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

FEBRUARY 10&11, 2017

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.

OFFICE OF INFORMATION TECHNOLOGY

The Office of Information Technology strives to provide AUB 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 16 & 17, 2018**; the tentative dates of the Eighth Annual Conference on Effective Teaching and Learning in Higher Education.

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 SEVENTH INTERNATIONAL CONFERENCE
ON EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION
FEBRUARY 10 &11, 2017

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 Seventh 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

- **Dorota Flezsar**
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- **Rana Haddad**
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- **Lamia Husseiny**
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- **Malakeh Khoury**
  Academic and Technical Writing Instructor, Communication Skills Program.   Assessment Coordinator Faculty of Arts and Sciences, AUB

- **Zane Sinno**
  Lecturer, Communication Skills Program, AUB

KEYNOTE SPEAKER: Prof. CHRIS ANSON

Prof. CHRIS ANSON is Distinguished University Professor and Director of the Campus Writing and Speaking Program at North Carolina State University, where he works with faculty across the curriculum to increase and improve the use of writing and oral communication in students' course work. Previously, he spent 15 years at the University of Minnesota, where he directed the Program in Composition from 1988-96 and was Morse-Alumni Distinguished Teaching Professor.

Chris has received numerous awards, including the North Carolina State Alumni Association Distinguished Graduate Professor Award, the State of Minnesota Higher Education Teaching Excellence Award, and the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education. He has received or participated in over $1.8 million in grants.

Chris has published 16 books and over 120 journal articles and book chapters and is on the editorial boards of ten major journals. He is past Chair of the Conference on College Composition and Communication and past President of the Council of Writing Program Administrators. He has given over 550 papers, keynotes, and invited lectures and faculty workshops across the U.S. and in 29 other countries. His professional summary is located at www.ansonica.net.

KEYNOTE SPEAKER: Dr. *YOUSIF ASFOUR*
CIO, Office of Information Technology
American University of Beirut

DR. YOUSIF ASFOUR is an experienced CIO and technology executive with more than 30 years of experience in the US and Middle East.

He is an experienced and dynamic leader who has successfully helped several organizations in the higher education, government, transportation, technology and finance sectors build and sustain their competitive advantage by leading high performing IT teams through the design, implementation, deployment and operations of innovative products, services, applications & infrastructure. Based in Beirut, Lebanon he is currently serving as the Chief Information Officer at the American University of Beirut, leading the transformation of the information technology department into a strategic partner with the academic units.

Prior to AUB, Dr. Asfour served as Chief Information Officer for New York University Abu Dhabi and then as Associate Vice President, Global Technology Services for New York University where he led the design of the new campus, and the design, implementation and operations of IT services across three different locations. He served as chairman of the IT department at the American University in Dubai where he led revamping the curriculum and getting it accredited by SACS and the UAE Ministry of Higher Education, and as Director of the Injazat Institute, where he founded an executive leadership consulting and development subsidiary of Injazat Data Systems. He has also held several executive leadership positions with a number of US-based technology companies, including Chief Technology Officer and Vice President of Engineering at Inflow - a managed services start up; Vice President of Engineering at dbDoctor - a software development company, and several consulting and engineering positions at Symmetrix, Sapient and Digital Equipment Corporation.

Dr. Asfour received a B.S. and M.S. in electrical engineering from Northeastern University and a Ph.D. in cognitive and neural systems from Boston University. In addition to several publications in professional journals, Dr. Asfour also holds a patent related to fast data transfer for multi-processor systems.

Keynote Speech:
Writing as a High-Impact Practice: Toward an Ecological Model of Writing and Learning;
By Prof. Chris Anson
Date: Friday February 10, 2017
Time: 9:30 AM – 10:30 AM
Room: West Hall, Bathish Auditorium

Dominant metaphors of writing in higher education position it as a "skill" to be "mastered," "honed," and "refined". Struggling writers are characterized as "deficient," suffering from the need for "remediation." This view dissuades teachers across the curriculum from embracing the potential of writing as a tool for learning by framing it as a something in need of separate instruction that otherwise intrudes on course coverage, not as a powerful tool when woven into the fabric of learning. This presentation will offer an ecological model of writing as a language activity of vital importance to learning, and, through examples and research, suggest ways that it can play a central role in every discipline.

PRE-CONFERENCE WORKSHOPS

Curriculum Mapping and Assessment of Program Learning Outcomes
Presenter*: Amal BouZeineddine*
Friday, February 10, 2017 - 11:00am-12:45pm - West Hall, Auditorium A

So, we articulated our program learning outcomes (PLO's). What is next? Next is curriculum mapping. This workshop will walk you through the process of assessing PLO's through aligning your course learning outcomes (CLO's) with PLO's. The workshop will address the decisions that need to be made according to this curriculum mapping. Interested participants need to bring with them their PLO's and as many CLO's from different courses in their program in order to work on curriculum mapping hands-on.

WordPress Website Design
Presenter: *Rayane Fayed*
Friday, February 10, 2017 - 11:00am-12:45pm – Jafet Library, E-Classroom

"Are you looking for a venue to empower your online presence, publish your work, and share your reflections with the world? Are you looking to engage your students and offer them an online space for collaboration? Are you looking to build your own website/blog but don't have the technical skills to start? A workshop on Wordpress is what you need!

Wordpress is a popular and free software used to create your own website or blog. It enables you to build and manage a full featured website, using a simple web based editor - No coding needed! In this hands-on workshop, you will learn how to create your Wordpress site, use themes, add content and interactivity, use plugins and widgets, and much more!

