

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

Celebrating the 150th Anniversary of the American University of Beirut

FEBRUARY 12&13, 2016

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

The IT Academic Services team strives 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 10 &11, 2017**; the tentative dates of the Seventh Annual Conference on Effective Teaching and Learning in Higher Education.

The proceedings of the Fourth and Fifth 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
- 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 SIXTH INTERNATIONAL CONFERENCE
ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION
FEBRUARY 12&13, 2016**

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 Sixth International Conference on “Effective Teaching and Learning in Higher Education”.

The Conference includes five strands: 1. Assessment of Program and Course Learning Outcomes in Higher Education; 2. Community-Based Learning and Community Service; 3. E-learning and Pedagogy; 4. Teaching, Learning and Assessment Procedures in Higher Education; 5. Writing Instruction and Research in Higher Education

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, that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is a hands-on approach to mastering content while fostering civic responsibility. 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, 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

- **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**
Instructional Designer, IT Academic Services, AUB
- **Lamia Hussein**
Administrative Officer, Center for Teaching and Learning, AUB
- **Malakeh Khoury**
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**
Lecturer, Communication Skills Program, AUB

KEYNOTE SPEAKER: Suresh Canagarajah

Dr. Suresh Canagarajah holds the Edwin Erle Sparks Professorship in Applied Linguistics, English, and Asian Studies at Pennsylvania State University, where he also directs the Migration Studies Project. Dr. Canagarajah received his Ph.D. in Applied Linguistics from the University of Texas at Austin. His research explores language practices in communities, classrooms, and scholarly publishing, highlighting the structural features and linguistic strategies that affect people's negotiation and co-construction of meaning in complex transnational contexts. He has published prolifically in Rhetoric and Composition and Applied Linguistics on multilingualism, pedagogy, and second-language writers, authoring well-known articles and books, including *A Geopolitics of Academic Writing*, and *Critical Academic Writing and Multilingual Students*. His most recent book, *Translingual Practice: Global Englishes and Cosmopolitan Relations*, won the Mina P. Shaughnessey Award from the Modern Language Association and the British Association for Applied Linguistics Book Prize for an Outstanding Book in Applied Linguistics.

KEYNOTE SPEAKER: Tia McNair

Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success at Association of American Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact educational practices, and student success, including AAC&U's Network for Academic Renewal series of yearly working conferences. McNair also directs AAC&U's Summer Institute on High-Impact Educational Practices and Student Success. McNair serves at the project director for AAC&U's "Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success," and a newly funded LEAP project "Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success." She is a co-PI on another project "Advancing Underserved Student Success through Faculty Intentionality in Problem-Centered Learning." McNair chaired AAC&U's Equity Working Group that was part of the General Education Maps and Markers (GEMs) project that represented a large-scale, systematic effort to provide "design principles" for 21st-century learning and long-term student success. She is a co-author on the publication *Assessing Underserved Students' Engagement in High-Impact Practices*. Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN) in Washington, DC. McNair's previous experience also includes serving as a Social Scientist/Assistant Program Director in the Directorate for Education and Human Resources at the National Science Foundation (NSF), Director of University Relations at the University of Charleston in Charleston, West Virginia; the Statewide Coordinator for the Educational Talent Search Project at the West Virginia Higher Education Policy Commission; and the Interim Associate Director of Admissions and Recruitment Services at West Virginia State University. She has served as an adjunct faculty member at several institutions. McNair earned her bachelor's degree in political science and English at James Madison University and holds an M.A. in English from Radford University and a doctorate in higher education administration from George Washington University.

KEYNOTE SPEAKER: Tony Bates

Dr. Tony Bates is President and CEO of Tony Bates Associates Ltd, a private company specializing in consultancy and training in the planning and management of e-learning and distance education. The company was started in 2003, and since then has served over 50 clients in 30 countries. Until recently, he was very much in demand as a conference speaker globally, but on reaching the age of 75 in 2014, he has cut back significantly on public speaking, contract work and long distance travel.

He is the author of twelve books, including his latest, a free, open online textbook for faculty and instructors, called **Teaching in a Digital Age**, which has been downloaded over 10,000 times within three months of its publication in April, 2015. Other books include '**Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning**', co-authored with Albert Sangrà of the Open University of Catalonia, and published by Jossey-Bass/John Wiley in 2011, '**Technology, e-Learning and Distance Education**', published in 2005 by Routledge, '**Managing Technological Change:**

Strategies for College and Universities Leaders', (with Gary Poole) **'Effective Teaching with Technology in Higher Education'**, both published by Jossey-Bass, and **'National Strategies for e-Learning'** published by UNESCO.

Dr. Bates has a Ph.D. in educational administration from the University of London, England. He was awarded the degree of Doctor Honoris Causa by the Open University of Portugal in 1995, Doctor of Letters, Honoris Causa, from Laurentian University, Canada, in 2001, Doctor Honoris Causa from Athabasca University, in June 2004, Doctor of Social Sciences, honoris causa from the Open University of Hong Kong in December 2004, and Doctor Honoris Causa from the Open University of Catalonia, Spain, in June, 2005.

