

**Eleventh International Conference  
on Effective Teaching and Learning in Higher Education**

**“Negotiating New Norms of Teaching and Learning  
in Higher Education”**

**Virtually, Friday, April 8, 2022**



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

### **Center for Teaching and Learning**

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

### **Office of Innovation and Transformation**

The Office of Innovation and Transformation strives to provide AUB with an IT enabled environment and innovative solutions that facilitate creative teaching, high quality research, effective learning, as well as professional skills, collaboration, and development. We perform our responsibilities transparently to empower our stakeholders (students, faculty, donors, alumni, Provost's Office, and administration) with IT services in order to smoothly excel and lead in educational advancement and research.

### **Communication Skills Program**

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

## **The Eleventh International Conference on Effective Teaching and Learning in Higher Education**

### **“Negotiating New Norms of Teaching and Learning in Higher Education”**

Virtually via WebEx, Friday, April 8, 2022

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

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

#### ***Assessment of Program and Course Learning Outcomes in Higher Education.***

Learning outcomes at the program and course levels have become an integral indicator for assessing curricula in higher education. In the context of evidence-based reporting, learning outcomes present themselves as an inevitable source of data for assessing academic programs and student performance. Therefore, departments and programs which are keen on assessing their students' attainment of set program and course learning outcomes develop learning outcomes, design assessment procedures, collect data, analyze it, and use the results in order to improve their curriculum and student learning performance. In this strand, presenters are expected to share, reflect on, and generalize from their ongoing research, published papers or field experience in planning, developing, and assessing program/course learning outcomes of different programs in higher education including general education.

#### ***Community-Based Learning.***

Community-based learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is a hands-on approach to mastering content while fostering civic responsibility. Community-Based Learning builds stronger and more relevant academic skills and provides a context for learning in terms of what students are as citizens, and how they are able to contribute to the needs of society. In this strand, papers should reflect on, present research or field experience in the domain of Community-Based Learning.

### ***E-learning and Pedagogy.***

Innovation in teaching inevitably brings forward different delivery formats and modern teaching methodologies. Furthermore, E-Learning is a comprehensive umbrella that incorporates technology tools to support and enrich the learning experience. This strand provides an opportunity for faculty members, graduate students, and instructional designers to discuss and share research, best practices, collaborations and ideas on integrating technology in learning. Topics may include but are not limited to: Innovations in teaching technologies, Web-Enhanced Learning, Blended Learning, Online Learning, Mobile Learning, Quality course design, Creative uses of Learning Management System (LMS).

### ***Teaching, Learning, and Assessment Procedures in Higher Education.***

This strand focuses on research investigating issues in teaching, learning, and assessment. Research reports can be on instructor cognition, content knowledge, pedagogical knowledge, pedagogical content knowledge, student understanding and learning, and conceptual change at the university level.

### ***Writing Instruction and Research in Higher Education.***

Teaching writing at the college level presents a unique set of challenges and opportunities for educators. Researchers need to test various pedagogical approaches in order to understand which classroom practices work best to help students become more critical and successful writers. In addition, research is needed to better understand how, why, and when writers write. In this strand, presenters are encouraged to share and reflect upon the philosophies that guide their approach to writing instruction, the pedagogical practices used in the classroom to engage students, and/or assignments that help enrich students' writing and thinking practices in critical ways. This strand also encourages proposals that report on the results of qualitative or quantitative research related to writing practices and pedagogy. Innovative proposals representing a range of writers and writing courses, including first-year writing, writing-in-the-disciplines (WID), writing-across-the-curriculum (WAC), and ESP/EAP, are welcome.

