

The Center for Excellence in Teaching & Learning (CETL)

Annual Report **2014-2015**

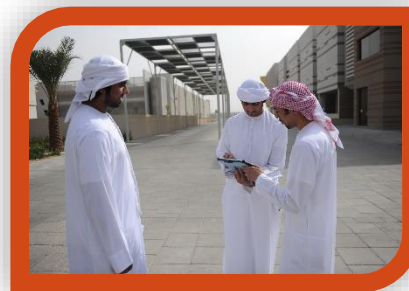


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June, 15th 2015
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Executive Summary

The Center for Excellence in Teaching & Learning (CETL) – reporting to the Deputy VC for Academic Affairs (Provost) – has been restructured and repositioned during fall 2014. It has resumed its activities in February 2015. During the spring semester 2015, it has supported the vision, mission, and goals of the United Arab Emirates University through the following initiatives and activities:



- Developed a 2014-2016 strategic plan, which is aligned with the UAEU strategic plan and goals (page 8 and Appendix B on page 27).
- Diversified its training workshops and seminars to be oriented towards teaching pedagogies supported by educational technology. The CETL organized and delivered 11 workshops and seminars, four of which were dedicated innovative teaching pedagogies (Page 9).
- Formed a Smart Learning Operational Committee (SLOC) to spearhead the Course Transformation Process (CTP) across the nine colleges and the general education. The SLOC achieved the three tasks assigned to it by the Provost: (1) recruited 38 courses from the 9 colleges to be transformed to become smart-learning-based courses starting fall 2015, (2) supported the CTP by a structured training program, and (3) formalized the iPad app procurement process (Pages 10-13).
- Strengthened the role of the CETL to serve the UAEU community better by: (1) Moving the CETL offices from an isolated location in building F3 (the old engineering building) to a central location in building E1 (the College of Information Technology building), (2) Recruited 12 faculty members and instructors to form a Faculty Fellow team in order to mentor UAEU faculty community, and disseminate teaching and learning best practices, deliver professional development activities, and (3) developing a more informative CETL website (Pages 13-14).
- Promoted Scholarship of Teaching & Learning (SoTL) by recruiting 10 UAEU leading academics forming the first SoTL cohort. The cohort joined a SoTL program offered by the University of British Columbia – Canada (Page 14).
- Initiated and supported online professional development by subscribing to Lynda.com. Lynda.com provided the faculty and staff community with more than 3000 online courses which contributed to more efficient and effective utilization of UAEU's human resources (Page 15).
- Enhanced online exam offerings by subscribing to an open campus license of Respondus LockDown Browser (Page 16).

Contents

.....	0
EXECUTIVE SUMMARY	1
LIST OF FIGURES	3
LIST OF TABLES	3
INTRODUCTION	4
CETL OVERVIEW	5
CETL ORGANIZATIONAL STRUCTURE AND STAFF	7
MISSION STATEMENT AND GOALS	8
MISSION STATEMENT:.....	8
GOALS (2014-2016)	8
VALUES	8
CETL ACTIVITIES AND SERVICES	9
TEACHING PEDAGOGIES AND INSTRUCTIONAL TECHNOLOGIES ACTIVITIES	9
<i>Teaching Pedagogies</i>	<i>9</i>
<i>Instructional Technologies</i>	<i>9</i>
COLLABORATION WITH COLLEGES TO SUPPORT UAEU'S SMART LEARNING INITIATIVE	10
<i>Smart Learning Operational Committee (SLOC)</i>	<i>10</i>
<i>Course Transformation Process (CTP)</i>	<i>11</i>
<i>CTP Training Needs</i>	<i>12</i>
<i>Procurement Process of Mobile Device Apps</i>	<i>13</i>
CETL'S ROLE STRENGTHENING ACTIVITIES	13
<i>Make CETL more Accessible</i>	<i>13</i>
<i>CETL Faculty Fellow Program</i>	<i>13</i>
<i>More Informative CETL's Website</i>	<i>14</i>
PROMOTE SCHOLARSHIP OF TEACHING & LEARNING	14
<i>Teaching & Learning Assessment Unit</i>	<i>14</i>
<i>Scholarship of Teaching & Learning (SoTL) Program</i>	<i>14</i>
NEW INITIATIVES IN 2014-2015	15
CETL STRATEGIC PLAN	15
LYNDA.COM	15
RESPONDUS LOCKDOWN BROWSER	16
SoTL	16
EDUCATIONAL TECHNOLOGIES AT UAEU	17
CETL GOALS ATTAINMENT & ALIGNMENT	18
APPENDIX A – SAMPLE WORKSHOP ASSESSMENTS	22
WORKSHOP/SEMINAR SURVEY QUESTIONS	22
SMART CLASSROOM TECHNOLOGIES WORKSHOP	22
BACKWARD COURSE DESIGN SEMINAR	24
IBOOKSAUTHOR WORKSHOP	24
COPYRIGHT MANAGEMENT SEMINAR	26
APPENDIX B – CETL STRATEGIC PLAN 2014-2016	27
GOALS AND INITIATIVES	27
APPENDIX C – TOP 20 LYNDA.COM COURSES – AS VIEWED BY UAEU COMMUNITY	28

