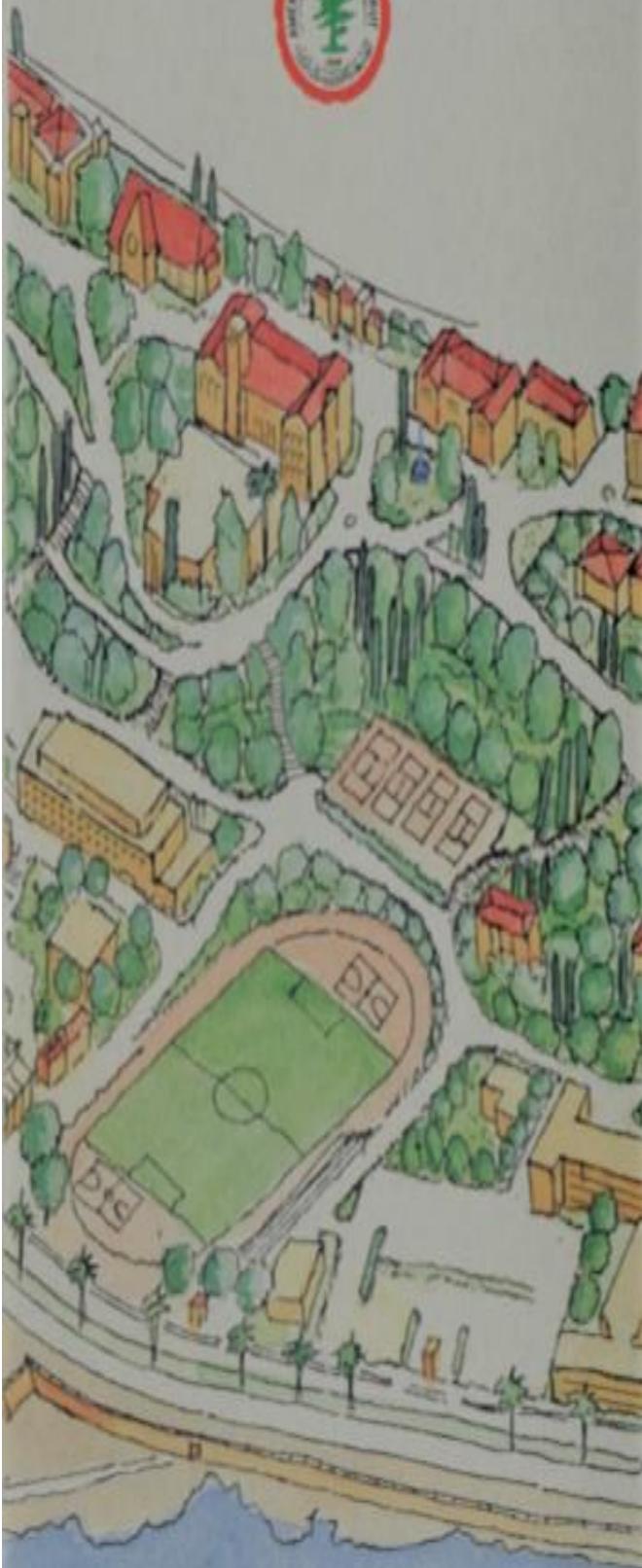


الجامعة الأمريكية في بيروت

AMERICAN UNIVERSITY OF BEIRUT



Tenth International Conference on Effective Teaching and Learning in Higher Education

**“Higher Education and Student
Engagement in Times of Crisis”**

Virtually, Friday, April 9, 2021



Center for Teaching and Learning (CTL)
Office of Information Technology
Communication Skills Program
American University of Beirut
Beirut, Lebanon

Center for Teaching and Learning

The mission of the Center for Teaching and Learning is to promote and support high quality teaching and learning at the American University of Beirut in keeping with the mission of the University, particularly the University's commitment to excellence in teaching and the enablement of students to think independently and become life-long learners.

