



Excellence in Learning and Teaching in Higher Education

May 22, 2013

The center for Excellence in Learning and Teaching

تجارب متميزة في التعلم والتعليم في جامعة النجاح

22 أيار 2013

مركز التميز / الحرم الجامعي الجديد

Symposia on Excellence in Learning and Teaching in Higher Education May 22, 2013

Date / Time	Activity	Location
9:30 - 10:00	Registration and Reception	CELT
10:00 - 10:30	Opening Ceremony •University President • CELT Director	CELT Training Room "1"
10:30 - 12:30	Session 1: Community-Based Learning	Session Moderator: Dr. Raed Alkowni
10:30 - 11:10	GIS as a Community Based Learning Class <i>Dr. Emad Dawwas</i>	
11:10 - 11:50	Hands on Experience Course Design: There is much to do in real time projects <i>Ms. Maysaa Abuzant</i>	
11:50 - 12:30	Learner Created Content : A Community-Project-Oriented Approach <i>Mr. Maher Arafat</i>	
10:30 - 12:30	Session 2: Active Learning	Session Moderator: Dr. Abdel Razzaq Natsheh
10:30 - 11:10	Active Learning Techniques in the Microbiology Class <i>Dr. Walid Basha</i>	
11:10 - 11:50	The Personal Growth Method in the teaching of English Literature to EFS <i>Ms. Iman Hammad</i>	
11:50 - 12:30	Conversation Courses: Game Changers and Thinking out of the Box <i>Mr. Sameer Mahmoud</i>	
12:30 - 13:30	Lunch Break	
13:30 - 14:50	Session 3: E- Learning and Assessment	Session Moderator: Dr. Emad Dawwas
13:30- 14:10	A Comparison between MOODLE and Facebook as learning tools in a graduate course from student and teacher perspectives <i>Dr. Saida Affouneh</i>	
14:10- 14:50	Assessment Practices in Higher Education <i>Dr. Abdelkarem Ayyoub</i>	
13:30 - 14:50	Session 4: CELT Support and Facilitation Work at ANU <i>Dr. Abdel Karim daragmeh & Dr. Abdel Razzaq Natsheh</i>	CELT Training Room "2"
14:30 - 15:30	Closing <i>Dr. Abdel Karim daragmeh, Dr. Raed Alkowni & Dr. Abdel Razzaq Natsheh</i>	CELT Training Room "1"

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Speaker Name	Iman Hammad	Faculty	Arts	Department	English
Speaker Bio	Iman Morshed Mohammad Hammad. M.A in English Literature, (drama), University Of Jordan. Title of thesis:" The Man in Petticoats: A Study of the Shavian Woman." Worked as a full-time lecturer at the Hashemite University, Jordan and now works as a full-time instructor at An-Najah National University since 2001- the present. Participated in more than 30 conferences. Interested in Excellence in teaching and attended an eighty-hour course in TE and a two -year training program sponsored by EU for the development of university instructors at the Hashemite University. Interests include women affairs, poetry writing, mass media and writing political essays. Prepared and presented TV programs on women and family affairs and wrote political essays for Al-Quds newspapers.				
Presentation Title	COULD QUESTIONS BE ANSWERS? THE PERSONAL GROWTH MODEL IN TEACHING LITERATURE				

The purpose behind integrating the new education approach:

Since educators have puzzled over the best models suggested on the teaching of English literature to EFL, re-examining strategies of literature instruction becomes a necessity in this rapidly changing world. This requires developing a multi-faceted model, which neither focuses on language skills only, nor does it use texts as capsules for a culture that students perceive as inferior or at best irrelevant. Exploring the personal growth model is an attempt to bridge the gap between the cultural model that treats the text as a source of information about the target culture and the language model that focuses on the way language is used. Based upon the researcher's teaching experience, this model encourages the students to make the text their own and it helps in making the language more memorable.

