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

FEBRUARY 7 & 8, 2014

Conference Program

Center for Teaching and Learning (CTL)
IT Academic Core Processes and Systems (IT ACPS)
Communication Skills Program
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.

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.

COMMUNICATION SKILLS PROGRAM

The Communication Skills Program at AUB adheres to the philosophy that learning to write is a dynamic process, both social and individual, that takes place over time with continual guidance and practice. The program is comprised of six English courses designed to satisfy university requirements and to meet the diverse literacy needs of AUB students. It aims to educate students to use writing and reading for learning, critical thinking, and communication in academic and other social contexts. It seeks to foster a collaborative environment within the program and across the university.

Please mark your calendars for **February 6 & 7, 2015**; the tentative dates of the Fifth Annual Conference on Effective Teaching and Learning in Higher Education.

The proceedings of the Fourth International Conference will be posted on the Conference website at:
http://www.aub.edu.lb/conferences/etlhe/Pages/index.aspx

For further information please contact the **Center for Teaching and Learning at the following email and phone numbers:**

- Email: ctl@aub.edu.lb
- Phone: 00961-1-362811 **OR** 00961-1-350 000 extension 3046

CTL newsletter can be read on http://www.aub.edu.lb/CTL/Pages/newsletter.aspx

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The Center for Teaching and Learning (CTL), the IT Academic Core Processes and Systems (IT ACPS) and Communication Skills Program at the American University of Beirut welcome you to their Fourth International Conference on "Effective Teaching and Learning in Higher Education".

CONFERENCE STRANDS

Assessment of Program and Course Learning Outcomes in Higher Education. 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 of different programs in higher education including general education.

Community-Based Learning. Community-based learning, a teaching and learning strategy, 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. Community-Based 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 and present research or field experience in the domain of Community-Based Learning.

E-learning and Pedagogy. Innovation in teaching inevitably brings forward different delivery formats and modern teaching methodologies. Furthermore, E-Learning is a comprehensive umbrella that incorporates technology tools to support and enrich the learning experience. This strand provides an opportunity for faculty members, graduate students and instructional designers to discuss and share research, best practices, collaborations and ideas on integrating technology in learning. Topics may include but are not limited to: Innovations in teaching technologies, Web-Enhanced Learning, Blended Learning, Online Learning, Mobile Learning, Quality course design, Creative uses of Learning Management System (LMS).

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, and conceptual change at the university level.

Writing Instruction and Research in Higher Education. Teaching writing at the college level presents a unique set of challenges and opportunities for educators. Researchers need to test various pedagogical approaches in order to understand which classroom practices work best to help students become more critical and successful writers. In addition, research is needed to better understand how, why, and when writers write. In this strand, presenters are encouraged to share and reflect upon the philosophies that guide their approach to writing instruction, the pedagogical practices used in the classroom to engage students, and/or assignments that help enrich students' writing and thinking practices in critical ways. This strand also encourages proposals that report on the results of qualitative or quantitative research related to writing practices and pedagogy. Innovative proposals representing a range of writers and writing courses, including first-year writing, writing-in-the-disciplines (WID), writing-across-the-curriculum (WAC), and ESP/EAP, are welcome.

CONFERENCE ORGANIZING COMMITTEE

- **Lisa Arnold**
  Director, Communication Skills Program

- **Saouma BouJaoude**
  Director, Center for Teaching and Learning, AUB

- **Amal BouZeineddine**
  Associate Director, Center for Teaching and Learning, AUB

- **Rayane Fayed**
  Instructional Designer, IT Academic Core Processes and Systems , AUB

- **Rana Haddad**
  Instructional Designer, IT Academic Core Processes and Systems, AUB

- **Hossein Hamam**
  Instructional Designer, IT Academic Core Processes and Systems, AUB

- **Lamia Husseiny**
  Administrative Officer, Center for Teaching and Learning, AUB

- **Malaki Khoury**
  Academic and Technical Writing Instructor, Communication Skills Program.   Assessment Coordinator Faculty of Arts and Sciences

- **Dania Salem**
  Assistant Director of General Education & Assessment, AAU, AUB

- **Zane Sinno**
  Coordinator, Communication Skills Program

KEYNOTE SPEAKER: Tracy Mitrano

Director of IT Policy Computing and Communications Center,

Ithaca, NY

Keynote: What Traditional Liberal Arts Liberal Education, Moocs And On-Line Education Have To Offer International Education: Information Competency, Inter-Institutional Courses And Active Learning

Date: Friday February 7, 2014
Time: 9:30 AM – 10:30 AM
Room: West Hall, Bathish Auditorium

"MOOCs" are making a big splash in higher education. In some ways they disrupt traditional institutional structures, credit hours, and academic credentials. In other ways, they retain traditional formats such as "sage on the stage," teaching styles, passive learning and notions of "the course." Rather than think about how "MOOCs" will influence liberal arts education, perhaps it is time to flip the question. What does traditional liberal arts education have to offer "MOOCs"? The answer remains the enduring value of education that produces critical thinkers, life-long learners and economically and politically contributing members of society. But in order to accomplish that feat, liberal arts education may have to take a lesson from MOOCs on how to generate excitement for the deployment of technology in service of inter-institutional and even international classrooms, information competency and problem-solving based courses.

KEYNOTE SPEAKER: Charles Bazerman

Professor, Department of Education, University of California, Santa Barbara

Keynote: The Challenge Of Writing At The University: How We Learn How Our Students Think, How Students Learn Our Worlds of Thought, How We Can Set The Right Challenges in The Right Contexts to Grow Their Thinking

Date: Saturday February 8, 2014
Time: 9:00 AM – 10:00 AM
Room: West Hall, Bathish Auditorium

The University is all about reading, writing, and thinking--in their specialized disciplinary forms, embedded in the knowledge and procedures of the various fields of inquiry and practice. Universities arose historically to make sense of difficult and unfamiliar ancient texts, but with the nineteenth century transformation, universities became places for new thinking, new knowledge, and new writing. Students in entering the university learn to participate in this word of literate knowledge by making sense of the strange and difficult texts of the disciplines and entering into dialog with them through writing. How well they learn to write within forms new to them determines how well they learn to think in the world of academic disciplines and how well we will evaluate their thought. How well we set the best writing challenges for them, provide the best instructional supports, and create the best environment for their writing strongly influences their opportunities for growth and success in their university years and beyond. This talk will present both historical background and contemporary empirical studies.

