

**AMERICAN UNIVERSITY OF BEIRUT**  
**Center for Teaching and Learning (CTL)**  
&  
**Department of Education**  
**EDUC 401 Teaching in Higher Education (C-THE I)**  
**Fall 2025/20256**  
Starting **Tuesday, September 23, 5:15 pm to 7:15 pm**

**What is EDUC 401 C-THE I**

- EDUC 401, Teaching in Higher Education (C-THE), has been established to provide training in teaching for current PhD students at AUB.
- EDUC 401 is a coordinated effort between the Center for Teaching and Learning (CTL), the Department of Education, and the Graduate Council, with CTL providing the instruction.
- This certificate program falls within the University's greater aim of enriching PhD students' academic experience and professional skills in teaching in higher education. Hence, EDUC 401 serves the specific purpose of engaging participants more formally in teaching activities and duties through instruction on teaching methodologies, learning outcomes, and syllabus design in the first term, practical training on presentation skills, portfolio preparation, and in-class observations and teaching opportunities in the second term.
- Participants will be gradually integrated into current and future teaching duties.
- The C-THE program also serves as a valuable part of one's employment portfolio, giving participants an edge when applying for a teaching position.

**Course Description**

EDUC 401, C-THE I, is meant to expose PhD candidates to effective teaching practices in higher education. Participants will develop their teaching skills as they apply current and research-based best practices. EDUC 401 presents topics such as theories in andragogy, course syllabus design and an array of instructional methods in higher education such as interactive lecturing, assessment, team-based learning, and flipped classrooms. Each session is a hands-on/minds-on, interactive session following a workshop/discussion model. Participants will have assignments in order to reinforce and apply topics presented and discussed.

**EDUC 401, C-THE I, Learning Outcomes**

By the end of this course, you will be able to:

1. Identify the characteristics of adult learning.
2. Differentiate teaching and learning at the undergraduate and graduate levels.
3. Design a course syllabus based on student learning outcomes (SLOs) and other syllabus components such as course description, course policies and procedures, etc.
4. Use different methods of teaching based on your SLO's and adult learning principles.
5. Assess your students' performance (formatively & summatively) based on your SLO's.

## Assessment of Participants' Performance

Assignments	Grades
<b>Assignment 1</b> <i>Developing a course syllabus based on SLO's and Service Learning</i>	P* NP**
<b>Assignment 2</b> <i>Formative &amp; Summative Assessment</i>	P NP
<b>Attendance and meaningful participation</b>	P NP

\*Pass

\*\*No Pass

## Course Policies

1. **ATTENDANCE.** Attending all 10 sessions of EDUC 401 is highly appreciated. This is a regular course where time should be blocked to accommodate the scheduled sessions.
2. **ASSIGNMENTS.** Application of course topics is reinforced through the assignments. As doctoral students, you are kindly requested to hand in assignments on time. If there is a valid reason not to submit an assignment, kindly notify the session presenter ahead of time.
3. **ACCOMMODATION.** When a letter is presented from the Accommodations Office at AUB, the session presenters will abide by AUB's policies and regulations in this respect.
4. **PARTICIPATION.** Your active participation in session activities and discussions is integral to course content. This would enrich the sessions, deepen your understanding and your application of presented topics.
5. **REFLECTIONS.** *Tip:* Keep a journal of your EDUC 401/C-THE I experience. You may want to use your journal comments in the last session of the course which is a reflection session.

Week	Topic	Presenter(s)	Proposed Dates
1	Preparing for Graduate/Undergraduate Courses (In person; College Hall-B1)	Youssef Tawk	Tues., Sep. 23, 2025
2	Course Syllabus Design	Amal BouZeineddine	Tues., Sep. 30, 2025
3	Methodology: Flipped Classrooms	Saouma BouJaoude	Tues., Oct. 7, 2025
4	Methodology: Interactive Lecturing in Large Classes (In person; College Hall-B1)	Joseph Costantine	Tues., Oct. 14, 2025
5	Methodology: Team-Based Learning	Nathalie Zgheib	Tues., Oct. 21, 2025
6	Methodology: Case Studies	Ramzi Sabra	Tues., Oct. 28, 2025
7	Assessment: Formative and Summative	Jumana Antoun	Tues., Nov. 4, 2025
8	Assessment: Rubrics	Amal BouZeineddine	Tues., Nov. 11, 2025
9	401 Presentations	401 Participants	Tues., Nov. 18, 2025
10	Reflections	Amal BouZeineddine, Jocelyn DeJong & Tamer Amin	Tues., Nov. 25, 2025

\* If interested in the topic on Technology in Education, please visit the following webinar on this link:  
<https://www.youtube.com/watch?v=X8yJw86ZC-Q>

EDUC 401, C-THE I, Topics

## ASSIGNMENTS

### Assignment 1: Course Syllabus Design

1. Select an undergraduate course in your department.
2. Think of the course as one you will be teaching the coming spring semester.
3. Develop the syllabus for this course based on the two sessions on Course Syllabus Design in EDUC 401.
4. Include how you will refer to service learning in General Education in your syllabus.
5. Email your developed syllabus to [ctl@aub.edu.lb](mailto:ctl@aub.edu.lb) by no later than 2:00 pm, Monday, October 6, 2025

### Assignment 2: Assessment: Formative and Summative

1. Go back to the course you developed for Assignment 1, Course Syllabus Design.
2. For each SLO in that course, select one formative assessment tool and one summative that would demonstrate to you whether students have attained the SLO's.
3. Justify why you selected these assessment tools.
4. Email your responses to [ctl@aub.edu.lb](mailto:ctl@aub.edu.lb) by no later than 2:00 pm, Monday, November 10, 2025

**Thank You.**