List of Figures

Figure 1 – CETL Organization Structure.....	7
Figure 2 – Smart Learning Administration Structure.....	10
Figure 3 – CTP Training Structure	12
Figure 4 – iPad Apps Procurement Process	13
Figure 5 – Lynda.com Users Distribution	16
Figure 6 – Smart Classroom Technologies Workshop Satisfaction Chart	23
Figure 7 – Backward Course Design Seminar Satisfaction Chart	24
Figure 8 – iBooksAuthor Workshop Satisfaction Chart	25
Figure 9 – CopyRight management Seminar Satisfaction Chart	26

List of tables

Table 1 – CETL Staff	7
Table 2 – Pedagogy Seminars and Workshops	9
Table 3 – Instructional Technologies Workshops	9
Table 4 – SLOC Members	11
Table 5 – Courses Submitted by Colleges to the CTP	11
Table 6 – CETL’s Goals Achievements and Alignment	18
Table 7 – Numerical Summary of Smart Classroom Workshop Responses	23
Table 8 – Numerical Summary of Backward Course Design Responses.....	24
Table 9 – Numerical Summary of The iBooksAuthor Workshop Responses.....	25
Table 10 – Numerical Summary of the CopyRight Management Seminar	26
Table 11 – Top 20 Lynda.com Courses	28

Introduction

The Center for Excellence in Teaching & Learning (CETL) has resumed its activities in February 2015 in a new structure and position to support the UAEU's strategic vision and mission. CETL continues to promote emerging educational technologies and pedagogies among faculty members and instructors. This report provides an overview of CETL's initiatives and activities since it has resumed its activities. The initiatives and activities are aligned with the CETL's strategic plan and includes workshops, seminars, online professional development, smart learning course transformations, internal partnerships with UITS and colleges, and external partnerships with Blackboard Learning Management Systems; Lynda.com; and University of British Columbia's SoTL.



CETL Overview

UAEU has adopted student-centered teaching and learning since 1999 after a long history of content-centered and instructor-centered teaching and learning approaches. This switch affected both the context and culture of the university. A different body of knowledge accumulated at the beginning of the 2000s, which included the introduction of active, cooperative, and collaborative learning. An advanced learning management system (Blackboard) was installed. Faculty development activities included information technology (IT) tools in teaching and learning.



Throughout the 1990s, UAEU had a Scientific and Educational Resources Center, which supported the provision of instructional resources such as slide projectors and multimedia materials. The Center was managed by a team of technical staff who provided slide projectors to classes upon request. In 1999-2000, an Academic Computing Committee was formed in the office of the Deputy Vice Chancellor for Academic Affairs to restructure the Scientific and Educational Resources Center. The aim of this committee was to change it from a center that provides basic resources to one that provided services, consultations, and resources in the area of integrating IT in teaching and learning. This restructuring was implemented in 2003 and the Center was renamed to become the “Information Technology Resource Center” in recognition of information technology (IT) as a valuable teaching and learning tool. The chair of the Academic Computing Committee directed the new Center.

In 2003, the Academic Computing Committee developed a ‘mobile digital learning environment at UAEU’ initiative. The initiative included technological and pedagogical activities within the university. Part of the initiative was the implementation of a Laptop Project, which was completed in 2005. The Information Technology Resource Center was central to these initiatives. It provided technological support to classrooms such as replacing overhead projectors, providing software required to teach some specialized courses, and developing multimedia files in support of course materials. The center was led by a technical person and was supported by a UAEU committee called “Laptop Committee”.

In 2007, the Center was renamed “Center for Teaching and Learning Technologies” (CTLT) and the university recruited a full time director for the first time. Professor Joyce Pittman directed the center for a year and a half. She generated new development educational programs for professional development of faculty in the UAEU’s nine colleges with partners that focused on building learning-centered community projects, including digital learning and teaching pedagogy. She left the Center in Feb. 2009. During Prof. Pittman’s directorship, the center changed names again and was titled “Center for Educational Technology” (CET).



Dr Chris Stryker followed Prof. Pittman in April 2009 in directing CET. Chris supported Prof. Pittman as her Assistant Director. He developed several faculty development activities and introduced advanced educational technologies. He left in Feb. 2011. The center did not participate in enhancing teaching and learning and its role was limited to technological and multimedia developments. Additionally, the center housed a Blackboard server.

Dr Jörg Waltje was appointed as CET director in Jan. 2012 and the name of the Center was changed to its current name “Center for Excellence in Teaching and Learning (CETL)”, designed to take the emphasis away from technological support functions. The training and development activities of the CETL were crucial for the roll-out of the ‘iPad project’, providing expertise in the development and delivery of support for the faculty in improving effectiveness and quality in teaching and learning. Dr Waltje left CETL in June 2014.



Starting August 20014, the CETL has gone through major restructuring and repositioning. A Course & Instructional Design Unit (CIDU) has been created in order to oversee the massive course transformation process that has started in support of implementing smart teaching and learning in UAEU courses. A second unit titled Learning Assessment Unit (LAU) has been created to support the assessment of teaching and learning effectiveness and efficiency. Each unit is managed by a coordinator who is reporting to the CETL Director. Professor Selim has been appointed by H.E. the UAEU Chancellor to be the Acting Director of the CETL starting Sept. 2014.

