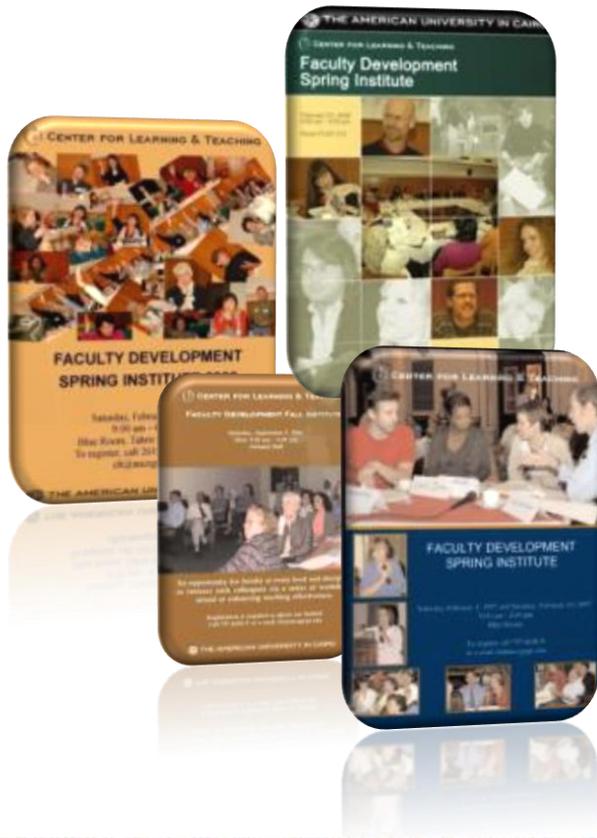# Towards new Teaching and Learning Opportunities

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THE AMERICAN UNIVERSITY IN CAIRO
الجامعة الأمريكية بالقاهرة

PFDP 2010 Colloquium

The Context

The Value of a Center for Learning and Teaching

Background: AUC at a glance

Background: AUC at a glance

- Founded in 1919
- Independent, non-profit institution accredited by MS Commission on HEd
- 6,631 students from 100 countries
- Faculty/student ratio: 1 to 12.3
- Diverse Faculty body: 56% Egyptian, 33% American and 11% others

2002: Ctt CENTER FOR LEARNING & TEACHING

Different Teaching and Learning Landscape

PEDAGOGY

Today's Learners

LEARNING

Learning Technologies

Learning Spaces
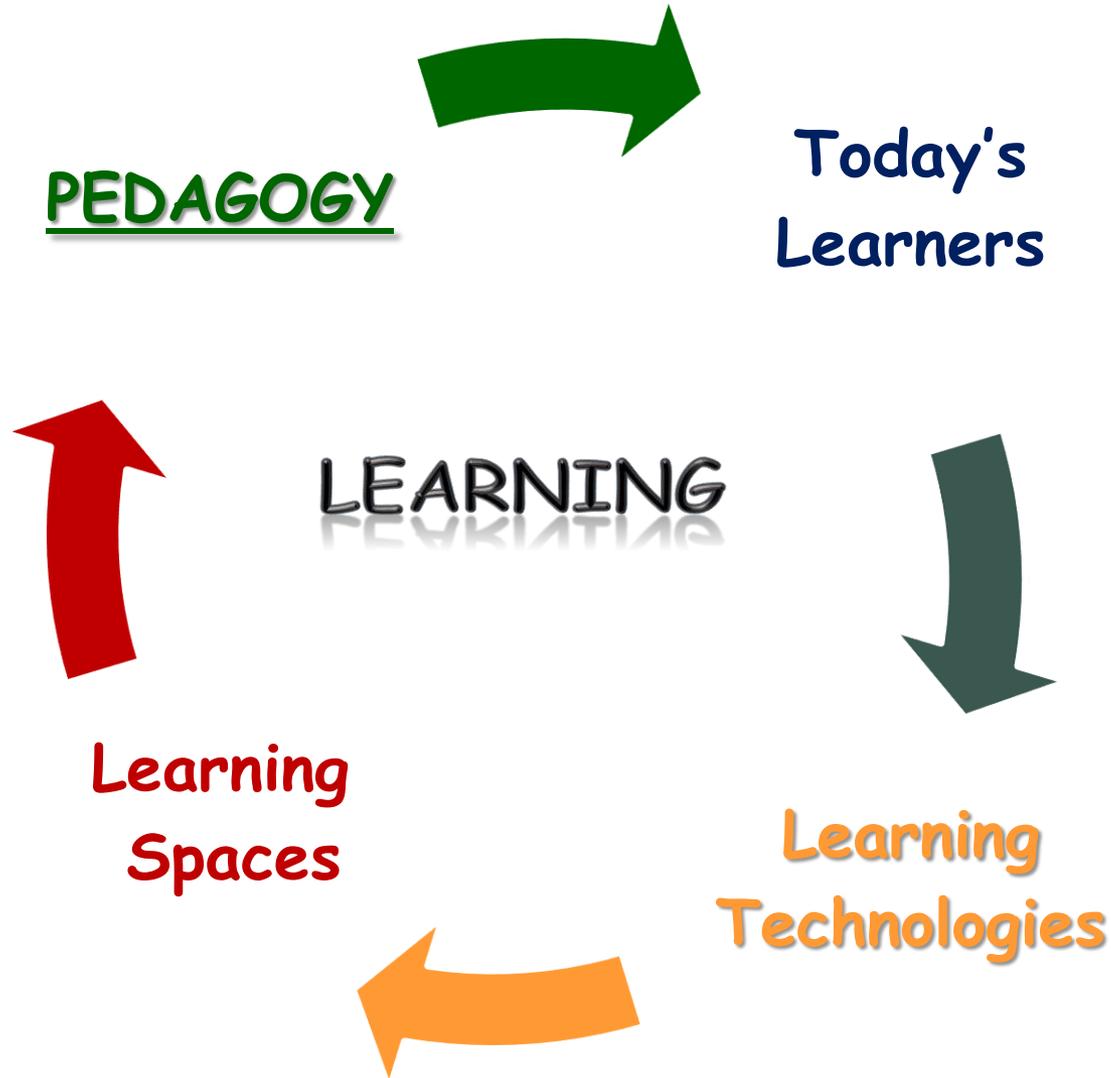
In some ways, our role as faculty has remained the same…

- Role of Faculty is still to

  – Guide the learning experience
  – Facilitate student's relationship with the discipline

…and in others it has changed

- Rethink Learning and Teaching
  - What has worked in the past may no longer be helpful or reliable

- Create new partnerships with specialists and peers

Current trends in teaching and learning*

- Course [and class] time is devoted to **discovery-based learning** over traditional lecture modes

- Teaching emphasis has moved away from memorizing facts towards **finding, evaluating and using information**

- "**Research**" and "**teaching**" are perceived as mutually enhancing rather than antithetical.