Keynote Speech:

Globalization of English and Changing Definitions of Proficiency

By Suresh Canagarajah

Date: Friday February 12, 2016

Time: 9:30 AM – 10:30 AM

Room: West Hall, Bathish Auditorium

Debates about testing international English have revolved around two important questions. They are: Whose norms should we adopt? How do we define proficiency in the English language? The answers to these questions have been dominated by positions belonging to two well-entrenched ideological camps that I would label the World Englishes (WE) perspective (see Lowenberg 2002) and the Standard English (SE) perspective (see Davies 2002). SE would argue that the norm for testing should center on one of the dominant varieties—standardized British or American English. WE proponents would contest the relevance of these exogenous norms for postcolonial communities with institutionalized varieties of their own, and would argue that correctness should take into account local norms. As for proficiency, SE proponents would measure it in terms of the “native speaker,” defined as the monolingual speaker from the homogeneous “inner circle” speech communities that have traditionally claimed ownership over the language. For WE proponents, proficiency means the ability to engage in meaningful social and institutional functions in multilingual communities according to local conventions. While scholars of both camps have been engaged in this debate, unknown to them the ground has been shifting under our feet. We find ourselves in a new geopolitical order with different communicative needs. What I call postmodern globalization rules the previous arguments irrelevant and calls for a more complex orientation that moves the discourse on proficiency to a totally different level. In this presentation, the author first introduces the changing social context and outlines the new communicative needs people are faced with. Based on this context, he then describes the new orientation to norms and proficiency that should inform assessment. This means also that we have to move away from the previous paradigms of teaching to creatively devise new practices that would address our emerging communicative needs.

PRE-CONFERENCE WORKSHOPS

Assessment by Case Studies

Presenter: *Amal BouZeineddine*

Friday, February 12, 2016 - 11:00am-12:45pm - West Hall, Auditorium A

What are case studies? How do we develop case studies? How do we use case studies as an assessment tool for learning outcomes? How do we evaluate students' performance when using case studies? These are the questions that this workshop attempts to answer. Participants will leave with a draft model of a case study. In order to have a more meaningful experience, participants are requested to bring their course learning outcomes to the workshop.

Storyboarding for Instructional Design

Presenters: *Rayane Fayed and Rana Haddad*

Friday, February 12, 2016 - 11:00am-12:45pm – West Hall, Auditorium C

Developing eLearning modules / units without storyboarding is like trying to go someplace you have never been, without directions. A storyboard is a map that guides e-Learning professionals through every twist and turn of their e-Learning course design. It specifies the visual elements, text elements, audio elements, interactions and branching (where the system or user will go next) of every screen in the e-Learning module. In this workshop participants will discover what storyboarding can do, and will be guided to create their own storyboards. Participants may use the storyboards they create in this workshop to bring them to life in the **“Kick your Storyline skills up a notch!”**

Teaching with Multimodal Assignments

Presenters: *Jennifer Nish, Malaki Houry and Zane Sinno*

Friday, February 12, 2016 - 11:00am-12:45 pm - West Hall, Auditorium B

Although writing has always been multimodal in some way, new technologies and composition practices have drawn the attention of educators and researchers to the importance of multimodal communication. In this workshop, we will explore the potential for multimodal assignments to extend and enrich the creative act of composition. The workshop will discuss the value of multimodal assignments for instruction in a range of disciplines. The hands-on portion of the workshop will focus on creating, responding to, and reflecting on multimodal assignments.

Enhancing Critical Thinking through High Impact Instructional Strategies

Presenter: *Saouma BouJaoude*

Friday, February 12, 2016 - 1:00-2:45 pm –West Hall, Auditorium A

What is critical thinking? What does it mean to enhance critical thinking? Why do we need to enhance critical thinking? We know that we need to emphasize it, but, what teaching and learning strategies work best? To start to answer these and possible other questions, this hands-on workshop will introduce participants to “high impact instructional/educational strategies” that have been shown to enhance not only critical thinking skills but also student achieving and motivation.

Kick your Storyline Skills up a Notch!

