Scholarship of
Teaching & Learning

Evidence-Based Teaching:

What Really Works in the Classroom

5th Annual SoTL Conference
January 8th, 2020
Zayed University, Dubai, UAE

مركز الإبتكار
الأكاديمي

CENTER FOR
EDUCATIONAL INNOVATION

جـامعة زايـد
ZAYED UNIVERSITY

Prof. Dr. Reyadh AlMehaideb

Vice President
Zayed University, UAE

Message from the Vice President

Welcome to the 5th Scholarship of Teaching and Learning Conference, a dedicated educational assembly, which highly emphasizes classroom-based research to take higher education practices up-a-notch.

The conference held today, running under the theme "Evidence-Based Teaching: What Really Works in the Classroom", highlights the benefits of higher education faculty conducting systematic inquiry on the impact of their teaching in their classroom in an effort to improve their teaching practices and their students' learning outcomes. All presentations will be aimed at demonstrating empirical evidence of a teaching practice/intervention that facilitates student learning and cultivates an environment of student academic success.

Reflecting on UAE's recently declared 'Towards the Next 50', I realize the role Educators play in the overall educational progression. I acknowledge their consideration to share and gain effective transformative teaching strategies to promote development and innovation in education. Trying to focus on students' needs, facing classroom challenges, and seeking self-development is important in bringing about change at a larger scale.

Such conventions increase research productivity and place our educational entities on track towards a better future for both students and teachers. Events like SoTL empower a richer classroom environment, stimulate engagement and realize mandated outcomes, which had been sought by our wise leadership.

This year's event builds on last year's success when 53 presenters and over 200 attendees gathered at Zayed University to showcase their classroom-based research, network with other academics from the region and promote research collaborations.

Finally, I would like to thank all the participants, presenters and faculty members who joined us in the 5th Scholarship of Teaching and Learning Annual Conference, to share their research findings and further their professional development. Special thanks to the Center for Educational Innovation (CEI) for making all this a reality and shift us towards a better education journey.

"Improvement though Research"

A university is many things. Depending on its particular mission and context, it may be a research center, a sports powerhouse, a space for social interaction, a real estate enterprise, a housing facility, a service provider, a fundraiser, or some combination of these. But whatever else it is, at its heart a university is a place of learning, and all of us associated with universities—regardless of our role—should therefore be intensely interested in learning. How does learning happen? Is it different for different people? Can we learn about learning? If we are interested in these questions, we should also be interested in teaching. What ways of teaching are effective? How can a teacher respond to the different learning styles present in any classroom? What are the best ways to use technology in teaching? Are there times when technology actually undermines learning? Is it possible for a good teacher to become a better teacher? The fact that we ask these questions means that we recognize the role of research in the craft of teaching. How will we develop answers to any of these questions, and the countless other questions that a committed teacher will ask about his or her work, if we don't do some research? This is why this annual conference devoted to the Scholarship of Teaching and Learning is so important. It goes right to the heart of the educational enterprise.

When I was a graduate student preparing to embark on an academic career, the amount of time spent specifically training young scholars to be effective teachers was exactly . . . zero. This may differ from discipline to discipline, of course, but the truth is that it was generally assumed that what you needed to embark on a university teaching career was a solid command of disciplinary knowledge and the ability, demonstrated by the production of a Master's thesis or doctoral dissertation, to break new ground and produce new knowledge. I fear that it is still the case that very little is said to aspiring university faculty about the very activity that will consume the greatest amount of professional time for most of them.

I have a great amount of respect and gratitude for faculty who are committed enough to their role as teachers to engage seriously in the Scholarship of Teaching and Learning. The development of the research university is one of the great achievements of human civilization. The world has benefited tremendously from the research that has been carried out at universities. But how many individual lives have been changed by an encounter with a great teacher, a teacher who understood that learning is a complex and personal process that can be made easier and longer-lasting by the teacher's own effort to learn more about that process? It is impossible to calculate, but the number is enormous. And who knows? One of those learners who will benefit from your teaching may be the next prize-winning researcher.

How can we be better at what we do? Who wouldn't want to do some research into that question? Congratulations on your commitment to your craft and thank you for your interest in this conference.

Dr. Michael Allen
Assistant Provost
Office of Research
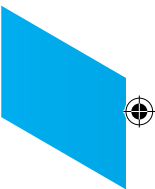
"Success through Scholarly Inquiry"

shared knowledge through dissemination and use of evidence-based practice.

This conference continues the tradition of sharing the successes and challenges of teaching in higher education documented through systematic research into the nature and impact of our classroom work.

A wide range of disciplinary interests are presented in this conference that all share the common thread of critical attention to the questions and issues facing higher education practitioners and improving teaching through classroom research. It is rewarding to see the growth in conference participation, not only from UAE faculty but also from international scholars. Your contributions will add rich evidence to the SoTL field.

B. Harold

Prof. Dr. Barbara Harold
Director
Center for Educational Innovation

It is with great pleasure that I welcome you to the 5th Annual Scholarship of Teaching and Learning Conference, an event that is now a key part of the Zayed University scholarly program.

As the higher education landscape changes and develops, the Scholarship of Teaching and Learning (SoTL) is now internationally recognized as an important area of research that allows educators to inquire into our own practice and to gain deeper understanding of how we can improve that practice and thus learn how to impact student learning in more effective ways. The significance of SoTL is that it provides a means to build a 'teaching commons' based on

SoTL

Principles of Good Practice

Inquiry Focused on Student Learning

Grounded in Context

Methodologically Sound

Conducted in Partnership with Students

Appropriately Public

Felten, P. (2013). Principles of Good Practice in SoTL. Teaching & Learning Inquiry, 1(1), 121-125.
https://doi.org/10.20343/teachlearninqu.1.1.121

"Innovation Through Research"

On behalf of the SoTL 2020 Conference Organizing Committee, it is my great pleasure to welcome you to the 5th Annual Conference of the Scholarship of Teaching and Learning at Zayed University, UAE.

Engaging in the Scholarship of Teaching and Learning (SoTL) is considered as the most effective and transformative method of teacher professional development at the higher education context. While as higher education faculty we practice scholarly teaching that is informed by the research of others, as active SoTL practitioners we inform our practice by the research that we conduct in our own classrooms. Because SoTL research is always contextualized, carried out in naturalistic environments, and focused at specific student needs, it is therefore always meaningful and when shared with others who are working in similar contexts and facing similar challenges in the classroom, it can be extremely powerful in developing individuals and bringing about change at a large scale by increasing the quality of teaching and learning in higher education institutions.

Today's event features 32 oral presentations including 5 workshops focusing on practical examples and tools of teaching interventions. Each presentation is a classroom-based inquiry with the ultimate aim to inform practice and promote evidence-based teaching. I hope that as a participant you will find the sessions informative and inspiring. The event also aims to bring academics from different disciplines and institutions together in an effort to promote collaborations in SoTL research. I hope that you take advantage of the networking opportunities at today's event to meet with colleagues and discuss future research projects in SoTL.

Finally, I would like to thank the 48 presenters, some of whom have travelled long distances to be with us today and share their research findings with all of us. Special thanks are also due to the Center for Educational Innovation (CEI) and Zayed University for sponsoring this event. Without their support, this event would not have been possible.

I wish you an enjoyable and stimulating conference.

Prof. Dr. Christina Gitsaki
Research Coordinator
Center for Educational Innovation

About Our Keynote Speakers

Michelle Yeo
Mount Royal University
Canada

Tyler Shores
University of Cambridge
UK

Hisham AlSaghbini
Cambridge Assessment
UK

Dr. Michelle Yeo is the Academic Director of the Institute for Scholarship of Teaching and Learning of Mount Royal University in Calgary, Canada. She is also an Associate Professor and Faculty Development Consultant in the Academic Development Centre also at Mount Royal University. Michelle earned her PhD in Education from the University of Victoria in British Columbia, Canada and currently serves as the President of the International Society for the Scholarship of Teaching and Learning (ISSOTL). Her research interests include faculty development in curriculum, assessment, Scholarship of Teaching and Learning, and decolonizing practices in higher education.

Tyler Shores is a Research Associate and final year PhD student in Education at the University of Cambridge and received his Master's Degree from the University of Oxford. Tyler's research includes: the experience of print and digital reading, attention, distraction and social media, and the impact of digital technology in everyday life. He lectures on academic social media, digital distractions, and the intersections of technology and education. He has also previously worked at Google in running the Authors@Google program, one of the world's largest collections of online lectures, served as director of digital content at an international education nonprofit organization, worked in online education at Stanford University, and consulted for various startup companies in Silicon Valley.

Hisham Alsaghbini is the Senior Regional Recognition Manager for Central, Cambridge Assessment English. Prof. AlSaghbini comes with more than 15 years of international experience. He started his career as an academic researcher and lecturer at a number of universities in London. Hisham developed and built more than twenty different programmes for people with special needs including a comprehensive inclusive employment guide for the government authorities in Dubai. Hisham holds a Bachelor in Business, a Masters in Strategy in Education and his doctorate was on Inclusiveness in Education and bridging the (under)achievement gap in Higher Education in the UK.

__ INTERNATIONAL REACH OF SOTL, UAE

ABOUT ISSOTL

The International Society for the Scholarship of Teaching and Learning, Inc. serves faculty members, staff, and students who care about teaching and learning as serious intellectual work. Through building intellectual and collaborative infrastructure, the Society supports the associational life that fosters scholarly work about teaching and learning. The Society provides this support by:

- recognizing and encouraging scholarly work on teaching and learning in each discipline, within scholarly societies and across educational levels,

- promoting cross-disciplinary conversations to create synergy and prompt new lines of inquiry,

- facilitating the collaboration of scholars in different countries and the flow of new findings and applications across national boundaries,

- encouraging the integration of discovery, learning, and public engagement, and

- advocating for support, review, recognition, and appropriate uses of the scholarship of teaching and learning.

Source: https://www.issotl.com

___List of Presenters

Name	Affiliation	Email	Session
Afshan Parkar	Zayed University, UAE	afshan.parkar@zu.ac.ae	C7
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Andrea Mayr	Zayed University, UAE	Andrea.mayr@zu.ac.ae	C2
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Bashar Abu Shunnar	Abu Dhabi Polytechnic, UAE	bashar.abushunnar@adpoly.ac.ae	D8
Bhavesh Jumnadass	Zayed University, UAE	Bhavesh.Jumnadass@zu.ac.ae	D1, D3
Bushra Ahmad Darwish	Zayed University, UAE	201500506@zu.ac.ae	A2
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Christopher Hill	British University of Dubai, UAE	Christopher.hill@buid.ac.ae	C4
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Glenda El Gamal	Khalifa University of Science and Technology, UAE	glenda.elgamal@ku.ac.ae	B3
Hisham AlSaghbini	Cambridge Assessment English, UK	alsaghbini.h@cambridgeenglish.org	Keynote 3
Intakhab Alam Khan	King Abdulaziz University, KSA	dr.intakhab@yahoo.com	C8
Jaime Buchanan	Zayed University, UAE	Jaime.Buchanan@zu.ac.ae	D6
Lana Hiasat	Higher Colleges of Technology, UAE	lhiasat@hct.ac.ae	B1
Larysa Nikolayeva	Zayed University, UAE	larysa.nikolayeva@zu.ac.ae	B8
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Maria Gregoria Robles Conception	Higher Colleges of Technology, UAE	mconcepcion@hct.ac.ae	A3
Mazna Patka	Zayed University, UAE	mazna.patka@zu.ac.ae	A2
Michelle Yeo	Mount Royal University, Canada	myeo@mtroyal.ca	Keynote 1
Nadine Jaafarawi	Zayed University, UAE	Nadine.jaafarawi@zu.ac.ae	B7
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Nour Al Okla	Al Ghurair University, UAE	nour.okla@yahoo.com	B4
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Name	Affiliation	Email	Session
Park Beede	Zayed University, UAE	park.beede@zu.ac.ae	D7
Patrick Lichty	Zayed University, UAE	Patrick.Lichty@zu.ac.ae	A7
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Shannon Parks	University of Birmingham, UK	dandsp@gmail.com	A8
Shokha Yusef	Zayed University, UAE	Shokha.Yusef@zu.ac.ae	D1, D2
Shytance Wren	Zayed University, UAE	Shytance.wren@zu.ac.ae	C6
Suzanna Elmassah	Zayed University, UAE	Suzanna.elmassah@zu.ac.ae	A6
Tamika Gordon	Zayed University, UAE	Tamika.Gordon@zu.ac.ae	D2
Tim Rogmans	Zayed University, UAE	Tim.rogmans@zu.ac.ae	D5
Tony Myers	Zayed University, UAE	Tony.Myers@zu.ac.ae	D6
Tyler Shores	University of Cambridge	ts650@cam.ac.uk	Keynote 2
Wahida Dastakeer	Higher Colleges of Technology, UAE	wdastakeer@hct.ac.ae	B1
Zoe Hurley	Zayed University, UAE	Zoe.hurley@zu.ac.ae	C2

___Conference Program

Foyer - 2nd Floor Convention Center

08:00	Registration Desk Opens
08:00-09:00	Breakfast
12:30-13:15	Lunch

Plenary Sessions
MultiPurpose Hall - 2nd Floor Convention Center

09:00-09:15	**Opening & Welcome** MultiPurpose Hall - 2nd Floor Convention Center
09:15-10:00	**Keynote Address 1** MultiPurpose Hall - 2nd Floor Convention Center *How do we know what really works?* **Michelle Yeo** President, International Society for the Scholarship of Teaching and Learning
13:15-14:00	**Keynote Address 2** MultiPurpose Hall - 2nd Floor Convention Center *Technologies of Reading and Writing* **Tyler Shores** Researcher, University of Cambridge, UK
15:30-16:00	**Keynote Address 3** MultiPurpose Hall - 2nd Floor Convention Center *Bridging the Educational Gap* **Hisham Al Saghbini** Cambridge Assessment, University of Cambridge, UK
16:00-16:15	**Closing** MultiPurpose Hall - 2nd Floor Convention Center

