



Read Us On-Line Resources on assessment:

<http://celt.najah.edu/node/259>

Learning and teaching links:
<http://celt.najah.edu/node/46>

Online material on workshops and books:
<http://celt.najah.edu/node/197>

Online material on Strategic planning:
<http://celt.najah.edu/node/292>

regardless of distance and time according to their needs and requirements through online forums and other electronic means. According to Kruse (2004), students on e-courses are more confident than others since they can learn and complete their assignments at ease in terms of time constraints and needs. This eliminates stress and increases their satisfaction.

The following table summarizes the main advantages of e-learning¹:

Benefits
Cost effective
Efficient
Globally consistent
Accessible to experts – regardless of location
Trackable
Convenient anytime scheduling
Scalable

In the E-learning class when using MOODLE (abbreviation for Modular Object-Oriented Dynamic Learning Environment) or OCC (Online Course Container), the instructor's roles have changed from being "a sage on the stage" to becoming "a guide on the side". While Instructors have to re-design their courses, they have to re-visit their expected learning outcomes, course materials and their delivery methods. It's often the case that in an online course, more interactive approaches are used such as project-based learning, problem-solving learning and community-based learning. Students have the opportunity to access information, videos and audios published locally and globally. Finally, technology is a tool and not a goal in itself, and we should give ourselves the chance to experience the value of e-learning.

To attend any e-learning workshop schedule, please feel free to contact the CELT at celt@najah.edu

Interested faculty could contact Musab (An-Najah MOODLE administrator at: moodle@najah.edu, to follow up on MOODLE course design.

¹Source: IBM Training Recommendations, 2010

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CELT integrated program plan:

The main goal of the CELT is to promote excellence and innovation in the teaching and learning methods and environments in the university. The areas that were set as priorities for the coming two years include:

1. Building & disseminating a culture of excellence and innovation
2. Preparing and conducting training modules around the concepts, tools, and practices of the learner-centered approach.
3. Improving the teaching practices through the integration of ICT.
4. Constructing & introducing new methods of assessing learning.
5. Promoting research in teaching & learning.

ANNOUNCEMENTS

This winter we offer monthly workshops on PBL, CBL and on integration technology in teaching and learning. The CELT website contains a list of these sessions including the related materials. If you have any questions or would like to receive more information; please contact the director of the CELT at: celt@najah.edu.

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CELT Achievement record:

1. CELT Consulting Services for ANU Faculty Members and Departments

CELT provides consultation services for An-Najah National University (ANU) faculty members and academic departments. Individuals and departments can receive advice on learning and teaching methods, course and curriculum plans, and assessment methods with the purpose of enhancing teaching and learning in a particular course or program. CELT also helps faculty incorporate some innovative teaching methods and techniques that facilitate the learning process in the following areas: course redesign, course alignment, evaluation & assessment, technology in the classroom, active learning, critical thinking, creative thinking, problem-solving, action research, and large classes.

2. Workshops accomplished:

The center for excellence in teaching and learning organized several workshops addressing course redesign, assessment, problem-based learning, active learning and critical thinking, and e-learning.



