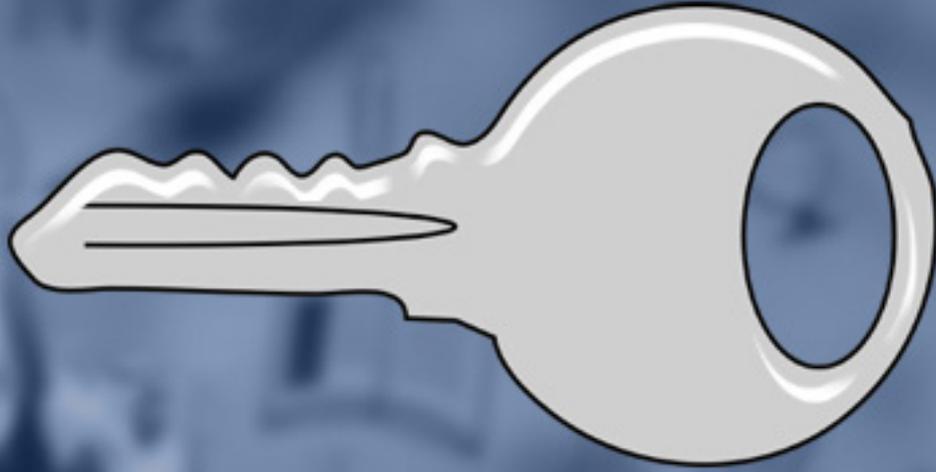




# TEACHING AND LEARNING FOR EXCELLENCE

A Handbook and Instructional Reference for Members of  
the Academic Community



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“

Education is not preparation for life, it is life itself.”

John Dewey, Education Scholar

## Dear Respected Faculty Members,

On behalf of the Deanship of Academic Development, welcome to your Teaching and Learning journey at Imam Abdulrahman Bin Faisal University. Our Deanship, in coordination with your colleges and departments, is honored to guide and assist you along the way.

The outlook in higher education has never been brighter or more complex. We, as faculty members, are tasked with educating 21st Century students with field and general knowledge, communication, technological and interpersonal skills, and values for lifelong learning rooted in our faith and culture. While there are demographic similarities across all generations, this generation of students is more digitally connected than any before, more global and facing more challenges. Higher education in Saudi Arabia is at the heart of this challenge to nurture the best doctors, teachers, chemists, engineers, and Islamic scholars leading to a stronger Kingdom on the path toward Vision 2030.

This handbook is one tool, a foundation for the faculty member that raises awareness of teaching and learning best practices. The aim is to be a handy ‘advisor’ assisting the faculty member from course preparation to teaching and assessment and forward to continuous professional development.

However, creating excellence in teaching and learning goes far beyond the topics included in the handbook. Quality teaching and learning in

higher education is an intricate balance and alignment of administrative support, student-centered curriculum, measured outcomes, well-placed resources, teaching strategies, and assessment choices all within a positive environment led by you, the faculty member. Without the faculty members’ full engagement and motivation, true education cannot take place.

The challenge then is ours, to provide excellence in teaching and learning which will equip our future generation for Vision 2030—a knowledge-based economy with 21st century graduates in the lead. A challenge we are confident that our valuable faculty members can meet and exceed. Best wishes on your journey to excellence!

**Sincerely,**  
**Mohammed S. Alkathiri**  
**Dean, Deanship of Academic Development**

The Deanship of Academic Development was established in 2011 in order to continually improve and enhance the educational environment at the University by taking our talented instructors, be they faculty or staff, and, through a process of extensive training and development, transform them into outstanding educators.

### **Vision**

Empower the academic community to innovate and impact education.

### **Target Groups**

1. Faculty members and any instructional staff.
2. Academic leaders.
3. Stakeholders from departments and colleges.

### **Mission**

Enhance educators with the core values, professional knowledge, evidence-based competences, and shared practice that inspire high-quality teaching and learning experiences in the classroom and beyond.

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## Goals

- 1** To develop and promote teaching and learning policy and assessment in academic programs and suggest appropriate modifications.
- 2** To improve and raise awareness about teaching and learning best practices in the University academic community.
- 3** To assess instructional performance reports and suggest solutions that will enhance the teaching and learning experience and quality for both the instructors and students.
- 4** To promote the alignment of learning outcomes, teaching strategies, and assessment methods in accordance with the requirements of the National Qualifications Framework (NQF) and the National Commission Accreditation and Assessment (NCAAA).
- 5** To research essential aspects of the teaching and learning process within the University to provide our academic community with credible and substantiated information that will improve the level and quality of teaching and learning overall.
- 6** To provide necessary support and resources for the development of faculty members through programs that offer innovative methods of instruction and curriculum development, instructional technology, and testing, assessment and feedback grounded in theoretical and practical research.
- 7** To equip the faculty members with the necessary tools of educational knowledge, skills and values to facilitate independent professional learning.

This handbook supports the University's goal of enhancing teaching and learning practice by providing innovative resources to develop the instructional staff, and promoting professional development in higher education.

In a quest to advance excellence in teaching and learning at Imam Abdulrahman Bin Faisal University, the topics chosen for the handbook were compiled through inspiration and benchmarking with national and international handbooks and deciding on the essential and best practices for the faculty members of our institution. The Handbook's main purpose is to serve as a guide and reference for best practices in various areas of teaching and learning. The initial target audience is new faculty members; however, the handbook is also a reference for all who come into instructional contact with IAU students, from faculty members to instructional support staff. The five main areas focus on the teaching and learning process and include 22 selected topics which highlight preparing for classes through the proper mindset, theory, syllabus and lecture planning; teaching and learning strategies using

**The Handbook's main purpose is to serve as a guide and reference for best practices in various areas of teaching and learning.**

a constructivist and student-centered pedagogy; communicating with your students in various situations and environments; alternative and traditional assessment with meaningful feedback; and, finally, moving forward as an educator with continuous professional development. In addition to the IAU Teaching and Learning Handbook, available in both Arabic and English, please attend the Deanship of Academic Development professional development workshops or request services that correspond to the

handbook topics or other subjects that may interest you. Also, visit the Deanship page on Blackboard to download related and new teaching and learning presentations. As we are always looking forward, please send any comments for suggested topics or revisions of the handbook to the Deanship at [ded@iau.edu.sa](mailto:ded@iau.edu.sa).



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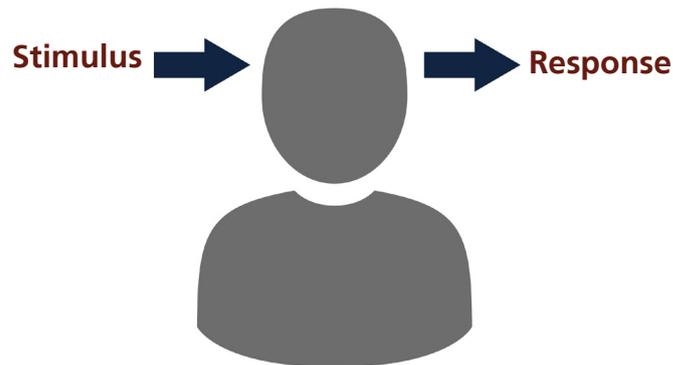
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# PREPARATION

The theories of learning explain the underlying principles of how students learn. These theories have evolved over time and build upon each other; a successful classroom uses elements of all three theories. The following are the main educational elements of behaviorism, cognitivism, and constructivism.

## Behaviorism

Behaviorism focuses on student behavior from external stimuli and the circumstances under which learning occurs (stimulus-response). This theory emphasizes the need to use repeated and constant activity, routines, and rewards and consequences to help the students learn.



## Cognitivism

Cognitivism goes beyond the external and takes into consideration the mental processing and characteristics of the learner including mentally organizing information and classroom management. In cognitivism, learning does not occur unless the students actively participate in the educational activity and consistently extend their 'chunks' of knowledge.



## Constructivism

Constructivism presents a student-centered paradigm that focuses on the students constantly building and constructing their own knowledge within a social context. This theory emphasizes activity, interaction and engagement, and educator as facilitator, mentor, and support (scaffold) rather than as a traditional teacher.



### Educational applications of learning theories

- Offer constructive feedback immediately after formative or summative assessments, delaying feedback lessens its strength and students' motivation.
- Review material consistently to build background for the students.
- Encourage active participation in learning through projects and teamwork.
- Focus on engaging students in problem solving in creative ways.
- Use organization techniques such as graphic organizers (charts, graphs, etc.) to help students monitor, organize, and process information.
- Accept the learner's mistakes and help him to understand and correct them. Mistakes are part of the learning process and the student should not be punished for committing them.
- Use and engage with educational technology—students of today are 'born' with technology which makes learning with technology essential.

### Ways to improve your Skills in Applying Learning Theories

For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Keesee, G. S. (2012). Learning Theories. Retrieved on January 11, 2016, from <http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories>

Nassif, Mustafa. (1983). Theories of learning: A comparative study. World of Knowledge Series (Arabic). Reviewed by Attia Mahmoud. Retrieved on November 26, 2016, from <http://www.gulfkids.com/pdf/TalemA.pdf>

University of California-Berkeley: <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/learning-overview/>

Transitioning from high school to college can be a traumatic and tricky journey for many new students. Students often feel lost in their new social and academic environment and struggle to find their place; unfortunately, this is a fragile time when some students will be overwhelmed and give up their dream of higher education. The challenge is often due to a gap between what students' abilities are and their expectations and what faculty members actually expect from them.