Concurrent Sessions | Room A – 2nd Floor Convention Center

A

10:00-10:30	**Session A1** *'Learning How to Learn': Incorporating popular learning strategies into the classroom* **Aimee Grange**
10:30-11:00	**Session A2** *Exit Cards: Exploring Student learning in the UAE* **Mazna Patka & Bushra Ahmad Darwish**
11:00-11:30	**Session A3** *Utilization of Flipped Classroom Instruction in enhancing blended learning: Adult learners' perceptions* **Maria Gregoria Robles Concepcion**
11:30-12:00	**Session A4** *Enhancing assessment feedback in public health: The Three Stages-Feedback Model (Formative, Internal and Summative)* **Amal Elamin**
12:00-12:30	**Session A5** *An authentic oral exam component in a small section, Master's class* **Fiona S. Baker**
14:00-14:30	**Session A6** *Digital technology and assurance of learning in business schools: The way for AACSB accreditation* **Suzanna Elmassah**
14:30-15:00	**Session A7** *Active Learning in VR and Game Design: Use of the ZU Immersive Media Portal in Media Production Pedagogy* **Patrick Lichty & Andrew Buchanan**
15:00-15:30	**Session A8** *English learners acting Pride and Prejudice: Reflections five years later* **Alison Larkin Koushki & Shannon Parks**

Concurrent Sessions | Room B – 2nd Floor Convention Center

B

10:00-10:30	**Session B1** *Classroom Management at the Tertiary Level: An Action Research Study* **Christine Coombe, Lana Hiasat, Wahida Dastakeer, Manal Emam & Saima Nomaan**
10:30-11:00	**Session B2** *Space and Learning: How classroom seating arrangements impact students' learning and engagement* **Gergana Alzeer**
11:00-11:30	**Session B3** *Intercultural Competence: Preparing UAE engineering graduates for the Fourth Industrial Revolution* **Glenda El Gamal**
11:30-12:00	**Session B4** *Self-Portraits as tools to enhance communication and critical thinking* **Nour Al Okla**
12:00-12:30	**Session B5** *How narrative construction tasks really work for critical thinking skills* **Rajat Ghosh**
14:00-14:30	**Session B6** *Expressing themselves: Students' blogs as a reflective learning tool* **Riham Ahmed Khafagy**
14:30-15:00	**Session B7** *The role of Task-Based Approach in enhancing students' reading skills through argumentation* **Nadine Jaafarawi**
15:00-15:30	**Session B8** *Text adaptation for teaching purposes: Balancing between subjective and automated approaches* **Larysa Nikolayeva**

Concurrent Sessions | Room C – 2nd Floor Convention Center

C

10:00-10:30	**Session C1** *Building student portfolios around teachers' feedback: Evidence-based Cognitive Apprenticeship* **Olga Campbell-Thomson & Diana Al Haffar**
10:30-11:00	**Session C2** *Learning Signs: Social Semiotics, Multimodality and Edusemiotics* **Zoe Hurley & Andrea Mayr**
11:00-11:30	**Session C3** *Teaching Emirati women: What really works* **Nicole Shammas, Pushpa Sadhwani & Maitha Shahdoor**
11:30-12:00	**Session C4** *The Impact of Integrating Technology into Students' Presentations on Peer Evaluation in Higher Education* **Emad Abu-Ayyash & Christopher Hill**
12:00-12:30	**Session C5** *Preparing Students for E-exams* **Dana Saleh**
14:00-14:30	**Session C6** *Using educational technology to improve ESOL learners' vocabulary and reading comprehension* **Shytance Wren**
14:30-15:00	**Session C7** *Enhancing Teaching and Learning through Nearpod in Math and IT Courses in Higher Education* **Afshan Parkar**
15:00-15:30	**Session C8** *Importance of evidence in 'Evidence-based English language teaching' in Saudi Arabia* **Intakhab Alam Khan**

Concurrent Sessions | Room D – 2nd Floor Convention Center

D

10:00-10:30	**Session D1-Workshop** *First-year college success through goal setting and self-regulation* **Shokha Yusef, Sarah Azzam & Bhavesh Jumnadass**
10:30-11:00	**Session D2-Workshop** *Advising through lesson planning* **Tamika Gordon & Shokha Yusef**
11:00-11:30	**Session D3-Workshop** *How to assess if you are using Assessment for Learning successfully* **Bhavesh (BJ) Jumnadass**
11:30-12:00	**Session D4-Workshop** *Differentiated Instruction for Diversity and Inclusion in ESL Classrooms* **Rana Khan**
12:00-12:30	**Session D5-Workshop** *Teaching with Business Simulation Games* **Tim Rogmans**
14:00-14:30	**Session D6** *Who's afraid of the academic text? Reading to Learn in higher education* **Jaime Buchanan & Tony Myers**
14:30-15:00	**Session D7** *Individual versus group grades: An empirical analysis comparing student performance* **Park Beede**
15:00-15:30	**Session D8** *The perception of Emirati Engineering students towards Blended English Courses* **Bashar Abu Shunnar**

___Conference Program
At a Glance

Registration Desk Opens | Foyer | – 2nd Floor Convention Center

Breakfast | Foyer | – 2nd Floor Convention Center

Time ↓ / Room →	Multi Purpose Hall - MPH (2nd Floor)	Room A	Room B	Room C	Room D
08:00-15:30					
08:00-09:00					
09:00-09:15	Opening Ceremony				
09:15-10:00	Plenary 1 — How Do We Know What Really Works? **Michelle Yeo**				
10:00-10:30		**Session A1** 'Learning How To Learn': Incorporating Popular Learning Strategies Into The Classroom **Aimee Grange**	**Session B1** Classroom Management At The Tertiary Level: An Action Research Study **Christine Coombe, Lana Hiasat, Wahida Dastakeer, Manal Emam & Saima Nomaan**	**Session C1** Building Student Portfolios Around Teachers' Feedback: Evidence-Based Cognitive Apprenticeship **Olga Campbell-Thomson & Diana Al Haffar**	**Session D1-Workshop** First-Year College Success Through Goal Setting And Self-Regulation **Shokha Yusef, Sarah Azzam & Bhavesh Jumnadass**
10:30-11:00		**Session A2** Exit Cards: Exploring Student Learning In The Uae **Mazna Patka & Bushra Ahmad Darwish**	**Session B2** Space And Learning: How Classroom Seating Arrangements Impact Students' Learning And Engagement **Gergana Alzeer**	**Session C2** Learning Signs: Social Semiotics, Multimodality And Edusemiotics **Zoe Hurley & Andrea Mayr**	**Session D2-Workshop** Advising Through Lesson Planning **Tamika Gordon & Shokha Yusef**
11:00-11:30		**Session A3** Utilization Of Flipped Classroom Instruction In Enhancing Blended Learning: Adult Learners' Perceptions **Maria Gregoria Robles Concepcion**	**Session B3** Intercultural Competence: Preparing Uae Engineering Graduates For The Fourth Industrial Revolution **Glenda El Gamal**	**Session C3** Teaching Emirati Women: What Really Works **Nicole Shammas, Pushpa Sadhwani & Maitha Shahdoor**	**Session D3-Workshop** How To Assess If You Are Using Assessment For Learning Successfully **Bhavesh (Bj) Jumnadass**
11:30-12:00		**Session A4** Enhancing Assessment Feedback In Public Health: The Three Stages-Feedback Model (Formative, Internal And Summative) **Amal Elamin**	**Session B4** Self-Portraits As Tools To Enhance Communication And Critical Thinking **Nour Al Okla**	**Session C4** The Impact Of Integrating Technology Into Students' Presentations On Peer Evaluation In Higher Education **Emad Abu-Ayyash & Christopher Hill**	**Session D4-Workshop** Differentiated Instruction For Diversity And Inclusion In Esl Classrooms **Rana Khan**
12:00-12:30		**Session A5** An Authentic Oral Exam Component In A Small Section, Master's Class **Fiona S. Baker**	**Session B5** How Narrative Construction Tasks Really Work For Critical Thinking Skills **Rajat Ghosh**	**Session C5** Preparing Students For E-Exams **Dana Saleh**	**Session D5-Workshop** Teaching With Business Simulation Games **Tim Rogmans**

Room → / Time ↓	Multi Purpose Hall - MPH (2nd Floor)	Room A	Room B	Room C	Room D
12:30-13.15	Lunch | Foyer | – 2nd Floor Convention Center				
13:15-14:00	**Plenary 2** Technologies Of Reading And Writing **Tyler Shores**				
14:00-14:30		**Session A6** Digital Technology And Assurance Of Learning In Business Schools: The Way For AACSB Accreditation **Suzanna Elmassah**	**Session B6** Expressing Themselves: Students' Blogs As A Reflective Learning Tool **Riham Ahmed Khafagy**	**Session C6** Using Educational Technology To Improve Esol Learners' Vocabulary And Reading Comprehension **Shytance Wren**	**Session D6** Who's Afraid Of The Academic Text? Reading To Learn In Higher Education **Jaime Buchanan & Tony Myers**
14:30-15:00		**Session A7** Active Learning In Vr And Game Design: Use Of The Zu Immersive Media Portal In Media Production Pedagogy **Patrick Lichty & Andrew Buchanan**	**Session B7** The Role Of Task-Based Approach In Enhancing Students' Reading Skills Through Argumentation **Nadine Jaafarawi**	**Session C7** Enhancing Teaching And Learning Through Nearpod In Math And It Courses In Higher Education **Afshan Parkar**	**Session D7** Individual Versus Group Grades: An Empirical Analysis Comparing Student Performance **Park Beede**
15:00-15:30		**Session A8** English Learners Acting Pride And Prejudice: Reflections Five Years Later **Alison Larkin Koushki & Shannon Parks**	**Session B8** Text Adaptation For Teaching Purposes: Balancing Between Subjective And Automated Approaches **Larysa Nikolayeva**	**Session C8** Importance Of Evidence In 'Evidence-Based English Language Teaching' In Saudi Arabia **Intakhab Alam Khan**	**Session D8** The Perception Of Emirati Engineering Students Towards Blended English Courses **Bashar Abu Shunnar**
15:30-16:00	**Plenary 3** Bridging the Educational Gap **Hisham AlSaghbini**				
16:00-16:15	**Closing**				

___Keynote Abstracts

Keynote 1 | MPH 2, 09:15 - 10:00

How do we know what really works?

Michelle Yeo
Academic Director, Institute for the Scholarship of Teaching and Learning and Faculty development Consultant, Academic Development Centre, Mount Royal University

President, International Society for the Scholarship of Teaching and Learning (ISSOTL)

Teaching is a human activity. While some teachers are formally trained, many in the university context are hired because of their disciplinary expertise, rather than their pedagogical knowledge. The complex act of teaching is often learned by trial and error, and faculty members share their successes informally with colleagues, commiserate about frustrations, and seek advice when something doesn't seem to be working. However, how do we know when something is working, or is not? Is our intuition and student feedback at the end of the course enough?

The growing movement of SoTL demonstrates what can happen when teachers move beyond informal networks and the literature and begin inquiring systematically into their own teaching. Not only do they begin to gather evidence about what is really working and why, they gain insight into their students' learning and often their teaching itself begins to transform. Impact is felt not only at the level of the individual classroom, but at multiple levels of the institution. I will discuss some of the literature on evidence-based teaching and what we know about faculty members engaging with SoTL. I will also share the results of a study conducted at my university on the impact of faculty members participating in a SoTL Scholars Program, and the surprises they experienced in the process. As current president of the International Society for Scholarship of Teaching and Learning (ISSOTL), I will also invite you to engage with the broader international conversation.

Keynote 2 | MPH 2, 13:15 - 14:00

Technologies of Reading and Writing

Tyler Shores
Research Associate | University of Cambridge, United Kingdom

Much of our everyday lives are now spent online or in front of screens, and we encounter more words than at any other point in history. What are some of the larger implications of the shift from a culture that for centuries revolved around the printed page to one that is increasingly defined within a digital and online context? And how well do we understand the technologies – their capabilities as well as their limitations – and the underlying decisions that ultimately shape how we read and how think? This lecture will cover current trends in digital reading and writing technologies as well as encouraging us to think more about the impact that social media and other communications platforms may be having on how we work, learn, and live.

Keynote 3 | MPH 2, 15:30 - 16:00

Bridging the Educational Gap

Hisham AlSaghbini
Assessment Manager for Central Region
Cambridge Assessment English
University of Cambridge, UK

Many observers insist that the only guide to a good practice of Quality Assurance in Higher Education, requires a comprehensive framework of principles and operational practice to respond to the demand in the international context. As many systems in the GCC/Middle East probably lack this flexibility driver, closer investigation of this area would be of benefit, at both the national and international level. Although the representation of students from different backgrounds has increased rapidly in the last decade, the educational achievement of students with poor backgrounds has been generally lower than students from more affluent backgrounds.

There are many policies and laws that were passed in the last few years in various countries. These policies are essential as they recognise that educational under-achievement and the risk of social and educational exclusion are complex areas with links to social deprivation and poverty. The problematic relationship between poverty and educational (under)achievement is a real challenge that still awaits research and analysis in many countries. Cassen and Kingdon (2007) highlight that social class is the "strongest predictor of educational attainment in many parts of the world". A number of initiatives took place in the last decade to analyse the social gap in education, including: Excellence in Cities and Extra Mile. However, the complex relation between educational achievement of poor students and their more affluent peers "remains a complex and seemingly intractable problem" (Lupton et al., 2009). Lupton et al. (2009) argue that this is usually linked to "parental occupation, income, and qualifications". These differences become apparent during early "childhood years with regard to readiness for school" (National Equality Panel, 2010).

The current research, in addition to the above, asserts that any analysis of inequalities in education in general and higher education in particular should not only take into account the "shifting identities of individuals with regard to their gender, ethnicity and social class, but should also challenge institutions and structures that create and sustain these inequalities" (Archer et al., 2003). This is a comparative analysis and the seed for a larger research piece that is still in progress.

___ Abstracts

Session A1

'Learning How to Learn': Incorporating popular learning strategies into the classroom

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MOOCs (Massive Open Online Courses) are a prominent, attractive option for studying new subjects and disciplines for millions of people globally (Ahmad, 2018). Around the world, the four-week MOOC, LHTL, is consistently rated as one of the most popular (Schwartz, 2019) and provides simple, effective tips for studying that suit learners in any academic setting.

The challenge faced by some students, and in this particular context, English language learners in an English as a Medium of Instruction (EMI) program, can include a lack of knowledge about study skills and issues with time management and one's awareness of their own learning journey. To help meet these challenges, strategies featured in LHTL were implemented in the classroom over the Fall semester period and learner perceptions of the usefulness of these techniques were investigated.

