

# THE FIFTH INTERNATIONAL CONFERENCE ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION

FEBRUARY 6 & 7, 2015

## Conference Program



Center for Teaching and Learning (CTL)  
IT Academic Services  
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 SERVICES**

We, the IT Academic Services 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 5 & 6, 2016**; 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/etlhc/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](mailto: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>

**THE FIFTH INTERNATIONAL CONFERENCE  
ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION  
FEBRUARY 6 & 7, 2015**

The Center for Teaching and Learning (CTL), the IT Academic Services and Communication Skills Program at the American University of Beirut welcome you to their Fifth 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 student attainment of set program and course learning outcomes develop learning outcomes, design assessment procedures, collect data, analyze it and use the results 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 (CBL), a teaching and learning strategy integrates meaningful community service with instruction and reflection to enrich the learning experience, teaches civic responsibility, and strengthens communities. It is a hands-on approach to mastering content while fostering civic responsibility. CBL builds stronger and more relevant academic skills and provides a context for learning in terms of students are as citizens contributing to the needs of society. In this strand, papers should reflect on and present research or field experience in the domain of CBL.

***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 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 student 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**  
Assistant Professor, English, AUB
- **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 Services , AUB
- **Rana Haddad**  
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- **Hossein Hamam**  
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- **Lamia Hussein**  
Administrative Officer, Center for Teaching and Learning, AUB
- **Malakeh Houry**  
Academic and Technical Writing Instructor, Communication Skills Program. Assessment Coordinator Faculty of Arts and Sciences, AUB
- **Jennifer Nish**  
Director, Communication Skills Program, AUB
- **Zane Sinno**  
Coordinator, Communication Skills Program, AUB

## **KEYNOTE SPEAKER: Dr. Milton D. Cox**

Professor and Director of Lilly Conference on College Teaching  
Miami University, Ohio, USA

### **Keynote: Why Active Learning is not Working: Answers and Solutions from Implementation Science;**

Date: Friday February 6, 2015

Time: 9:30 AM – 10:30 AM

Room: West Hall, Bathish Auditorium

Implementation Science research provides recommendations for instructors who are attempting to put evidenced-based programs into effective practice. For example, if you want to try cooperative learning groups, a well-known evidenced-based practice, then how do you convince colleagues and students to engage this approach in a meaningful way? You can provide evidence that using these groups will increase student learning, but how do you get colleagues and students to participate effectively? Many other evidenced-based teaching / learning approaches suffer likewise. Implementation science offers solutions.

### **PRE-CONFERENCE WORKSHOPS**

#### **Flipping your classroom to increase student engagement and learning**

*Friday, February 6, 2015 - 11:00am-12:45pm - West Hall, Aud. A*

*Dr. Saouma BouJaoude*

The flipped classroom describes a **reversal of traditional teaching** where students gain first exposure to new material outside of class, and then use class time to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussions or debates.

This workshop is based on a “flipped” format to introduce what 'flipping' means and how it promotes active learning. Specifically, the workshop will address the following topics A) What is a flipped classroom? B) How does a flipped classroom work? Why is flipping a significant innovation? What are the advantages and possible disadvantages of flipped classrooms? What are the implications of flipping classrooms for teaching and learning?

#### **Articulate Storyline: Rethinking Course Content**

*Friday, February 6, 2015 - 11:00am-12:45pm – FHS Computer Lab*

Considering how students learn, we sense a compelling need to convert static course content into an interactive one. In this workshop, we will introduce to you “Articulate Storyline”, an E-learning tool designed to help you build interactive content. You will learn how to convert a presentation into an interactive one by designing a Storyline project, creating a presentation, adding audio/video, adding hotspots, and publishing your project. You will also learn how to create interactive knowledge checks by using the Storyline quiz feature.

Topics include:

- Why and when to use Storyline?
- Starting a new project
- Importing existing PowerPoint slides
- Inserting new scenes and slides
- Adding images, video and audio
- Recording narration
- Creating knowledge checks

- Publishing the project for web or mobile distribution
- Integrating the project with the Learning Management System

### **Developing Rubrics to Assess Learning Outcomes**

Friday, February 6, 2015 - 1:00-2:45 pm - West Hall, Auditorium A

*Dr. Amal BouZeineddine*

Different direct and indirect instruments are employed to assess learning outcomes at the program and course levels; rubrics are one of the direct measures. In this workshop, you will be introduced to the process of developing rubrics, step-by-step. We will also discuss the different types of rubrics and when to use them. During the workshop, you will develop rubrics based on your program/course learning outcomes, so you are kindly requested to bring to the workshop your program and/or course learning outcomes.

### **E-learning Course Design Toolkit**

Friday, 6 February, 2015 - 1:00-2:45 pm – West Hall, Aud. B

This workshop targets faculty members and administrators who intend to initiate blended or online initiatives at their institutions. Participants will be presented with a comprehensive “Course Design Toolkit” for expanding blended and online learning course creation and enhancing faculty development. Based on proven research and informed best practices and experiences, this workshop will offer guidance, examples, professional development, and other resources to help you prepare your own courses and programs.

### **Assessing Student Writing Across Disciplines**

Friday, February 6, 2015 - 3:00-4:45 pm - West Hall, Auditorium A

*Dr. Jennifer Nish, Dr. Zane Sinno and Ms. Malakeh Khoury*

Grading students’ written work is often one of the most time-intensive teaching tasks that faculty members face during the semester. This workshop will present recommendations from scholarship on assessing student writing in order to address some of the challenges of evaluating students’ written work. Participants will apply these recommendations by developing their own set of assessment criteria from a current writing assignment. Participants are asked to bring a sample writing assignment from one of their courses.

