

THE THIRD INTERNATIONAL CONFERENCE ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION

December 7 and 8, 2012

Conference Program



Center for Teaching and Learning (CTL)
& IT Academic Core Processes and Systems (IT ACPS)
American University of Beirut
Beirut, Lebanon



CENTER FOR TEACHING AND LEARNING

The mission of the Center for Teaching and Learning is to promote and support high quality teaching and learning at the American University of Beirut in keeping with the mission of the University, particularly the university's commitment to excellence in teaching and the enablement of students to think independently and become life-long learners.

The Center for Teaching and Learning is located in Ada Dodge Hall, 2nd floor. Ext. 3046, ctl@aub.edu.lb

IT ACADEMIC CORE PROCESSES AND SYSTEMS

We, the IT Academic Core Processes & Systems (IT-ACPS) team, strive to provide the academic units with an IT enabled environment and innovative solutions that facilitate creative teaching, high quality research, effective learning, and professional skills collaboration and development. We perform our responsibilities transparently to empower our stakeholders (students, faculty, donors, alumni, provost's office, and administration) with IT services in order to smoothly excel and lead in educational advancement and research.

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The Center for Teaching and Learning (CTL) and the IT Academic Core Processes and Systems (IT ACPS) at the American University of Beirut will hold their second international conference on “Effective Teaching and Learning in Higher Education” on December 7 and 8, 2012 at the American University of Beirut.

CONFERENCE STRANDS

Teaching, Learning, and Assessment Procedures in Higher Education: The focus in this strand relates to research on issues in teaching, learning, and assessment. Research reports can be on instructor cognition, content knowledge, pedagogical knowledge, pedagogical content knowledge, student understanding and learning, conceptual change at university level.

Measuring Teaching Effectiveness: If teaching performance is to be recognized and rewarded as scholarship, it should be subjected to rigorous and consistent measurement. Measuring teaching effectiveness provides evidence that can be used to improve and shape the quality of teaching as well as take fair data-driven personnel decisions. Data sources that can be used to measure teaching effectiveness include, but are not limited to, student ratings, peer ratings, self-evaluation, videos, student interviews, alumni ratings, administrator ratings, learning outcome measures, course design evaluation rubrics, teaching portfolios (including electronic portfolios), and scholarship of teaching.

Blended Learning: Blended learning combines the best of the face to face and the online instruction. It has led educators to explore how different ways of teaching can participate in the enrichment of learning experiences. This strand invites faculty members to share their Blended

practice and research, propose ways for quality assurance, and reflect on strengths/gaps needed to be filled to achieve a perfect blend.

Innovations in Teaching Technologies and Methodologies: As new trends emerge in Higher Education, there is an increased need for implementing new teaching methodologies. Instructors are challenged on a daily basis to find innovative ways of enhancing student learning experiences. Students and faculty explore a variety of strategies (Team Based Learning, Evidence Based Learning ...) and tools (E-portfolios, Learning Objects ...), meant to improve the overall academic experience. Contributions to this strand are welcomed on any aspect of promoting and supporting innovative educational change in Higher Education with an emphasis on research, experience, and best practices.

Program and Course Learning Outcomes: Learning outcomes at the program and course levels have become an integral indicator for assessing curricula in higher education. In the context of evidence-based reporting, learning outcomes present themselves as an inevitable source of data for assessing academic programs and student performance. Therefore, departments and programs which are keen on assessing their students' attainment of set program and course learning outcomes develop learning outcomes, design assessment procedures, collect data, analyze it and use the results in order to improve their curriculum and student learning performance. In this strand, presenters are expected to share, reflect on and generalize from their ongoing research, published papers or field experience in planning, developing and assessing program/course learning outcomes in higher education.

Service Learning: Service learning, or community-based learning, a teaching and learning strategy, that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is a hands-on approach to mastering content while fostering civic responsibility. Service learning builds stronger and more relevant academic skills and provides a context for learning in terms of what students are as citizens, and how they are able to contribute to the needs of society. In this strand, papers should reflect on, present research or field experience in the domain of service learning.

