

**Twelfth International Conference
On Effective Teaching and Learning in Higher Education**

“Advancing Diversity & Inclusion through Liberal Arts Education”

Virtually, Friday, March 17, 2023



**AMERICAN
UNIVERSITY
OF BEIRUT**

Center for Teaching and Learning (CTL)
Office of Innovation and Transformation
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 Innovation and Transformation

The Office of Innovation and Transformation strives to provide AUB with an IT enabled environment and innovative solutions that facilitate creative teaching, high quality research, effective learning, as well as 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

At the heart of AUB's goals to foster liberal arts education, the Communication Skills Program prepares students to be effective writers within a variety of rhetorical situations both in the academic community and beyond. The Program views writing as a process involving multiple modalities and promotes critical reading, thinking, and research skills in line with principles of academic integrity. Using interactive inquiry-based pedagogies, our Program nurtures students' potential to become life-long learners, to transfer skills between disciplines, to ethically engage with their world, and to navigate the challenges of the 21st Century.

The Twelfth International Conference on Effective Teaching and Learning In Higher Education

“Advancing Diversity & Inclusion through Liberal Arts Education”

Virtually via WebEx, Friday, March 17, 2023

The Center for Teaching and Learning (CTL), the Office of Innovation and Transformation and the Communication Skills Program at the American University of Beirut welcome you to their "Tenth International Conference on Effective Teaching and Learning in Higher Education".

The conference includes five strands: Assessment of Program and Course Learning Outcomes in Higher Education; Community-Based Learning; E-learning and Pedagogy; Teaching, Learning and Assessment Procedures in Higher Education; 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 is 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.

This strand focuses on research investigating 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

- **Amal BouZeineddine**
Acting Director, Center for Teaching and Learning, AUB
- **Dorota Fleszar**
Assistant Director, Communication Skills Program, English Department, AUB
- **Jana El Kadi**
Administrative Assistant, Center for Teaching and Learning, AUB
- **Lamia Hussein**
Administrative Officer, Center for Teaching and Learning, AUB
- **Malaki Khoury**
Director, Communication Skills Program, English Department, AUB
- **May Mikati**
Communication Skills Program, English Department, AUB
- **Rana Al Ghazi**
Principal Instructional Designer, Office of Innovation and Transformation, AUB
- **Rayane Fayed**
Senior Digital Learning Manager, Office of Innovation and Transformation, AUB

Welcome Session

9:00 am - 9:50 am

Welcoming note: Dr. Amal BouZeineddine
Opening Note: Deputy Provost, Dr. Lina Choueiri

Key Note 1

10:00 am - 10:50 am

**"Teaching and Assessing with Equity and Care:
Reflecting on Our Practice in the age of AI"**

Dr. Maha Bali, American University in Cairo

Since March 2020, it has become clear to many educators worldwide that incorporating care into our teaching is essential in order to support student flourishing. Care labor is often distributed inequitable, and therefore it is important to explore equity and care together in our practices. This session will use the Equity/Care matrix to discuss how and why to build community in our teaching with care and equity in mind. We will discuss the ways of implementing Intentionally Equitable Hospitality in our teaching and assessment, and we will reflect upon ways of maintaining care, equity and hospitality in our assessment in an age of Artificial Intelligence that is transforming the landscape of education.

Concurrent Sessions Set 1-1

11:00 am – 12:30 pm

Session Moderator: May Mikati

Learning, Engagement and Social Mix in Higher Education (in Arabic)

Adnan El Amine, American University of Beirut, Lebanon

Abstract:

The conditions of distancing imposed by the COVID 19 pandemic and online education revealed the negative effect of the absence of interaction between students on the quality of learning. Universities have been quick to adopt alternative formulas that guarantee at least partial attendance and interaction to ensure minimum quality. Students learn from each other through continuous interaction. This may be spontaneous or intentional, declared or hidden,

inside and outside the classroom, in the form of cooperation or competition, identification or opposition, etc.

It has been proven that student's interaction in educational institutions benefits the children of the lower social groups. The report of James Coleman in 1966 showed that the performance of (poorer) black students was better in co-educational schools than in all-black schools. In the year 1980, I reached similar results in Sidon, where it was found that educational trajectory of poor children changes according to the degree of the social mix of their schools. The higher the modal social class of a school, the higher the chances of its poor children to pursue studies and reach university.

Student's presence in university is a necessary condition for interaction between them. Social diversity raises its temperature, as much as it raises the curiosity associated with the difference between those gathered in one place. It is known that many universities around the world use diversity as one of basic elements in their media promotions to attract students. For their part, students are attracted as much as diversity extends the scope of the social network to which they will belong and increases their social capital.

Social mix exposes sub-cultures of students' origins to each other. At the same time, it allows students to form new peer groups, that is, allows for the creation of a new sub-culture, specific to youth. The latter includes new attitudes, and values, and new forms of social commitment away from the original cultures. However, all depends on the university's governance.

The paper reviews the case of universities in Lebanon in the light of this approach. It will try to show that governance of universities in Lebanon have witnessed dramatic changes, toward less social mix, more mediocrity of learning and marginalization of civic engagement.

التعلم، الالتزام والاختلاط الاجتماعي في الجامعات

عدنان الأمين، الجامعة الأميركية في بيروت

كشفت شروط الابتعاد المكاني مع جائحة كورونا والتعليم عن بعد، الأثر السلبي لغياب التفاعل بين الطلبة على نوعية التعلم. وقد سارعت الجامعات إلى تبني صيغ بديلة تضمن الحضور الجزئي للطلبة وتوفر حدا أدنى من نوعية التعلم. فالطلبة يتعلمون بين بعضهم البعض عن طريق التفاعل المستمر. وهذا قد يكون عفويا أو مقصودا، معلنا أو خفيا، داخل الصف أو خارجه، بصورة تعاون، أو تنافس، أو تماهي، أو تعارض، الخ.

وقد تمت البرهنة على أن هذا التفاعل بين الطلاب في المؤسسات التربوية يفيد أبناء الفئات الاجتماعية الدنيا. فقد بين تقرير جيمس كولمان في العام 1966، أن أداء الطلاب السود (الأفقر) كان أعلى في المدارس المختلطة (بين السود والبيض) مقارنة بالمدارس التي تقتصر على السود. وقد توصلت في العام 1980 إلى نتائج مشابهة في صيدا حيث تبين أن أبناء الفقراء يتغير مسارهم الدراسي باختلاف المدارس تبعا لدرجة الاختلاط الاجتماعي فيها، وكلما ارتفع الطبقة الاجتماعية المنوالية للمدرسة ارتفعت حظوظ أبناء الفقراء في متابعة الدراسة وصولا الى الجامعة.