Office of Information Technology

The Office of Information Technology strives to provide AUB with an IT enabled environment and innovative solutions that facilitate creative teaching, high quality research, effective learning, 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 Tenth International Conference on Effective Teaching and Learning in Higher Education

“Higher Education and Student Engagement in Times of Crisis”

Virtually via WebEx, Friday, April 9, 2021

The Center for Teaching and Learning (CTL), the Office of Information Technology 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**
Associate Director, Center for Teaching and Learning, AUB
- **David Landes**
Director, Communication Skills Program, English Department, AUB
- **Dorota Fleszar**
Director, Communication Skills Program, AUB
- **Jana El Kadi**
Research Assistant, Center for Teaching and Learning, AUB
- **Lamia Hussein**
Administrative Officer, Center for Teaching and Learning, AUB
- **Malakeh Houry**
Academic and Technical Writing Instructor, Communication Skills Program. Assessment Coordinator, Faculty of Arts and Sciences, AUB
- **Rana Al Ghazi**
Instructional Designer, IT Academic Services, AUB
- **Rana Haddad**
Instructional Designer, Office of Information Technology, AUB
- **Rayan Fayed**
Instructional Designer, IT Academic Services, AUB
- **Saouma BouJaoude**
Director, Center for Teaching and Learning, AUB

Welcome Session

9:15 am – 9:30 am

Keynote Speaker | Bradley Freeman

9:30 am – 10:00 am

Bradley Freeman, Professor and Head of the Department of Communication, Sunway University Malaysia, has expertise in mass communication, university administration, and teaching online.

Concurrent Sessions Set 1-1 | Views about Online Learning

10:00 am – 11:30 am

Online Learning in Lebanon: Advantages and Disadvantages

Eman Saleh, Lebanese University, Lebanon

Abstract: Education is transformed nowadays from traditional to online learning especially after the Covid-19 crisis. However, online learning in the Lebanese community is still argumentative as the results of the challenges it faces. Thus, this research paper investigates the advantages and disadvantages of online learning in Lebanon to help education institutions put a strategic plan to precede. I conducted a descriptive explanatory research paper that used 462 online surveys addressed to three target groups (students, teachers, and parents). This survey was analyzed quantitatively and qualitatively to describe the current situation of online learning in Lebanon, the training courses, its advantages, and disadvantages. It also explains the challenges they faced, how they managed to solve them, and to what extent they can continue in these situations. This survey revealed that online learning in Lebanon is still at its preparatory stage. Nearly the majority of the target groups were not satisfied with it due to the poor infrastructure, unavailability of instruments, and insufficient training course to prepare users for e-learning. The most advantages of online learning in Lebanon are it saves time and place, develops individual learning, and uses a variety of learning styles, while its weaknesses are in eliminating face to face interaction, poor infrastructure, and inappropriate to all ages. Thus, the majority of teachers and students asserted that they are not able to continue while the parents are willing to proceed. Therefore, this research recommends providing online learning supplies and designing training workshops for all target groups.

A Care-Centered Approach to Online Learning Design and Pedagogy

Maha Al-Freih, Princess Nourah Bint Abdulrahman University, KSA

Abstract: Researchers in the field of online learning have raised concerns over its lack of focus on the affective/emotional aspect of the online learning experience, despite a strong research

base indicating the important role that emotions play in successful and effective learning broadly (Ch'ng, 2019). The devastating impact of the COVID-19 pandemic, whether economically, socially, emotionally, or/and psychologically, has brought this issue to the fore front and highlighted the critical role that schools and universities can and should play in ensuring the academic success as well as the wellbeing of their students through intentional design of learning experiences that embody care, compassion, and concern for others, and empathy as guiding design principles (Bozkurt et al., 2020; Miller, 2020; Zembylas, 2013). Utilizing phenomenological methodological approach, the researchers interviewed online students and coded transcripts deductively based on Noddings Ethics of Care framework (1984) to explore the phenomenon of care in online learning in an effort to bridge this gap and deepen our understanding of the role of emotions, specifically the feeling of caring and being cared-for, in online learning from a learner perspective. These findings add to the literature on the role of emotions in an online learning as viewed through the lens of care-theory. The findings highlight course design issues and instructor behaviors that promote a climate of care in an online environment from a learner perspective.