Current trends in teaching and learning*

- New teaching and learning styles incorporate **collaborative work** in diverse teams or groups.

- Course **content** is **publicly accessible** and shared beyond the members of an individual course

Current trends in teaching and learning*

- The **instructor** is perceived as **a partner in a learning community** rather than as a sole entrepreneur.

- **Assessment** is multilevel and complex

Current trends in teaching and learning*

- **Today's students** have grown up with technology as the air they breathe, are used to being wired 24x7, are comfortable multitasking in multimedia, and bring very different expectations to the classroom as a result
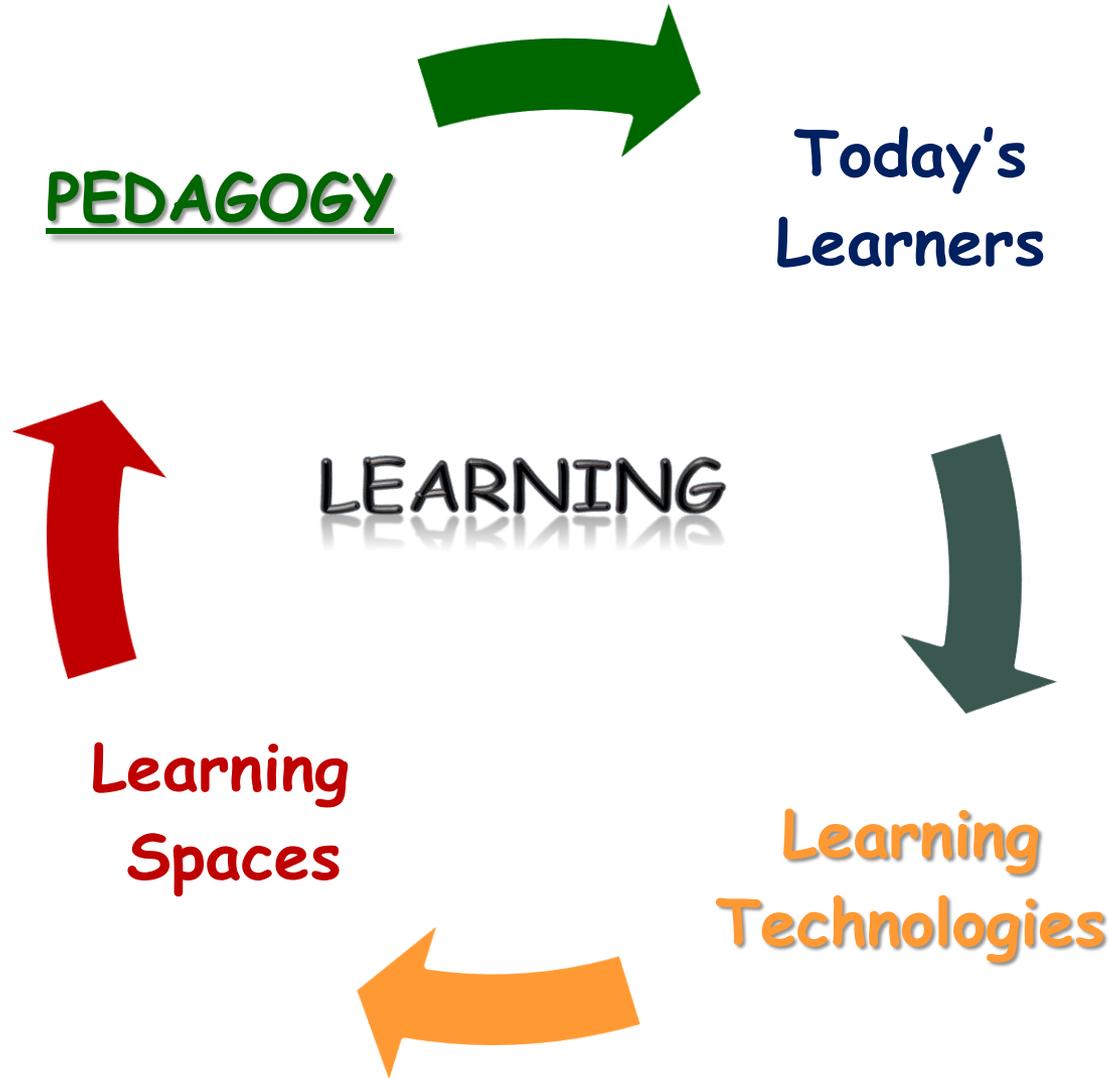
Current trends in teaching and learning*