حضور الطلبة هو شرط ضروري للتفاعل بينهم، والتنوع الاجتماعي يرفع حرارة هذا التفاعل، بقدر ما يثير الفضول المرتبط بالاختلاف بين المجتمعين في مكان واحد. ومن المعروف أن كثيرا من الجامعات عبر العالم تتخذ من التنوع عنصرا من عناصر حملاتها الإعلامية لجذب الطلاب. من جانبهم، ينجذب الطلاب بقدر ما يوسع التنوع نطاق الشبكة الاجتماعية التي سوف ينتمون إليها ويزيد في رأسمالمهم الاجتماعي.

وفي حين أن الاختلاط الاجتماعي يكشف الثقافات الفرعية التي يأتي منها الطلاب ويجعلها على تماس بين بعضها البعض فإنه يعطي في الوقت نفسه الطلاب فرصة تكوين مجموعات جديدة من الأقران، أي يفتح الباب أمام تكون ثقافة فرعية خاصة بالشباب. وهذه تشتمل على مواقف وقيم جديدة، وعلى صور جديدة من الالتزام الاجتماعي بعيدا عن الثقافات الأصلية. لكن ذلك مرهون بحوكمة الجامعة.

تستعرض الورقة حالة الجامعات في لبنان على ضوء هذه المقاربة. وهي تحاول أن تُظهر أن الجامعات في لبنان شهدت تحولات دراماتيكية، نحو اختلاط اجتماعي اقل، وزيادة في رداءة التعلم وفي تهميش المشاركة المدنية.

Nursing Students' Perceptions and Satisfaction of Clinical Learning at Dispensaries

Lina Nouwayhed, Makassed University of Beirut, Lebanon

Abstract:

The health system is becoming increasingly community- based and wellness - focused to keep people healthy rather than treating them after a problem has been aroused. The population at large is more aware of health issues and the consequences of unhealthy behaviors. These factors have created new demands on today's health care professionals in general and community health nurses in particular in order to analyze and address client's interests, needs, and beliefs (Stanhope & Lancaster, 2017). Community health nursing is an exciting, challenging, and changing field of nursing that integrates all areas of nursing practice and public health knowledge creatively and independently (Stanhope & Lancaster, 2017).

Community health nursing interventions have traditionally been recognized by the service delivery setting, such as schools, home visits, and immunization clinics. To move from a service-setting orientation to a population health-outcome orientation, direct and indirect service interventions that improve people's health must be designed and described. The roles and responsibilities of the community health nurse in a country are usually defined through the functions of the service settings in the health service delivery system. Nurses play a leadership role in health care throughout the world. They provide direct client care and help to meet the education and health promotion needs of their community. Some countries view nurses as strong advocates of health promotion activities through a social commitment to equality of health care, while in other countries, the nurse's role is defined poorly, and the care often depends on and is directed by physicians (Stanhope & Lancaster, 2017). Whatever the practice setting, community health nurses should perform the roles of clinician, advocator, collaborator, consultant, counselor, educator, researcher, and case manager (Stanhope & Lancaster, 2017). Importantly, the community health nurse meets the healthcare demands of the entire community, where those of individuals and families are integrated. Thus, practically and ideally, community health nursing includes clinical care to individuals when needed.

Family-centered care is directed towards self-care, healthy living conditions, and healthy

lifestyle choices. Individual and family-centered care is carried out to reach the goal of care of the entire community.

Learning in practice settings is invaluable for student nurses that is why placements account for 50% of the nursing curriculum requirements (Henderson, 2011). The community nursing practicum at the Makassed University of Beirut is divided into two clinical components: schools and dispensaries. Mentors are the school nurse during school placement, and the primary health care nurse manager at the dispensary with direct follow up and supervision from the course coordinator. This research study aims to:

Nursing Students' Perceptions and Satisfaction of their Clinical Learning Environment during Community Health Nursing Placements at dispensaries.

Conform guidelines to enhance learning during community clinical practice.

The research sample involved 120 nursing students taking community course over a period of three years (2015-2019). Both quantitative and qualitative methods were used. The quantitative research instruments was the Clinical Learning Environment, Supervision and Nurse Teacher (CLES+T) evaluation scale validated by Saarikoski et al 2008. The qualitative instrument is assessment of students' reflection on each day of their clinical experience using DEAL Model (Ash & Clayton, 2009). D = "Description of experiences in an objective and detailed manner". E = "Examination of those experiences in light of specific learning goals or objectives". A= Articulation of L= Learning - "including goals for future action that can then be taken forward into the next experience for improved practice and further refinement of learning". This reflection allows the student opportunities to justify personal actions by giving rational for choices in different circumstances. The student feels valued, as the incidence under discussion has been personally identified as important. These reflections study the level of detail in the student's account of the case, the ways student has explored personal behaviors, feelings, and thoughts of others, how student refers to theory and literature to understand situation and finally, amount of learning student extracted from this experience (Stuart, 2015).

Late-Life Learning: The University for Seniors at AUB, a Case Study

Sawsan Maktabi, American University of Beirut, Lebanon

Abstract:

AUB University for Seniors is a life-long learning initiative that aims at portraying a positive image of ageing by keeping seniors active mentally, physically and socially for a healthier ageing. It is based on four pillars: diversity, peer-learning, community-building, and fostering intergenerational connections, all of which provide older adults with a sense of hope and a validation of their continued worth. The objective of this presentation is to show how UfS functions as an educational and health initiative based on two principal themes underlying the benefits of late-life learning: **cognitive stimulation and social engagement and inclusion.**

Population ageing is one of the most substantial demographic changes of the 21st century. At present, older generations are generally more educated, healthier, and are living longer than their parents, making them not only beneficiaries of but also active contributors to society. With this growing number of older adults becoming a global concern, many countries have focused on education as a means of promoting successful aging. Although **third age learning** is gaining substantial ground in other countries, it is not well established in the Middle East (Hazzouri, et al, 2021).

