

Editorial

Engaging Scholarly Teaching and the Scholarship of Teaching during the Pandemic

An editorial by Milton D. Cox, Editor-in-Chief Emeritus, *The Journal on Excellence in College Teaching*

For many of us, the effects of the pandemic immediately changed our teaching and students' learning. It became a time of survival and creativity in new virtual classrooms. Suddenly there was little time and energy for scholarship with respect to teaching and learning. However, now that we have had an opportunity to engage pandemic-related teaching and learning for a year, it is time to seize this unusual opportunity for scholarly teaching and the scholarship of teaching, including those who may be new to such scholarship. This editorial describes seven steps for taking advantage of this opportunity.

1) Select a project, a teaching/learning/ institutional problem, or opportunity (the research question)

Describe your project: what you observed in your students' behavior or institution's approach that changed and what you did to address it: for example, aspects of content (e.g. test scores), process (e.g. ability to work in a group), or climate (e.g. morale, motivation). What did you do during your pandemic teaching that was different from your previous teaching? List learning outcomes that you hoped students would achieve the same as before the pandemic or even better after implementing your project during the pandemic. Use active statements, such as, "After completing this course during the pandemic, my students were able to define (analyze, identify, etc.)." Do not use "understand" or other outcomes that cannot be directly measured.

2) Literature search and context

What have others done (at your institution, in your discipline, at other places) concerning the project and to address this problem or opportunity? What was different from others about your approach during the pandemic? If your project involved a particular course or program, briefly describe the course or program (context). What will you investigate on databases and search engines? For insights, look at the program of sessions presented at the recent AUB Conference, "Effective Teaching and Learning in Higher Education." Use the search engine of the *Journal on Excellence in College Teaching* at <http://celt.muohio.edu/ject/> and ask librarians, your Teaching & Learning Center colleagues, and Google Scholar. Because the pandemic is so recent, there will not be many articles addressing pandemic teaching projects. This scarcity is also a reason that your manuscript can be welcomed and valued.

3) Proposed solution (intervention)

Design: How do/did you propose to address and solve the problem, opportunity, or question? Why did you conjecture that your approach would succeed better than other attempts or would work better with your students, course, or institution?



Dr. Milton D. Cox

4) Baseline

Design: What do you plan to use for comparison to show project change and impact: results from a previous course before the pandemic or institutional process or behavior in a course before initiation of your project during the pandemic? Pre- and post-surveys in your course? Retention change? Writing? Student work? Use of a control group (your own or another colleague)?

5) Assessment

Design: How will you determine the effectiveness and impact of your solution? Triangulate: select from use of surveys, Classroom Assessment Techniques, grades, retention, learning portfolios, student evaluations of teaching, and focus groups. If appropriate, use rubrics. Online items could include design, participation, and quality of discussion. Because the course you were teaching during the pandemic is probably completed at this time, you may need to look back and compare course outcomes of teaching and learning before the pandemic with teaching the course during the pandemic.

6) Presentation

Prepare and submit a proposal for a campus presentation, get feedback, then submit for peer review for a conference presentation. Use steps 1-5 as an outline. The international conference at AUB, "Effective Teaching and Learning in Higher Education," provides an excellent venue. Also, there are productive Lilly Conferences in the U.S.

7) Publication

Prepare and submit for peer review a manuscript leveraged, aligned, and informed by the feedback from your conference presentation. The *Journal on Excellence in College Teaching* has been publishing the scholarship of teaching and learning since 1990, and four issues are published each year. The call for manuscripts and manuscript guidelines are at <http://celt.muohio.edu/ject/>

In conclusion, I acknowledge that the pandemic has offered new and perplexing challenges to teaching and learning. However, it has also opened an unusual opportunity for new scholarship of teaching and learning. I encourage you to present and publish the teaching and learning projects, changes, and outcomes that the pandemic has presented you.

“Currell and Ghaibeh recipients of Teaching Excellence Award, 2020”

By Safa Jafari Safa, Office of Communications, May 19, 2020



David Currell. The AUB Teaching Excellence Award went out this year to Dr. David Currell, assistant professor at the Department of English, and Lina Ghaibeh, associate professor at the Department of Architecture and Design. The two faculty members were selected among nominees by the Teaching Excellence Award Committee, based on nominations and recommendations sent by their colleagues and their current and former students. Currell and Ghaibeh were selected out of 24 finalists reviewed online this year by a committee of faculty, students, alumni, and administration.