Faculty members can ease this difficult period by considering their courses and assisting (scaffolding) in the following areas, particularly in the student's first year of university:

### **Academic Skills:**

1. Note-taking
2. Preparing for exams & test-taking
3. Effective reading
4. Research and library skills
5. Time management and planning skills
6. Self-regulatory skills (emotional, academic, motivational)
7. Writing skills
8. Public speaking skills
9. Critical thinking
10. Understanding learning styles
11. Computing skills
12. Communicating with faculty

### **Knowledge About Higher Education:**

1. Purpose of higher education and institution
2. Value of liberal arts and pure and applied sciences
3. Concept of disciplines and inter-disciplinary studies

4. Value of community involvement
5. Location of campus resources and facilities
6. Policies, procedures, regulations (e.g., dropping courses)
7. History of the university/college
8. Institutional tradition

### **Skills for Living:**

1. Career exploration
2. Learning in a diverse community
3. Health and wellness
4. Self-knowledge and personal awareness
5. Relationship and interpersonal skills
6. Stress and anxiety management

### Ways to improve your Skills in Helping Students Transition from High School to College:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Falbo, T., Contreras, H., & Avalos, M. D. (2003). Transition points from high school to college. *Diversity in Higher Education Latinos in Higher Education*, 59-72. doi:10.1016/s1479-3644(03)80007-1

Kramer, M. M., & Davies, S. C. (2016). Challenges and supports during the transition from high school to college for students with traumatic brain injuries. *Contemporary School Psychology*, 20(4), 370-382. doi:10.1007/s40688-016-0095-9

Vanderbilt University—Teaching First-Year Students: <https://cft.vanderbilt.edu/guides-sub-pages/firstyears/>

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The syllabus is an agreement between educators or teaching staff and their learners. This agreement presents requirements in advance, in case students have any questions or concerns ([Slattery, 2005](#)). "The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both students and instructors in the learning and assessment process" ([Habaneck, 2005, p. 62](#)). Instructors often individualize their syllabi to show their own objectives or highlight the course, possibly adding supporting material. Some course syllabi are handed out to students while others are posted on a course website. Each syllabus is exclusive to a particular course, but there are always common items found in any syllabus.

### Common Syllabus Items:

- Name and number of course
- Instructor's name, contact information, and office hours (if electronic, an engaging photo or short video)
- Credit hours
- Delivery semester (Term 1; Term 2)
- Class or lab meeting time and place
- Prerequisites for course if any
- Engaging course description
- Course goals and objectives or outcomes
- Course required materials and equipment (Course readings)
- Teaching method & instructor's philosophy of teaching (sometimes a philosophy of the college is included)
- Syllabus notes if needed
- Students' responsibilities and academic expectations
- Course calendar or schedule of assignments—room for changes for one to two days in case of cancellation
- Late and missed assignment policy
- Attendance and tardy policy
- Statement on students with disability or need for accommodations
- Behavioral expectations (participation, safety in lab guidelines, classroom guidelines)
- Course policies & procedures including the Academic Code of Conduct (make-up exams, missed classes)
- Exam schedule
- Grading policy
- Evaluation methods and criteria

## Ways to improve your Syllabus Preparation Skills

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Augsburg College – CTL. (2016). Syllabus checklist: Requirements and best practices. Retrieved on April 2, 2017, from [http://web.augsburg.edu/ctl/Syllabus\\_Checklist.pdf](http://web.augsburg.edu/ctl/Syllabus_Checklist.pdf)

Faculty Development and Instructional Design Center. (2014). Syllabus checklist. Retrieved on April 3, 2017, from [http://www.niu.edu/facdev/\\_pdf/syllabus\\_checklist1.pdf](http://www.niu.edu/facdev/_pdf/syllabus_checklist1.pdf)

Habaneck, D. L. (2005) An examination of the integrity of Lecture Planning Mindset of the syllabus. *College Teaching*, 53 (2), 62– 64. Retrieved on March 31, 2017, from [https://www.researchgate.net/publication/254338681\\_An\\_Examination\\_Of\\_The\\_Integrity\\_Of\\_The\\_Syllabus](https://www.researchgate.net/publication/254338681_An_Examination_Of_The_Integrity_Of_The_Syllabus)

Slattery, J.M. & Carlson, J.F. (2005). "Preparing an effective syllabus: Current best practices." *College Teaching*, 54 (4), 159–164.

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Lecture planning is one of the fundamental skills for strong and effective preparation. A lesson plan is the educator's "road map" of what students should learn, what a teacher is going to teach, and how it will be taught and learned successfully (Meador, 2016). In higher education, as in any education setting, lecture planning is essential for an organized and positive classroom experience. Careful planning provides focus and more successful achievement of overall outcomes and should be considered before each and every instructional period.

### Essential consideration in lecture planning (adapted from Watanabe, 2016):

- **Begin with the end in mind:** Plan well but be ready to modify the plan as needed to benefit the students. The best written plan can only be successful if it works for the students.
- **Work with others:** Use collaboration tools online or with colleagues; synergize with colleagues for better plans based on experience and skills.
- **Objectives:** Always keep your objectives in mind and written—what do you need students to be able to come away with by the end of the day. Content coverage isn't the goal; teaching and learning is the goal.
- **Outcomes:** Intended outcomes bring focus to your lessons and are the result of your objectives. Students also need to share in your daily 'road map' of outcomes. Sharing the outcomes, either verbally or written on the board or power point, brings focus to your class and gives students an idea about the purpose of each and every class.
- **Prepare the classroom setting:** The physical classroom environment says a great deal about the instructor's preparation and the nature of the class. Be sure the room, chairs, and resources are ready well before the students arrive. This not only gives the students a feeling of a well-organized course but it creates a positive atmosphere as well.

- **Show and Tell:** Give mini-lectures with activities, with no more than 15-20 minutes of lecturing, followed by an activity to synthesize the information presented; show students through demonstrations, simulations, writing on the board, videos, charts, and graphs.
- **Plan your groupings:** Remember, students learn more by teaching others what they've mastered, so groups, whether the whole class, pairs, or small groups, should be planned every lesson.



■ **Wait Time:** Remember that some students, especially when studying in a second language, need more time to process and find answers. Wait time of at least 3-5 seconds after asking a question is important; allow more for more complex questions. Also, keep in mind your teacher talk to student talk ratio—you want students to produce more than you do.

■ **Provide closure:** Every lesson should have a closing. At least five minutes before the end of the class, summarize and review what's been presented. Do an activity such as a one-minute

summary, an interactive review quiz, or a visual summary to help students synthesize the new information. Then, remind students of upcoming homework, assignments, and tests.

■ **Determine meaningful and well-aligned assessments:** Do this before designing lesson content using a Backward Design style—begin with outcomes, second, plan assessments that truly assess the outcomes (led by the behavior—verb), and finally the teaching strategies that will move to a successful assessment.

### Ways to improve your Lecture Planning Skills

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

University of Waterloo—Lecturing Effectively: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/lecturing-and-presenting/delivery/lecturing-effectively-university>

University of Michigan--Strategies for Effective Lesson Planning: [http://www.crlt.umich.edu/gsis/p2\\_5](http://www.crlt.umich.edu/gsis/p2_5)

Meador, D. (2016). Preparing a Dynamic Lesson Plan. Retrieved on March 31, 2017, from <https://www.thoughtco.com/preparing-a-dynamic-lesson-plan-3194650>

Watanabe, L. (2016) The ultimate lesson plan checklist nine crucial elements. Retrieved on March 31, 2017, from <https://globaldigitalcitizen.org/lesson-plan-checklist-9-crucial-elements>

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## The First Day of Class: Get Ready!

The beginning of the school year is considered an important and vital period in determining the relationship between the faculty member and the student. After all, it is a first impression for your students which can boost their motivation right from the first day!

### What do you want your student to know from the very beginning:

1. Why the course is interesting and worthwhile.
2. What kind of classroom environment you want.
3. How the course will be conducted and assessed.
4. Why the particular teaching methods are being used.
5. What the students need to do to learn the material and succeed in the course.
6. You respect them and want all of them to succeed.

### Advice for Faculty Members:

1. Greet the students online via the course website through e-mail or announcements prior to the first day.
2. Actively involve students in class from the first class day; get them talking and interacting.
3. Have the syllabus ready to be discussed
4. Have an icebreaker ready to welcome the class and establish a warm and positive rapport.
5. Identify the value, relevance, and importance of the subject; share how the course content matters.
6. Set academic expectations through the syllabus and open dialogue.
7. Reveal something about yourself (e.g. the experiences you have had with the course and what you have learned).
8. Establish the "climate" for the class; a warm, organized climate from the first day says a great deal.



9. Provide administrative information through the syllabus and dialogue.
10. Establish daily classroom routines and procedures that are efficient and beneficial.

### Two important reminders:

1. First day only happens once! So, arrive early, greet your students, start on time, and keep the students for the entire class or at least a substantial amount of time— to get to know your students get to know your students and let them get to know each other.
2. Let the students know who you are, what the course is about, and what to expect— set expectations high right from the beginning.

## Ways to Improve your Skills for the First Day of Class:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Anderson, D. M., McGuire, F. A., & Cory, L. (2011). The first day: It happens only once. *Teaching in Higher Education*, 16(3), 293-303.

Carnegie Mellon University Eberly Center: <https://www.cmu.edu/teaching/designteach/teach/firstday.html>

Lyons, R., McIntosh, M., & Kysilka, M. (2003). *Teaching college in an age of accountability*. Boston: Allyn and Bacon.