“Universities of third age learning can be loosely defined as socio-cultural centers where senior citizens may acquire new knowledge of significant issues, or validate the knowledge which they already possess, in an agreeable milieu and in accordance with easy and acceptable methods, with the objective of preserving their vitality and participating in the life of the community”
(Midwinter, 1984).

Educational activities clearly broaden one's horizons; thus seniors can participate in such activities while drawing on a huge pool of opportunities thereby extending their knowledge and circle of interests. Through this type of engagement, they often discover their passions and potentials anew. To summarize, the participation of seniors in universities of the third age (U3A) classes is beneficial for the quality of their lives. U3A classes prevent isolation and result in positive changes of both the individual and social dimension and generates long-term benefits (Mackowicz & Wnek-Gozdek, 2016).

In contrast to formal learning, typically completed by adulthood or early midlife and that is directed towards including adults within a workforce, with the aim of professional advancement and a life career, non-formal educational opportunities are non-vocational and adopt a more holistic approach towards learning and growth by providing intellectually enriching experiences and social engagement opportunities, thereby enabling people to be and do what they value and like with no formal credentials or degrees expected. These opportunities aim at enhancing the psychological wellbeing, social inclusion, healthy aging and empowerment of older adult learners (Escobar Chua and Guzman, 2014), (Lipkova et. al, 2017).

When we talk about the rate of ageing, Lebanon is the fastest ageing country in the Arab world. The most recent statistics indicate 11% of the population is over 65, and by 2050, that number is projected to rise to 23%, classifying Lebanon as a super old population (Abi Chahine and Sibai, 2017).

In light of the above, University for Seniors (UfS) was founded in 2010 by two AUB professors Abi Sibai and Cynthia Mynti after a series of surveys and focus groups with a number of potential beneficiaries from the neighborhood of AUB campus. It was found that isolation, a lack of mental stimulation and feelings of reduced self-worth prevailed among this older generation.

The objective of this presentation is to show how UfS functions as an educational and health initiative based on two principal themes underlying the benefits of late-life learning: **cognitive stimulation and social engagement and inclusion.**

AUB University for Seniors is a life-long learning initiative that aims at portraying a positive image of ageing by keeping seniors active mentally, physically and socially for a healthier ageing. It is based on four pillars: diversity, peer-learning, community-building, and fostering intergenerational connections, all of which provide older adults with a sense of hope and a validation of their continued worth.

A wide diversity of lectures, mini-courses and educational trips are offered. Members who join this program come from diverse educational backgrounds and the only criteria to join the program is to be 50 years or older. On-line programming adopted during Covid 19 outbreak also contributed to added diversity among the membership. As a result, seniors from far districts of Beirut or anywhere in Lebanon could participate. Expat Lebanese seniors who had heard about the in-person program began signing up for on-line offerings. By spring of 2021, participants had joined from Nigeria, Turkey, the UK, USA and Sweden.

The principle of peer-learning at UfS reinforces the idea that older adults have a wealth of knowledge and wisdom to share and it also fosters a sense of community, whereby members use their lifetime accumulated learning to nominate topics, lead a study group or lecture on a topic they enjoy.

Another remarkable feature of UfS is direct interaction between AUB students and UfS members and this breaks the stereotype of generational gap where the exchange of expertise from both sides enriches the program.

Community building is another UfS guiding pillar, complemented by diversity, peer learning and intergenerational connections. The program encourages multiple facets of community in the relationships forged among members, between members and the UfS team, and the sense of belonging to the larger AUB community. Additionally, there are increasing engagements with the wider community, whether in neighborhoods where members live, or as part of a national community of citizens. Having found a sense of community is the most frequently expressed sentiment when asked about the impact of UfS on members' lives.

In conclusion, diversity, peer-learning, community-building and intergenerational activities are all forms of social inclusion, which help physically, and psychologically to anchor and integrate older adults in the society. There remains the challenge of finding more quantitative results for the effectiveness and success of Late Life Learning at the University for Seniors at AUB.

Concurrent Sessions Set 1-2

11:00 am – 12:30 pm

Session Moderator: Rayan Fayed

Putting Learning First

Dahlia Fouad, Nahdet Misr Publishing/American University in Cairo, Egypt

Abstract:

Technology nowadays is not only a tool; it is the cornerstone of life and an essential part of life and education. Technology should be considered by educators in the same way that reading has been for a long time: as a means of fostering critical thinking and world knowledge.

How can technology enhance authentic learning and not distract it?

The Paper touches on the pains of the education leaders who did not sign up for this rapid and radical technological change and are expected to teach students that are born in the digital era with a faster pace than they are.

Billions of dollars have been spent on technology that, but did these billions pay back? Did it really enhance the learning or only gave access to eBooks or simply PDFs?

In the session, we will explore on the clear meaning of e-learning and blended learning and how can technology be a skill not a tool, a skill to extend our brains and the brains of our students.

MSFEA's First MOOC Python Course Takes the Arab World by Storm

Issam Srour, American University of Beirut, Lebanon

Abstract:

AUB's first massive open online course (MOOC) on computation and programming using Python left its stamp last spring. With more than 400 participants, the course proved enlightening and beneficial for people interested in this field. This document describes this experiment and highlights the lessons learned for future similar offerings.

The course titled [Introduction to Computation and Programming using Python](#) (EECE 230X) was produced at the [Maroun Semaan Faculty of Engineering and Architecture](#) (MSFEA) in partnership with [Abdulla Al Ghurair Hub for Digital Teaching and Learning](#) and offered in Spring 2021-22 to 400+ participants aged from 16 to 60 from Lebanon and the Arab world.

With this course, students, regardless of prior coding expertise, were equipped with the foundational skills necessary to begin a career in computer science. The course introduced them to Python programming with an emphasis on fundamental algorithmic concepts.

One noteworthy aspect about this was that students could learn the material regardless of their English proficiency level. The course videos had subtitles in Arabic, and the online office hours were run by teaching assistants who spoke Arabic.

In addition, participants did not need to be familiar with Python or other programming languages to participate. All that was needed was high school level math skills.

The MOOC course was provided in two sections: a residential section and an open-enrollment section. In the residential section, almost 200 AUB students enrolled from MSFEA's Electrical and Computer Engineering (ECE) and Industrial Engineering and Management (INDE) departments. The course was taught using a flipped classroom model.