A Selected Collection of Teaching Practices that Enhance Student Learning
Presenter: *Saouma BouJaoude*
Friday, February 10, 2017- 1:00-2:45 pm –West Hall, Auditorium A

The purpose of this workshop is to introduce a collection of teaching practices that result in excellence in college teaching. These practices represent an assortment of effective measures faculty members take and necessary conditions they establish to facilitate student learning. The

practices include, but are not limited to, lecture practices, thoughtful questioning, reflective reactions to students' responses, and effective feedback. Participants will be involved in activities that demonstrate these and other effective teaching practices that have the potential to enhance student meaningful involvement in their learning and consequently their achievement.

Online Tools for Writing Projects across Disciplines
Presenters: *Malaki Khoury and Zane Sinno*
Friday, February 10, 2017- 1:00 pm- 2:45 pm - West Hall, Auditorium B

This workshop introduces participants to a selection of online tools useful for different stages of the writing project process (invention, writing, and publishing) regardless of the discipline. Participants will think critically of how appropriate these tools are to their context.

Keynote Speech
Technology in an ERA of Transformation in Teaching And Learning
Dr. Yusif Asfour

Date: Saturday, February 11, 2017
Time: 9:00 am – 10:00 am
Room: West Hall, Bathish Auditorium

Today's use of technology extends our standard teaching methods by helping professors improve the knowledge acquisition for students. However, we live in an era of hyper-change. The knowledge we gain today becomes obsolete before we can use it. Besides, technology provides us with real-time access to information. So, what should be the goal of teaching and learning in this environment? Is it to provide knowledge? Expertise? Or something else? What is technology's role in achieving this goal? This talk will explore the different questions we need to ask, provides some ideas to address these questions, and hopes to inspire the audience to seek answers.

CONCURRENT SESSIONS

Set 1-1 Options, Strategies, Performances: Multilingual Faculty Members as Writers
Presenters: John Pill, Amy Zenger, and Souad Elden; American University of Beirut
Date: Saturday, February 11, 2017
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium C

Our proposed conference presentation will report on a study in progress that interviews multilingual faculty members from different disciplines to collect individual literacy narratives. The study aims are: to investigate views of faculty on how they have developed their own language and writing abilities to perform at a high level in their academic disciplines; to present findings in an easily accessible format as a resource for reflection, discussion, and (self-) development in our academic community and beyond; and to report on multilingual learning and writing strategies of our participants.
By making the narratives openly accessible as online video clips and using them to stimulate conversation and reflection on language and literacy learning, we seek to encourage novice writers and to foster a stronger community of practice around academic writing in multilingual contexts. We envisage this research project as a prototype that may be repeated to invite further

contributions of individual literacy narratives from successful undergraduate and graduate students, as well as from additional faculty members and in other multilingual academic contexts. Our work is therefore both specific to our institution, the American University of Beirut, and also relevant more broadly in the many academic contexts where community members write in more than one language or in languages that are not their first language.

Set 1-1 A Case Study of Faculty Perceptions of Bilingual Instructor Effectiveness in the Class-room at a Private University in Saudi Arabia
Presenter: *Ziad Shaker ElJishi, Nahed Hariri, Heba Shehata, Terumi Taylor; Effat University*

Date: Saturday, February 11, 2017
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium C

There is a dilemma that institutes of higher education in the Arab Gulf are facing in the instruction of students that come from a predominantly Arabic background, and who must learn in English during four years of undergraduate university study. One way to overcome this dilemma may be in the recruitment of highly qualified bilingual faculty who can use both Arabic and English in the classroom. This study surveys and interviews faculty on their perceptions of the effectiveness of bilingual instructors in the classroom. The rationale of the study is whether stakeholders such as faculty would be in favor of utilizing Arabic-English instruction in a bi-lingual approach that would enhance students' understanding of concepts in the classroom.

Set 1-2 A Cross-Sectional Study about Telecommunication in Distance Learning;
Presenters: Anwar Kawtharani and Dina Shouman; Lebanese International University

Date: Saturday, February 11, 2017
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium B
Technology is ever expanding in all aspects of our lives and education is adapting to this expansion. Therefore, the new generation of students is required to be technology savvy in order to survive in an ever changing, technology-based economy. Content knowledge will not suffice the globally competitive information age, the demands of life, or effective career skills.
The purpose of this study was to find out whether the usage of telecommunications in distance learning has any effect on the Lebanese International University students' - Mauritania Campus - satisfaction and if it varies between online and face-to-face course delivery. The research was conducted using a survey distributed to 30 students who have completed an online course having the instructor located in Beirut, Lebanon and the students in Mauritania. The survey examined students' attitudes and perceptions towards the usage of telecommunications in online teaching, and the gathered data was analyzed using Simple and Multiple Linear Regression Analysis. The results revealed statistically significant correlation between the tested variables and student satisfaction. The researchers recommend having more online courses from different majors and different locations leading to a larger sample size to make future research more reliable and valid.