### **E-Books Clinic by Jafet Library Staff: All Day**

How to download and read offline E-books from AUB libraries? Users of AUB Libraries with active user name and password have access to around 350,000 electronic books. Librarians from Jafet library will be available to help interested conference attendants become familiar with the process of identifying, accessing and downloading e-books from the Libraries’ collection. A help desk will be set outside the conference room to instruct and answer questions related to e-books.

## CONCURRENT SESSIONS

### **Set 1-1 Getting Creative: Introducing Creative Writing in Composition Courses;**

*Presenter: Dima Matta, University of Balamand*

Date: Saturday, February 7, 2015

Time: 9:00 am – 10:30 am

Room: West Hall, Auditorium B

*“In an age when we experience so much in fragments and tend to the single-tracked approach to problems, students need to practice putting parts together in a whole.”(Hesse, 2010, p.38)*

Having spent the last academic year teaching composition classes, I reached a point where instead of telling the students about literature, opted to show them why it is important. I provided them with a poem about Syrian refugees; a topic that is touching and personal, a topic that they can relate to. Instead of teaching these students communication skills in its purest forms, I implemented creative writing activities to model and enhance their skills. The literature on the effectiveness of reading instruction has portrayed reading instruction to be less effective than creative writing tasks in a semester-long course for freshmen. Students who were exposed to a combination of reading instruction and creative writing activities showed improved reading comprehension skills than students who were exposed to a more traditional approach to composition activities (Stotsky, 1983). Many composition teachers have criticized the use of creative writing techniques for failing to provide the students with a package that culminates in the required critical thinking and proficiency (Gammarino, 2009). Despite these claims, creative writing tasks allow for self-discovery, intrinsic motivation, and the proficiency that is expected to be achieved in any composition and communication class (Gammarino, 2009). Although the literature on creative writing in composition classes is lacking, some writers stress the need to merge these two disciplines rather than separating them based on a classist discourse (Hesse, 2010). The purpose of composition classes is to provide students with the analytical skills, language proficiency, argumentative and research skills needed for them to excel in their majors and in their future jobs. Historically, composition journals have failed to substantially include theoretical as well as pedagogical literature about creative writing, which is why this gap will be addressed in this paper. In addition to addressing this gap, the presentation will entail answering questions related to the effectiveness of merging creative writing and composition, its effect on students' engagement in class, and their ability to subsequently transfer their well acquired skills into other majors, which is a prominent issue that many instructors are complaining about (Gammarino, 2009).

### **Set 1-1 The Benefits Of Creative Writing Assignments in Communication Skills Classes;**

*Presenter: Zinnia Shweiry, AUB*

Date: Saturday, February 7, 2015

Time: 9:00 am – 10:30 am

Room: West Hall, Auditorium B

Writing, whether creative or academic, is never an easy task. Teaching it at university is even more challenging, since students, by nature, are intimidated by the amount of writing (McVey, 2008) they have to do per communication skills class; their disinclination and reluctance to begin writing (Tuan, 2010) is a trial for the instructor. Because of the heavy workload in communication skills programs, and not just in AUB, the instructor does not get to dispense as many free writing and creative writing assignments as he desires. The academic writing eats up the biggest portion of the course. Wright (1957) believes that the benefits of creative writing in communication skills classes are

multifold. In addition to improving their writing skills, this form of writing allows them the freedom to express themselves without constraints and to escape for a while from their dreary world. To him, it is therapeutic, almost cathartic, for the student, and so we, as instructors, must make the time in our busy class to assign such activities.

**Set 1-1 Finding Common Ground: Towards a Pedagogy of Citizenship and Conflict Resistance in the First-Year Composition Class;**

*Presenter: Maya Sfeir, AUB*

Date: Saturday, February 7, 2015

Time: 9:00 am – 10:30 am

Room: West Hall, Auditorium B

With its emphasis on decision-making, critical thinking, and freedom, higher education is a powerful tool that can help rebuild trust and promote a stronger resilience to war and violence in post-conflict societies. In Lebanon, in light of the country's long history of political and sectarian tensions, higher education, and more specifically composition classes with their emphasis on critical thinking skills and self-expression, can play a central role in reconstructing relationships of trust among the youth. This research examines the role that the first-year composition course can play in developing a critical consciousness among the young Lebanese by educating for citizenship, helping them to overcome issues of distrust, and enabling them to imagine and establish a common ground.

**Set 1-2 Using Video Documentary Production in Undergraduate Animal Science / Agriculture**

**Instruction;**

*Presenter: Susan Prattis, AUB*

Date: Saturday, February 7, 2015

Time: 9:00 am – 10:30 am

Room: West Hall, Auditorium C

Science education has increasingly examined tensions inherent in developing deep learning and critical thinking skills in content – rich areas requiring broad acquisition of technical expertise and developing quantitative reasoning among undergraduate students. Traditionally science pedagogical strategies have relied heavily on lecture and laboratory information delivery formats organized around the 50 minute Carnegie classroom instructional model in which faculty educators develop and transmit knowledge to their students who define degrees of learning through memorizing factual content, to be released during subsequent examination periods (DeHaan R 2005). Using traditional modes of science instruction has been effective in transferring information but does not necessarily promote conceptual understanding of complex topics, increase scientific literacy or attract new students to scientific disciplines (DeHaan R 2005). Recent studies have suggested, however, that promoting deep learning and critical thinking skills of content-specific knowledge, and information literacy among current undergraduate students should recognize their increasing ease and reliance on digital ways of knowing in constructing knowledge, interest in experiential learning, focus on interdisciplinary topics of study and technologic competence, and would benefit by incorporating these preferences into science course design and execution (DeHaan 2005, Flynn and Vredevooged 2009 ). Several professional bodies have promoted recommendations suggesting that science educational best practices should incorporate principles of learning and variable instructional methods (DeHaan 2005, Grummon 2010). Students construct new knowledge through information processing and build new association patterns with their existing knowledge base; which is partially dependent on the context in which it occurs (DeHaan 2005). There are different inherent learning abilities, styles, and resultant differences in