“AUB is a very special community of learning; I am fortunate to be part of it and humbled to be honored within it,” said Dr. Currell, who joined AUB’s Faculty of Arts and Sciences in 2012 after attaining his PhD in English from Yale University. “The Department of English offers a special vantage point from which to be inspired by the collective creativity, resourcefulness, and passion of AUB students from every faculty as they write, perform, translate, and critique. These qualities, and the dedication and talent of my colleagues across the university, have been especially evident throughout this academic year.”

David Currell’s teaching and research center on Renaissance literature, especially theater in the age of Shakespeare and the epic tradition. Most of his published work explores how Renaissance authors engaged the culture of classical antiquity, and how Renaissance texts have in turn been reread and reinterpreted across the globe and in new media.

Currell was commended by his students as an attentive listener who never shuns their ideas and always dealt with even “strange, insignificant, or irrelevant ideas extremely patiently and appropriately, directing and reshaping them into meaningful ones.” They appreciated his encouragement of their expression of their thoughts in writing through reflections. “He even organized a mini-conference for us to participate in, which introduced most of us to the world of professional academia,” one student said.

“Currell’s reputation preceded him, and I was certainly not disappointed,” stated one testimonial. “During the course, Dr. Currell’s teaching methods also proved to be effective and eclectic.”

Dr. David Currell is the editor of two books, 14 articles and book chapters, and 26 conference papers. He also serves on many committees at AUB.

Lina Ghaibeh teaches in the areas of animation/motion graphics, and illustration, and comics; as well as supervises final year research projects in the Graphic Design Program. She is also the director of the Mu’taz and Rada Sawwaf Arabic Comics Initiative at AUB and a freelance illustrator and graphic designer. Ghaibeh received her master’s degree in graphic design, with a minor in photography, from Texas Woman’s University. Her research focuses on comics from the Arab world as part of contemporary Arab culture. Her animated shorts and comics art explore issues of identity, belonging, and human rights, with Beirut as a site of inspiration. She has 13 publications between books, book chapters, and articles in journals and periodicals, and two forthcoming articles in journals. Lina has participated in 14 paper presentations, panel moderations, and speeches at conferences.

Current and former students sent statements such as “Lina has a lighthearted attitude that makes her approachable and very likable as a teacher,” “She is very inspiring and is very patient with her students,” “Classes were creatively structured to make use of a variety of learning tools all in the service of building a strong practical, conceptual and cultural understanding of the principles fundamental to the respective disciplines.”

A colleague stated, “Lina helped in establishing the digital media, motion graphics/animation, and interaction design component in the curriculum, as early as the mid-90s. A feature that was a novelty at the time, thus making our graphic design program an exceptional and much sought-after academic track.”

“I am humbled and very grateful for this recognition, particularly having attended and celebrated colleagues and friends who have received the award in past years – and who are amazing teachers... a testament to this award,” Ghaibeh told us. “I am most grateful for the stellar students who have given me the opportunity to be part of their exciting journeys and shared their passion and talents with me throughout those years. I am beyond touched by the letters that poured in from students and colleagues attesting to my teaching or having impacted them in some small way.” Ghaibeh also gave credit to the program, department, and faculty she works within, “It is the enriching, nurturing and supportive environment that enabled me to thrive and be creative in my teaching.”

“AUB Awards For Teaching Excellence and Innovation in Teaching with Technology” 2021

by Safa Jafari Safa, Office of Communications, 2021



TEACHING EXCELLENCE AWARD

This year's Teaching Excellence Award was granted to Dr. Rouwaida Kanj, associate professor at the Department of Electrical and Computer Engineering in the Maroun Semaan Faculty of Engineering and Architecture, and Dr. Sally Temraz, associate professor of clinical specialty at the Department of Internal Medicine in the Faculty of Medicine. This annual award honors educators who have exhibited excellence in teaching and effectiveness in advancing AUB's educational mission through instruction, mentoring, services and professional development, and innovation.