KEYNOTE SPEAKER: J. Fredericks Volkwein

Professor Emeritus and Founding Director of the Institutional Research Program Center for the Study of Higher Education, Pennsylvania State University

Keynote: The Challenges of Assessing Student Learning

Date: Saturday February 8, 2014
Time: 12:00 PM – 1:00 PM
Room: West Hall, Bathish Auditorium

This presentation identifies an array of policy problems, value conflicts, and tensions that intersect on the campus and provide a challenging atmosphere for assessing student learning in higher education.   These problems and tensions include the high cost of a college education; the educational effectiveness of the average college experience; the need for management efficiency, increased productivity, access by all who are qualified, and public accountability.
The conflicting issues and tensions surrounding cost, productivity, access, effectiveness, and accountability collide at the campus level and impact teaching and learning environments. The presentation discusses some of the complexities and challenges associated with assessment and evaluation. Finally, the presenter suggests some strategies for demonstrating educational effectiveness and building a culture of evidence.

PRE-CONFERENCE WORKSHOP DESCRIPTIONS
Friday, February 7, 2014
Assessment of Program Learning Outcomes: Capstone Courses and Rubrics - Amal BouZeineddine
The purpose of this workshop is to demonstrate how capstone courses can be used to assess program learning outcomes. The workshop will describe what capstone courses are, their significance in assessing program learning outcomes and a step-by-step procedure for developing a capstone course. Assessment of program learning outcomes in capstone courses will be presented. Analytical and holistic rubrics will be addressed as means to assess student performance in capstone courses. Participants are requested to bring with them their program learning outcomes.

Cooperative Learning in Higher Education - Saouma BouJaoude
The purpose of this workshop is to introduce faculty members to cooperative learning as a strategy to design effective learning groups in higher education. Specifically, by the end of the workshop, participants will be able to a) define cooperative learning (CL) and the essential components that turn a group activity into a CL experience, b) plan cooperative learning activities using specific models such as think-pair-share, think-pair-square-share, Jigsaw II among others, and c) assess cooperative learning activities.

Assessing General Education to Improve Students' Learning Experience- Ali El-Hajj, Dania Salem
In order to improve students' experience in higher education, the General Education program can be modified by identifying and assessing the desired students' skills and competencies. The purpose of this workshop is to share assessment methods and findings at AUB and discuss examples of using assessment results to improve the quality of the General Education Program.

Developing Writing Assignments for the College Classroom - Lisa Arnold & Nicole Khoury
Faculty who wish to incorporate writing in their classrooms face multiple challenges, including the time required to respond effectively to student writing, plagiarism prevention, and the difficulty of fair assessment. The purpose of this workshop is to present theories and strategies for the development of effective writing assignments, particularly those that will reduce the workload for faculty, discourage plagiarism, and promote fair and meaningful assessment. Additionally, participants will discuss the challenges they face when attempting to design effective writing assignments.

From the Writing Classroom to Writing in the Disciplines – Bridging the Gap – Amy Zenger
Research has shown that, even after completing their required writing courses, university students often struggle with writing when faced with writing tasks in new classroom or disciplinary contexts. The challenges these students face may be better addressed if faculty work to "bridge the gap" between required writing courses and new writing situations. This workshop is intended to help faculty identify writing and research strategies that students usually learn in first-year writing courses and help students make the transition from these general-education courses to specific disciplinary contexts where writing is required. Faculty members from all disciplines, including those who teach first-year writing courses, are encouraged to attend.

Learning on the GO! - Rayane Fayed
In this workshop, participants will be introduced to the concept of Mobile Learning. They will discuss the opportunities and challenges that arise when implementing this technology and will learn effective ways to align learning experiences with mobile realm. Furthermore, presenters will share popular educational mobile Apps that can enrich the students' engagement with course content and facilitate access to learning anytime, anywhere.

The Cloud: Time to Lighten Up the Bag - Hossein Hamam

Cloud computing in education offers flexibility to create, share, save and collaborate from anywhere, at any time and at any pace. Cloud computing is transforming education as more and more institutions are embracing the concept of cloud computing for creating flexible learning environments. Devices such as smartphones and tablets give access to these new environments on the go, and at the touch of the screen.

The goal of this workshop is to expose educators to the concept of Cloud Computing and the technologies related with it. During the session, participants will explore ways to store and share data in the cloud, and discuss the benefits of Clouds for Education and collaboration in and out of the classroom. At the end of the session, participants are asked to identify aspects of their courses which might make use of the cloud as an educational technology tool.

CONFERENCE SESSIONS
Concurrent Sessions on Saturday, February 8, 2014

Set 1-1 The Pedagogy of Community-Based Learning: Do Students Learn?
Pandeli Glavanis, American University in Cairo
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium A

In many respects the philosophy of community-based learning (CBL) is primarily based on the conviction that to learn how to be citizens, university students must act as citizens. The role of faculty is to provide the context, the community, within which this can happen. Therefore, higher education must connect subject matter with the students' environment and related concerns. Nevertheless, universities appear to underestimate the benefits of student engagement with their communities in acquiring knowledge. Thus, this paper highlights the pedagogic and academic benefits derived from CBL related teaching strategies, making use of examples from the AUC curriculum.

Set 1-1 Community-Based Learning: Connecting the Classroom to Institutional Priorities and Transcending Borders
Mark Mikahel, American University in Cairo
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium A

Although many universities in some way cite citizenship or service as a priority, experiential pedagogies like Community-Based Learning are often underutilized. CBL activities can bridge the space between the classroom and community and provide students with multiple opportunities for meaningful learning experiences while meeting course outcomes. The Negma.org project provided students with opportunities to engage their digital and outside-of- school literacies, while increasing the visibility of a neurological disorder. Students in these sections transferred learning from between major and foundational courses as part of the CBL project, generated multimodal texts, and began the process of creating visibility about a neurological disorder. This paper outlines CBL projects that students in two sections of Effective Argument, a first year undergraduate writing course, completed. The activity is presented as a model especially applicable in developing contexts rich with opportunities for the practice of democratic citizenship and useful for instructors in foundational programs.

Set 1-1 Developing a Framework for Service Learning in Public Health
Aline Germani, Mayada Kanj, Yara Shamlati, American University of Beirut
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium A

Service Learning (SL) represents a shift from theoretical traditional learning to applied knowledge, where education, research and service to the community are combined (Hewitt, 2003). This method in teaching is integral in public health educational programs, since it teaches students how the physical and social environment shapes health, and gives them the tools to respond to community needs (Cashman & Seifer, 2008). It also helps them build relationships with members of the community, thus becoming competent health professionals and advocates for social change (Cashman & Seifer, 2008). At the community level, SL provides substantial human resources to meet their educational, human, safety, and environmental needs (Eyler *et al*., 2001; Seifer & Connors 2007). Benefits of SL extend to faculty members, enhancing the connection between research and teaching, and opening for them new avenues for scholarship, publications, and networking opportunities with colleagues across disciplines (Eyler, *et al*., 2001). However, there is no conceptual model for SL in the literature for the Arab Region. Moreover, there is no evidence regarding the link between SL and achievement of program-wide rather than course-learning objectives. A team of researchers at the Faculty of Health Sciences at the American University of Beirut worked on developing a framework for SL in public health, which is particularly important because SL is just beginning to be implemented in the Arab Region and has yet to be evaluated.