cognition, emotional responses, cultural and motivational characteristics should be accommodated through use of multiple assessment and instructional methods (DeHaan 2005, Grummon 2010; Mavroudi and Jons 2011). Most people are social learners; who develop expertise, metacognitive skills and build a sense of themselves as learners by doing so in social groups (DeHaan 2005). Further, multichannel information presentation (e.g. auditory – verbal and visual – spatial presentation formats), clear learning goal identification and using student – centered active approaches are all associated with enhanced conceptual understanding and accrued student benefits including increased verbal and written science communication skills, observing and collecting data, putting research results into larger contexts and understanding contemporary concepts in a given field, all of which are important pillars in developing critical scientific reasoning as defined by the ability to identify specific questions for investigation and to design a test of hypothesis (De Haan R 2005) and are important indicators that students have met higher strata of Bloom’s Taxonomy in the educational process. It may be that expanding our agricultural sciences teaching repertoire will appeal to more students, enhance critical thought among science class participants, and develop informed citizens for future active participation in civic life.

### **Set 1-2 Telecollaboration and Intercultural Communicative Competence;**

*Presenters: Najwa Saba’Ayon and Sandra Whitehead, Rafik Hariri University*

Date: Saturday, February 7, 2015

Time: 9:00 am – 10:30 am

Room: West Hall, Auditorium C

Recently a lot of research has stressed the importance of developing students’ intercultural communicative competence (ICC) to ensure successful communication with people of diverse cultures and languages and hence survive in this globalizing world. Telecollaboration has been advocated as a useful tool to help students develop their ICC (Schenker, 2012; Elola & Oskoz, 2008; Muller-Hartmann, 2006; Godwin-Jones, 2003; Belz, 2002, among others). As faculty in the Languages and Humanities Department at a private Lebanese English- speaking university, we strive to provide our students with opportunities that maximize their learning. To this end, one of the researchers is incorporating telecollaboration in her Peace Communication class, taught in English. More specifically, the researcher is collaborating with two other university professors in the United States and Jordan who are teaching journalism in their respective universities. Through their telecollaboration with their partners in the U.S. and Jordan, the participants at our university are likely to learn about other cultures and practice their English as a foreign language (EFL) in a contextualized, genuine environment. The aim of this study (in progress) is, therefore, to investigate (1) the impact of telecollaboration on the participants’ ICC as well as their communication skills, and (2) the participants’ attitudes towards telecollaboration. The questions that guided this research are the following:

1. How does telecollaboration impact on the participants’ intercultural communicative competence?
2. What is the impact of telecollaboration on the participants’ communication skills?
3. What is the attitude of the participants toward their telecollaborative experiences?

### **Set 1-2 Facebook Pages for College Course as an Active Learning Teaching Approach;**

*Presenter: Ahmad Oueini, LAU*

Date: Saturday, February 7, 2015

Time: 9:00 am – 10:30 am

Room: West Hall, Auditorium C

Active learning has received considerable attention over the past several years. Often presented or perceived as a radical change from traditional instruction, the topic frequently polarizes faculty. Active learning has attracted strong advocates among faculty looking for alternatives to traditional teaching methods, while skeptical faculty regard active learning as another in a long line of educational fads.

**Set 1-3 Workshop: Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Intellectual Development;**

*Presenter: Milton D. Cox, Miami University, Ohio, USA*

Date: Saturday, February 7, 2015

Time: 9:00 am – 10:30 am

Room: West Hall, Auditorium A

Are you curious about why most of your students prefer that you lecture rather than engage them in active, inquiry-based learning? Is it because they are slackers? Do you wonder why some students are eager to work in small groups and others are not? And why do some students struggle with evidenced-based approaches in a course? Many of these behaviors are explained when framed in the cognitive development structures of researchers Perry, Belenky and her colleagues, and Baxter Magolda. In this workshop we will discuss approaches that you might engage to nudge students along developmental paths that may lead to their understanding and practice of critical thinking and a commitment to lifelong learning.

**Set 2-1 Lessons Learned from Executing an Assessment Plan at LAU School of Pharmacy;**

*Presenters: Hani Dimassi, Roy Kanbar, Lamis Karaoui, Abeer Zeitoun, and Wilson Kabbara, LAU*

Date: Saturday, February 7, 2015

Time: 10:45 am – 12:00 pm

Room: West Hall, Auditorium A

The trend of assessment that had started in some higher educational field caught up with the schools of pharmacy by the year 2000 (Boyce, E. G. (2013)

In 2010 the School of Pharmacy at LAU, under a new leadership came together in an effort to initiate assessment at the school. At the end of this effort the school was able to develop a complete assessment plan that not only addressed the PharmD program, but also looked at the mission, the program goals, governance, the facilities among other components, a holistic approach is becoming a trend in higher education (Boyce EG (2000), Pellegrino JW (2004) ). While working on the creation of this plan, the school received support from the mother institution LAU (Lebanese American University) through the participation of the IRA director (Institutional Research and Assessment). This presentation will look at the 3 phases of the assessment plan and will discuss the difficulties that faced the AEC (Assessment and Evaluation Committee) and the ways the AEC with support from the school administration tried to overcome them. These 3 phases were: 1- Creation of the assessment plan, 2- Implementation of the assessment plan, and 3-Closing the loop (ie how can results be utilized to improve the school).