Types of intervention in the teaching and learning process:

Different models have been suggested on the teaching of literature to ESL\ EFL students. The way the teacher will use a literary text depends on the model they perceive most appropriate. First, the cultural model looks at a literary text as a product of culture that can be treated as a source of information about that culture. This approach was often used in universities and it focused on the social, political and historical background to a text in addition to the literary movements and genres. Language work was neglected. Moreover, this approach tends to be teacher-centered.

Second, the language model highlights the emphasis on language as the medium of literature. This necessarily means that the exposure of students to works of literature will develop their literary competence since literature

is made from language. Literary texts are to be used for teaching structures and vocabulary or "language manipulation." This model assumes that literature offers connections to the most creative and subtle uses of the language and this will help students to develop and enrich their language.

The view of the language model fails to capture the real essence of literature, which is first and foremost an artistic expression created in the first place to communicate ideas, thoughts and feelings. So, if language is to be deemed as the focal point, then one will be ignoring the reader's response to the literary works and therefore, the approach will lead to demotivation and "mechanistic" teaching practices denying the readers the pleasure of reading literature. Furthermore, literature is not going to contribute to the students' emotional development and personal growth.

Third, the personal growth model focuses on the personal engagement of students with the reading of literary texts. Literature is to be treated as a resource which aims to develop students' language competence and literary competence and it is, therefore, best manifested in terms of personal fulfillment and pleasure derived not only from reading a literary text, but also from making it one's own. The ultimate goal sought, in this case, is to develop a taste and appreciation of literary texts, which would transcend the classroom.

Impact on learners:

Students enjoyed and benefited from the works of literature which were adapted by the instructor to suit the needs of students and to appeal to their own situation as Palestinians. When given exams where students can choose one question out of several questions, students answered the ones related to the first and the second instrument and did not choose questions about works of high artistic value which they did not find relevant. Therefore, learners feel motivated to read works which represent their own experience and are demotivated if the instructor presented it as a work of artistic value or as a relic of a foreign culture or even as a text which can enrich their vocabulary or improve their grammar.

Challenges during Implementation:

One of the important challenges has been how to engage students in a reflective profound experience with the literary work without spoiling the pleasure of reading by doing plenty of "peripheral" activities. Another challenge is related to literature. Language and culture are inseparable. Therefore, there is no point in asking how much of the culture of a country should be taught along with a language. The culture in which a person lives influences and shapes his/her attitudes, feelings and responses to experiences. Culture colors our interpretation of the world. In light of the study, it is implied that teaching literature using the suggested model requires a re-examination of set books, and a compilation of material chosen especially for the purpose. The literary texts selected should appeal to the interests and experience of the students. However, the aim of enriching their experience and developing their imaginative capacity must not be overlooked. Another

significant challenge is related to time, for if students are to reflect on their personal experience, the time allocated to lectures is not enough.

Recommendations for the future:

The personal growth method, though more motivating, needs to be modified to serve the needs of students and to achieve the goals of literature: to appreciate literature, acquire experience which will contribute to personal growth and to extend reading literature outside the classroom. These modifications should include making a balance between learner-centered and teacher-centered methods of teaching. The personal growth model assumes that focus should be the interests of students and their own experiences. The desired goal is to develop students' own opinions and to create an interaction between readers and text.

Consequently, more research is needed on how to make connections between students and literary texts which are substantially culture bound.

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

The modified personal growth model focuses on the personal engagement of students with the reading of literary texts. Literature is to be treated as a resource which aims to develop students' language competence and literary competence and it is, therefore, best manifested in terms of personal fulfillment and pleasure derived not only from reading a literary text, but also from making it one's own. The ultimate goal sought, in this case, is to develop a taste and appreciation of literary texts, which would transcend the classroom. Other approaches treat literature as either a resource to enrich students' vocabulary or as a source of information about the target culture.