Set 1-2 <u>Reflecting on the Three-year PLO Assessment Cycle in FAS, AUB</u>
Malek Tabbal and Malakeh Khoury, American University of Beirut
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium B

The American Association for Higher Education developed nine principles of good practice for assessing student learning including the requirement of paying attention to outcomes and to the experiences that lead to those outcomes, being part of a larger set of conditions that promote changes, and so on. PLO continuous assessment benefits programs in numerous ways including the ability to decide how to improve instruction and strengthen curricula, to show that graduates are well-prepared to succeed in their chosen professions, etc. Keeping all the above in mind, we will report on our experience of coordinating and facilitating PLO assessment in the Faculty of Arts and Sciences at AUB over a three-year period from 2011 to 2013. We will be basically checking and analyzing what misconceptions about PLO assessment existed in FAS, which were corrected, and what we still need to work on. We will also check what program improvements have been implemented as the result of this first cycle of PLO assessment. We have enough to indicate that the ongoing project of PLO assessment will eventually lead to effective revision of programs, improved student learning, and correction of all or most misconceptions about PLO assessment.

Set 1-2 <u>A Sustainable Approach to Assessment of Biomedical Engineering Program Students Outcomes</u>
Bassam Hussein, Khaled Chahine; Mohamad Hajj-Hassan, Amin Haj-Ali, Lebanese International University, Beirut, Lebanon
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium B

Since its inception in 2004, the Department of Biomedical Engineering at LIU has been actively engaged in a process of constant evolution of its program. The objective has always been to align with a sustainable assessment approach that is aimed at determining how well graduating students achieve intended learning outcomes. This is all done with the intention of having the program fully compatible with the Accreditation Board for Engineering and Technology (ABET) and in anticipation of future accreditation. This paper highlights the emergent assessment approach to the Biomedical Engineering Program learning outcomes, its indices and the preliminary results based on data collected in line with best practices, well established key performance indicators and standardized benchmarking in the biomedical engineering education community, all of which has been done as a part of education quality management and continual improvement purposes.

Set 1-2 <u>The Sustainability of Technical Education: A Modern Quality Assurance Framework</u>
Issam Damaj and Ashley Ater Kranov, American University of Kuwait, Kuwait
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium B

We define Sustainability of Education (SoE) as the ability to continuously improve without reducing the capacity to endure. In other words, the SoE is improvability and endurance. The SoE is achieved at two levels, namely, the system and approach levels. At the system level, the educational institution should be able to improve without reducing its ability to endure. The investigation addresses issues related to SoE in general and to Sustainability of Technical Education (SoTE) in particular, where technical education is concerned with Engineering, Engineering Technology, Computing, and Applied Science. Improvability and endurance are observed as the objectives of Sustainability. To stress that the two objectives are well integrated, they are modeled as interlocking circles. The interlocking circles model helps to show the action and the required change to redress the balance between the two objectives.

Set 1-3 <u>Flipping Your Classroom: What to Serve on the Flip Side and How</u>
Milton D. Cox, Professor, Director, Lilly Conference on College Teaching, Miami University, USA
Time: 10:15 am – 11:45 am
Room: Fisk Hall, Room 104

In the flipped classroom, what do you do in class now that what you used to do is done outside class? In large classes, how do you provide the attention and care that will enable students to achieve the enhanced learning

that flipping is all about? Will your course learning objectives and your teaching approaches change? What does the research say? We will discuss flipping that involves building community and cooperative learning. This session will flip a plenary presentation, and model what you could do afterwards in class.

Set 1-4 Surviving the Surge of Online Educational Knowledge
Fouad Zablith, American University of Beirut
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium C

Internet and web technologies are forcing organizations to rethink the way they perform their daily operations. Higher education institutions are no exception. We have recently witnessed the boom of online learning platforms such as the Massive Open Online Courses (MOOCs) and online learning material repositories such as the YouTube Education channel. Today's educators have two options: to ignore what is happening online or to embrace some of the successes resulting from this technological revolution in their existing teaching practices. We believe that learning experiences can be enriched by selectively integrating in classrooms (or blended learning environments) online educational content aligned with course content and learning goals.

Set 1-4 Risk Control in the Blended Learning Environment: Associating Risk with Online Teaching and Learning
May Mikati, American University of Beirut
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium C

The subject of risk has not traditionally been associated with teaching, let alone English-language teaching. Why an English teacher should be concerned with the subject might rightly puzzle the reader. In fact, my curiosity about the subject was sparked a few months ago by chance after seeing a web page about the work of David Spiegelhalter, Cambridge Winton Professor of the Public Understanding of Risk. His video "Professor Risk" (2009), which had gone viral, caught my attention. Although most of his examples of risk in that video were health-related, one could extrapolate implications of the subject into a broader social context, including education. Besides, his concluding remark intrigued me: "One of the biggest risks is being too cautious". This definitely applies to online teaching, including language teaching, allowing for a fresh perspective on the subject. While the concept of risk is not a simple matter, definitions of risk tend to include a common thread: doubtfulness about the outcomes of events or processes, whether positive or negative, stemming partly from a sense of lack of control. The perceived importance of outcomes also factors in, over and above actual probability (if quantified). Yet individual and cultural differences exist in responses to change, reflected in different levels of uncertainty avoidance. Rock & Shwartz (2006) have explained the neurological reason for why "change is pain" for many employees and Hofstede (2012) has identified cultural differences in uncertainty avoidance.

Set 1-4 Student Evaluations: What does Blended Course Redesign have to Do With I?
Rayane Fayed, Rana Haddad, American University of Beirut
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium C

Since 2009, Blended courses at the American University of Beirut (AUB) have exponentially been increasing each academic year. 57 course sections, taught by 48 faculty members, make up the repertoire of Blended courses at AUB. 4 years later, the university strives to optimize both the redesign and delivery of these courses to continue providing excellence in education.
To safeguard this excellence and to guarantee exemplary Blended course development, all Blended courses designed with the assistance of an Instructional Designer are evaluated with the help of a Blended Course Redesign Rubric (BCRR). This rubric was developed to gauge key characteristics of Blended courses. In parallel, AUB requires that all courses delivered in a Blended format be evaluated by students using an Instructor/Course evaluation (ICE) designed specifically for Blended courses by the Office of Institutional Research and Assessment (OIRA). This paper will address the relationship between Blended course redesign and student evaluations of Blended delivery and will present to the conference audience quantitative and qualitative findings that aim to understand whether the success of a course delivered in a Blended format can be measured by the students' learning experience in and perspective of the course. This research answers questions related to both Blended course redesign and student evaluations in Blended courses and attempts to analyze the relationship or lack thereof, between these two important pillars of the Blended Learning method: 1)What is the correlation

between the results of the ICE and those of the BCRR? 2) Are students well equipped to evaluate the success of a Blended course and do these evaluations align with how effectively this same course was designed?