**Set 2-1 Center for Excellence in Teaching and Learning (CETL) at Princess Nourah Bint Abdulrahman University: Special Model;**

*Presenters: Abir Harbi and Siham Suwaigh, PNU*

**Date: Saturday, February 7, 2015**

**Time: 10:45 am – 12:15 pm**

**Room: West Hall, Auditorium A**

A Centre of Excellence for Teaching and Learning (CETL) was created at Princess Nora University (PNU) where pioneering and excellence in teaching and learning in higher education could be the focus. CETL would serve to continuously address the growth of teaching and learning by developing PNU faculty's educational, academic, research and personal abilities, thereby allowing a means to master educational practices, assessment and evaluation of the teaching and learning process. CETL has been committed to the development of a culture of learning and faculty learning communities, dissemination of best practices, and the effective use of educational technology and emerging media. It is expected that PNU faculty staff will benefit by working in collaborative learning environments and advanced professional culture, while keep current with new developments in higher education.

**Set 2-2 Get Your Game On! Gamification in Higher Education;**

*Presenter: Jasmina Najjar, AUB*

**Date: Saturday, February 7, 2015**

**Time: 10:45 am – 12:15 pm**

**Room: West Hall, Auditorium B**

Gamification is all the buzz at the moment. But what is gamification and how can it be used in higher education? Gamification goes beyond using video games in class. It entails applying game elements in a non-game context. It can be very low tech in fact but result in high engagement. But is it worth all the hype? I started gamifying my courses in Fall 2013-2014 and have been experimenting with this growing trend ever since. And now I'd like to share my experiences.

**Set 2-2 What's up in Writing? Students' Attitudes towards Audio versus Pen and Paper Feedback;**

*Presenter: Fadwa Murdaah, Rafik Hariri University*

**Date: Saturday, February 7, 2015**

**Time: 10:45 am – 12:15 pm**

**Room: West Hall, Auditorium B**

The study of writing feedback in higher education has been recognized as "the most important aspect of the assessment process in raising achievement (Blokham & West, 2007). This is why researchers have experimented the relative effectiveness of different modes of feedback. Research on the conventional pen and paper feedback is abundant, and it shows that though teachers can simply cross out, add or insert proofreading marks or abbreviations, the process is time consuming (Carless, Joughin & Liu, 2006). It requires much paper space and ability to decipher illegible hand writing. That's why some resorted to the use of Microsoft Word comments. However, the issue of clarity of comments remains a major complaint. The vagueness of the teacher's intention often confuses the learners who eventually report devaluation of teachers' comments (Handley et al, 2007). A teacher's intention might be well elaborated on in a face -to-face conferencing as the instructor directly communicates any

problem or misunderstanding and the learner gets involved into a kind of dialogue often expressing his perception. Nevertheless, that might be time consuming for teachers and students alike.

### **Set 2-2 Teacher Blogging as Social Constructivism;**

***Presenters: May Mikati, Jessy Bissal, and Amany Al-Sayyed, AUB***

**Date: Saturday, February 7, 2015**

**Time: 10:45 am – 12:15 pm**

**Room: West Hall, Auditorium B**

A number of new communications technologies have emerged in recent years that have been largely intended to be for personal and recreational use. However, these "conversational technologies", coupled with the power and reach of the Internet, have become viable tools for constructivist learning. Back in 2005, CALL consultant and author Diana Eastment noted in *ELT Journal* that while blogs can "be a rich source of ideas (and authentic contemporary language) for the teacher" there were not many EFL (English as a Foreign Language) teacher blogs around. More recently, it has been noted that "teachers are turning more to social media to find resources and discuss lessons" (Hobbs, 2013). Teacher bloggers have multiplied worldwide over the years. As English teachers' blogging about the teaching of English, our approach to blogging has been rather experimental. Literature suggests that our approach can be viewed as "socio-cultural" whereby blogging is evidence of a strong "teacher presence" online. In other words, a teacher of writing becomes also a social constructivist, or someone who believes in the development of new knowledge through collaboration and shared meaning making.

### **Set 2-3 Arabic as a Recourse in an English Writing Class: An Experiment in Introducing an Arabic Text into English 102;**

***Presenters: Rula Baalbaki, Juheina Fakhreddine, Malakeh Khoury, and Souha Riman, AUB***

**Date: Saturday, February 7, 2015**

**Time: 10:45 am – 12:15 pm**

**Room: West Hall, Auditorium C**

*Review of relevant literature: The Translingual Approach as the Theoretical Framework*

This application draws on the translingual approach. Its departure point is twofold: 1. Students bring important resources into the classroom; thus, syllabi and teachers should take into account that input, and not just focus on output. 2. Use of home languages and other language varieties of the language of instruction (in this case English) should be viewed as resources, as a source of enrichment, not as problems and mere weaknesses. Thus, students need to learn how to deal with language differences and learn how to navigate across varieties. This is in line with conscious use of strategies (Canagarajah, 2006), negotiation of meaning (Horner et al, 2011) and rhetorical attunement (Leonard, 2014), construction of knowledge (Guerra, 2008; Horner et al, 2011), making connections/improvising ways and producing meaning across language differences (Horner et al, 2011).

*The research questions to be answered in the presentation*

1. Could Arabic, as an example of a home language, work as a resource for students who are enrolled in a specific writing course?
2. How does the use of Arabic in an English writing classroom help meet the learning outcomes of the course?

**Set 2-3 A case-Study on Student Perceptions on the Effectiveness of Bi-Lingual Arab-English Instructors at a Private University in Saudi Arabia;**

***Presenters: Ziad Shaker ElJishi, Terumi A. Taylor, Heba Shehata, Effat University***

**Date: Saturday, February 7, 2015**

**Time: 10:45 am – 12:15 pm**

**Room: West Hall, Auditorium C**

One of the challenges in educating higher education undergraduate students in the Arab Gulf is the gap these students seem to experience in secondary education taught in the Arabic language (or insufficient English instruction at the secondary level) and four years of college instruction taught in the English language. There has been debate in the academic community on the merits and threats that teaching in the English language presents for Arab Gulf countries (Mahboob & Elyas, 2014; Weber, 2011).