## Conference Organizing Committee

- **Amal BouZeineddine**  
Associate Director, Center for Teaching and Learning, 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
- **May Mikati**  
Instructor, English Department, AUB
- **Rana Al Ghazi**  
Instructional Designer, IT Academic Services, AUB
- **Rayan Fayed**  
Instructional Designer, IT Academic Services, AUB
- **Saouma BouJaoude**  
Director, Center for Teaching and Learning, AUB

**Welcome Session**  
**10:00 am - 10:50 am**

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

**Concurrent Sessions Set 1-1**

**11:00 am – 12:30 pm**

**Session Moderator: Rana Al Ghazzi**

**EM Teaching during COVID-19 Crisis in Lebanese higher Education**

Toufic Haddad and Maysoon Zeidan, Lebanese University, Lebanon

**Abstract:**

This paper discusses the efficiency of Electronic and Mobile online learning and teaching during Covid-19 at the higher education level in Lebanon for the private and public sectors. Two strongly-connected trends are suggested: measuring the professors' competencies in using platforms like TEAMS, Zoom, etc... and the efficiency in using softwares as part of ICT tools and its relation to Educational Channels used. The findings were almost equal ICT skills exist for professors in the private sector while ICT skills efficiency decreases in the public sector as professors get older. Moreover, the private sector shows privileged skills over the public sector in E-platforms use as well as more profound science teaching experience and efficiency in the use of E-sofwarees. It is worth mentioning that in the private sector there is no correlation between teaching experience and efficient use of Educational Channels. Comparing the correlation between experience and efficient use of Educational Channels, the public sector has an inverse correlation whereas in the private sector there is no correlation.

**Authentic Project-Based Learning in Times of Crisis**

Najwa Saba' Ayon & Grasiella Harb, Rafik Hariri University, Lebanon

**Abstract:**

Due to lockdown procedures mandated by almost all countries during Covid-19 outbreak, all academic institutions, including the researchers' university, have shifted to online learning. This shift has been challenging to a lot of these academic institutions especially those that were new to online instructions (Halaweh, 2021; OECD, 2020). The main challenges were in terms of engaging the students online and ensuring academic integrity not to mention the other challenges related to instructors such as their readiness to make this shift. To ensure academic integrity and students' engagement, universities used different types of proctoring software and tools that align with the new learning environment. However, these measures showed unsatisfying results and raised several concerns on the technical level and the capabilities of faculties and students in utilizing these tools. More importantly, many

educators were unable to control for the different forms of online cheating and to ensure valid and reliable results despite the time constraints set and the different forms of assessment used. Hence, the online environment has become stressful and not conducive enough for either active learning or fair assessment procedures that yield valid results. Accordingly, this research paper stems from the need of a teaching strategy and an assessment tool that offer an empirically-based solution to the aforementioned problems. The researchers believed that the project-based learning (PBL), an inquiry-based model highly correlated with learners' engagement (Almulla, 2020; Noviyanti et al., 2021; Randazzo et al., 2021) could be that solution (Halaweh, 2021; Elzainy et al., 2020). The researchers hypothesized that the students become less prone to cheat and/or plagiarize when they are engaged affectively, behaviorally, and cognitively. To this end, the aim of this study is to investigate the extent to which Authentic Project-Based Learning engages the students and hence provides a valid assessment of students' genuine performance and proficiency during online learning in EFL communication and Intensive English courses.

**Face-to-face versus distance learning of basic suturing skills in novice learners: A quantitative prospective randomized trial**

Ahmad Zaghal, Salim Rahhal and Jamal Hoballah, American University of Beirut Medical Center, Lebanon

**Abstract:**

With the COVID-19 era eruption, many educational programs had promptly transitioned to remote learning (Kaup, 2020) with an exponential rise in the innovative utilization of information technology and web-based instructional methods in education (Rose, 2020). This was mirrored in medical education, with the majority of medical programs resorting to web-based remote teaching strategies to maintain the integrity of their medical students' education (Daodu et-al, 2020).