Method

Participants and Context

The study involved nine participants, all female, Emirati, aged between 18-21. These learners attended a Life Skills, and Academic Language and Literacy (ALL) course, which are offered as part of the university General Education Course Sequence. All of the implemented LHTL strategies, were used within the two courses in-class and occasionally as homework.

Data Collection and Procedure

A mixed-methods design was used with surveys, interviews and observations. A pre-survey was initially distributed to collect predetermined ideas about 'good' study techniques currently used and perceptions of some common study aids. A group of study strategies were implemented in class and a post-survey was distributed at the end of the semester. Progress and perceptions were observed and noted while the students were doing the tasks, and focus-group interviews were undertaken for more detail concerning the usefulness of these approaches.

Results

The pre-survey showed that while a majority of learners were aware of some effective study techniques, they did not appear to be using them on a regular basis. Observations of the techniques showed that participants carried out the strategies in different ways and had varying reactions to the strategies. The results are still preliminary, as this is part of a pilot study, but suggest that embarking upon the given strategies may provide learners with some game-changing and thought-provoking methods that can make a serious difference to their study habits.

Discussion

Based on the results it is recommended that higher education instructors examine the needs of their students and anticipate that learning is not often an instinctual phenomenon. As a result, learners will need guidance in the form of suitable techniques so as to boost their study awareness and performance. Therefore, the proposed techniques seem well-suited, and if implemented by participants, can benefit them both academically and professionally in the long-term and produce positive results. Next semester, I aim to implement these strategies with a new class and use this pilot study as a basis to evaluate the most effective way to carry out the strategies and measure their effectiveness.

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Aimee Grange is an instructor in University College at Zayed University, Abu Dhabi. She has been teaching at ZU since 2012. Her research interests include educational psychology and EAP.

Session A2

Exit Cards: Exploring Student learning in the UAE

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This study explored the use of Exit Cards, evaluations of student learning and teaching, within two undergraduate psychology classrooms in the UAE. At the end of most class meetings, students reflected on their classroom experience. Thematic analysis indicated that students used Exit Cards to communicate (1) what they learned, (2) challenges and confusion, (3) what they found helpful, (4) content that was most interesting to them, and (5) gratitude. This study contributes to our understanding of formative assessments of learning and teaching and it is the first study to explore the use of Exit Cards in the UAE.

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Mazna Patka is a community psychologist working at Zayed University. Her work focuses on critical consciousness/sociopolitical development to create a more just society for sociopolitical minorities. She uses the university classroom to explore ways in which educators can enhance learning through empirically based practices rooted in critical pedagogy.

Bushra Ahmad Darwish is a graduate from Zayed University with a B.S. in Psychology & Human Services. She has interest in using participatory action research to understand communities and make collaborative change.
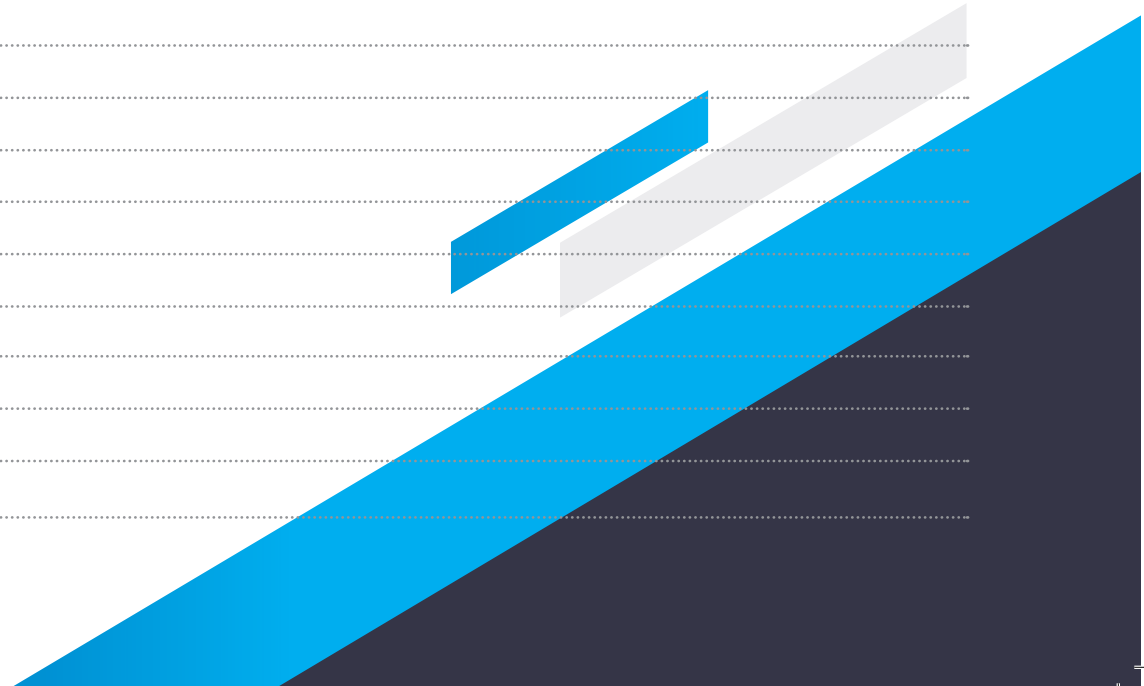
Session A3

Utilization of Flipped Classroom Instruction in enhancing blended learning: Adult learners' perceptions

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Nowadays educational technology has revolutionized the teaching and learning process in higher education. The blended learning approach has transformed classroom teaching and learning from being teacher-centered to student-centered. Students have become active learners and performers while teachers have become mere facilitators. The Flipped classroom instruction is one of the essential elements of blended learning which prepares the students' learning prior to the face-to-face session in the classroom. This mixed method study focused on the adult learners' experiences on how Flipped Classroom instruction enhanced their learning of the course and their views on how the utilization of the Flipped instruction be improved. Using an e-survey as the first data gathering instrument, the researcher found that 73% of the students were motivated in learning the course; 70% were prepared during the face-to-face session; 65% had become independent learners; 70% had developed time management skills; and 65% had improved their problem solving skills. Further, using the Focus Group Discussion (FGD), the researcher found learners' suggestions to make flipped class activities to a minimum; ample time be given to finish the tasks; and educational technology orientation be provided to deal with technical issues.

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Maria Gregoria Robles Concepcion is an Assistant Professor at Higher Colleges of Technology, UAE. She provides instruction to students in Research Methods, Professional Communication, and Basic Research among others. She have been a presenter, trainer, curriculum and instructional materials designer, ESL/EFL/TESOL practitioner, and a senior administrator over the past 25 years. Shehas had years of management and teaching experience in higher education. Her main interests and expertise focus on applied linguistics, action research, blended learning, curriculum development, assessment, leadership and management.
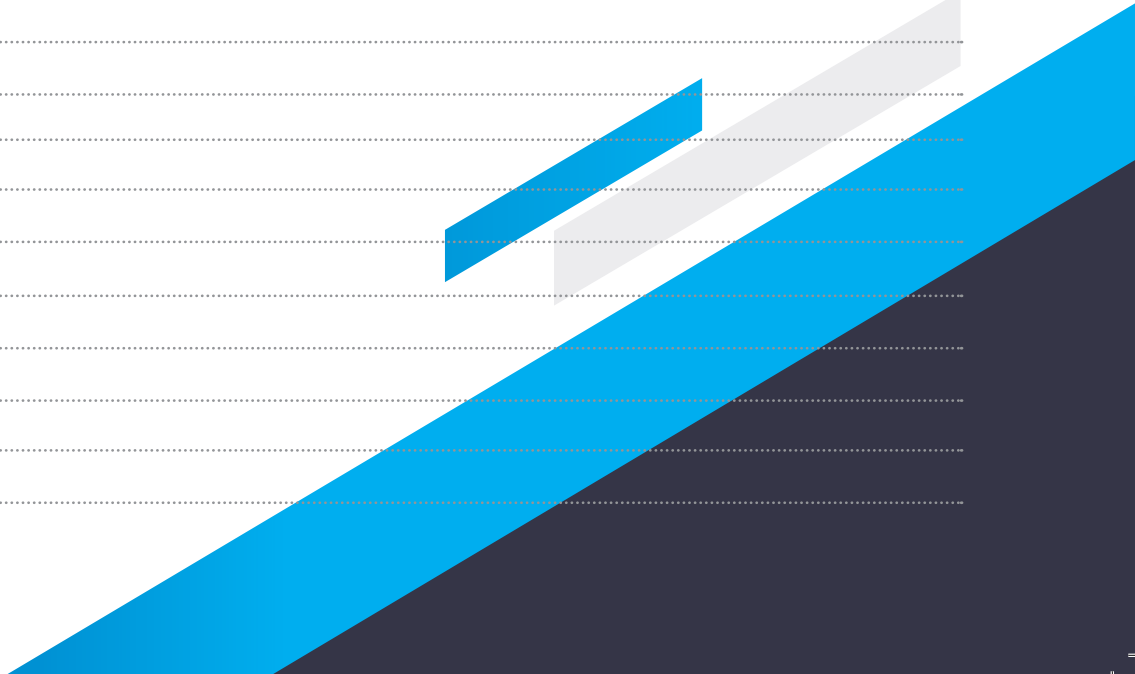
Session A4

Enhancing assessment feedback in public health: The Three-Stages-Feedback Model (Formative, Internal and Summative)

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Developing effective feedback models in higher education setting is essential to promote student learning. In this study we developed a three stages feedback model to replace the traditional single post-submission feedback.

Methodology

Participants

In the Health Policy Course (PBH367) a summative assessment involves writing an analytical essay, where students have to analyze health systems of different countries. A three-stage, process-oriented feedback model was designed and trialed for the assessment with four cohorts (n= 58 students).

Instruments, procedure and data collection

Prior to assigning the assignment, students were familiarized with the essay guidelines, marking scheme and the feedback process. The model was developed using evidence-based approaches on feedback strategies and was delivered in three stages. The first stage is oral feedback (formative feedback), given to students individually and often scheduled after the student submits a draft of the essay and it takes place during office hours. The second stage is self-assessment (internal feedback), in which students were given a structured checklist before submission to verify that they have incorporated the feedback from the previous stage. The third stage is summative feedback,

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given to students in the form of written comments on their essay after the final submission and is part of the marking scheme. To evaluate the students' response to the feedback process, a short survey filled by the students at the end of the assessment was used.

Results

The participation in the three stages varied, with 75.9% of the students completing all three stages of feedback. The most preferred format of feedback was the formative-internal-summative (34.5%). Moreover, it was the most preferred type of feedback they would like to receive again in future courses. Students have also positively responded to the three-stages feedback strategy and described it as "useful and constructive".

Discussion

The model received positive responses from the learners. The first stage is about processing of the task and it also offered students specific direction regarding how to close the gap between the current work and the desired performance. It allowed for actively involving the students in the feedback process (interactive feedback), where learners are encouraged to explain and reflect on the process of the work. This feedback allowed to cater for students with physical or learning difficulties, e.g. in giving meaningful feedback to a student with selective mutism who struggled in raising questions about the assignment in class. The second stage allowed the students to judge how their work measures up against the expected standards and allow for self-correction. However, students have reported this stage to be the most challenging. This may indicate that the self- regulated feedback approach used in this study may need to revisited. The third stage is post-submission, in which constructive comments, corrections and alternative approaches to mistakes/highlights areas for improvement were provided. It also gives effective feedback and feed-forward.

Practical/Research Implications

The model can offer a good approach to be applied in subject materials that requires critical thinking, as it gives the students internal and extrinsic, pre- and post- submission feedback. However, challenges may rise in the applicability of the model, due to time constraints, and the intensity of the tutoring. Hence, the appropriateness of the model needs to be also examined in the specific context and to be assessed on the impact on student final performance. We conclude that the extrinsic and internal feedback should be tightly coupled, and that the facets of our model should be explicitly addressed in future research to assess if they contribute to enhancing performance on summative assessments.

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Amal Elamin, is an assistant professor of public health at Zayed University. She holds a PhD in Health Sciences from the University of Bergen, Norway. She is currently teaching public health and microbiology courses. In addition to her interest in microbiological and epidemiological aspects of oral health in children, she is interested in innovative pedagogical approaches for teaching public health. She would describe her teaching style as being learner-centered, integrates technology, fosters enthusiasm, interactive that demands students' participation and challenges their abilities, as well as incorporates meaningful assessments and effective feedback.

Session A5

An authentic oral exam component in a small section, Master's class

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This study reflects on the development and implementation of an oral component of a final Assessment and Evaluation Master's degree course exam piloted at a large, federal research university in the UAE. Despite there being advantages of this format, as Huxham and colleagues (2012) point out, the rarity of oral examinations is surprising, given the advantages documented in the literature (Buehler & Schneider, 2009). Specifically, this study examines the experience of oral exams for assessing concept-based comprehension and critical thinking and analysis of authentic practice, as described in the course outline. This exploratory research study sought to understand the impact of an oral component of a final examination on faculty-researcher and student experience in a small group postgraduate course. It also sought to understand the extent to which the exam met the requirements of the course learning outcomes. In this first 'pilot iteration' of the oral exam component, the faculty member-researcher, provided ten questions for practice, and asked students to respond to two. Students were assessed on the completeness and accuracy of their responses; ability to apply knowledge to authentic scenarios, and ability to evidence critical thinking. The participants were a group of ten graduate students. All were practicing teachers employed in private schools and were of mixed cultural identities. Eight were of Arab origin, one from the Philippines and one from China.The oral examination was first piloted during Summer 2018. A procedure was followed in preparation for the exam which was documented on Blackboard. The questions evaluated the oral component, goal, format, preparation, test anxiety and representativeness of studies. The

survey and focus group analysis showed that students concurred that the oral exam met course learning outcomes for Assessment and Evaluation. Students also overwhelmingly preferred the oral exam format despite some anxiety. Only one student preferred a written format over the oral component. Faculty-researcher diary analysis revealed a number of challenges in design and analysis of student performance, but there was evidence that Course Learning Outcomes were met. The oral exam provided an opportunity for students to develop skills through engaging with the material and in fostering a concept-based, applied learning approach. In a discussion of student and faculty responses, this paper reports a predominantly positive assessment by both students and faculty while noting the challenges of the format. Within the context of the findings, the oral exam component demonstrated positive results. Additional studies are necessary in the context, to make firm judgements about the efficacy and efficiency of the oral examination format and whether it was the novelty of the format rather than written assessment that led to positive results.