Presenters: *Rayane Fayed and Rana Haddad*

Friday, February 12, 2016 - 1:00-2:45 pm – Fisk 102

Ready to take your Articulate Storyline skills to the next level? This workshop builds upon your existing foundational Storyline experience and provides you with the hands-on practice needed to develop and build advanced interactive lectures, and explore the advanced functionality of Storyline. Participants will explore the development of custom interactivity including States, Layers, Triggers, Variables and

Conditions and provide you with tips and tricks you can immediately apply to your own eLearning modules. Although this is an advanced workshop that builds upon previously learned skills, it is also open for those who would like to jump right in, following this short refresher of the basics of Articulate Storyline: <https://www.youtube.com/watch?v=LSyFQ8EnsFY>

Keynote Speech

Moving from *My Work* to *Our Work*: High-Impact Practices and Integrative Learning across the Curriculum

Tia Brown McNair

Date: Saturday, February 13, 2016

Time: 9:00 am – 10:00 am

Room: West Hall, Bathish Auditorium

This session will engage participants in a discussion on evidence-based strategies for preparing all students to complete and succeed in applying their learning to complex questions through research, collaborative projects, supervised internships, e-portfolios, or other forms of integrative and hands-on learning. Through the articulation of a set of principles and practices to guide integrative learning and faculty engagement, participants will reflect on a more holistic concept of undergraduate education that focuses on student agency and self-development; intentionally-designed and integrated learning opportunities through guided learning pathways; and greater clarity and transparency of learning outcomes for students and educators.

Keynote Speech

Teaching in a Digital Age: Developing Knowledge and Skills for 21st Century

Tony Bates

Date: Saturday, February 13, 2016

Time: 10:00 am – 10:45 am

Room: West Hall, Bathish Auditorium

Countries that can develop knowledge-based businesses, services and cultures will have major economic and cultural advantages in future years. How do we prepare our students for such a world? In particular, what teaching methods will help them develop the knowledge, attitudes and skills they will need in a digital age? This presentation looks at the changes happening in the world around us, and suggests some strategies for teaching and learning that will exploit new technology developments and at the same time enable students to prosper and grow in a digital age.

CONCURRENT SESSIONS

Set 1-1 Civic Engagement of University Students: A Qualitative Case Study;

Presenter: Hiam Loutfi, Rafik Hariri University

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium A

Citizenship education and engagement is a term commonly used by social-studies educators, historians, and scholars to describe a curriculum focused on preparing students to become active and engaged citizens. This phenomenon varies from institution to institution and is dependent on the campus climate, administrative support, student leadership, and the surrounding community (Hatcher, 2011). However, social scientists claim that citizens have become disengaged in civic life which jeopardizes democracy (White et al. 2007). Recognizing that to be a civic-engaged individual is not a natural instinct but requires a help from coaches, mentors, teachers, and parents (CIRCLE and Carnegie, 2003). Youth in Arab countries and especially the Lebanese are not well prepared to be free and responsible citizens and Lebanese universities are paying less attention to teach undergraduate students the skills, knowledge, and abilities to establish positive dialogue, and democratic life among them. In order to understand the effect of civic-engagement on students' civic- participation an assessment plan was developed and data collected. This research study contributes to the current body of knowledge regarding civic engagement and paid specific attention to how colleges should be considered significant partners in teaching civics. The case study followed a qualitative approach that investigated the university students' definition of civic engagement; level of engagement; the attitudes and perceptions of 35 students at a private university and their civic and political engagement. The data was collected from three resources: open-ended qualitative questions, focus-groups, and a drawing activity completed by students. Results revealed that students differentiated political and non-political engagement; their primary sources of civic engagement skills come from family, university environment and peers; civic engagement involves interpersonal interactions among people and groups with an issues-based approach to improving the community; Career and occupational interests and experiences influence their involvement in civic activities; and students identify as low participators due to barriers to engagement. It is recommended that the University offers a combination of community-based civic experience and classroom reflection on that experience.

Set 1-1 E-scape/ Landscape and Refugees Influx;

Presenter: Maria Gabriella Trovato, AUB

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium A

Escape means to get away from something that is difficult or unpleasant (Merriam-Webster). Every day millions of people leave their country in search of better chance of life. Last week IOM Greece recorded the highest migration inflows since the beginning of 2015. Approximately 48,000 refugees and migrants crossed from Turkey to the Greek islands (IOM, 2015). Transitional movements and population shift from one nation to another or inside the same country every day transform and structure our world in economic, social, political / religious but especially spatial terms. Over time this migrations are making over the morphological organization of the land creating a landscape as self-organized territory. Those movements are shaping spaces that are the result of misuse, waste of natural resources, of abnormal production of "rejection" and complain about the lack of "planning the landscape."

This paper intends to report the first results of the ongoing research on 'Landscape in emergency' I'm working on with a group of international students and researchers. At the same time it will stress on the new activities I'm organizing in collaboration with a group of European professors to

address the need of collaborative strategy intervention on the Mediterranean area and specifically Lebanon, Turkey, Greece and Italy.

Set 1-1 Updating or Initiating a Faculty Learning Community Program;

Presenter: Milton Cox, Miami University, OH, USA

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium A

Many colleges and universities in the US have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing and implementing FLCs. In this session we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. This session will provide opportunities for participants to ask questions about FLCs and meet others who may be working with initiating or facilitating FLC Programs on their campuses.