CONFERENCE ORGANIZING COMMITTEE

- **Dr. Saouma BouJaoude**
Director, Center for Teaching and Learning, AUB
- **Dr. Amal BouZeineddine**
Associate Director, Center for Teaching and Learning, AUB
- **Ms. Rayane Fayed**
Instructional Designer, IT Academic Core Processes and Systems ,
AUB
- **Ms. Rana Haddad**
Instructional Designer, IT Academic Core Processes and Systems,
AUB
- **Mr. Hossein Hamam**
Instructional Designer, IT Academic Core Processes and Systems,
AUB
- **Ms. Lamia Hussein**
Administrative Officer, Center for Teaching and Learning, AUB
- **Ms. Dania Salem**
General Education and Assessment Officer, Center for Teaching
and Learning, AUB

KEY NOTE SPEAKER: MARY BURNS

Senior Technology Specialist

Education Development Center (EDC), Boston, MA

Keynote: But will it help my students learn? Pathways to technology in the classroom

Date: Saturday December 8, 2012

Time: 9:30 am – 10:30 am

Room: West Hall, Bathish Auditorium

This keynote address examines the following four questions: What does research tell us about effective use of technology for teaching and learning? What technologies show the greatest promise and impact for teaching and learning? What supports do instructors need and what steps and they take to begin integrating technology into teaching and learning?

Mary Burns is a Senior Technology Specialist at Education Development Center (EDC), an international educational non-profit organization located near Boston, MA. Since 1984, Ms. Burns has worked as a teacher, instructional coach, curriculum developer, researcher, technology specialist, professional development provider, and evaluator primarily in the area of instructional technology— both online and face-to-face, across all continents, at all grade levels, and across a range of subject areas.

Since 1997, Ms. Burns' work has mainly focused on the intersection between technology and teacher professional development. She has taught and designed numerous face-to-face and online courses for teachers. For instance, she was the lead curriculum developer for Active Learning with Technology, a 90-hour teacher professional development portfolio that received the 2001 award for Technology Excellence in Professional Development from the National Staff Development Council. She designed Mali's first ever online course for teachers. She created the USAID-funded and EDC administered Developing Active Learning with ICTs (DALI) professional development portfolio to help Indonesian teachers learn how to teach with technology. She designed Indonesia's first-ever program to train

educators to be school-based coached (an online program) and she has developed teacher training curriculum for clients ranging from international private schools, the Jordan Education Initiative, World Links, and the Tecnologico de Monterrey (MX).

In addition to designing and delivering professional development, Ms. Burns has conducted numerous research studies and evaluations on instructional technology programs, online learning and virtual schools for US state departments of education, the World Bank, the US Department of Education, the Corporation for Public Broadcasting, and United States Agency for International Development (USAID).

Ms. Burns has also helped to shape national policy in educational technology. She worked with a team from Lebanon's Ministry of Education and Higher Education (MEHE) to develop Lebanon's national educational technology strategy; was a lead developer on Pakistan's national educational technology plan; carried out a national study on distance learning for the Government of Indonesia; and has helped several US states design their state technology plans.

Ms. Burns also brings a great deal of experience to educational arenas beyond technology. She has taught courses on assessment to educators in Pakistan, Ghana and Mexico; has lead the design of educational facilities in Banda Aceh, Indonesia (following the 2004 tsunami), Pakistan, and the West Bank; and worked as a writing instructor, instructional coach, and data coach in US schools.

Ms. Burns has authored 3 books and more than 35 articles, book chapters and monographs on instructional technology, best practices in teacher professional development, emerging technologies, and online learning for such publications as Educational Leadership, The Journal of Staff Development and the Kappan, and for organizations such as USAID and the World Bank. She is the author of the highly respected distance education guide, Distance Education for Teacher Training: Modes, Models and Methods. She has been an invited keynote speaker at international educational technology conferences in India, Indonesia, the Philippines, and Costa Rica, and for the World Bank blog, EdTech Debate.

Before joining EDC, Ms. Burns taught French, Latin, Language Arts, geography and writing at secondary schools and universities in Jamaica, the United States, and Mexico. As a teacher she received two Fulbright for teaching excellence allowing summer study in Malawi, Zimbabwe and Pakistan, as well as a student-sponsored teaching award. For five years, she was a low-income housing researcher and community development specialist in migrant communities on both sides of the Texas-Mexico border and in favelas in Brazil.

Burns received her BA in International Relations and Romance languages from Boston College; an EdM in Teaching and Curriculum from Harvard University; an MA in Latin American Studies; and an MS in Community and Regional Planning from the University of Texas.

PRE-CONFERENCE WORKSHOP DESCRIPTIONS

Friday, December 7, 2012

Enhancing University Students' Cognitive Skills

Dr. Saouma Boujaoude

Time: 9:00 am - 11:00 am

Room: West Hall, Auditorium A

University faculty members are expected to encourage intellectual skills and critical thinking through the questions they pose, activities they plan, and assignments they require in their courses. The purpose of this workshop is to provide participants with a variety of activities which enhance students' cognitive skills and higher order thinking. During the workshop, participants will explore the cognitive process and develop new classroom activities and assignments that help students develop higher order thinking, problem-solving and reasoning abilities.