The bulk of the course content was made up of short interactive videos interspersed with questions. Students spent their weekly three-hour lab sessions in groups of about ten led by a teaching assistant (TA). The TAs for this course were all excellent undergrads who had already completed it. Students reported that they were able to actively learn by discovering on their own time thanks to the brief interactive videos and group discussions held throughout the lab.

In the open-enrollment section, the course was delivered in asynchronous format and at no cost to 200+ students from outside AUB who were chosen from over 1100 registered applicants from Lebanon and the Arab world. All course material was provided with English captions and Arabic subtitling as well. The goal of the open-enrollment program is to make computer science education available for free to anyone outside of AUB who wants to advance their career, irrespective of age or socioeconomic background.

“The premise behind this massive offering is straightforward: with the support of a huge team of outstanding undergraduate TAs who have already taken the course, a single professor may have an impact on five times as many students.” Explained Dr. Louay Bazzi regarding this project. “This teaching model promotes high educational standards while conserving significant faculty resources. The objective is to divide students into small groups of approximately 10 students each and assign a TA to guide each group's learning journey within the context of problem-solving sessions and group discussions. The TAs fostered a culture of group learning among the students, which I believe will organically spread to future course cohorts.”

He also elaborated on the online process of this course, “During the same semester, an asynchronous, open-enrollment component of the course was provided for free to more than 200 students from outside AUB. The objective of the open-enrollment program is to reach a larger pool of students outside AUB who are interested in learning computer science to advance their careers, regardless of their age or socioeconomic status.

“The online course was fun, interesting, and beneficial.” Commented Nour Shammaa, one of the participants in this course. “I learned a new way of thinking, as well as a new programming language which will certainly be of use to me in the future. I would like to thank the team for putting up an amazing online educational experience.”

Another participant, Michael Khairallah, who also participated in this online course, said the following, “After completing these 3 months, I can honestly say that this course was one of a kind. Some exercises took me several hours to solve, this illustrates how much this course, and

the way it was given affected me very positively in order to be this motivated and devoted. Thank you again and I'm looking forward to other courses given by AUB.”

The success of this course shed light on the importance of digital learning and how AUB and MSFEA can provide world-class learning to anyone, anywhere. Our goal is to use the AUB name, reach, and resources to provide high-quality computer science education to all interested candidates in the region.

In spring 2022-23, this course will be offered to an even bigger number of students. It will be presented to around 350 students at MSFEA as well as an open enrollment online for non-AUB students.

Currently, 19 trainers from outside the campus who plan to offer the course to non-AUB student are working on the material. In the upcoming offering of this course, the process of grading programming assignments will be fully automated using an online judge, whose backend is developed at AUB. This online judge will give students instantaneous feedback about their work and optimize the TA resources by reducing the time associated with grading these assignments.

The Students' Level of Engagement in Online Learning and Blended learning Classrooms in Higher Education in Lebanon

Nadine Dandashly, Saint Joseph University of Beirut, Lebanon

Abstract:

Online learning enhanced the progress of the educational process of many students during the Covid-19 period of social distancing. Many higher educational institutions worked on designing online courses and programs to allow the students to continue their education instead of interrupting their learning process. The environment of online learning includes a set of teaching and learning tools designed to enhance student's learning experiences by including computers and the internet in the learning process (Baig, 2011). After this period of covid-19, when people were vaccinated and knew how to cope with the pandemic and face-to-face interaction was back, but many educational institutes continued to use online means in meetings and learning. Some higher educational institutes are still depending on online learning methods in teaching, but others move to blended learning methods. Blended learning is defined as the combination of traditional face-to-face learning and online learning (Christensen Institute, 2019; Kwak, Menezes, & Sherwood, 2015; Stacey & Gerbic, 2009; Graham; 2006). It is also referred to as hybrid learning and mixed learning (Kazua & Demirkolb, 2014), and considered the integration between online learning, which uses new technological tools and traditional learning which depends on face-to-face classroom interaction (Kwak, Menezes, & Sherwood, 2015). Blended learning has shown that it can provide active and collaborative learning environments by implementing synchronous and asynchronous computer-mediated instructions (Sethy, 2008). Although blended learning offered students an active role in classrooms upon learning material that they had discussed online, before class, using personalized developed means of technology (Dellicker, 2014),

online learning continued to be preferred by many institutions. This is because it saves a lot of resources not all people can afford, like fuel for transportation, and saves electricity and accommodation expenses (in these critical circumstances Lebanon is passing through). In addition to this, it saves time and makes it much easier for people to meet through distances. Others preferred adopting blended learning strategies since it is considered a learning environment that combines the advantages of both online and face-to-face learning, capable of eliminating the disadvantages of each, when each is applied alone (Kazua & Demirkolb, 2014)

Several studies have shown a relation between the students' level of engagement and the students' achievement (Lei, Cui, & Zhou, 2018). Students are more likely to achieve better, when their level of engagement is higher. This applies that having high levels of student engagement in the learning process allows students to achieve well. According to Fredricks, Blumenfeld, and Paris (2004), and Tyler and Boelter (2008), academic engagement has three dimensions: behavioral, cognitive, and psychological engagements. The definition of behavioral engagement is related to positive conduct, which is measured by not causing disruptive behavior, attending classes, and obeying classroom rules, in addition to being involved in learning activities and class participation (Fredricks, Blumenfeld, & Paris, 2004; Tyler & Boelter, 2008). It also includes the students' time on task, credits, homework completion, and students' effort and perseverance (Birch & Ladd, 1998; Skinner & Belmont, 1993). Behavioral engagement is also characterized by participating and getting involved in extra-curricular activities (Finn, 1993). As for cognitive engagement, it is described to be beyond behavioral engagement. When the student is intrinsically motivated to learn and prefers to work harder than required and get involved in problem solving, he is said to be cognitively engaged (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement involves the students' desire to learn beyond what is required, and his/her tendency to challenge and practice self-regulation (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989).