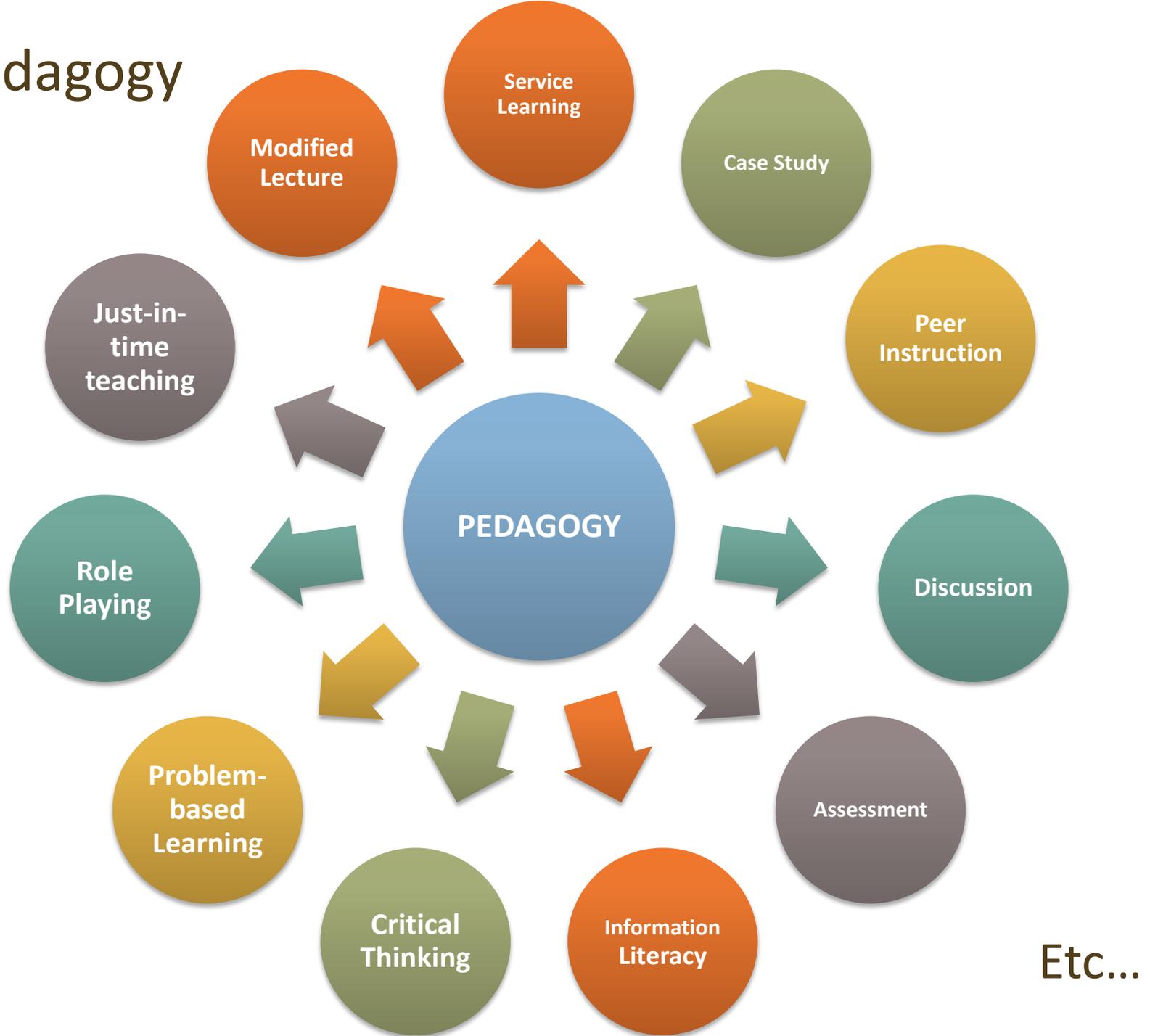- **Today's employers** prize transferable skills (e.g., problem solving, creativity, interdisciplinary teamwork) over encyclopaedic knowledge.

Different Teaching and Learning Landscape
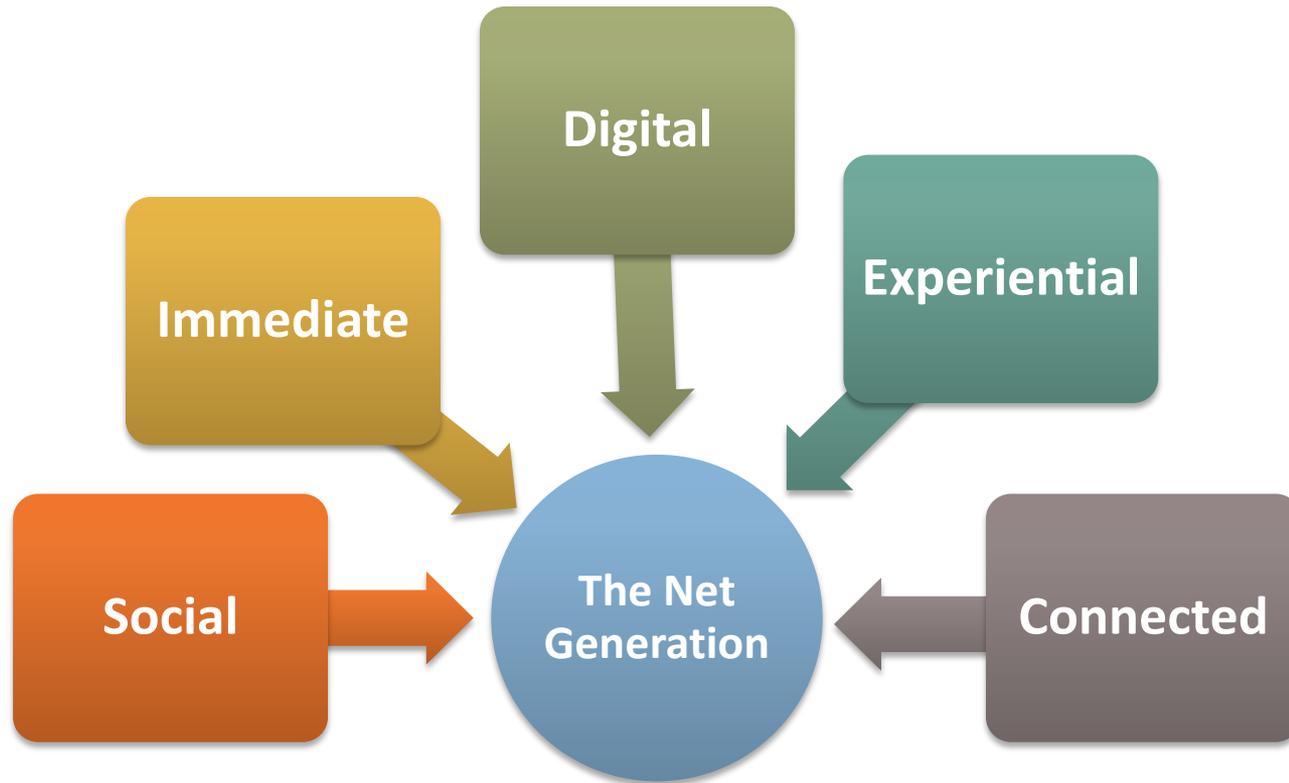
A. Pedagogy

Service Learning
Modified Lecture
Case Study
Just-in-time teaching
Peer Instruction
PEDAGOGY
Role Playing
Discussion
Problem-based Learning
Assessment
Critical Thinking
Information Literacy

Etc...