Set 1-2 Extending Learning beyond the Classroom through Social Media Learning activities (SMLAs);

Presenter: Ghania Zgheib, University of Balamand

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium B

Social media technologies have become integral in today's societies especially for college age students and have caused a paradigm shift in education resulting in emphasis on collaboration, personalization, and user-generated content. Additionally, faculty adoption of social media to support student engagement and learning has been on the rise. Seaman and Tinti-Kane (2013) reported that 41% of faculty in higher education use social media in their teaching with a higher percentage in the Humanities and Arts disciplines. They also reported that faculty mostly use Wikis and Blogs for instructional purposes and have a preference for using online videos through YouTube and similar platforms as course resources. However few studies have examined how faculty are designing learning activities using social media and whether faculty are leveraging the intrinsic or integral affordances of social media to support such learning activities. Existing literature reported on the positive impact of social media on student learning, specifically on students' engagement with peers and with the content, and as tools to supplement classroom teaching (Yang & Chang, 2012; Churchill, 2009; Rambe, 2012; Hung & Yuen, 2010; Domizi, 2013; Fox & Varadarajan, 2011; Menkhoff & Bengtsson, 2012; Lichter, 2012). The first part of the presentation will report on different types of social media learning activities (SMLAs) that faculty implemented in their courses. A list of social media technologies such as wikis, blogs, microblogs, social networking sites, and social bookmarking tools will be presented with examples of SMLAs. The second part of the presentation will draw on the findings of a research study that examined the types of social media learning activities that five faculty members in a higher education institution implemented in their courses. The purpose of the study was to examine how faculty are using social media to support student learning and to provide an analysis of the SMLAs regarding their design, the cognitive processes that they support, and the types of knowledge that students engage in when completing SMLAs.

Set 1-2 Faculty Pedagogical Practices with ICT in Saudi Arabia, an Activity Theory Perspective;

Presenter: Lama Hneineh, King's College London

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium B

The emergence of systemic contradictions- alternatively called conflicts or tensions- following the introduction of technology in the higher education (HE) teaching and learning contexts has frequently been asserted in the ICT research literature (Barab, Evans, & Baek, 2004; Blin & Munro, 2008; Ferreira, 2012; Hu & Webb, 2009; Issroff & Scanlon, 2002; Kirkup & Kirkwood, 2005b; Lin, Singer, & Ha, 2010). These contradictions lie between and within personal and contextual factors mediated by different artefacts. Although contradictions are generally perceived as ruptures (Kuutti, 1996) and sometimes just as simple disturbances, they can potentially instigate resistance and elicit crisis (Hu & Webb, 2009) as well as act as springboards for development (Engestrom, 2001).

Set 1-2 The Role of an Interactive Website in Providing a Catalyst for Learning Calculus at University: An APOS Theory Approach;

Presenters: Hiba Othman, AUST and Nina Hayfa, Lebanese University

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium B

For most students in mathematics, and science, calculus is the entry-point to undergraduate mathematics. Because of its importance in such a wide range of disciplines, and its size of enrolment, there have been many research studies in the student understanding of calculus. The studies indicate that students enrolled in the traditional university calculus class have a very superficial and incomplete understanding of many of the basic concepts in calculus.

There has been much concern in the failure to develop a conceptual understanding of calculus topics because of the rote, manipulative learning that takes place in an introductory course (Cipra, 1988; Steen, 1988; White & Mitchelmore, 1996). Romberg and Tufté argue that students view mathematics as a static collection of concepts and skills to be mastered one by one. Students are required to solve, sketch, find, graph, evaluate, determine, and calculate in a straightforward fashion (Ferrini-Mundy & Graham, 1991). They are rarely engaged in "higher level" problems. Lithner (2003, 2004) describes how most exercises in undergraduate calculus textbooks may be solved by mathematically superficial strategies, often without actually considering the core mathematics of the book section in question. This failure of the traditional calculus curriculum has led to reform efforts. Because of the importance of calculus in many disciplines there has been a great deal of research into student learning of calculus.

Set 1-3 A Longitudinal Study on Flipping the Classroom in a College Level English Course: Performance of Undergraduate Students at the Lebanese International University (LIU);

Presenters: Fawziya Tarhini and Dina Shouman, LIU

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium C

Technological trends have given rise to the development of flipped learning classrooms. An inverted (or flipped) classroom is a specific type of blended learning that uses technology to separate lectures from learning activities. While lectures will take place outside the classroom, learning activities and concepts practice will take place inside the classroom. This paper compares the learning achievement of two flipped English (ENGL 201) classes with traditionally taught classes at the same university. A longitudinal panel research study is used to investigate the learning environment of these two classrooms. At the onset of the pilot, students were less satisfied with the new orientation, but, they – later - became more open to the new learning method. These findings are discussed in terms of how they contribute to the stability and connectedness of classroom learning communities.

