



| Activity                                                                                        | Seminar Preview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Workshop Date                                   | Facilitators                                                                                                                                                                                                                        |
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| <b>1. Inquiry-based undergraduate education at a large research university</b>                  | Dr. Pukkila, from the Department of Biology at the University of North Carolina at Chapel Hill, is a well recognized researcher and has done some original work in cell biology. Dr. Pukkila has special interest in undergraduate education as it pertains to research. In this forum, Dr. Pukkila will draw on her applied experience and research findings to present recent procedures in implementing the inquiry model as well as its the pros and cons. The forum will conclude with questions from the floor which Dr. Pukkila will address.     | Tuesday, October 21, 2008<br>from 4 pm to 6 pm, | Dr. Patricia Pukkila, Department of Biology at University of North Carolina at Chapel Hill; Dr. Waddah Nasr, CTL Interim Director, and Dr. Ghazi Zaatari, Chair of Pathology and Laboratory Medicine, will be the forum moderators. |
| <b>2. Forum on Building Capacity in Learning and Teaching through Awards and Grants Schemes</b> | Strategies for identifying, engaging and developing staff through the grants and awards schemes will be described. Central to these strategies is the location of the grants and awards schemes within the scholarship of teaching, and an integrated approach by the University of South Australia's academic development team. The presentation will conclude with the indicators that show the grants and award schemes have assisted in building capacity in learning and teaching, as well as raised the profile of teaching across the University. | Friday, November 7, 2008                        | Dr. Peter Hill<br><br>University of South Australia                                                                                                                                                                                 |

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| <b>3. Developing a Teaching Portfolio*</b>                    | This Seminar focuses on the why and how-to prepare a teaching portfolio for the purposes of improving and assessing one's teaching. The Seminar assists faculty members in developing their own teaching portfolios and proposes a framework for assessing and documenting their scholarship of teaching.                                                                              | Second Friday of December<br>Second Friday of March | Dr. Ghaddar, Dr. BouJaoude and Dr. Dawi<br>Dr. Ghaddar, Dr. BouJaoude and Dr. Jamali |
| <b>4. Writing to increase student engagement</b>              | This Seminar is designed to discuss and generate ideas about how faculty can use specific writing assignments in different fields and which would increase student engagement in their learning process. Projects, field data collection, short write ups, journals and other strategies will be discussed.                                                                            | January                                             |                                                                                      |
| <b>5. Interactive Lectures in Large Classes</b>               | In this Seminar, participants will be introduced to teaching strategies which could be implemented effectively in your large classes. The Seminar will highlight those strategies which allow for an interactive environment in large classes.                                                                                                                                         | February                                            |                                                                                      |
| <b>6. Measuring Teaching Effectiveness</b>                    | This Forum is meant to provide faculty with a common understanding of what teaching effectiveness is, what means can be used to detect teaching effectiveness and procedures to document evidence of teaching effectiveness occurrence. Techniques of measuring teaching effectiveness will be discussed, hands-on activities applied and recommendations for implementation provided. | March                                               |                                                                                      |
| <b>7. Faculty Seminar on Teaching and Learning Excellence</b> | This Seminar introduces faculty to teaching strategies ( <i>Interactive Lectures, collaborative/cooperative learning, problem-based learning, discussions, assessment of student performance</i> ) which could improve student learning and teaching practices. The Seminar sessions will be interactive and facilitated in an atmosphere of collegiality.                             | March to April                                      |                                                                                      |
| <b>8. Academic Advising</b>                                   | The Seminar focuses on the importance of academic advising. The role of the administration, advisor and advisee will be discussed. Issues and problems in academic advising will be addressed. This Seminar will                                                                                                                                                                       | April                                               |                                                                                      |

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|                                                                                         | yield recommendations on how to improve the academic advising process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                     |
| <b>9. Seminar on Peer Observation and Feedback in Higher Education</b>                  | This Seminar is meant to help faculty get started on peer observation and feedback as means to improve their own teaching as well as help others with their teaching. The Seminar will follow hands-on experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | April                |                     |
| <b>10. Forum on Mellon Summer Seminar: Creative Use of resources in Syllabus Design</b> | The purpose of this forum is to acquaint AUB faculty with the seminar on Creative Use of Resources in Course Design. The Forum facilitators will share their experiences during and after taking the seminar. They will reflect on the Seminar's effect on their teaching practices and their students' learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mid or End of March  |                     |
| <b>11. Mellon Summer Seminar: Creative Use of resources in Syllabus Design</b>          | This is a 4-week summer seminar on campus funded by the Mellon Foundation. The seminar is organized and run by the Center for Teaching and Learning, the University and Medical Libraries, and the Academic Computing Center and aims to assist faculty in making use of various academic resources now available and to integrate them in the development of specific courses. The three main areas for integration include: curriculum course syllabus design, library information resources, and the use of computer technologies, mainly the use of a Learning Management System (Moodle), to enhance teaching and facilitate learning. The Seminar will include group sessions and individual (one-on-one) work. Faculty members participating in this Seminar should expect to commit around five hours of work per day, from 9:00 am to 12:00 pm and 1:00 pm to 3:00 pm, Monday through Thursday and from 9:00 am to 1:00 pm Friday. Each participant will receive a stipend of \$3,000. | June – July 2009     |                     |
| <b>Activity</b>                                                                         | <b>Possible Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Workshop Date</b> | <b>Facilitators</b> |

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| <b>1. Program Learning Outcomes and Assessment of Program Learning Outcomes</b> | <p>The purpose of this workshop is to revisit procedures for assessing program learning outcomes. The Workshop will conclude in developing a final plan for assessing program learning outcomes. Assessment plans will be sent ahead of time in order to be reviewed by facilitator, comments collated and suggestions recorded before the actual date of the workshop.</p>                          | ULOCC's task for fall semester        |  |
| <b>2. Assessing Student Learning Outcomes at the Course Level</b>               | <p>The purpose of this workshop is to assist faculty (1) become familiar with basic principles and approaches for assessing student learning outcomes at the course level; (2) select assessment approaches which best fit student learning outcomes in alignment with teaching approach; (3) develop a variety of classroom assessment tools which measure student performance and achievement.</p> | ULOCC's task throughout academic year |  |