Basic suturing skills constitute a fundamental component of the medical curricula worldwide. Teaching technical skills is a particularly difficult component of surgical education to achieve remotely (Newsome et-al, 2020) owing to its heavy reliance on physical interactions and immediate technical feedback between the teachers and learners. During the initial lockdown period in March and April 2020, in our institution, all medical students' clinical clerkships were temporarily cancelled with their educational activities switched to web-based remote learning, utilizing teleconferencing and commercially available web-based interactive clinical modules.

The acceptability and effectiveness of distance learning of practical skills including basic suturing in novice learners is largely unknown. Teaching surgical technical skills, such as basic suturing, presented itself as a more challenging component of the clinical education under these unusual circumstances as compared to teaching cognitive skills and knowledge, which raised questions and concerns around the effectiveness and acceptability of distance learning of basic surgical skills.

## Concurrent Sessions Set 1-2

11:00 am – 12:30 pm

Session Moderator: May Mikati

### **The Exploratory Practice: An Approach to Enhance Students' Learning Process Awareness**

Maysaa Banat, Rafik Hariri University

#### **Abstract:**

At the higher education level, students are expected to take initiative, be critical thinkers, make sound and independent decisions, and be responsible for their own learning in terms of self-assessment, goal setting, and progress evaluation. At the same time, “learners should also develop the collaborative and social skills of sharing resources, setting and achieving common goals, providing information, and solving problems” (Ghaith & Diab, 2008, p. 238).

Although students in the context of the present study are constantly encouraged to take independent decisions and develop their individual paths of learning, most of them rely heavily on their instructor in tasks like correcting their writing errors, receiving resources for research writing, and planning their projects. Therefore, there was a need to investigate the effectiveness of a treatment that would raise students’ learning process awareness in terms of setting goals, monitoring, and assessing progress, evaluating activities, and organizing time and resources; these characteristics are referred to interchangeably in this study as autonomous learning.

Because research findings identify collaboration between students and teachers as an important factor in empowering students’ learning process awareness and thereby their autonomy (Benson, 2001), the researcher hypothesized that if students were engaged in the learning process as practitioner researchers, then they might develop an empowered sense of autonomy.

Hence, this study aimed at investigating the effectiveness of the Exploratory Practice (EP)<sup>1</sup> instructional intervention in empowering students’ learning process awareness by integrating its procedures into regular EFL classes as part and parcel of the regular teaching / learning process.

### **Covid-19: a Panacea for Higher Education Learning amidst the Economic Crisis in Lebanon**

Nicole Richa, USEC, Lebanon

#### **Abstract:**

“Face-to-face learning has been the standard way of instruction for centuries (University of the People, 2021)”. It comes without saying that face-to-face education provides a lot of advantages in the teaching-learning process and substantially enhances human contact, academic dialogue, valuable interactions, verbal communication, body language and facial expressions. Moreover, “the world away from face-to-face teaching does come with criticism.” (Stell, 2021). However, the declaration of Covid-19 as a pandemic, in May 2020, by the WHO, (Samarji, 2021) was a turning point in the life of students as well as instructors, and caused all educational institutions, worldwide, including higher education ones, to interrupt their normal operation and “move their courses online.” (Nworie, 2021). In order to “control the rapid

spread of this deadly virus” (Nworie, 2021), distance education DE was “no longer an option but rather the only choice and educational avenue for the majority of universities worldwide” as it was the same case for Lebanon (Samarji, 2021). This quick shift from physical classroom education to quick remote learning was not only a challenge but a “panic mode” to both faculty and students not only because they “had not previously considered online learning as authentic education (Nworie, 2021), but also because a variety of obstacles at the outburst of practice arose. In response to this unprecedented crisis, Lebanon’s Ministry of Education and Higher Education implemented three ways to pursue the teaching activity: learning via the TV, online learning, and traditional learning. Online learning faced a lot of challenges and obstacles because online/digital teaching material was not available, and both teachers and students were not trained to switch to this new mode of learning (UNESCO, 2020). Despite all the challenges faced, higher education showed strength and power through creating “a prototype for excellence in online teaching” (Norwie, 2021).