CETL Organizational Structure and Staff

The CETL is a unit within the Deputy Vice Chancellor for Academic Affairs (DVCAA) office. It includes two units: Course & Instructional Design Unit (CIDU) and Learning Assessment Unit (LAU). The smart learning initiative is overseen at the strategic level by the Smart Learning Policy Committee (SLPC) and at the operational level by the Smart Learning Operational Committee (SLOC). The CETL advisory board has not been formed yet.

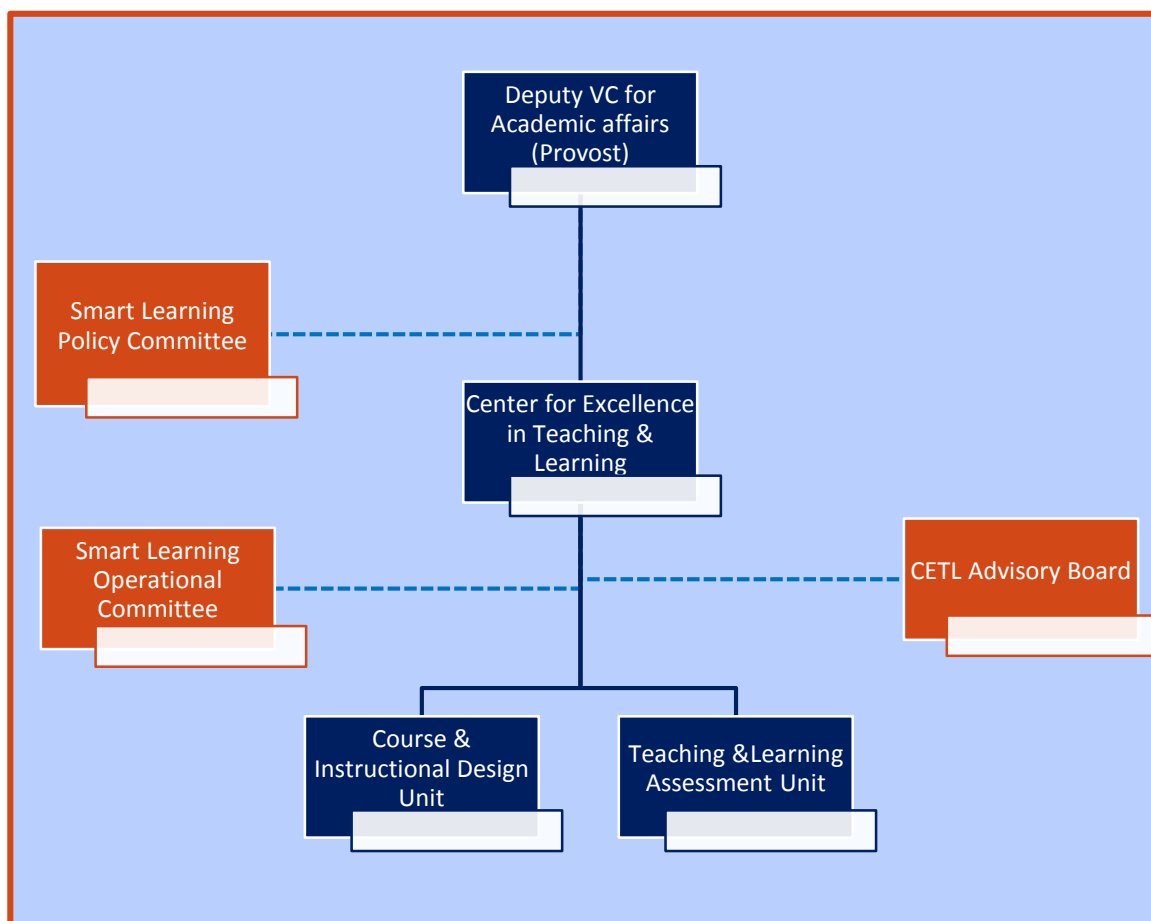


Figure 1 – CETL Organization Structure

The CETL staff consists of a Director, ICDU Coordinator, LAU Coordinator, Senior administrator, and a receptionist (Table 1).

Table 1 – CETL Staff

CETL Director	Prof. Hassan M. Selim <i>(Part Time)</i>
Course & Instructional Design Unit	Ms. Pamela Johnson <i>(Part Time)</i>
Teaching & Learning Assessment Unit	--
Administrator	--
Receptionist	Shikhah AlShamisi

Mission Statement and Goals

Mission Statement:



To help the university to ensure a dynamic and effective learning experience for all UAEU students by providing educators with professional development and support in educational technology, pedagogy and classroom teaching techniques, by encouraging and facilitating innovation, and by ensuring that assessment is an integral part of implementing new developments in teaching and learning.

Goals (2014-2016)

- G1. Assist, promote, and support faculty in developing and enhancing innovative teaching pedagogies and instructional technologies.
- G2. Collaborate with Colleges and other university units to support UAEU's smart teaching and learning initiatives.
- G3. Strengthen CETL's role as a collaborative, mentoring and faculty engagement resource.
- G4. Conduct and communicate research into the assessment of the effectiveness of various teaching practices and innovations.