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Speaker Name	Saida Affouneh	Faculty	Education science	Department	e-learning centre
Speaker Bio	<p>E-learning Center Director - Education specialist.</p> <p>She has a PhD in Decentralization and Emergency Education from the University of Huddersfield, and her postdoctoral research was about the role of distance and open education for women's empowerment. She published the book titled Education under Occupation, listening to girls' stories, and many articles in the development of children spirits and the impact of e-learning on the quality of education. Her research about the quality of education in Palestine has influenced the start of educational reform. She was awarded in 2011 for her excellence in teaching and learning from AMIDEAST.</p>				
Presentation Title	<p>COMPARISON BETWEEN MOODLE AND FACEBOOK IN LEARNING IN A GRADUATE COURSE FROM STUDENTS AND TEACHER PERSPECTIVES</p>				
<p>The purpose behind integrating the new education approach:</p> <p>The purpose of this approach was to compare Moodle as LMS with using Face book as a social media tool to create an interactive environment for students in order to improve their participation in developing their knowledge, attitudes and skills.</p> <p>Using two different tools was a good idea to identify students' preferable way of learning and compare between the effectiveness of the two tools. Listening to students' needs and perspectives was a bridge to build trust between students themselves and with their teacher.</p>					
<p>Types of intervention in the teaching and learning process:</p> <ol style="list-style-type: none"> 1- Designing the course in moodle. 2- Creating a private group on face book for the course: one student was the admin of the group to upload all learning material, discuss learning issues, and raising questions. 3- Cooperative work: students were divided into three groups, 6 students each, all tasks and activities were delivered by groups and group facilitator was changed in each task. 4- Online exams (essay type of questions) through moodle related to the material presented on Facebook and moodle. 5- Students centered approach was the philosophy behind this intervention. 6- Students have the flexibility to share material through the facbook and to control their own tasks and time. 					

Impact on learners:

Integrating technology into this course enhances learners' knowledge and improves their motivation for learning and their final scores. Students felt that they are part of the course planning process and were able to participate into improving each stage of building the course.

Students worked more additional hours than usual and they were interested in what they are doing. Many of the course additional material was sent by them, and they were able to choose and analyze what is suitable and what is unrelated.

Challenges during Implementation:

- Students were sometimes very excited and other time they expressed their worries.
- It needs a lot of encouragement and involvement from the teacher, increase teacher work load.
- Two students were very hard to be integrated to the groups and more efforts were needed with them.
- Unrelated material was sent through the face book and less formal relationship was built.
- Teacher workload increased.
- Learners motivations varied from time to time, they needed a lot of encourage.
- Family concerns of using facebook.

Recommendations for the future:

- More time should be spent on students' awareness.
- Using only one tool if the class is large.
- Online essay exams were a hard experience for students since they face a technical problem of losing written material. (One student lost all her exam after finalizing it since she forgot to prepare it first on word document and then put it online.)
- One student was unable to join the face book group at night through online meetings due to family concerns.

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

Learners participated in their learning process and were active partners in preparing the course outline, course material and all course activities.

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Speaker Name	Sameer Mahmoud	Faculty	Arts	Department	English
Speaker Bio					
Presentation Title	CONVERSATION COURSES: GAME CHANGERS AND THINKING OUT OF THE BOX				
The purpose behind integrating the new education approach:					
<p>Conversation and Aural Communication course, offered by the English Dept., is an essential training in the basics of communication skills. It can support English majors through other courses. To enhance their chances of better communication skills, I gave opportunities to practice outside the classroom and trained themselves in these basics. From the beginning of the course I encouraged them to work on their own to make the new learning their own, to think out of the box and translate the courses objectives into personalized learning outcomes inside and outside the classroom. Only then practice can be rewarding, everlasting and a unique learning experience.</p>					
Types of intervention in the teaching and learning process:					
<p>I tried to make a complex and demanding skill, as oral communication, not only determined by curricular and pedagogical concerns but also by social and personal dimensions. The learning tasks were designed hierarchically according to learning communication strategies. The warm friendly atmosphere motivated the students to use the language effortlessly. Motivation and reinforcement were at the heart of the course. Ss were given plenty of chances to use the language communicatively through the course. No passive listening.. no one voice.. a beehive ! We brought the outside world to classroom and vice versa. Two students invited a native speaker to class. All students in pair groups and individually made interviews with public figures, native speakers, family members and relatives. They also conducted surveys on universal topics, and then reported results of these surveys in class. In all class meetings there was a strong emphasis on critical thinking skills.</p>					
Impact on learners:					
<p>Ss of the course were first reluctant and apprehensive given their lack of experience. Carrying out learning experiences outside the classroom was a novelty and a challenge. My mediation could gradually enhance Ss motivation. They started to think positively and creatively. A dizzying array of suggestions was made. They could try their hands at few suggestions and the result was truly outstanding.</p>					