Notwithstanding the positive experience gained in the virtual classroom amidst the spread of this deadly virus, another deadly situation, in Lebanon, took the lead; the escalating economic crisis entered into the picture to wrench the classroom in higher education. Both private universities and the Lebanese University have been struggling to ensure the continuity of their learning activities in the midst of this endless crisis (Al-Fanar Media, 2021). On the one hand, university students are adapting the choice of their major to the challenges of this new reality; they are shifting majors because they find some of these more practical to be acquired remotely than others (Ramadan, 2022). On the other hand, teachers and administrative officers at the Lebanese university have been striking since October, for their salaries, with the collapse of the Lebanese currency, lost most of their value and can barely cover their transportation causing them obstacles to commute to university (Al-Fanar Media, 2021). Moreover, in order to alleviate the financial crisis in the country, many universities already adopted strict measures to sustain their operations such as budget cuts, layoffs of faculty and staff, pay freeze, limitations on facilities and equipment (Addam El Ghali, & Nauffal, 2020). All the aforementioned obstacles, if sustained, might paralyze the teaching activity; therefore, online learning is the only means left for universities to sustain their operations amidst the economic crisis which has been hitting Lebanon in the wake of Covid-19. Thus, through digital learning the cost will be reduced; teachers and students will not incur financial losses to commute to and from university, and universities will not pay the cost high to sustain their operational activities. Let’s look at the bright side of Covid-19! Covid-19 has become a panacea for higher education in the midst of the economic crisis in Lebanon. How has the higher education teaching/learning experience lived during Covid-19 lockdown served the classroom amidst the economic crisis in Lebanon?

### **Towards a Comprehensive COI based Framework for Online Teaching and Learning in Higher Education**

Nadeen Fayyad, Hanadi Chatila & Iman Abou Ali, Lebanese University; Haigazian University

#### **Abstract:**

Covid 19 has affected many areas in our lives one of most is our educational system. Teachers and students found themselves immersed in online teaching and learning, an explosive experience that they weren't prepared to. To cope with this new transition and build upon for future online experiences, there was a need to review online frameworks to build upon and propose a comprehensive one. This study aims to propose a comprehensive framework for distance education based on the Community of Inquiry COI model.

**Break**  
**12:30 pm – 1:00 pm**

**Concurrent Sessions Set 2-1**

**1:00 pm – 2:30 pm**

**Session Moderator: Rayan Fayed**

**Glocalization: CBL and GCED, a Limitless Interchange**

Rana Joumblatt, Lebanese University, Lebanon

**Abstract:**

In recent years, the academic world has witnessed an increasing interest in student community engagement—such as volunteering—specifically, community based learning (CBL). Community-based learning has become an intentional, evolving pedagogical strategy that is used by educators and institutions to enhance students' learning experiences through using methods and programs that aim to link what is being taught in schools to their respective communities. The idea of community-based learning has been ongoing for several years and had been developed by the writings of the famous American educational reformer, John Dewey, whose writings are known to be influential in the fields of social reform and education. John Dewey presented forth the idea of “progressive education,” describing it as “a product of discontent with traditional education.” As such, Dewey believed that progressive learning should involve the social engagement of young learners through experiences and social interactions that are developmentally compatible with the needs of those learners (Hopkins, 2017). Hence, community-based learning is seen to hold a pragmatic approach to education: learning by doing and experiencing. Consequently, CBL holds numerous advantages to learners, teachers, and the community as a whole.

From one specific community, the focus expands to diversified, multi-lingual, and multi-cultural communities that exist in an increasingly globalized world. Henceforth, the need arises for an education that caters for learners who not only are citizens of their respective communities but citizens of a much wider community that transcends spatial and temporal barriers among others. Global citizenship education draws upon various approaches and

methodologies; the most immediate of these approaches is community-based learning, where the global dimensions of a twenty-first century active citizenship are used to act in the local contexts of learners (Mayo et al., 2009).

