

Launching and Sustaining Teaching Centers: a case study



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Colloquium
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Higher Education Challenges and the Role of Teaching Centers

Sorcinelli et al. 2006
conducted major study

- the academic world and the challenges it faces are becoming more complex

- Three primary challenges
 - the changing nature of Teaching, Learning and Scholarship
 - The changing nature of the student body
 - The changing professoriate

Higher Education Challenges and the Role of Teaching Centers



Higher Education and the Role of Teaching Centers

Innovations do not come easily

- FACULTY
- **BIGGEST CHALLENGES**
- Are involved in their discipline/dept
- Teaching is a private activity – pedagogical innovations remain isolated, rarely disseminated
- Workload – innovations demand time
- Shift to student-centered teaching



Learner-centered Teaching Concerns

- Fear about lack of content coverage
- Less control over assessment activities
- Require unfamiliar teaching skills
- Resistance from students

Faculty Development Programs – Teaching And Learning Centers

Faculty development programs

- Focus on improving the quality and effectiveness of teaching and learning by working WITH faculty
- There are many models of faculty development programs – a lot of variation among them

This variation is essential and appropriate – each must **fit the institution's culture**

Examples of Models

- Single, campus-wide center**
(*“Teaching center”*)
- Multi-campus cooperative programs
- Special centers with targeted limited goals

Single, Campus-Wide Center

- Numerous Programs offerings to serve a large audience.

Example:

- Workshops, symposia, fora
- Individual consultations
- Formative assessment activities
- Technology integration for teaching and learning
- Development of Instructional Materials
- Newsletter
- Program for Teaching Assistants
- Scholarship of Teaching and Learning
- Resource library (physical or online) ETC

Single, Campus-Wide Center

Two types:

- Centers mainly organized for teaching development
 - Center for Teaching: University of Mass. Amherst**
 - The Searle Center for Teaching Excellence :
Northwestern University
- Centers organized for teaching development + integration of technology to support teaching and learning
 - Center for Teaching and Learning, UNC Chapel Hill



THE AMERICAN UNIVERSITY ON CAIRO

A CASE STUDY

- Our experience, and the experience of other similar centers, will not necessarily be applicable to your institutions
- But you may find that some of our successful initiatives can be adapted to fit your particular needs - and what we have learned from others may trigger ideas of your own



- 2002: Established with the help of a 3-year Mellon grant, in which AUC cost-shared after the first year
- Campus-wide center, staffed and budgeted within the institution. CLT serves entire institution
- CLT Director reports to Dean of Libraries and Learning Technologies (under the Provost)

- Staff

- **2002- 2003:**

- Director (faculty) - F 2002
 - Associate Director (faculty) – S 2003
 - Instructional/multimedia specialist - F 2002
 - Administrative assistant - F 2002



TODAY

CLT FACULTY/STAFF - 2010-2011

RANK/POSITION	EXPERTISE
Professor of Practice, Director	Pedagogy, Assessment & Instructional Technologies
Professor of Practice, Associate Director	Pedagogy & Assessment
Senior Manager, Pedagogy and Assessment	Pedagogy & Assessment
Manager, Pedagogy and Assessment	Pedagogy & Assessment
Manager, Instructional Multimedia	Multimedia & Video Services and educational technology
CLT Officer, Pedagogy and Assessment (2)	Pedagogy & Assessment
CLT Officer, Instructional Multimedia	Multimedia Services and educational technology
Senior Specialist, Instructional Multimedia	Multimedia Services
Administration Assistant	CLT Administration & Budget
STA Program Coordinator	STA Program Administration



Additional 1 FTE CLT FACULTY: 2011-2012

JOINT FACULTY POSITION WITH THE GRADUATE SCHOOL OF EDUCATION **JOINT FACULTY POSITION WITH THE SCHOOL OF SCIENCES AND ENGINEERING**



LAUNCHING THE CENTER

1. Do Not Reinvent the Wheel

- See what other Centers are doing
- Visit them if possible (come to Cairo!)

Institutions I visited

(arranged by Mellon Foundation)

- Mount Holyoke
- Smith College
- Amherst College

- **Mount Holyoke** Met faculty doing very
- **Smith College** innovative projects using technology. {Got idea of STA Program}
- **Amherst College**
- **Hampshire College**
- **Center for Teaching: University of Mass. Amherst**** {Got idea of mid semester assessment}
- **The Center For Educational Technologies In Middlebury** *Mellon funded program that serves 37 institutions*

Virtual Mentor (s)

- **Center for Teaching:
University of Mass. Amherst**
MET MARY DEANE
SORCINELLI DURING
VISIT TO HER CENTER. I
did not know it at the time but
she became my virtual
mentor. I saw how the
Center was set up, got some
very good ideas and little by
little implemented what
suited the purpose of our
community. Our collaboration
extended through the years
since



University of Massachusetts Amherst
Center for Teaching
WWW.UMASS.EDU/CFT

"A mind, once stretched by a new idea, never regains its original dimensions"

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Center for Teaching

The Center for Teaching (CFT) grew out of a desire among faculty and administrators to provide support for teaching and learning at the University of Massachusetts Amherst. It evolved from the Lilly Teaching Fellows Program first hosted on campus in 1986 and was formally established in 1988. We report to the Associate Provost for Faculty Development, who also was the CFT's founding director. We are advised by the Faculty Senate Undergraduate Education Council.