McKeachie, W. J. (1986). *Teaching tips* (8th ed.). Lexington, MA: Heath.

Wolcowitz, J. (1984). The first day of class. In M. M. Gullette (Ed.), *The Art and Craft of Teaching*. Cambridge, MA: Harvard University Press.

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# **STRATEGIES FOR TEACHING AND LEARNING IN COURSES**

An ice breaker is a warm-up activity that is considered an effective way to start any new class or course. It creates interaction and positivity before the actual course/content begins. Effective ice breakers help students become acquainted with course, the educator, and each other.

### **Characteristics of a Successful Ice Breaker:**

Simple, brief, well-designed, related to the class outcomes, easily understood, appropriate and comfortable for everyone involved.

### **Before designing your ice breaker ask yourself the following questions:**

1. How will the ice breaker meet the session objectives?
2. How will students become comfortable while contributing?
3. How will the students benefit?

### **When to use Ice Breakers:**

1. The course has just begun; to start the course in a positive way.
2. To encourage the students to interact and get to know each other particularly in diverse classrooms.
3. To activate prior knowledge of students or assess their level coming into the course.
4. To 'kick start' the objectives of the course
5. When new students have been introduced to an already existing course.

### **Examples of common ice breakers that promote conversation and engagement:**

**Get-to-Know-You:** Students walk around the classroom and ask for at least 5 other student signatures on a sheet with set criteria related to the course (example: someone who has studied molecular biology); good for large classes.

**Taking Sides:** Each student is given an A and B (different colors); the instructor says 5-10 pairs of words from general and easy to more specific related to the students and course (example: teaching objectives or learning outcomes). The students are asked to hold up the card which they agree with more, take sides.

**Name Game:** Students write their names on self-adhesive nametag with a drawing that is related to themselves or the course as directed by the instructor (example: write your name and a drawing that represents you)

**Introduce your New Classmate:** Students work in pairs and interview their classmate (someone they do not know) and then introduce to the class if time.

**What do you Know? (Pre-Course Wrapper):** Students are given a sheet of the main topics of the class and are asked to answer the questions/define the concepts in teams; good for large classes.

**Online:** Ask students to introduce themselves in a short paragraph before the course begins or within the first week on Blackboard. Give the students criteria for their introduction—name, background, interest in the field, what they hope to gain from the course, their best way to learn, etc. Ask students to respond to at least two other students online.

### Ways to Improve your Skills in Using and Preparing Ice Breakers:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Berenbaum, M. (2010). ICE Breakers. *American Entomologist*, 56(3), 132-185. doi:10.1093/ae/56.3.132

Freed, V. (2010, February 23). A Classroom Icebreaker with a Lesson that Lasts. Retrieved from <http://www.facultyfocus.com/articles/teaching-and-learning/a-classroom-icebreaker-with-a-lesson-that-lasts>

Johns Hopkins University: <http://ii.library.jhu.edu/tag/icebreakers/>

Weimer Ph D, M. (2013, January 9). First Day of Class Activities that Create a Climate for Learning. Retrieved from <http://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/>

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Active learning is learning based on active and positive participation which results in student knowledge and skill building—"doing things and thinking about things that they are doing" ([Bonwell, 1991, p. 2](#)).

### Active learning strategies that can be applied in the classroom:

#### 1. Reflection Journals :

Ask your students to write reflection journals for the course: how they learn, what role that knowledge plays in their own lives, and how it makes them feel. In each class, you can ask them to make an entry. At the end of the course, students can write a one-page letter to the instructor discussing what they learned, what they enjoyed most and least, and recommendations to their instructors for the next class.

#### 2. Skim and Scan:

Students interact with the text by answering written questions using skimming for getting the gist or main idea of the reading and the scanning for specific information such as numbers in a graph, years, calculations, names, etc. Pairs and groups can then compare answers.

#### 3. Minute Papers and Exit Tickets:

Using notecards, a sheet of paper, or electronically, give students a 3-5 minutes at the end of the lesson to summarize the lesson or answer guided questions: What is the most important concept or idea in today's lesson? How would you define .....? Another approach would be an Exit Ticket that a student has to complete before they leave the class—2 things you've learned today, and 1 question that you still have.



#### 4. How it works Strategy—Written and Visual

**Written:** The idea of this strategy is to give the students in small groups (of no more than 5) an unfamiliar text, a diagram, a graph, a model, a theory or set of calculations, etc.

- a. Ask them to study and summarize it and explain how it works or how it can be used in four- five main points.
- b. Feedback: Each group provides one basic idea and records the points agreed upon by all members of the class on the board.

**Visual:** Begin the same as in the written strategy using an unfamiliar text.

- a. Provide the students with a text on an unfamiliar topic (for example, the quality system in a company).
- b. Ask them to work in groups and draw an illustration, outline, or graph that summarizes the process described in the text.

5. **Games:** Board games, puzzles, crossword puzzles, quizzes, educational apps (Socrative, Kahoot!, etc.)
6. **Transition Questions During the Lecture:** Every 15-20 minutes during the class or at a point when there is a natural break in the content, use a power point question, a question online, or question on the board that clearly illustrates if students understood the previous part of the class before moving to the next part.
7. **Guest Speakers:** Invite prominent and knowledgeable guest speakers to your class with pre-prepared questions and guidance for the presentation. Then, ask the students to reflect on the presentation afterward.

### Ways to Improve your Skills in Active Learning:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Bonwell, C. C. & Eison, J.A. (1991.). Active learning: Creating excitement in the classrooms. Retrieved on April 9, 2017, from <http://files.eric.ed.gov/fulltext/ED336049.pdf>

Cross K. P., & Angelo, T. A. (1988). Classroom assessment techniques: A handbook for faculty. Ann Arbor, MI: National Center for Research on Postsecondary Teaching and Learning. 101 Interactive Techniques retrieved from [http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101\\_Tips.pdf](http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101_Tips.pdf)

Shaheen, A. H. (2011). Advanced teaching strategies, learning strategies and learning patterns (Arabic), Faculty of Education. Damanhour: Alexandria University. Retrieved on March 31, 2017, from <http://www.uomisan.edu.iq/library/admin/book/82566164294.pdf>.

University of Central Florida-Teaching Tips for Active Learning: <http://www.fctl.ucf.edu/TeachingAndLearningResources/SelectedPedagogies/TeachingTips/>

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**Cooperative learning** provides the framework through which students' talents are encouraged, and ensures that students are cognitively, physically, and psychologically immersed in their own knowledge building.

**Cooperative learning** is a successful teaching strategy in which small groups are used—students learn through construction of knowledge with their peers. Each group includes students of different, but complementary ability levels who engage in various activities to improve their understanding of the subject. Each learner in the group is responsible not only for what he/she should learn, but also for helping his colleagues in the group; thus, all students should have a role and be responsible for their own participation and learning. Cooperative learning can promote student motivation and retention of concepts.

### Stages to Implement Cooperative Learning

#### Before—Planning:

1. Use cooperative learning from the beginning of the semester and establish clear ground rules so it becomes part of the class routine.
2. Identify the content to be learned through cooperative learning—ensure an outcome and clear expectations are involved.
3. Build the groupings and time allotted into your lesson plan (groups of 4-5 preferably).
4. Set the physical classroom, to illustrate the groupings, prepare resources, prepare students, etc.

#### During—Depending on the time allowed, most cooperative learning has the following steps:

1. Introduce the activity and ensure students are aware of the outcomes and expectations of the task including how grades/marks will be calculated.
2. Assign student roles or allow them to divide the tasks with clear guidelines to follow to achieve the task in the time allowed.
3. Monitor the process. Faculty members walk around, answer questions and ensure full participation.



4. Share final result or 'debrief.' Groups share results and faculty members reteach and clarify as needed.

#### After—Evaluation:

1. Assess students on group contribution/processes as well as the final result and offer both individual and group feedback.
2. Use checklists or rubrics that allow for both peer and self-assessment. Include students' feedback of themselves and each other in the final grading.
3. Transparency of final grades is key with clear written feedback.

## Adding a Cooperative Learning Activity in Your Lesson:

Groupings	Group Members	Subject	Learning Outcome	Activity	Resources Needed	Assessment	Time
4 students in each group	Group 1: Ahmed Bendar Zaid Sultan	Chapter 10— Diversity in International Business	Compare and contrast international business ethics.	Analyze a case study and report the findings in relation to ethics concepts discussed in class.	1. Printed case study for each group. 2. List of group roles and definition of roles 3. Checklist of what should be included in oral report and peer assessment.	Each group presents and is assessed by checklist and followed by peer assessment checklist.	50 Min

## Tips for Using Cooperative Learning:

### 1. Physical space

Set up the classroom to clearly show the groupings, use tables and chairs if possible, and have the space ready before students begin.

### 2. Group members

Deciding on the group members before the activity can provide a more productive learning experience—'mixed' groups, chosen by the faculty member, often allows students to work with and learn from other students of different ability and background and provides a more real-world experience. For 'quick' cooperative learning activities, students can choose their own partners/groups.

### 3. Clear roles, times, and expectations

Ensuring everyone participates through clear roles, particularly in larger groups, and has clear expect-

tations within the timeframe allowed is essential for strong cooperative learning. Some cooperative learning lasts a few minutes while other learning lasts over several class periods.

### 4. Use technology when possible

For the 21st Century learner, technology adds to learning process either via a helpful website or educational application that allows for group work.