B. Today's Learner

Generational comparison

Students	Faculty
Multitasking	Single or limited tasks
Pictures, sound, video	Text
Random access	Linear, logical, sequential
Interactive and networked	Independent and individual
Engaging	Disciplined
Spontaneous	Deliberate

C. Learning Technologies

"EDUCAUSE" definition:

"...encompass information and instructional technology, as well as telecommunications tools, applications, and systems that support learning."

C. Learning Technologies

May include the following:

- **Course Management Systems (Blackboard, Moodle…)** ‡
- **Curricular Software** ‡
- **Digital Video** ‡
- **Electronic Portfolios** ~
- **Simulations and Games** ~
- **Learning Objects** ‡ **(MERLOT, Wisc-Online etc.)**
- **Mobile learning devices (wireless environments)** ~
- **Multimedia Applications** ‡
- **Social Software (blogs, wikis, IM)** ‡
- **Student/Classroom Response Systems (clickers)** ‡
- **Web-based learning resources** ‡
- **Videoconferencing** ‡
- **Lecture capture** ‡

‡ **Used at AUC**

C. Learning Technologies

- Allow for innovations in instruction
- Can be very powerful tools for learning
- **Should be driven by specific learning goals**

D. New Learning Spaces

AUC Learning Commons

"Spaces can and do *shape* how learning takes place"

NITLE/PKAL
Workshop on Learning Spaces
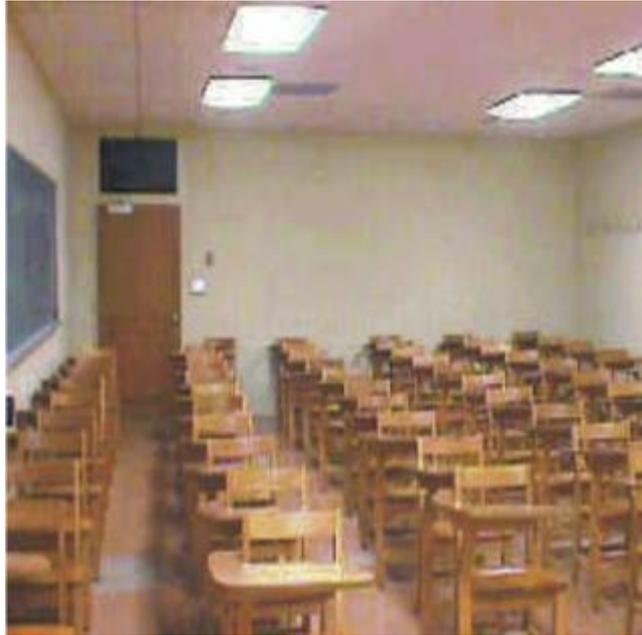Vassar College, Oct. 22-24, 2004

D. New Learning Spaces

- New **"learning spaces"** support new types of teaching and learning.

- The **shift** in the design of these learning spaces is **driven by changes in pedagogy and technology.**

D. New Learning Spaces

NC STATE UNIVERSITY

Before

After

➢ Face forward is for listening, inaction
➢ Round tables promote collaboration

PHYSICS CLASS TRANSFORMED TO INQUIRY-BASED FORMAT.
STUDENTS INTERACT IN SMALL GROUPS

D. New Learning Spaces

Discussion Classroom

D. New Learning Spaces

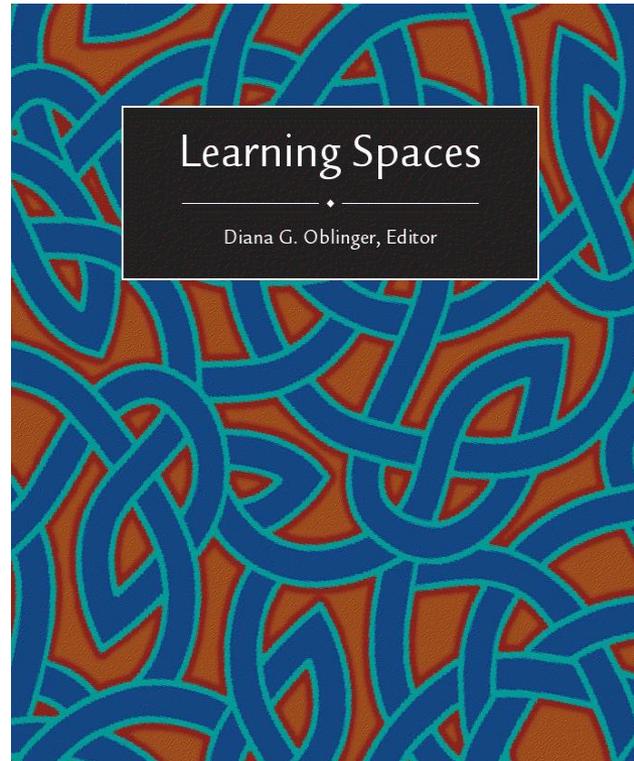## Collaborative learning

D. New Learning Spaces

Virtual Spaces

LECTURE CAPTURE

D. New Learning Spaces

An EDUCAUSE *e*-book
Available electronically at
www.educause.edu/learning spaces

Faculty Concerns in this New Environment

- Not unique to AUC
- Some faculty are concerned about:
  - Time
  - Uncertainty of results
- Others still perceive that the shift is 'about technology' — and not based on pedagogy.
- Reward system

"Teachers can't do it alone"

"Building _Partnerships_ in Teaching Excellence"
PFDP 2010 Colloquium

Clip art from : http://marketing.blogs.ie.edu/archives/tag/partnership

The Value of a Center for Learning and Teaching

Case Study: The American University in Cairo

The Value of a Teaching and Learning Center

Mary Deane Sorcinelli, Associate Provost for Faculty Development,
Professor of Educational Policy, Research, and Administration

One of the most pressing issues in higher education is that of student learning – how to improve, measure, and ensure it. Parents, government officials, and business leaders are demanding that colleges and universities educate their students better, and many institutions have responded by establishing teaching and learning centers. These centers have emphasized the centrality of student learning and have offered support to faculty to become the most effective teachers possible. During the last decade, there has been tremendous growth in centers across the globe: the best private and public research universities have created them, and new centers are burgeoning in comprehensive universities, small liberal arts colleges, and community colleges. The teaching and learning center is a concept whose time has arrived (Cook and Sorcinelli, 2002).