Set 1-2 Digitally Enhanced Collaborative Research Writing and the Question of the Author
Presenters: Najla Jarkas, Juheina Fakhreddine, and Abir Ward, American University of Beirut

Date: Saturday, February 11, 2017
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium B

Collaborative writing, defined as two or more writers jointly composing, editing, and modifying a complete text, has been regarded as a much more effective learning experience for student writers (Bruffee, 1973) since it reduces anxiety and fosters self-confidence (Johnson and Johnson, 1999). Researchers argue that in technology-enhanced environments, students gain knowledge and experience not only in course content but in "teamwork communication, time management, and technology use" (Daley et al, 2001, p. 127-128). However, research on students' perceptions of collaborative writing is scarce (Kessler, Bikowski, & Boggs, 2012), which raises the question as to whether it is wise for us as writing instructors to insist on students working together on writing assignments. Moreover, little has been researched on what parts of the writing process could successfully be done individually and which could be completed collaboratively. This study seeks to answer the following questions: What are AUB student writers' perceptions on digital collaborative authoring? Which collaborative pattern is mostly favored by AUB students and why? And what are the factors that impact the students' collaborations during such an experience? The aim of this study is ultimately to bridge the gap between best practices in pedagogical approach & collaborative writing using online platforms and students' perceptions, learn more about textual ownership, agency, and voice in writing groups, and assist writing instructors at AUB in further understanding the writing process from students' perspective.

Set 1-2 E-Learning and MOOCs Panel Discussion
Presenters: Shireen Yacoub and Riham Najia; Edraak; Yusef Sidani and Zane Siraj Sinno; American University of Beirut

Date: Saturday, February 11, 2017
Time: Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium B

The panel will start with an overview of Edraak.org, a platform that aims to revolutionize the access to and delivery of education across the entire Arabic speaking region. Edraak is a massive open online course (MOOC) platform that is an initiative of the Queen Rania Foundation (QRF). QRF has capitalized on regional Arab talent to leverage technology developed by the Harvard-MIT consortium, edX, to create the first non-profit Arabic MOOC platform. Launched in 2014 by Her Majesty Queen Rania of Jordan, Edraak reaches around 1 million learners across the Arab world offering 50 courses across a wide array of topics. With over 1.5 million fans across all social media channels, Edraak's reach and impact continues to grow. Growing at over 1,000 learners a day, Edraak's learners come from a wide range of countries across the region including Egypt, Algeria, Jordan, Saudi Arabia and the United Arab Emirates. Learners on Edraak have earned over 70,000 certificates of completion that have served them both academically and professionally. The second part of the panel will feature presentations by two AUB professors who have developed and offered courses on the Edraak platform reaching tens of thousands of learners from the MENA region. The professors will share insights about pedagogy and design for online learning in addition to key lessons learned from their experience with Edraak and working on MOOCs. The part will will allow some time for Q&A with the audience.

Set 1-3 Optimal Context of Innovation: Lessons Learned from the Historical Evolution
Presenters: Bassam Macky and Simon Abdelmassih; Lebanese University

Date: Saturday, February 11, 2017
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium A

Every university is searching for an innovation-oriented model, yet there is a shortage of suggesting ways to develop them(Louca et al, 2014). Universities are seen as 'innovation centers' (Nybom,

cited in Rothblatt, 2012). Dedication to innovation requires a new innovation paradigm, including transforming higher education (Swanger, 2016) and changing the institutional DNA and context (Christensen, 2011; Persson, 2008). Research acknowledges a gap between the spectrums of pedagogies and learning environments that educators value and those that are currently being practiced (NAS, 2016).

Exploring history enables experts to understand the factors involved in the change in a certain field. Historically, external factors have pulled universities to battle static science. Reviewing the history of US higher education, Gregorian (Rothblatt, 2012) concluded that certain legislations and other developments put universities where the people were, made it more accessible, and promoted development of both theoretical and practical knowledge; it also shows what went wrong and what opportunities were missed. Moreover, exploring the secret for the back and forth dynamism and evolution of sciences was only through reviewing the science history (Rajeh, 2008).

Certain transitions caused negative externalities (Witt, 2016). Over-prioritizing research for different purposes (commercialization, ranking, etc...) caused a breakdown of the educational masterplan and highly impacted teaching and learning at universities (Shin & Harman, 2009; Kerr, 2001). On the contrary, appreciating the professional creativity of teachers (Jackson, 2013), and the change to student-centered approach generated innovative teaching, learning and assessment methods (Harman, 2004). A reverse shift, from industry to university through inserting managers as instructors, may initiate new teaching mechanism that contribute to the innovation's spirit and system (Swanger, 2016; Ferretti & Parmentola, 2015).

This paper traces historical developments that helped to establish HE innovative framework.

Set 1-3 Innovative Technology-Supported Pedagogic Models in STEM Education
Presenter: Sereen Itani; Lebanese University

Date: Saturday, February 11, 2017
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium A

The importance of STEM education is based upon the critical role played by these subjects at multiple levels of society and their profound impact on the public, private, academic and civil society sectors. Our country's entire economy is centered on mathematics: accounting, economics, functions and logarithms, and calculus. The architecture industry revolves around math, as do urban development and city planning. Medical research is powered by the study of chemistry and biology. Thus, it's difficult to locate a sector of society that does not interrelate with STEM subjects.

Set 1-3 Inquiry Level of the Undergraduate Chemistry Laboratory Manuals in One University in Beirut
Presenters: Hanan Arnous and Zalpha Ayoubi; Lebanese American University and Lebanese University

Date: Saturday, February 11, 2017
Time: 10:15 am – 11:45 am
Room: West Hall, Auditorium A

The undergraduate chemistry laboratory is an ideal place for meaningful learning to occur, and the laboratory work is considered as an integral part of most chemistry courses; however, a significant proportion of laboratory experiments remain highly prescriptive and fail to challenge undergraduate students. This study evaluated the chemistry laboratory manuals in a private

university in Beirut, Lebanon. A total of 24 experiments were randomly selected from six chemistry laboratory manuals. Data were collected using Tamir and Lunetta's Laboratory Task Analysis Instrument (LAI) (1979). Results from the analysis of the LAI data indicated that almost all the manuals' experiments focused on the lowest levels of inquiry. Suggestions for modifying the "cookbook" chemistry laboratory manuals were provided to promote student inquiry.