Set 2-1 The Practicalities of Dhofar University Collaboration and Accreditation
Issam Damaj, American University of Kuwait, Kuwait and Farid B. Chaaban, American University of Beirut
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium A

The primary goal of our investigation is to study what could be learned from the practices of DU as related to collaboration and accreditation aspects. The analysis will attempt to answer questions such as a) what are the main challenges faced during the establishment of DU in collaboration with the AUB and what could be learned from addressing these challenges? b) what were the main challenges encountered during and after the national accreditation process of DU's and what could be learned from this process? The investigation relies on a bouquet of sources to answer the research questions and critically analyze the findings. These sources include formal reports, self-studies, accreditation reports, and the experience of professionals from AUB and DU. The criteria used for data analysis are based on proper classification of the challenges and also on verification of the provided solutions. The challenges are classified as internal strengths (S), weaknesses (W), external opportunities (O), and threats (T). Accreditation practices are classified as commendations (C) for good practices, affirmations (A) for ongoing quality improvement efforts merit support, and recommendations (R) for improvements not yet being adequately addressed.

Set 2-1 A Perspective on Learning Outcomes Assessment at Qatar University
Shaikha Bint Jabor Al-Thani, Dalal Moukarzel, Qatar University, Qatar
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium A

This paper offers a perspective on the assessment process of student learning outcomes as adopted and implemented at Qatar University from 2006 to 2012. The paper discusses progress in the assessment of student learning outcomes, continuous improvement efforts at the university, and initiatives to establish and infuse a culture of assessment and continuous improvement within the university community based on such evidence.

Set 2-1 Lessons Learned from Implementing an Accredited AoL System
Elias Khater and Bijan Azad, American University of Beirut
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium A

Many higher education institutions consider Assurance of Learning (AoL) to be an accountability mechanism which aims to provide consistency, improved quality, and continuous improvement to educational processes. Typically, AoL forms part of an institution's strategy, and has clear objectives and mechanisms to enable data collection and analysis from various stakeholders. Invariably, methods that directly measure student learning yield the most rigorous results; however, they are the most time intensive and sometimes require the expertise of educational researchers or outside consultants, and can be relatively expensive to implement. The Olayan School of Business has been applying AoL processes for the last five years, and has made visible and concrete improvements in its educational processes at multiple levels. The aim of this study is to provide an overview of AoL course-embedded rubrics utilized by the School, to highlight the roadblocks and pitfalls encountered, and most importantly, to suggest ways on how to improve the process and carry it forward.

Set 2-2 The MOOC Student Experience Through the Eyes of an Educator
Jasmina Najjar, American University of Beirut
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium B

Dave Cormier, a recognized leader of the Massive Open Online Course (MOOC) movement, describes MOOCs as: "An online phenomenon gathering momentum over the past few years, a MOOC integrates the connectivity of social networking, the facilitation of an acknowledged expert in a field of study, and a collection of freely accessible online resources" (McAuley, Stewart, Siemens and Cormie). An ever growing number of universities

are jumping on the band wagon. "The New York Times labelled 2012 'the year of the MOOC'. There are even those who predict it will one day replace traditional university face-to-face tutorials and lectures. For others it is an overhyped bubble, the latest in a long line of e-fads which promise cheap, mass-market, degree-level qualifications via the internet, but which have so far been exposed as 'a triumph of marketing over content'" (Stanford). But what are MOOCs really like for the students experiencing them? I wish here to share my experiences as a student in several MOOCs I took over the past year, but through the colored lenses of someone who is usually an educator, one with an avid interest in teaching with technology and who gives courses in blended format.

Set 2-2 <u>Students' Perceptions on Blended Learning</u>
Najla Jarkas, Rayane Fayed, Hossein Hamam, Jasmina Najjar, Marina Gharibian, Mayada Kanj, Rana Haddad, American University of Beirut
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium B

Blended Learning is a hybrid of classroom and online learning that includes some of the conveniences of online courses without the complete loss of face-to-face contact. The present study used a qualitative design to explore students' perceptions about effectiveness of Blended Learning. Three focus group interviews with students from the American University of Beirut (AUB) were undertaken for data collection purposes. Two members of the research team attended each focus group. The preliminary findings suggest that there are situations where integrated use of Blended Learning involving face-to-face teaching leads to positive student perceptions. This is in contrast to negative students' perceptions in the situation where students perceived Blended courses to be more work and a more stressful experience and where there is little or no instructions or feedback. The findings in this study suggest that while Blended Learning offers many benefits to higher education institutions, care needs to be taken in the manner in which such approaches are implemented in light of possible negative student perceptions where a less traditional approach is taken.

Set 2-2 <u>Facebook and its Potential as an Educational Tool in Undergraduate Science Courses</u>
Mohammad Souheil Al-Zein, Lebanese American University
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium B

Facebook is one of the most popular social utilities worldwide, its number of users amounting to around 1.5 million in Lebanon. Its use is especially common among the younger generation, particularly university students, making its consideration as a possible student-student and student-instructor medium of communication worthwhile. In a survey on the current use of Facebook in higher education conducted by Roblyer et al. (2010), only 6.5% of the faculty and 4.2% of the students surveyed use Facebook to communicate on class projects; moreover, more than 50% of the faculty considered Facebook personal and social in nature and therefore not educational, while ca. 45% of the students surveyed welcomed the use of Facebook in higher education. In another survey, conducted by Moran et al (2011), ca. 60% of the faculty agreed that social media could be a valuable tool for class use and collaborative learning in higher education.