Set 1-3 Collaboration and Digital Connectivity: Effects on FYW classes at AUB;

Presenters: Juheina Fakhreddine and Ghada Awada, AUB

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium C

In a technologically rich and evolving educational environment, and in a “flattening world” where the demands and expectations of the workplace are constantly levitating, a great challenge lies ahead of teachers, especially in higher education. This challenge is multi-layered: how to prepare students to develop the “ability to learn how to learn” (Friedman, 2005, p. 239); how to make use of the available technology-rich resources to enable these students to bond, learn from each other, and at the same time be competent enough with adequate skills to face the “race ahead”; and how to make students' learning more interesting and challenging to prepare them for the 21st century. We hypothesize that a shift in our teaching paradigms is required in a First Year Writing (FYW) class to accommodate with the changes in students' lifestyles, and to ensure that students' cognitive engagement in a writing class is a rich educational experience that promotes collaboration and enhances critical thinking and writing skills appropriate for the 21st century.

Set 1-3 Using Blended Learning Strategies in Teaching Postgraduate Education Courses;

Presenter: Nadine Dandashly, AUST

Date: Saturday, February 13, 2016

Time: 11:00 am – 12:30 pm

Room: West Hall, Auditorium C

The post graduate education program offered at the American University of Science and Technology is the teaching diploma program. This program aims at providing teachers with the opportunity to further their professional careers and improve their teaching and pedagogical skills. School teachers who are enrolled in this program aim to learn new teaching strategies to motivate the 21st century students to be engaged in the learning process. These teachers are in need of new learning pedagogies to turn existing passive classroom environments to active and student-centered ones. New teachers registered in the program lack teaching experiences and are in need of getting involved in the teaching processes and practices. Blended learning strategies were planned to serve the needs of these student teachers. Blended learning is defined as the combination of traditional face to face learning and distance learning using different learning theories in the same place and supporting them with different online technologies (Rossett, 2002; Singh, 2003; Graham, 2006; Stacey & Gerbic, 2009). Blended learning is a learning environment that combines the advantages of online learning and face-to-face learning and eliminates their disadvantages (Osguthorpe & Graham, 2003; Krause, 2007; Kazua & Demirkolb, 2014).

Featured Presentation

Keeping IT Relevant At Higher Education Institutions

Yousif Asfour

Date: Saturday, February 13, 2016

Time: 12:30 – 1:00 pm

Room: West Hall, Bathish Auditorium

The proliferation of online teaching, mobile devices, and cloud services is requiring IT at Higher Education institutions to transform. It is no longer possible for IT protect to set the standards and limit the dictate the use of technology. In order to continue to be relevant, IT needs to transform itself from

being a service provider into a strategic partner with the academic and research community. This presentation will outline IT@ AUB's strategy for achieving this goal.

Luncheon Presentation in celebration of the 150th anniversary of AUB **By Waddah Nasr**

POSTER PRESENTATION: Achieving metacognition through self-reflexivity

Presenters: Marina Apaydin, Mohamad Hossary, AUB

Date: Saturday, February 13, 2016

Time: 2:30pm – 3:30 pm

Room: Mezzanine

Set 2-Strategic Plan of Center of Excellence in Teaching and Learning (CETL) in Princess Nourah Bint Abdurahman University (PNU)

Presenters: Mahasin Shomo, PNU

Date: Saturday, February 13, 2016

Time: 2:30pm – 3:30 pm

Room: West Hall, Room 310

The main goal of CETL Strategic Plan (CETL-SP) in Princess Nourah University (PNU) is to design a clear map for providing excellency of academic and professional service in teaching and learning. The SP contains seven basic elements. These are 1) Vision; 2) Mission; 3) Values; 4) Strategic goals; 5) Specific objectives; and 7) Programs.

Designing the SP is based on the following foundation:

1. Saudi Higher Education Plan Afaq.
2. Princess Nourah University Strategic Plan.
3. Contemporary trends and innovations on excellence in teaching and learning.
4. Scientific research results and international reports on excellence in teaching and learning .
5. Needs of development that based on the Deanship of Development and Skill Enhancement (DDSE) programs' outcomes in PNU.

The SWOT analysis reveals that the strength of the CETL-SP is training the faculty in new developments and innovations in teaching and learning. While one of the CETI-SP opportunities is its consistency with the PNU Strategic Plan. Also, the implementation of the project of Excellence and Quality Ambassadors that allows training of faculty across the university. On the other hand, The major weakness is the lack of supportive polices as well as fast and healthy procedures to run the tasks of CETL. Moreover, one of the main threats that face the CETL-SP is the risk of budget allocation in working with many partners in various projects. Another threat is the cultural differences regarding the spread of the notion of the 21st century teaching and learning. In addition, The CETL- SP contains performance indicators such as customer number and empowerment; return of investment indicator (ROI), and benchmark indicator.