Dr. Rouwaida Kanj, tenured associate professor, was referred to in her nominations as “a true educator, mentor, and idol” who “never fails to give her best and to dedicate her time to make her students understand her courses.” She was commended for her eagerness to share knowledge, experience, patience, and style in teaching and contributions to course and lab work that made them favorites for the students. Nominations stated, “Dr. Rouwaida is a gift that I hope future generations will get a chance to meet and learn from!” and “Dr. Rouwaida is on my list of all-time favorite idols.”

Dr. Sally Temraz is a hematologist and an oncologist in the Division of Hematology and Oncology at AUBMC/Naef K. Basile Cancer Institute. She was described as a true clinical role model, a distinguished mentor and advisor, and an inspirational educator to many. She was nominated as “an enthusiastic lecturer who is deeply invested in student education and welcoming of any suggestions that would improve students' experience in the course.” She was commended for holding discussions with her students as essential members of the medical team, engaging students in her unique teaching methodology, and contributing to the development of medical education programs and postgraduate residency and fellowship training programs.

AUB INNOVATION IN TEACHING WITH TECHNOLOGY AWARD

An additional award was created by the Office of the Provost and included in this year's call for nominations. The Innovation in Teaching with Technology Award recognizes faculty members that best demonstrate the creative use of instructional technologies and innovative tools in impactful teaching of a course that is delivered in a blended or online format. All nominees were asked to submit an innovation package or proposal that explains how they achieved excellence in teaching through the use of innovation and online technology tools.

Two professors were shortlisted for the inaugural award:



Dr. Blake Atwood, associate professor of media studies and chair of the Department of Sociology, Anthropology, and Media Studies in the Faculty of Arts and Sciences, and Dr. Alissar Yehya, assistant professor at the Department of Civil and Environmental Engineering in the Maroun Semaan Faculty of Engineering and Architecture.

Dr. Blake Atwood, who submitted a proposal titled “Learning to learn online with Google Sheets,” was commended in the nominations as “an exceptional professor who made the transition to online learning seamless” and “was able to continue fostering the sense of community that was present in our physical class” helping the students feel comfortable to easily participate online. His Zoom sessions were described as always engaging, with no shortage of fun, educational activities, and interesting discussions.

Dr. Alissar Yehya, who is also an associate researcher at Harvard John A. Paulson School of Engineering and Applied Sciences, submitted a proposal titled “Learning is a social activity!” She was commended for her “honorable efforts” and “her genuine attempts at delivering the most authentic learning experience that can be attained in such disparaging times, through the adoption of groundbreaking learning strategies.” Nominations stated that Yehya “successfully solicited her class's tremendous attention through her effective and diversified utilization of numerous, universally-accessible online software.”

“The awardees competed in a very challenging year against extremely strong pools of candidates, and I would like to take this opportunity to recognize all the candidates for their remarkable achievements and commitment to their students' success,” said Interim Provost Lina Choueiri in an announcement to the AUB community.

All awardees were selected based on demonstrated evidence after two rounds of evaluation, review, and voting that were conducted by two committees. This year, the Center for Teaching and Learning (CTL) received 26 nominations for teaching excellence and 10 nominations for innovation in teaching with technology. The CTL handles the logistics of the nomination, review, and awarding process.

Reflections By Recipients of The AUB Teaching Excellence Award 2020 and 2021 and the AUB Innovation in Teaching with Technology Award 2021

Dr. David Currell, 2020

I love teaching at AUB. It has been a joy from the first day, but experience has taught me to treasure the unique and precious learning environment we share. It is a community that exists through the imagination and effort of many people.

It begins with a group of linguists, writers, rhetoricians, and literary critics that one could hardly imagine assembled into a single department anywhere else in the world, whose curiosity, commitment, and camaraderie inform an astonishingly wide-ranging curriculum for the study of language and culture.

We are part of a faculty in which the arts and sciences flourish together, where interdisciplinary relationships are forged not only in its research centers but in the common endeavors of student advising and academic governance. And FAS classrooms bring the entire university together—that is where you'll discover that AUB engineers are some of our best linguists and AUB nurses are some of our best actors!

Poetry and theatre live at AUB because endlessly resourceful students choose to give it life through their critical encounters and creative reinventions. Their attention to the voices of past and present on page and stage informs the confidence of their own living voices—voices that animate our unique community of learning and sustain me as one of its members.