### 5. Meaningful tasks

Cooperative learning should be clearly related to the outcome—unrelated tasks are acceptable for ice breakers or getting to know students but cooperative learning is more than this; it's about on-task, meaningful cooperation that results in learning both through the process itself and the final result.

### Ways to Improve your Skills in Cooperative Learning:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Barkely, E.F., Cross, K.P. & Howell Major, C. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco: Jossey-Bass.

Carleton College—Cooperative Learning Techniques: <http://serc.carleton.edu/introgeo/cooperative/techniques.html>

Cornell University—Collaborative Learning: <https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html#manage>

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.

Shaheen, A. H. (2011). Advanced teaching strategies, learning strategies and learning patterns (Arabic). Damanhour: Alexandria University Faculty of Education. Retrieved from <http://www.uomisan.edu.iq/library/admin/book/82566164294.pdf>.

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Metacognition, at its foundation, is becoming aware of our own thinking, literally "thinking about thinking" ([Costa, 2008](#)). Using and teaching metacognitive strategies in the classroom equips students with the ability become responsible for their own learning by planning, monitoring, evaluating and adapting their learning to the context and subject. The main elements of metacognition are explained in the following figure ([Tanner, 2012](#)).

### The main elements of metacognition ([Tanner, 2012](#)):

#### Plan

1. Set explicit goals.
2. Preview/skim material to decide how to learn and what is important.
3. Create a timeline to divide tasks to be manageable.
4. Plan for learning.

#### Monitor

1. Check progress of learning.
2. Troubleshoot for problems and questions.
3. Check timeline to ensure progress.

#### Evaluate & Adapt

1. Self-assess about how things went and what can be done to adapt.
2. Were goals accomplished? Why or why not?
3. What can be done differently for a better result next time?

### What does teaching metacognition to our students do?

1. Produces better results in learning and receiving better grades ([Lovett, 2008](#)).
2. Helps students to think like a future professional ( i.e. like a biologist) –prepare our students for life ([Tanner, 2012](#)).
3. Metacognitive knowledge is positively linked to student learning and student self-efficacy ([Pintrich, 2002](#)).



### Ideas for using Metacognitive Strategies in the classroom (all of the following ideas can be found in the resources for this topic):

1. **Introduce metacognition:** From the beginning of the class, introduce the concept of metacognition, use the language—plan, monitor, evaluate, adapt—and pass out a questionnaire (1 page) of how students plan for studying (take notes, review Power Points, review the textbook, use online videos, etc.) within the first week. Let this be a foundation for an explicit discussion on metacognition.

- 2. Reflect on Readings/Lectures:** Students answer short questions on notecards or electronically not just at the end of lecture, but in-between important points, answering "What is the most important point of the previous mini-lecture?", "What surprised/confused you?", "What questions do you still have?" Let students discuss for 1-2 minutes, then have them hand in responses.
- 3. Low-Stakes Assessment early in the semester:** Give students an announced quiz or assignment that has few marks within the first two weeks of the semester, so students can see first-hand how the assessment will work and the important elements of the course that they should understand. Upon return of the assessment, the instructor prompts a discussion of how things went, what can be done differently to better prepare for next time.
- 4. Knowledge Surveys (Wirth & Perkins, 2005):** At the beginning of the course, give students a survey with all important topics to be covered throughout the course; make sure to include all levels of thinking (Bloom's Taxonomy) or NCAA domains. Ask students to rate whether or not they know the answer to those questions (percentage)—they do not answer the questions, they only say by percentage if they could or not. Then, give students the same survey back before the final exam. This metacognitive strategy promotes awareness of the important subjects in the course and allows them to reflect back on what they have learned.
- 5. Metacognitive Wrappers:** In metacognition, wrappers refer to having a reflection assignment before and after a lecture, assignment or exam. Several examples are available via the Carnegie Mellon University and Carlton College websites listed in the references. Students plan for what they should be studying, analyze the mistakes they made and in which areas, and then evaluate, adjust and plan for the next time. In some ways, it is similar to the Knowledge Survey but rather than for the course, it is for individual assignments or exams and tracks their progression.



### Ways to Improve your Skills in Using Metacognitive Strategies in the Classroom:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Carleton College: <http://serc.carleton.edu/NAGTWorkshops/metacognition/introduction.html>

Carnegie Mellon University: <https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

Costa, A. L. (2008, February). The thought-filled curriculum. *Teaching Students to Think*, 65(5), 20-24. Retrieved from [http://www.ascd.org/publications/educational\\_leadership/feb08/vol65/num05/The\\_Thought-Filled\\_Curriculum.aspx](http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/The_Thought-Filled_Curriculum.aspx)

Learner.org: [http://www.learner.org/courses/learningclassroom/session\\_overviews/metacog\\_home9.html](http://www.learner.org/courses/learningclassroom/session_overviews/metacog_home9.html)

Lovett, M. (2008). Teaching Metacognition. Presentation at the Educause Learning Initiative 2008 annual meeting. Retrieved from <http://net.educause.edu/upload/presentations/ELI081/FS03/Metacognition-ELI.pdf>

Pintrich, P. R. (2002). The role of metacognitive knowledge in learning, teaching, and assessing. *Theory into Practice*, 41(4), 219-225.

Tanner, K.D. (2012). Promoting Student Metacognition. *CBE - Life Sciences Education*, 11, 113.

Wirth, K. R. & Perkins, D. (2005). Knowledge surveys: An indispensable course design and assessment tool. Retrieved from <https://www.macalester.edu/academics/geology/wirth/wirthperkins.pdf>

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The laboratory is an interesting and fun place to learn essential information, build experiences, and gain skills. To achieve the desired objective of teaching science effectively in labs, the following ideas should be considered.

### General Tips:

1. **Positive attitude:** Promote interest in the lab; a positive atmosphere encourages student motivation.
2. **Consider diversity among students:** Learn about students, be ready to answer their questions, diversify your information presentation methods.
3. **Respect Time:** Start experiments on time, do not wait for latecomers.
4. **Present the experiment in brief:** Techniques, objectives, etc: avoid explaining how a device works if you did not use it before to avoid making mistakes.
5. **Use the board:** Identify the steps and objectives and highlight the most important relationships and ideas in a different font or color.
6. **Roles in the laboratory:** Make the student responsible for his learning; you are a facilitator, ask questions and answer the students' questions, no matter how many or how easy they are. Avoid giving students information, rather let them tell you.



7. **Conduct the experiment** at least one week before the students to avoid surprises (malfunction, damage of materials, severity of the result, etc.)
8. **Provide the students in advance with the material** relating to the experiment for preparation.

### Before starting the experiment

1. **Pre-preparation** of the laboratory and the related theoretical material.
2. **Alignment** between the theoretical material in the course and the practical part.
3. **Ensure availability** of the necessary equipment and tools (readiness of the laboratory).
4. Ensure that **general safety requirements** are met in the laboratory.

### During conducting the experiment

1. **Identify the objectives** of the experiment and write them on the board.
2. **Identify key activities** and steps (place important details in squares, numbered, etc.).
3. **Do not hesitate to explain** the steps more than once or answer students' questions, no matter how simple they are.
4. **Present and explain** the new techniques and how devices work.
5. **Be available** moving among the students or groups whether they ask for help or not and give them equal time.
6. **Ask specific questions** to make sure students understand and that they are on the right path (formative assessment).

### After conducting the experiment

1. **Review students' results** (to make sure that the results are correct, valid and relate to the theoretical part).
2. **Open a discussion with students** to identify the strengths and weaknesses (problems) and plan for improvement in the future.
3. **Receive reports.**

4. **Ensure that the grades are distributed** and that they are in line with the policy of the department.
5. **Correct reports** and return them in a timely manner (by the next lab or before).
6. **Provide students with constructive feedback** to improve their performance in the future.

### Evaluation of Work in the Laboratory:

1. **Experiment Report:** Deliver directly after completion of the experiment, or in the next experiment.
2. **Practical Test:** Prepare a slideshow demonstrating the result such as extraction of a specific substance as a result of the experiment, delivery of a specific product, etc.
3. **Continuous Follow-up of Students:** Individually or in groups, during conducting experiments and evaluation, use pre-set tools according to the nature and type of the experiment (rubric, checklist, scale, etc.) with a set of criteria such as experiment steps, conducting measurements, proper data collection, use of devices, seriousness of work, accuracy of results, storage and maintenance of tools, safety rules, organizing the report, etc.



### Ways to Improve your Skills in Teaching and Learning in Labs:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Cannon, R. and Newble, D. (2000). Teaching Practical and Laboratory Classes. In *A Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods* (4th ed, pp. 104-118). Sterling, VA: Stylus Publishing, Inc.

Cornell University—Teaching Labs: <https://www.cte.cornell.edu/teaching-ideas/labs-studios-discussions/teaching-labs.html>

Davies, C. (2008). Learning and teaching in laboratories: An engineering subject centre guide. Loughborough University: Higher Education Academy Engineering Subject Centre. Retrieved from <https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/9729/16/Resource%20-%20Learning%20and%20Teaching%20in%20Labs-COMPLETElowres.pdf>

Qutayt, G., Khreisat, S., Abu-Eliaz, A., & Swafteh, W. (2009). *General Teaching Methods* (Arabic, 1st ed.). Amman, Jordan: Dar Al-Thaqafa for Publishing and Distribution.

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Technology has played a significant role in education; it has saved a lot of effort and suffering for teachers and students. Therefore, faculty members must identify the correct methods and optimal use of technology in the educational process.