Challenges during Implementation:

First, learners felt challenged by the idea of working outside classroom, but later they could overcome, gain confidence and move forward.

Students presented an array of invaluable suggestions. Interviews were the first step on the ladder because of the shortness of time.

Students faced a problem in having access to technology to videotape their interviews but some managed to overcome this problem.

Recommendations for the future:

I will work on a training project for conversation/ oral communication courses to make them a more practical, fully- interactive and enjoyable course.

I strongly call for cooperation among teachers of the communication courses by exchanging ideas and experiences, and hosting each other in their classes

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

Conversation course is made communicative and interactive in every sense of the course. Even more, it enhanced the Ss' confidence in using English and investing similar efforts in other courses. Personalized learning makes a learner hunt for the best ways to demonstrate his/ her learning. It turns into a study skill.

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Speaker Name	عبد الكريم أبوب	Faculty	الدراسات العليا	Department	التربية
Speaker Bio					
Presentation Title	دمج التقويم الأصيل والاختبار الجيد في تقويم تحصيل وأداء الطلاب				

The purpose behind integrating the new education approach:

يشكل موضوع القياس والتقويم ركنا أساسيا، وعنصرا هاما من عناصر العملية التربوية بشكل عام والعملية التعليمية التعلمية بشكل خاص، ولا يستطيع المدرس في جامعتنا القيام بدوره دون امتلاك الحد الأدنى من القدرة على تقييم طلابه، وفي الواقع إننا نستخدم الاختبارات في معظم الأحيان لتقييم طلابنا ، إلا أننا لا نعرف إذا كانت هذه الاختبارات قد كتبت بطريقة جيدة أم لا، ولا نعرف أيضا إن كانت تقيس المعرفة المتعلمة بطريقة شاملة وممثلة للمحتوى أو إن كانت مطابقة للخطة الأم لا، أو إن كانت من الأهداف التي حققها الطلاب خلال الفصل الدراسي.

لا تركز جامعة النجاح كباقي المؤسسات التعليمية الحديثة على الجانب المعرفي فقط لذلك تم تغيير الخطط ودمج الجانب الأدائي مع المعرفي للمتعلمين ، ولكي نتأكد من قدرتنا على التحقق من توظيف المعرفة والأداء في المواقف الحقيقية لا بد من تقييم الجانب الأدائي أسوة بالجانب المعرفي وهذا التقويم يسمى التقويم بغير الاختبارات أو التقويم الاصيل (Authentic Assessment) ، وهنا يجب التأكيد على اعتماد التقويم الاصيل بشكل أساسي على دمج أدوات التقويم الكمية والنوعية في محاولة لتغطية الطبيعة المعقدة والمتعددة لعملية التعليم والتعلم.

لذلك كان الهدف هو إبراز تجربة لدمج التقويم باستخدام اختبار تحصيلي جيد (مبني حسب جدول مواصفات وتم التأكد من صدقه وثباته وعدم تحيزه) والتقويم باستخدام التقييم الأصيل Authentic Assessment .