Don't Suspend it, Blend it

Ms. Rana Haddad

Time: 9:00 am - 11:00 am

Room: Jafet Library, E-classroom

What will your students do when you are away?

At some point during the semester educators might need to skip some classes to attend workshops, conferences or meetings. In this workshop, you will learn how to use the online environment effectively in order to compensate for the skipped sessions. Topics include: Introduction to the blended learning, designing blended learning modules, and integrating online work with face-to-face work.

Developing Tools to Assess Program Learning Outcomes

Dr. Amal BouZeineddine

Time: 11:30 am - 1:30 pm

Room: West Hall, Auditorium A

This workshop is intended to present hand-on activities on developing tools for assessing program learning outcomes. The workshop will provide a list of different tools, indirect and direct, however will concentrate on the following assessment methods: surveys, focus groups (indirect), essay prompts, capstone courses and rubrics (direct). Participants are requested to bring their program learning outcomes to the workshop in order to align assessment tools with their program learning outcomes.

Technology in Team Based Learning (TBL)

Ms. Rayane Fayed

Time: 11:30 am - 1:30 pm

Room: Jafet Library, E-classroom

Team-based learning (TBL) is an effective teaching approach aimed at engaging students with content and with each other. Readiness Assessment Tests (iRAT/gRAT), and group activities are two essential components of TBL. The purpose of this workshop is to introduce participants to strategies that will help them effectively design TBL sessions by integrating technology in a way that demonstrates how the educational process drives technology and not the opposite.

CONFERENCE ABSTRACTS

Concurrent Sessions on Saturday, December 8, 2012

Set 1-1 Inquiry-Based Instruction in the Language Arts: Feasibility and Observations

Ms. Grace R. Sawaya, American University of Sharjah, UAE

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium A

Abstract

Inquiry-Based Learning (IBL), also known as Problem-Based Instruction, was examined in learner performance, in the context of a preliminary reflection on the applicability and efficacy of the said method in Writing courses offered at the American University of Sharjah. Students revealed a more immediate and an increasingly greater involvement in IBL tasks as compared to procrastination on traditional tasks. Further, their performance on subsequent inquiry-based writing assignments consistently showed better results. Together, these observations suggest that IBL may be a viable pedagogical approach in the teaching of Freshman and Sophomore Writing. First, this model offers the faculty an alternative method for added variety in the classroom that can cater to different learning styles; more importantly, it offers learners an early training in this model, early enough for them to eventually become long life learners, a phrase frequently seen in the mission statements of a majority of accredited universities.

Set 1-1 “GAINED” in Literary Translation and “INVESTED” in Writing

Mrs. Rula Baalbaki, American University of Beirut, Lebanon

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium A

Abstract

I will be presenting the methodology I am currently applying in my English 233, an introductory literary translation course offered by the English Dept. at AUB. Students take this course as part of their English major requirements, towards a minor in translation, or as an elective in

humanities. Three main considerations comprise the assignments and methodology followed in teaching this course: training students to implement the graded levels of linguistic and rhetorical analysis on a translated text, and to write their own translations with the same degree of linguistic awareness; exposing students to some Arab writers and general translation theories for the purposes of literary appreciation and evaluation of the translated and original works; and encouraging students to work in teams to select, translate and evaluate literary texts based on literary translation theories. In a typical class situation, the students, in teams, present a certain translation theory and apply it on a team-selected translated text, using literary translation criteria that have been generated during the discussion activities. Individually, students write a short paper in which they analyze a translated selection, and/or engage in translating a teacher-assigned text. This method has revealed that the students develop a higher, and more thoughtful, level of linguistic awareness in analyzing and writing texts, and a long-lost and new-found pride in their native Arabic.

Set 1-1 Community Based Learning: Cultural Landscapes in Cairo and Lebanon

Mr. Rabih Shibli, American University of Beirut, Lebanon and Dr. Brooke Comer, American University in Cairo, Egypt

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium A

Abstract

Community Based Learning (CBL), Service Learning (SL), or Civic Engagement (CE) are terms used to describe a process that applies academic research to real-world problem solving. Accordingly, faculty members and students are engaged in framing various models that tackle the pressing needs of our communities, and developing strategies and projects that aim to alleviate some of the bitterness of the harsh realities.