**Set 2-3 Can Peer Feedback Make a Difference in Students' Language Development?**

***Presenter: Nuwar Diab, LAU***

**Date: Saturday, February 7, 2015**

**Time: 10:45 am – 12:15 pm**

**Room: West Hall, Auditorium C**

Many ESL researchers have experimented with feedback and demonstrated that students who receive and respond to feedback develop their writing more than those who do not. In fact, ESL feedback studies may be classified into several strands. These include studies addressing teacher feedback on developing students' writing skills (Fathman & Whalley 1990; Ferris, 1999; Kepner, 1991; Wen, 2013 ); studies comparing the effect of different feedback sources, such as teacher feedback, peer feedback, and/or self- feedback (Berg, 1999; Connor & Asenavage, 1994; Ekşi, 2012; Miao, Badger & Zhen, 2006; Paulus, 1999); as well as studies monitoring various types of teacher feedback, namely direct error correction, indirect (metalinguistic) error correction, and/or a combination of both methods (Bitchener and Knoch, 2009, 201a, 2010b; Ellis, Sheen, Murakami, & Takashima, 2008; Ferris 2006; Sheen, 2007; Storch & Wigglesworth, 2010; Van Beuningen, De Jong & Kuiken, 2012) on reducing linguistic errors in student writing.

**KEYNOTE SPEAKER: Dr. Mark Edward Brown**

Director, National Institute for Digital Learning (NIDL)

Dublin City University (DCU), Ireland

**Keynote: Making the Digital Future: Debates, Designs and Dilemmas;**

**Date: Saturday, February 7, 2015**

**Time: 12:15 pm – 1:15 pm**

**Room: West Hall, Bathish Auditorium**

If digital learning is the solution, then what is the problem?" In exploring this question, the keynote starts by describing a number of myths or debates associated with the claims about the transformative potential of digital learning. It argues that new educational technologies are often

nothing more than an expensive 'add on' to the traditional curriculum. Set against this critical perspective, the presentation then adopts the language of opportunity to discuss how teachers can redesign the curriculum through a blend of new pedagogies and new digital solutions to provide more active, engaging and connected learning experiences for 21<sup>st</sup> Century students. A number of models and frameworks are introduced to scaffold the learning design process. Finally, the talk touches on some of the dilemmas facing teachers and educational institutions wishing to create a high quality rich digital learning culture. Overall the presentation is intended to help participants critically reflect on the digital future, and think more deeply about the opportunities and challenges facing higher education in rapidly changing times.

**Set 3-1 Development and Implementation of a Scoring Rubric for the Assessment of Pharmacy Student Lifelong Learning;**

***Presenters: Lamis Karaoui, Abeer Zeitoun, Hani Dimassi, and Ghada Khouri, LAU***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium A**

The American Council for Pharmacy Education (ACPE) clearly endorses lifelong learning for pharmacy students in a number of guidelines.<sup>1</sup> Key aspects of their Standard No. 15 (Assessment and Evaluation of Student Learning and Curricular Effectiveness) include the need to develop and carry out assessment activities according to a systematic and dynamic plan, and use various valid and reliable measures to document achievement of student professional competencies.<sup>2</sup> The Lebanese American University School of Pharmacy (LAU SOP) offers the only ACPE-accredited doctor of pharmacy (Pharm.D.) program outside the United States and its mission clearly underlines lifelong learning. Lifelong learning is a new old concept, based on widening participation and learning throughout life to improving knowledge, skills and competence".<sup>3</sup> Experiential education is recognized as the ideal place to practice and reinforce continuing professional development.<sup>4</sup> The direct and indirect assessment of pharmacy students' lifelong learning during experiential education is relatively challenging due to its multidimensional aspects, and has not been fully reported in the literature. The aim of this study is to test the validity and reliability of a scoring rubric used for the assessment of pharmacy student lifelong learning relating to the following School of Pharmacy program educational outcome (PEO) number 14: "Exhibit intellectual curiosity and personal commitment to ensure ongoing professional competency by identifying and analyzing emerging issues, products, and services that may impact patient-specific and population-based pharmaceutical care".

**Set 3-1 Utilizing Student Learning Outcome Assessment Method for the Improvement of (PharmacoTherapeutics I) Student Performance: Spring 2011 – Spring 2013;**

***Presenters: Abeer Zeitoun and Hani Dimassi, LAU***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium A**

There have been many changes in educational assessment in recent years, both within the fields of measurement and evaluation and in specific disciplines. In this abstract, we summarize one aspect of assessment practices in pharmacy education, utilizing student learning outcome direct assessment at course level.

The school of pharmacy at the Lebanese American University is the only ACPE accredited university outside the United States. As an ACPE accredited school, most of our educational practices are assessment driven.

**Set 3-1 Leadership and Professionalism Mapping in a Pharmacy Curriculum;**

***Presenters: Aline Saad, Elsy Ramia, and Imad Btaiche, LAU***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium A**

Developing leadership skills has never been more important for pharmacy profession than it is today. With a constantly changing health care environment, future pharmacists must be prepared as citizen leaders to execute the promised vision of pharmacy<sup>1</sup>. Learning and Leadership should hence never be considered distinct elements in Pharmacy educational programs. Students and practitioners must always be willing to learn and to lead as they strive towards professional excellence, and must always assume a leadership role in ensuring patients' understanding and involvement in their care<sup>2</sup>. Moreover, ASHP emphasizes that leadership is a "professional obligation" for all pharmacists, where it calls every pharmacist to function as a "leader in the safe and effective use of medications"<sup>3</sup>. The American Council for Pharmacy Education Standards 2007 pointed out elements of leadership and learning for Pharmacy professional programs. Leadership is stated in relationship to mission and goals, student admissions criteria; student representation and perspectives and professional behavior; and the guidance on the science foundation for the curriculum.