Faculty Perception toward Online Education in a Pharmacy School during COVID-19 Pandemic

Jihan Safwan, Etwal Bou Raad, Mohamad Rahal and Michelle Cherfan, Lebanese International University, Lebanon

Abstract: The world educational system has been affected by the coronavirus disease 19 (COVID-19) pandemic. In order to control the spread of the disease, educational institutions around the world have been forced to suddenly adopt and use the technical resources available to develop material for remote learning for students in all sectors (Toquero, 2020). In March 2020, COVID-19 has resulted in school closure in Lebanon (“Committee Extends Closure”, 2020). As a result, there has been a fundamental shift in education that has led to online learning, whereby teaching is carried out on digital platforms.

Due to the physical and social distancing protocols, online education is an inevitable alternative to decongest classrooms and help reduce transmission of COVID-19. Although it can be argued that full online teaching methods can be feasible (Cahapay, 2020), the lack of training of faculty to conduct online classes presents challenges to the adoption of online teaching in Lebanon.

For the time being, prior research has shown that faculty who teach online have a more positive perception of online instruction compared to those who do not (Lee, March, & Peters, 2015; “Faculty Attitudes”, 2019). Additionally, previous studies have identified many encouraging and discouraging variables that may affect faculty motivation to teach online (Shreaves, 2019). Accordingly, properly addressing the faculty’s concerns regarding online education is necessary because their acceptance of the new educational technology will ultimately lead to the success of learning systems in academic institutions (Farhan, Razmak, Demers, & Laflamme, 2019).

In recent years, despite advances in computer technology and the rapid growth of technological applications that have paved the way for online education worldwide (Abraham, 2014), few scholars have studied the preparedness of faculty for online teaching (Martin, Budhrani, & Wang, 2019). There is also little research about how faculty perceive online courses (Otter et al., 2013). In addition, there is a lack of published research available on faculty perceptions of online education in Lebanon. Besides, as a developing country, Lebanon is not experienced in remote teaching, and during the COVID-19 pandemic, faculty perception toward online learning has not been well documented. Hence, the purpose of this research was to determine the perception of pharmacy educators toward online education at the school of pharmacy (SOP) at the Lebanese International University (LIU) during the COVID-19 pandemic.

Concurrent Sessions Set 1-2 | Writing in Time of Crisis

10:00 am – 11:30 am

Two Writing Instructors Go WAW

Dorota Fleszar, & Sarah Elcheikhali, American University of Beirut

Abstract: “Academic writing”, “first-year composition”, or “freshman writing courses” promise to teach students how to read and write in academic settings. The discipline has been hard at work to rectify this broad, vague, and unrealistic objective. From a practitioner’s point of view, the most basic and persisting issues surrounding the expected outcomes of writing instruction include tensions between the definition of writing as a set of skills versus social activity and transfer of knowledge, competencies, and know-how from a writing classroom to other writing situations. The gains in these areas bear repeating here as an anchor of our work.

Engaging students in times of crises: A teacher's perspective

Rida Elias, American University of Beirut, Lebanon, Annelie Moukaddem Baalbaki, Lebanese American University, Najoie Nasr, Haigazian University, and Rania Antoine Abdo, Saint Joseph University

Abstract: The year 2020 has disrupted multiple concepts in higher education and presented different types of challenges and opportunities worldwide with the COVID 19 pandemic and especially in Lebanon where you can add the socio-economic challenges. Engaging students in a normal higher education setting is usually challenging, engaging students online in times of multilayered crises shaking the mere health and survival of everyone becomes more challenging. As figure 1 shows, there are two parties involve in the equation of higher education online in times of crises: the students on one side and the teachers on the other side and crises impacting all sides.

In this paper, we try to answer questions from the teachers’ side related to:

1. How do teachers engage students online and in times of crises: what are the barriers and ways to overcome them?
2. How do teachers deal with personal burnout in order to perform in class?