This research study examines the level of engagement of three methods of students' learning in Lebanon: online learning, blended learning, and face-to-face learning. The research questions of this study are: Is the level of engagement of students in Lebanon higher in online learning, blended learning, or face-to-face learning? What are the reasons behind the results? Is the difference in the level of engagement of blended learning and face to face learning statistically significant? The study is to be conducted in public and private universities in Lebanon. The study is a quantitative qualitative comparative study since the results of students in an online learning environment are to be compared with those of students receiving blended learning and face to face learning instructions. The instruments to be used are a survey and questionnaire. The surveys and questionnaire are designed to measure the three types of students' engagement. The difference between the answers will be analyzed and evaluated using ANOVA to examine whether it is statistically significant and the qualitative questions of the students will be analyzed to explain the results. The result of this study allows higher education institutions to take into consideration the level of students' engagement when choosing the method of teaching since it affects the students' achievement.

Concurrent Sessions Set 2-1

12:30 pm – 1:30 pm

Session Moderator: Malaki Houry

Reflective Simulation-Based e-Training on Motivational Interviewing for Interprofessional Teams [RESeT-MI]

Scholarship of Teaching and Learning

Angela Massouh, American University of Beirut, Lebanon

Abstract:

Background: Given the impact of human behavior in the pathogenesis and treatment of numerous chronic diseases, many health science curricula have integrated behavioral modification techniques in their curricula. Motivational Interviewing [MI] is one such technique. Educational interventions to promote MI have had limited success.

Objectives: The aim of this study was two folds: [1] to examine the use of simulation-based reflective e-learning to train interprofessional students on MI with the goal of enhancing their knowledge and skills in addressing behavioral change efforts, and [2] to evaluate whether reflective simulation-based learning can promote transformative learning.

Design: This study is a descriptive and qualitative design mixed-method study.

Setting: American University of Beirut; School of Nursing; Beirut Lebanon.

Participants: A total of 15 students who agreed to participate in the study and completed all the assessments were included in the quantitative phase of the study as well as reflective assignments while 5 students participated in the qualitative phase.

Methods: MI training was delivered through a 6-week e-learning module that included 2 simulation activities. Pre and post tests were used to examine the effect of this simulation-based e-learning module on knowledge, attitudes, confidence, and performance of MI in interprofessional students. The Motivational Interviewing Treatment Integrity [MITI] tool was used by the two PIs to assess MI treatment integrity. A qualitative content analysis of a student focus group and selections from a reflective assignment provided a more in-depth understanding of the students' experiences with MI.

Results: 15 students completed the training [mean age of 21.6 ± 1.682 years]. Wilcoxon signed-rank test showed that the e-learning module elicited a statistically significant change in confidence in performing MI ($Z = -2.766, p = .006$). In fact, the median confidence score changed from 29 to 34 post training. There was no statistically significant change in knowledge and attitudes towards MI post the training. The qualitative content analysis of the student focus group and selections from a reflective assignment showed narrative of the importance of reflective simulation-based learning in promoting transformative learning

Conclusion: MI represents an important continuing area of opportunity for interprofessional training and practice. Results of this pilot study provide evidence supporting the integration of reflective simulation-based e-training into the interprofessional education curriculum in MI and beyond.

Keywords: Interprofessional Education; Reflective Learning; Simulation; Blended Education.

Effect of Balint Seminars on Emotional Intelligence and Burnout among Medical Residents Scholarship of Teaching and Learning

Joumana Antoun, American University of Beirut, Lebanon

Abstract:

Family medicine residency programs often seek to improve medical outcomes using Balint Seminars, yet evidence suggests their effect is inconsistent and open for debate. Our first research project funded by the CTL has revealed a potential positive effect of Balint seminars on emotional intelligence among female internal medicine residents at the American University of Beirut. Findings suggest that while burnout levels remained unaffected, participation rates in these sessions may affect outcomes attributed to them. Further exploration is necessary to understand their impact and examine ways to optimize attendance at such events. Therefore, another CTL-funded research project was conducted over one year, using a quasi-experimental design incorporating focus groups and pre/post-session surveys as part of Kirkpatrick's evaluation model. It was determined that adding 5 to 10 minutes at the end of each group counseling session for facilitators to debrief on key themes increased residents' awareness of their feelings while providing closure and decreasing uncertainty.

Concurrent Sessions Set 2-2

12:30 pm – 1:30 pm

Session Moderator: Dorota Fleszar

University Teachers' Perceptions of Using Multimodal Writing Assignments in EFL Classes

Omar Adra, University of Balamand, Lebanon & Olga Fleonova, & Shenzhen MSU-BIT University, China

Abstract:

Multimodal literacy has received growing attention from EFL scholars. While the benefits of using multimodal elements as instructional tools are many, some teachers caution about employing such modes in writing assignments. Writing continues to be taught in a traditional way and written by students in the form of monomodal blocks of linear texts.

Research on the benefits of multimodal assignments for students demonstrates that they may help develop creativity (Jiang, 2018), enhance communicative skills and critical thinking (Garcia Leon et. al 2011) and allow a better understanding of the audience, while enabling students to express their authorial voices (Anderson & Kachorsky, 2019). Challenges associated with multimodal composition practices have been cited: time and effort spent on the writing

assignment, a diminished use of academic language, difficulty in constructing well-supported pieces of writing (Jiang, 2018; Shipka, 2016; Yi & Choi 2015), more emphasis on appearance and less on content (Alexander et. al 2012), and difficulties in adapting texts to the requirements of multimodal forms (De Palma & Alexander 2015; Garcia Leon et. al 2011). For teachers, the challenges were mostly to realign assessments in a way to gauge students' multimodal literacies development (Anderson & Kachorsky 2019). Differing teacher perceptions might be due to their knowledge, individual differences, and the institutional environment (Tan & Matsuda 2020).

The research questions to be answered in the presentation.

This study, a continuation of research conducted in the same context (Fleonova & Adra, 2021) on student perceptions regarding multimodal writing tasks, attempted to answer three questions:

1. What are the teachers' opinions of the importance of multimodal writing skills for students?
2. What are the teachers' perceptions regarding the suitability of multimodal writing assignments for the course under study?
3. To what extent are the teachers willing to employ multimodal writing tasks in their classes?

The method(s) of data collection and analysis, or a description of the project design/pedagogical approach.

This exploratory case study investigated teachers' perceptions regarding the employment of multimodal elements in a writing course in a Lebanese university. Teachers' beliefs, assumptions and personal theories about teaching influence their classroom practices, their interaction with learners, employment of particular resources (Basturkmen, 2012; Farrell and Ives 2015), and the acceptance of new approaches, techniques, and activities (Donaghue, 2003). The study, conducted in a Lebanese university where English is the medium of instruction (EMI), gauged the perceptions of nine instructors teaching an undergraduate English exit course. Semi-structured interviews were conducted to record teachers' perceptions regarding the employment of multimodal elements in this course. An inductive approach was used to analyze the qualitative data generated from the interviews. Teachers' answers were coded through an iterative process and the emerging themes were tabulated.