Set 2-1 A Unified Framework for Senior Design-Based Assessment of Student Outcomes
Presenters: Issam Damaj and Jibran Yousafzai; American University of Kuwait

Date: Saturday, February 11, 2017
Time: 12:00 pm – 1:30 pm
Room: West Hall, Auditorium C

A capstone design project (CDP) is an extensive piece of work that requires creative activity and thinking. It provides a unique opportunity for students to demonstrate their abilities, skills, and experiences that are attained throughout a bachelor of engineering program. The learning outcomes of capstone projects mostly map to all student outcomes at the program level. At the same time, assessing students in a CDP is a challenging task primarily due to the unique and non-uniform nature of the projects that vary from one group to another [1]. Furthermore, in the absence of an analytic and reliable assessment tool, a CDP evaluation might involve inconsistencies due to the fact that students are evaluated by multiple examiners with diverse areas of expertise and evaluation strategies. This paper presents a unified assessment framework for capstone design courses which allows for sound evaluations of student performance and project qualities in addition to assessing student outcomes (SOs) at the program level.

Set 2-1 Planning Student Learning Outcomes Assessment in a Foreign Language Program
Presenter: Ghada Bualuan; University of Notre Dame

Date: Saturday, February 11, 2017
Time: 12:00pm – 1:30 pm
Room: West Hall, Auditorium C

Student Learning Outcomes Assessment (SLOA) is now an integral part of college and university accreditation and program reviews, and an intentional process for inspiring educational advancement. SLOA presented the Arabic program at the University of Notre Dame with the challenge of not only stating and demonstrating its value, in terms of what and how well students learn, but also utilizing assessment information for evaluating the program's effectiveness, mission, and practices. This paper explores the usefulness of SLOA as the basis for ongoing monitoring of curricula of language programs and provides insights into potential adaptations to improve the teaching and learning of a foreign language. This paper reports on a multi-year assessment project undertaken by the Arabic Program in the Department of Classics at NDU. It features three sections, covering (a) the development of student learning outcomes (SLO) statements, (b) the design of an assessment to better understand how well the new SLOs matched instruction and content in Arabic courses, and (c) the collecting and interpreting of assessment data, and the using of assessment findings to analyze which aspects of the curriculum encompassed the learning benchmarks articulated in the new SLOs, and which SLOs were unaddressed. In the end, the presenter will share reflections on the potential of SLOA in playing an immediate, critical role in both supporting and improving the value of instruction and of student learning in foreign language education.

Set 2-1 Decoupling between Direct and Indirect Assessment of Course Learning Objectives
Presenter: Roy Kanbar, Hani Dimassi, Pamela Fernainy; Lebanese American University

Date: Saturday, February 11, 2017
Time: 12:00 pm – 1:30 pm
Room: West Hall, Auditorium C

Assessment of learning objectives has been established as the main drive for curricular enhancement at the program and course levels (Astin et al. 1993; Abate et al. 2003; Farris et al. 2009; Schlesselman et al. 2015). This quality assurance exercise utilizes several assessment instruments, grouped under direct and indirect assessment methods (Palomba et al. 1999; Boyce 2008). The former measures objectively the acquired knowledge and skill level, while the latter measures students' perception of the learning experience. Hence, the aim of the present study was to investigate whether direct and indirect assessment results are correlated at the intra-course and inter-course program levels. The relationship with course evaluation ratings was also examined.

Set 2-2 <u>Student Outcomes from a Pilot South-South Master's Program in Health and Sustainable Development</u>
Presenters: BK Singh; EARTH University; Maia Sieverding, Nasma Berri, Maha Damaj, Jocelyn DeJong, and Rima Afifi; American University of Beirut

Date: Saturday, February 11, 2017
Time: 12:00pm – 1:30 pm
Room: West Hall, Auditorium B

With the adoption of the Sustainable Development Goals (SDGs), the international community has recognized the interdependency of health, environment and socio-economic development in achieving equity. The SDGs echo a growing realization in the sustainable development and global health fields, among others, that inter-sectorial thinking and cooperation, as well as approaches that challenge traditional North-South hierarchies, are needed in order to advance global goals (Waage et al, 2010; Frenk et al, 2010; Lancet 2012; McMichael 2013). However, the fields of global health and sustainable development remain largely separate in research, university education, and practice. In order to address the sustainable development and global health agenda, universities will need to adapt their academic programs with the aim of training ethical leaders with the knowledge and skills to confront these interlinked challenges. EARTH University in Costa Rica and the Faculty of Health Sciences at AUB have recently developed the Global Master's in Health and Sustainable Development (HSD), which applies such a trans-disciplinary approach. Students of the HSD program will complete coursework in both Costa Rica and Lebanon, after which they will implement a social entrepreneurship project in their home countries. Transformative learning theory serves as the basis for the program's pedagogical approach.