**Set 3-2 Panel Discussion on the Faculty Learning Community on Higher-Order Thinking;**

***Presenters: Lina Kantar, Matthias Liermann, Paul Newson, and Colin Smith, AUB***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium B**

In 2013-2014, the faculty-learning community on higher-order (HOT-FLC) thinking aimed to support members' attempts to improve their students' learning. Each member was to work on a specific HOT project in one of their undergraduate courses. Four members of this panel discussion will briefly recount their projects and present their experience, reflections, and recommendations.

**Set 3-2 How Can Discussion Forums and Hands-on Team Simulation Exercises Enhance Class-Room Learning in Lean Construction Education?**

***Presenters: Farook Hamzeh, Carel Rouhana, and Christina Teokari, AUB***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium B**

Although many construction companies claim substantial productivity and profit gains due to the utilization of lean construction principles, it is a challenge to teach these principles in a class room setting due to limited literature on pedagogy in lean construction. While class lecture is usually the main method used in course teaching, employing a combination of teaching methods in the classroom will accommodate different students' learning styles, resulting in higher achievement and satisfaction. Lean construction emphasizes collaborative processes and integrated delivery practices. Consequently,

new teaching methods that nurture such values should be used in lean construction education. The purpose of this study is to assess two collaborative and team based learning methods: discussion forums and hands-on team simulation exercise. While discussion forums enable students to express their ideas, listen to others' ideas, and learn collectively, hands-on team simulation exercises replicate various real-life activities, processes, projects, or systems for the purpose of teaching, training, analyzing, and understanding. The purpose of employing these methods is to establish a basis for new pedagogy in teaching lean construction and to create a community of inquiry and learning among students. Employing these methods is expected to increase the understanding of construction management among civil engineering students while preparing them to enter the workforce with a solid theoretical background of lean construction and its transferability to day-to-day business processes. This proposed research study aims at assessing the previously mentioned two active learning methods and understanding their impact on student learning and satisfaction. To achieve these aims, two questionnaires will be administered at the beginning of the semester and towards the end of the semester to assess the change in student's perception of their learning styles. The data collected will be analyzed and the results will provide an assessment of different teaching methods, compare them to discussion forums and hands-on simulation exercises, and measuring their efficacy in increasing student learning and satisfaction. Results will also provide suggestions for improvement from the student's perspective.

### **Set 3-2 Learning Literacies in 21<sup>st</sup> Century Transnational Spaces;**

***Presenters: Lina Iskandarani, Zane Sinno, Lisa Arnold, and Malakeh Khoury, AUB***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium B**

The overarching questions for this panel are: What does 'writing' and literacy now mean for undergraduate students in Beirut and Dearborn, and how does a transnational exchange focused on the literacy narrative help students develop writing and communication skills? How do these findings differ for monolingual English speakers and for students whose first or 'home' language is other than English? How does such a transnational exchange influence development of rhetorical awareness? This panel builds on the research of scholars in Rhetoric and Composition, literacy studies, and applied linguistics, especially those who have advocated for research and teaching that considers the consequences of composing in transnational and global-local contexts.

### **Set 3-3 The Effects of the Changing Learning environment on Student Empathy: A Cross Sectional Analysis and A Comparison with First Year Medical Students of the New Medical Curriculum;**

***Presenter: Zakia Dimassi, AUB***

***Collaborators: Nathalie Zgheib, Ramzi Sabra, Thalia Arawi, Kameel Kassab, and Christina Bergqvist, AUB***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium C**

Medicine, as a profession, is a multidisciplinary field that encompasses science and technology on the one hand, and humanism and ethics and humanness on the other. Empathy is one of the physician's traits the emphasis on which has been growing drastically in medical education. It allows

the practitioner to understand the patient's experience and thus provide patient centered care. Empathy has been linked to a number of positive attributes, such as patient and physician satisfaction, clinical competence, good clinical outcomes, and reduction in medical malpractice litigation. Empathy is also one of the six main qualities in the 21<sup>st</sup> century health system. It is of concern, however, that medical students' empathy has been shown to undergo a state of erosion with progress in medical school years, as clearly demonstrated by a large body of research. This decline has been imputed to various, somewhat interconnected factors, like distress and burnout, an overcrowded "too theoretical" curriculum, male gender, and choice of technology-oriented specialties, in addition to the influence of an unstable learning environment.

### **Set 3-3 Innovative Entrepreneurship Education;**

***Presenters: Mona Itani and Issam Srour, AUB***

**Date: Saturday, February 7, 2015**

**Time: 2:30 pm – 4:00 pm**

**Room: West Hall, Auditorium C**

Entrepreneurship is gaining momentum in the world, especially in developing countries, since it is believed to be a main contributor to economic growth and an effective solution for the increasing unemployment problems. Although research in engineering education acknowledges the importance of entrepreneurship at the university level, there is a major lack of studies that tackle the issue of student entrepreneurship in developing countries such as Lebanon. Having determined a positive attitude towards entrepreneurship when surveying 306 engineering students from universities in Lebanon about their career aspirations and perceptions, the principal investigators have also found that many students with entrepreneurial intentions do not have the courage to start their own businesses immediately after graduation. The objectives of the proposed research project are to determine the reasons behind this fear and to propose effective solutions to support student entrepreneurship after interviewing students, successful entrepreneurs, and other entrepreneurial ecosystem drivers. Based on the results, recommendations were devised for the use of academic institutions to foster young and innovative entrepreneurship.