## Role of technology in higher education:

1. **Instructional Tool:** Through presentation of lectures, solving assignments and homework, and preparation of research.
2. **Interactional Tool:** Through easy facilitation of asking questions and contacting other students and teachers in different countries.
3. **Motivational/Creative Tool:** Through urging and motivating students to use the technology to create and manipulate the information they need, and giving students the opportunity to form new knowledge by presenting their views and opinions.

## The following questions can guide the faculty member while using technology in the classroom:

1. Why should I use educational technology in class?
2. What are the best educational technology methods to use for a particular class considering content, outcomes, and students' abilities?
3. Is the necessary infrastructure available?
4. Do I, as the faculty member, have the technical skills to integrate educational technology? If not, how will I acquire the necessary skills?
5. How will I use technology to ensure students learn/have learned?
6. Reflection: What things went well and were done successfully? What are the things that need to be developed in the future?

## Ways to engage with today's students-- "digital natives":

1. Create a group on any social networking site agreed upon, such as Facebook, WhatsApp, Snapchat, Twitter, blogs, etc. and inclusive of only and all students in the course.
2. Add students and encourage them to interact constructively—set guidelines much like a social contract to ensure interaction remains positive and professional.
3. Provide students with the opportunity to discuss topics related to the course, and encourage them to interact, initiate, explore and rely on themselves to acquire knowledge.



\* It is also recommended to use academic networking sites such as Diigo, LinkedIn, ResearchGate, etc., by opening an account and inviting colleagues and students to join; this activates the role of such sites in scientific research and different learning activities.

\* **Note:** Using technology is important and vital; however, when using social media, it is important to guide the students and monitor the interactions to ensure appropriate and ethical etiquette and that all students are involved and comfortable.

### Ways to Improve your Skills in Using Educational Technology:

For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Alhazzani, N. (2013). Effectiveness of Social Networking in the Development Process of Teaching and Learning among Students of Faculty of Education in King Saud University (Arabic). *International Journal for Research in Education (IJRE)*, 33, 130-164.

Educational Technology website: <http://www.educatorstechnology.com/>

Hammad, R. (2013). E-learning and its tools - towards modern and effective electronic learning(Arabic). Retrieved March 21, 2017, <http://elearning.iugaza.edu.ps/emag/article.php?artID=27>

University of Houston--New Technologies & 21st Century Skills: <http://newtech.coe.uh.edu/index.html>

**Community-based learning:** A way for educators to enhance the concepts taught by connecting them to personal, first-hand experiences and familiar, accessible examples in the community. In this way, community-based learning is often positioned as an alternative to more traditional forms of learning in which students may read about people, places, or events they have never experienced or to concepts that can only be understood abstractly.

### Examples of community resources:

Public libraries, museums, educational parks, science institutes, people, local attractions, institutions, natural environments, educational sites, historical places, etc.

### Advantages of using community resources:

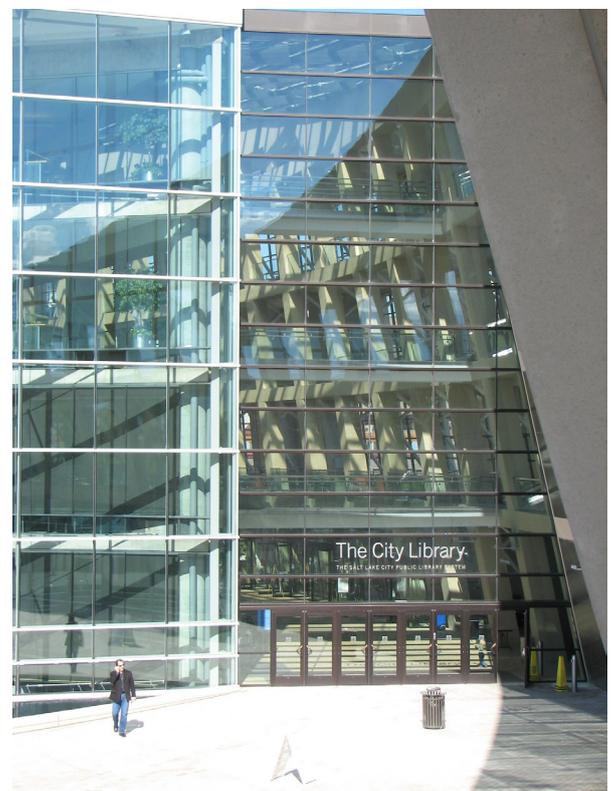
1. Create more interest in the subjects and concepts being taught.
2. Improve knowledge retention, skill acquisition, and preparation for adult life.
3. Develop stronger relationships between the university and its community.
4. Develop a novel approach to teaching.
5. Having a positive effect on student motivation.
6. Create an atmosphere of an inclusive and centralized curriculum for all students.

### Methods and forms of community-based learning:

1. **Instructional connections:** In this form of community-based learning, teachers make explicit and purposeful connections between the material being taught in the classroom and local issues, contexts, and concepts.
2. **Community integration:** Educators use local experts by inviting them into the college to give presentations, participate in panel discussions, give interviews, or mentor students who are working on a long-term research project.

3. **Community participation:** In this approach, students learn by actively participating in their community through community and service activities and organizations in or out of their chosen fields.

4. **Citizen action:** Some experts and educators would consider this approach to be the most authentic realization of community-based learning; students not only learn from and in their community, but they also use what they are learning to influence, change, or give back to the community in some meaningful way.



### Ways to Improve your Skills in Using Community Resources:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Buck Institute for Education (premiere project-based learning website): <http://www.bie.org/>

Krishnaswami, U. (2002). *Beyond the field trip: teaching and learning in public places*. North Haven, CT: Linnet Professional Publications.

Vanderbilt University--Teaching Outside the Classroom: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/>

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# **COMMUNICATING AND CREATING A POSITIVE EDUCATIONAL ENVIRONMENT**

Using strong oral communication skills in the classroom as an instructor involves more than just lecturing skills. It involves having a strong presence in front of students, one that showcases your skills as a role model of communication and facilitates teaching and learning for better student understanding. Further, strong communication skills are not only for the classroom but can be used at university meetings and conference presentations. This topic is inspired by the **Royal Academy of Dramatic Art (RADA)**, a featured international presenter in Spring 2015 at the University.

### Advice for Faculty Members to Improve Oral Communication Skills:

- 1. Communication Awareness:** Two basic principles: 1) Communication is constantly simultaneous between participants, not one-way, so our students are always communicating, even non-verbally; and 2) Communication is achieved only when there is a shared meaning between communicators. In other words, if students do not understand what we are saying, then communication and consequently learning has not been achieved.
- 2. Find your Floor:** The way an instructor stands in front of the classroom is crucial in showing comfort and confidence. A comfortable communicator leads to a comfortable audience. The stance and posture should be professional with feet shoulder-width apart (whatever is comfortable), knees slightly bent, with feet firmly planted on the ground.
- 3. Movement:** Standing behind the lectern or table serves not only as a barrier to communication, but it does not allow the instructor to engage with his/her students. Movement to all areas of the class beginning with the center then moving right and left using the center at the front of the classroom as the 'base', to the back of the class at key times during the class is crucial



for communication. However, be cautious of constant movement; when the instructor is trying to communicate an important point or start a new topic, this is the time to stand in one place (Find your Floor) preferably in the center at the front of the classroom.

- 4. Breath and Voice:** When we present in front of students, breathing is important. To project our voice strongly, breathing from our diaphragm, belly breathing, produces a stronger, more controlled voice and taking breaths between full ideas and thoughts makes the class more understandable for our students. Always project outward, never into the floor or the PowerPoint, not turning your back to your audience.

5. **Vocal Variety:** Varying our voice—high and low, fast and slow, and stressing certain words—leads to better understanding for our students.
6. **Pauses and Repetition:** Like vocal variety, using pauses at important moments in the classroom, to send a message of importance at the beginning of a new topic or fact that students should remember, is an effective way to communicate. Additionally, repetition can emphasize important points for the students.
7. **Gestures:** Using appropriate gestures, hand movements and facial expressions, helps students understand our material more, particularly for those students who are visual learners.
8. **Non-verbal Communication:** Like gestures, eye contact, body language and other elements are referred to as non-verbal communication and can be more important in conveying meaning than what instructors actually say. Students, audience members, get a 'feeling' from how things are said, comfortable or uncomfortable, angry or hesitant, etc. Eye contact to all areas of the classroom, preferably with all students—not just to the right or left—communicates a strong message to our students and engages them. Non-verbal communication should be natural and positive.
9. **Active Listening:** Listening with the intention to actually listen, not only hear or wait to respond. Making eye contact, putting your own thoughts aside, nodding, saying "OK", and asking questions but not interrupting are all characteristics of active listening.

### Ways to Improve your Oral Communication Skills:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Washington University in St. Louis: <https://teachingcenter.wustl.edu/resources/teaching-methods/lectures/improving-presentation-style/>

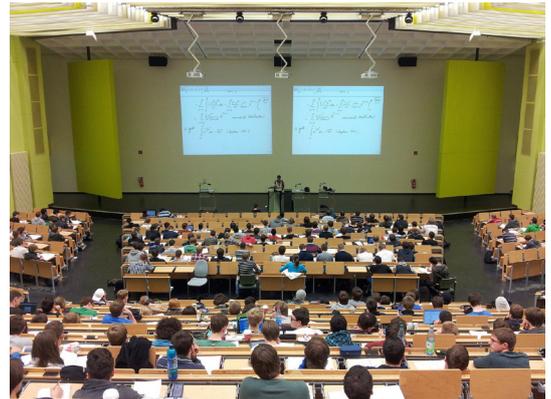
Wood, J. T. (2009). *Communication in our lives* (4th ed.). Belmont, CA: Thomson-Wadsworth.