Values



- Professional Development
- Community of Educators
- Teaching Excellence
- Up-to-date instructional technologies

CETL Activities and Services

CETL resumed its activities in Feb. 2015. The activities and services provided by CETL can be categorized in line with the center's strategic goals as follows:

- Promote innovative teaching pedagogies and instructional technologies.
- Collaborate with colleges to support UAEU's smart learning initiative
- Strengthen CETL's role.
- Promote scholarship of teaching and learning

Teaching Pedagogies and Instructional Technologies Activities

Teaching Pedagogies

CETL organized four seminars and workshops during the four months after resumption of activities in Feb. 2015. Table (1) summarizes these activities.

Table 2 – Pedagogy Seminars and Workshops

Date	Title	Speaker(s)	Attendees
April 23rd 2015	CBE Teaching Effectiveness Day	Ms. Pamela Johnson Mr. Tendai Charles Prof. Hassan Selim Dr. Chafik Bouhaddioui	40
May 5th 2015	Backward Design	Robert Hodgdon	19
May 18th 2015	Smart Learning Leadership Certificate	Ms. Pamela Johnson Mr. Tendai Charles	20
May 26th 2015	Project Based Teaching	Dr. Shujun (Penny) Liang	8

Instructional Technologies

CETL organized six workshops, four of which were jointly with the University IT Sector (UITS). Table (2) summarizes these workshops. See Appendix A for the results of a faculty satisfaction survey that was administered online after each workshop.

Table 3 – Instructional Technologies Workshops

Date	Title	Speaker(s)	Attendees
April 16th 2015	Classroom Educational Technologies – Smart Board and Windows 8.1	Eng. Wael Mohamed	19
April 23rd 2015	Classroom Educational Technologies – Smart Board and Windows 8.1	Eng. Wael Mohamed	16
May 14th 2015	iMovies – half day	Eng. Hazem Razek Eng. Emad Hindawy	12
May 14th 2015	Socrative App	Mr. David Rumptz	12
May 21st 2015	iBook Author	Ms. Pamela Johnson Mr. Michael Paulus	19
May 28th 2015	Images Editing	Eng. Hazem Razek Eng. Emad Hindawy	9
June 4th	iTunesU Course Management	Ms. Pamela Johnson Mr. Michael Paulus	11

Collaboration with Colleges to Support UAEU's Smart Learning Initiative

Smart Learning Operational Committee (SLOC)

The Provost created the SLOC in March 2015 in order to “support the expansion of smart learning into General Education and the degree programs and develop assessment procedures for this expansion”. The committee was assigned the following tasks to finish:

1. Review Smart-Learning course transformation proposals submitted by faculty members according the guidelines developed by the MLOC in 2013-2014.
2. As part of the review of proposals, identify an assessment framework that will enable analysis of the degree to which the proposed transition to smart learning format enhances teaching and learning in the particular course or an overall program.
3. Identify the training needs for supporting faculty and staff in the effective use of smart learning, including:
 - Technology
 - Pedagogy
 - Content-development
4. Create a framework for the acquisition and release of mobile device apps to faculty and instructors.

Figure 2 shows the smart learning administration structure implemented by CETL. The smart learning administration starts within each college by forming a college Smart Learning Committee (SLC). Each SCL chair represents her/his college in the SLOC which reports to the UAEU Smart Learning Policy Committee (SLPC). CETL director chairs the SLOC. Table 4 shows the SLOC members for 2014-2015 academic year.

