

DESCRIPTION OF THE FOUR FLCS LAUNCHED DURING SPRING 2012

Enhancing the quantity and quality of academic reading of graduate students

- Facilitator of this FLC: Judy Makhoul, FHS
- This FLC is open to faculty from all Faculties at AUB.

Several recent reports have highlighted that reading is not being encouraged in Arab countries and that we currently have a generation of non critical readers. Reading and particularly critical reading is an important pre-requisite to production and consumption of research; to higher order application and synthesis – a requirement for graduate education; and to fulfilling our role as citizens. Some graduate courses at AUB have struggled to find unique and innovative ways to deal with the deficiency in both the quantity and quality of reading which is less than ideal.

This FLC will include 8-12 faculty members who are interested in enhancing the quantity and quality of reading at the graduate level.

If you have questions about this FLC, feel free to contact me at jm04@aub.edu.lb

Team Based Learning in higher education

- Facilitator of this FLC: Nathalie Zgheib, FM
- This FLC is open to faculty from all Faculties at AUB.

Team Based Learning (TBL) is a student-centered, problem-based teaching approach that stimulates teamwork and active learning while maintaining individual accountability. The learning method consists of repeating sequences of 3 phases: phase 1 is the individual pre-class preparation of the contents to be later discussed in class; phase 2 is the individual readiness assurance testing that assesses the knowledge that has been supposedly acquired by students in phase 1; phase 2 also includes group readiness tests, discussion with the instructor and appeals; phase 3, the last phase, involves a higher level of learning: it aims at applying higher course concepts using small-group assignments. In contrast to classical lectures that focus on “covering content”, the TBL instructional method aims at “applying knowledge” in a highly interactive setting. It has also the advantage of “ensuring the effectiveness of small groups with high student faculty ratios (e.g. up to 200:1) without losing the benefit of faculty-led small group discussions with lower ratios (e.g. 7:1)”.

The objectives of this FLC are to explore ideas, evidence-based information, and resources on TBL. This will hopefully be followed by implementation and evaluation of several TBL modules in different disciplines. No previous experience with TBL is required for membership in this FLC.

If you have questions about this FLC, feel free to contact me at nk16@aub.edu.lb

Blended Learning: Design, Implementation and Evaluation.

- Facilitator of this FLC: Rayane Fayed, IT ACPS
- This FLC is open to faculty from the English Department.

Teaching with technology is enriched and becomes easier to handle when you collaborate with colleagues. The “Blended Learning for English” is a faculty learning community on Blended Learning – a thoughtful fusion of Face-2-Face classes and online learning experiences. It aims to engage all faculty members in the English department who are teaching Blended courses or considering venturing in this teaching method.

Like other FLCs, “Blended Learning for English” will group 8 to 12 faculty members who will meet to share their experiences, learn from one another and explore the literature on Blended Learning. This FLC will communicate in a Blended mode – with online discussion sessions and wrapping monthly face-2-face meetings.

If you have questions about this FLC, feel free to contact me at rf26@aub.edu.lb

Community Based Learning in Writing

- Facilitator of this FLC: Malakeh Khoury, FAS
- This FLC is open to faculty from all Faculties at AUB.

“**Community Based Learning in Writing**”. This FLC is interested in exploring the possible impact of CBL on students’ engagement in writing activities. We are hoping to establish that with the use of CBL, the students belonging to different disciplines in academia engage in their various writing assignments with an increased sense of authenticity and ownership. We also suspect that CBL not only provides a more engaging context for writing, but it also opens the door for a wider spectrum of writing genres.

Like other FLCs, “Community Based Learning in Writing” will group 8 to 12 faculty members who will meet to share their experiences, learn from one another and explore the literature on Community based Learning. This FLC will communicate in face-2-face meetings.

If you have questions about this FLC, feel free to contact me at mk01@aub.edu.lb