Set 2-1 Developing and Assessing a Group-Work Method Based on Cooperative Learning and Online Collaboration Tools in Engineering Courses;

Presenters: Issam Srouf and Mona Itani, AUB

Date: Saturday, February 13, 2016

Time: 2:30pm – 3:30 pm

Room: West Hall, Auditorium B

In light of all the recommendations made by researchers, employers, and accreditation bodies to incorporate communication skills in the engineering education, the question remains to be: what is

the best way to do so? Unlike the technical skills, and since the incorporation of non-technical skills is fairly new, there is no consensus about the best instruction methods for soft skills. Therefore, it is important to experiment the use of different methods and assess their effectiveness in order to determine the most effective way to instil communication skills in engineering students. In the conducted research project, the use of cooperative learning and online collaboration tools was assessed. These methods are commonly used by engineering faculty and thought to be suitable in meeting ABET requirements but remain untested to a large extent because there isn't yet a validated way of assessing these tools and evaluating whether they address the ABET's learning outcomes. Therefore, the rationale for the proposed project lies in the importance of determining whether the popular belief about the effectiveness of cooperative learning and the use of online collaboration tools is true and providing fairly simple and cost-effective ways in assessing the associated learning outcomes.

Set 2-1 Towards a Comprehensive Assessment Manual for Design Studio Teaching: A Pilot Study from AUB Landscape Architecture and Architecture Undergraduate Programs;

Presenters: Yaser Abunnasr, Nayla Al-Akl, and Rouba Dagher, AUB

Date: Saturday, February 13, 2016

Time: 2:30pm – 3:30 pm

Room: West Hall, Auditorium B

Design studios are the core courses of instruction in the design fields of architecture and landscape architecture. Design studio teaching assessment is often considered subjective and not sufficiently comprehensive (Oak, 2000; Çıkıs & Çıla, 2009; Wolf, Connelly & Komara, 2008) due to the inherent nature of studio teaching. The problem-solving and iterative nature of studio teaching is centered on individual mentoring and generates conditions that are often difficult to objectively assess. This results in a focus on assessment on the final outcome of the studio (i.e. design product) (Çıkıs & Çıla, 2009), excluding the process of investigation and methodology (i.e. design process) (De la Harpe et al., 2009; Doppelt, 2009; Lindström, 2006; Öztürk & Türkkan, 2006); and the personal creative development skills acquired along the way (i.e. person) (De la Harpe et al., 2009; Lindström, 2006). A comprehensive assessment tool which explicitly includes criteria to assess the product, process and person, provides a comprehensive tool that supports the increasing rise in architecture and landscape architecture design education in Lebanon and the Middle East and the need to mainstream design teaching assessment within higher educational institutions.

Set 2-2 From Traditional to Multimodal Composition: Perceptions of Integrating Multiple Modes of Meaning-making in Composition and Rhetoric Programs;

Presenter: Omar Adra, University of Balamand

Date: Saturday, February 13, 2016

Time: 2:30m – 3:30 pm

Room: West Hall, Auditorium A

Advanced computer technologies have had an impact on written communication, particularly with the developing presence of technology and multimedia in the learners' lives (Yu, 2013). The field of Composition and Rhetoric has been affected by the intersection of computer technologies and writing practices (Yancey, 2004; Selfe & Hawisher, 2004; Ball & Hawk, 2006). Literacy practices, especially those of an emerging generation of young learners, dubbed as "digital natives" (Prensky, 2001a; 2001b) or "Generation M", are being rethought— "how and what they [young learners today] read, write, and communicate; on what devices; and in which spaces" (McLean & Rowsell, 2015, p. 117). To respond to those new needs, mixing traditional and progressive, multimodal modes of instruction in the composition and rhetoric classroom and exploring how "modal switching" (McLean & Rowsell, 2015) can either support or impede writing represent a subject of debate among practitioners in the field.

Set 2-2 Emotional Intelligence Education in Pharmacy Curricula;

Presenters: Aline Saad, Vilma Loubnan, and Hanine Mansour, LAU

Date: Saturday, February 13, 2016

Time: 2:30pm – 3:30 pm

Room: West Hall, Auditorium A

Emotional Intelligence (EI) is defined by Goleman as the ability to identify, assess, and control one's own emotions, the emotions of others, and that of groups. Developing EI has never been more important for pharmacy students than it is today. With a constantly evolving health care environment, pharmacy students must acquire the basic foundation of sciences and couple it with EI to deliver holistic patient care. To-date, there is limited information guiding programs of higher education on how to best incorporate EI in their teaching and learning requirements. Furthermore, the Accreditation Council for Pharmacy Education (ACPE) has expanded their requirements in the 2016 Standards to cover affective domains in pharmacy curricula. Of these, EI-related competencies are incorporated under Domain 4 of the Center for the Advancement of Pharmacy Education (CAPE) 2013 Educational Outcomes and presented as the subdomain of Self-awareness. Self-aware students examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth. Accordingly, the objectives of this study are to assess ACPE accredited schools and colleges of Pharmacy in the United States (U.S.) for their incorporation of "Emotional Intelligence (EI)" in U.S. professional degree pharmacy programs specifically pertaining to EI-related competencies, delivery and assessment methods.