This paper will elaborate on the process of using CBL as a guiding premise to develop collaboration between a Final Year Studio in Landscape Architecture at AUB, and Rhetoric and Writing class at AUC. “Cultural Landscapes in Cairo and Lebanon” has been identified

as an overarching cross-cultural course theme enabling students from both settings to address similar issues in different locations.

The multidisciplinary background of students, who were teamed in groups, had a significant impact on their readings of the problematic landscapes. Learning to learn in unstructured environments was key to develop in-depth understanding of vexed grounds. Advanced critical thinking grew out of operating on the field where students were actively engaged with local inhabitants. These readings represented the basis for assessing learning outcomes using variable tools in both classes. The paper suggests CBL as a viable model to harnessing dynamism of empowered youth, and engaging universities in addressing pressing concerns that surfaced in the aftermath of the Arab Spring.

Set 1-2 To Tweet or not to Tweet, That is the Question

Ms. Jasmina Najjar, American University of Beirut, Lebanon

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium B

Abstract

Twitter has been attracting attention as a promising educational tool and is very much part of an ongoing debate in academic circles. There is no true agreement on how beneficial or problematic the use of Twitter in higher education is. This study aims to find answers to questions about the effectiveness of Twitter as a learning, teaching and research tool. To do this, Twitter was used in English courses. A #hashtag was created for each course and students were asked to tweet during class sessions, share interesting info/comments pertinent to course material after class, and to use Twitter for research. Student were surveyed and interviewed to assess Twitter from students' perspectives. The level of engagement and quality of assignments were also examined. In addition to this, the overall experience was evaluated from a teacher's perspective and Twitter was explored as a potential research tool for faculty. With the challenge of appealing to a student generation used to multimedia/online stimulation, this study is part-and-parcel of the battle to find solutions that work. Given the deluge of technology tools available, selecting the right ones is more crucial than ever before. To Tweet or not to Tweet? That is the question...

**Set 1-2 Linking Students Internationally in Hybrid Classrooms
Ms. Sandra Whitehead, Rafik Hariri University, Lebanon and
Dr. Claire Badaracco, Bellarmine University, USA**

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium B

Abstract

This paper considers the experiences and lessons learned of two co-professors of a collaborative learning class taught in spring 2012, linking students at Rafik Hariri University in Beirut, Lebanon, with students at Bellarmine University and Marquette University, and guest speakers from the United States and the Middle East, in order to develop “best practices” in developing students’ cross-cultural competencies. The course blended content topics from media studies, conflict resolution and peace studies in order to address such topics as: how cultural stereotypes emerge from news framing of conflict, how creative nonfiction in film and prose narratives resists cultural stereotyping, and how philosophies from interfaith traditions may serve as a threshold for political conflict resolution. Presenters will address a variety of pedagogical issues and topics including:

- 1) Using multiple platforms (videoconferencing, Wikispaces, Facebook, YouTube video clips, podcasts, etc.) in inter-institutional settings.
- 2) Developing an “elastic” syllabus tailored for the needs of different cultural settings.
- 3) Teaching storytelling methods that bridge intercultural gaps in understanding.
- 4) Incorporating international student-to-student communication into classroom discussions.

Set 1-2 From VLE to PLE: Institutional Strategies in Web 2.0 Education

Dr. Stéphane B. Bazan, Saint-Joseph University, Lebanon

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium B

Abstract

This paper explores how institutions must react, adapt and change to follow the new rules of education. Learning today is permanent, ongoing, takes place in different contexts and uses numerous devices. The latest tendency in education technology is the development of personal learning environments (PLE), a web 2.0 extension of the concept of e-portfolio. This virtual network of integrated tools to access, share and produce electronic content for education is a real challenge for universities: if technological change can be followed by investment and infrastructure change, PLE represent a different kind of problem: they're a new approach, a new concept, that goes back to the very basic core of educational institutions functions.

Starting from the definition of a digital mindset of students and the combination of ubiquitous computing and web 2.0 conception models, the paper will show the limits of the LMS model and explain why universities need to embrace the concept of PLE and create iPLE, an institutionally driven PLE to avoid traps and downsides. An example is provided with a strategic position analysis and project guidelines for Saint-Joseph University of Beirut.