Dr. Rouweida Kanj, 2021

Ten years ago, I entered through the main gate this time not as a student but rather as a prospective professor. I felt a sudden rush in my blood and a giggle in my heart mixed with fear. Here I was back to my Alma matter with a new noble mission this time!

Guiding students to success each in his/her own way stretches beyond a course or a lecture. Helping them find their passion and define their future is key to their success. In my career path, I started as a smart yet shy and scared young engineer lost in the corporate world. It took a while for me to establish that confidence. It is this experience that I'd like to share with my students.

I am very proud of my work during the past decade and very thankful for all that I could accomplish. This award means the world to me.

To my family, friends, colleagues, and professors, I sincerely thank you all for your support throughout. To my students who nominated me, I wish you the best as you embark on your journeys to be future leaders and professors. To all my students, I wish you a lifetime of unlimited innovations and a tireless heart. I am sure that you will carry AUB's name above and beyond.

I conclude with a quote from one of my childhood teachers: 'Good better best, you can never rest, until your good is better, and your better best!'

Dr. Sally Temraz, 2021

This is a very auspicious moment for me. I am really bound to this great honor and recognition given by the Teaching Excellence Award Committee. The past year has been challenging in all aspects. Traditional teaching strategies were modified to cope with health, political and social circumstances. However, my strength has always increased in dealing with the challenges and overcoming them. It gives me great pleasure to see that despite the hardships, I was able to rise above all and deliver the education that my students deserved. I thank each of them for their willingness and eagerness to learn and for the courage and self-confidence that they instilled in me, I thank my family for being supportive, I thank my colleagues for their efforts and I thank this great institution that has given me the chance to rise and advance in my career. My sincere gratitude to everyone for their tremendous encouragement that directed me to achieve wonderful things. Thanks for this inspiration and faith. After receiving this award, I am more energetic and charged to take on and continue down this path with a higher aim towards achieving greater things.



TEAC trophies

Dr. Alissar Yehya, 2021

It is an honor to receive this award and to be at AUB which is preparing a generation committed to a livable, sustainable, and equitable world. I am humbled by this recognition and would like to thank CTL, AUB, and Dean Shihadeh for his great support since day one, and my students for being part of the much-needed journey to change the way we perceive teaching and learning.

Teaching is not only about delivering knowledge but also about helping students construct knowledge for themselves. As Benjamin Franklin said: "Tell me and I forget. Teach me and I remember. Involve me and I learn". That is why I believe learning is a social, not a solitary, activity. So, I urge my students to become partners in the classroom and contribute to each other's intellectual growth. When students started coming to me to volunteer for research and/or initiatives to make the world around them better, I knew I was successful in making them use their knowledge to take action. I, then, believed more in the future of this country, in the leaders and the engineers of tomorrow. Besides appreciation, the biggest reward to me is seeing my students genuinely committed to finding solutions that respect humans and the planet and advocate for social justice.

We all have our baggage of challenges in this life but receiving support helps us carry the load and move forward. So, I want to thank my ultimate source of support, my family, for their patience and unconditional love.



Dr. Blake Atwood, 2021

I am honored to be one of the inaugural winners of the AUB Innovation in Teaching with Technology Award. Events of the last two years have presented us with many challenges as university instructors but also with opportunities to pause and reflect on the work that we do. I'd like to believe I have emerged on the other side as a kinder and more effective teacher. As an online pedagogue, I have sought to extend discussions of online teaching beyond using technology to replicate the brick-and-mortar classroom experience and to focus instead on the ways in which digital platforms might push us to be better instructors and even better people. Part of this effort has involved teaching students to learn online rather than assuming they already know-how. My online teaching philosophy is also grounded in the belief that online learning doesn't have to be cold, disembodied, or disrupted; it can also be a place that fosters intimacy, community, continuity, and a sense of belonging. Over the last three semesters, I have concentrated my efforts on deploying technology to foster a sense of community in my classes. Specifically, I have used an online whiteboard space called Miro to encourage students to engage with one another outside of the normal requirements of the class. This component has reaffirmed my belief that our learning outcomes cannot be separated out from the social relations that develop in the class.