Set 2-3 Connecting Test and Context: a Language Test for University Admission;

Presenter: John Pill, AUB

Date: Saturday, February 13, 2016

Time: 2:30 pm – 3:30 pm

Room: West Hall, Auditorium C

This paper reflects on an evaluation undertaken of an existing English language examination designed for admission to an English-medium university. Such a review of how well an established test sits in its current context of use can highlight environmental changes that have resulted in gaps and points of friction. Carrying out an evaluation provides a baseline understanding from which to move forward. Ongoing research to support a test is necessary, because any change that affects a test may challenge one or more elements in the sequence of inferences forming the argument used to validate that test; each challenge requires a fresh investigation to allow the coherence of this validity argument to be maintained. Examples of possible changes include variation in the composition of the test-taker population or in the tasks of the real-life domain for which test scores serve as a predictor of performance. From the 1960s to 1980s, experts developed an English proficiency examination for applicants to the American University of Beirut that was similar to the Test of English as a Foreign Language (TOEFL) in use at the time. The test, the AUB English Entrance Examination, has remained relatively unchanged since then. Concern about its effectiveness prompted a recent review of English language requirements and testing procedures, and provided an opportunity to recognize consequences of employing a test that has not adapted fully to its current context. The review found tensions in several areas, illustrating changes in what was/is viewed as appropriate test format and content, and in the definition of language proficiency. The review also noted unsupported assumptions about the comparability of results from different tests. Established data collection practices were found to limit effective representation of the language profile of the student population. Furthermore, it became apparent that language practices at the university, in the region, and in graduates' subsequent employment in a globalized workplace are different from those assumed

when the test was established. This indicates the need for a revision of the test as well as, for example, the potential benefit of developing an explicit language policy for the institution.

Set 2-3 University Students' Attitudes toward E-Tests;

Presenters: Nisrine Adada and Ahmad Shatila, Global University

Date: Saturday, February 13, 2016

Time: 2:30 pm – 3:30 pm

Room: West Hall, Auditorium C

Assessment is a general term that includes the full range of procedures used to gain information about student learning; it answers the question: How well does the student perform? E-test could be used for formative purposes and as summative assessment (Peat & Franklin, 2002). It offers many potential benefits which include: increased measurement efficiency and immediate scoring (Wollack & Fremer, 2013). Although e-tests have a variety of advantages, they have some disadvantages as well. According to Tella and Bashorun (2012), undergraduate university students had positive attitudes toward e-tests. They stated that their learning performance increased when they took e-tests. Moreover, Sever, Kimron, Schwartz, and Shilton (2003) reported that university students not only had positive attitudes toward e-tests, but also two thirds of them preferred taking e-tests over paper-and-pencil tests. Armenski and Gusev (2001) also stated that 85% of the university students surveyed preferred e-tests over paper-and-pencil tests and recommended that instructors use them in other courses. Furthermore, Piaw (2011) reported that e-tests increased university students' motivation. In another study, the results showed that when students were subjected to e-tests along with paper-and-pencil tests, they had positive attitudes towards e-tests. However, when they were given only e-tests their attitudes towards them were negative (Wingenbach, 2000). Our research was done on E-tests given at Global University. Our research question was: "What are undergraduate and graduate university students' attitudes towards e-tests in Lebanon?"

Set 3-1 The Impact of Cooperative Learning on Student Achievements in Higher Educational Settings;

Presenters: Rachael Khansa and Sara Khaled, MUBS

Date: Saturday, February 13, 2016

Time: 3:40pm – 4:40 pm

Room: West Hall, Auditorium B

With the growing consciousness that undergraduates are passive during instructional periods, the need for interactive methods increased. Cooperative learning has long been famous for school secondary and high school students but within these years it has become more active in higher education sessions. However, studies on the influence of cooperative learning in higher education are very minimal. The purpose of this study was to examine the impacts of cooperative learning on skill development of 35 first-year learners at the Modern University for Business and Science; and to evaluate the learners attitudes towards cooperative learning system utilized as a part of the Introduction to Educational Psychology classroom. The pretest was given to both experimental (N=35) and control groups (N=28) before using any method to evaluate their prior knowledge. Jigsaw system was utilized with the experimental group over an eight-week period. The researchers used quasi-experimental real life intervention. The instruments utilized were: questionnaire of attitude towards cooperative learning and the cooperative learning behavioral assessment form. Results showed that students who were taught using Jigsaw method showed better progress in success measures than those in the control group. In addition, the questionnaire showed positive opinion toward the use of jigsaw and they believed it promoted positive attitudes and inter-personal skills.

Set 3-1 How ECE prospective teachers view science and scientists;

Presenter: Suzanne El Takach, Lebanese University

Date: Saturday, February 13, 2016

Time: 3:40 am – 4:40 pm

Room: West Hall, Auditorium B

A qualitative study was conducted on 24 students, all females, in their 3rd semester (2nd year), enrolled in their initial teacher education program in early childhood education during the academic year 2014-2015. The aim of this study was to collect and to assess students' views about their NOS understandings at the beginning and at the end of their course on teaching science. Qualitative and quantitative data were collected from 1) Draw-a-scientist-at-task tool, 2) pre- and post-questionnaires about students' views about science and scientists and 3) students' formative and summative assessment scores. To increase the validity of results, a member checking was used. Results showed that prospective teachers' views about NOS improved significantly after attending only one course and the that majority of students agreed on the importance of learning more about science for their professional development.