Set 1-3 Use of Audience Response System Among Medical Students and its Role in Enhancing Learning

Dr. Joumana Antoun, American University of Beirut, Lebanon

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium C

Abstract

Audience response system (ARS), known frequently as clickers, are small hand held devices used by students to anonymously choose an answer to a posted question that is embedded in the PowerPoint presentation. ARS is recently being used in education by many scientific disciplines in both small and large groups of students to serve

different objectives: increase interaction, assess understanding of students, and perform quizzes. While highly used in many non-medical disciplines, ARS application is only recently emerging in the nursing field. There is only one study concerning practicing health professionals that showed no increase in knowledge scores when CME activities used clickers. Another report, however, conducted on family medicine residents, showed improvement in post lecture quizzes when using ARS in lectures versus traditional lectures.

Set 1-3 Enhancing Student Access to University Content through Semantic Technologies

Dr. Fouad Zablith, American University of Beirut, Lebanon

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium C

Abstract

Students are one of the major consumers of information in universities. However, with the increase of the number of systems and websites provided by the university's departments, it's getting harder to efficiently find information that students are looking for. For example consider a student looking for course related information in terms of learning material, events, instructors' office hours, class details, prerequisites and others. To achieve this, students have to check different systems and portals to get the appropriate answer. Our research interest is to enhance the experience of interacting with information in learning environments. We present in this paper how semantic technologies can improve access to information by embedding semantics at the data level. This will make it possible to link courses, to instructors, to material and other processable entities. We propose having a Student Assistant application that uses the data semantics, to support students in achieving various tasks during their learning journey. This application will enable us to evaluate and analyze the impact of introducing semantic technologies in learning environments based on various indicators such as: time to find and access information, accuracy of the information requested and ratio of discovering new knowledge entities through this application.

Set 1-3 Faculty Learning Communities: Bridges That Close Gaps and Connect Us to Our Colleagues, Institution, Opportunities, and Change

Dr. Milton D. Cox, Director, Lilly Conference on College Teaching, USA

Time: 11:00 am – 1:00 pm

Room: West Hall, Auditorium C

Abstract

Faculty learning communities are structured communities of practice that are providing a new opportunity for colleagues to build community across disciplines and to develop the scholarship of teaching and learning. In our session we will provide definitions, examples, and evidence that they generate change and deep learning on most any topic in higher education. Addressing challenges and opportunities by engaging learning communities move institutions toward becoming learning organizations.

Set 2-1 Seeing the Forest and the Trees: Emphasizing Scientific Method in a Common Laboratory Activity on Probability

Dr. Colin Smith and Ms. Emane Abdallah, American University of Beirut, Lebanon

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium A

Abstract

Undergraduate biology curricula are criticized for undue attention to facts at the expense of scientific reasoning. Inquiry-based activities can complement many deficiencies occurring in large lectures. An undergraduate laboratory activity provided an opportunity to expand learning from probability and statistics to scientific method by recapitulating scientific method with loaded dice. Despite this activity, students' understanding of the process of science, especially scientific method, appeared poor. Observation of students in this and other activities suggests our students need guidance to benefit from inquiry-based methods. To this end, the activity has been modified by framing the activity as a model of scientific inquiry. This semester, two modes of

instruction are compared: the historical mode in which the activity was presented as relevant to chance events during inheritance, and a new mode in which the activity is explicitly presented as a model of scientific method. To determine whether students' understanding of scientific method improved by the new mode, this semester's students self-assess their achievement of learning outcomes, difficulties during later activities are noted, and embedded questions in later reports are assessed. This activity is presented an activity to introduce and reinforce student understanding of scientific method in all disciplines.

Set 2-1 Assessment: An Additional Way to Teach Higher Order Thinking Skill

Dr. Lina Kantar, American University of Beirut, Lebanon

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium A

Abstract

At present, assessments emphasize two chief accountability-based educational goals: preparing learners for the workplace and ensuring effectiveness of educational programs. Issues emerging from assessments in higher education are alarming, warranting immediate attention (Stiggins, 2002). Assessment is a vital aspect of any curriculum, yet it is subjected to opposing forces emerging from both accountability- and outcomes-based assessments (Wehlburg, 2011). Although educators sense the urgency to balance forces, their inadequate preparation has led them to a state of confusion and reluctance to change their assessment practices (McMillan, 2003). Research work in the field of assessment is still deficient in higher education (Taras, 2008).