- [Mission](#)
- [Work of the Center for Teaching](#)
- [Grants and Awards CFT received](#)
- [CFT Staff](#)

Mission:

- To provide opportunities for professional development in teaching that enable student learning
- To advance new initiatives in teaching and learning (e.g., assessment, diversity, technology)
- To build communities of teaching and learning among departments, colleges, career stages
- To offer recognition and rewards for demonstrated excellence in teaching

Work of the Center for Teaching:

- Consultations for individual instructors
- University-wide orientations/workshops
- Intensive, year-long programs
- Grants for individuals
- University and college teaching awards
- Identification of resources
- Publications
- Customized services for departments

CONTACT US | WEB

About CFT

- Internet Explorer
- assessment
- computer mediated teaching
- conferences
- Discipline based software
- Educause
- examples of courses on line
- LLearning technologies
- Mission statements**
- Publications, Journals etc
- Teaching techniques
- Use of Internet and distance learning
- WebCT (and other)
- 13th International Conference
- 2000 Workshop(Very very important survey)
- Catalyst
- Center for Academic Transformation (RPI)
- Center for Academic Transformation Articles(Important)
- CLT Related Links (good! LOOK UP STANFORD AND COLORADO)
- Lilly Conference Homepage
- Needs Analysis Responses 2001(same but 2001)
- Other Centers to Visit Online VERY GOOD
- Psychology courses detailed
- The Teaching Company
- Tomorrow's Professor Postings
- TOUT-FAIT_ The Marcel Duchamp Studies Online Journal
- UMass OIT - Visualizing Information_ the Population Dilemma
- UNCW Web Course Development Team 2001
- sting non teaching stuff
- als
- ng Spaces
- soft Websites
- llaneous
- Websites
- to read
- discussion

- About the CLT(Cornell)
- About TLT@SUNY (good)
- CAR The Center for Teaching and Learning Services
- CARET
- Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)
- Center for Educational Technology Middlebury college
- Center for Learning and Teaching
- Center for Teaching and Learning - Western Michigan University (Peter Saun...)
- Center for Teaching and Learning Services Affiliates
- Center for Teaching and Learning
- Center for Teaching Excellence - Tufts University
- Center for Teaching, University of Massachusetts Amherst Resources
- Center for the Advancement of Teaching (Excellent) Illinois
- CETT - Personnel
- CNDLS The Center for New Designs in Learning & Scholarship
- Excellent Coulter Faculty Center-Learning Opportunities-Worksholps
- EXCELLENT Indiana State University Center for Instruction, Research, and Te...
- EXTREMELY IMP Teaching and Learning Center > Links
- GOOD WKSH Searle Center for Teaching Excellence
- GOODCentre for Teaching and Academic Growth, University of British Colu...
- Instructional Development (Laurier)VERYGOOD
- Instructional Technology - Univ of Pittsburg
- Instructional Technology Center (ITC), University of Minnesota, Crookston
- ITI - Greece's equiv. of e-educ
- Lash Center For Teaching and Learning - Home
- Office Of Instructional Technologies - OIT
- Other Teaching Centers_ United States
- Penn State Center for Excellence in Learning & Teaching
- Resources for Enhancing Education at Carnegie Mellon
- Searle Center for Teaching Excellence
- Stanford University Center for Teaching and Learning
- Teaching and Learning Center > Links
- The Teaching and Learning Center - UNC Greensboro
- The TLT Group - Homepage
- TLT Centers in New York
- TLTC Home (Texas)
- UC TLTc (University of California Teaching, Learning and technology Center)
- University of Illinois CAT_ Mission and Staff
- University of Oklahoma- Instructional Development Program

2. Listen To Your Constituents

- Interview department chairs – Participate in departmental meetings
- Listen to their suggestions

(from a 2003 presentation)

Found out **AUC Faculty members'** main concern:
learning to use new technologies involved too much time.

*Our Solution: The Student Technology Assistant
(STA) Program*

Pilot F 2002

Participants: 27 faculty members Participants: 7 graduate students

(from a 2003 presentation)

SURVEY FEEDBACK

I would recommend this program to a colleague

Strongly Agree

Number
of
faculty
members

High degree of
faculty satisfaction
with the program

“5 on a 5 point scale”

Agree

“Terrific”

Disagree/
Strongly disagree

“Outstanding”

“Much needed...”