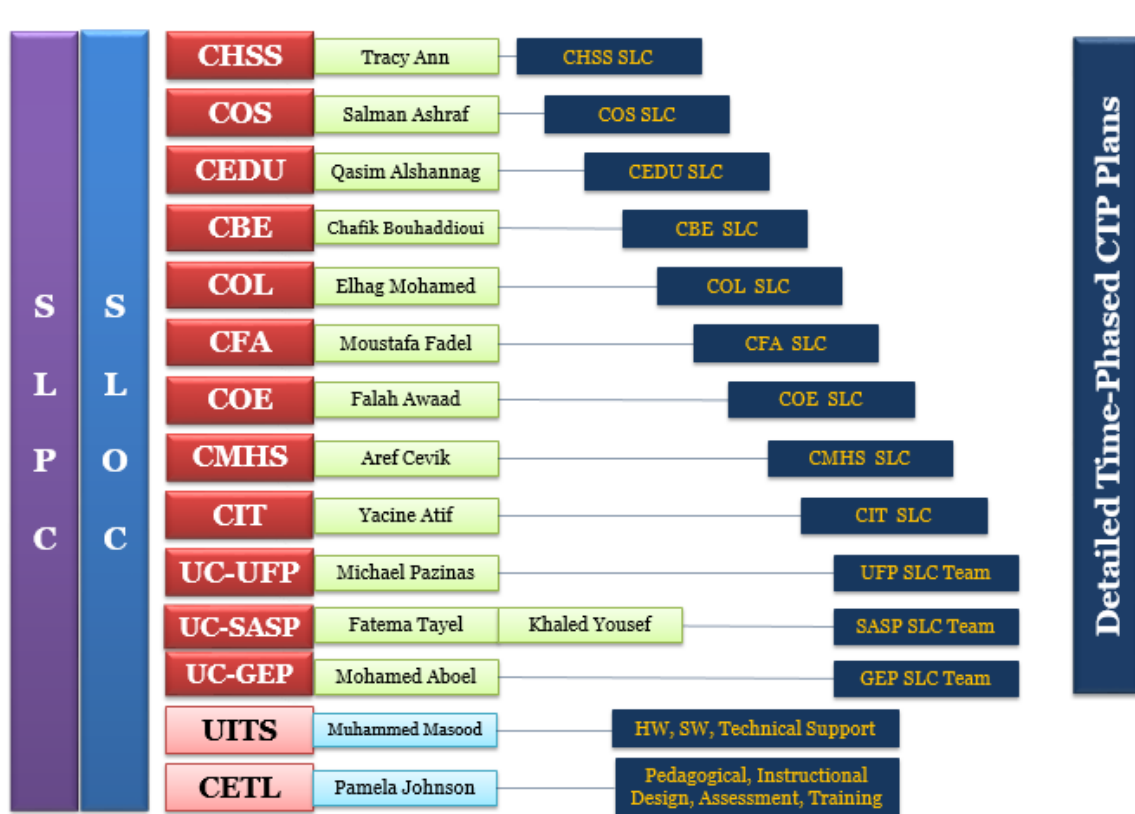


Figure 2 – Smart Learning Administration Structure

Table 4 – SLOC Members

No.	Title	College/Unit
1	Prof. Elhag Mohamed Elhag, COL	College of Law
2	Prof. Hassan M. Selim, CETL	CETL Acting Director
3	Prof. Salman Ashraf, COS	College of Science
4	Dr. Aref Alper Cevik	College of Medicine & Health Sciences
5	Dr. Chafik Bouhaddioui	College of Business & Economics
6	Dr. Falah Awwad, COE	College of Engineering
7	Dr. Fatima Tayel, SASP	Student Academic Success Program
8	Dr. Mohamed Aboelenein	General Education Program
9	Dr. Moustafa Fadel	College of Food & Agriculture
10	Dr. Qasem Alshannag	College of Education
11	Dr. Tracy Ann Scholl	College of Humanities & Social Sciences
12	Dr. Yacine Atif	College of Information Technologies
13	Mr. Khaled Yousef	Provost Office
14	Mr. Michael Pazinas	University Foundation Unit
15	Mr. Muhammad Masood Sarker	University IT Sector
16	Ms. Pamela Johnson, CETL	CETL Course & Instructional Design

The CETL Director and Course & Instructional Design Coordinator visited three colleges (Business, Science, and Medicine) and met with the SLC members of each college. The purpose of the visits was to brainstorm ways of minimizing faculty resistance to change to smart learning. The rest of the colleges will be visited in fall 2015.

The following sections will address the achievement of each SLOC task.

Course Transformation Process (CTP)

In order to achieve the first two tasks assigned to the SLOC, the SLOC communicated with the colleges through the liaisons, who are members of the committee, to call for a list of courses to be transformed during 2015-2016 academic year. The course transformations are based on the implementation of smart teaching and learning pedagogies and technologies in line with the guidelines developed by the SLOC in the previous year. Some colleges developed a CTP multi-year plans and other colleges submitted a list of courses to be transformed in the 2015-2016 academic year. The course developers' names were submitted by each college liaison. Table 5 shows the number of courses submitted by each college. The course transformation proposals will be collected at the beginning of Sept. 2015 following an agreed upon timetable.

Table 5 – Courses Submitted by Colleges to the CTP

College	Courses
College of Business & Economics	4
College of Education	4
College of Engineering	3
College of Food & Agriculture	5
College of Humanities & Social Sciences	5
College of Information Technologies	4
College of Law	2
College of Medicine & Health Sciences	5
College of Science	6
TOTAL	38

CTP Training Needs

To perform the third SLOC task, a task force was formed from the SLOC members to develop a training structure in support to the CTP. The training structure supporting the course transformation process was classified into three levels (See Figure 3):

- Pre-proposal,
- Standard, and
- Customized.

The pre-proposal training prepares the course developers to write a successful CTP proposal in line with the SLOC guidelines. This training category contains a Smart Learning Leadership Certificate Course that runs over three weeks, with two sessions per week, and the duration of each session lasting two hours.

Standard training includes generic computer applications that are expected to be utilized in any course. Applications include iPad apps, Mac software, Blackboard Learning Management System, and Microsoft Windows-based software. Course developers can choose from these software-training categories based on their course transformation needs.

The third training category is customized to fit individual needs. Modules included in this category will be requested by course transformation process developers.