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Fiona S. Baker, PhD, is Associate Professor at the College of Education, UAEU. Her focus is on Early Childhood Education and developing teachers for the profession. Her research interests are in: developing 21st century skills from the beginning, integrating humanoid robots in learning and play-based learning for creativity and wellbeing.

Session A6

Digital technology and assurance of learning in business schools: The way for AACSB accreditation

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Digital credentials are integral for transforming the future of higher education generally, and business schools specifically (AACSB, 2019). The purpose of the study is to investigate if the use of innovative methods of technology in the classroom would support the Assurance of Learning (AOL) and student success in business schools, which are cornerstones for the AACSB accreditation. The study looks, as well, into the potential role of business schools in providing students with digital credentials that are highly demanded by the workplaces (ICDE, 2019). This research conducts a 7-week field experiment on 75 students at Zayed University divided among three sections of a Macroeconomics course (ECN202). The Nearpod application is used as a treatment during the in-class tutoring and learning journey for the three sections. The study analyzes -quantitatively- if using the mobile application makes any difference in the Course Learning Outcomes (CLOs) / Program Learning Outcomes (PLOs) achieved by students. Moreover, student perception towards the use of technology is tested before and after the treatment, to confirm the role of experience in affecting the perception and use of technology. The findings of this research hold several implications on the micro level (instructor/course/class), as well as on the macro level (University budgeting/ University policies/ University training).

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Suzanna Elmassah is an Associate Professor of Economics and Finance at both Zayed University's College of Business (CoB) and Cairo University's Faculty of Economics & Political Science (FEPS). She is the Academic Accreditation Coordinator at the CoB. Economic Research Forum (ERF) Fellow and Higher Education Academy (HEA) Fellow. Suzanna Elmassah has received her PhD in Sustainable Development (2009) and MSc in Finance (2004) from Cairo University. She has 20+ years teaching and mentoring experiences at higher education, in addition to her involvement in mobile learning, course development and industry consultation. She has multidisciplinary interest in research areas of Economics, Finance, Sustainable Development, Economics of Education, and Behavioural Economics. She has published several scholarly papers in prestigious international journals and sits in the Editorial Review Board for a number of peer reviewed Journals.

Session A7

Active Learning in VR and Game Design: Use of the ZU Immersive Media Portal in Media Production Pedagogy

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For this presentation we wish to use observational information from multiple semesters, student evaluations, and interview data to discuss the effectiveness of using large scale immersive spaces such as the Sublime Immersive Portal used by Zayed University's College of Arts and Creative Enterprises. Evaluations and projects from multiple semesters will be used to create a longitundinal analysis of the effectiveness of these practices. This will include information of my studies on design pedagogy in AR and VR, as well as comparative investigation of Riyad Joucka's MENA region design pedagogy. Although the first class using full immersion is still in progress, results indicate significantly better use of certain principles through use of these environments. However, the presence of such large apparatus seems to be both exciting and imposing to the learner. Our discussion seeks to discriminate the initial benefits and challenges from using whole-room VR facilities instead of

classroom education. This study seeks to give early results on the efficacy of design pedagogy using immersive technologies, and future directions for student engagement in areas of creative production.

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Patrick Lichty is Assistant Professor of Animation/Multimedia at Zayed University, UAE. He obtained his MFA from Bowling Green State University, in Bowling Green, Ohio, USA. Patrick is an animator media artist, curator, and theorist exploring how media shape our perception of reality as well as the borders between the digital and the material.

Andy Buchanan is an animation artist and animation researcher, originally from Melbourne, Australia, where he earned his PhD from RMIT (Plasmatic: Improvising Animated Metamorphosis). Dr Buchanan has been appointed a Senior Fellow of the Higher Education Academy, and is an active member of the Society for Animation Studies. Dr. Buchanan explores the potential of digital animation for creative expression and artistic exploration, combining studies in the history and theory of experimental art and animation with contemporary practices in the latest digital applications.

Session A8

English learners acting "Pride and Prejudice": Reflections five years later

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This qualitative research is a 5-year longitudinal study. In 2015, foundation students at the American University of Kuwait read and dramatized the simplified novel "Pride and Prejudice" (Hopkins, 2008). Working as a team, students selected their preferred task from script to acting to backstage, costumes, make-up, sound and lights. In scripting and rehearsing this experiential learning project, students practiced reading, writing, listening, and speaking, all contextualized holistically in an engaging classic story. Pronunciation was drilled extensively. For additional writing practice, plot and character essays were drafted. Creating, rehearsing, and performing exercised students' creativity, critical thinking, and collaboration. Following the 2015 performance, students evaluated their experience in semi-structured interviews. In this longitudinal study, the researchers have interviewed the eight students who played lead roles to elicit their retrospective views.

Literature is trending in TESOL as a platform for organic language engagement (Hismanoglu, 2005). Literature provides a springboard for imagination, higher order thinking, knowledge of self, society, history and culture as well as contextualized practice in reading, writing, listening, and speaking (Deblase, 2005). However, educators may lack strategies for utilizing literature, and students may miss its benefits. A second under-utilized approach in language education, drama, can be enlisted to mine the riches of literature (Dervishaj, 2009). Adding the benefits of project-based learning to

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the combined strengths of literature and drama creates a pedagogical triangle which can transcend time and space while transforming actors and audience (Boudreault, 2010).

The researchers conducted semi-structured interviews using Otter, a program that records, transcribes, and categorizes words in interviews so that emerging themes can be processed and analyzed. Students were asked about the project's effects on their English language proficiency, intrinsic motivation, and life skills such as creativity, collaboration, critical thinking, and confidence. Original and new interviews were compared.

Results demonstrated benefits to students' language skills, intrinsic motivation, and life skills and can inform language teaching curricula and highlight the power of story to engage students.The implications of this research are especially important in the Arabian Gulf since many students in regional schools are sub-literate. As educators in a media-saturated world where students rarely read, we struggle to engage our students in literature. If enacting texts ignites a passion for reading and has lasting benefits to language or life skills, this should be probed, and measures taken to implement similar strategies in various contexts. By gathering students' insights on the extent to which the project enriched their English and life skills, dramatizing literature can be refined, improved and duplicated as an embodied approach to language education.

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Alison Larkin Koushki is chair of REALL: Real English Arts for Language and Life http://reallstage.com. Originally from Boston, Alison is senior language educator in American University of Kuwait's Intensive English Program. Her students ignite text through drama, drawing, and music. Publishing and presenting worldwide, Alison has spearheaded TESOL International's new arts-based PLN.

Shannon Parks is originally from New Mexico and she is working on her MA in TESOL from the University of Birmingham, UK. She has taught ESL in Syria and Kuwait. She is presently teaching displaced Syrians for an NGO in Kuwait.
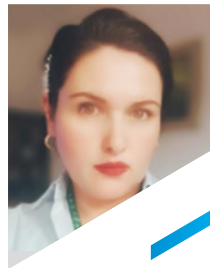
Session B1

Classroom Management at the Tertiary Level: An Action Research Study

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Both new and veteran teachers consider the development of effective classroom management to be the most important -- and the most difficult -- skill a language teacher can master. Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities in their classrooms. It is one of the most talked about topics in English language teaching professional development. Why is it so important? Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos as teachers must discover new ways of dealing with problematic classroom situations. Only lately have classroom management issues been a hot topic for university-level teachers with more and more practitioners wanting training in what they can do should their students misbehave or behave inappropriately in the classroom.

In this session the presenters will describe an action research study undertaken with English language and General Studies faculty in 7 countries that examined the current classroom management issues in their own classrooms. In Phase 1 of the project, participating teachers observed their own and other classrooms with a view to compiling a list of the common and most frequently occurring misbehaviors exhibited by their students. From that data a checklist was compiled. In Phases 2 and 3 of the project, a list of common interventions and classroom management strategies was shared with teachers and they were asked to implement at least 3 of them in their classes. In the post intervention stage of the project, teachers observed their classes again using the checklist to see whether the interventions/strategies they selected had an impact on the overall behavior of their students.

In this presentation, we will explore the research surrounding why classroom management is sometimes difficult to achieve and why past techniques no longer work with modern-day students. We will look at the causes of classroom management issues and some ways to overcome them. Finally, based on a review of the literature, techniques, strategies and interventions that work with teachers in the Gulf and beyond with be shared.

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Christine Coombe is an Associate Professor of General Studies at Dubai Men's College. She has published in areas like assessment, leadership, research and TBLT. Christine served as President of the TESOL International Association from 2010 to 2013.

Lana Hiasat is a faculty and Program Coordinator of the General Studies Dubai Men's college. She has published in areas of emotional intelligence, smart learning, blended learning, educational leadership, & intercultural intelligence. She has co-chaired the GARD conference and is currently on the advisory board for TESOL Arabia.

Wahida Dastakeer has over 20 years of experience teaching for a consortium of programs, which includes life sciences, chemistry, and general studies at the Higher Colleges of Technology. She is the recipient of the "Flipped Classroom" award and the "Green award" by the HCT-Dubai colleges, in addition to the "GESS education" award.

Manal Emam is a Business Lecturer in the Business Department, Dubai Men's College, with more than 25 years of varied experience between corporate and academia. She has a master's degree in International Business along with extensive industry experience. She published in areas of Innovation and SMEs.

Saima Nomaan is a General Studies faculty. As a lecturer/researcher for over 14 years and a Microsoft Faculty Fellow, she loves to impart her knowledge and skills concerning instructional technology. Her primary interests include educational research, practical application of technological tools to facilitate active learning, and develop interactive curriculum for blended learning.

Session B2

Space and Learning: How classroom seating arrangements impact students' learning and engagement

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This presentation focuses on the role of classroom seating arrangements on students' learning and engagement in higher education. Specifically, it investigates how changing seating arrangements in the classroom might have an impact on students' learning, learning experience and engagement. The theoretical framework for this study employs involvement theory that simply states "students learn by being involved", thus emphasizing students' active learning experiences. Involvement theory supports individualized and resources pedagogical theories, which are both in line with the spatial nature of this research. The research also utilizes the theory of affordance which is directly linked to opportunities and limitations of the classroom physical space. Methodologically, this classroom research applies a mixed methods approach including a quasi-experimental design with a control group. The classes involved included three sections of the same introductory class (Introduction to Culture and Society) at the College of Humanities and Social Sciences. The classes included 16-24 Emirati female students aged between 17-20 years, in their second year at the college. The research design included two interventions in total, with each intervention following one of the course units that was discussed prior to a major assessment. The interventions involved rearranging the traditional classroom seating arrangement into a U-shape (horseshoe) arrangement for group discussion and two rows of chairs and desks, facing each other, for debates. Data sets included qualitative and quantitative data, the later measured the students' level of participation by counting

the number of times each student contributed to the debate or discussion in class. It also measured their learning based on their grades in the assessment that directly linked to the content discussed during the intervention. The qualitative data measured students' learning experiences through written and verbal reflections on their experiences. Preliminary results indicate that students' learning experience was enhanced in the intervention group. Students prefer and learn better by using U-shaped arrangements when compared to the traditional row arranges in class discussion. Their grades average and number of participations was marginally higher in the treatment group compared to the control group. Some of the findings also mirror what is available in the literature in terms of the students' preferences and learning styles.

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Gergana Alzeer is an Assistant Professor in the College of Humanities and Social Sciences at Zayed University in the UAE. Gergana has an interdisciplinary background in architecture, social sciences and education. Her recent research and publications investigate female learners' spatiality including the intersectionality of space, gender and learning.

Session B3

Intercultural Competence: Preparing UAE engineering graduates for the Fourth Industrial Revolution

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This study investigates the effects of a newly developed intercultural competence course that endeavours to cultivate intercultural sensitivity in Emirati engineering and science students studying in an EMI Science and Engineering university, in the United Arab Emirates. An exploratory sequential research design using multiple measurements was used and the data were gathered using a quantative research instrument of an Intercultural Cultural Sensitivity Scale (ISS) in terms of pre-test and post-test (Chen and Starosta, 2000).

In the second phase, which consisted of semi-structured interviews with six students, IPA methodology was used to gain deep, rich data on contextual factors surrounding the themes that arose in the initial survey. Given that the United Arab Emirates has a dynamic and linguistically diverse context, the opportunity to explore how "intercultural communicative competence" models might be adapted yielded rich and interesting data. Research findings from the project will be shared in the session, with recommendations made for future research with particular reference to language and identity.

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Glenda El Gamal is a Senior Lecturer at Khalifa University. Dr Gamal has also held academic leadership positions in teacher education and language education in federal institutions of higher education in the UAE. Her current research and teaching focus on Academic Writing for STEM and intercultural communication.

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Session B4

Self-Portraits as tools to enhance communication and critical thinking

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Self-portraits are a type of art which is used as a tool to reflect the inner identities and the various emotional, mental, and psychological variables which influence language learners during their learning process. This tool might be easy to use with young learners as children have imaginative minds and are able to sketch their ideas on paper. However, this task becomes more difficult to implement with adult language learners because they have higher levels of self-awareness and they tend to object to using this technique as a means of communication. The study investigates the benefits of using self-portraits in ESL classrooms to enhance verbal communication skills among 83 undergraduate English language learners during two semesters. The data includes the participants' responses to the self-portrait prompt designed by the researcher. The participants were also required to respond to a survey which was designed to collect data about the learners' perceptions and preferences comparing self-portraits to written texts as a means of self-expression. The study concludes that self-portraits can be used as an effective instrument to enhance language learners' verbal communication and critical thinking skills. Self-portraits can be also implemented in different diagnostic and ongoing psychological assessments which might assist educators to enhance language learners' motivation and take the appropriate decisions throughout the teaching and learning process.

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Nour Al Okla is an English language instructor at Al Ghurair University in Dubai. She holds a Master's degree in teaching English to speakers of other languages (TESOL). Her areas of research and teaching interest are: academic writing, learner motivation, material development, learning technology, language testing, and sociolinguistics.the UAE.