Types of intervention in the teaching and learning process:

- تحميل المساق على نظام مودل
- بناء أدلة عملية بمشاركة الطلاب باللغة العربية
- تحضير قصاصات فيديو تعالج كل مهارة جزئية
- عمل مجموعات للتعاون بطريقة الكترونية
- إشراك الطلاب في تحليل استمارات للزملاء للتأكد من قدرتهم على كتابة التقارير المتعلقة في البحث

Impact on learners:

أصبح تقييم الطلاب أكثر عدالة ، حتى الطلاب الذين يحصلون على علامات متدنية يعترفون بأن العلامة عادلة وذلك عن طريق وضع الأسئلة بحيث تمثل المحتوى والأهداف مما يتيح الفرصة لكل طالب أن يعبر عن تعلمه لأنه بهذه الطريقة لا يوجد محتوى أو هدف لم يتم السؤال عنه.

أتاح تقييم الجانب الأدائي للطلاب الاطلاع ومعالجة المهارات البسيطة التي تعيق تكون المهارات العملية لديهم.

Challenges during Implementation:

تحديات بناء الاختبار

تحليل المحتوى: حيث تطلب جهد كبير لتحديد محتوى للمساق وتحليله إلى مفاهيم وحقائق وتعميمات وقوانين ونظريات وإجراءات ومهارات وتحديد استراتيجيات للتعلم تناسب المحتوى وتطلب هذا العمل تمويل تم من خلال مشروع مع الاميديست.

بناء جدول مواصفات: وتطلب كتابة عدد كبير جدا من الأهداف الخاصة وتصنيفها إلى أهداف عامة لتشكل أحد أبعاد الجدول ، أما البعد الآخر فقد تكون من المحتوى وتحديد النسب الوزنية التي تمثل البعدين.

صياغة فقرات الاختبار : تم صياغة عدد كبير جدا من الفقرات لتطابق جدول المواصفات بحيث تشمل جميع أنماط الأسئلة ثم تجربتها جميعا وتطلب هذا الأمر أربع فصول دراسية حيث تم استخراج معالم الفقرات وتعديل بعضها وحذف بعضها.

تحديات التقويم الأصيل

تحليل المهارات : حيث تطلب تحليل المهارات الكبرى إلى مهارات جزئية ولم يتم التمكن من ذلك بسهولة لأن هذه المهارات كانت تختلف في تجزئتها حسب الفروق الفردية لدى الطلاب، وقد تم الاعتماد على الخبرة في تجزئة المهارات وكذلك الأخطاء التي يقع بها الطلاب مما يعطي انطباع بأن التجزئة كانت مبتورة وتحتاج إلى تجزئة أكثر أحيانا.

بناء مقاييس للتقدير Rating Scales : حيث تم تجميع أقل وأكثر المهارات تنفيذًا من الطلاب وبناء مقاييس للتقدير لكل مهارة أساسية كبرى. بناء سلالم التقدير المتدرجة Rubrics: أحيانا كان لا بد من توصيف المهارات الجزئية عن طريق محكات ليتعرف الطالب على مستوى الأداء المطلوب في كل مهارة.

Recommendations for the future:

استخدام جداول المواصفات في بناء الاختبارات وتقنيها

بناء أدوات قياس للجانب الأدائي وعدم الاعتماد على الملاحظة

ضرورة الأخذ بعين الاعتبار الجانب الأدائي في قبول الطلاب أسوة بالاختبارات

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

أصبح التقويم أكثر شمولية وعمقا فلا يوجد جزء من المحتوى أو مهارة لا يتم أخذها بعين الاعتبار في عملية التقويم.

خرج المساق بمجموعة من المواد التعليمية بسبب التقويم التكويني ومنها تنوع المحتوى والمصادر الحديثة من مواد سمعية وبصرية، وكذلك بناء أدلة عملية للطلاب، وبناء دليل إضافي للمدرسين في الجامعة لبناء اختبار تحصيلي جيد.