Course Transformation Proposal Training Structure

Stages	Offerings	Device
Pre-proposal	1. CETL Leadership Certificate Course - Overview of pedagogy, delivery, project design, and various technology tools in preparation for the deployment of a device.	Adaptable for different devices and needs
	2. Course Transformation Process and How to write a CTP proposal.	
Standard	1. APD: iPad Essentials 101 and 201 for iPad	1. iPad
	2. Six-hour CETL course on iPad device basics, pedagogy, and essential apps	2. iPad
	3. Google Tools for Collaboration and Teaching	3. Laptop or iPad
	4. iTunes U Course Manager	4. iPad
	5. iBooks Author	5. iPad or Macbook
	6. iMovie	6. Mac
	7. Windows	7. Windows-based laptop/tablet
	8. MS Office 365	8. Windows-based laptop
	9. Blackboard (Basic and Advanced)	9. online
	10. Smart Learning Pedagogies	10. none
	11. Basic Scholarship in Teaching & Learning	11. none
	12. Best Practices show cases	12. none
	13. Computer Based Learning (CBL) using specialized software or apps	13. Laptop or iPad
Customized	Developed according to department/course needs	Developed according to department/course needs
Ongoing campus-wide professional development	1. Will change constantly, but on offer should be a wide variety of apps and web-based tools 2. Lynda.com 3. Symposiums and forums	1. iPad, laptop, desktop 2. All devices 3. none

Figure 3 – CTP Training Structure

Procurement Process of Mobile Device Apps

To perform the fourth and last SLOC task, a task force was formed from the SLOC members to enhance and document the iPad Apps procurement process. Figure 4 shows the workflow diagram of the approved process.

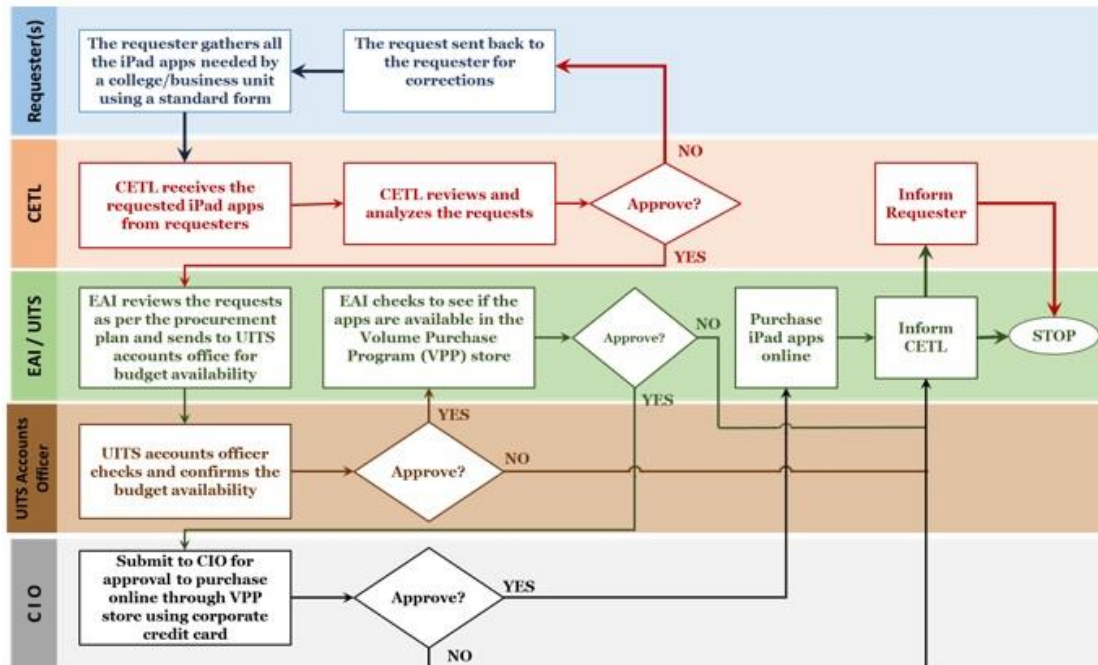


Figure 4 – iPad Apps Procurement Process

CETL's Role Strengthening Activities

Make CETL more Accessible

CETL was located in building F3 at the perimeter of the UAEU campus. The location was very far from the center of campus, which made it difficult for faculty and instructors to reach CETL in this isolated location. With the support of the Provost, CETL moved to building E3, which is located at a very central location on campus. The new location is right in the middle of the teaching classes in the female side of the campus and few minutes away from the male campus.

CETL Faculty Fellow Program

In line with the UAEU mission to provide faculty professional development that ultimately results in smart teaching and learning, the CETL announced a Faculty Fellows Program (FFP), starting spring 2015. The CETL-FFP is structured to give individual faculty members and instructors the opportunity to serve in a leadership role in professional development areas such as, effective teaching techniques and strategies, researching smart teaching and learning, panel discussions, forums and symposiums. The Faculty fellows were selected through an application process and based on their demonstrated unique skills and abilities to promote excellence in teaching and make learning at UAEU a dynamic and engaging experience. FFP objectives are:

- Deliver full- or half-day workshops
- Moderate or participating in panel discussions
- Mentor and support educators 1-to-1 or in course teams;
- Support Scholarship of Teaching and Learning (SoTL).
- Share and disseminate best practices among UAEU faculty and instructors

Twelve faculty fellows were recruited from different colleges and units:



Dr. Sami
Ghnimi



Mr. David
Rumpts



Dr. Sami
Shaban



Mr. Tendai
Charles



Mr. Aslam
Zulfiqar



Dr. Abdur Rahman
Almekhlafi



Dr. Shujun
Jiang



Dr. Omran
Bakoush



Mr. Robert
Hodgdon



Ms. Hoda
Amer



Dr. Alia
Daif



Mr.
Mohammed
Randeree

More Informative CETL's Website

The UAEU has very strict rules controlling what should be posted on its website. It took CETL a while to post a more informative website at <https://www.uaeu.ac.ae/en/cetl/>.