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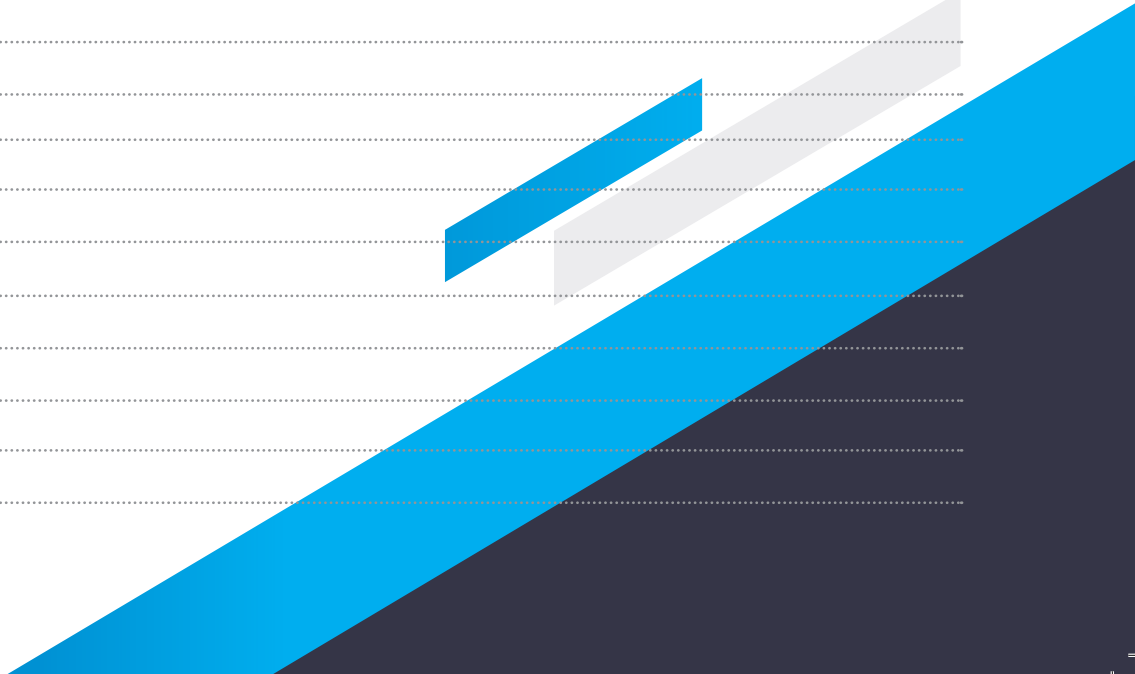
Session B5

How narrative construction tasks really work for critical thinking skills

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The undergraduate students registered for a Bachelor's degree in Business Studies, Information Technology or English Language from Majan University College, Oman accredited by the University of Bedfordshire, UK are no exception to the usual global student community in that they need to develop critical thinking skills for furthering their education and attaining employment at the end of it. Given the constraints of a documented curriculum that does not devote a module or section to thinking skills alone, the teacher needs to adopt pedagogic strategies that allow the students to experience cognitive exercises out of accomplished tasks which are challenging and yet attainable. It is the dynamics of the tasks, the paper argues, that generate thinking abilities and acts as an agent of independent creation.

In order to address the theme of the relationship between critical thinking and language competence, this paper pursues the question of how the interlanguage performance can reflect and even illustrate the application of critical thinking in written performance of constructing short narratives in guided pedagogic contexts. The major hypothesis here is that a learner, while being at a certain stage of interlanguage, can demonstrate critical thinking in evaluating and decision-making in varying degrees.

The samples of learner performance have been collected from 25 mixed-ability Arab EFL students in the first year of an undergraduate programme. A reading-writing composite task used as a research tool has elicited sufficient amount of data in the form of narrative texts and reflective responses to questions meant for testing the ability of critical thinking. The students were given a short text of an unfinished story and were asked to complete it with freedom of choosing entities, actions, time and space. They were then asked questions to reflect on their own decisions. As the questions are generally metacognitive in nature, a basic quantitative analysis showed that the learners were comfortable in responding to the metacognitive questions. The paper makes an attempt to establish that metacognitive abilities do not possibly depend on a high level of linguistic competence. Classifying four areas of discomfort in the interlanguage performance namely, the nominal domain, the verbal domain, the auxiliary domain and the prepositional domain, the paper argues that learners with imperfect grammatical competence can demonstrate critical thinking and in practice, they should be encouraged to do so. The pedagogic implications drawn from this exercise lead to four recommended preferences namely, entities over grammar of nouns and noun phrases, actions over the grammar of verb conjugation, time over grammar of tense and aspect and location over grammar of preposition phrases. The paper concludes that in the context of pastoral-supported exercise of narrative construction, evidence of active critical thinking can be found in decision making related to linking entities, sequencing actions, conceptualizing dimensions of time and assigning space-relations to entities and actions. The use of narrative construction and reflections on them, it is recommended, can be linked with a number of generic learning outcomes and in most of the cases, it really works.

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Rajat Ghosh, Ph.D., is an Associate Professor in the Faculty of English Language Studies at Majan University College in Oman. He has been teaching English Linguistics, Applied Linguistics and ESP courses to undergraduate students since 2005. Previously, he taught at the University of Dibrugarh and University of Calcutta in India.

Session B6

Expressing Themselves: Students' blogs as a Reflective Learning Tool

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Young students are increasingly using technological tools in their learning process. Recently, blogs have proved to be an effective teaching method. A blog is an online platform where students can simply upload any multimedia content, such as text, photo or video, and share it with others. They can comment on each other's materials and write reflections on their learning experiences. Blogs use technology as well as offer interactive platforms for students.

I teach "Foreign Policy of Emerging Powers" POL-336. It is a required course for students seeking a Bachelor of Arts in International Studies. One of the required assignments of this class is contributing in discussions related to course topics. I usually ask questions and encourage students to imagine alternative scenarios. However, I noticed that only few students tend to frequently participate in these in-class discussions. Other students argued, in individual talks, that they can hardly express themselves publicly. This eliminates the ability to measure students' benefits or trace difficulties. Thus, I used the Blackboard to create a course blog to allow students to easily interact and reflect on their understanding of the course materials and learning experience. The blog is graded, so students will be committed to participate on a weakly-basis.

The participants are students enrolled in my POL-336 course (one section). I plan to qualitatively and quantitively analyze students' entries and comments, based on the grading rubric to evaluate their analytical skills. Also, during the last week of the semester, I plan to survey them about their benefits or critiques to this course blog.

This study aims to explore the effectiveness of blogs in:

· Enhancing students' ability to express themselves through the course blog.

· Promoting blogs as a reflective and untraditional learning tool.

The study is designed to answer two research questions:

· Do students consider blogs as an effective learning tool that allow them to express themselves better than in traditional in-class discussions?

Do students develop critical thinking and improve analytical skills, based on the analysis of their graded entries and comments?

I plan obtain the consent after the end of the treatment so as not to raise in students' awareness of the project objectives that may cause them to alter their behavior.

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Riham Ahmed Khafagy earned her Ph.D. in political science from Cairo University, Egypt, in 2012 and joined Zayed University at the same year. She is currently an adjunct assistant professor at the College of Humanities and Social Sciences, Zayed University. She is also a research consultant at various philanthropic foundations in the Gulf States.

Session B7

The role of Task-Based Approach in enhancing students' reading skills through argumentation

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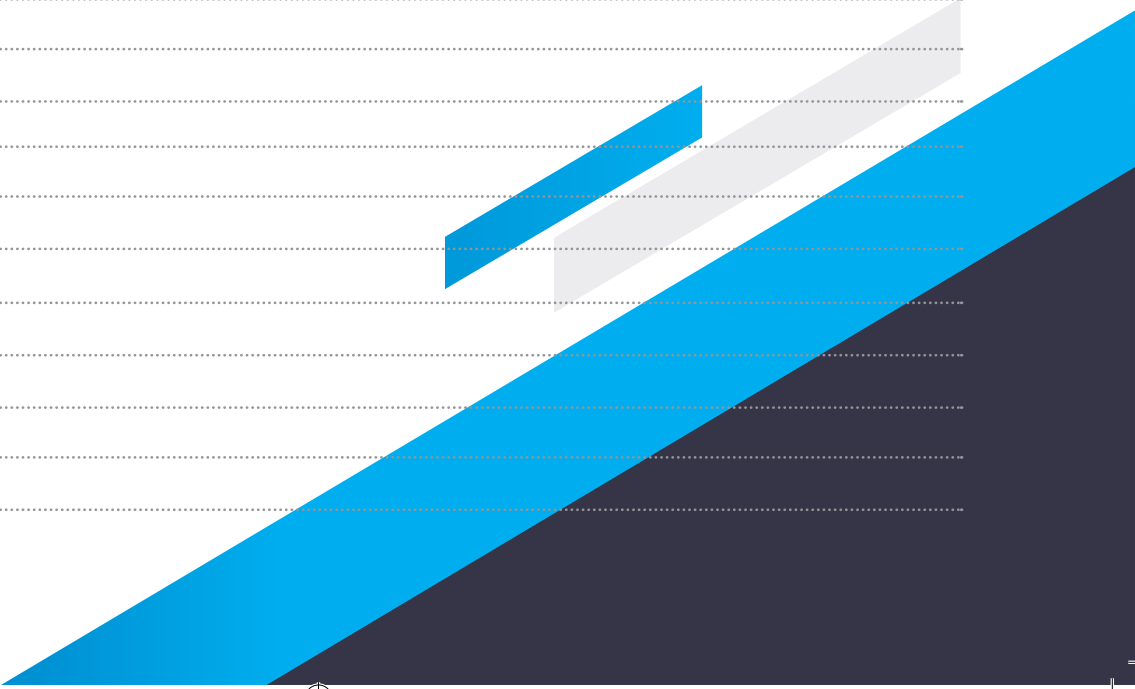College of Education
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Teaching a second language can be challenging in the world of today especially with the abundance of unreliable resources available online for mass use. Therefore, researchers and scholars have been aiming to focus on teaching methodologies that better serve the teaching of English as a second language. Task-based language teaching is an approach to teaching a second language that seeks to engage learners in authentic language use by having them perform a series of tasks, preferably made interesting by the instructor using reliable online resources. This study will focus on reading comprehension and the means of making this skill interesting through task-based learning with student-centered methods in teaching. The purpose of this study is to find practical reading strategies to be implemented in order to facilitate and enhance UAE students' reading skills and comprehension of argumentation. Furthermore, the study was conducted using sample language classes in Zayed University, each having the capacity of 24 female students with ages ranging between 19 and 20 years. Qualitative and quantitative research methods were implemented after collecting data from previous studies and in-class observations and assessment tools to measure the influence of task-based learning on reading comprehension. At the end of this study, the effectiveness of task-based learning strategies will be highlighted in the field of teaching reading comprehension in argumentation.

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Nadine Jaafarawi is a PhD holder in Applied Linguistics. She is a researcher and has several publications in the field of Applied Linguistics & Early Childhood Education. She has presented in several conferences, especially the IATEFL conference in Manchester 2015. Her future research interests stem from her goal of developing teaching methodologies and approaches.

B

Session B8

Text adaptation for teaching purposes: Balancing between subjective and automated approaches

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Reading plays one of the most important parts in the English language studies. Equipping students with reading and comprehension skills enables their successful interaction with the world of knowledge required for further academic development. Teaching materials could develop or discourage students' willingness to read. Teachers of reading usually face a dilemma of choice between authentic and adapted reading materials (Goodman & Freeman, 2013; Murphy, 2013; Crossley, Yan, & McNamara, 2014; Roberts, 2014) to ensure students stay interested and motivated to read. There are numerous ongoing discussions of benefits and disadvantages of both with no particular outcome (Green & Hawkey, 2011). The decision is always to be taken by a particular tutor based on a particular course and student's language competence.

Current research explores two approaches to text adaptation, automated and subjective, with a specific focus on Arab undergraduate students' needs. The data was obtained through a survey conducted among 73 Arab undergraduate business students, informal teaching team discussions, and Quality Assurance feedback. It was analyzed with the help of both quantitative and qualitative methods depending on its nature. Decision to manipulate reading materials is always based on a number of factors related to the nature and expectations of the course as well as students' attributes and attitude. Considering the above factors helps material designers to ensure the appropriateness of the text in terms of its content and complexity. The aim of this research is to identify the value of the subjective judgement of reading material designers for text manipulation as compared to

automated tools suggestions. The results of the study would help reading materials designers to identify a successful approach to the task of text adaptation balancing between automated tools and subjectivity to make them complement each other and build a strong basis for teaching materials development.

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Larysa Nikolayeva, Ph.D., is an Assistant Professor in the College of Education. She is working on research underpinning teaching and her current research interests are related to text adaptation for learning and testing purposes.

Session C1

Building student portfolios around teachers' feedback: Evidence-based Cognitive Apprenticeship

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This presentation reports on the practice of building a student portfolio comprising a sequence of artefacts which aim to reveal the process of skill development in an English-language module. The academic goal is for students to master the skills of writing focused, coherent and critical paragraphs. Portfolio requirements include presentation of teacher's feedback on students' assignments, students' responses and follow-up tasks, as evidence of the 'process' of student-teacher collaborative work towards meeting the intended goal. Teacher's feedback and students' responses to the feedback are the units of analysis in this case study which pursues two inter-related objectives: (1) to establish theoretical parameters of the notion teacher's feedback, and (2) to examine the impact of teacher's feedback on the process of critical writing skills development.

Theoretical framework of this case study is based on the cognitive apprenticeship model. The concept of cognitive apprenticeship, introduced by Collins, Brown and Newman (1989), emphasizes the importance of the process in mastering the skill, where systematic guidance is provided by the teacher. Cognitive aspect specifically relates to thinking processes which are not always observable. Teacher-student display of their work in a portfolio collection is used as instances of 'visible' evidence of the process of cognition in developing critical writing skills. The categories of instructing,

questioning, modeling, feeding back, cognitive structuring and contingency management, drawn from literature on cognitive appreticeship, help conceptualize the notion of teacher's feedback, and also provide useful reference points for the empirical part of the study.

The data for the empirical investigation are drawn from the portfolio samples collected from twenty-two first-year college students. The method of thematic content analysis (TCA) is employed to identify prominent themes and patterns in teacher's feedback, and in students' responses. The phases of a selected TCA are managed by a software-aided analysis ATLAS.ti. Five complete portfolio samples are chosen for an in-depth qualitative analysis to assess the progress in critical writing skill against the evaluation rubric used to assess the writing task.

The findings of the study indicate that skill development is an iterative process. Repetitive modeling, and the use of specific examples to illustrate the point made in a teacher's comment, were shown to be the most effective types of feedback; their effectiveness was demonstrated both in students' follow-up tasks (implicit evidence) and students' reflections on the value of different types of teacher's feedback (explicit evidence). The findings have implications for pedagogical practice by drawing attention to a variety of feedback strategies and their effectiveness, and to students' views on how they are learning and how they would like to learn. Theoretical underpinings of the study offer a productive conceptualization of the process of skill development and of the placement of teacher's feedback in this iterative process.