As we imagine returning to the physical classroom in the fall, I am struck by the practices I developed online but intend to bring with me back to campus. I will continue to view online spaces as providing access to students where access might not otherwise exist; I will continue to refine a pedagogy that treats less as more when it comes to demanding assignments and requirements, and I will continue to use digital platforms to advance goals or pursue activities that don't neatly fit in the four walls of the classroom."



Scholarship of Teaching and Learning (SOTL) Grants

The 2019-2020 and 2020-2021 SoTL grants program resulted in supporting three proposals for each year.

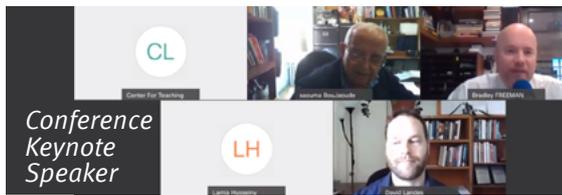
2019-2020 Grants

1. HCD4AI: Pedagogy of Human Centered Design for Artificial Intelligence Projects; by Hazem Hajj, MSFEA.
2. Reflective Simulation-Based e-Training on Motivational Interviewing for Inter-professional Teams [RESeT-MI]; by Angela Massouh, Nour Alayan, HSON.
3. Effectiveness of a Modified Balint Group Process: Employing Kirkpatrick's Evaluation Framework; by Jumana Antoun, Maya Romani FM

2020-2021 Grants

1. Fostering knowledge and exchange about writing in the disciplines, by Amy Zenger and John Pill, FAS.
2. Reconceptualizing Medical Education in the Post-COVID Era, by Ramzi Sabra, Nathalie Zgheib and Zakia Dimassi.
3. Traditional Face-To-Face Versus Online Debriefing in the Simulation Sessions Of The Helping Babies Breathe Course: A Randomized Controlled Trial, Lama Charafeddine and Peter Kfour.

Center for Teaching and Learning Activities 2019-21



CTL organized a series of online seminars and workshops which included the following:

- Seminar on Developing a Teaching Portfolio for Promotion and Tenure on March 26, 2020, August 12, 2020 and during the New Faculty Orientation on September 2, 2020.
- A webinar entitled "Faculty guide for teaching about plagiarism and citation" in collaboration with Jafet library on August 24, 2020.
- Webinar on online assessment entitled "Faculty Members Supporting Faculty Members: Assessment in Online Learning" on September 30, 2020,
- Webinar on engaging students in online learning entitled "Faculty Members Supporting Faculty Members: Tools and strategies to engage students in online learning" on October 28, 2020
- Webinar on "Experiences of a Department in using tools to engage students in online learning" on November 4, 2020.
- Workshop entitled "Developing a teaching portfolio for the AUB Teaching Excellence Award" on December 8, 2020.
- Webinar on Engaging Learners through Online Tools, February 10, 2021

The webinars and other electronic resources developed or identified by CTL were placed on the CTL website. Links to these resources were shared with faculty members.

Individual Consultations, Individual consultations based on faculty requests were held and covered: course syllabus design, compiling a teaching portfolio, program learning outcomes.

Annual Conference the Conference Organizing Committee decided to cancel the 2020 Conference due to the COVID-19 pandemic constraints. However, the Tenth International Conference on Effective Teaching and Learning in Higher Education was organized on April 9, 2021 virtually between 9: 00 am and 5: 00 pm using Webex. The conference included 24 presentations

in addition to a keynote speech, a wellness session, and an e-café that was held at the end of the conference and included the discussion of ideas and concerns raised by conference participants. The theme of the conference was "Higher Education and Student Engagement in Times of Crisis". Two hundred and three individuals from the USA, UK, Gulf States, and Lebanon participated in the conference.

Faculty Seminar on Teaching and Learning. For the Academic year 2019-20, the Faculty Seminar was cancelled due to the COVID -19 pandemic; however, CTL managed to give three sessions before taking the decision to halt face-to-face activities. With better online experience, the Faculty Seminar was resumed during the 2020-21, the Faculty Seminar was offered every Wednesday between March 3 and April 21, 2021, using Zoom sessions. The seminar offered 10 sessions, that covered topics such as Student-Centered Classes, Online Teaching, and Assessment, Enhancing the Instructor's Presentation Skills, Effective Group Work, Assessment of Learning Outcomes, and Assessment Tools: MCQs and Essay Prompts, 20 participants attended the seminar.