Set 3-2 Embedding Metacognitive Reading Strategies in the Higher Education Curriculum;

Presenters: Doris Jones, Caroline Mitry, and Joyce Rafla, American University in Cairo

Date: Saturday, February 13, 2016

Time: 3:40 pm – 4:40 pm

Room: West Hall, Auditorium A

This panel presentation asserts since reading is foundational for all learning, metacognitive reading strategies should be implemented in the undergraduate classroom to help students explore, analyze and probe for meaning and comprehension in a variety of texts. A review of the literature shows there is a curious pause in research that documents teaching, research, learning, and assessment practices using metacognitive reading strategies in higher education. This lack of scholarship prompted the presenters to engage in a year-long Classroom Action Research to determine if small group metacognitive reading practices can help students do more than decode words and glean meaning from texts. While considering previous research and the demands of an information driven society, the presenters engaged in a three-semester course design that taught students how to: (a) connect personal background knowledge to readings; (b) bring meaning to unfamiliar language; and (c) engage students in think-aloud focus groups sessions to gauge how they summarized and performed critical synthesis of texts. This methodology catalyzed the following research questions: Do metacognitive/small group reading skills lead to greater comprehension of a text than private reading? If so, what aspects of metacognitive/group reading contribute to higher levels of comprehension? When viewed together, these questions attempt to detect the relationship between metacognition, reading, awareness and comprehension.

Set 3-2 Turn Your “Effective Teaching and Learning in Higher Education Conference” Presentation into a SoTL Publication;

Presenter: Milton Cox, Miami University, OH, USA

Date: Saturday, February 13, 2016

Time: 3:40 pm – 4:40 pm

Room: West Hall, Auditorium A

You have now prepared and delivered (or soon will deliver) a Conference presentation. The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning (SoTL) and is a director of a Lilly Conference on Teaching and Learning. He will facilitate participants through two steps that can help organize a Lilly Conference presentation into a draft outline for a SoTL publication. We will use two templates that can assist a transition from SoTL conference presenter to manuscript author. We will review reasons why submitted manuscripts may not be accepted for publication.

Set 3-3 Turnitin in the Eyes of Students and Faculty: A Plagiarism Deterrent or Not;

Presenter: Najwa Saba'Ayon, Rafik Hariri University

Date: Saturday, February 13, 2016

Time: 3:40 pm – 4:40 pm

Room: West Hall, Auditorium C

Academicians consider plagiarism a major threat to academia. In fact, Baker, Thornton, and Adams (2008:1), citing Koch (2000), state that about “75 percent of university students have violated academic integrity rules during their educational careers, many of them do so consistently.” To combat that threat, a lot of universities, including the researcher’s university, are using Turnitin, a plagiarism detecting software. It is believed that such software is likely to deter students’ plagiarism. Based on the literature, Turnitin has been effective in reducing plagiarism in students’ writing assignments (www.turnitin.com; Batane, 2010; Baker, Thornton, & Adams, 2008 among others). Several factors were also found to contribute to students’ plagiarism such as lack of awareness, laziness, lack of skills in academic writing, lack of understanding, personal attitudes, and unpunished students’ plagiarism acts (Batane, 2010; Baker, Thornton, & Adams, 2008; Smith, Ghazali, & Minhad, 2007). Although Turnitin has been used at the researcher’s university for almost 6 years, the researcher is still encountering acts of students’ plagiarism in almost every class she teaches. Therefore, to determine the effectiveness of this software in fighting plagiarism at her university, the researcher aims to examine the impact of Turnitin on students’ plagiarizing behavior from the perspectives of both the students and the faculty members at the university. In order to get a better understanding of these perspectives, the reasons that push students to plagiarize are also examined.

Set 3-3 A Bibliometric Analysis of Education Research in the Arab world;

Presenter: Lokman Meho, AUB

Date: Saturday, February 13, 2016

Time: 3:40 pm – 4:40 pm

Room: West Hall, Auditorium C

This presentation will describe the state of education research in the Arab world through an examination of education periodical literature. More specifically, the paper will answer such questions as: how does the Arab world compare to the rest of the world in terms of research productivity and quality in education, how education research in the Arab world has grown over the years, who in the Arab world are the major contributors to education research, who are the Arab world’s major foreign collaborators in education research, do education researchers in the Arab world focus on specific areas over others, in which journals do education researchers in the Arab world frequently publish and which conferences do they frequently attend, does Arab world education research have an international impact, and so on. The presentation will end with a list of recommendations for education researchers and policy makers.