Set 2-3 <u>Graduate Students as Readers: Learning from Students and Faculty Members</u>
Judy Makhoul, American University of Beirut
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium C

This presentation shares the results of an investigation by a group of faculty members in a Faculty Learning Community (FLC) at the American University of Beirut (AUB) interested in understanding difficulties graduate students have with advanced academic reading and in finding ways to support students in overcoming those difficulties. The investigation was grounded in two broad assumptions: (1) that the targeted level of academic reading graduate students are expected to achieve is a form of specialized expertise with its distinctive concepts and skills (Ericsson, Charness, Feltovich & Hoffman (2006); and (2) that any effective pedagogy needs to be aware of, build on and transform any existing concepts and skills students already possess – i.e. needs to view the learning process from the point of view of the learner (Bruner, 1996). Consistent with the second assumption, it was recognized that the AUB graduate student body was a unique group of students. Their distinctive challenges include reading advanced texts in a foreign language of instruction and undergoing a

transition to graduate studies that resembles the transition to undergraduate studies in other contexts. So, while a research literature exists on the challenges students face in reading at a college level and how to address them (e.g. Bradley, 2007; Lei, Rhinehart, Howard & Cho, 2010; Scholes, 2002), the present investigation does not presume that the challenges faced by the AUB graduate student body resemble those of students in other contexts.

Set 2-3 Factors That Affect Decisions in Each Context in Relation to Implementing Improvement Strategies Learnt from Other Contexts: The Views of HE Teacher Educators from Egypt and Palestine
Ola Khalili, Birzeit University, Palestine; Christine Assaad, American University in Cairo, Egypt, & Eleanor Hargreaves, University of London, Institute of Education, UK
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium C

In this research project, we explore possible reasons why principles and strategies of classroom practice which are lauded in the international literature may not be implemented in some countries, despite their knowledge of 'best practice'. Some reasons will be shared by all the countries involved in this project, while others may be particular to the countries' location or to an individual country. The purpose of this exploration is to understand rather than to excuse. We recognise the power of the teacher, independent of her/his situation, to make a difference in the classroom (Muijs & Reynolds, 2001). However, our approach is that obstacles are less likely to be overcome if they are not firstly, acknowledged and secondly, deeply understood. Through the research we carry out when a team from the TEMPUS consortium visit the IoE in London, we explore in great depth some of the possible obstacles to implementation of commonly agreed great practices and principles for learning and teaching; also to identify pockets of exceptional professional practice; and, most importantly, identify the factors that have led to the excellence of these practices. This way we plan to make fewer ill-formed assumptions and so to contribute usefully to the existing literature on professional change within the international context. Our research methods include learning logs and group interviews. We are still working on our analysis which will be complete by Feb 2014.

Set 2-3 Learning Mathematics and Statistics to Better Understand Macroeconomics and Monetary Economics in Morocco: The Case of the University Undergraduate Students in Marrakech
Brahim Mansouri, Abdellatif Laklida, Cadi Ayyad University, Morocco
Time: 2:30 pm – 4:00 pm
Room: West Hall, Auditorium C

It is commonly known that to better learn economics in general, university students need a good background of knowledge in statistics and mathematics. In particular, among economic disciplines, learning macroeconomics and monetary economics needs some advanced knowledge in these two tools of economic analysis. Moreover, mathematics and statistics are well-grasped when they are applied to a knowledge domain such as the economic profession. This pressing need for mathematics and statistics explains why the two tools are taught early at the university undergraduate level after general courses at the high school. However, the inadequate know-how at these levels and the weakness of reasoning-based learning and application have resulted in multiple obstacles against the capacity of students to better understand economics, especially macroeconomics and monetary economics. The present research proposal deals with the bidirectional relationship between mathematics and statistics on one hand and macroeconomics and monetary economics on another hand, with a specific reference to undergraduate students at the Faculty of Juridical, Economic and Social Sciences of Cadi Ayyad University in Marrakech (Morocco). The objective is to assess students' outcomes in learning macroeconomics and monetary economics with respect to the two tools of economic analysis. Such assessment is conducted on the basis of a sample of students' exam drafts with respect to their previous curricula at the university as well as secondary school levels.

Set 2-4 Building an Interdisciplinary Curriculum: Engaging Community to Create Opportunities and Provide Scaffolding
Milton D. Cox, Professor, Director, Lilly Conference on College Teaching, Miami University, USA
Time: 2:30 pm – 4:00 pm
Room: Fisk Hall, Room 104

Interdisciplinary curricula in higher education are some of the most difficult to build. Considering academic departments as an archipelago of fiercely independent islands, how can we build an inter-island ferry system that welcomes and establishes connections, sharing, and the interweaving of cultures and peoples? In this plenary we will explore ways to engage community to encourage such efforts in higher education. We will discuss examples and approaches illustrating that building community across disciplines can enable a curricula of shared perspectives, content, faculty, and students

Set 3-1 <u>Investigating Undergraduate Engineering Students' Perceptions and Career Aspirations</u>
Mona Itani and Issam Srour, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium C

In spite of the efforts to align their curricula with the new ABET requirements, engineering programs still mainly emphasize technical skills while paying insufficient attention to non-technical skills such as teamwork, communication, and management (Gilleard and Gilleard, 2002; Siller et al, 2009). Using a mixed-methods research approach, this study investigates the extent to which universities have started incorporating the essential soft skills required by the industry through examining the degree of exposure and understanding of these skills by senior undergraduate students. Career aspirations of engineering students are also investigated and related to their perception of the importance of soft skills. To achieve this aim, the research team designed and conducted an electronic questionnaire that was sent to senior undergraduate engineering students from several prominent Lebanese universities. Analysis of the questionnaire responses allowed for testing a set of formulated hypotheses and developing recommendations for improvement of engineering curricula. By examining the required engineering skills and attributes for engineering graduates by various accrediting institutions and countries (USA, UK, EU, AUS, and Japan), Zaharim et al, 2010 were able to show that many of the common employability skills for engineers are constituted of non-technical skills.

Set 3-1 <u>Assessment Literacy: What Goes beyond Teachers' Practices</u>
Zineb Djoub, Abdelhamid Ibn Badis University Mostagenem
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium C

Assessment of language learning has been the focal concern of researchers, teachers, test developers, and syllabus designers, among others. Indeed, their aim is to make from this process a tool to support students' learning and help teachers achieve the intended learning outcomes. Achieving this objective has increasingly been targeted with the current trend emphasizing the relationship between students' learning and their assessment. What is then meant by language assessment? Language assessment refers to "the act of collecting information and making judgments on a language learner's understanding of a language and his ability to use it" (Chapelle and Brindley, 2002: 267). It is, thus, an interpretation of the test taker's ability to use some aspects of this language (Bachman and Palmer, 2010).