A set of recommendations will be drawn from the results for the improvement of academic curricula to embrace and encourage the phenomenon of student entrepreneurship.

### **CLOSING SESSION KEYNOTE SPEAKER: Dr. Katrin Girgensohn**

Academic Director, Writing Center and Center for Key Competences and Research-Oriented Learning  
European University Viadrina, Germany

### **Keynote: Successful Implementation of Writing Centers: How Collaborative Learning Contributes to the Centers' Sustainability;**

**Date: Saturday, February 7, 2015**

**Room: West Hall, Bathish Auditorium**

University writing centers support learning and teaching arrangements that should play a significant role in higher education: Writing centers offer individualized and flexible learning methods; they foster key competencies for critical thinking and they prepare students for their future in a globalized and digitalized world. Nevertheless, establishing writing centers often remains difficult. I therefore conducted an empirical study that addressed the following questions: What contributes to

the success of writing centers? What is needed to implement them sustainably at a university? How can directors and staff handle the typical challenges writing centers face, like the standing of writing centers within the institutional hierarchy (Whalen 2011, Gardner & Ramsey 2005), or problems with misconceptions of writing center work (Mullin 2000, Lerner 2007 and 2009)? During the academic year 2011/2012, I conducted 16 expert interviews with writing center directors at large and small colleges and universities around the United States, seeking answers for these questions. Most interviews were embedded in participant observations. The analysis followed a grounded theory approach (Strauss/Corbin 1990).

The keynote will give an overview about the results with the aim to make writing center staff and directors aware of the scope of strategies they have as leaders of sustainable writing centers. The core category reveals that a stance of collaborative learning is crucial for successful writing center leadership. She will show how this stance relates to central action and interactional strategies of writing center staff, such as tutor education, working with faculty, conducting research and so on.

**AMERICAN UNIVERSITY OF BEIRUT**  
**FIFTH INTERNATIONAL CONFERENCE ON EFFECTIVE TEACHING AND LEARNING IN HIGHER**  
**EDUCATION**

**Friday, February 6, 2015 - Day 1**

Time	Activity	Location
8:00 - 9:00 am	<b>Registration</b>	<b>West Hall Entrance</b>
9:00 am - 9:30 am	<b>Opening Ceremony</b> <ul style="list-style-type: none"> <li>• Lina Choueiri, CTL Advisory committee</li> <li>• Dean Patrick McGreevy, FAS, AUB</li> </ul>	<b>West Hall, Bathish Auditorium</b>
9:30 am - 10:30 am  Keynote	<b>Why Active Learning is Not Working: Answers and Solutions from Implementation Science</b> <b>By Dr. Milton Cox, Center for the Enhancement of Learning, Teaching, and University Assessment</b> <b>Miami University, Ohio, USA</b> <b>Introduced by Dr. Amal BouZeineddine</b>	<b>West Hall, Bathish Auditorium</b>
10:30 am - 11:00 am	<b>Coffee Break</b>	<b>West Hall Balcony</b>
	<b>Pre-Conference Workshops</b>	
11:00 am - 12:45 pm	<ul style="list-style-type: none"> <li>• <b>Flipping Your Classroom to Increase Student Engagement and Learning</b> Presenter: Dr. Saouma BouJaoude</li> </ul>	<b>West Hall, Auditorium A</b>
	<ul style="list-style-type: none"> <li>• <b>Articulate Storyline: Rethinking Course Content</b> Presenter: TBA</li> </ul>	<b>FHS Computer Lab</b>
1:00 pm - 2:45 pm	<ul style="list-style-type: none"> <li>• <b>Developing Rubrics to Assess Learning Outcomes</b> Presenter: Dr. Amal BouZeineddine</li> </ul>	<b>West Hall, Auditorium A</b>
	<ul style="list-style-type: none"> <li>• <b>E-learning Course Design Toolkit</b> Presenter: TBA</li> </ul>	<b>West Hall, Auditorium B</b>
3:00 pm - 4:45 pm	<ul style="list-style-type: none"> <li>• <b>Assessing Student Writing Across Disciplines</b> Presenters: Dr. Jennifer Nish, Dr. Zane Sinno and Ms. Malakeh Khoury</li> </ul>	<b>West Hall, Auditorium A</b>

**FIFTH CONFERENCE ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION**

**Saturday, February 7, 2015 - Day 2**

<b>Time</b>	<b>Activity</b>		<b>Location</b>
<b>8:00 am - 9:00 am</b>	<b>Coffee and Late Registration</b>		<b>West Hall Entrance</b>
<b>Concurrent Sessions 9:00 am – 10:30 am</b>			
<b>Concurrent Sessions- set 1-1 9:00 am – 10:30 am  Session Moderator: Zinnia Shweiry</b>	<b>Getting Creative: Introducing Creative Writing in Composition courses</b>	Dima Matta, Balamand University	<b>West Hall, Auditorium B</b>
	<b>Creative Writing in Communication Skills Classes</b>	Zinnia Shweiry, AUB	
	<b>Finding Common Ground: Towards a Pedagogy of Citizenship and Conflict Resistance in the First-Year Composition Class</b>	Maya Sfeir, AUB	
<b>Concurrent Sessions set 1-2 9:00 am – 10:30 am  Session Moderator: Sandra Whitehead</b>	<b>Using Video Documentary Production in Undergraduate Animal Science/Agriculture Instruction</b>	Susan Prattis, AUB	<b>West Hall, Auditorium C</b>
	<b>Telecollaboration and Intercultural Communicative Competence</b>	Najwa Saba 'Ayon and Sandra Whitehead, Rafik Hariri University	
	<b>Facebook Pages for College Course as an Active Learning Teaching Approach</b>	Ahmad Oweini, LAU	
<b>Concurrent Session Set 1-3 9:00 am – 10:30 am</b>	<b>Workshop: Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Intellectual Development</b>	Milton Cox, Miami University, Ohio, USA	<b>West Hall, Auditorium A</b>
<b>10:30 am - 10:45 am</b>	<b>Coffee Break</b>		