In the spring of 2009, I was invited to the American University in Cairo's Center for Learning and Teaching (CLT) as a visiting scholar. As both a faculty member and academic leader with over twenty-five years of experience in faculty development in the United States and around the world, I had founded two centers at major American research universities and paid visits to countless others. My experience at Egypt's first university teaching center was exceptional. I discovered that CLT is a "jewel

Mission
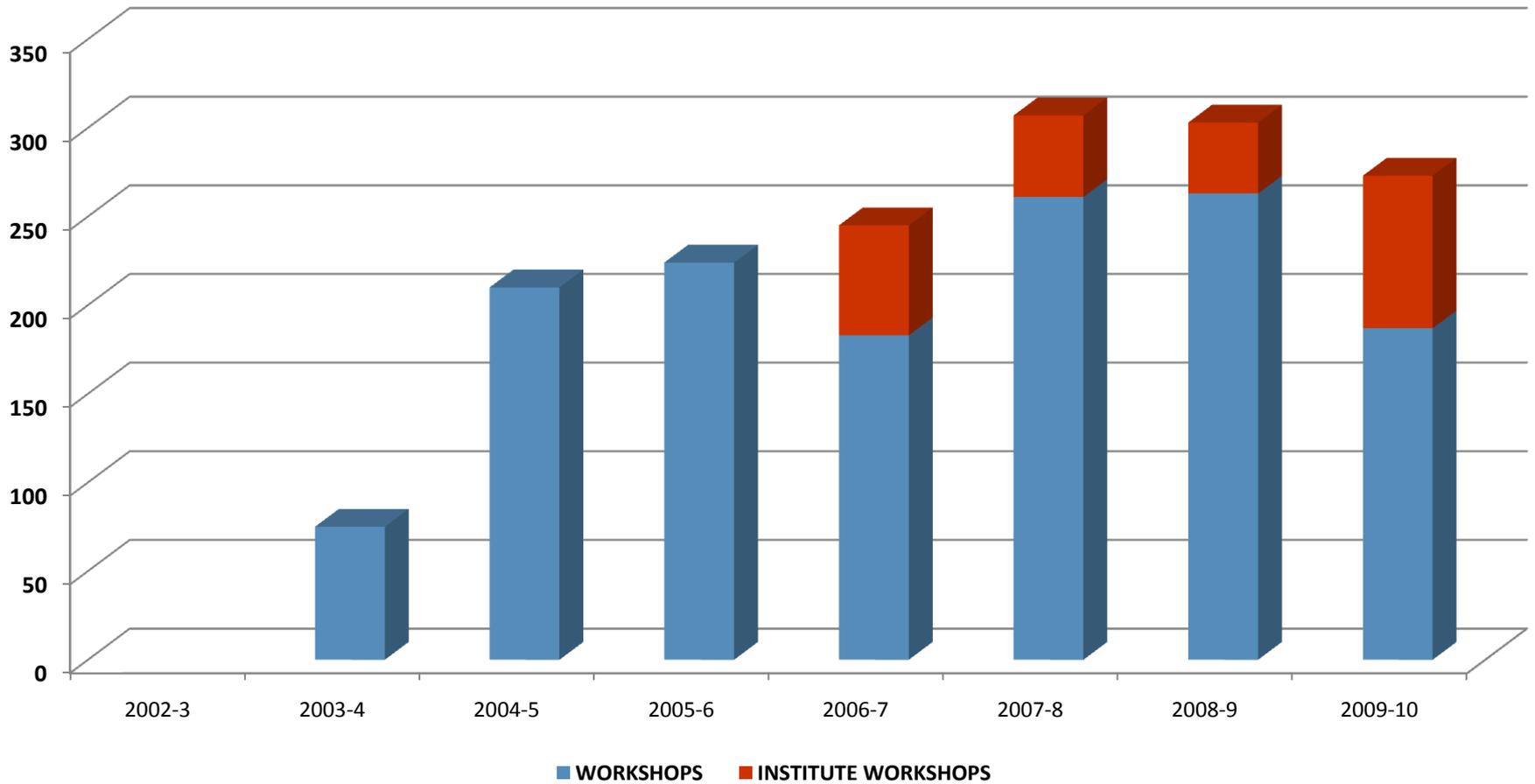

To help create a stimulating learning environment by promoting excellence in teaching, and by facilitating the effective application of technology to the teaching and learning process.

CLT Programs and Services

Teaching Enhancement

- Workshops and Faculty Development Institutes
- Course design and redesign activities
- Bi-weekly Newsletter "NCT"
- Individual and dept. consultations
- CBL (in partnership with Gerhart Center)
- Formative Assessment of T&L

Teaching an Learning with technology

- Student Technology Assistant (STA) Program
- Bb and Moodle: one on one training and course set-up
- Piloting Emerging Learning Technologies(Clickers, Blogs, Wikis, etc
- Development of Instructional Materials
- Pedagogy of Smart Classrooms
- E-portfolios
- Lecture Capture
- Videoconference

Formative Assessment Activities

- Small Group Instructional Diagnosis (SGID)
- Mid- semester surveys
- In-class observations, filming
- Focus Groups

Classroom Action Research (CAR)

- Planning Stage support
- Data Collection support
- Classroom Assessment Techniques
- Data Analysis support
- Towards SoTL?

CLT Programs and Services

Support for AUC's Academic Integrity Initiative

- Administration of Turnitin.com
- Turnitin.com workshops for faculty
- Participation in awareness campaign
- Orientation and workshop for graduate students