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Classroom management is one of the main tasks of an educator. It is a set of behaviors used by the teacher to develop rapport and provide an appropriate and positive learning environment so that the teacher can achieve the desired educational goals. The efficiency and effectiveness of the teacher depends largely on good management of the class in all aspects.

### Advice for creating a well-managed classroom environment:

1. **Define expectations** for student's behavior at the beginning of the course.
2. **Be firm, but positive, fair, and respectful** in dealings with students; equal and inclusive with all.
3. **Set classroom rules** that all agree upon and stick to them.
4. **Ensure instructions are clear and understood.**
5. **Keep the channels of communication open** (office hours, e-mail, after class, etc.)
6. **Seek feedback** from students on the course on a regular basis (at least twice during the semester).
7. **Encourage active learning** with an activity every 15-20 minutes; this also allows students to release some energy and minimizes boredom.
8. **Provide consistent feedback**, both oral and written; constructive and positive.
9. **Negotiate conflict**; focus on the student behavior, not the individual.
10. **Share responsibility for learning**; empower students to have some choices on the assessment and projects.
11. **Encourage students to come to you and discuss any issue.**
12. **Reflect on our own behavior** as well as that of students.
13. **Show students that you care about them** and their academic progress and achievement.
14. **Prepare your lesson and course well through lesson planning.**
15. **Set the classroom physically** before every class, and ensure that there is room to move around the classroom.
16. **Instruct with enthusiasm and presence**; let the students know you are interested and attentive.
17. **Use humor** when appropriate.
18. **Use examples** that reflect students' experiences.
19. **Clearly organize every lesson.**
20. **Close the lesson by reviewing its elements** (summary on the board, with students, or in a Power Point presentation), emphasizing the homework or reading, and asking the students to prepare for the next one.



### Ways to Improve your Skills in Maintaining a Well-Managed Classroom:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Ashi, N. (2008). Department of Learning. Safi, Amman: Al Yazuri Scientific Dar for Publishing and Distribution.

Classroom Management. (n.d.). Department of Curriculum and Instruction, Teacher's College: King Saud University, Maktbet Nhej 431. Retrieved from <http://faculty.ksu.edu.sa/74637/441/%D8%A7%D8%AF%D8%A7%D8%B1%D8%A9%20%D8%A7%D9%84%D8%B5%D9%811.doc>

Yale University—Managing the Classroom: <http://ctl.yale.edu/FacultyResources/Managing-the-Classroom>  
Al-A'ajez, F., & Al-Bana'a, M. (2007). Classroom management between theory and practice. Retrieved from <http://PAREonline.net/getvn.asp?v=7&n=10>.

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Communication involves simultaneous, shared meaning which can be used to start, stop or prevent behavior; it is the simplest and quickest strategy for improving student behavior. One of the keys to effectively influence behavior through communication is to remember it's not just "what can you say", it's "how you say it" and when!

### Effective Ways to Communicate with Students:

- 1. Face to Face** Face to Face communication is important to people of all ages, but especially true of students. When you make eye contact and practice active listening, you are signaling that you think they are very important and deserving your attention.
- 2. Youth Talk** If you are a faculty member, then you are probably familiar with many youth expressions and slang language. While you don't necessarily have to converse in this language, allow your students to do so if the language is appropriate.
- 3. On Their Level** Assume a posture of informality instead of standing over students, which may make them feel intimidated and less likely to be forthcoming in a discussion. Sitting down during office hours is a good way to communicate.
- 4. Don't Interrupt** Don't Interrupt If a student is trying to tell you something that may be difficult or painful, give him/her time. If you try to finish his sentence or interject your opinion before it's asked for, you may never find out what was really on his/her mind.
- 5. No Judging** If a student is confiding in you about a personal situation or just giving his opinion in a classroom discussion, don't condemn his/her words because you disagree. Show him/her that part of communication is showing respect for others.
- 6. Communicate Respectfully** Use a tone that is honest, positive, and tactful, choosing words that are appropriate to the situation and not 'hot' or inflammatory that will start or escalate a situation.
- 7. Repeat Your Message in Different Ways** Effective communication requires using different techniques in communication. When you want to make a point, consider what visual tools can help you in addition to your verbal communication.
- 8. Check for Understanding** The simple question, "Do you understand?" will not result in much information. In a one-on-one conversation, a teacher should ask the student to repeat the main point or outcome of the conversation and what is expected.
- 9. Be Consistent and Timely** Be sure students know when and how to reach you. When students e-mail or contact the instructor electronically, a 48-hour response time is timely. When exams or other communication concerning assessment or performance are at hand, a timely and thorough response will help students succeed.

### Ways to Improve your Skills in Communicating with Students:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Morgan, J., & Ashbaker, B. Y. (2001). *A teacher's guide to working with paraeducators and other classroom aides*. Alexandria, VA: Association for Supervision and Curriculum Development.

Roberts, J. (2008). *Success stories: Using video stories to connect, communicate and create true success with your students*. Charleston, SC: Booksurge.

Stanford University—Interacting with Students: <https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/interacting-students>

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Asking good questions is a skill that requires practice, training, and mentoring. If an adult is placed in an environment that does not encourage active questioning, then that skill will not become an active habit of mind. Questions are considered as a means to educate students by drawing out their understanding of a subject and then leading them to discover new knowledge instead of telling them what is true or false.

### **When asking questions to the student, ask in a positive manner by taking into consideration the following:**

1. Praise the student when answering a question.
2. Ask the same question to more than one student before an answer.
3. Come up with questions that have more than one answer to motivate the students thinking (higher order).
4. Ask questions from the constant assessment obtained from the lecture, especially areas of concern.
5. Questions should be very clear.
3. Ask questions that students feel invested in answering.
4. Repeat and rephrase questions.
5. Allow students who are shy and who may need more time to process contribution via email.
6. Constant use of students names will motivate participation.
7. Make the value of participation clear to your students and acknowledge participation.
8. Structure some kind of preparation for discussion.
9. Teach students to listen to each other.
10. Talk less and facilitate more.

### **Avoid asking questions in a negative way, taking into consideration the following:**

1. Do not use the question to punish the students who are not paying attention.
2. Do not use close-ended (yes/no) questions very often.
3. Do not let students answer the question immediately; try to give some time before answering.
4. Do not offer possible answers for the questions in order not to stop the students' thinking.
5. Do not give your back to the student while answering.

### **Tips for developing students' discussion skills:**

1. Use pairs or small groups initially to reduce anxiety.
2. Allow students to write their thoughts before they speak up.

### **How to Lead a Discussion**

1. Be prepared.
2. Give students content/idea in advance for preparation.
3. Anticipate the way the discussion may go in your preparation.
4. Set guidelines for interaction.
5. Facilitate, don't dominate but be ready to put the discussion back on track if needed.
6. Create a good climate for discussion by using physical space (students facing each other).
7. Assess major discussions and allow students to assess each other.
8. Have students reflect on their own participation.

### Ways to Improve your Skills in Asking Questions and Leading Discussions:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.

Brookfield, S. D. & Stephen P. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco: Jossey-Bass.

Stanford University—How to Lead a Discussion : <https://teachingcommons.stanford.edu/resources/teaching/small-groups-and-discussions/how-lead-discussion>

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Encouraging student to act and behave ethically begins from before the class even begins, from syllabus and course preparation through final examination. How instructors frame their class and the positive and structured atmosphere in which they teach can promote strong ethics and responsibility.

[Prohaska \(2013\)](#) writes that the best way to promote ethics is to model ethics in the form of high expectations and positive clear communication. He writes that activities should encourage learning and be directly linked to clearly stated outcomes and that our syllabus, as a start, should not focus on negative reinforcement, of course policies must be discussed, but on the positive side and rewards of ethical behaviors as moral responsibility—the 'dos' rather than the 'don'ts' only.

### Prevent unethical behavior in exams before it begins (adapted from Prohaska, 2013):

1. Space desks far apart well before students enter the room.
2. As students enter the classroom, ensure phones/electronics are off and in their bags at the front or outside of the room.
3. Feel free to ask students to move to a different desk/chair once they have entered.
4. Be sure directions are clear, how to ask questions, use the restroom, etc. before the exam begins.
5. Whether using multiple choice, essay or other exam types, ensure that there are several versions of the exam with questions and even answers in different order.
6. Ensure that you have another colleague or proctor to assist in case of any distraction or emergency.

### Promoting Safe Writing Practices: Avoiding Plagiarism

Plagiarism can be defined as "the uncredited use (both intentional and unintentional) of somebody else's words or ideas" ([Stolley, Brezee, & Paiz, 2013, para. 1](#)).

According to the well-known Purdue Online Writing Lab or OWL, acts of plagiarism include but are not limited to "**buying, stealing, or borrowing**



**a paper** (including, of course, copying an entire paper or article from the Web); **hiring someone to write your paper** for you; and **copying large sections of text** from a source without quotation marks or proper citation" (para. 1). There are other instances and levels of plagiarism including using similar or same paragraph structure and changing just a few words and presenting others' ideas as your own. It should be assumed that students are often unaware of exactly what plagiarism is and how to avoid it and are actually plagiarizing by accident or unintentionally. With that in mind, faculty members can promote best practices when teaching, assessing and giving instructions and criteria for assignments that require outside sources.