Concurrent Sessions 10:45 am – 12:15 pm		
Time	Activity	Location
<b>Concurrent Session</b>  <b>set 2-1</b>  <b>10:45 am – 12:15 pm</b>  <b>Session Moderator:</b> <b><i>Siham Suwaigh</i></b>	<b>Lessons Learned from Executing an Assessment Plan at LAU School of Pharmacy</b>  Hani Dimassi, Roy Kanbar Lamis Karaoui, Wissam Kabbara and Abeer Zeitoun, LAU	<b>West Hall, Auditorium A</b>
	<b>Center For Excellence In Teaching, and Learning (CETL) at Princess Nourah Bint Abdulrahman University: Special Model</b>  Abir Harbi, Siham Suwaigh, Princess Nourah Bint Abdulrahman University, KSA	
<b>Concurrent Session</b>  <b>Set 2-2</b>  <b>10:45 am – 12:15 pm</b>  <b>Session Moderator:</b> <b><i>Jasmina Najjar</i></b>	<b>Get Your Game On! Gamification in Higher Education</b>  Jasmina Najjar, AUB	<b>West Hall, Auditorium B</b>
	<b>What's up in Writing? Students' Attitudes Towards Audio Versus Pen and Paper Feedback</b>  Fadwa Mourdaah, Rafik Hariri University	
	<b>Teacher Blogging as Social Constructivism</b>  May Mikati, Amani Al Sayyed, and Jessy Bissal, AUB	
<b>Concurrent Session</b>  <b>Set 2-3</b>  <b>10:45 am – 12:15 pm</b>  <b>Session Moderator:</b> <b><i>Nuwar Diab</i></b>	<b>Arabic as a Resourse in an English Writing Class</b>  Malakeh Khoury, Rula Baalbaki, Juheina Fakhredine, and Souha Riman, AUB	<b>West Hall, Auditorium C</b>
	<b>A Case-study on Student Perceptions on the Effectiveness of Bi-lingual Arab-English Instructors at a Private University in Saudi Arabia</b>  Ziad Shaker ElJishi, Effat University, KSA	
	<b>Can Peer Feedback Make a Difference in Student Language Development?</b>  Nuwar Diab, LAU	
<b>12:15 – 1:15 pm</b>  <b>Keynote</b>	<b>Making the Digital Future: Debates, Designs and Dilemmas</b> <b>by Dr. Mark Brown, Director, National Institute for Digital Learning (NIDL), Dublin City University (DCU)</b> <b>Introduced by Rana Haddad</b>	<b>West Hall, Bathish Auditorium</b>
<b>1:15 pm - 2:30 pm</b>	<b>Lunch</b>	<b>West Hall, Common Room</b>

<b>Concurrent Sessions 2:30 pm – 4:00 pm</b>			
<b>Time</b>	<b>Activity</b>		<b>Location</b>
<b>Concurrent Session</b>  <b>Set 3-1</b>  <b>2:30 pm – 4:00 pm</b>  <b>Session Moderator:</b> <b>Hani Dimassi</b>	<b>Development and Implementation of a Scoring Rubric for the Assessment of Pharmacy Student Lifelong Learning</b>	Lamis Karaoui, Hani Dimassi, Ghada Khoury, and Abeer Zeitoun, LAU	<b>West Hall, Auditorium A</b>
	<b>Utilizing Student Learning Outcome Assessment Method for the Improvement of Student Performance</b>	Abeer Zeitoun and Hani Dimassi, LAU	
	<b>Mapping Professionalism and Leadership Across the Pharmacy Curriculum</b>	Aline Saad, Elsy Ramia, and Imad Btaiche, LAU	
<b>Concurrent Session</b>  <b>Set 3-2</b>  <b>2:30 pm – 4:00 pm</b>  <b>Session Moderator:</b> <b>Colin Smith</b>	<b>Panel Discussion on the Faculty Learning Community on Higher-Order Thinking</b>	Colin Smith, Lina Kantar, Matthias Liermann, and Paul Newson, AUB	<b>West Hall, Auditorium B</b>
	<b>How can discussion forums and hands-on team simulation exercises enhance class-room learning in lean construction education?</b>	Farook Hamzeh, Carel Rouhana, and Christina Teokari, AUB	
	<b>Learning Literacies in 21st Century Transnational Spaces</b>	Rima Iskandarani, Zane Siraj Sinno, Malakeh Khoury, and Lisa Arnold, AUB	
<b>Concurrent Session</b>  <b>Set 3-3</b> <b>2:30 pm – 4:00 pm</b>  <b>Session Moderator:</b> <b>Nathalie Zgheib</b>	<b>The Effects of the Changing Learning Environment on Student Empathy: A Cross Sectional Analysis and a Comparison with First Year Medicine Students of the New Medical Curriculum</b>	Zakia Dimassi and Nathalie Zgheib, AUB	<b>West Hall, Auditorium C</b>
	<b>Innovative Entrepreneurship Education</b>	Mona Itani, Issam Srour, AUB	
<b>Closing Session</b> <b>Keynote</b> <b>4:00 pm - 5:00 pm</b>	<b>Successful Implementation of Writing Centers: How Collaborative Learning Contributes to the Centers' Sustainability</b>  <b>By Dr. Katrin Girgensohn, Writing Center Academic Director, ODER, Frankfurt Introduced by Jennifer Nish</b>		<b>West Hall, Bathish Auditorium</b>