Set 3-2 <u>Team Based Learning Faculty Learning Community at the American University of Beirut</u>
Nathalie Zgheib, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium A

A Faculty Learning Community (FLC) is a group of faculty members (usually 9-12 members) "engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, trans-disciplinarity, scholarship of teaching and learning, and community building (1)." During the academic year 2012-13, four FLCs were launched, one of which was a topic based FLC on Team Based Learning. Team Based Learning (TBL) is a student-centered, problem-based teaching approach that stimulates teamwork and active learning while maintaining individual accountability. The learning method consists of repeating sequences of three phases: phase 1 is the individual pre-class preparation of the contents to be later discussed in class; phase 2 is the individual readiness assurance testing that assesses and evaluates the knowledge that has been supposedly acquired by students in phase 1; this phase also includes group readiness assurance tests, appeals and discussion with the instructor; phase 3, which is the last phase, involves a higher level of learning: it aims at applying higher course concepts using small-

group assignments. In contrast to classical lectures that focus on "covering content", TBL aims at "applying knowledge" in a highly interactive setting. It also has the advantage of "ensuring the effectiveness of small groups with high student faculty ratios (e.g. up to 200:1) without losing the benefit of faculty-led small group discussions with lower ratios (e.g. 7:1)". (2, 3). This presentation reflects on the experience of the FLC on TBL with its objective of exploring ideas, evidence-based information, and resources on TBL, at both the undergraduate and graduate levels. It concludes with the aspiration that this FLC's experience would be followed with implementation and evaluation of several TBL modules in different disciplines.

Set 3-2 Collaborative Learning in English for ESP Courses: Effectiveness and Students' Attitudes towards it
Najwa Saba 'Ayon, Rafik Hariri University
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium A

The demand by employers for graduates who are good team players, professionals in group dynamics, effective communicators, and creative problem-solvers has been stressed in a lot of research studies (Gardner and Korth, 1998; Ingleton, Doube, Rogers, and Noble, 2000; Pfaff and Huddleston, 2003 among others). Aware of the importance of collaborative learning (CL) not only on students' learning and their classroom interaction (Ku, Tseng, & Akarasriworn, 2013; Bartle, Dook, & Mocerino , 2011; Gillies, 2008; Ghaith, 2003; Abram et al., 2002; King, 2000; Johnson, Johnson, & Smith, 1995; Shachar and Sharan, 1994; and Johnson & Johnson, 1986 among others), but also in preparing students for the workplace (Beckman, 1990; Gokhale, 1995), the researcher implements this teaching approach in two ESP courses, namely Business Communication Skills and Technical Writing, at a private Lebanese English-speaking university. However, a number of her students are reluctant to work collaboratively with other peers. Therefore, the aim of this research is twofold: 1) to examine students' attitudes towards working collaboratively and (2) to investigate from students' perspectives the effectiveness of collaborative learning on (a) their learning & (b) their acquisition of essential job-related skills.

Set 3-2 Encounters with Community Based Learning at AUB: The Faculty Learning Community Experience and the Classroom Experience of Five Writing Teachers
Malakeh Khoury, Rima Iskandarani, Zane Sinno, Amany Al Sayyed and Sawsan Maktabi, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium A

During the academic year 2012-1013 at AUB and within the context of the Faculty Learning Community (FLC) on Community Based Learning (CBL) in Writing, five faculty members who participated in this FLC experimented with this approach in their classes. This presentation discusses how effective the FLC was in creating a support system for the implementation of CBL in the different disciplines, especially in writing courses. In the first part, it exposes to what extent the FLC was able to achieve its goals of learning about CBL, carrying interdisciplinary conversations on CBL, establishing a support system across disciplines for CBL implementation and collaboration. In the second part, it discusses whether CBL was found to be suitable and useful in writing courses, how it affected students' writing, what perceptions and attitudes students and teachers had towards use of CBL in writing courses. While the FLC project was partially successful in certain aspects, it has been really struggling in others. The presentation concludes by posing the question of whether FLC's, which were successful in other academic contexts, are suited for AUB. It calls for a consideration and assessment of rewards versus challenges. However, if applied with the necessary institutional support at AUB, CBL could be an approach that provides authentic purposes, readers, and contexts for writing as well as relate what happens in the classroom to the greater context, thus facilitating transfer of writing competencies.

Set 3-3 Methodical Reflective Writing: A Pedagogical Tool to Enable Students to Cook Ideas and Grow as Writers; A Study on First Year University Students at AUB
Juheina N. Fakhreddine and Najla S. Jarkas, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium B

College academic writing courses aim at preparing students to gain competence in the academic fields they study in college in order to engage successfully in their business and professional communities (Bruffee, 1984). Hence, it is crucial that students learn how to re-capture learning experiences, re-evaluate them, and critically

relate them to new situations in their respective communities. Reflective writing in this sense becomes a pedagogical tool where students "reflect in order to learn" and "learn as a result of reflecting" (Moon, 2004, p.186). This process establishes learning paradigms for students (Moon, 2004) to enable them to grow as independent learners with specific transferrable skills and a personal voice that reflects their autonomy.

Set 3-3 Practicing What We Preach: Measured Reflection about Teaching Practices
Lisa Arnold and Rana Haidar, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium B

This presentation will report on the responses of attendees to a day-long faculty development workshop that was hosted by the Communication Skills Program at AUB in late Spring 2013. The workshop combined faculty and instructional development and was meant to encourage faculty to think in new ways about the writing assignments they construct for their students. This presentation will focus particularly on how writing instructors engage in critical reflective practices in relation to student learning, the design of writing assignments, and the faculty/instructional development workshop itself. Presenters will discuss how conclusions from this small-scale study may be used to shape best practices in the design of professional development in writing or other discipline-specific programs in higher education.

Set 3-3 Seven Students Synthesize: How First Year Undergraduates Write From Sources
Gail Steele, Universiti Teknologi PETRONAS (UTP), Malaysia
Time: 4:15 pm – 5:45 pm
Room: West Hall, Auditorium B

The inspiration for this study came from Howard, Serviss and Rodrigue's 2010 inquiry concerning the depth of understanding students, both L1 and L2, have for the source texts cited in their assignments and investigating the extent to which they summarize, patchwrite, paraphrase and copy from sources, with summarizing demonstrating source comprehension. Howard et al. found students cited sentences, not sources and that not one of the 18 research texts they studied summarized, leading them to question whether students had understood their source material. This ability to understand and engage with background reading is termed "critical literacy" (Feak & Dobson, 1996) and it is a fundamental requirement for university studies. Insufficient attention to the teaching and learning of citation in EAP writing has been recognized as problematic for students when incorporating source material (Hyland, 2009; Thompson & Tribble, 2001). Therefore the distinction between integral and non-integral citation needs to be made explicit to students for successful integration or they may erroneously believe citation to be simply the insertion of names and dates to avoid charges of plagiarism. As Howard et al. noted, citation becomes irrelevant when it fails to provide an accurate representation of the source texts due to lack of comprehension. A think-aloud protocol conducted in the USA for an integrated reading-to-write task found those students experienced in working with sources emphasized the importance of comprehension to the integration of source material with their own ideas (Plakans, 2010). Similarly, students given 8 preparatory questions, prior to writing an assessment using two sources, made a greater effort to modify the original texts (Weigle & Parker, 2012). It would appear then that varieties of textual borrowing i.e. patchwriting, direct quotation and copying occur because insufficient guidance has been allocated for engagement with source materials.