Community-based learning is a pedagogical approach whereby students' learning is expanded outside the classroom and integrated into the wider community; it is where academic courses and hands-on experiences amalgamate to produce an active and efficient citizen. Sending the students out into the community to "learn by doing" has a long history grounded in experiential learning theory (Dewey, 1938, p. 74). Global citizenship education seeks this active, local citizen, equips him/ her with the skills and tools necessary to think and act as a twenty-first century citizen in a globalized world, all the while living in his/ her own locale. "Global citizenship refers to a sense of belonging to a broader community and broader humanity. It emphasizes political, economic, social, and cultural interdependency and interconnectedness between the local, the national and the global" (UNESCO, 2015, p. 14). CBL and GCED exist in an intertwined relationship. For the principles of GCED to be appropriately implemented, they have to observe CBL approaches; conversely, CBL can have a direct impact on GCED since it infiltrates all three of its domains/ key learner outcomes—cognitive, socio-emotional, and behavioural (UNESCO, 2015, p. 15). CBL will also influence GCED'S key learner attributes—*informed and critically literate; socially connected and respectful of diversity; ethically responsible and engaged* (UNESCO, 2015, pp. 20-21). This interchange which can be called "Glocalization" will be the focus of the current paper. It will explore the relationship between Community Based Learning and Global Citizenship Education, where learners are encouraged to think "global" and act "local." The first part draws on ways and pedagogies through which CBL can enhance GCED'S learning outcomes and attributes. The second part moves the discussion from the physical realms of classroom and community to their virtual counterparts and looks at means of CBL integration in an online setting, especially with the recent advent of online learning due to the Covid-19 "global" virus. Throughout the paper, models from various countries' teaching and learning contexts will be resorted to—especially the Lebanese context—as a result of my work on GCED's Monitoring and Evaluation (M&E) with UNESCO/ APCEIU. Furthermore, the paper funnels the discussion to the teaching and learning of English—specifically English literature—in today's globalized world—again as a natural consequence of my long experience in the domain.

### **Paper or Pixel? That's the Question**

Zakia Djebbari, Tlemcen University, Algeria

#### **Abstract:**

Within a progressively high knowledge-based society, globally-oriented world, and diverse society, making sure that our students are well equipped with the necessary tools and competences to live in this digital age is, in fact, one of the prevalent challenges facing today's education. Thus, this paper will issue the novel nature of reading and readers which have enormously changed as digital texts and technologies become more prevalent. It also highlights

the new visions of teaching to move to more mobile-based reading ways that will cope with learners' new requirements to exist, struggle, and cooperate in a newly global scenario.

### **Digital Literacy for Digital natives**

Omneya Badr, Qatar University, Qatar

#### **Abstract:**

Does being a digital native mean being a digital expert? Does being a Snapchat expert mean a student can transfer these skills to his higher education learning? Or are students tech savvy in specific tasks & lack the digital skills required for career of the future? The session questions the assumption that digital native students are digital savvy as there are a variety of factors that shake this assumption. Will share recommendations to how student affairs can bridge the digital literacy gap and focus on the digital skills students need to succeed in the studies and their careers.