Expected results (if the research/project is ongoing) or description/discussion of the results (if the research/project has been completed).

The importance of multimodal skills for students' future careers and for their other disciplinary courses was acknowledged by all teachers who noted the use of multimodality as a tool to reach out to students with different learning styles. Reasons why multimodal writing tasks are not widely used in the classroom in spite of their perceived importance also emerged from the findings: absence of appropriate teacher training, workload, large class sizes, and students' level of English and writing skills were named among the factors. Teachers agreed on the importance of multimodal literacy for students in general.

Teachers' opinions on the suitability of multimodal writing assignments for the course under study diverged, from accepting such tasks to questioning their benefits for developing writing skills. The participants noted the importance of reconsidering course objectives and assessment criteria provided the use of multimodal writing assignments became the course requirement.

A discussion of the larger implications of the research, project, or teaching practice.

Opportunities for a dialogue on the writing pedagogy and new developments in the ELT field should be a matter for discussion by the community of practice. The interviewees expressed interest in the results of this study which could become a start of a collaborative dialogue. Professional development workshops could acquaint the teachers with the rationale behind the use of a variety of semiotic modes in writing assignments and the mechanics side of the process to help them make informed decisions.

Enhancing Feedback on Student Writing through Using Asynchronous Voice Notes

Maya Ezzeddine, American University of Beirut, Lebanon

Abstract:

University instructors often use text-based feedback to guide students and help them develop their writing skills. While this feedback usually takes the form of written comments, it might reflect a fragmented, non-personalized view about what students consider an intact, whole piece of writing. Nevertheless, new and accessible technological advances provide instructors with the capability of recording voice comments to be shared with students asynchronously. These voice notes constitute a means of expression for the instructors' instant reflections and feedback that might be hard and unfeasible to express in writing. The purpose of this research is to examine students' perceptions of receiving voice notes with feedback on their written essays. After being provided with voice notes on essays that they have written in an English Communication course, the students filled a questionnaire that was designed to assess their views about these notes' usefulness and clarity. The results revealed that the majority of the respondents prefer receiving voice comments. They particularly value the clarity of these notes and their ability to better understand their instructors' suggestions and modify their essays accordingly.

Break

1:30 pm – 2:00 pm

Key Note 2

2:00 pm - 2:50 pm

“Skills, Deals, and Wheels - how lifelong learning can propel teachers forward to meet the challenges in Education 5.0”

Dr. Shaunna Joannidou, University of Cyprus

Within the EC's endeavour to turn 2023 into the Year of Skills, once again teachers are not simply called to take an active role in this reskilling and upskilling challenge but also to create cross-sectoral synergies to help prepare students to develop the skills and competences that respond to the EU's Digital Transition, Industry 5.0, The Green Deal, and Education 5.0 - promoting collaborative work, interpersonal relations focusing on empathy and tolerance of diversity, creativity, conflict management, and communication. Now more than ever, the call to acquaint and equip teacher trainers, teachers, and future leaders with the necessary communication and digital skills needed in interdisciplinary work for today and tomorrow is imperative. Drawing on 25 years of experience in teaching, active participation in interdisciplinary EU research, designing and conducting teacher training and management in Higher Education, this presentation explores the path to combining teaching and research and deploying this knowledge for the development of digital skills, use of new digital technologies in teaching, and the integration of new materials for future learning while focusing on the EU CiELL project – promoting Diversity, Equity, and Inclusion.

Concurrent Sessions Set 3-1

3:00 pm – 4:00 pm

Session Moderator: [Rana Al Ghazzi](#)

Peer Skill Development: An Innovative Method to Introduce Practical Engineering Skills

Mohammad S. Harb & Lyne Yamout, American University of Beirut, Lebanon

Abstract:

In Fall 2022-23, we introduced a new course project to MECH 421: Manufacturing Processes, a mechanical engineering major course at the American University of Beirut (AUB). This project takes on an open-ended approach to engineering design and focuses on learning outcomes such as ideation, prototyping, and iteration skills. Teams of students must design and prototype an object useful to AUB students in their everyday lives. This transformation of the project is accompanied by the introduction of an essential skill for prototyping and design into the curriculum: 3D printing.

This is where our innovative intervention takes place: The initiation and training of MECH 421 in 3D printing was conducted entirely by a group of students known internally as the JEDIs (Junior Engineering Design Innovators). JEDIs are undergraduate students trained in 3D printing and other skills that qualify them to manage the daily operation of the university makerspace known as the Red Room. These JEDIs prepared and delivered small-group 3D printing workshops to the MECH 421 students without any intervention from the course professor. Their

role was sustained throughout the rest of the semester as they supervised the team's 3D printing activities and supported their design and prototyping efforts as needed. We call this approach the Peer Skill Development (PSD) method.

Our research question in the proposed study is the following: *Will the students exposed to 3D printing through the Peer Skill Development learning method be able to successfully internalize the skill of prototyping using 3D printing?*

Social Media Effect on Developing Intercultural Communication for Liberal Education among University Students

Eman Saleh, Lebanese University, Lebanon

Abstract:

To meet the global age and democratic standards, education was moved towards adopting liberal education. Liberal education promotes integration of academic and experiential learning in the curriculum in order to develop specific learning outcomes that are essential for work, citizenship, and life. Boyle (2022) defines liberal education as an alternative to professional education. It fosters intellectual qualities such as critical thinking, communication, creativity, learning to learn, problem solving, and social responsibility. It also adopts interactive and student-centered pedagogy. These characteristics enabled liberal education to have universal agreement across different cultures, nations, and regions.

Liberal education as a universal approach tends to reflect to a great extent intercultural communication. Intercultural learning accommodates the learners with the global world as it aims to develop an intercultural citizen who acts as a mediator between his own and other cultures (Byram, 1997). As intercultural communication develops global citizenship, it achieves one of the basic elements for liberal education. In this way, intercultural communication is totally reflected in people's real life context. What adds to this is the development of technology in general and social media in particular.

