized as a tool in achieving course learning outcomes. Conclusions are drawn on the general application of this tool.

Concept Mapping as a Tool for All Disciplines

Facilitators: Aziza Ellozy (CLT) and Hoda Mostafa (CLT/SSE)
Tuesday March 3rd, 2:00pm to 3:15 pm

Representing knowledge visually can be one of the most effective ways of constructing knowledge and developing critical reading and thinking skills. 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. Participants 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 language learning, writing, sciences and engineering will be shared and participants will explore how to best introduce concept mapping as a learning and teaching tool into their respective courses.

Design Thinking: Lead the Change

Facilitators: Hoda Mostafa (CLT/SSE) and Fady Morcos (Core/CLT)
Monday March 9th, 12:45pm to 2:00 pm

"I've learned that I still have a lot to learn" -Maya Angelou

Whether we desire change in education, policy, products or services, design thinking approaches solutions to every problem in what would seem to be an intuitive yet deliberate way. Design Thinking or D-thinking invites us to explore how we solve problems and how creativity, criticality and purpose can lead to change.

This workshop will cover the basic model of D-thinking and human-centered design from the creators at IDEO (A Design and Innovation Consulting Firm) and the Stanford School of Design; the D-school. Participants will explore the background and rationale as well as engage in discussing stories of change. As a culmination at the end of this workshop, participants will engage in a D-think activity and plan for a small change in their teaching.

The Enhanced Lecture

Facilitators: Aziza Ellozy (CLT) and Hoda Mostafa (CLT/SSE)
Thursday, March 12^h, 12:45pm to 2:00 pm

Few of us would argue that lecturing is still the most prevalent way of teaching at AUC and at most universities. However numerous research findings have shown that listening to a lecture is not the best way to promote deep and lasting learning, and that students typically lose attention after 20 minutes.

For faculty who are more comfortable lecturing and who think that this is the best approach to fulfill their course objectives, this workshop will introduce low-risk high impact active learning strategies that will minimize the weaknesses of the lecture and that have been found to increase student engagement and learning.

Social Media in the Classroom

Facilitators: Maha Bali (CLT) and Sherif Osman (CLT)
Sunday, March 15th 2015, 12:45-2:00 pm

Is there value in using social media such as twitter and Facebook in your classroom? In this workshop, we discuss our views on digital literacy and open learning, and share some approaches to using social media in ways that support student learning. We will also discuss good practices, and concerns over e-safety when using social media for learning

Student Content Multimedia Creation: An Alternative to Conventional Forms of Assessment

Facilitator: Pandeli Glavanis (Director ACE)

Tuesday, March 24, 2:00 to 3:15 pm

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. Student assessment of learning is an area that still lags behind in innovation and interactive pedagogies. Producing multimedia assignments is an alternative and innovative form of assessing student learning 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.

Student-Generated Exams

Facilitators: Fady Morcos (CORE/CLT) and Ezzeldin Yazeed (Construction Engineering)

Sunday March 29, 12:45-2:00 pm

One of the effective ways to promote content engagement, and assess students' comprehension of course material, is to have them generate test questions with model answers. Student-generated questions for examination allow faculty to assess what their students consider the most important or memorable content, what they understand as fair and useful test questions, and how well they can answer the questions they have posed. This information not only provides direction for teaching, but can also stimulate deeper learning and reduce student test anxiety. The workshop will focus on different applications and techniques of this practice, followed by examples of small-scale case studies of student-generated exams at AUC.

The Pedagogy of Community-Based Learning: Educating Citizens in Borderless Classrooms

Facilitator: Pandeli Glavanis (Director ACE)

Wednesday, April 15, 12:45 to 2:00 pm

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; it connects the values of civic responsibility to the classic academic mission of higher education. 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 momentum where civic engagement becomes an integral part of the AUC curriculum.

Classroom<The<Flipping

Facilitator: Ahmad El Zorkani (CLT)

Monday, April 20, 12:45 to 2:00 pm

Face-to-face time between faculty and students is limited and precious. It ought to be utilised to the maximum of its potential. Why use that time for one-way lecturing, when it can be used for active learning and practical application of content? This workshop will demonstrate the Flipped Classroom model, and how it can be implemented to maximize the use of face-to-face class time.

To register please e-mail clt@aucegypt.edu or call 3733