## **Concurrent Sessions Set 2-2**

**1:00 pm – 2:30 pm**

**Session Moderator: [Rana Al Ghazzi](#)**

### **Using Breakout Rooms to Improve Writing in Higher Education**

Hanadi S. Mirza, Lebanese University, Lebanon

#### **Abstract:**

Teaching language methodologies (Schleppegrell, & O'Hallaron, 2011) have underwent major shifts after teachers and students worldwide moved to internet based learning due to the Covid 19 pandemic. Challenges and opportunities were offered by the available technologies used in remote teaching and learning since the outbreak of the Corona virus in China in December 2019. Among the English language skills, writing has remained the most challenging both in person teaching and in online classes according to many teachers and students. Group work facilitated by the break-out rooms (Howes, 2021; Kirkman, Rosen, Tesluk, & Gibson, 2004)) could improve university students' writing skill. Students in their random small groups were able to identify different types of English sentences, combine various sentences, and go through the writing process starting by generating and outlining their ideas, drafting their paragraphs, revising and editing their writings as well as their classmates' (Coffin, Curry, Goodman, Hewings, Lillis, & Swann, 2003; Lillis & Curry, 2006). At the end of the semester, students were able to improve their writing skill and get high grades on their midterm and final exams.

### **Open Educational Resources: Is It Worth it?**

Dalal Hakim Rahme, American University of Beirut, Lebanon

#### **Abstract:**

Open Educational Resources is relatively a new trend as part of a larger trend toward openness in higher education including Open Education and Open Access. Many top universities around the world are engaged in programs creating Open Educational Resources. There are different motives and reasons for adopting an OER initiative as an institution. Some of the reasons include reducing the cost of textbooks, creating more flexible course content, developing inclusive resources and more. AUB libraries, in collaboration with the IT department, the Center for Teaching and Learning and a faculty member from the Public Health department is working towards bringing awareness to different OER topics. As part of this initiative, we are disseminating two questionnaires to collect data from campus and learn more about the current practices, challenges and needs of AUB community when it comes to the development of course materials and the use of OERs. Our purpose is to create services to cater for our researcher's needs and to deliver trainings and workshops bringing awareness to OER and related topics.

**Impact of therapeutic education on quality of life of type 2 diabetic patients in Lebanon**

Najwa ElGerges, Notre Dame University, Lebanon

**Abstract:**

Diabetes type 2 is a chronic metabolic disease that constitutes a quality-of-life burden. Therapeutic patient Education (TPE) improves the patient involvement and engagement in managing chronic diseases effectively. By applying TPE, Health outcomes are improved among diabetic patients. The objective of this study is to assess the impact of TPE among Lebanese Diabetic patients on compliance and quality of Life.

**Break  
2:30 – 3:00 pm**

**Keynote Speaker | Mary Deane Sorcinelli**

**3:00 pm - 3:50 pm Beirut Time    8:00 am - 8:50 am Boston Time**

**Building a Culture of Teaching and Learning on Campus**

**Speaker:**

Mary Deane Sorcinelli is co-PI, Undergraduate STEM Education Initiative, Association of American Universities (AAU) and Professor Emeritus and Senior Fellow, Center for Teaching & Learning, University of Massachusetts Amherst. Previous roles include Distinguished Scholar in Residence, Mount Holyoke College, Associate Provost and founding Director, Center for Teaching & Faculty Development, University of Massachusetts Amherst.

Mary Deane's research is in the areas of faculty professional development in teaching, mentoring, scholarly writing, and the role of teaching centers in fostering 21st century faculty learning. She has published over 100 articles, book chapters and books. She served as the president, POD Network in

Higher Education; as a senior scholar, American Association for Higher Education (AAHE); and has worked in some 15 countries, most recently as the Educator in Residence at the National University of Singapore and as a Fulbright Specialist at Texas A&M in Education City, Qatar. Her doctorate in educational policy, research and leadership is from the University of Massachusetts Amherst.

#### Abstract

With growing pressures for accountability, reduced funding, and serious questions about how to support the success of all students, these are challenging times for higher education. But there is good news as well, as the focus on teaching and learning assumes a much more prominent place on the academic landscape. This session highlights the importance of promoting a campus culture in which teaching and learning are a focus of sustained attention, inquiry, and improvement by all members of the campus community. But what are the distinguishing features of such a culture and how do we build, nurture, and sustain one? In this session, we will move through a series of thought experiments, drawing on participants' experiences in their own setting to: 1) identify the critical, defining indicators of a culture of teaching and learning; 2) explore levers for cultivating such a culture; and 3) strategize about opportunities for strengthening a teaching culture that supports powerful learning for all.