Promote Scholarship of Teaching & Learning

Teaching & Learning Assessment Unit

The teaching and Learning Assessment Unit has not been activated during the spring semester due to the restructuring and repositioning of CETL. A new coordinator will be recruited at the beginning of fall 2015. The role of this unit is pivotal to the mission of the center. Starting fall 2015, the course transformation process will start with more than 40 courses which will call for an assessment of the new implementation of smart educational technologies and pedagogies.

Scholarship of Teaching & Learning (SoTL) Program

UAEU is recognizing the importance and complexity of offering high quality and high engagement student learning experiences in diverse undergraduate and graduate programs. In response to these scholarly, professional and institutional challenges, the CETL has initiated a SoTL Leadership Program to be delivered by the University of British Columbia (UBC)-Canada.

On Feb. 4th 2015, CETL invited Professor Harry Hubball from UBC to introduce the SoTL program to the UAEU leading faculty. Professor Hubball is a Canadian National Teaching Fellow and the Academic Program Director for the International Faculty SoTL Leadership Program: UBC Certificate on Curriculum & Pedagogy in Higher Education. Since 1998, over-400 faculty graduates from this program include multi-national, multi-institutional and multi-disciplinary teaching award winners and curriculum leaders from Australia, Bahrain, Canada, China, England, Japan, New Zealand, Scotland, Singapore, Spain, Thailand, UAE, USA, and The West Indies. Further, faculty graduates have made significant SoTL leadership contributions in a wide range of peer reviewed and research-intensive university contexts.

CETL sponsored the first SoTL cohort of ten UAEU academic leaders. The ten participants will lead important research projects in teaching and learning. This program enables faculty to gain research skills to carry scholarly research in assessing teaching and learning at UAEU. The SoTL classes will start in fall 2015.



New Initiatives in 2014-2015

CETL Strategic Plan

The first strategic plan for CETL was developed by a committee formed by the UAEU Provost and was composed of an Expert in the Provost Office, CETL Director and Course & Instructional Unit Coordinator. The strategic plan elaborates and implements the values and goals articulated in the UAEU's strategic plan by identifying goals and strategies that will enhance the university's teaching and learning excellence and strengthen its reputation amongst students, faculty community, and staff. Appendix B shows CETL's goals and initiatives for 2014-2016.

Lynda.com

As stated on the Lynda.com website, it was founded in 1995 and is headquartered in Carpinteria, California with offices in San Francisco, London, Sydney, and Graz and is funded by Accel Partners, Spectrum Equity, and Meritech Capital Partners. Lynda.com is a leading online learning company that helps anyone learn business, software, technology and creative skills to achieve personal and professional goals. Through individual, corporate, academic and government subscriptions, members have access to lynda.com video library of engaging, top-quality 3607 courses taught by recognized industry experts. The company also provides German, French and Spanish language content under the video2brain brand name.

CETL subscribed to Lynda.com in April 2015 to provide professional development training to 1000 faculty members, instructors, and staff. In less than three months, more than 212 UAEU faculty members, instructors, and staff have viewed 5914 online courses. There have been 362 hours of videos viewed since March 2015. Appendix C shows the top 20 most viewed courses. Figure 5 shows the users distribution since the beginning of the subscription.

CETL strategy is to administer full faculty professional development programs online. Lynda.com introduced an online assessment and certification system, which can be monitored by a CETL Lynda.com administrator. With lynda.com, the UAEU faculty, instructors, and staff can learn at their own pace and access course content anytime, 24/7, from a personal computer, mobile device or tablet.

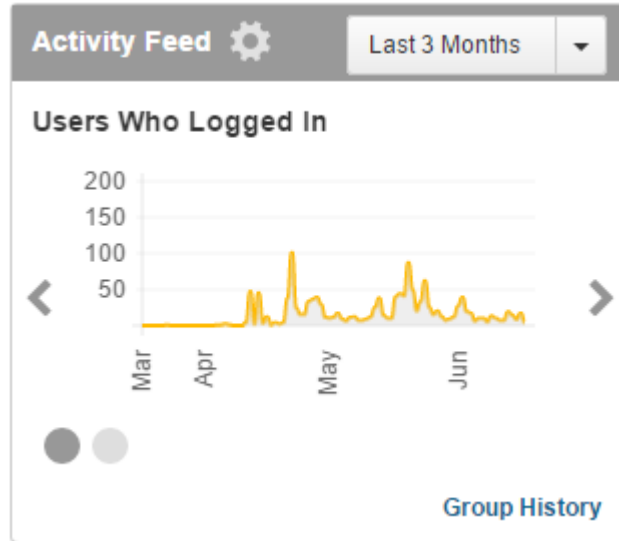


Figure 5 – Lynda.com Users Distribution

Respondus LockDown Browser

LockDown Browser® is a custom browser that locks down the examination environment within Blackboard® in online courses. When students use Respondus LockDown Browser they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. It is available on campus for Windows, Mac and iOS and is ideal for proctored assessments because:

- Prevents access to other applications and websites during an exam
- Students cannot copy or print exam content
- Assessments are displayed full-screen and cannot be minimized
- Students are locked into the exam until it is submitted for grading

CETL communicated with Respondus® Company and asked to have a testing period across the UAEU campus to allow UAEU community to evaluate the LockDown Browser for a few months. The software became available to a sample of UAEU faculty members to test the software and write a report at the end of the testing period. Feedback was collected by mid June 2015 and all testers recommended to renew the license. The software will be available to every faculty member and instructor starting this coming fall 2015.