Learning Spaces

- Prototyping and assessing model classrooms for New Campus
- Developing and implementing the Learning Commons concept
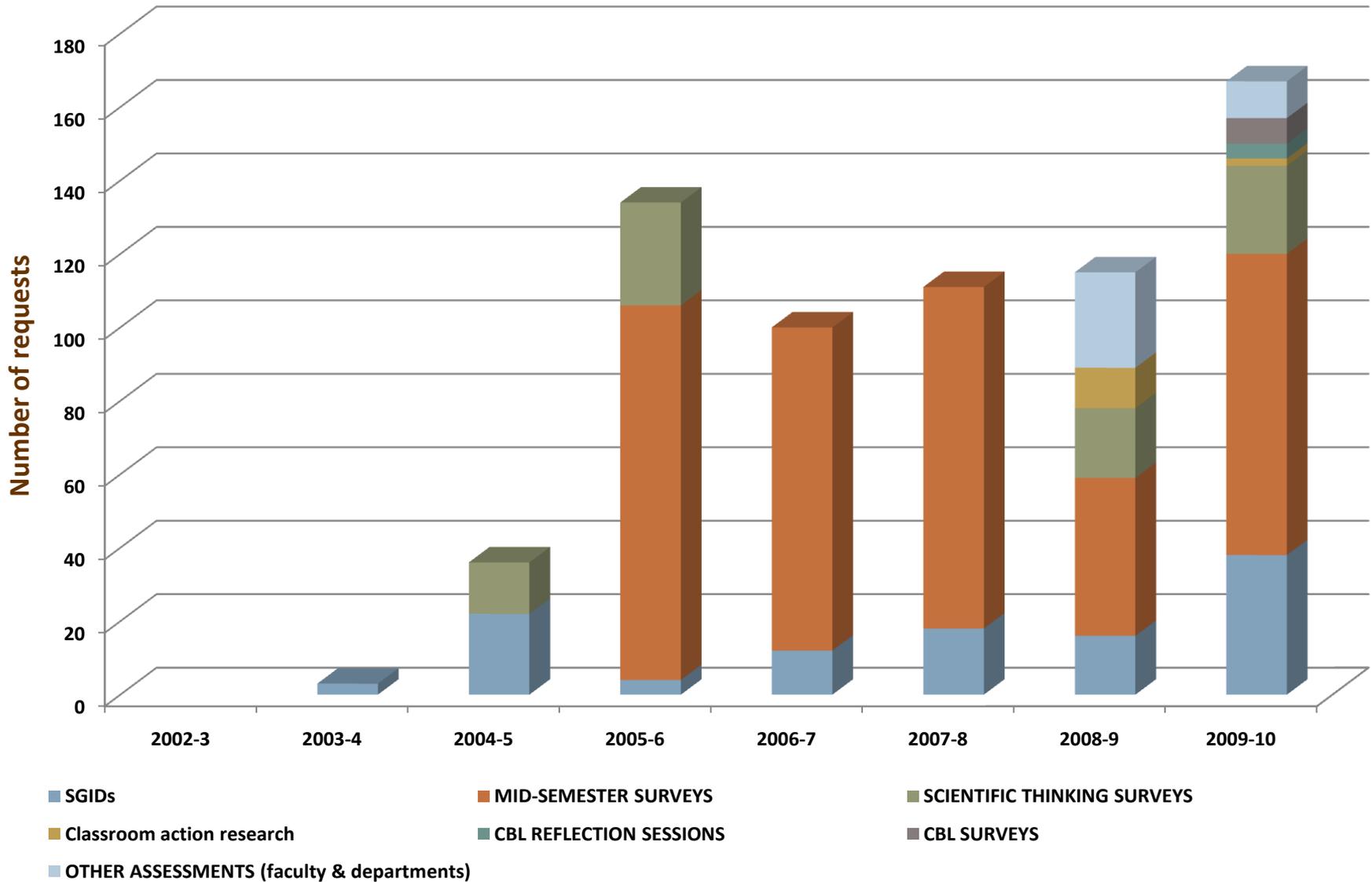- Assessing effectiveness of learning spaces on campus