Set 2-2 <u>The Need for Peace Education for University Students in Lebanon</u>
Presenters: Ghada Chehimi and Nadine Joudi; Lebanese University

Date: Saturday, February 11, 2017
Time: 12:00 pm – 1:30 pm
Room: West Hall, Auditorium B

Lebanon's young generations face the harshest outcomes of the country's continuous state of turmoil and instability. Regardless of their distinct social, economic and educational backgrounds, Lebanese youth seem to be victims of the aggressive politics, degenerative culture and misleading notions of what it means to be a peaceful individual. These conditions, though over-simplified, tend to necessitate a more institutionalized approach in directing youth and equipping them with peace education. The objective of this study hence is to channel available academic and practical

resources towards providing peace education for university students; essentially guiding them towards brighter, less violent communities.

Set 2-2 Body Mass Index (BMI) and Eating Habits for Prospective Teachers at the Faculty of Education, Lebanese University

Presenter: Suzanne El Takach; Lebanese University

Date: Saturday, February 11, 2017
Time: 12:00pm – 1:30 pm
Room: West Hall, Auditorium B

A Mixed study was conducted on 222 students, all females enrolled in all semesters at the faculty of Education I during the academic year 2014-2015. The aim of this study was to evaluate how far the Health Education course taken by students in Semester 3, 4, 5 and 6 for all majors, is influencing their habits of eating and their awareness of a good health.
Qualitative and quantitative data were collected from 1) a BMI and eating habits questionnaire, 2) on- site administering the BMI questionnaire during the Healthy Food Day which has taken place at the Faculty of Education I, and 3) a Post-Questionnaire administered in 2 classes enrolled in Semesters 4 and 6 who participated in the Healthy Food day activities. To increase the validity of results, a member checking was used. Results showed that, overall, prospective teachers have a normal BMI, but they have bad eating habits. The more advanced students are, the less regularly they exercise and the more time they spend on the internet and less on reading. As for smoking, it varied from one major to another. For instance, Math students in their 6th semester smoke more than science students in their 4th Semester.

Set 2-3 What Role for the Liberal Arts in the Arab Region?

Presenter: Colin Smith, AUB

Date: Saturday, February 11, 2017
Time: 12:00 pm – 1:30 pm
Room: West Hall, Auditorium A

The speaker will discuss the role that liberal arts education can play in the Arab region from the perspective of someone educated in a US liberal arts model and who has taught at the American University of Beirut for more than a decade. He argues that the neglect of free inquiry and liberal arts in favor of profession training will delay development of the region. He asks whether a liberal arts education, especially with its focus on critical analysis and the intellectual's role to question authority in all fields, may clash with social norms in the region. He believes the variety of US models of higher education are poorly understood and that reflection of the teaching practices and economic contributions across the diversity of US examples, from research universities to liberal arts colleges, will help understand what aspects can be transplanted successfully and how they can contribute to development.

Set 2-3 Student Academic Integrity in the Digital Age: A Multi-Level Solution Framework

Presenters: Mona Itani and Issam Srour; AUB

Date: Saturday, February 11, 2017
Time: 12:00 pm – 1:30 pm
Room: West Hall, Auditorium A

Looking at students' academic integrity in schools and universities is not a new area of interest. However, with the advancement of technology and the spread of pervasive communication tools, new ways of cheating and plagiarism have emerged. Although technology has helped with the creation of tools to detect such types of dishonesty such as plagiarism software, many other methods remain more difficult to detect such as the use of essay mills which have gained popularity in the last decade. The proposed research study seeks to examine using qualitative methods, namely focus groups, students' academic integrity in a prominent university in Lebanon and learn about students' beliefs, tendencies, and practices when it comes to academic dishonesty as well as verify the reasons behind these practices as mentioned in the literature. The results of the study will mainly comprise multi-level solutions to the student academic integrity problem which will include recommendations for classroom instruction and course design as well as recommendations to improve university-wide academic policies.

Set 2-3 The Role of University in Turning Students into Active Citizens, and vice versa: The USAID-USP and MEPI-LDF Programs at AUB
Presenters: Carmen Geha, Malek Tabbal, Samar Harkous, and Rabih Shibli; AUB

Date: Saturday, February 11, 2017
Time: 12:00pm – 1:30 pm
Room: West Hall, Auditorium A

This panel explores two intertwined questions on the role of universities in building a cadre of active citizens with the knowledge and skills to contribute to solving problems in the Arab region. The argument that the role of the university extends well beyond the confines of classroom teaching has been substantiated in the literature. The university can and should contribute to a set of skills that students can use to help make the world a better place. While there is little doubt in that statement, the mechanisms and norms that go hand in hand with the role of the university are a topic of much debate. How do we teach students to be active citizens? What would the values of such an education be? This is the focus of the first part of this panel. We then turn our attention to the flip side of the question, which is how can the university attract active citizens for a university education. Can the university support active citizens through education? What would such an education look like?

Set 3-1 An Introductory Course in Engineering and Architecture – A Multidisciplinary Approach
Presenters: Farook Hamzeh, Naseem Daher, and Sara Khaddaj; AUB

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium B

Engineers and architects employ their technical abilities, innovative approaches, and problem solving skills to devise products and services that support human needs and contribute to the progress of civilizations. Designing and building in the real world require the collaborative input of several specialists from different disciplines. To mirror the needs of the job market, university education should focus on training students to work in a multidisciplinary environment and develop a holistic view of engineering practices that their future jobs would demand. This study presents a new course aimed at engaging first year engineering and architecture students in a multidisciplinary environment, which inspires students' creativity in problem solving and engineering design. This paper presents different teaching methods for achieving various learning objectives, analyzing students' satisfaction, and highlighting lessons learned from delivering a novel course to engineering and architecture students.