Certificate in Teaching in Higher Education program (C-THE). CTL designed and piloted a program meant to prepare participants for teaching in higher education and targeted exclusively PhD candidates at AUB. The program is designed in two parts, one in the fall semester C-THE I continued in the spring semester C-THE II. C-THE I was offered online in the fall semester between September 22 and November 24, 2020. Registered PhD candidates participated in the 10 sessions where the curriculum focused on teaching methodologies and course syllabus design.

C-THE II was offered online in the spring semester between February 23 and April 27, 2021. The design of C-THE II provided PhD candidates a combination of in-class seminars and practical field experience. Participants learned about specific and engaging teaching activities and duties such as selecting assessment methods in their field of specialization (summative/ formative), assessment procedures (rubrics, Multiple Choice Questions, and essay prompts), practicing presentational skills and compiling a teaching portfolio. C-THE II participants were paired up with a mentor of their selection from whom they would have first-hand experiences in best teaching practices; they observed, implemented and reflected on their practical field experience and their performance was evaluated by their mentors as well. PhD candidates who completed C-THE I and II received their certificates in June 2021.

A Testimonial from Amro Baasiri on His C-THE Experience.

Amro Baasiri is an AUB PhD candidate who attended C-THE I and C-THE II wrote about his experience in attending this diploma program.

How many times have you been left in a comatose state in dreary classes? How many classes have you skipped because you thought you were better off learning the material on your own? Worst of all, how many times have you lost interest in a course/topic thanks to the teacher's bland methods? As you can see, I am not questioning whether you have experienced these or not, rather it's a matter of how many times for I am certain that you have.

Unlike these moments, the CTHE experience will leave you wanting more, for the mentor's engaging teaching skills will leave you invigorated and inspired. Moreover, they will share with you these skills and guide you in their implementation via hands-on practical activities. I would like to emphasize that it was truly an experience for it transcends what a course or workshop usually offers. The high level of interactivity encouraged between mentors and participants as well as amongst participants themselves made it more of a valuable learning experience for learning was happening on multiple fronts; mentors taught while they were learning themselves from the participants and the participants were learning from their peers as well. It sounds highly



unorthodox and pleasantly surprising. As to what I mean, you will have to live this experience first-hand, no spoilers. In my perspective, this experience is not only for those who intend on pursuing an academic career but for everyone since it is an eye-opener when it comes to methods of explaining things to others in the most fun and interactive ways possible. Here, you will create unforgettable memories with a ripple effect which you will propagate onto others whenever you implement these skills. Learning was never this exciting!

Online Assessment in the Time of Covid-19

By Dr. Wassim el Hajj

The COVID-19 lockdown forced universities all across the world to move to online delivery of courses. Apart from the difficulties encountered in the online delivery of material and the adoption of new technologies, the difficulty of developing and administering proper assessments quickly became the center of attention amongst educators. Assessment must measure the learning outcomes of the course, regardless of the discipline, while being fair, reliable, transparent, and valid. However, this is easier said than done, especially because there is no one-size-fits-all assessment technique. Online exams remain to be one of the prevalent assessment approaches, but with multiple variants. The online exam is administered via a lockdown browser that locks down the testing environment within a learning management system (such as Moodle) while using an online proctoring tool such as Respondus. In this approach, the questions are given in a sequential order, students cannot go back to the questions they solved, there are limited number of questions per page, and the questions are tightly timed. The advantage of this approach is its ability in providing high assessment integrity, but it presents an increased difficulty on the students. Other online exam variants tend not to use a lockdown browser, or not to make the questions sequential, or not to use an online proctoring tool and resort to proctoring students using Zoom or similar tools. In these later variants, students can be randomly called to a breakout room to check their understanding of the questions they are solving and ensure the assessment integrity. Online exams though are not appropriate for many disciplines. Other appropriate assessment methods include: frequently written papers and assignments, weekly short quizzes using an LMS or other survey tools, peer evaluation on group projects, recorded or live presentations followed by QA, case studies or take home exams, and finally written exams scanned and uploaded on an LMS. All the previous

assessment methods can be augmented with short oral exams, but this would only apply to small classes. The various modalities of online assessments and their appropriateness or not in a specific discipline introduce the need for Faculty development with main focus on good assessment practice.

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