Set 3-4 Performing Discourse in Graduate Writers in the Disciplines at AUB
Nicole Khoury, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Room 310

This presentation seeks to address how multilingual graduate students negotiate disciplinary identities through writing practices and suggests alternative means of writing support. This presentation will argue that peripheral participatory writing groups provide alternative avenues outside the classroom for graduate students to move towards the center of their disciplines. As such, they provide access for graduate students within essential rhetorical spaces for negotiating disciplinary identities, an important part of the process of entering a discourse community. This presentation will present the details of a current project at AUB, coordinated by the Writing Center, designed to implement low-stakes, sustainable forms of support for graduate student writers in all

disciplines in two forms: as structured graduate student peer writing groups and as a series of writing workshops facilitated by faculty members. This research project attempts to answer questions about how graduate students at AUB write, their attitudes about writing, and the needs of the current structures for assisting graduate students writing. The project will start by determining the best design for peer writing groups and expert writing workshops to serve the specific needs of graduate students as writers. This will entail a quantitative method approach, surveying students and faculty from various disciplines to determine specific writing needs and logistics of the support for multilingual graduate students. The results reflect faculty and student attitudes towards writing support and instruction in various disciplines and provide suggestions for implementing a peripheral participatory interdisciplinary graduate writing group workshop.

Set 3-4 Incorporating Translation as a Learning Tool Contributes to the Enhancement of English Writing
Zinnia Shweiry, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Room 310

Developing and improving college students' English in Lebanon through translation is still at an experimental stage. Not many educational institutions focus on translation as a communication skills tool. In my paper, I will be looking at students' samples from translation courses (Arabic into English) in order to show that rich terminology is acquired more quickly and efficiently when L1 is used. I aim to prove that translation is indeed indispensable in the language class, especially when translation is used as a means, not an end in itself. Contrary to the popular belief that translation is unhelpful and ineffective in teaching English and that L2 learners should think and speak only in English, I will argue that translation is a motivator for these learners who, whether consciously or unconsciously, perform mental translation during the acquisition process; thus, why not use translation wisely to enhance communication in English. I will conclude by highlighting that encouraging learners to use their native language makes them better writers of English.

Set 3-4 The Full Circle: Case Teaching and Writing in International Business Courses
Marina Apaydin, American University of Beirut
Time: 4:15 pm – 5:45 pm
Room: West Hall, Room 310

It is suggested that "effective case teaching offers students the opportunity to grapple with the complex nature of decision-making in an international environment." However, this is only one, albeit a very significant, benefit of using cases in the classroom. In this paper, I argue that the benefits can be extended significantly beyond learning the content of International Business (IB) material and beyond the scope of a single course. Taking a long-term (life-cycle) perspective on cases may enhance immediate learning and create a closer connection between all stakeholders (students, companies, instructors) with synergetic benefits to all parties:

- **Students-writers** may enhance their resumes with published works and employment perspectives with the focal companies.
- **Students-solvers** would feel more affinity with cases written by their peers and covering their own region.
- **Focal companies** would receive not only a detailed research on possible countries – targets for expansion, but also access to the best students willing to extend extra effort.
- **Instructors** could benefit from better student evaluations (as a result of a more rewarding class), case authorship, collection of material for qualitative research (four cases is enough according to Yin, 1990) and consulting opportunities with focal companies not to mention the intrinsic satisfaction from seeing the students learn and succeed.

CONFERENCE ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION PROGRAM

Friday, February 7, 2014 - Day 1

Time	Activity	Location
8:00-9:00 am	**Registration**	**West Hall Entrance**
9:00 am - 9:30 am	**Opening Ceremony** • Lisa Arnold on behalf of the Conference Organizing Committee • Provost Ahmad Dallal, American University of Beirut	**West Hall Bathish Auditorium**
9:30 am - 10:30 am Keynote	**What Traditional Liberal Arts Liberal Education, MOOCs and On-Line Education Have to Offer.** **Tracy Mitrano**; Director of IT Policy Computing and Communications Center, Ithaca, NY	**West Hall Bathish Auditorium**
10:30 am - 11:00 am	**Coffee Break**	**West Hall Balcony**
11:00 am -12:45 pm	**Pre-Conference Workshops** • **Assessment of Program Learning Outcomes: Capstone Courses and Rubrics.** Facilitator: Amal BouZeineddine • **Cooperative Learning in Higher Education**. Facilitator: Saouma BouJaoude	**West Hall, Common Room** **West Hall, Auditorium A**
1:00 pm - 2:45 pm	**Pre-Conference Workshops** • **Assessing General Education to Improve Students' Learning Experience**. Facilitator: Ali El-Hajj & Dania Salem • **Developing Writing Assignments for the College Classroom.** Facilitator: Lisa Arnold, Nicole Khoury	**West Hall, Auditorium B** **West Hall, Auditorium A**
3:00 pm - 4:45 pm	**Pre-Conference Workshops** • **Learning on the GO!** Facilitator: Rayan Fayed • **The Cloud: Time to Lighten Up the Bag.** Facilitator: Hossein Hamam • **From the Writing Classroom to Writing in the Disciplines – Bridging the Gap** Facilitator: Amy Zenger	**West Hall, Auditorium A**

CONFERENCE ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION PROGRAM
Saturday, February 8, 2014 - Day 2