<p>National conference: Excellence in Learning and Teaching in higher Education “ Sharing Models of Innovative Teaching” June 1 to 2, 2012 The Movenpick Hotel, Ramallah, Palestine To participate: http://www.najah.edu/elthe_conference</p>	<ul style="list-style-type: none"> • A joint-workshop between CELT and the Practical Training Center at An-Najah National University: The center for excellence in teaching and learning organized a two-hour workshop in coordination with the practical training center. • A workshop on the redesign of the Seminar Course’s and the Special Topics Course plans: The participants discussed the problems, challenges and recommendations related to the implementation of the new study plans; recommendations include improving the learning environment for these courses in the participating departments. • A workshop aimed at redesigning research methodology courses from various faculties at An-Najah National University employing elements of critical thinking to be framed in a new model that goes in line with the learner-centered approach: The faculty members evaluated and redesigned the course ILOs to remodel their activity plans and create activities and assessment rubrics that meet the requirements of critical thinking models. • A blended learning workshop aimed at discussing and using technology in teaching and learning by developing activities that integrates teaching, learning and technology. • A workshop for new faculty members to introduce new faculty to course design methods adopted in a student centered approach to education. • A joint-workshop between an Najah University and Northwestern University for Deans on “frameworks for the learner centered approach” 	<p>2. The course should be developed during the second semester, 2012. 3. An action plan including the time line of activities should also be submitted.</p> <p><u>Submission guidelines and deadline:</u></p> <p>To Fill out the proposal application form please visiting the following link: http://celt.najah.edu/node/add/award</p> <p>Application form should be completed no later than 20/2/2012</p>	<ul style="list-style-type: none"> • Implement both formative and summative feedback for the sake of learner development, • Share teaching philosophies based on well-documented teaching and student learning research, • Address classroom problems, issues in a constructive alignment process, • Use technology when/where appropriate to enhance teaching. • This list is not exhaustive and any teaching strategies that encourage learner engagement and/or offer more opportunities for independent learning will surely add to the knowledge and skills of An-Najah graduates. Your feedback would be greatly appreciated. You can e-mail your thoughts to celt@najah.edu.
<p>Course Development Awards Thu, 2012-01-26</p> <p>The center for excellence in learning and teaching announces the availability of course development awards to support faculty members who wish to incorporate e-learning, community based learning, critical thinking and problem based learning into their courses. Any other innovative course development approaches to improve the learning and teaching environment are also eligible to apply for the awards.</p> <p>Award eligibility conditions:</p> <p>1. The proposed course should one of the BA or MA programs compulsory or elective courses.</p>	<p>Teaching practices of faculty members in a student-centered setting. Dana Adas</p> <p>Becoming an engaged teaching faculty member in a student-centered approach to education is part of the ongoing commitment to come up with the best of teaching practices by being responsive to the needs of the students through a constructive alignment process pertaining to course design, teaching methods, and assessment tools. Involving faculty at An-Najah National University in a student-centered approach to teaching and learning entails that they should:</p> <ul style="list-style-type: none"> • Create learner-centered course outlines, • Be clear about their own teaching goals, • Develop course ILOs that meet the course general objectives and the university general goals, • Use student-centered pedagogy, • Implement active learning techniques, critical thinking, problem based learning, e-learning, and assessment tools to engage students in the learning process, • Encourage students’ engagement in learning and self-assessment, • Assess students’ level of achievement using effective assessment tools (rubrics, peer assessment, portfolios, short answer essay, multiple choice questions, etc.) 	<p>Announcement for symposium proposals on innovations in teaching and learning</p> <p>An-Najah Center for Teaching and Learning Excellence invited faculty from all disciplines to submit their complete applications for the implementation of new approaches to teaching, learning and course assessment. CELT provides fund for team applications that would run during the course of the Spring Semester, beginning February 2012 till May 2012.</p>	<p>Why go for e-learning? Saida Affouneh, PhD</p> <p>Over the past decade, Information and technology revolution highly affected higher education theories and practices. The term practice is known as e-learning, and is considered to be one of the significant innovations in teaching. Thus, e-learning is regarded as one of the main educational paradigm shifts that changed the teaching and learning processes. Sener (2010) claims that all higher education students will experience a type of e-learning in their study in the upcoming five years.</p> <p>E-learning has many different definitions and types and there is no clear single definition available, but the common theme among all these definitions is that it is “the delivery of a learning, training or education program by electronic means.” E-learning involves the use of a computer or of electronic devices in some way or another to provide training, educational or learning materials (Derek Stockley 2003). Therefore, e-learning is a general term used to refer to computer-enhanced learning. There are different models of e-learning where students and instructors meet synchronously on campus or asynchronously from home.</p> <p>Recently, there is an ongoing debate on whether e-learning is rewarding or not. Therefore, e-learning Pros and Cons need to be considered in order to highlight its possible impact. Despite all its challenges, e-learning reduces cost and time. Learners have the option to choose the time, learning materials and the place to learn. Other main advantages of e-learning are: flexibility, convenience and the ability to work at any place and any time (Online source http://www.about-elearning.com/e-learning-advantages-and-disadvantages.html on Feb, 1, 2012). Other advantages of e-learning include the ability of students to participate in rich discussions with their colleagues</p>