Reflective Writing for Pharmacy Students Professional Development

Etwal Bou Raad, Lebanese International University, Lebanon

Abstract: Components of self-reflection have been used in continuous professional development models for professionals in pharmacy, other health care fields, and many other disciplines and specialties, including law, business, and education (Halpern, 1998; Tate & Sills, 2004). These models help promote reflection on past experiences, stimulate learning, and ultimately provide new insights to enhance their practice (Halpern, 1998; Tate & Sills, 2004; Mamede, Schmidt & Penaforte, 2008; Kember, 2008, Wald, Reis, 2010). Students within these professions, disciplines, and specialty areas have been exposed to a variety of self-reflection methods and tools that allow them to meet an array of student learning outcomes including refining their written communication skills, learning to think and use metacognition, linking learned information to practical applications, and many others (Tsingos-Lucas, Bosnic-Anticevich, Schneider & Smith 2016). The significance of self-reflection as a cognition tool is well-recognized and has been used with students enrolled in K-12, undergraduate, graduate, and postgraduate education. The Accreditation Council for Pharmacy Education's (ACPE's) current accreditation standards or "Standards 2016," direct pharmacy programs to provide students with opportunities to develop competencies in the areas of effectively educating others, thinking in innovative ways to improve their approach to practice, and becoming more self-aware, and to constantly develop their skill sets, as well as to meet more complex development goals in key areas according to key learning taxonomies.

Concurrent Sessions Set 2-1 | E-Learning Tools

10:00 am – 11:30 am

Implementing 21st century skills using enormous intellectual educational tools during E-Learning, office 365 in Education"

Maha Ghandour, Educational Technology and management consultant

Abstract: The goal is to provide educators exposure to the many Microsoft technologies and resources that support student-centered learning based on authentic problems and projects while aligning to 21st Century Skills, [21st Century Skills](#), [ISTE standards for students](#), and [UNESCO's ICT Framework for teachers](#).

Students around the world need advanced skills to succeed in the globalized, knowledge-based world of today. 21st Century Learning Design, or 21CLD, professional development helps teachers redesign their existing lessons and learning activities to build students' 21st

century skills. Transforming education by focusing on 21st century skills is one of Microsoft's focus areas, and providing course for teachers on the 21CLD curriculum has been successful. However, in order to give many more teachers, the opportunity to engage in this training, we have created this 21CLD series of online courses.

Implementing E-Portfolio to Promote Competence-Based Learning and Assessment in Online Learning of English Language

Salam Sayagha, Lebanese International University

Abstract: Online Learning has tremendously grown in the higher education of this century. Larreamendy-Joerns and Leinhardt (2006) in their literature review "noticed two correlative movements in the educational realm: Both online learning and teaching have become an indispensable custom of daily routine at universities," and the increasingly salient role of distance programs in institutions of higher education" (p. 572). In reviewing and critiquing the available literature of course environment, learners' outcomes, learners' characteristics, and institutional and administrative factors, Talent-Runnels et al (2006) demonstrated that "asynchronous communication seemed to facilitate in-depth communication (but not more than in traditional classes), for learners had the chance to move at their own pace. (p.93). Thus, educators have to rise to the challenge of comprehending the pedagogical criterion of learning online and the most effective instruments which could be employed in asynchronous communication to assist students mostly. Online learning "requires the reconstruction of student and instructor roles, relations and practices." (Vonderwell, 2004, p. 31).

Experimental Research in Educational Technology: Avoiding a Major Pitfall

Nada El-Soufi, Durham University, UK

Abstract: In educational technology research, the effect of a technological tool is frequently confounded with the novelty effect, a major bias which is oftentimes overlooked. The introduction of a new technological tool in a learning environment might result in a positive effect on participants regardless of what the tool is. This effect might wear out when the use of the tool becomes habitual practice and students lose motivation. I argue that the novelty bias in educational technology research should be controlled for before any conclusions are reached. Studies that establish a causal link between use of technology and educational gain should be carefully designed. Such interventions should span over a considerable period of time and the use of a technological tool might also be introduced in the control group to get a fair comparison. To illustrate this bias, studies with weak evidence are discussed along with exemplary studies that eliminate rival explanations for the observed change in students' progress.