Set 3-1 Measuring Complex Achievement: Performance Based Assessment
Presenters: Salam Sayagha and Ola Sbeity; Lebanese International University

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium B

The general term assessment is used to refer to all activities done by both teachers and students in the process of evaluation. Such assessments provide information to be used as feedback to change teaching methods and learning activities in order to meet students' needs. Assessment is defined by Huba and Freed (2000) as the process of collecting and discussing information from various and diverse sources in order to provide a deep comprehension of what students discern, understand, and achieve with their knowledge as a result of their educational experiences; the process concludes when evaluation outcomes are used to enhance subsequent learning. Performance Based Assessment is when students are asked to apply real-world tasks that exhibit meaningful application of essential knowledge and skills in a certain course. There are many examples of performance based assessment, such as artistic productions, experiments, oral presentations, use of math and physics to solve real world problems, essay writing, play writing. It is important to note that performance assessments measure complex skills such as the ability to incorporate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation.

Set 3-1 Online Assessment in University Mathematics Courses: A Tool to Strengthen Learning?
Presenters: Hiba Othman, American University of Science and Technology; and Nina Hayfa, Lebanese University

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium B

Monitoring students' learning progress has always been required as part of any teaching and learning approach. "Assessment" is a term that includes various methods and ways of gathering information on the nature of the learners' performance—the learning process and progress in studies (Black and William, 1998; Schank, 2001). Effective assessment includes both systematic and non-systematic collection of any information that may contribute to understanding the learners' place in terms of knowledge acquisition. The process involves analyzing and interpreting the information, as well as making judgments based on that interpretation. As analysis, interpretation and judgment are processes that may be affected by external and subjective factors; some suggest the use of online assessment.
Online assessment has been offered in higher education in general and mathematics education specifically for many years (He, Q., & Tymms, P. , 2005; Dede et al., 2002; Smith, 2006). Historically, the classroom has been the standard venue for delivering information to students. The aim of this paper is to investigate if there are differences in student learning when subjected to online assessment as compared to the pen and paper setting.

Set 3-2 Locating Visual Communication across Disciplines: Examining Composition and Science-Writing Textbooks to Improve Awareness of Reading and Composing Conventions in Composition and the Sciences
Presenter: Erin Zimmerman; AUB

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm

Room: West Hall, Auditorium A

Traditionally in the field of composition, as in most humanities disciplines, written text is most valued in documents: Written text conveys claims and provides evidence; the document organization relies primarily on written text; and audiences read and skim written text to glean main ideas and concepts. However, this is not typically the case for documents composed in science disciplines. Luc Pawels (2006) remarks, "Verbal style, rhetoric, and structure…cannot be separated from the visual aspect, since the two modes of expression and their complex interplay make up scientific argumentation" (p. x). While written text is still vital to convey noteworthy research in science, often visuals convey most or all evidence, document organization relies more on both written and visual components, and audiences can read and skim not only text but also visuals or a combination of visuals and abstracts, captions, or other brief written pieces of text to glean main ideas and concepts. In sum, the disciplinary differences between visual communication conventions—the purposes, practices, and expectations—in composition and the sciences are, at times, sizeable.

Set 3-2 Teacher and Peer Feedback as Factors of Lexical Accuracy
Presenter: Nuwar Mawlawi Diab; LAU

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium A

The term "lexical errors" refers to errors in word form, spelling, and word choice, yet it is this latter that poses the greatest difficulty for students (Carrio-Pastor and Mestre-Mestre, 2014) and is often considered a determiner of poor writing quality, particularly among adult students pursuing a university education as they are expected to have a rich vocabulary. Word choice errors may be classified into several types, such as 'collocation' errors, 'unnecessary', 'informal', and 'redundant' word errors based on the reasons that make these lexical choices wrong. This study, carried out in 2016, proposes the use of two techniques, namely language learning strategies (LLS) and corrective feedback, to help students make correct word choices. LLS are defined as 'the learner's consciously chosen tools for active self-regulated improvement of language learning' (Oxford et. al., 2014, 30). Oxford (1990) classified LLS into memory, cognitive, compensation, affective, metacognitive, and social strategies, which may be used to assist students in developing their lexical repertoire. The rationale for using LLS to facilitate correct word choice is that it provides 'a learning-how-to-learn dimension' which positively influences second language acquisition (Wong and Nunan, 2011, p. 147) and encourages students to become agents of their own learning. In addition to the application of LLS, students may benefit from corrective feedback, which draws students' attention to their errors and motivates them to rethink their word choices in order to convey their intended meaning. The most common types of corrective feedback are teacher feedback (TF) and peer feedback (PF). This study compares the effects of LLS combined with TF to those of LLS and PF in reducing wrong word choice errors.