Set 2-1 Exploratory Study of Epistemological and Didactic Views of University Science Faculty Members: Case Study of a Lebanese French-Speaking Science Faculty

Ms. Reine El Khoury and Dr. Fadi El Hage, University Saint Joseph, Lebanon

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium A

Abstract

The purpose of this study was to explore university professors' conceptions of science and science teaching. A questionnaire and semi-structured interviews, partially based on the standardized questionnaires VNOS-C and VOSTS CDN.mc.5, was used to collect data from a sample of 44 university professors at a private Lebanese francophone Faculty of Science in Mount Lebanon. Data from the questionnaire were analyzed by using multivariate analysis techniques, while data from the interviews were analyzed using qualitative methods. Results indicated that participants in the study did not have any academic preparation in the history, philosophy, and epistemology of science and were not trained to teach science. Results also showed that participants subscribed to positivistic, empiricist and realists conceptions of science and the scientific method, and that their teaching practices were aligned with these conceptions and reproduced teaching methods they experienced as students. In contrast, faculty members assert that they use active teaching methods and highlight the importance of integrating the history and epistemology of science in the science curriculum. The interviews show that the same professors who declare that they integrate history of science in science teaching continue to endorse conceptions of science that conflict with modern conceptions of science and science teaching and could be the basis for their traditional and positivistic teaching practices. It is apparent that these faculty members continue to focus on teaching the products of science without enough attention to the processes of science and to the modern conceptions of science and science teaching.

Set 2-2 Developing an Outcome Based Program and Assessment Practices in Higher Education

Ms. Susan Hamadeh, Australian College of Kuwait, Kuwait

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium B

Abstract

As institutions of higher education in the Gulf compete to recruit students, we as educators strive to meet the needs of our learners and devise programs that provide a platform catering to such needs. This paper introduces an initiative taken on by an institution of higher

education in Kuwait to revise and revamp its foundation program. The rationale behind the change was to establish a curriculum that caters to different learning styles, diversify teaching methods, devise more effective assessments and bring in more learners. Change began with a review of the previous program via meetings with consultants and classroom observations. After a written report was presented, the department underwent restructuring of roles and team involvement in designing a new course curriculum. The new curriculum is outcome based as that is the way forward when it comes to devising and reviewing curricula. A new curriculum framework has been established and both program and course learning outcomes were put together alongside different assessment options. This paper showcases the primary stages involved in developing learning outcomes at the course and program level. It also proposes an innovative method of quantifying assessments based on learning outcomes for quality assurance and accountability of the program.

Set 2-2 Appraisal of academics staff using data envelopment analysis and analytic hierarchy process

Dr. Ibrahim H. Osman, and Dr. Abdel Latef Anouze, American University of Beirut, Lebanon

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium B

Abstract

Academic employees are responsible for the co-creating, co-providing and co-delivering of learning and teaching, research and service that are called academic knowledge activities. Each academic achieves on each activity certain outputs and/or outcomes performance levels. The resulting information can be overwhelmingly difficult to analyze objectively. Such difficulty often leads to subjective appraisals. In this presentation, a knowledge chain framework is proposed to objectively appraise academics in order to evaluate, mentor, compensate, motivate and align on common institutional mission and goals. The framework uses Data Envelopment Analysis (DEA) with tangible and intangible performance indicators linked to the institutional mission and job description. An Analytical Hierarchy Process (AHP) is integrated into DEA as a reduction technique to aggregate the more inputs/outputs indicators into fewer measures to establish a better DEA

discrimination. The proposed DEA-AHP approach is validated on a real-data collected on 35 faculty members at the Olayan School of Business. Suggestions on how to implement the appraisal management system are discussed, guidelines for improvement are provided with highlights on further research directions.

Set 2-2 A New Medical Curriculum for a New Century

Dr. Fayez Saleh, Beirut Arab University, Lebanon

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium B

Abstract

Universities in the developing countries may be tempted to concentrate on using other countries existing knowledge and experience with no relevance to the needs of their societies. It is not always possible to import a model that worked elsewhere and apply it blindly. Curriculum planners, therefore, should remember that the context is always different, the people and their values are different, and the time is different.

The ever-expanding field of medical knowledge, technology, varied educational methodologies, and novel assessment techniques, necessitates the development of an appropriate curriculum that maintains congruence with the intended learning outcomes (Howe et al., 2004).

Bruner (1960) was the first to introduce spiral curriculum with the hypothesis that any subject can be taught effectively if we believe that the best stimulus for learning is the interest of the student in the material to be learned. Students should revisit material taught earlier in the program repeatedly, build upon them thereby, and reinforce learning outcomes.

Worldwide, health sciences educators believe that traditional discipline-based curriculum could not accomplish ideal comprehensive patient care and therefore, a full integration between biological and clinical sciences (Vertical & Horizontal) has proved to be effective in implementing the outcome-based or problem-based solving of health issues in a real-life context (Snyman & Kroon, 2005).