Concurrent Sessions Set 2-2 | Online Assessment

11:30 am – 1:00 pm

How the Shift to Online Teaching Impacts Instructors' Corrective Feedback and Assessment Practices

Megan Khairallah and May Abdul Ghaffar, University of Balamand

Abstract: This qualitative case study explored the impact that the switch from face-to-face to online learning has had on the assessment practices, specifically the corrective feedback practices of written texts, of seven English Language university instructors in Lebanon. The aim of the study was to investigate the extent to which these teachers have adapted or altered their feedback techniques and processes in the switch to online teaching. The teachers were also asked to critically reflect on their former assessment practices as a way to unpack their current online approaches to assessment.

Covid19 and Online Assessment: Perceptions of University Teachers in Lebanon

Hanadi Mirza, Lebanese University

Abstract: After the Covid-19 pandemic forced universities worldwide to adopt remote learning, several studies on student perceptions of online assessment were conducted. However, only a small number of research addressed the perceptions of teachers.

Online assessment is simply defined as an electronic version of activities that have been commonly used in the in-person classroom to evaluate students' achievement and give feedback such as quizzes, exams and essays. Various online assessment activities can include pre- and post-testing, diagnostic analysis, student tracking, rubric use, the support and delivery of authentic assessment through project-based learning, artifact collection, and data aggregation and analysis. In other words, online assessment helps students improve their ability to learn in online settings (Weleschuk et al. 2019) while exams and other practical assessments had to be reworked by teachers in order to fit the new online reality (Bearman et al., 2020).

Assessment in Online Classrooms

Fatima Mochawrab, Lebanese University

Abstract: As a current TESOL Advanced Practitioner at TESOL International Association and a former Fulbrighter, I would like to share my experience in the conference "Higher Education and Student Engagement in Times of Crisis". During the lockdown, we switched to online teaching immediately, but many teachers don't have enough experiences in online, and we have some universities and schools who struggle to switch because they were unprepared., blended or hybrid learning. We switched to online teaching, but the question is how to keep students engaged and interacted in the online classroom and at the same time assessed Teaching online is really easy when you apply the suitable techniques and tools. I would like to

share many knowledge about tools used synchronously and asynchronously in online classroom. In my Power point presentation, I will present many assessment tools to be used in online teaching learnt during my professional development hours with TESOL International Association.

Wellness Session

1:00 PM – 3:00 PM

Concurrent Sessions Set 3-1 | Communities of Practice in Time of Crisis

1:30 pm – 3:00 pm

Structured Communities of Practice for Faculty in Times of Crises

Milton Cox, Emeritus and Miami University, Oxford, Ohio, USA

Abstract: The crisis of Covid-19 has affected not only the lives, well-being, and learning of students, but also of faculty. In this session we look at one of the effects on faculty—lack of a sense of belonging. It is too early to have and assess early research about these changes due to Covid-19 as well as remedies to address long-term impacts. However, we can look back on what related research previous to this crisis has revealed. In this session we will discuss such a virtual community of practice and how it effectively created a sense of belonging among its participants.

Business and Management Education in Lebanon: A Focus on the Startup Ecosystem Needs

Hanna Murad, University of Lyon3, France

Abstract: The purpose is to examine the link between the substance of business and management courses, and the skill sets and specialties needed in the digital and technology job market. The study was conducted within the context of Lebanon, between October 2018 and October 2019.

The objective of the study is threefold: 1) to explore the state of business and management education in Lebanon through an analysis of the management and business courses offered by a sample of 5 Lebanese universities. 2) to identify the skill sets and specialties needed in the digital and technology job market through semi-structured interviews with selected representatives of the Lebanese startup ecosystem. And 3) to examine whether these courses provide students access to the skills and competencies needed by the digital jobs of today and tomorrow.

The research methodology draws on mixed-method approaches, and while doing the study, the researcher was conducting both basic research and applied research.

The data collected were of two types: 1) Data from course catalogues published on the official Web sites of the targeted universities. 2) Qualitative data, through interviews with a group of 10 research participants. The findings reveal gaps in the curriculum related to activities and courses that have to do with commercialization. The findings also reveal that available programs and management courses are more focused on basic coverage of management tools, rather than an in-depth study of innovative management methodologies.