Workshops and Institutes
Number of faculty attending

Formative Assessment Activities

Student Technology Assistants Program
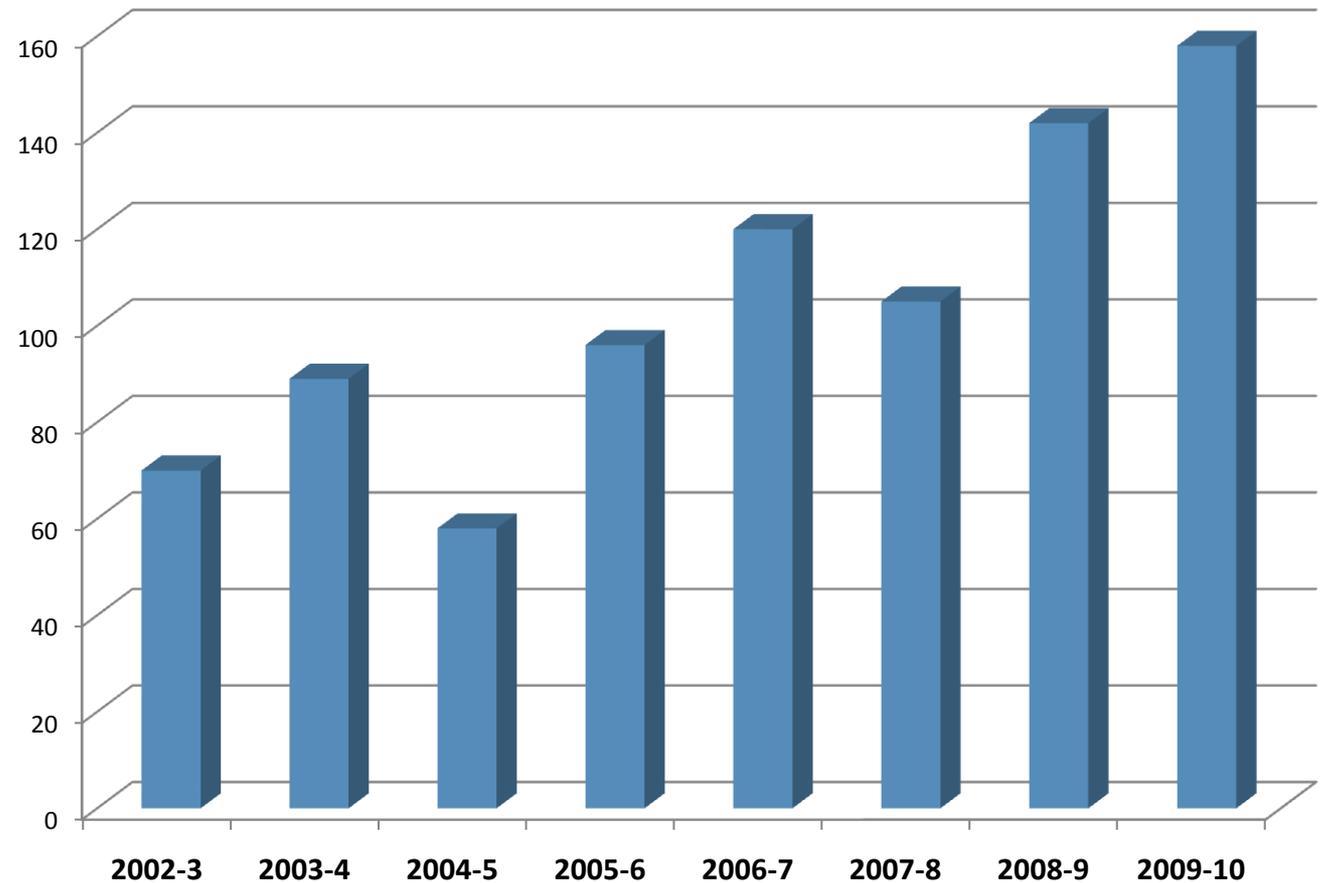
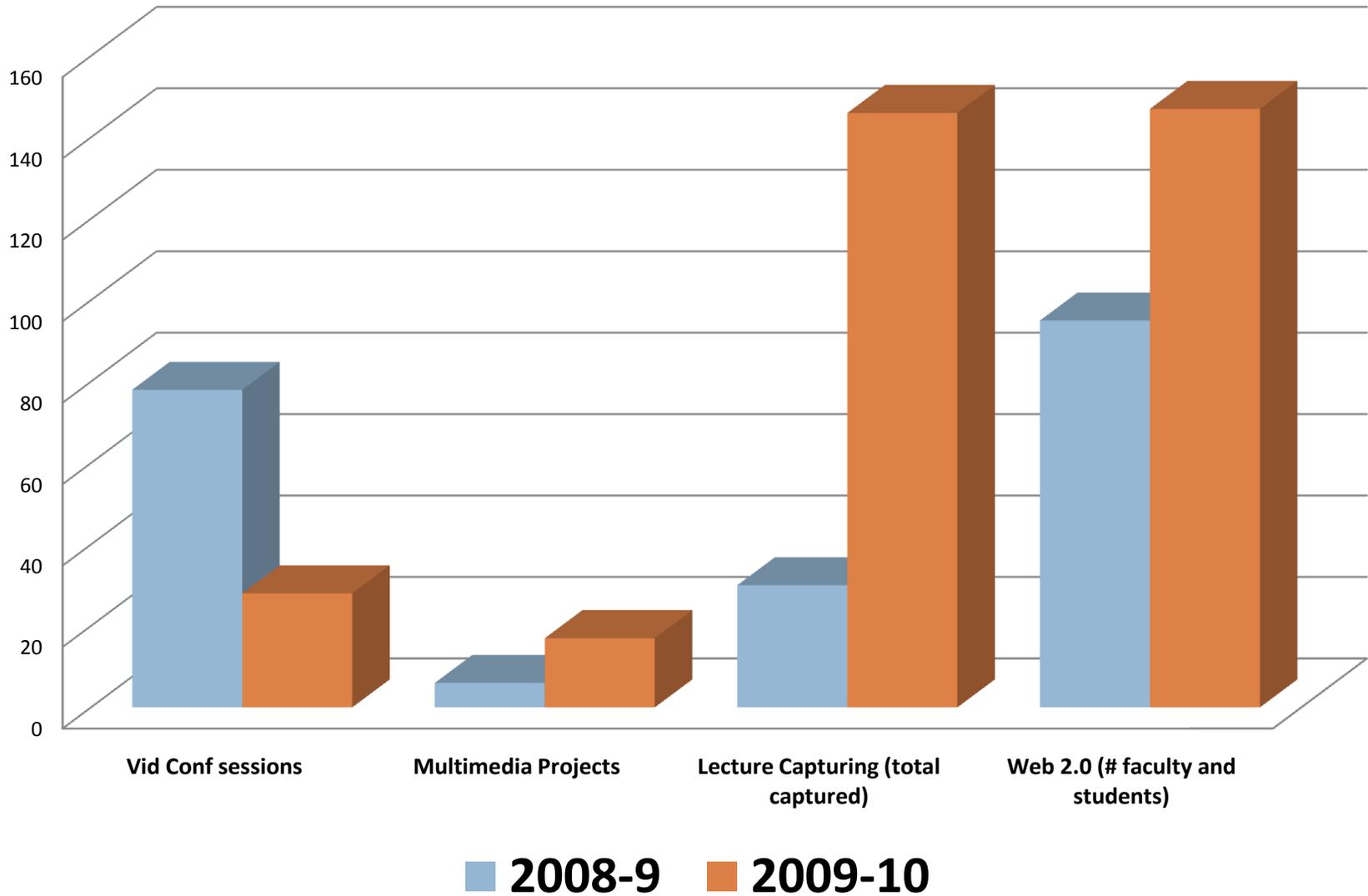# Academic Integrity and Plagiarism Prevention "Turnitin.com" workshops