“Highly recommended. My compliments...”

“Excellent”

“Very useful”

“Extremely convenient”

“Extremely helpful”

(from a 2003 presentation)

STUDENT TECHNOLOGY ASSISTANT (STA) PROGRAM

Number of Faculty using STAs/year



3. Reach As Many Faculty As



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From: David Blanks
Date: September 24, 2002

Aziza,

Loved the Idea. Today I started a "Chalk Talk" file. The format is great: clear, simple and readable for academics on the run. Bravo.

David

From: Amani Elshimi
Date: December 24, 2002

I would like assistance in developing my WebCT class during the winter break, any time after the first week of January.

Thank you for the excellent services the center provides, and for the very illuminating (and fun to read) newsletter, "Chalk Talk".

Amani Elshimi
English 100 Instructor
The English Language Institute

From: Larry L. Fabian
Date: March 24, 2003

Aziza,

I brought a lot of assorted reading back with me from Cairo -- including Chalk Talk, which I've just gotten to. It's a very classy job -- congratulations.

And cheers,
Larry

4. Attend To Institutional Priorities

AUC's Academic Integrity Initiative

Plagiarism Prevention: [Turnitin.com](https://www.turnitin.com)

5. Cultivate Administrative Support





SUSTAINING THE CENTER

6. Institutionalize Your Successful Initiatives

- Start slow - expand successful pilots into regular offerings

WORKSHOPS





INDIVIDUAL CONSULTATIONS

■ SGIDs

■ SCIENTIFIC THINKING SURVEYS

■ CBL SURVEYS

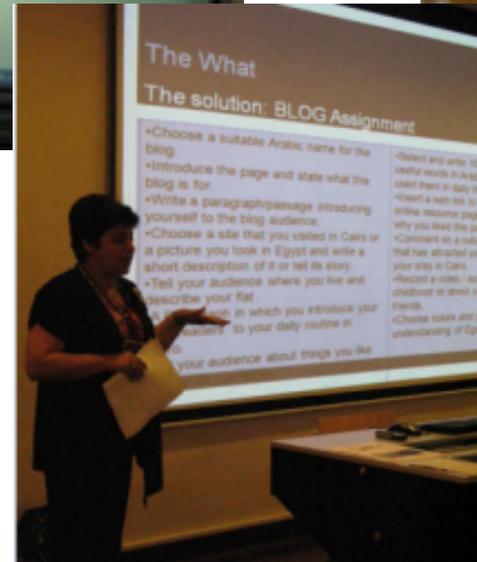
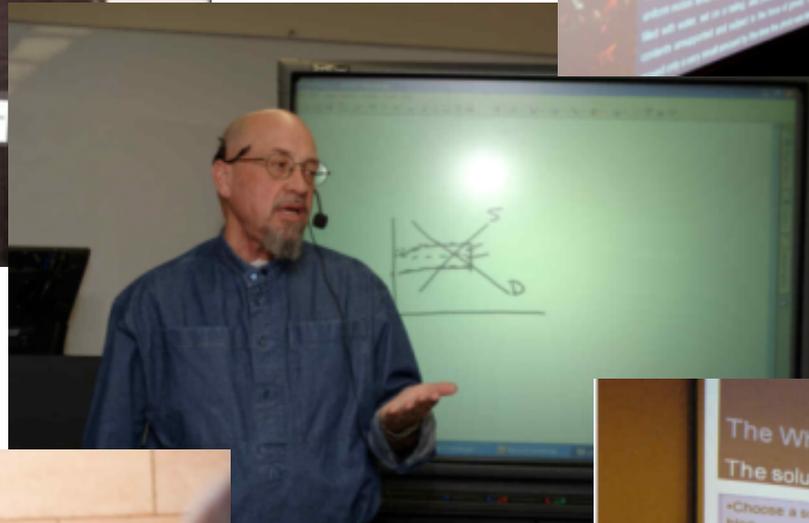
■ MID-SEMESTER SURVEYS

■ CBL REFLECTION SESSIONS

■ OTHER ASSESSMENTS (faculty & departments)

**Nu
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ENCOURAGE FACULTY PARTICIPATION AND OWNERSHIP



RECOGNIZE FACULTY CONTRIBUTION TO CENTER





BUILD COLLEGIALITY AND COMMUNITY



7. Keep a database and
Assess...Assess...Assess...
your programs' performance

who participates, how much they
participate, how satisfied were they?