However, there is discrepancy between education goals and real life practice. Students who spend their time surfing technological tools, communicating and investigating global news will face a problem in following up traditional methods that depend on lecturing and delivery information. This could be illustrated as today's learners are more opened, tolerant empathetic with global issues than before, while culture is rarely studied in our curriculum. Hence, traditional methods of teaching do not fulfil the aims of liberal education and didn't prepare learners to the business market.

In this way, this research paper studies the influence of social media on building intercultural citizens and how as educators can implement this in high level education to achieve liberal education.

This research gains its significance as it sheds light on the importance of social media to develop intercultural education to achieve liberal education aims. It is important to develop intercultural communication and liberal education for high students as a global policy. It opens horizons to gain international citizenship, business skills, and critical thinking skills and be prepared to real life. Boyle (2022) said that liberal education is shows its effectivity in many

countries all over the world even if in countries that have in illiberal regimes as it nurtures the qualities of mind . Thus, it is recommended to change education policies to follow this type of learning.

Based on the above this research paper investigates the following questions:

1. How the social media affect the intercultural behavior for the university students?
2. How can we take the benefit of intercultural influence of social media in developing liberal education at high-level education?

Concurrent Sessions Set 3-2

3:00 pm – 4:00 pm

Session Moderator: Dorota Fleszar

Visual Arts in Writing Instruction

Zinnia Shweiry & Rania Maria Khalaf, American University of Beirut, Saint George University of Beirut & Grand Lycee Franco-Libanais, Lebanon

Abstract:

Teaching has changed dramatically in the last decade, and particularly in the last few years. With the worldwide lockdown following the spread of Covid 19 and the full dependence on online teaching and learning for a period of roughly two years, the teaching methods shifted. Students and teachers were forced to quickly adapt to a haphazardly constructed teaching system that relied solely on virtual platforms. Yet, this forced educators to reassess and update their teaching methods for optimal learning outcomes in a technological world. Moodle, Google classroom, blackboard, Webex, Zoom, Skype, MS Teams, and other interactive platforms were used extensively during this period, and after the end of the lockdown, a more hybrid-friendly kind of education became mainstream. Thus, teachers and students are now more prepared to make the switch if the need arises.

When it comes to writing, teachers had to find creative ways (both online and offline) to boost critical thinking and problem-solving skills that would serve the students not only in their writing classes but beyond. One way to motivate them was through visual arts. Written texts are not the only mode of information exchange; other audio-visual and multimodal material that is readily available online or can be produced by the students can actually reinforce their linguistic, visual, and critical thinking abilities (Chamberlain et al., 2020). Varying the teaching style to include more modalities provides all types of learners, even the not-so-typical, with choice and autonomy, concepts that can be key to intrinsic and extrinsic motivation (Culp, 2018). Using art to develop students' reactions and teach them about emotions, color relationships, abstract concepts, poetry, as well as metaphorical and literary interpretations, journaling, and research has been proven effective by many scholars (Culp, 2018; Lähdesmäki et al., 2022; Xiong, 2022; Benson, 2016; Wanselin et al., 2022). Ultimately, writing is a manifestation of creative and critical thinking skills, and those are what we, as educators, try to develop in the students. How

do we do that? There are many tried and tested ways that have yielded positive results for both students and teachers. Some will be discussed in the Methods section.

A Study of The Implementation of Competence-based Learning of The Quebec Education Program: Text Production

Salam Sayagha, Lebanese International University, Lebanon

Abstract:

Kostikova, Viediarnikova, Holubnycha, & Miasoiedova, 2019 said that the change in the organizations in higher education that was brought by the digitization of the society from centers of "knowledge dissemination to the core of forming specific competencies" which are needed by individuals in both their profession and social lives has rendered competency-based learning pivotal at our time (p. 118). Evan, et al. (2020) believe that competency-based learning presents a transformation from a particularly time-based model to an outcome-based one which focuses on the accomplishment of personal's competencies that characterize the knowledge, skills and attitudes as certain specialty demands. This instruction procedure differs from abiding by time limits where a certain amount of knowledge has to be acquired in a limited time giving students the chance to continue acquiring knowledge at their own pace. Consequently, the goal of learning transforms from achieving more knowledge that can be received during one semester or so, to proofing that students have mastered the already assigned learning outcomes before they can move to the next level (Henri, Johnson, & Nepal, 2017). Parson, Childs, & Elzie (2018) believe that competency-based learning has become a way that associates skills of a certain career along with its protocol to the curriculum. While designing a curriculum based on competence, choosing objectives is based on knowledge, skills and attitudes learners need to be efficient performers in their future professions. Johnstone & Soares (2014) said there are two reasons, which render competency-based education a must. First reason is competency-based learning redirects the learning process toward mastering of both knowledge and application of the attained skills in the real world outside the learning organization which in turn bridges academics and employers, for by doing so students will understand why such knowledge and skills are needed in their future endeavors. Henry, et al. (2017) viewed competency-based learning as "an outcome-based, student-centered form of instruction" (p. 607) in which following that system of instruction learners are permitted to move on to more advanced jobs when they well achieve the main pre-designed requirements of knowledge and skills. McDonald (2018) believes that competency-based higher education may attract learners since it empowers them to master the essential competencies that are demanded in a future profession at their own paste. Upon studying the literature written by Johnstone & Soares, 2014; Kris & Yvonne, 2014; Williams et al. 2015; Richard & Bedard-Vorhees, 2016; Fowler, 2018; Parson, Childs, & Elzie, 2018; McDonald, 2018; Sturgis & Casey, 2018; Egbert & Shahrokni, 2019; among others) about the main principles of competency based learning, we summarize it as The center of attention is on evident competencies which is not similar to traditional or outcomes-based learning. The center of attention in competence-based

learning is on the proof of mastering pre-set and recognized specific competencies and skills (Parson, Childs, & Elzie, 2018). The learner is not supposed to just “know”. Such competencies ought to be extracted from the analysis of social needs and show the main vocational problems and necessary knowledge and skills that should be acquired by learners after they graduate. Moving from Credit to Competency system in a competency-based learning, learners have the chance to move forward at their own time setting no matter how old they are. When a student proves that he/she has mastered specific competencies and essential skills, he/she can progress to the next step. Moreover, learners who have accomplished required academic content are assessed against already set benchmarks (McDonald, 2018). In addition, stepping from Faculty to Student-Centered. Competency-based learning system has imposed an extreme transformation in the roles of both faculty and learners, for faculty are not the transmitter of knowledge through weeks of lecturing. Their role has changed from "sages on the stages" to "guides on the sides." Their role has turned to be facilitators of the learning process. They guide learners, reply to their inquiries and scaffold them to apply the acquired knowledge. Thus, passive learners have become proactive knowledge-producers (Egbert & Shahrokni, 2019). The traditional grading system which takes place at a certain pre-assigned time throughout the academic year has been replaced by the ongoing competency-based assessment which is based on ongoing procedure through assessing the achievement of skills using certain rubrics. The purpose of such assessment is to let the learning know whether he/she has mastered the required competencies and skills in order to progress to the next level It aims to give students actual information on their progress towards mastery of target competencies and essential skills required to move ahead to the following study level (Fowler, 2018).