Set 3-2 Archiving Writing Center Community Engagement: Perspectives from Lebanon and Egypt
Presenters: Emma Moghabghab, Najla Jarkas, and Ira Allen, AUB; Kathleen Saville, American University in Cairo; Sandra Whitehead, Rafik Hariri University

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium A

For writing centers, teaching and learning centers, and other campus institutions run by professional academics and serving broad populations, creating archives can be a difficulty. Effective archiving is typically time-consuming, and archives are not always shared when leadership transitions occur. Moreover, one of the most important elements of institution-building—the delicate latticework of human relationships and interactions that make our work possible—tends to get lost in the process. This is especially so for community engagement work, which involves a great deal of relationship-building, not all of which bears fruit. This presentation suggests a sustainable strategy for building institutional archives, which we call "flash archiving," and shares some of the lessons drawn from using that strategy for archiving the community engagement work we are doing in our own writing centers. The project is a collaboration between writing centers at the American University of Beirut, the American University in Cairo, and the Rafik Hariri University (in Lebanon). Its importance is especially clear for academics administering centers and struggling to name and track the many interpersonal engagements that make up our work

Set 3-3 Hybrid Simulation in Teaching Clinical Breast Examination
Presenter: Rana Sharara; AUB

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium C

Breast cancer remains the most common cancer among women worldwide (1). Globally, preventive efforts are targeted towards early detection. The evidence to support the benefit of breast examination in terms of reducing breast cancer morbidity and mortality via early breast cancer detection is not well established (2). Clinical Breast Examination (CBE) is extensively practiced in countries like the United States and is considered part of the regular health exam every 3 years in the third and fourth decades of a woman's life and every year as of the fifth decade (2). In addition, CBE remains a basic required skill for physicians in training and offers healthcare providers the capacity to educate women on breast health.

The Middle Eastern countries around Lebanon vary in terms of CBE screening programs (13% to 31%) (3–6), despite WHO recommendations for more screening in countries with insufficient resources and unavailable mammography. Potential barriers to the success of CBE programs in the Middle East range from the educational levels of women, their perceptions, beliefs and attitudes regarding CBE to the availability of social and health services (7,8) .
Based on numbers from the Lebanese National Cancer Registry, Lebanese women rank among the highest worldwide in rates of breast cancer at younger ages (9). Over the past 12 years concerted public health efforts have adopted aggressive screening strategies and targeted promoting and facilitating mammography screening in Lebanon; however, Lebanese women's religious beliefs and cultural views being polarized on both ends of the spectrum, made it imperative for medical education leaders to ensure that physicians-in-training are not only proficient in CBE, but also cognizant of the cultural and religious diversity.

Set 3-3 In-Situ Simulation for Latent Threat Identification in the Emergency Department
Presenter: Rana Sharara; AUB

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium C

Simulation is the "imitation or enactment, as of something anticipated or in testing" (1). In-situ simulation is a form of simulation that takes place in the actual clinical setting rather than in the

simulation lab (2, 3). The emergency department (ED) has always been a popular site for in-situ simulation because it is a high-stress high-acuity environment with a high turnover of patients, characteristics that make EDs naturally more prone to error (4-7). Working under situations of extreme stress can cause medical professionals to deviate from clinical guidelines and policies even if they know of their existence (5). The major advantage in-situ simulation has over regular simulation is that it offers a more realistic experience but still with the bonus of no adverse consequences on patient safety (2, 3). Other advantages include the availability of medical staff, the applicability to institutions that do not have specialized simulation centers and the familiarity of the participants with their surrounding (8). Many healthcare professionals and institutions have realized the importance of in-situ simulation and started applying it as part of educational programs and other purposes including: (1) identifying general suboptimal performance in communication and teamwork (9-12); (2) detecting gaps in patient safety - "latent safety threats" (medication, equipment, resource/system, human) (11-16); (3) detecting system errors and errors related to poor communication between different departments or units within an institution (17); (4) testing the medical team's readiness to respond to medical emergencies and to perform resuscitation through unannounced in situ simulation (18-20); (5) assessing the medical knowledge and procedural skills of the medical team (2); and (6) providing evidence that can be used for quality improvement (12, 21).

Set 3-3 Medical Education Standards Revisited
Presenter: Fayez Saleh

Date: Saturday, February 11, 2017
Time: 3:00 pm – 4:30 pm
Room: West Hall, Auditorium C

The International Organization for Standardization (ISO) founded on February 1947 and headquartered in Geneva, Switzerland, is the world's largest developer of voluntary international standards with 162 member countries. The twenty thousand standards including healthcare, serve to safeguard consumers and the end-users of products and services, ensuring that certified products conform to the minimum standards set internationally (ISO, 2007). The need for more profound and clear guidelines to standardize and improve the quality of health care delivery necessitates the development of national and regional standards for medical education by qualified experts and experienced educators.

Set 4-1 Relative Effectiveness of WhatsApp Mediation on Improving Writing Proficiency and Perceptions
Presenter: Ghada Awada; AUB

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium C

Mobile tools increase the social interactions, cooperation and collaboration among online students (Barhoumi & Rossi, 2013). Mobile educational technologies provide online learners with opportunities to communicate and exchange knowledge (Nelson, Christopher, & Mims, 2009). In a study investigating the effect of WhatsApp group in improving the interaction among high school learners, Bouhnik & Deshen(2014) asserted that the WhatsApp group the learners used improved interaction, promoted the social atmosphere, fostered dialogue, increased sharing among learners and created an enjoyable atmosphere and a profound collaboration with peers. The study was framed within the theories of Active learning, Activity, Community Sharing and Learning Communities, which posit that collaboration promotes Learning. As such, the WhatsApp

mediation promotes the construction and dissemination of knowledge among the collaborating and interacting learners through collaborative learning activities (Bielaczyc & Collins, 1999). WhatsApp mediation helps the learners to get inquires quickly answered while participating in a supportive, interactive, and collaborative community (Rovai, 2002). Community sharing as developed by Engeström (1987) forms another theoretical framework of the present study. Activity theory motivates teachers to reintroduce knowledge during the implementation of online cooperative and collaborative learning approaches in online communities (Mercier and Higgins, 2013).