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Olga Campbell-Thomson, PhD, currently teaches in Abu Dhabi Polytechnic, Al Ain, UAE. Over the past thirty years, her career has encompassed research and teaching in the fields of Linguistics and Education in the United States, Scotland and the Middle East. Her research interests lie in language education and literacy.

Diana Al Haffar currently teaches modules in Language and Academic Skills in Abu Dhabi Polytechnic, Al Ain, UAE. She is particularly interested in the application of technology and innovative pedagogic approaches in teaching. Her research interests focus on student engagement and communication skills.

Session C2

Learning Signs: Social Semiotics, Multimodality and Edusemiotics

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This paper shares examples of the authors' qualitative semiotic research projects that have been embedded in classroom practice and provide specific take-aways for educators keen to develop semiotic pedagogies. Semiotic approaches offer a unique theoretical framework for considering how learners' ontologies, or senses of being in the world, occur through images and signs. This paper presents a broad overview of these semiotic philosophies and illustrates the theoretical insights into learning, social consciousness and critical pedagogic approaches. We first provide discussion of social semiotic research that builds upon the foundations of Ferdinand Saussure's linguistics. This illustrates how social semiotics, (developed notably in the works of Halliday, 1978; Kress and van Leeuwen, 1996; 2001) has been a research tool for considering issues of power and ideology tacitly embedded within discourses and multimodalities of social practice. Second, we discuss multimodality which is a branch of semiotics and an established field in its own right and suggest it provides insights into how the modes of meaning making including, audio, video, images, hashtags, texts, filters, etc., come together in combinations and are a central aspect of learning (Bezemer & Kress, 2016). Third, we discuss a semiotic research project that was primarily pedagogical in orientation and involved 63 Gulf-Arab women learners studying on a media and communications undergraduate programme. This also introduces edusemiotics, which is a new

philosophy for considering how all living and learning are mediated through signs and/or images (Semetsky & Stables, 2013). Overall, we hope to facilitate greater awareness of semiotic learning and illustrate how this could foster student success in the age of signs and images.

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Zoe Hurley is the Assistant Dean for Student Affairs in the College of Communication and Media Sciences at Zayed University, Dubai. Zoe teaches undergraduate courses in social media and new media writing. She is interested in multimodality, visuality and edusemiotics.

Andrea Mayr's main research interests are in the area of critical media and communication studies, ideology in the media, social semiotics, and social media and citizenship. Her publications include How to do Critical Discourse Analysis: A Multimodal Introduction (2012), The Language of Crime and Deviance (2012) and Language and Power (2018, 2nd ed.). She is currently conducting research on multimodal representations of honour killings in print and social media together with a colleague from CCMS.

Session C3

Teaching Emirati women: What really works

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Traditional narratives of Emirati women in tertiary education suggest they come out of a broken school system, accustomed to rote learning and lacking in creative inclination. Furthermore, that the purpose of a tertiary education for these women is a 'transit lounge' between high school and marriage. This presentation seeks to debunk some of these myths and present a new narrative of Emirati women, by asking teachers to reflect on and question their practices and assumptions. The intention is to provide practical solutions to harness the academic potential and develop the personal efficacy of these young women.

Four key classroom and pedagogical strategies are investigated:

1: The importance of the teacher-student relationship.

2: The mismatch between students' perceived ability and actual ability.

3: The benefits of pair work as opposed to group work.

4: Discussion of the unique role faced by Emirati teachers teaching Emirati students.

The presenters situate themselves within a community of inquiry, with a tacit understanding that knowledge can be found through their own classroom experiences and a shared common goal of developing a more effective teaching and learning environment for female Emirati tertiary students. The methodology is a mixed methods collaborative research project utilizing a range of data collection procedures and instruments to reflect the range of inquiry. The underlying principle being that the procedure adopted "should offer the best chance to obtain useful answers" (Johnson & Onwuegbuzie, 2004, p.17). Data collection instruments include: surveys, interviews, focus groups

and autoethnographic reflection. Two rounds of iterative data collection from surveys to interviews and focus groups were employed and analyzed through thematic coding and descriptive statistics.

The participants are full-time female Emirati students, across a number of year groups and majors at a government tertiary institute in Dubai. Ethical procedure was adhered to throughout.

The integrated findings indicate that developing a caring student-teacher relationship is vital to developing intrinsic motivation in this particular demographic of students. Findings also suggest an underlying over-confidence in these students; masking actual abilities and needs and thereby preventing them from delving more deeply into their learning. Finally, the researchers illuminate the complex relationship between Emirati teachers and Emirati learners and highlight how best to leverage this relationship to maximize learning. Previous research studies uncover the 'opposing educational values and epistemologies' (Diallo, 2014, p.1) between expatriate teachers and Emirati learners, however there is little in the field examining the unique relationship between Emirati teachers and learners and how that impacts teaching and learning. This study goes somewhat in filling this knowledge gap.

To conclude, this research study presents a road map on how to best navigate the 'bumpy' teaching and learning environment found in the UAE. It gives practical tools and insights to teachers, academics and stake holders alike working within this environment with the purpose of strengthening pedagogy and instructional practice to help prepare these learners for their personal and professional lives.

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Nicole Shammas, Ph.D., is from New Zealand and has taught in the Dominican Republic and South Korea. She has taught English and General Studies in the UAE since 1999 at the Higher Colleges of Technology. Nicole has an MA from SIT and a Doctorate from USQ on developing intercultural intelligence.

Pushpa Sadhwani is a Senior Lecturer in the General Studies department and has been a faculty at HCT for 12 years. Previously she has taught in Thailand and Qatar. Her MA dissertation was on 'Orthographic Knowledge of Emirati Speakers'. Pushpa currently teaches Academic Reading and Writing at Dubai Women's College.

Maitha Shahdoor is from the U.A.E and has taught in primary schools for 3 years and the Higher Colleges of Technology for 9 years, since 2010. Maitha has an MA from the British University in Dubai in TESOL in 'Using iPads as a Teaching Language Teaching Tool'.

Session C4

The Impact of Integrating Technology into Students' Presentations on Peer Evaluation in Higher Education

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This study investigated how the integration of technology in students' presentations affects students' perception of the quality of the presentations. Students peer reviewed presentations and two external raters evaluated the presentations based on a rubric adapted from Savory (2009). Students reviewed the activity using two assessment instruments: a seven-point attitudinal scale and a 1-5 ranking scale. The study utilized a mixed-methods approach, where statistical analysis was paired with qualitative description to discuss the data gathered. The findings showed that students' scores on the attitudinal scale and their holistic rankings correlated positively with the degree of technology employed in the presentations. The greater the integration of technology in a presentation, the higher the peer rating. However, the external raters' evaluations did not generally accord with the student-raters'.

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Emad A. S. Abu-Ayyash achieved his Ph.D. degree in Education/TESOL from the British University in Dubai in 2016, where he now works as an assistant professor in the faculty of education. His research interests include discourse analysis, teaching and learning, translation, assessment, and TESOL.

Christopher Hill is an Associate Professor at the British University in Dubai. Dr Hill is an OBHE Associate, Fellow of the Higher Education Academy, a Specialist Hong Kong Council for Accreditation of Academic and Vocational Qualifications and an Adjunct Researcher for the Higher Evaluation and Accreditation Council of Taiwan.

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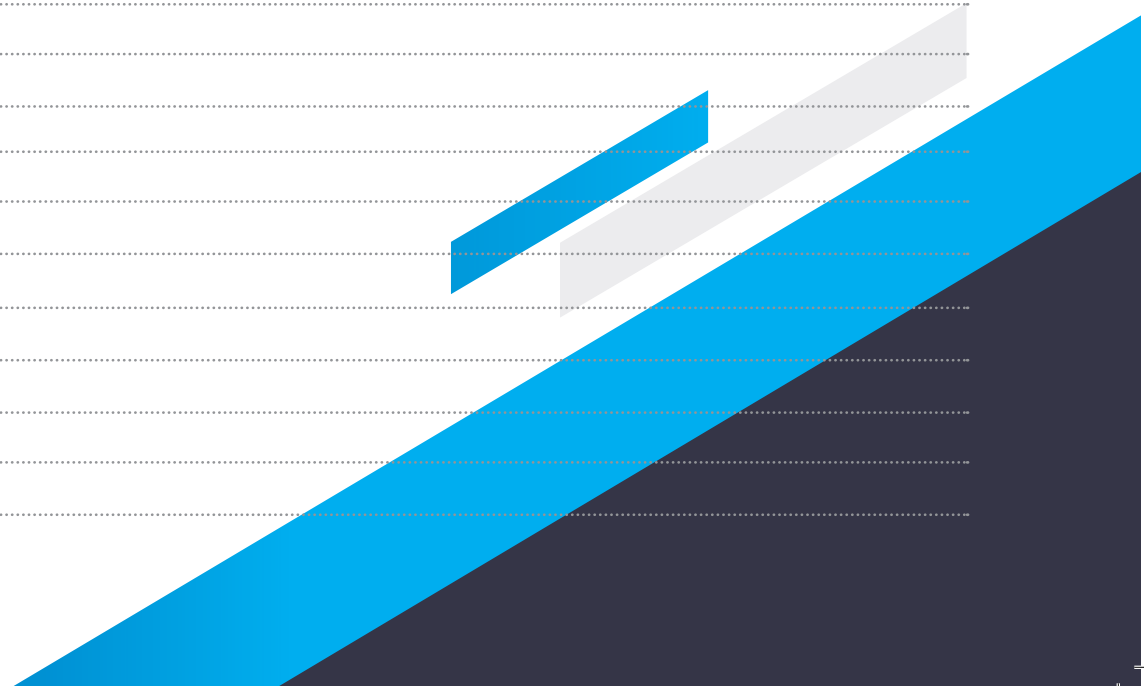
Session C5

Preparing Students for E-exams

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Introduction:

At Zayed University, Exams are changing to e-Exams (i.e., exams delivered through Blackboard), and our students are not familiar with such formats, especially for Math subjects. In order to better prepare students for the e-Exams in the subject of Mathematics, I launched a course site on the Blackboard Coursesites platform where students can go and practice for their exams and tests.

Methodology:

The participants for this project were the GEN110 students. The Blackboard site which I designed and developed for this project was to make students more familiar with e-Exams for this course and also for their future courses that also include e-Exams.

There were 3 treatment groups and 3 control groups in Fall 2018, and 2 treatment groups and 1 control group in spring 2018 involved in the project. The treatment groups had access to and benefitted from this Blackboard site, and I compared their results with other sections in DXB or AUH (i.e., control group) where students had no access to this site, but they had access to all other resources as prescribed by the course handbook. I carried out this project over two semesters and I used the Blackboard site data (e.g., access data, scores, etc.) to correlate students' access and engagement with the e-Tests on the Blackboard site and their performance on the mid- and final e-Exams.

Results:

Due to the small sample size in each class and the lack of normality, the data were analysed using non-parametric statistics. The analysis suggests that there was no significant difference between the results of students among all sections for the midterm exams for Spring 2018 and Fall 2018 semesters. However, for the spring final exam there was a significant difference between the results of students among the six sections. While for the fall final exam there was a significant difference between one section of the treatment groups with the other two sections of the control groups.

It is interesting to see that for students who attempted the practice quizzes the same number of times, those who were examined in the spring had about 11 marks less than those who were examined in the Fall semester.

Also, for students who were examined in the same semester, their marks increased by 1 unit for each one more attempt. In other words, students who attempted 10 times were likely to get 10 marks higher compared to those who didn't attempt at all.

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Dana Saleh graduated from Damascus University in 2003, completed her Diploma in 2004, and her Master Degree in 2010. She started off her teaching journey at Damascus University in 2003, where she taught courses in Linear Algebra, and Advanced Linear Algebra. In 2009, she participated in the First International Mathematics Conference in Damascus and had the opportunity to present and discuss her research "The Extension of group C(n) by means of a direct product of two cyclic groups of order p", which was later evaluated and published in the Damascus University Journal for Basic Sciences. Dana moved to Dubai, and had the opportunity to work with Synergy University, Dubai Campus in 2015 as an Adjunct Lecturer, where she taught, Probability Theory and Statistics, Calculus for Finance and Economics, Algebra and Number Theory, Discrete Mathematics, Basic Mathematics, and Logics. At the same time, she joined Zayed University also as an Adjunct Lecturer, and taught Excel Mathematics Modeling, Basic Mathematics, Data Management and Analysis, Survey of Mathematics for Liberal Arts. In 2016, she became a full-time Mathematics Instructor at Zayed University. Currently Dana is pursuing her PhD degree in Mathematics, through the National University of Ireland in Galway. Currently she is pursuing her PhD degree in Mathematics at the National University of Ireland, Galway.

Session C6

Using educational technology to improve ESOL learners' vocabulary and reading comprehension

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Introduction

According to Read (2004), students better acquire new vocabulary while engaged in different language learning activities. However, a more direct and systematic way of learning is necessary for the improvement of vocabulary (Salsabila, 2018; Read, 2004). To prepare for this potential problem and provide a systematic way of learning, an online Quizlet Flashcard study tool will be integrated into the course for students to understand the meaning of newly introduced English vocabulary. The main goal of this research project is to investigate the extent to which using 'Quizlet' can aid first year students at Zayed University in increasing their vocabulary development and improving their reading comprehension. This project will deploy an action research design in order to benefit the classroom teaching and learning process as the instructor seeks to improve students' academic learning experience.

Method

To conduct the study, a quasi-experimental approach will be utilized. The study will be conducted for four weeks in the beginning of the Spring 2020 semester and will occur in four GEN 120 Life Skills course sections. The participants for this study will be 160 female students. Each section has approximately 40 students. A pre-test, post-test design will be used to compare two types of

Quizlet educational interventions (matching game or written test). The Quizlet intervention consists of assigning students four weekly assigned Quizlet activities that correspond with the assigned book reading of the week. A pre-intervention vocabulary test consisting of English terms and definitions from four chapters in the GEN 120 Life Skills textbook will be administered to each course section on the first day of the study. After the four-week intervention an identical post-intervention vocabulary will be administered to compare pre-intervention and post-intervention test scores. Following completion of the post-intervention vocabulary test, the participants will complete a Likert-scale survey about the implications of Quizlet. Semi-structured interviews will be conducted for 15 mins the week after the midterm with individual students who wish to express more about their experiences and perceptions using Quizlet.