Time	Activity		Location
8:00 am - 9:00 am	**Coffee and Late Registration**		**West Hall Entrance**
9:00 am - 10:00 am **Keynote**	**The Challenge of Writing at the University: How we learn How Our Students Think, How Students Learn Our Worlds of Thought, How We Can Set the Right Challenges in the Right Contexts to Grow Their Thinking** **Charles Bazerman;** Professor, Department of Education University of California, Santa Barbara		**West Hall Bathish Auditorium**
10:00 am - 10:15 am	**Coffee Break**		**West Hall Mezzanine**
10:15 am - 11:45 am	**Concurrent Sessions**		
Concurrent Sessions- **set 1-1** **10:15 am - 11:45 am**	**The Pedagogy of Community-Based Learning: Do Students Learn?**	Pandeli Glavanis, American University in Cairo, Egypt	**West Hall Auditorium A**
	Connecting Classroom to Institutional Priorities and Transcending Borders	Mark R Mikhael, American University in Cairo, Egypt	
	Developing a Framework for Service Learning in Public Health	Mayada Kanj, Aline Germani & Yara Shamlati, American University of Beirut, Lebanon	
Concurrent Sessions- **set 1-2** **10:15 am - 11:45 am**	**Reflecting on 3 year PLO Assessment Cycle in FAS, AUB**	Malek Tabbal & Malakeh Khoury, American University of Beirut, Lebanon	**West Hall Auditorium B**
	A Sustainable Approach for Biomedical Engineering Program Students Outcomes Assessment	Bassam Hussein, Lebanese International University, Lebanon	
	The Sustainability of Technical Education: A Modern Quality Assurance Framework	Issam Damaj & Ashley Ater Kranov, American University of Kuwait, Kuwait	
Concurrent session **Set 1-3** **10:15 pm – 11:45 am**	**Flipping Your Classroom: What to Serve on the Flip Side and How**	Milton Cox, Professor Director, Lilly Conference on College Teaching, Miami University, USA	**Fisk Hall Room 104**
Concurrent Sessions **set 1-4** **10:15 am - 11:45 am**	**Surviving the Surge of Online Educational Knowledge**	Fouad Zablith, American University of Beirut, Lebanon	**West Hall Auditorium C**
	Risk Control in the Blended Learning Environment	May Mikati, American University of Beirut, Lebanon	
	Student Evaluations: What Does Blended Course Redesign Have to Do With It?	Rayane Fayed & Rana Haddad, American University of Beirut, Lebanon	

Time	Activity		Location
12:00 – 1:00 pm **Keynote**	**The Challenges of Assessing Student Learning** **James Fredericks Volkwein**; Professor Emeritus and Founding Director of the Institutional Research Program Center for the Study of Higher Education, Pennsylvania State University		**West Hall, Bathish Auditorium**
1:15 pm - 2:30 pm	**Lunch**		**West Hall, Common Room**
2:30 pm – 4:00 pm	**Concurrent Sessions**		
Concurrent session **set 2-1** **2:30 pm – 4:00 pm**	**The Practicalities of Dhofar University Collaboration and Accreditation**	Issam Damaj, American University of Kuwait, Kuwait & Farid B. Chaaban, American University of Beirut	**West Hall Auditorium A**
	A Perspective on Learning Outcomes Assessment at Qatar University	Dalal Moukarzel & Shaikha Bint Jabor Al-Thani, Qatar University, Qatar	
	Lessons Learned from Implementing an Accredited AoL System	Elias Khater & Bijan Azad, American University of Beirut, Lebanon	
Concurrent session **Set 2-2** **2:30 pm – 4:00 pm**	**The MOOC Student Experience through the Eyes of an Educator**	Jasmina Najjar, American University of Beirut, Lebanon	**West Hall Auditorium B**
	Students' Perceptions on Blended Learning	Rayane Fayed, Rana Haddad, Marina Adra, Hossein Hamam, Najla Jarkas, Mayada Kanj, Jasmina Najjar; American University of Beirut, Lebanon	
	Facebook and its Potential as an Educational Tool in Undergraduate Science Courses	Mohammad Souheil Al-Zein, Lebanese American University, Lebanon	
Time	**Activity**		**Location**
Concurrent session **Set 2-3** **2:30 pm – 4:00 pm**	**Graduate Students as Readers: Learning from Students and Faculty Members (FLC)**	Judy Makhoul, American University of Beirut, Lebanon	**West Hall Auditorium C**
	Factors that Affect Decisions in Each Context in Relation to Implementing Improvement Strategies Learnt from other Contexts: the Views of Higher Education Teacher Educators from Egypt and Palestine	Ola Khalili, Birzeit University, Palestine; Christine Assaad, American University in Cairo, Egypt, & Eleanor Hargreaves, University of London, Institute of Education, UK	
	Learning Mathematics and Statistics to Better Understand Macroeconomics and Monetary Economics in Morocco: The Case of the University Undergraduate Students in Marrakech	Abdellatif Laklida & Brahim Mansouri, Cadi Ayyad University, Morocco	
Concurrent session **Set 2-4** **2:30 pm – 4:00 pm**	**Building an Interdisciplinary Curriculum: Engaging Community to Create Opportunities and Provide Scaffolding**	Milton Cox, Professor Director, Lilly Conference on College Teaching, Miami University, USA	**Fisk Hall Room 104**

Time	Activity		Location
4:15 pm - 5:45 pm	**Concurrent Sessions**		
Concurrent session **Set 3-1** **4:15 pm - 5:45 pm**	**Investigating Undergraduate Engineering Students Perceptions and Career Aspirations**	Mona Itani & Issam Srour, American University of Beirut, Lebanon	**West Hall Auditorium C**
	Assessment Literacy: What goes Beyond Teachers' Practices	Zineb Djoub & Abdelhamid Ibn Badis University Mostagenem, Algeria	
Concurrent session **Set 3-2** **4:15 pm - 5:45 pm**	**Team Based Learning Faculty Learning Community at the American University of Beirut**	Nathalie Zgheib, American University of Beirut, Lebanon	**West Hall Auditorium A**
	Collaborative Learning in English for ESP Courses: Effectiveness and Students' Attitudes towards it	Najwa Saba 'Ayon, Rafik Hariri University, Lebanon	
	Encounters with Community Based Learning at AUB: The Faculty Learning Community Experience and the Classroom Experience of Five Writing Teachers (FLC)	Malakeh Khoury; Amany Al Sayyed, Rima Iskandarani; Sawsan Maktabi; &Zane Sinno, American University of Beirut, Lebanon	
Concurrent session **Set 3-3** **4:15 pm - 5:45 pm**	**A Pedagogical Tool to Enable Students to Cook Ideas and Grow as Writers**	Juheina N. Fakhreddine & Najla S. Jarkas, American University of Beirut, Lebanon	**West Hall Auditorium B**
	Practicing What We Preach: Measured Reflection about Teaching Practices	Lisa Arnold & Rana Haidar, American University of Beirut, Lebanon	
	Seven Students Synthesize: How First Year Undergraduates Write from Source	Gail Steele, Universiti Teknologi PETRONAS (UTP), Malaysia	
Concurrent session **Set 3-4** **4:15 pm - 5:45 pm**	**Performing Discourse in Graduate Writers in the Disciplines at AUB**	Nicole Khoury, American University of Beirut, Lebanon	**West Hall Room 310**
	Incorporating Translation As a Learning Tool Contributes to the Enhancement of English Writing	Zinnia Shweiry, American University of Beirut, Lebanon	
	The Full Circle: Case Teaching and Writing in International Business Courses	Marina Apaydin, American University of Beirut, Lebanon	