Set 4-1 Impact of Graphic Organizers on Adult Learners' Reading Comprehension Skills
Presenter: Sosil Somokian; Box Hill College of Kuwait

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium C

Studies indicate the positive impact of graphic organizers on developing learners' comprehension skills as they help decode and reconstruct meaning from text and organize information more efficiently. "Graphic organizers are used in order to assess the degree of students' understanding and enhance recall, retention and summarization of main ideas, which can often function as a plan leading to writing tasks," (Manoli & Papadopoulou, 2012, p. 353).
The purpose of this action research was to determine which type(s) of graphic organizers – KWL, QAR or SQR are easier for adult learners to use during reading comprehension exams and which one(s) help learners decode and organize information more accurately. The study was done at Box Hill College of Kuwait. Participants were adult female learners (ages 19-21), enrolled in an intensive intermediate level ESL course, studying English 15 hrs/week.

Set 4-1 The Double Funnel: a Teaching Technique
Presenter: Yousra Sabra; Lebanese University

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium C

The Double Funnel is a technique I titivated and employed in teaching writing. The idea comes from the "Nurnberg Funnel" (Carroll, 1990), which was invented by German poet, George Philipp Harsdörffer (1607–1658); it is used as a mechanical teaching technique through which knowledge is "poured into the brain of the learner", gradually narrowing the focus or the topic from the general to the specific. This technique is also used in writing introductions for diverse purposes. The implementation of this technique has become pluri-disciplinary extending to other majors like journalism (inverted pyramid), media and marketing. Besides, the Nurnberg Funnel has evolved and developed to other shapes, yet one shape relevant to my project is the "flipped funnel" (Jaffe, 2010), moving gradually from the specific focus or topic to the general one. Combining Nurnberg Funnel with the flipped funnel results in the Double Funnel – a teaching/learning technique.

Set 4-2 What Makes a Techsavy Teacher?
Presenters: Nabil Mneimneh, Ahmad Shatila, and Nisrine Adada; Global University

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium B

Interest in education is interest in the future. Teacher education institutions are preparing teachers to educate students that will join tomorrow's workforce. However, they are challenged with designing programs that prepare digital immigrants to educate today's students - the digital natives. Preparing teachers to be effective technology users is important due to the increasing role of technology everywhere today (Al-Zahrani, 2015). However, research reports that teachers today do not feel adequately prepared to integrate technology into teaching (National Education Association, 2012).

Set 4-2 Collaborative Action Research as a Teacher Professional Development Tool
Presenters: Olga Fleonova and Giuseppe Tassone; University of Balamand

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium B

Collaborative action research (CAR) is gaining currency as a teacher professional development strategy. The paper reports on the collaborative action research undertaken by two university teachers from different disciplines, a teacher of Cultural Studies (CS) and a teacher of English The research aimed at introducing a greater variety of activities in a predominantly lecture-based CS classroom, and at increasing student involvement in class through the integration of active learning techniques such as group work. In addition to its main focus, the research brought to light the importance of taking into consideration such aspects peculiar to CAR as challenges of collaborative meaning-making, tensions arising in the process of collaboration, power relations between the researchers, and the role of differing teachers' perceptions. Observations, teacher diaries, transcripts of reflective dialogues of the two researchers, and a student questionnaire were used to document and analyze the classroom practice, the outcomes of the instructional changes, and changes in the teachers' beliefs. The research shows that professional development cannot be reduced to a mere introduction of new instructional techniques in class. Changes in instructional practices involve deeper changes in the teacher's beliefs and teaching philosophy, and thus require time.

Set 4-2 The LBPSF by E-TALEB co-funded by the ERASMUS+ Programme of the European Union
Presenter: Nathalie Bouldoukian; USEK

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium B

Higher Education Institutions across the world are facing the challenge of the digital revolution and are trying to invent new teaching and learning strategies to shift from traditionally teaching-oriented institutions towards learning-oriented institutions. In this regard, the national project E-TALEB, co-funded by the Erasmus+ Programme of the European Union, aims at developing the Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities (LBPSF). This framework supports the initial and continuing professional development of staff engaged in teaching and fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic disciplines and/or professional settings.

Set 4-3 U.S. Faculty Learning Communities and Hong Kong Communities of Practice: Outcome Comparisons and Project Invitations
Presenter: Milton Cox; Miami University, OH, USA

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium A

This research project involved designing and implementing communities of practice (CoPs) at a university in Hong Kong. The U. S. assessment results reported Faculty Learning Community (FLC) members' educational development and impact on student learning. The assessment was repeated for the Hong Kong CoPs using the same survey instrument, and outcomes were compared. Details and resulting Hong Kong CoP conference presentations and published papers will be shared. This project has implications for international educational development, student learning, and scholarship of teaching and learning in higher education. Participants will be invited to involve their institutions in this project.

Set 4-3 Early Career Faculty Mentoring: A Comparison of One-on-One and Learning Community Approaches
Presenters: Milton Cox and Louise Van Vliet; Miami University, OH, USA

Date: Saturday, February 11, 2017
Time: 4:30 pm – 6:00 pm
Room: West Hall, Auditorium A

Mentoring of early-career faculty in higher education is a frequent practice. In this session, we will discuss the contradictions encountered in the literature with respect to one-to-one mentoring. Participants will take a mentoring quiz that draws on their mentoring experience. Next, the learning community approach to mentoring will be discussed. One presenter has facilitated such early-career faculty communities for 38 years, and the other presenter participated as an early-career faculty member and afterwards served as a mentor many times.