Research Implications

This research relates to students' experiences and behaviors and will allow instructors of GEN 120 Life Skills on both Zayed University campuses to offer better instruction, improve the quality of education of students and better the standards of a Zayed University education. Instructors from this study will be able to measure vocabulary mastery in their classrooms and identify what aspects of the classroom they should focus on to develop their students' vocabulary and reading comprehension.

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Shytance Wren is an instructor in the University College with the Advising and Academic Development Department at Zayed University. She received her Master of Arts in Student Affairs Administration with a specialization in International Development from Michigan State University. Her professional background is in higher education, student affairs administration and international education development. She has six years of experience in teaching, advising, and student development in higher education in diverse countries such as the U.S., Belize, China, South Africa and Qatar. Shytance's research interests encompass improving the effectiveness of international higher education through integrated reforms in curriculum, teaching, leadership, research, and assessment.

Session C7

Enhancing Teaching and Learning through Nearpod in Math and IT Courses in Higher Education

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In recent years, colleges and universities in the United Arab Emirates have faced considerable scrutiny for their apparent failure to adequately educate students due to the lack of student motivation in the subject and their decreasing attention span. Recent calls for educational reform highlight ongoing concerns about the ability of the current curriculum to equip aspiring IT professionals with the skills for success. Whereas a wide range of proposed solutions attempt to address apparent deficiencies in current educational models, a growing body of literature consistently points to the need to rethink the traditional in-class, lecture-based course model. One such proposal is to integrate educational technology such as Nearpod with the prescribed content to increase student motivation and engagement. Nearpod is a complete tool for teaching and formative assesments which fosters student learning and engagement in class.

The participants of my proposed study are the students enrolled in my courses GEN 110 and GEN-175 Introduction to IT. The are all female and their age group is between 18-20 years. I chose to use a mixed methods approach with a quasi-experimental design using a control group as well as a treatment group.

The data collection instruments I plan to use are:

- Course scores, quiz and assessment scores through Blackboard and Nearpod.

Nearpod allows the use of various activities such as Time to climb, Draw It, Open ended questions, Matching pairs, Memory test etc., which are fun for the students and provide reports.

- I will also collect discussion-based data on Nearpod through a feature called collaborate which will foster students' cognitive abilities through active learning.

- Finally, I will use a feature called Poll and Open ended questions in Nearpod for surveys and interviews.

My study will help break the monotony of the traditional lecture-based classes which at some point can get the students disinterested. I will also use the TPACK model to incorporate Technology with Padagogy and Content which will enhance student learning. I believe that the "learning by doing" approach will foster students' cognitive ability, engage them in the course and make learning a fun experience so they can look forward to coming to class.

The results of the study will also inform Course Leaders and Coordinators to help them redesign the instructional as well as assessment strategies for the course.

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Afshan Parkar holds a M.Sc. in Computer Science from Mumbai University in India. She has eight years' experience in the field of education as a Faculty and Coordinator for Bachelors and Masters of Computer Science & IT (Information Technology) with the University of Mumbai (India) and various colleges affiliated with Mumbai University, India. She has also worked as a Faculty of Computer Information Science at the Abu Dhabi & Khalifa City Women's College, Higher Colleges of Technology, prior coming to ZU. Afshan is an entrepreneur for a software solutions company named Spark Infotech handling various technology-based projects. She is very enthusiastic regarding implementing new pedagogical strategies and believes in innovative teaching. Afshan specializes in Java (J2SE), Advance Java (J2EE), Python Programming, Object Oriented Programming, Web Designing, Web Applications and Introduction to Programming using C, C++, C#, Distributed Computing, Multimedia Database Management Systems & Advance Database Management Systems, Computer Organization & Architecture, System Software, and Algorithm & Fundamentals of C Programming language.

Session C8

Importance of evidence in 'Evidence-based English language teaching' in Saudi Arabia

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English language teaching is perhaps the most important activity in the early stage of a undergraduate programs in Saudi Arabia. The foundation of English is set to create a base for specialty programmes/courses. It has been noticed that students who are at home in English have stronger desire to take up the challenges of those courses that require considerable command in English. The ultimate achievement in English is always a debatable issue especially in those regions where English plays limited roles. Therefore, there is always a need for some strategies for teaching/learning English. Evidence-based teaching is based on systematic research of pedagogic issues, teaching-learning issues, and assessment of performance by different means. The method of the prposed study will be mixed, qualitative and quantitative. Participants will be two groups of students (control and experimental). Data collection will include test results and interviews with teachers. Data will be analysed appropriately to interpret the results.

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Intakhab Alam Khan, Ph.D., an internationally acclaimed educational researcher, educator, trainer and author, is associate professor (Education/Pedagogy) at King Abdulaziz University, Jeddah, Saudi Arabia. He has served as faculty of Education, at Jamia Millia Islamia in New Delhi, India and Jazan University, in KSA. He has almost 27 years of experience in teaching, training, research and publications at various universities. Dr Khan is the author of 17 academic, reference and research books, and around 70 papers in different international online and print journals.

Session D1

First-year college success through goal setting and self-regulation

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University is a time when students can pursue their interests, enhance their skills, and engage in learning new concepts. The transition from high school to university can be very daunting and first semester students need to understand and develop time management skills in order to be academically successful. Studies illustrate that students may lack an understanding of how much time they should be spending on academics (Thibodeaux, Deutsch, Kitsantas, & Winsler, 2017). The authors stated that students need to learn to use their time accurately through planning, accomplishing, and receiving feedback on prior performance for their future achievement. Our research is to use a goal-setting assignment as a tool to monitor students' progress. This tool can be used as a strategy to help students target their desired GPA and increase their self-regulation while achieving that goal. GPA is a long-term performance goal for students, it requires planning, tracking and regulating. Pintrich (1993) defines self-regulation as metacognitive self-regulation which has three processes: planning, monitoring and regulating. Students who set higher academic goals tend to believe they have the capability to self-regulate toward it even in the long haul of a semester (Wolters, 2003; Zimmerman, 2008). In this presentation we will outline how we started the goal-setting assignment and how we incorporate this assignment in our classes, as we think that Goal Setting can be used as a tool to track students' academic progress throughout the semester and with hopes that this tool will enrich the quality of the Academic Advising Department. One major aspect of student motivation is the students' attitude about the subject, the class, and their ability to be successful within the context of the classroom. Students need to see and believe they can be

successful to develop the motivation to do well. One means of increasing student motivation and developing self-regulated learners is to establish and track student achievement towards specific goals within the classroom. Schloemer and Brenan (2006) advised that students should learn to become self-regulated learners through goal setting, monitoring progress, and modifying learning activities. Academic Advising is an important environmental component of first-year students' persistence (Upcraft, et al., 2005). Academic Advising is also a collaborative relationship between the student and the advisor that is vital for the development of one's values, beliefs, and understanding during their years as a college student that must all be viewed as a holistic part of each student's college experience (Kimball & Campbell, 2013). Examples of students' goal-setting assignments will be shared with the particpants. Additionally, the presenters will shed light on the impact of this tool on the enhancement of teaching and learning within Zayed University and in Advising Department in particular.

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Shokha Yusef has earned a Master Degree in Education from Manchester University, UK. She has over 15 years of experience in the teaching field. Shokha worked with the Diversity and Inclusion Team, Manchester City Council. She was employed as a Language Teacher Assistant working with non-English speakers to raise standards of achievement for minority ethnic pupils at risk of under-achieving, and to meet the particular needs of EAL students. Since August 2010, she works as an Academic Advisor in Advising and Academic Development Department at Zayed University, Abu Dhabi. Her main area of interest is Fostering First Year Students' Success.

Sarah Azzam holds a Master degree in Educational Leadership and Administration. She is working with Zayed University as an Academic Advisor and Instructor in Advising and Academic Development Department. Additionally, she teaches the Life Skills course. Her research interests articulate student success through advising and promoting First Year students and their success through scholarship of teaching and learning training. She coauthored in creating a glossary and translations for the life skills course that is being used now by students.

Bhavesh (BJ) Jumnadass is an Instructor for University College at Zayed University in Abu Dhabi. BJ is an Ontario Certified teacher from Canada and completed his Master's Degree in Educational Practice from Bond University-Australia. He has a wide range of experience across all school ages and has held previous positions such as Head of Department, Trainer and Coach.

Session D2

Advising through lesson planning

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Academic Advising is a collaborative relationship between the student and the advisor that is vital for the development of a student's values, beliefs, and understanding during their years as a college student that must all be viewed as a holistic part of their college experience (Kimball & Campbell, 2013). Academic Advisors have the responsibility of educating students to gain expertise through classroom and life experiences. Koring, Killian, Owen and Todd (2004) posited that there were similarities in advising and teaching as both are areas that require the development of skills and content comprehension. The authors go on to state that advising encourages decision-making and critical thinking through learning tasks. Advising has proven to be a pertinent part of the first-year experience for students but can become a diminished aspect in the lives of many students due to increased cohort sizes, limited number of advisors, and high advisee to advisor ratios which can lead to decreased feelings of community between students and their institution (Romsa, Bremer, & Lewis, 2017). Additionally, advising courses are traditionally non-credit bearing courses, which make it difficult for advisors to confirm meetings with students to share pertinent information. With Advising at the foundation of the successful transition from high school to University (Kimball & Campbell, 2013), it should be reinforced during classroom instruction. The components of

advising, especially for millennials, are being reiterated through blended learning during classroom instruction with the use of creative technological methods and deemed as the foundation upon which to teach (Romsa, Bremer, & Lewis, 2017). The advising blended learning experience is used to ensure that students acquire strategies that are traditionally shared during one-to-one advising sessions through full class sessions. All students are being held to the same standards, which is why it is important to focus on identification and implementation of evidence-based practices in the classroom (Little & Hahs-Vaughn, 2007). In order to infuse advising elements, a data-informed lesson plan is required as to be aligned with objectives and structured activities during the lesson delivery. The act of teaching does not solely consist of imparting content and concepts, but also crafting a lesson that begins with creating connections to prior learning and consideration for the relevance of content (Rutledge, et al., 2019). Thus, during this presentation participants will be introduced to a lesson plan template and the vital components of Advising. The structure of the lesson plan template will be dissected and explored in conjunction with specific inquiry-based activities that focus on the academic content. The presentation will also encompass the components of the lesson delivery cycle and future plans for the continued infusion of advising during lesson planning. During interactions with the participants, the presenters will shed light on advising objectives that include helping students with developing reflective skills, encouraging students to be engaged in critical thinking, problem solving skills, and informed decision-making (Kimball & Campbell, 2013). This work will serve as an addition to the field of Academic Advising to illustrate how advising can be carried out in traditional and nontraditional learning environments. This will also expand the field of Education as to highlight the importance and impact of purposeful lesson planning for lesson preparation.

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Tamika Gordon has been recognized as the HAABSE Elementary Teacher of the Year for her exemplary instruction and has published motivational articles for high school students in The Young Vision, within the United Arab Emirates. In addition, she is a dedicated member of the Zayed University Advising and Academic Development Department where she serves as the Chair. Prior to serving in this role, she educated elementary students as well as future Emirati teachers during her first seven years in the United Arab Emirates. Tamika holds a Bachelor's degree in Education, a Masters in Educational Leadership, and a Doctorate in Industrial and Organizational Psychology.

Shokha Yusef has earned a Master's degree in Education from Manchester University, UK. She has over 15 years of experience in the teaching field. Shokha worked with the Diversity and Inclusion Team under the Manchester City Council. She was employed as a Language Teacher Assistant working with non-English speakers to raise standards of achievement for minority ethnic pupils at risk of under-achieving, and to meet the particular needs of EAL students. Since August 2010, Shokha has worked as an Advisor in the Advising and Academic Development Department at Zayed University in Abu Dhabi. Shokha's main area of research is the first-year experience of students.

Session D3

How to assess if you are using Assessment for Learning successfully

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Assessment is a critical tool of teaching. Effective assessment not only supports, it informs learning and is helpful to teachers and students. The research suggests that assessing learning continuously has a significant impact on students' attainment, behavior, motivation and engagement with lessons. The success of a student improves when teachers use assessment effectively in order to set high expectations, providing constructive feedback and catering to the needs of individual students. Assessment for Learning (AFL) used in classrooms where students are made clear of what is to be learned and expected learning outcomes should be normal classroom practice.

This workshop focuses on the instructor's knowledge of Assessment for Learning (while also looking at the differences between AFL vs. AOL) and to look at different ways Assessment for Learning in a classroom-based setting can be implemented. Over the past years, I have had the opportunity to gather research through coaching, creating curriculum around this topic and the delivery of professional development modules. Through the coaching sessions, I have used TPA's (Teacher Performance Appraisals) and KSM's (Key Success Measures) to focus on and look at the delivery of AFL. Teachers were rated using rubrics. This tool was used to determine if AFL was correctly used in the classroom and during feedback sessions teachers set focused goals and used current research to improve their understanding and usage of AFL. During the workshop I will share these rubrics with the attendees and gather information in order to assess their understanding of AFL and to provide them with different ways they can implement them in their classroom. The workshop will be hands on and I will get all participants to share their understandings of AFL and different ways

they are successfully using AFL in their practice. At the end of the session, I would like attendees to walk away with a collection of tools where assessment for learning can be used in a classroom for future use.

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Bhavesh (BJ) Jumnadass is an Instructor for University College at Zayed University in Abu Dhabi. BJ is an Ontario Certified Teacher from Canada and completed his Master's Degree in Educational Practice from Bond University-Australia. He has a wide range of experiences across all school ages and has held previous positions such as Head of Department, Trainer and Coach.

Session D4

Differentiated Instruction for diversity and inclusion in ESL classrooms

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This workshop focuses on the importance of differentiated instruction, and how it can be used by teachers to adjust instruction at any stage during the lesson to increase clarity, access, rigor and relevance for all, some or individual students. The participants will learn techniques to implement differentiation in their classes. The presenter has tested and established through classroom-based practices how better performances can be achieved through differentiating strategies of diversity and inclusion in ESL classrooms.