### Concurrent Sessions Set 3-1

4:00 pm – 5:30 pm

Session Moderator: Dorota Fleszar

#### **Reimagining an English Language Curriculum for a Community Outreach Project in Lebanon**

Suzanna Zharamani and Amy Zenger, American University of Beirut, Lebanon

#### **Abstract:**

This presentation will discuss the re-envisioning of an English language learning curriculum for a community outreach program that “aims to provide vulnerable Lebanese youth (18-35 years of age) from underserved communities with technical expertise and relevant soft skills to prepare them for employment in the expanding digital based economy.” Offering English language as a set of isolated skills was not found to be an effective approach for this teaching and learning context. Through a series of collaborations between instructors, curriculum designers, and program administrators, a new curriculum was designed to address three program-level goals. While focusing on English language learning, the revised curriculum also emphasises collaboration and communication; work-related language needs; inquiry; and relevant global issues, including sustainability, world development goals, and leadership.

#### **Reforming Assessment in Times of Change: Challenges, Practices and Imperatives**

Houda Djebbari, Oran 2 University, Algeria

#### **Abstract:**

The reservation of testing policies seems to be among the most fundamental issues occupying language education research. Therefore, it is difficult to speak about educational reforms and revolutions without speaking about reforms in the testing arena. In fact, there is a good deal of

ambiguity about the effects of high stakes testing on teachers and learners, they are designed without giving consideration on how students feel as human beings and they are treated like industrial products that must be adjusted to control quality before they are out for public consumption. This results in degrading learners' potentials and ambitions to grow intellectually in this ever changing time of globalization. Thus, this paper aims at bringing into question different ways of assessment taking into account learners' intellectual growth.

### **Representation of Arab Women on Wikipedia: Student Engagement in Culture-Oriented Writing Projects**

Abir Ward, American University of Beirut, Lebanon

#### **Abstract:**

2Rāth, a homegrown initiative launched in 2019, educates students in digital composition and enhances Wikipedia's content on female Arab authors. 2Rāth organizes biannual Edit-a-thons to digitize Lebanese and Arab literary heritage. It also collaborates with Art + Feminism, a worldwide community-building initiative committed to bridging the well-documented gender gap on Wikipedia related to gender and feminism, to create articles about notable female Arabs. By engaging students in culturally focused writing projects, 2Rāth engages participants with public audiences, helps deconstruct authority in public texts, and champions self-representation by authoring culturally relevant narratives.

## **Concurrent Sessions Set 3-2**

**4:00 pm – 5:30 pm**

**Session Moderator: Malaki Khoury**

### **Teaching English as a global Language for Intercultural Communication**

Eman H. Saleh, Lebanese University, Lebanon

#### **Abstract:**

With the development of globalization and internationalization, English language became a lingua franca (Crystal et al., 2016; Tran and Seepho, 2015). The need to learn English in the global world has been shifted from developing communicative competence to intercultural communicative competence (Byram, Gribkova & Starkey, 2002; Deardorff, 2006) .

English language nowadays has the highest number of users as the first global languages. Crystal (2008) revealed that there are approximately two billion users of English in the world and only 400 million are native speakers, the remaining 1.6 billion being speakers of English from countries where the language has an official status or in countries where it is the first foreign language taught formally.

This wide spread learning English for different purposes reflects the learners' awareness to the intercultural dimension of using English as a common language to communicate between people from varied cultures and languages (Rocha, 2016). However, from my direct observation, as an English teacher and trainer, most students are motivated to learn English.

They usually know that English, as international language, is their key to success. Students are willing to learn English to achieve business purposes and to attain high life skills.

Nevertheless, most EFL curriculums aim to achieve academic purposes. This gap makes the students feel disappointed with the practices, methods of teaching English as an academic subject not as a medium for intercultural communication.