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Speaker Name	Maher Arafat	Faculty	IT	Department	MIS
Speaker Bio	Lecturer at the Faculty of Information Technologies, Department of Management Information Systems. Mr. Arafat is a Computer Information System specialist, with two masters degrees in MBA, and M.Edu. Mr. Arafat enjoys integrating his multidisciplinary educational background in IT, Management and Education to create and implement new interactive and switched-on learning environment.				
Presentation Title	LEARNER CREATED CONTENT IN A COMMUNITY-PROJECT ORIENTED APPROACH				
The purpose behind integrating the new education approach: The fundamental aim of this approach is to give the learners a real-world chance to challenge themselves out of their long cherished “ Comfort-Zone ” as “ passive recipients ”, into real world interactive and collaborative “ Action-Research learners ”, by exerting enough anxiety packed with lots of supports and motivations to drive them to be responsible self-monitored and self-motivated life-Long learners.					
Types of intervention in the teaching and learning process: At the start of the course the new proposed T/L approach was introduced to have learners’ full commitment to ensure active and collaboratively participation to construct the course content as the course contract. A collective agreement on a number of major topics and subjects was consented to be covered during the course. The students grouped themselves to tackle and undertake the responsibility to author the content on a course web site. Wikispaces was selected as it provides open and free editing. Each group presented their subject in an interactive lecture. Extra-Classes, to hosting SME’s was encouraged. Community project, Learning Journal, and end of the course workshop was required. Assessment sheet was prepared for each student highlighting success criteria, assessment conducted with the help of external assessors from the MIS Dept. colleagues					
Impact on learners: Assuming the responsibility to learn in a new learning environment was a daring challenge, additional online working hours and accountability to the students. A feedback questionnaire will be conducted to learn on the impact.					

Challenges during Implementation:

- It was not easy for me to delegate and transfer the controls to the students.
- Assuming the responsibility, required lots of encouragement and follow-up on their work.
- In-class infrastructure, Internet connection
- Student English language proficiency increased.
- Transforming students from passive to interactive and Proactive.

Recommendations for the future:

- Utilize the Drop-Add week.
- Senior students only.

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

The course succeeded in not only provide learners with new knowledge, but also worked to on improving their level Skills, Attitude Values and Ethics. Learners are responsible for the Creation of the content, and played an interactive role in the learning process.

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Speaker Name	Maysaa Abuzant	Faculty	Arts	Department	Language Center
Speaker Bio					
Presentation Title	HANDS-ON LEARNING				

The purpose behind integrating the new education approach:

“Teaching Aids Design” and “Practicum” are the only two teaching methods courses offered for the English language and literature majors at An-Najah university. Those two courses are expected to provide the students with enough language teaching skills, techniques and knowledge to be able to function as adequate language teachers in the future. They also aim to transform the students' mind set from this of learners to teachers. Therefore Providing students with mere theoretical back ground via traditional teaching methods is not going to achieve these goals. To learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. This is where the need to adapt a new teaching method rises. The teaching method used in these courses is designed in a way to balance between theory and practice. It aims to engage students in authentic teaching situations in which they can analyze, evaluate and criticize using the theoretical background provided for them. This approach intends to making students active rather than passive participants in learning.

Types of intervention in the teaching and learning process:

I try to provide my students with real “teaching situations” which they can afterwards analyze and evaluate as ESL teachers. However, since we can't actually attend real language classes, I try bring those classes to my students;

Introducing a new subject to my students is divided into three stages:

1. At the beginning of each topic, I usually start by assimilating a real language classroom for my students. For example, in one of the classes, I wanted to introduce to the students the idea of using videos as teaching aids in the ESL classroom. So for the first session on that topic, I showed my students a 6 minutes short film, and then we did number of activities around that video, some related to the message of the video while others focused on a language aspect. The reason behind doing this is to provide students with authentic exposure to the teaching aid in use, before we actually start with the theory behind it.
2. After the first part is done we move to a discussion stage. In this stage I draw students’ attention towards how the teaching aid was used in the previous stage. I use prompting questions to try to lead students towards achieving the objectives of the lesson and at the same time encourage them analyze and share their

opinions. This stage aims at changing the students' mind set from "a student's perspective" to "a teacher's perspective" on what happens in the classroom. Moreover, till this point I would not have provided students with any materials, so it is a good method to push students into using their higher order thinking skills.