Set 2-3 The Usefulness of Videos as a Learning Tool in Applied Ethics Courses

Dr. Mona Itani, American University of Beirut, Lebanon

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium C

Abstract

Top engineering, business, and medical schools worldwide require their students to enroll in applied ethics courses mainly because they serve as a soft introduction to real situations and scenarios usually encountered in the workplace and help meet curriculum accreditation criteria. However, the effectiveness of the teaching of applied ethics courses remains controversial as some research argues that the conventional instructional methods result only in superficial effectiveness and recommend the use of interactive learning, case studies, problem solving, videos, games, simulation, and role-playing among other tools to improve the quality of ethics instruction. This study aims at exploring the effectiveness of one of the recommended tools, namely videos, in ethics instruction and determining which type of videos is most effective by surveying a number of students enrolled in an engineering ethics course at the American University of Beirut about their opinions regarding three movies of ethical relevance. By examining the responses of 54 students, the study hypotheses were confirmed whereby it was drawn that videos are indeed a useful learning tool in applied ethics courses and that the use of commercial movies such as Hollywood movies is more effective than showing documentaries and hypothetical ethics videos.

Set 2-3 Student and Teacher Cross-Cultural Collaboration in the Writing Classroom

Dr. Lisa Arnold, Mrs. Rima Iskandarani, Mrs. Malakeh Khoury and Dr. Zane Sinno, Lebanon

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium C

Abstract

This presentation discusses a collaborative project between writing instructors at the University of Michigan-Dearborn (UMD) and American

University of Beirut (AUB), which linked four Communication Skills courses at AUB with four similar courses at UMD. The purpose of this project was to analyze student perceptions of academic and non-academic literacy practices across two cultural contexts, Beirut (Lebanon) and Dearborn, Michigan (U.S.). In this presentation, the four co-authors discuss and reflect on the evolution of the project, the planning/structure of the study, the implementation of research, and the collaboration that occurred across institutional, cultural, and national borders. The co-authors reflect on how the experience could enrich the teaching and learning experiences in the writing classroom. Ultimately, the co-authors make recommendations about future collaborative teaching endeavors and pedagogical practices.

Set 2-3 Demystifying the Myth of Objectivity and Detachment in Higher Education: Philosophy, Humility, and Critical Pedagogy

Ms. Rula Kahil, University of Toronto, Canada

Time: 2:30 pm – 4:30 pm

Room: West Hall, Auditorium C

Abstract

This paper presentation highlights the significance of teacher-learner relationship as a main component for an effective student learning experience in Higher Education, with a specific emphasis on humanities. Through sharing philosophical few educational theories on learning, education and effective critical pedagogy, the notion of objectivity and neutrality in the educational context is demystified and questioned. An amalgam of philosophical educational terms, such as epistemic humility, problem posing, loving perceptions, and ‘world-traveling’ is suggested as a replacement to epistemic arrogance and objectivity in Higher Education. The discussion further emphasizes how such notions—humility and problem posing—enhance multiplicity, subjectivity and inter-subjectivity in the classroom. The implication of the above theoretical framework for Higher Education teaching and learning is shared through examples and narratives from the presenter’s philosophy classes at the American University at Beirut.

Day 1 - Friday, December 7, 2012

Time	Activity	Location
8:00-9:00 am	Registration	West Hall Entrance
9:00-11:00 am	<p>Pre-Conference Workshops</p> <ul style="list-style-type: none"> • Don't Suspend it, Blend it <p>Facilitator: Ms. Rana Haddad</p> <ul style="list-style-type: none"> • Enhancing University Students' Cognitive Skills <p>Facilitator: Dr. Saouma Boujaoude</p>	<p>Jafet Library, E-classroom</p> <p>West Hall, Auditorium A</p>
11:00 am - 11:30 am	Coffee Break	West Hall Mezzanine
11:30 am - 1:30 pm	<p>Pre-Conference Workshops</p> <ul style="list-style-type: none"> • Technology in Team Based Learning (TBL) <p>Facilitator: Ms. Rayane Fayed</p> <ul style="list-style-type: none"> • Developing Tools to Assess Program Learning Outcomes <p>Facilitator: Dr. Amal BouZeineddine</p>	<p>Jafet Library, E-classroom,</p> <p>West Hall, Auditorium A</p>