**Encourage students to avoid plagiarism and promote safe writing practices by the following (adapted from the [Online Writing Lab \(OWL\)](#) which has many resources for students on safe practices):**

1. Have a strong, direct plagiarism policy (individual, college or university policy included) in your syllabus and discuss from the first day of class; ensure students know the related definitions, guidelines and consequences.
2. Discuss the concept and why it is unacceptable in academics, in the university, and in their fields.
3. Show students how to use citations (in-text and references at the end of their work); be sure to use the citation format of their field (MLA, APA, etc.); give them examples, worksheets, etc.
4. Share in-text citation prompts such as "According to Al Dossary (2010), ...," "Ahmed (2017) wrote...," "As researched by Hussain (2015)," etc.
5. Go through a paraphrasing exercise together (read text, put text aside, then try to summarize in your own words, etc.); emphasize that they are not re-writing the text, but summarizing it in their own words.
6. Go through a direct quotation exercise (how to quote exactly within a sentence or paragraph without changing the meaning and still keeping the flow of the text).
7. Have students do brainstorming, outlines and first drafts in class as much as possible to begin the flow of original ideas.
8. Have students turn in assignments in stages (example: introduction, then literature review, then idea one, etc.) and in drafts to allow enough time for original writing and research.
9. Require and encourage different sources for assignments (some electronic, some written) to ensure various sources are used including primary (students research themselves) and secondary sources.
10. Schedule assignments far enough apart, so students realistically can complete them; if they feel rushed, the temptation to copy increases.
11. Use peer assessment and checklists that include source/citation checks, so students learn from each other.
12. Encourage students to ask if they have any questions about using a source or their own citation of a source; the more students can catch their own problems with copying before the assignment is due, the better.
13. Run all assignments (including first draft) through a program that checks for originality (via Blackboard or the university) and have a minimum acceptable threshold well below the university requirement (10% for example) which is published in your syllabus and on your course website; be sure to allow students to see the results of the check as well so they are aware.
14. Keep electronic copies of students' previous assignments stored on Blackboard (plagiarism programs can check new assignments against previously posted assignments as well) and change assignment topics at least slightly every semester.

### **Ways to Improve your Skills in Promoting Student Ethics and Responsibility:**

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Prohaska, V. (2013, May). Encouraging students' ethical behavior. Psychology Teacher Network, American Psychological Association. Retrieved on May 28, 2017, from <http://www.apa.org/ed/precollege/ptn/2013/05/ethical-behavior.aspx>

Purdue Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/resource/589/01/>  
The Writing Center, University of North Carolina—Chapel Hill: <http://writingcenter.unc.edu/tips-and-tools/plagiarism/>

Stolley, K., Brizee, A., & Paiz, J. M. (2013). Is it plagiarism yet? Retrieved on April 10, 2017, from Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/589/02/>

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# **ASSESSMENT AND CONSTRUCTIVE FEEDBACK**

Constructive feedback is an influential tool that clarifies the student's proficiency and individual progress (Hamid & Mahmood, 2010). Evans (2013) stated that feedback is an important practice in the learners' progress toward becoming self-determined students that are capable to observe, assess, and control their individual knowledge or education, even at the professional level. Feedback is very helpful for communicating in ways other than simple praise or criticism. Its aim is to increase the instructor's attentiveness to everyone's performance, yet, too often, students feel that they do not get enough feedback from their instructors.

### Constructive Feedback Guidelines (adapted from Hamid & Mahmood, 2010):

1. Manage your emotional state when giving feedback and be aware of the students' expressions. Your physical expression will always reveal your attitude, so ensure it is positive and confident.
2. Concentrate on the performance instead of the individual. As an alternative to saying, "This work is confusing," say, "This work contains several mistakes related to..."
3. Offer real feedback that the students can improve from—a 'map' for improvement. "Great job!" or "That's an A paper" is not feedback—it is an evaluation..
4. Provide tangible examples of what went well and what needs to be improved.
5. Provide feedback at an appropriate time. Deliver it when it's still fresh in the student's mind. The earlier, the better—within the next 1-2 class periods.
6. Be certain that your goal is to be supportive, but not undermine your authority as an instructor.
7. Be specific. Don't provide contradictory messages. It will result in misunderstandings and discouragement.
8. Be constructive. Don't mention a problem without a solution.
9. Normalize the amount of feedback—always try to provide a reasonable amount—a few pieces of information. In written feedback, don't 'bleed' on the paper with an enormous amount of red marks.
10. Recognize the learner's progress, and their effort and ability to move forward.
11. Keep it confidential. This allows both the instructor and student to maintain trust and confidence.



## Feedback Sandwich

There are many approaches to feedback. One effective and memorable way of giving oral feedback, which helps educators and students engage in productive, learner-centered feedback, is a 'feedback sandwich.'

1. **Ask:** Student's perspective; ask students how they think they performed; let learners assess their own performance.
2. **Tell:** Educator's turn; tell the student what you think and why; give concrete, positive and constructive examples without overloading him or her.

3. **Ask:** Student and educator; ask again to ensure that student understood the feedback and make a plan for action and follow-up.



## Ways to Improve your Feedback Skills:

For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Columbia University Medical Center—Feedback Sandwich: [file:///C:/Users/user/Downloads/Wksp%20202--Feedback%20Sandwich\\_Jones%20\[Compatibility%20Mode\].pdf](file:///C:/Users/user/Downloads/Wksp%20202--Feedback%20Sandwich_Jones%20[Compatibility%20Mode].pdf)

Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Education Research*, 83 (1), pp. 70 – 120.

Hamid, Y. & Mahmood, S. (2010). Understanding constructive feedback: A commitment between teachers and students for academic and professional development. *J Pak Medical Association*, 60 (3), 224 -227.

Yale University—Feedback and Student Learning : <http://ctl.yale.edu/FacultyResources/Feedback-Student-Learning>

Traditional assessments most often include tests that compare individuals or groups (Belle, 1999). It "refers to assessment that attempts to measure an individual's achievement or aptitude through the presentation of a set series of questions which may include true or false, MC, short answer, or essay questions" (Gilligan, 2007, p. 17).

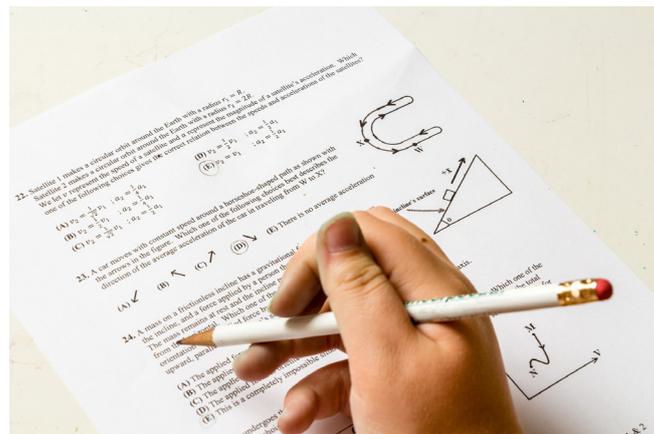
In contrast, alternative assessment strives to use learners' intellect, investigates their capability to use information in a new environment, and measures their ability to make connections with and between learning (Letina, 2015). "Alternative assessment is any type of assessment that deviates from the traditional, behavioral, stimulus-response model typified by the one-answer, multiple-choice items found on teacher-created tests and standardized examination" (Gilligan, 2007, p.17).

### Characteristics and Uses of Traditional and Alternative Assessment (adapted from Dikli, 2003 and Letina, 2015):

Traditional Assessment	Alternative Assessment
Knowledge has a single meaning or dimension	Knowledge can have numerous meanings
Abstract, knowledge-focused learning	Functional use of learning
Considers outcomes	Considers process and outcomes
Lower (focus) and possible higher order thinking used	Focuses on higher order thinking
Records learning and categorizes results	Facilitates learning
Often individual; competitive	Often team-based; collaborative
Asks who, what, when, where	Includes how, why
Easily scored	Often requires more time/complex scoring
Requires less time for assessment construction	Requires more time for assessment construction
Considered more objective	Considered more subjective
Beneficial for large classes; when scoring is an issue	Beneficial when application and creation are important; the practical know-how

## Kinds of Traditional and Alternative Assessment

1. **Traditional:** Tests, quizzes, final exams, fixed problem sets, and homework—usually close-ended items
2. **Alternative:** Portfolios, projects, observations, self-assessment, formative assessments—usually open-ended items



## Ways to Improve your Skills in Assessment:

For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Dikli, S. (2003). Assessment at a distance: Traditional vs. alternative assessments. *The Turkish Online Journal of Educational Technology*, 2 (3), pp. 13 – 19.

Gilligan, M. E. (2007). Traditional versus alternative assessments: Which type do high school teachers perceive as most effective in the assessment of higher -order thinking skills? (Doctoral dissertation). Retrieved on March 31, 2017, from ProQuest Dissertations.

Letina, A. (2015). Application of traditional and alternative assessment in science and social studies teaching. *Croatian Journal of Education*, 17 (1), 137 – 152.

When using a test as means of assessment, there are basic steps and recommendations to follow to ensure a properly constructed and valid test:

1. Identify the purpose of the test
2. Analyze the content to be tested
3. Formulate learning objectives
4. Build a **table of specifications**
5. Write the test items
6. Set up the answer key
7. Write and set instructions
8. Give the test

**The specifications table, also called a test blueprint, is the cornerstone of test construction. It consists of two axes:**

1. Horizontal in which the levels of educational objectives that have been identified for the educational material are placed.
2. Vertical axis in which the topics of the educational material are placed once the content analysis has been completed.