New Chalk Talk

Number of issues/year

(N=124)

New Chalk Talk Readership (N=124)

**“Please indicate how often you read
the CLT Newsletter (New Chalk Talk)”**

From faculty survey F2010

8. Make sure that participation is voluntary , confidential, and non-evaluative



Confidential
 Small Group Instructional Diagnosis
 Professor: Emad Aysha
 ECON 511
 Semester: Spring 2010



Summary of Results

Number of groups: 4
 Student group: 2-3 group

CLT Recommendations

- Students suggested that having **case studies** that focus on economic development issue in Middle Eastern countries would be very helpful to them
- Students would also appreciate sticking to the proposed syllabus, and relating the in-class discussion to economic development in the Middle East
- **Movies:** showing shorter or fewer movies and selecting only those that are clearly related to the course matter would be useful
- Clear **due dates and deadlines** for assignments and other course requirements/expectations would also be helpful to students.

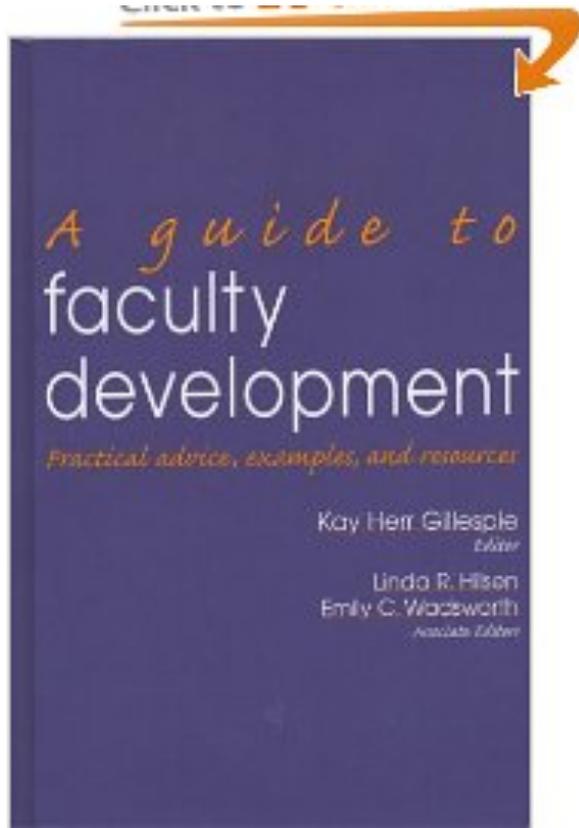
What Helps You Learn in this Course?

Category of Response (number of groups)	Details
Readings and in-class discussions (2)	
Student Presentations (2)	
Discussion related issues (2)	Accessible, it's easy enough to go to class, it's easy learn when he is on campus, encourages teachers / students
Other	Not the service or quality of service Limited responsiveness of Emad- other source Asking questions to the professor Try to ask when research self

What improvements would you like, and HOW would you suggest that they be made?

Category of Response (number of groups)	Details
Structure (4)	More on political/economic theory, less on cultural expectations - more focus on economic foundations (M.E context) / logical flow of subject matter: A → B → C → D - Less abstract about readings/relations to class discussions - Clear objectives for readings & discussions.
Organization (2)	Lectures + discussion time should be more defined, stay on focus, structured discussions, stay on path of syllabus (clear objectives, more organization)
Clarity (4)	Make expectations clear in class don't rely on blackboard emails - Clearly define course Requirements/expectations (due dates, / send better clarity when expecting thoughts) - Clear objective for readings, discussions
Other	Over speakers, More guidance in assignments

More on the subject...



Chapter 2

“Ten Principles of Good Practice In Creating and Sustaining Teaching and Learning Centers.”

Sorcinelli, M. D. (2002).

K. H. Gillespie, L. R. Hilson, & E. C. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources*

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CLT CENTER FOR LEARNING & TEACHING
CLT Symposium
Students as Content Creators
Wednesday, May 11, 2011
9:00 am - 4:00 pm
Campus Center
Rooms PO19 and PO22
Multidisciplinary approaches and examples from AUC faculty
Inquiries: tel: 202.2815.3703 • clt@aucegypt.edu
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AUC Web » Libraries and Learning Technologies » Center for Learning and Teaching

Center for Learning and Teaching

The Center for Learning and Teaching (CLT) promotes excellence in teaching, including the effective application of technology to the teaching/learning process. CLT supports faculty in their efforts to enhance the quality of their instruction by providing them with the opportunity to rethink their teaching, explore the effective application of technology to the teaching/learning process, and help create a stimulating learning environment. More.

Student Technology Assistant Program **Workshops, Institutes and Fora** **Formative Assessment** **New Chalk Talk Newsletter**

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- » Student Technology Assistant Program
- » Workshops and Institutes
- » Formative Assessment
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- » Multimedia Projects
- » Instructional Video Services
- » CLT in a Nutshell
- » Contact Us
- » Upcoming Events

<http://www.aucegypt.edu/llt/clt/Pages/default.aspx>

Thank you

Any questions?

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