3. The next phase, is the theoretical background, in this stage I provide the students with handout on the topic that we covered earlier and then we discuss it. In this stage I actually provide them directly with the knowledge they need to know about the topic. However, it is not going to be something totally new for them that they will not comprehend, because we have already covered most of it in the previous two phases, and while discussing the theoretical part we keep referring back to the first stage and the activities we did in it, as examples.

Impact on learners:

Active learning usually refers to a learning situation in which students are in an active position. In this process, the first goal is to transform the role of the learner from passive observer to active participant. To achieve a student-center learning environment. However, this is not simply a matter of participation in learning itself, but rather a learning process, which encourages the learner to take actions in various ways concerning how to learn, use mental abilities, think, and interpret the information which one has learned. In such kind of learning process, students actively direct their learning using high-level cognitive and decision-making skills and cooperate with other learners. The role of the teacher is merely being a facilitator of these processes.

Challenges during Implementation:

As in any new approach to teaching, at the onset of implementing that approach it might be rejected by a number of students in the classroom. However, this issue usually fades away with time as students start getting used to the new approach and adapt the mindset needed to engage and benefit from it.

Another challenge that might occur during implementation is the fact that this approach requires investing more time on the part of the teacher, as it needs more pre-class preparation and in-class organization for the classes to go smoothly and achieve the required purpose. Otherwise, unorganized and under-prepared classes using this approach might turn into a complete chaos.

One more challenge, is the lack of structure that this course might have due to the absence of a text book. If this course was not administered probably students might feel a bit lost since they are used to having a textbook to direct them.

Recommendations for the future:

I would recommend trying to implement this approach in teaching specially on a university level. However, it might not suite all courses, so careful consideration of students needs and course objectives are required.

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

This approach is miles away from the traditional approach.

- It is students centered rather than teacher centered.
- It provides students with hands-on experiences to what is being taught.
- It tries to accommodate all styles of learning; auditory, visual and kinesthetic.
- It promotes students autonomy and learning as a process.
- It enhances students communicative skills
- It requires using higher order thinking skills such as evaluation, analysis and synthesis

Excellence in Learning and Teaching in Higher Education

Speaker Name	Emad Dawwas	Faculty	Engineering	Department	Urban Planning
Speaker Bio	Assistant professor in Urban Planning Department, Faculty of Engineering at ANU. He got his PhD from University of Washington, Seattle in 2012. Emad got two master degrees in Remote sensing and Geographic Information Systems from Lecce University in 2002 and in Transportation and Highway Engineering from ANU in 2005. His research interests are focused mainly on transportation planning, urban growth and land use planning, especially within political conflict and contested spaces context like the Palestinian context. Dr. Emad has also research interests in engineering education, especially in the new approach of involving engineering students in practical projects before they graduate.				
Presentation Title	AN EARTHQUAKE EVACUATION PLAN FOR NABLUS CITY THROUGH A COMMUNITY BASED LEARNING (CBL) CLASS				
The purpose behind integrating the new education approach: In this experience a GIS class was redesigned and taught as a community-based learning (CBL) class. CBL is a learning approach in which academic institutions and community (organizations) work together in order to meet their common needs. In the CBL approach, a mutual beneficial partnership between academic institutions and community organizations is created by integrating community service into the academic activities. According to this relation, students, under the supervision of the instructor, help communities identify, assess, and solve problems related to their concerns and needs, while, in their turn, the communities provide a means for students to apply their knowledge to real-life problems.					
Types of intervention in the teaching and learning process: The GIS CBL class was redesigned and taught through a framework that allowed students who have variety of skills and learning styles to work together in order to develop and integrate these skills. Simultaneously, the framework allowed students to exercise autonomy in creative project development, and to promote GIS modern techniques throughout their community. Furthermore, the proposed framework presented students with opportunities to tie action, learning activities and outcomes together, which in turn helped enhance the following skills: Critical thinking skills, Team work skills, knowledge management skills, and Conflict management skills.					
Impact on learners: The CBL can positively impact students' learning by providing a rich learning environment in which the community provides authentic learning opportunities. This environment helps students understand the connections between classroom materials and real-world problems. In other words, students have the					

opportunity to experience how theoretical knowledge from their discipline is applied in practice on real-time cases and projects. In addition, the CBL gives students a chance to learn about the community context, where they will be working in the near future.