Legend: ■ Number of faculty workshops   ■ Number of faculty attending
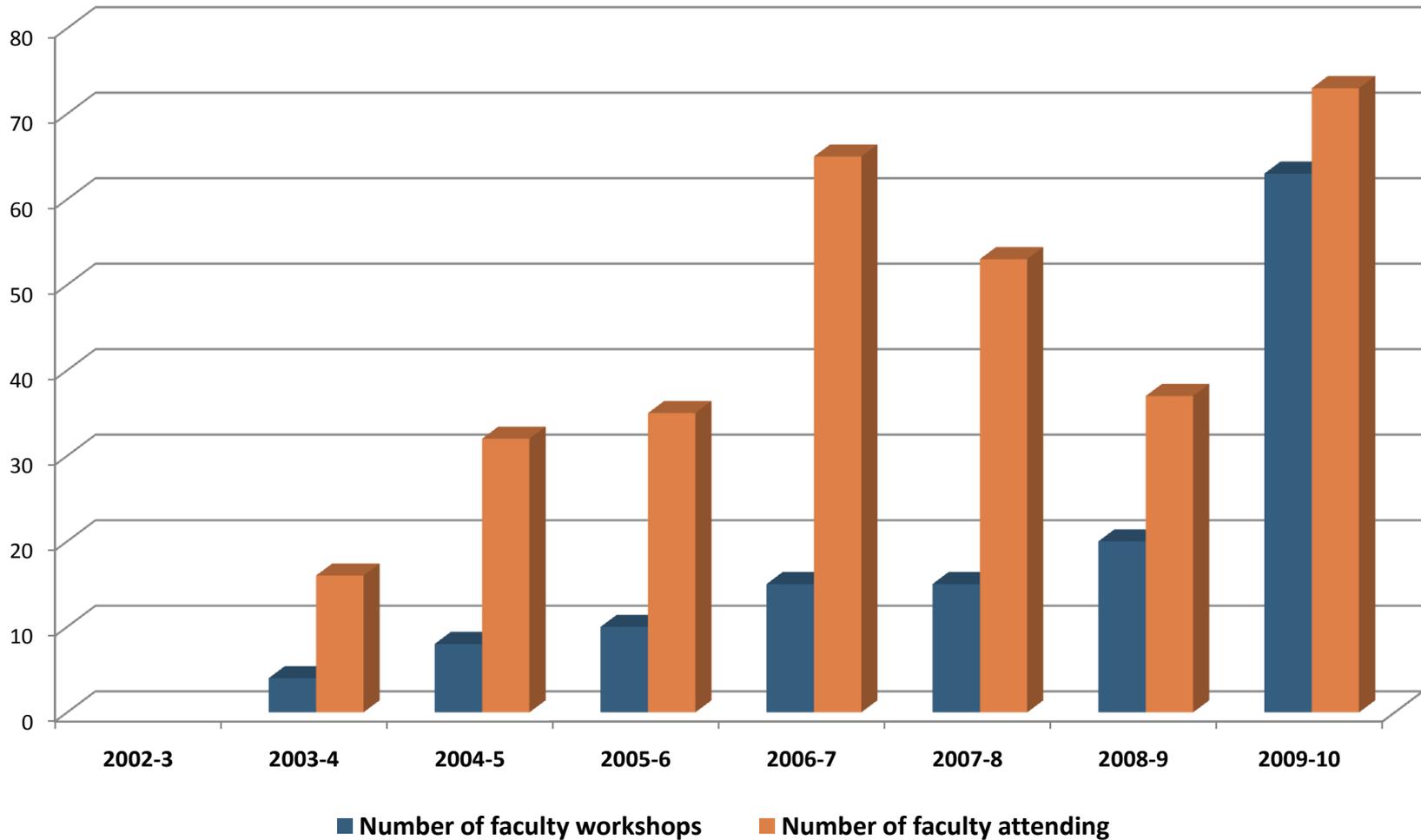
New Chalk Talk Newsletter

Year	Number of Issues
2002-3	14
2003-4	13
2004-5	11
2005-6	13
2006-7	10
2007-8	10
2008-9	8
2009-10	12
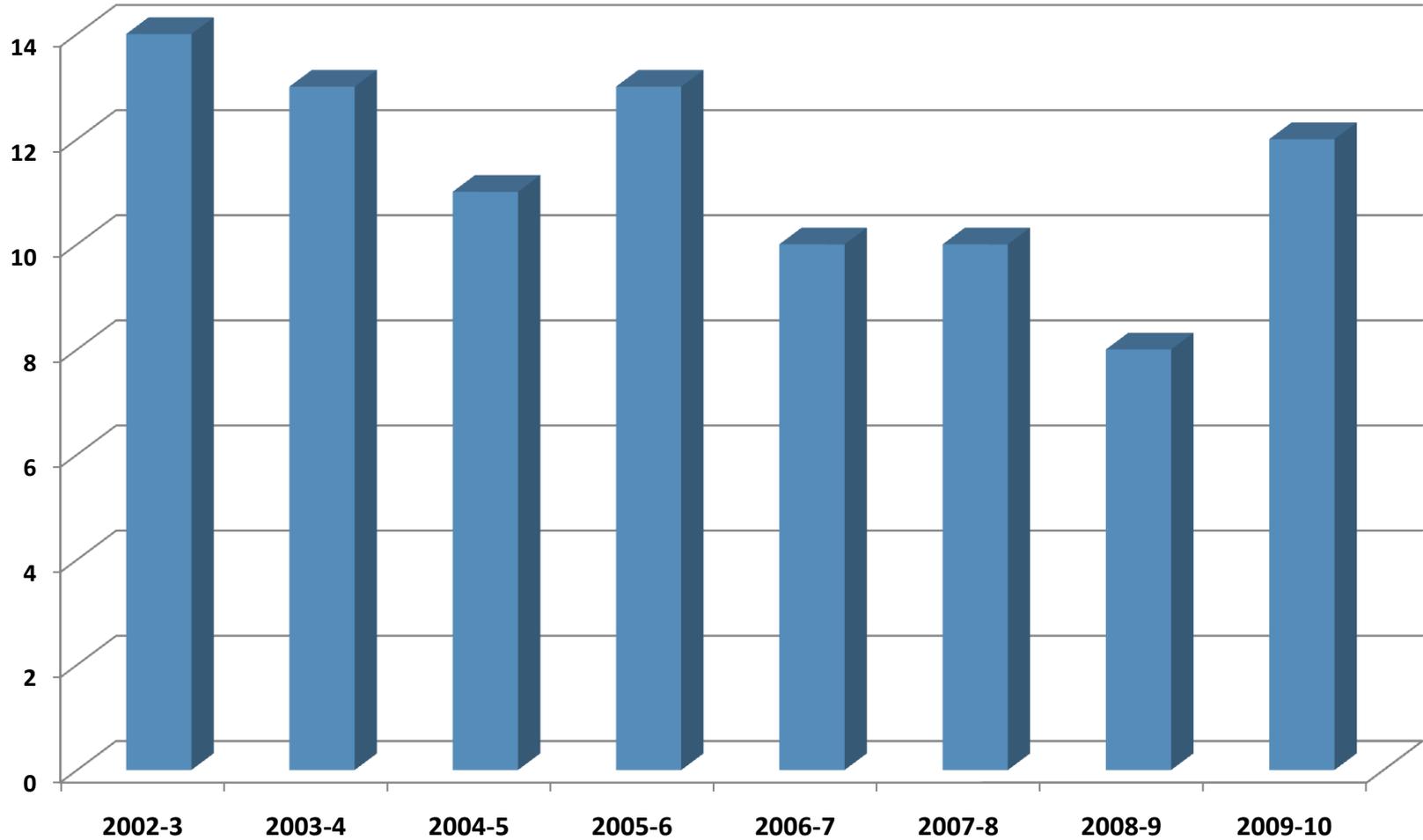
■ NUMBER OF ISSUES

Special thanks to the

CLT Team…

... + the STAs

Experimenting with inquiry-based learning

Questions?

THANK YOU !

Contact Information

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CLT website: **http://www.aucegypt.edu**