Competency-based learning according to Quebec Education program depends on various approaches and resources. Asking Learners to do the same lesson or activity at the same time may cause challenges suitable to all learners. QEP supports instructors with a broader range of rudiments in which teachers can create “more diversified learning situations that meet the needs” of learners (p.12). The QEP is based on three main constituents: a-the broad areas of learning, the cross-curricular competencies, and each subject specific competences, which can be merged in myriad ways. Instructors will give learners “complex and meaningful learning situations” that permit every learner to utilize resources that should be different from those of other learners. Therefore, this program encourages a flexible organization of classroom, utilization of various resources of both information and technological device, structure of flexible learning groups, appreciation for individual’s rhythm of work, and difference help and enrichment. The strategies include asking students to work together in pairs or groups or individually, and instructors are allowed to use the traditional -based strategy when needed.

Concurrent Sessions Set 4-1

4:00 pm – 5:00 pm

Session Moderator: TBA

Partnering with Students with Disabilities: Informed Practices and Support Networks

Abir Ward, Amy Bennett-Zendzian, Jessica Anne Kent, Carroll Beauvais & Marie Satya G McDonough, Boston University, United States

Abstract:

In the Fall of 2022, Boston University's Writing Program offered a faculty seminar titled "Partnering with Students with Disabilities" that brought together faculty members teaching writing and working to implement better accommodation practices in their classrooms. Together, and over the span of four weeks, participants explored better practices that address and accommodate illness, trauma, and various accessibility issues. Informed by new scholarship in the field, they reviewed and discussed their institution's disability and access resources as well as Universal Design for Learning. In this presentation, five of the faculty members who participated in the seminar bring forth their shared inclusive practices including: trauma informed pedagogy, collaborative classroom strategies, Twice Exceptional practices, grading and assessment, justice-oriented pedagogies.

Community in/beyond the Classroom: Experiential Learning in General Education

Christina Michaud, Boston University, United States

Abstract:

We report on a multi-week project involving site visits, neighborhood walking tours, academic research, and oral interviews for multilingual students at a large North American university. The web-based readings and interactions with stakeholders in the non-university community complemented the course's explicit focus on individuals, community, and identity, and provided students with real-world opportunities to use their linguistic skills in ESL/EAL (English as a second or additional language) in varied contexts. Overall, this project has increased students' academic skills as well as their feelings of belonging in the community at and beyond the university.

Concurrent Sessions Set 4-1

4:00 pm – 5:00 pm

Session Moderator: Malaki Khoury

Advancing Diversity/Inclusion through Liberal Arts Education Using Faculty Learning Communities

Milton Cox, Miami University, Ohio

Abstract:

Faculty learning communities (FLCs) have provided academic development for instructors for over 40 years. Miami University has had 226 FLCs since 1979, and 31 FLCs on diversity and inclusion have been engaged in all but two years since 1997. Some of these FLCs have involved topics in liberal education. By investigating this development path, the impacts reported, and

the principles that formed it, this session will provide insights, outcomes, and guidelines for implementing diversity and inclusion FLC programs in liberal arts education.

Inclusive Education: The Adaptive Way

Abeer Obeid & Rayan Fayed, American University of Beirut, Lebanon

Abstract:

As a leading institution of higher education in the MENA Region, the American University of Beirut, AUB, believes that it has both an obligation and an opportunity to help set the standard for online education within the region to “serve all the people of the Middle East and beyond”. After the tremendous effort implemented to integrate technology into the curriculum since 2009, it was time to ensure we implement a systematic and standardized process that follows the universal design culture. An eLearning task force was formed in 2018. The eLearning Taskforce’s mission is to “transform the student learning experience to be more contextual, digital, and hybrid” as well as “to renovate and upgrade the existing infrastructure in support of research, learning, teaching and creativity to be more digital, adaptive, flexible and interactive.” Based on the mentioned mission statements, the suggestion to implement adaptive courses was enlightened.

Adaptive Learning Systems is defined as a set of systems with set of rules that determines the learners’ learning pathway in a personalized manner (Abadia & Liu, 2021) based on students’ learning styles, preference responses (El-Sabagh, 2021) and their prior knowledge (Cavanagh, et al., 2020). Recently, adaptive learning has become an approach that is widely implemented in higher education institutes although it has been evolving slowly due to the challenges that still exist (El-Sabagh, 2021) such as the lack of resources and support from stakeholders on a human and financial scale (Abadia & Liu, 2021). Designing adaptive modules require more instructional designers and instructional technologist to support the subject matter experts whose expertise is limited to the content of the course. Its wide use and implementation is encouraged based on its pathway in supporting students’ interaction with the materials (Arsovic & Stefanovic, 2020).

According to research, adaptive courses may either depend on the learning style, level and pace, or a combination of both. Learning style courses provide the same content in different formats. While level-pace courses provide different educational tracks to students with different pre-requisite knowledge and pace of learning.

To initiate the process at AUB, two pilot courses were designed and implemented. The two courses are described as pre-foundation required courses that students have to pass prior to joining a graduate program. The first course was designed following the level-pace format and implemented on a professional educational platform that depends on algorithmic analysis of students’ activities. While the second course was designed based on the learning style and developed on the Learning Management System.

We believe that nothing sees light without a proper institutional strategy. After extensive training on adaptive learning methodologies and conducting the pilot study, a proposal was set in place. This proposal serves as a guide and a plan for implementing adaptive learning at an educational institution. During this presentation, we will showcase the different phases and we will share the lessons learnt.

THANK YOU