Challenges during Implementation:

An important challenge was that the scope of the orientation sessions held at the beginning of the class was wide which made those sessions less beneficial. Consequently, the sessions were confusing as far as the tools and models were to be applied in practice.

Another challenge some students encountered was that they were overwhelmed initially when they started raw data collection and the data preparation stages. Another related concern the majority of those students raised was that they worked under much pressure as they failed to meet the submission due dates for their weekly field reports and lab exercises.

Recommendations for the future:

It is recommended that for the future GIS CBL course instructors to expand the orientation period in order to make the activities less intensive, and to prepare clearer orientation agendas with enough explanations of the rationale and purpose for each session.

It is also recommended that two action plans to be incorporated in the next version of the GIS CBL class. The first one is to select smaller study samples which will reduce students' effort to collect and prepare the data sets. The second one is to include time management training in the orientation sessions. Such training will orient students to implementing effective time management strategies that are essential for such kind of projects.

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

In engineering education, CBL generally matches new approaches of teaching that go beyond the traditional objectives of acquiring and applying knowledge in areas like mathematics, science and system design. CBL emphasizes the importance of the expertise needed in real world problem solving and all related skills such as the ability to function in multidisciplinary teams, to communicate effectively with team members and community representatives, and to synthesize engineering models and applications. Such expertise might include: professional and ethical responsibility, the impact of engineering solutions in a global and societal context, and knowledge of contemporary models and applications.

Excellence in Learning and Teaching in Higher Education

Speaker Name	Walid Basha	Faculty	Medicine & Health Sciences	Department	Microbiology & immunology
Speaker Bio	Walid Basha is an Assistant Professor at the Faculty of medicine and health sciences, An-Najah National University. His research areas on communicable disease and the development of the immune system. In his academic profession, he is one of the pioneers at An-Najah National University in integrating active learning mainly problem based learning in his general and medical microbiology curriculums. Beside his career he is an active environmentalist work for protection of wild life in Palestine. He received his Ph.D at Kanazawa University-Japan in 2005 in molecular microbiology.				
Presentation Title	ACTIVE LEARNING TECHNIQUES IN MICROBIOLOGY				

The purpose behind integrating the new education approach:

During the last two decades the amount of information was duplicated through the rapid progression of new discoveries in microbiology research as it is for other disciplines. For that reason it becomes difficult to cover the scientific material through the credit hours scheduled for course curriculum using the traditional teaching methods. Active learning including case based or problem based learning with E-learning helped a lot to cover information to the learner without stress and build a lifelong learner.

Types of intervention in the teaching and learning process:

Curriculum was built on Problem based and case based learning
Daylong class through E-learning using facebook and zajel.
Self and peer evaluation using digital recording in the practical part.

Impact on learners:

- 1- Independent learner
- 2- Enhance innovation and creativity
- 3- Work in a team.
- 4- Respect assisting personal.
- 5- Appreciate team work in seminar.
- 6- Enhance innovation and creativity

Challenges during Implementation:

- 1- Evaluation system which influences the mentality of the students toward the exams and the marks.
- 2- Time for preparation and searching for the recourses.
- 3- Some time number of the students in the class.

Recommendations for the future:

- 1- To change the evaluation system to give the instructor more flexibility to promote innovation and creativity.
- 2- To encourage students to use computerized equipment in lectures
- 3- To enhance more collaboration with the department of IT and E-learning center for more advance work.
- 4- To reduce number of students in the classes if it is possible.

Added Value (What makes this approach different from other more traditional styles in learning and teaching?)

By the end of the course my last notes for students was "As you finish the final exam it is the start point to study microbiology, I gave you just the keys to know how to search your needs in this topic" this built a lifelong learner.