Differentiation in instruction helps teachers in responding to variations present among learners in the classroom to reach out to an individual or small group to adjust his or her teaching in order to create the best learning experience possible in ESL classes. Differentiated instruction has been defined "as the outcome of a continuous decision-making process where teachers look and listen for academic diversity that will either strengthen or impede effective and efficient learning. Then the teacher adjusts instruction to increase Clarity, Access, Rigor and Relevance for all students within a learning community" (Bondie, R, Zusho, A, 2019, pp. 15-16).

Differentiation is not merely presenting content in varied forms or using various approaches as is the common belief. This workshop aims at clarifying that differentiation is actually pausing to look and listen for clarity and access during structured routines by adjusting rigor and relevance at any stage of the lesson. Differentiation means providing help through scaffolds and other helpful options in form of student choice or teacher-led student choice. Thus differentiation ensures

student autonomy leading to a sense of belonging and competence resulting in more meaningful learning and retention.

This workshop focuses on the critical importance of implementing differentiation to attend to the needs of diverse learners in classes. The attendees will be shown ways to apply and practice differentiated instruction for language learners. Participants will be given a brief overview of the differentiated learning strategy and an insight into various techniques that can be adopted in classes to help motivate and engage our students. The session will also focus on demonstrating how scaffolding and differentiation go hand in hand to improve learning environment. Through simple examples attendees will learn how to apply differentiated instruction easily through structured routines to benefit their students.

References:

Bondie, R, Zusho, A. (2019). Differentiated Instruction Made Practical. Routledge.

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Rana Khan holds a Master's degree in English Literature and Business Administration besides CELTA. She has extensive teaching experience and currently, she works as English and Business Instructor at Algonquin College, Kuwait. Rana is incoming chair to the Conferences Professional Council, TESOL International Association. Her main research interests are CALL and blended learning.

Session D5

Teaching with Business Simulation Games

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Despite the continuing increase in the availability and use of business simulation games in management education, the perceived cost of adoption in terms of time, money and risk leads many instructors to avoid using them. There is a growing body of research that examines the effectiveness of individual games in different contexts, but there is no readily available guide that supports instructors in all aspects of teaching with simulation games. This presentation shares best practices for each step in the use of simulation games in management education, starting with the decision on whether to use a game at all, to the selection of a game, preparation of the teaching intervention, teaching (brief-play-debrief phases) and concludes with an evaluation of the use of the simulation. During the session, participants will play a business simulation game in order to experience the teaching practices first hand.

The session aims to provide and showcase a practical guide that will contribute to increased adoption of simulation games in education and to enhance the effectiveness of their use in teaching.

The session will be structured as an interactive presentation and practical simulation gameplay by the participants. The agenda is as follows:

• Introduction: The effectiveness of business simulation games in higher education

• Deciding whether to use simulation games

- Selecting a simulation

- Planning your simulation class (lesson plan, use in assessment, technical requirements, teacher preparations)

- The class: Brief – Play – Debrief

- Evaluate the effectiveness of the use of simulation game

- Session wrap up and resources

For each of the steps 2-6 above, the presenter will share best practices (based on available literature and personal experience) and thereby provide a practical, step-by-step guide that participants can follow in their own use of simulation games. The session will end with a brief conclusion and a brief overview of useful resources.

In Step 5, the session will involve participants actively in an accelerated Brief – Play – Debrief session, during which the presenter will explain a simulation game and the related learning goals, session participants will play the simulation on their device (preferably a laptop or tablet, but a smartphone is possible also) and the presenter will facilitate a debrief discussion during which participants reflect on their learning.

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Tim Rogmans, Ph.D., is Associate Professor in Management at the College of Business at Zayed University in Dubai. He previously worked in strategy consulting, trade credit insurance and executive education. His research work is in the areas of Foreign Direct Investment, business simulation games, and sustainability strategy.

Session D6

Who's afraid of the academic text? "Reading to Learn" in Higher Education

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Zayed University, UAE

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Zayed University, UAE

Introduction

Dealing with critical literacy deficiencies is of increasing importance as EMI universities in the Gulf move away from pre-sessional foundation programmes. This problem is further compounded by the common requirement of an overall benchmark proficiency score, rather than specific skill-based expectations. As such, many students achieve the requirement on the basis of stronger speaking and listening skills, while scoring dangerously low on reading. Without a bridging programme within which to acculturate students to academic reading skills and strategies, it has become ever more necessary to find effective methods for building literacy skills to ensure students are able to cope with the demanding lexis and tropes of higher education texts. This presentation explores one such technique, adapting the detailed reading pedagogy from the Sydney School for application in a tertiary environment. Originally developed to close the literacy gap occurring in some Australian primary classrooms during the 1990s, in this approach, the teacher takes on the role of knower and explicitly leads learners through the reading process via a guided questioning technique that is based on how young children learn language from their caregivers in their mother language.

Method

ZU students in a pre-sessional foundational English class and students on a 4th semester Academic English composition course were invited to participate in the research project. All subjects were Emirati, between the ages of 18 and 23. Our procedure was adopted from the New South Wales Department of Education and Training's (2010) four stage action research approach: planning, acting, observing and reflecting. We wanted to know if we could adapt the Sydney School's reading-to-learn pedagogical approach for EAL students in an HE EMI environment, and if it would be effective in improving literacy outcomes for them.

To do this, we planned to use a reading-to-learn intervention on a text that students would encounter anyway. Pre-intervention comprehension questions assessing the general reading understanding of the texts in question were given to students before the intervention and then again after the intervention to measure any possible increase in comprehension levels. The intervention itself consisted of a semi-scripted detailed analysis of a text at a clausal and phrasal level in which the instructor elicited meaning and understanding from students, while being observed by one or both researchers.

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Results

The results were extremely positive and demonstrated increased understanding of initially dense texts. Initial sample results showed 100% improvement from pre-test to post-test scores.

Discussion

This presentation explores how the strategy works, why it might have been successful, and which adaptations were made for the tertiary sector in the UAE. 100% of students improved from the pre- to post-test, but more importantly, the students with the lowest initial scores made the greatest improvements, seeming to support the GP claim that this strategy narrows the competency gap between stronger and weaker students, thereby contributing to a more democratic learning experience.

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Jaime Buchanan is a Senior Instructor in Zayed University's University College. She is passionate about teaching and developing writing skills, both academic and practical. Her main research interests include genre pedagogy, English for Academic Purposes, and developing feedback literacy for both students and teachers.

Tony Myers is an Assistant Professor at Zayed University, currently working as Assistant Dean for Student Affairs in University College. He has published many articles and books, including Slavoj Zizek and Upgrade Your Essay. His main interests are English for Academic Purposes, feedback literacy, and genre pedagogy.

Session D7

Individual versus group grades: An empirical analysis comparing student performance

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Zayed University, UAE

Introduction and Background

Collaboration and teamwork skills have emerged as essential abilities for graduating students entering today's job market. Employers increasingly differentiate candidates on 'soft skills' evident in qualitative interview techniques and their interpersonal aptitudes. Along with good decision-making and problem-solving skills, the ability to work in teams is an important attribute sought among candidates. Accordingly, integrating techniques to develop these skills among students are a priority for instructors.

At the same time, pedagogical strategies to improvement assessment techniques have grown in research literature and institutional importance. Amid a global shift towards student-centered, outcomes-based approaches to teaching, integration of discriminating and transparent assessment strategies is vital to supporting student success. Clear and explicit evaluation criteria are a critical component in developing effective assessment and generating student engagement (Rust, 2002). Collaborative development and teamwork skills, however, often reflect student-centered learning experiences that can be difficult to capture in assessment evaluation. In fostering 'soft skills,' educators face a dilemma in applying clear and consistent evaluative criteria for assessing student performance (Woolf, 2004).

Analysis and Discussion

This study examined assessment results of students enrolled in an MBA program in the United Arab Emirates. The sample consisted of assessment scores for 122 male and female students enrolled throughout 12 required courses in the curriculum. In total, 2,383 discrete assessment score records were analyzed; comprising 1,343 individual scores and 1,040 shared group scores recorded for each student.

Students, on average, performed slightly better on group assessments (M = 83.6%) when compared to individual results (M = 82.0%). More telling, however, are results from the ANOVA test indicating greater variation among individual scores as compared to group project scores. Illustrated in the distribution of scores, individual assessment scores display a significant tail skewed toward lower scores falling below the passing mark of 60%.

The analysis indicates that students are more likely to score better in group projects as compared to individual assessments. Group projects tend to improve, moderate or conceal poor individual academic performance. On the positive side, group projects can impart benefits through peer learning and collaborative comprehension. A substantial concern for instructors, however, is identifying 'slackers' among group project teams (Hall & Buzwell, 2013). Evidence in this study indicates a potential for group projects to obscure academic issues among individual students. For faculty, it is important to design assessments that can identify instances where collaborative learning is achieved and discern cases where weaker students are concealed by group achievement.

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Woolf, H. (2004). Assessment criteria: reflections on current practices. Assessment & Evaluation in Higher Education, 29(4), 479-493.

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Park Beede, Ph.D., is an experienced educator in advertising. A career starting in his native United States, Park has worked internationally in faculty and administrative roles throughout New Zealand, Australia and now the United Arab Emirates. Specializing in advertising strategy, research activities focus on advertising effectiveness, creative strategy and branding.

Session D8

The perception of Emirati Engineering students towards Blended English Courses

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Due to advances in technology and new trends in education, blended learning is becoming more and more common. Although it is a hot debate topic, it is hard to deny the fact that blended learning is beneficial, as it combines the face-to-face education with the online education. This study aims to investigate the perceptions of the Emirati engineering students at an applied public college about the advantages and disadvantages of blended learning in improving language skills, and to explore the perceived limitations and suggestions.

Quantitative methodology was used in this study to investigate the perceptions of Emirati engineering students about blended English courses. The participants were 50 Emirati engineering students enrolled at an applied public college in Abu Dhabi in 2019/2020 academic year. The instrument used to collect data was adapted from a questionnaire that aimed to gather information about the participants' background, level of computer literacy and e-learning experiences, the relationship between language skills and blended learning, the participants' perceptions about the advantages of blended learning, and the participants' suggestions for improving their blended learning experience.

It was found out that the students perceived blended learning to be useful for listening (3.81) and vocabulary (3.71) at most. This finding might result from the fact that the students had to learn a lot of vocabulary to understand and complete their assignments. Grammar (3.24) and speaking (3.32) rated the lowest. As the students can share their opinions through writing only and the Schoology platform does not create a space for speaking, the speaking skill was perceived to be less improved.

The students' perceptions about improving their language skills through blended learning did not change according to age, gender, computer literacy, or the year of study.

Students see blended courses as useful because they can work according to their pace and they can improve their computer skills. However, rapport building between instructors and students were found to be low (3.12). Possible reasons could be no direct human interaction in online platforms or the less hours of meeting with the instructors. Slow Internet connection was stated as the major problem for students in blended courses. Senior and junior students suggested reducing the number of blended courses. In order to have a good quality of blended course, technical support and fast Internet connection is strongly recommended.

This study contributes to the current literature on the perceptions of students about blended learning in improving language skills. Students should be trained more about blended learning and their computer literacy should be increased for better improvement in different language skills.

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Bashar Abu Shunnar has been teaching English as a Foreign Language for ten years. He has a PhD degree in TESOL. He started his tertiary teaching experience when he joined Abu Dhabi Polytechnic in 2013 as an English lecturer. His research interests are curriculum and instruction, technology in teaching and learning and evaluation.

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Evolving our efforts to meet emerging professional learning needs
Innovating learning and teaching experiences

Our Vision
To empower faculty to enhance learning experiences in ways that are responsive to a dynamic and evolving higher education context.

Our Team

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Director

Christina Gitsaki
Research Coordinator

Michael Pazinas
Specialist, Pedagogical Innovation & Effectiveness

Nicholas Yates
Senior Learning and Development Specialist

CJ Davison
Instructional Designer

Ghalya AlSuwaidi
Technology Trainer

Aisha AlShaheen
Administrative Officer

As a result of interactions with the CEI, faculty are supported to improve student learning experiences within the ZU educational context. Faculty are able to:

- Implement new practices in course design and assessment.
- Incorporate a scholarly approach to teaching and learning.
- Reflect critically on their teaching practice.
- Contribute to an academic community which challenges and critiques current practice.
- Experiment with pedagogical interventions to increase student engagement.
- Explore new ideas in learning and teaching.
- Identify, evaluate and integrate appropriate tools for the purpose of enhancing learning and teaching.

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Our Strategy

Collaborative

Our approach is collaborative. We devise strategies jointly with faculty for the enhancement of teaching and learning experiences.

Innovative

Our approach embodies innovation. We create spaces for sharing ideas, generating solutions, challenging paradigms, and disrupting preconceptions.

Research-Based

Our approach is research-based.
We synthesize, interpret and disseminate the results of emerging educational research to inform our work.
We encourage faculty to use educational research to inform their practice.
We support faculty to conduct educational research to increase teaching effectiveness.

Data-Driven

Our approach is data-driven. Our use of internal and external quality assurance processes ensures continuous improvement of our program.

Learning-Centred

Our approach is learning centered. Using our expertise in teaching and learning we help faculty design instructional activities based on principles of effective learning.

Our program is:

Voluntary
Our program is voluntary. We are available and responsive to all faculty who request consultations.

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Our program supports reflection. We use constructive and practical feedback to develop reflective practitioners.

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Learning and Teaching in Higher Education | Gulf Perspectives

Published twice a year since 2004, Learning and Teaching in Higher Education: Gulf Perspectives (LTHE) is a Scopus-indexed, refereed, cross-disciplinary journal for and by higher educators in the Gulf region.

LTHE presents research and discusses issues of relevance to university and college educators in the region; the journal also has a significant readership outside the region. The journal is aimed at people teaching in any discipline, as well as those who support learning in other ways. LTHE is indexed in Google Scholar, EBSCO and Clarivate (formerly Thomson Reuters) Emerging Sources Citation Index; it is currently under consideration for indexing in Scopus.

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We encourage you to register as a reader and select "New issue published email notifications" at the end of your profile. This enables you to receive notifications of future issues of LTHE; it also enables the journal to claim a certain level of readership and support. You can also follow @LTHEgulf on Twitter.

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We welcome submissions to LTHE which present original research and/or reflection on practice in a Gulf higher education setting. The SoTL Conference presenters are encouraged to submit their papers for consideration. Start by registering as an author on the LTHE site, and see the links for Policies and Submissions at http://lthe.zu.ac.ae/index.php/lthehome/about

For further information please email the editor at christina.gitsaki@zu.ac.ae

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