In this aspect, this research paper aims to study the perceptions of students and teachers concerning English as a global language for intercultural communication. It aims to compare between the both views in order to prepare programs that aim to create an intercultural citizen who is able to communicate effectively and proficiently in the intercultural context.

### **Are Educators Systems Conveners? Applications of New Book by Wenger-Trayner**

Milton Cox, Miami University, Ohio

#### **Abstract:**

Etienne and Beverly Wenger-Trayner (2021) have written a new book, *Systems Convening: A crucial form of leadership for the 21st century*. In this session we provide a brief overview of the book and explore whether educators are systems conveners, and if not, how they might become one. Systems conveners undertake seven areas of work, and we will investigate their connections to teaching and education in higher education. We will also discuss the mindset that system conveners have and approaches that they use. This extends the work of the Wenger-Trayners (2020) work on social learning spaces, which could include students in classrooms, both face-to-face and virtual. Etienne Wenger is well known for his concept and applications of communities of practice (CoPs) in business (Wenger, McDermott, & Snyder, 2002). The CoP approach to group learning is now finding its way into higher education (Cox & McDonald, 2017; Wenger-Trayner, E. & Wenger-Trayner, B., 2017).

### **Development Of Student Opinions Data Collection On Learning Problems In Higher Education**

Kıymet Selvi, Mustafa Cem Babadoğan, & Ömer Kutlu, Education Support and Consultancy, Turkey

#### **Abstract:**

Learning is a multifaceted process and complex action for students and teachers. There are many factors that negatively affect learning in the higher education process. Environmental factors inside and outside the school cause students to be academically risky (Kutlu & Başer, 2021). In order to operate the quality system in higher education, it requires knowing the problems and obstacles in front of student learning. For this reason, feedback systems should be created where students can freely reflect on the problems they experience regarding their learning. Thus, learning problems can be identified for both the student and the higher education institution where he/she is studying and related obstacles can be removed. Universities can carry out studies to improve the learning-teaching processes in the context of providing support to the students by identifying the learning problems of the students. These

feedbacks from students can also create feedback for higher education quality system management and instructors.

For this purpose (Selvi, 2022), the opinions obtained as a result of the research on determining the learning problems of higher education students and expressed by higher education students; discussed under twelve main and eighteen sub-titles. These are respectively; qualifications and behaviors of lecturers, learning-teaching process, curriculum, physical environment of learning-teaching, students' individualistic features, emotional problems of students, living conditions of students, study habits of students, socio-cultural backgrounds of students, economical backgrounds of students, relations with friends and relations with family grouped under themes. As a result of the research, a total of 141 student opinions were formed, which negatively affected the learning of the students who formed these themes. Themes and the items under them are divided into two subsections: problems arising from the university and the student himself.

This research was designed as a continuation of the research conducted by Selvi (2022) and briefly summarized above. It is aimed to contribute to higher education quality studies and to evaluate the problems related to education from the perspective of students, based on 141 opinions that are stated to cause learning problems. For this purpose, it was decided to create a "Measuring Tool for Identifying Learning Problems in Higher Education". The measuring tool was created in three stages. In the first stage, 141 items were analyzed by two program development experts and an assessment and evaluation expert based on criteria in terms of observable and measurable features. Within the scope of this analysis, each item was revised and rearranged according to criteria such as measurability, observability, overlap, relevance, and intelligibility. After the first stage was completed, in the second stage, another group of fifteen experts and 150 students reanalyzed and evaluated the items according to the given criteria. In the third stage, the items were rearranged and finalized according to the results, and the scale was made ready for pre-application by taking the opinions of undergraduate and postgraduate students. The data collection tool has not been finalized as it is still in the second phase of the research. It is expected that this study will contribute to the correct estimation of students with academic risk at the beginning of higher education.

**THANK YOU**