The specification table aims to achieve the comprehensive testing of the content, the distribution of items in a balanced manner according to the content, and a highly credible assessment tool. In addition, the blueprint provides students with confidence in the test and assists the teacher in preparing similar exams for the same course and subsequent ones.

**The following are the steps to construct and develop a table of specifications:**

1. Identify the main and sub-subjects of the educational material.
2. Identify the number of classes required to teach each subject.
3. Determine the fields and levels covered by the test.

4. Identify the weight and importance of each level, and weight and importance of each subject.
5. Identify the weight and importance of each level topic.
6. Identify the length (period) of the test and its overall mark.
7. Identify the number of questions in each level subject.
8. Identify the marks that each level subject deserves.

**Take the following into consideration when constructing the table of specifications:**

1. The nature of the educational subject and the scientific objectives.
2. The length of time that will be taken for teaching each subject.
3. Characteristics of students in terms of academic level and age.
4. The type of test items used to measure the objectives.
5. Objective levels according to thinking order (cognitive domain levels).
6. Order of topics according to their importance.

## Table of Specifications for Constructing Tests (Blueprint)

Subject	Questions and Marks	Learning Objectives						Total questions	Total Points	Relative weights of subjects weights of subjects
		Remember (Knowledge)	Understand	Apply	Analyze	Evaluate	Create			
		No. of Obj.	No. of Obj.	No. of Obj.	No. of Obj.	No. of Obj.	No. of Obj.			
(2)	Questions									
	Marks									
(3)	Questions									
	Marks									
(4)	Questions									
	Marks									
(5)	Questions									
	Marks									
Total Questions								Grand Total of Questions		
Total Marks									Highest Possible Mark of Test	
Relative Weights of Objectives										100%

### Ways to Improve your Test Blueprint Skills:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Al-Kilani, A. & Sherifin, N. (2011). Introduction to research in educational and social sciences (Arabic, 3rd ed.). Amman, Jordan: Dar Al Masirah for Publishing, Distribution and Printing.

Gay, L. R. & Airasian, P. W. (2003). Educational research: Competencies for analysis and application (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Gay, L.R., Mills, G.E., & Airasian, P. (2009). Educational research: Competencies for analysis and applications (9th ed.). Upper Saddle River, NJ: Pearson.

George, D., & Mallery, P. (2000). SPSS for windows step by step. Philadelphia, PA: Open University Press.

Ouda, A. (2005). Measurement and evaluation in the teaching process (Arabic, 1st ed.). Irbid, Jordan: Dar Al-Amal Publishers.

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# **CONTINUOUS PROFESSIONAL DEVELOPMENT**

Continuous professional development facilitates lifelong learning in both our academic fields and in the area of teaching and learning. Whether to advance our careers or knowledge, stay current with best practices, make decisions about our future or meet the needs of our students, professional development supports the necessary growth of any active member of an academic community.

### Advice to Continually Develop as an Educator in your Field:

- 1. Create an individual professional development plan:** Each faculty member is encouraged to have a professional vision for him/herself which includes professional goals in teaching and learning, research, and service. An individual plan with a vision statement and SMART goals based on the faculty member's own professional needs aligned with the departmental, college, and institutional needs will progress the individual and institution.
- 2. Earn advanced certificates, attend courses or workshops:** Advanced certificates in teaching and learning and various fields are available internationally and in the region through traditional and online delivery. The Deanship offers an intensive 4-day core competencies educational course and various workshops focused on educational knowledge and skills.
- 3. Join professional organizations:** Professional service organizations in your field provide opportunities for service opportunities, conference participation, networking, and professional development. Most organizations have educational and research special interest groups and offer online continuous professional development courses. Check the website of field-related organizations for a chapter/branch in the area.
- 4. Microteach in your department:** Microteaching is a teaching practice (without students) in short 15- to -20 minutes sessions to build confidence and increase skills. Several faculty members who teach similar courses can participate in a single microteaching session. Microteaching sessions mainly focus on your approach to teaching, not the content. Share a favorite concept, theory, or teaching strategy.
- 5. Engage in peer observations:** Attending a colleague's class (procedures and forms are available through the Deanship) will support collegiality and enhance your teaching and learning skills. Peers can provide honest, non-judgmental, and credible formative opinions on areas of strength and those that require improvement in the classroom.
- 6. Record teaching and learning:** One of the best ways to improve your teaching and learning skills is to see yourself teaching. Experts recommend setting up a video camera in the classroom or having a colleague attend with a simple camera phone and videotape the session. Then you can view the videotape and discuss it with a trusted colleague. Caution: Faculty members must receive permission, regulations, and guidelines from the administration in order to videotape/record in the classrooms.

### Ways to Advance Yourself as an Educator:

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For more information on this topic, please register in the relevant workshops offered at the university, view the materials available on the Deanship of Academic Development page on Blackboard, and see the below resources.

Harvard University Derek Bok Center—Practice Teaching: <http://bokcenter.harvard.edu/practice-teaching>  
University of Waterloo Center for Teaching Excellence—Teaching Tips: <https://uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students/fundamentals-university-teaching-program>

University of Leicester Learning Institute—Peer Observations: <http://www2.le.ac.uk/offices/li/developing-learning-and-teaching/enhance/peer-observation-of-teaching-1>

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The University offers an official mentoring program--Faculty Mentorship Certification Program. New faculty members are encouraged to attend, learn more about the university's services and procedures, and begin the journey to advancing their educational careers. Experienced faculty members are encouraged to attend the Mentor Training Program to become a University Mentor and mentor new faculty members in the same field for a minimum of one semester.

### Why become a Mentor at IAU?

Becoming a mentor offers many benefits including but not limited to sharing your knowledge with others, giving back to your academic field, university, community and country, learning the latest from new faculty members, updating your teaching skills, and forming a potentially lifelong relationship with a colleague.

### Procedure to Become a Mentor:

1. Reflect on your strengths and passion to become a mentor and help newcomers become a part of academia.
2. A mentor should ideally be an Assistant, Associate, or Professor rank, bilingual (if possible) with a minimum of 3 years of experience and an excellent record in either teaching or research.
3. Share your interest with the Deanship of Academic Development via e-mail or phone call.
4. Sign up for Phase I of the Program—a 2-day workshop offered 1-2 times per year that offers the basic foundation, characteristics, qualities, background, and certificate (upon completion and full attendance) needed to mentor at IAU.
5. When matched with a mentor, attend the initial meeting.

### Why become a Mentee at IAU?

Being a mentee or protégé is a way to ease yourself into academic life at IAU. Through the process of mentoring, a new faculty member (less than 3 years of experience) can gain insight into the university, its department, procedures, services, and regulations, gain new skills and develop current ones, and develop a potentially lifelong relationship with an experienced colleague.

### Procedure to Become a Mentee:

1. Ideally, a mentee should be a newcomer (less than 3 years) at IAU and on the academic track.
2. Once chosen, the mentees attend the orientation session which is a 5-7 day program in three distinct phases: 1) introduction of each department in the university, 2) in-depth training about the necessary departments and 3) synthesis of the information including beginning of a course file and microteaching.
3. Choose your Mentor and meet him/her at the initial meeting.

### Overall Process and Certification

1. Once mentors/mentees have been matched, they begin the mentoring relationship in the second semester for a period of one semester.
2. Initially, mentors/mentees meet to get to know each other better and sign the Mentor-Mentee Contract.
3. During the semester, mentors and mentees are required to spend a minimum of 10 hours per semester a minimum of four meetings total.
4. Throughout the semester, progress reports are made and follow up is done.
5. At the end, mentors and mentees complete the final closure meeting, an evaluation of the relationship and receive certification for completion of the "Faculty Mentorship Certification Program."

For more information on mentoring, contact [ded@iau.edu.sa](mailto:ded@iau.edu.sa) or phone ext. 32854.

The Teaching and Learning for Excellence handbook introduces essential topics that cover the main areas of teaching and learning in higher education. It is meant as an educational foundation tool for each faculty member to process, reflect on, and build upon; a guide of educational 'snapshots' or highlights to facilitate further development in teaching and learning. Therefore, it is only the beginning.

In addition to these topics, there are several other, cutting-edge concepts in higher education developed and researched regularly that will elevate excellence in faculty classrooms. For authentic professional development, please go beyond the topics mentioned in the handbook and into the needs of your own classrooms. Consult with the Deanship of Academic Development for individual consultations, use Magna Commons (educational resource available with video and PPT presentations on Blackboard for all faculty members—contact the Deanship for more info), and attend professional development work-

**In addition to these topics, there are several other, cutting-edge concepts in higher education developed and researched regularly that will elevate excellence in faculty classrooms.**

shops and request services that will benefit you, your department, and your students. In addition, each discipline has an academic journal that focuses on teaching (i. e. 'Teaching in Computer Science'); some of the most authentic and best practices in teaching and learning in your individual fields are researched in these journals and can be a substantial resource for development.

Finally, please visit the Deanship page on Blackboard to download related and new teaching and learning presentations and request presentations on needed topics from the Deanship via your college's Professional Development Coordinator. With enough notice, the Deanship can customize workshops for the needs of the individual colleges. If you would like to see other topics in future editions of this handbook or would like to comment or suggest revisions, please contact the Deanship at [ded@iau.edu.sa](mailto:ded@iau.edu.sa). We look forward to your feedback and suggestions!