Recentring the Teaching and Learning of the Social Sciences and Humanities at Arab Universities

Lubna Maaliki, The Arab Council for Social Sciences, Lebanon

Abstract: The Social Sciences and Humanities (SSH) have long been subject to marginalization and neglect at universities in the Arab region. This is due to multiple factors from declining resources at national universities, to education policies that favor STEM education at private and public universities to the lack of freedoms in research and writing, which particularly affect SSH. This presentation focuses on a major attempt by the Arab Council for the Social Sciences to refocus attention to SSH through close partnership and networking with regional universities and creating a vibrant network of young promising researchers, who are well versed in critical approaches to SSH and well-integrated into regional and global networks. The presentation poses questions concerning both strategic and programmatic steps that are needed to meet this goal.

Concurrent Sessions Set 3-2 | Enhancing Student Engagement in Online Learning Panel

1:30 pm – 3:00 pm

Collaborations Between Librarians, CLT, IT, and Faculty on Enhancing Student Engagement in Online Learning (Panel)

*** Forman Christian College (FCC Team)**

- Rukhsana Zia, Professor of Education, Head of Center for Learning and Teaching, CLT
- Maida Ali, Disciplinary Faculty, Education Department
- Anam Muzamill, Disciplinary Faculty, Mass Communication
- Shakir Khurshid Gill, Senior Manager, IT Business Analyst, ITS
- Furrukh Shahzad, Chief Librarian

*** American University of Central Asia (AUCA Team)**

- Zandre Reed, Instructor, Television, Cinema and Media Arts Programme
- Lubov Jdanova, Associate Professor, Chair of European Studies Programme
- Maya Sharsheeva, Moodle administrator, CTLT staff
- Anguelina Popova, Associate Professor, General Education, Liberal Arts and Sciences, CTLT

*** American University of Beirut (AUB Team)**

- Fatme Charafeddine, Research and Academic Collaborations Associate University Librarian
- Sahar Ghandour, Business & Economics Information Specialist
- Khaled Noubani, Engineering & Architecture Librarian
- Ola El-Zein, Medical Sciences Librarian
- Salpy Naalbandian, Science & Agriculture Librarian
- Joyce Aways, Communication Skills Librarian
- Najla Jarkas, Senior Lecturer, Disciplinary Faculty in Digital Humanities, Department of English

Abstract: The following panel pulls together teams of librarians, faculty developers, IT staff, and disciplinary faculty from three American-style, liberal arts institutions - American University of Central Asia (AUCA, Kyrgyzstan), Forman Christian College (FCC, Pakistan), and the American University of Beirut (AUB, Lebanon), for a discussion on their approaches and collaborations in integrating strategies and tools which lead to student engagement in hybrid and online courses during times of crises. Panelists, coming from and working in different geographic, cultural, institutional contexts, will reflect on how they tapped into the benefits of pedagogy, design, and technology, to enhance student engagement in and with environments posing infrastructural, contextual, and learning challenges.

Concurrent Sessions Set 3-3 | Between Expectations and Reality

1:30 pm – 3:00 pm

Treading A Tightrope: How to Prioritize Student Engagement while Avoiding Teacher Burnout

Jessy Bissal, American University of Beirut, Lebanon

Abstract: For the first time in history, the Oxford English Dictionary has decided not to select just one word to neatly summarize 2020 into a singular term (Flood, 2020). While a myriad of international highlights captured the attention of millions through expressions like: “Black Lives Matter,” “Impeachment,” “Fake News,” “U.S. Elections,” and “Conspiracy Theories,” the pandemic, undoubtedly, took center stage flooding our social media feeds with phrases like “Coronavirus,” “COVID-19,” “lockdown,” “working from home/remotely,” and the ominous “mute/unmute.” To further elaborate, Grathwohl remarks how “the team at Oxford were identifying hundreds of significant new words and usages as the year unfolded, dozens of which would have been a slam dunk for word of the year at any other time. It’s...a little ironic – in a year that left us speechless, 2020 has been filled with new words unlike any other” (as cited in Flood, 2020, para. 12). In fact, precisely because other scholars found the selection process to be so daunting, I decided to try my hand at the introspection game only to suddenly realize that the task didn’t seem as challenging to me. This is perhaps because when I think back at this eventful year, two terms almost immediately come to mind:

“unprecedented” and “overwhelmed”. The former echoed in the background of every email faculty members received from AUB urging us to constantly be mindful of best practices for online teaching in times of crisis. The latter became an imminent consequence once we began navigating the plethora of links that came with multiple appended pages, pdfs, workshops, tutorials, manuals, support zoom sessions for beginners, and even more online and offline resources. And while maintaining a healthy balance between synchronous and asynchronous teaching, publishing teaching resources and assignment samples on Moodle, and repetitively reminding students of pending assignments and deadlines did prove to be three effective strategies, it did little to mitigate the insufferable state instructors found themselves in as there was suddenly more to do and less time to do it. Accordingly, the practical approach of ‘skinning’ the course down to ‘its bare essentials’ while simultaneously offering students ‘digital receipts’ for everything can only go so far. It’s important to remember that humans are always in a perpetual quest to find purpose in everything that they do; however, as Pines (1993) explains: “when people try to find meaning in their life through work and feel that they have failed, the result is burnout” (p.33). That said, the ricochet effect is only worsened when certain instructors with specific personality types get affected by their surroundings in a negative way and collapse, rather than thrive, under pressure. For this reason, what is further needed is pairing said practical approaches with a novel psychological perspective that would help scholars realize every educator neatly fits into one of five possible personality types. Therefore, knowing what behavior can be expected based on which personality trait is being projected can help those in charge anticipate problems in higher education long before they happen and ultimately not only prevent them but also equip instructors with customized guidelines that would help bring out the best in both teachers and students alike.

Between Expectation & Reality: Bridging the School-College Readiness Gap in Composition

Hiba Hodeib, American University of Beirut, & Rana Haidar Souki, University of Toronto, Canada

Abstract: The Communication Skills Program at the American University of Beirut has been organizing an annual, national symposium for the teachers of writing since November 2013 (Annual Symposium on the Teaching of Writing in Lebanon). During the proceedings of the first Symposium, the participants arrived at a consensus that they have all observed overtime and across their academic institutions a gap between what writing skills college instructors expect first year university students to have and what skills said students acquire over the course of their scholastic years. As any composition instructor knows, this gap causes miscommunication between instructors and students, a waste of instruction time, low quality student papers, and a deficiency in the overall teaching and learning process. The discussions and observations made during the first Symposium have triggered the principal investigators’ interest in examining this subject in depth.

Concurrent Sessions Set 4-1 | Making online Classes Real and Friendly

3:00 pm – 4:30 pm

Making Online Learning More Real

May Mikati, American University of Beirut, Lebanon

Abstract: With the Covid-19 pandemic still unabated, online teaching and learning appear to be here to stay. While some were dismayed with the chaotic sudden transition, others are keenly planning to make online teaching part of the “new normal”, having witnessed its benefits: rather than traditional teaching and rote learning, the more flexible online approach, promoting critical thinking. This presentation will look into the problem of “virtual” learning still not seeming “real” to many students. Since online instruction is becoming a part of everyday life, it is important for educators to go beyond basic management of online courses; we must look into ways of making online learning more “authentic” for learners. While learning environments may truly be virtual in the sense of not being situated in a physical classroom, the learning taking place should remain real, becoming more authentic wherever possible.

Student engagement using rubrics to assess writing: Implications for online-learning

Megan Khairallah, and Omar Adra, The University of Balamand, Lebanon

Abstract: The purpose of the study was to examine the impact of an intervention involving ongoing, in-class discussions of and modifications to rubric criteria of major writing assignments on tertiary students’ engagement in an L2 composition and rhetoric course. Over three phases spanning a period of twelve weeks where online learning was prevalent, the teacher-researchers modified different writing rubrics, making the criteria therein more explicit, while gradually involving students in the re-formulation of some of these criteria. The aim of the study was to investigate the extent to which such affordances of in-depth discussions of, and modifications to, rubric criteria as assessment tools might affect the learners’ understanding of, and as a result their engagement in, the writing process. Based on two student questionnaires (N=68) and three focus group interviews, the results of the study revealed that a better understanding of, and more engagement in ongoing discussions of rubric criteria may contribute to a variety of self-regulated learning opportunities as articulated by the students involved in the study.