Day 2 - Saturday, December 8, 2012

Time	Activity		Location
8:00 am - 9:00 am	Coffee and Late Registration		West Hall Entrance
9:00 am - 9:30 am	Opening Ceremony		West Hall Bathish Auditorium
9:30 am - 10:30 am	<p>Keynote: But will it help my students learn? Pathway to Technology in the Classroom</p> <p>This keynote address examines the following four questions: What does research tell us about effective use of technology for teaching and learning? What technologies show the greatest promise and impact for teaching and learning? What supports do instructors need and what steps and they take to begin integrating technology into teaching and learning? Mary Burns, Senior Technology Specialist Education Development Center (EDC), Boston, MA</p>		West Hall Bathish Auditorium
10:30 am -11:00 am	Coffee Break		West Hall Mezzanine
11:00 am - 1:00 pm	Concurrent Sessions		
Concurrent Sessions- set 1-1 11:00 am - 1:00 pm	Inquiry-Based Instruction in the Language Arts: Feasibility and Observations	Ms. Grace Sawaya <i>American University of Sharjah, UAE</i>	West Hall Auditorium A
	"GAINED" in Literary Translation and "INVESTED" in Writing	Ms. Rula Baalbaki <i>American University of Beirut, Lebanon</i>	
	Community Based Learning: Cultural Landscapes in Cairo and Lebanon	Dr. Brooke Comer and Mr. Rabih Shibli <i>American University in Cairo, Egypt and American University of Beirut, Lebanon</i>	
Concurrent Sessions-	To Tweet or not to Tweet, that is the question	Ms. Jasmina Najjar American University of	

set 1-2 11:00 am - 1:00 pm		Beirut, Lebanon	West Hall Auditorium B
	Linking Students Internationally in Hybrid Classrooms	Dr. Sandra Whitehead Rafik Hariri University, Lebanon and Dr. Claire Badaracco , Bellarmine University, USA	
	From VLE to PLE: Institutional Strategies in web 2.0 Education	Dr. Stephane B. Bazan Saint Joseph University, Lebanon	
Concurrent Sessions- set 1-3 11:00 am - 1:30 pm	Use of Audience Response System among Medical Students and its Role in Enhancing learning	Dr. Jumana Antoun American University of Beirut, Lebanon	West Hall Auditorium C
	Enhancing Student Access to University Content through Semantic Technologies	Dr. Fouad Zablith American University of Beirut, Lebanon	
	Faculty Learning Communities: Bridges That Close Gaps and Connect Us to Our Colleagues, Institution, Opportunities, and Change	Dr. Milton Cox Lilly Conference on College Teaching, USA	
1:30 pm - 2:30 pm	Lunch on Your Own		Free time
2:30 pm – 4:30 pm	Concurrent Sessions		
Concurrent session set 2-1 2:30 pm – 4:30 pm	Seeing the Forest and the Trees: Emphasizing Scientific Method in a Common Laboratory Activity on Probability	Dr. Colin Smith and Ms. Emane Abdallah American University of Beirut, Lebanon	West Hall Auditorium A
	Assessment: An Additional Way to Teach Higher Order Thinking Skills	Dr. Lina Kuntar American University of Beirut, Lebanon	

	Exploratory study of epistemological and didactic views of university science Faculty members: case study of a Lebanese French-speaking science Faculty	Ms. Reine El Khoury and Dr. Fadi El Hage Saint Joseph University, Lebanon	
Concurrent session	Developing an Outcome Based Program and Assessment Practice in Higher Education	Ms. Susan Hamade Australian College of Kuwait, Kuwait	West Hall Auditorium B
Set 2-2 2:30 pm – 4:30 pm	Appraisal of Academics Staff Using Data envelopment analysis and analytic hierarchy process	Dr. Ibrahim Osman and Dr. Abdel Latif Anouze American University of Beirut, Lebanon	
	A New Medical Curriculum for a New Century	Dr. Fayez Saleh Beirut Arab University, Lebanon	
Concurrent session	The Usefulness of Videos as a Learning Tool in Applied Ethics Courses	Dr. Mona Itani American University of Beirut, Lebanon	West Hall Auditorium C
Set 2-3 2:30 pm – 4:30 pm	Student and Teacher Cross-Cultural Collaboration in the Writing Classroom	Dr. Lisa Arnold, Dr. Zane Sinno, Mrs. Rima Iskandarani, and Mrs. Malakeh Khoury American University of Beirut, Lebanon	
	Demystifying the Myth of Objectivity and Detachment in Higher Education: Philosophy, Humanity, and Critical Pedagogy	Ms. Rula Kahil University of Toronto, Canada	
4:30 pm - 5:00 pm	Closing Session		West Hall Bathish Auditorium



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Beirut, Lebanon