Best Practices for Creating a Successful and Friendly Online Class

Mira Alameddine, Rafik Hariri University, Lebanon

Abstract: COVID 19 pandemic has forced all of us to move to online learning without proper preparation. Some university faculty experienced easier shift than others. Although we had been using online facilities in the *Languages and Liberal Arts Department* at RHU since 2012, moving to complete online teaching and learning compelled us to enhance our teaching pedagogy so we can meet our learners' needs. These needs included having us:

- design our classes to meet our learners' agency;
- help our learners 'find their way' in our online classes;
- develop reliable assessment; and
- establish "authentic" relationships with our learners.

In this presentation, I will be sharing my teaching practices in providing my learners with the best experience, performance, and application of the newly learned, required and acquired knowledge.

Concurrent Sessions Set 4-2 | Remedy of Speaking Skills in Time of Crisis

3:00 pm – 4:30 pm

Rectifying the Deterioration of EFL Tertiary Students' Speaking Skills in Emergency Times

Farah El Sabbah, Phoenicia University, Lebanon

Abstract: For non-native speakers of English, fluency has become a requirement for succeeding in their chosen profession. Various factors typically hinder the improvement of students' speaking capabilities; however, this study focuses on the effect the COVID-19 pandemic has had on tertiary students' English as a Foreign Language (EFL) learning environment in 2020. In Lebanon, many educators struggled to educate and train themselves on how to use ICTs at their disposal, and both educators and students suffered because of the technological and economic challenges that hinder delivery and access to quality education (SMEX, 2020). One consequence of these aforementioned challenges that has become evident to the author is that the EFL students' speaking capabilities at her institution deteriorated during the first few months of the lockdown. This study investigates the effectiveness of the pedagogical approaches that the English Department implemented to rectify the deteriorating speaking skills of the EFL students, an issue identified during the first few months of the lockdown in Lebanon. The students' response to the intervention plan will be measured using a mixed-methods approach that will include a document analysis of the students' speaking assessment grades, focus groups with students, and semi-structured interviews with five English language instructors who actively participated in the intervention techniques and the implemented teaching and learning methods. Speaking skills are the most challenging to improve in comparison to other skills. As Kalpana Devi & Subba Rao (2018) state, "Learners need to be exposed with knowledge of the particular concept, language structure, expressions and practice" (p. 4). In the context of

distance education and online learning, instructors need to be trained on how to practice reflective teaching in order to implement the pedagogical approaches outlined in the aforementioned intervention plan effectively online.

Scenario-Based Videos for Assessment of Speaking Skills of University Level Students

Zeina Shayya, Modern University for Business and Sciences, Lebanon

Abstract: This paper discusses the idea of using scenario-based videos in speaking activities and the assessment of university students in Lebanon who study English as a second language. Most students who study ESL face a problem with speaking. With the spread of COVID-19 and online learning, teachers are searching for new ways to engage all students in speaking activities where technology, especially smartphones, is the only tool that allows communication between teachers and students. Thus, for speaking activities and assessment, teachers can integrate scenario-based learning, flipped classroom, peer evaluation, and student-centered strategies to guide students to make short videos that will improve their language skills in general and their speaking skills in particular. Students will use the instructions and the platform to reach a broader audience where the best videos would be shared on the university's social media platforms.

The role of therapeutic education on improving DMSES and SDSCA among type 2 Lebanese diabetic patients

Najwa ElGerges, Notre Dame University, Lebanon

Abstract: Diabetes type 2 is a chronic prevalent hyperglycemia that depends on the patient's Diabetes Management Self-efficacy and self-care activities. Therapeutic patient Education (TPE) enhances the patient involvement and engagement in managing chronic diseases effectively by improving the health outcomes by developing patients' competencies of self-care and coping with Diabetes.

E-Café Session – Wrap-Up

4:30 pm – 5:00 pm