SoTL

As explained on page 14 in this report, the CETL sponsors a cohort of ten UAEU academic leaders to be enrolled in a SoTL program jointly with the University of British Columbia. It is expected after the cohort's graduation in Feb 2016 to have each member lead a teaching and learning research project.

Educational Technologies at UAEU

CETL, jointly with the University IT Sector (UITS), supports the UAEU faculty community on implementing, using, and evaluating educational technologies in classes. Examples of educational technologies promoted by the CETL are:

- Blackboard Learning Management System,
- Interactive Smart Boards,
- Microsoft and Apple platforms,
- Smart tablets and Apps,
- WordPress, and
- Google Drive & Forms,



CETL Goals Attainment & Alignment

The CETL's goals and initiatives are shown in Appendix B. The CETL's strategic goals are indirectly contributing to the achievement of all UAEU's goals and directly aligned with the UAEU's goals 2 and 3. Table 6 shows the CETL's goals achievements and alignment with UAEU goals.

Table 6 – CETL's Goals Achievements and Alignment

UAEU-Goal 2 – Develop scientific research capacity and innovation in areas of regional and national importance		
<i>CETL Goals</i>	<i>Initiatives</i>	<i>Accomplishments</i>
Conduct and communicate research into the assessment of the effectiveness of various teaching practices and innovations.	G4.I1 Assess the effectiveness of teaching and learning innovations.	- The CETL initiated a Scholarship of Teaching & Learning (SoTL) program with the University of British Columbia – Canada. Ten UAEU academic leaders have joined the program. The orientation session was held in May 2015. The program session will start in fall 2015 using a hybrid learning model which mixes between synchronous and asynchronous learning. - The Teaching & Learning Assessment Unit will be functioning starting fall 2015. - The CETL held four pedagogical seminars and workshops during spring 2015 which marks the resumption of the CETL's activities, see page 9 for more details. - Regarding the acceptance and adoption of educational technology, a UPAR proposal has been submitted by the CETL Director to be funded by the UAEU research sector. - Appendix A presents a sample of the CETL's assessment analyses.
	G4.I2 Measure the acceptance and rate of adoption of educational technologies and smart learning pedagogies.	
	G4.I3 Assess the effectiveness of the CETL services, programs, and website.	

UAEU-Goal 3 – Achieve academic excellence in accordance with academic accreditation and institutional accreditation standards		
CETL Goals	Initiatives	Accomplishments
G1. Assist, encourage, and support faculty in developing and enhancing innovative teaching pedagogies and instructional technologies.	G1.I1 Provide and sponsor diverse training programs.	The CETL held eleven training sessions during spring 2015 which marks the resumption of the CETL's activities, see page 9 for more details.
	G1.I2 Provide access to on-line training modules.	The CETL subscribed in Lynda.com which provides more than 3000 online courses to UAEU community, see page 15 and Appendix C for more details.
	G1.I3 Facilitate the integration of innovative pedagogies and technologies into teaching and learning.	The CETL with the approval of the Provost Office formed a Smart Learning Operational Committee (SLOC) to plan, develop, and oversee a Course Transformation Process (CTP). The CTP succeeded in attracting 45 courses to be smart-learning courses, see page 10 for more details.
	G1.I4 Share best practices and transfer knowledge in 'smart learning'.	The SLOC has been formed of representatives from all 10 colleges and critical units such as UITs to assure that the smart learning knowledge is transferred across colleges, see page 10 for more details.
	G1.I5 Reward and recognize best practices and distinguished teaching.	Scheduled at the end of 2015-2016 academic year.
	G1.I6 Provide faculty consultation services.	CETL formed a Faculty Fellow program which includes 12 faculty members and instructors who are assisting in consultation and mentoring activities.

UAEU-Goal 3 – Achieve academic excellence in accordance with academic accreditation and institutional accreditation standards		
<i>CETL Goals</i>	<i>Initiatives</i>	<i>Accomplishments</i>
G2. Collaborate with Colleges and other University units to support UAEU's smart teaching and learning initiatives.	G2.I1 Develop and implement a university-wide smart-learning Course Transformation Plan (CTP).	The CETL with the approval of the Provost Office formed a Smart Learning Operational Committee (SLOC) to plan, develop, and oversee a Course Transformation Process (CTP). The CTP succeeded in attracting 45 courses to be smart-learning courses, see page 10 for more details.
	G2.I2 Collaborate with UITS to develop digital course content.	This collaboration will start fall 2015 when the CTP starts. The collaboration during spring 2015 was limited to jointly deliver three workshops, testing the Respondus Browser Lockdown software, and development of educational software procurement process.
	G2.I3 Promote the adoption of up-to-date and innovative educational technologies.	The CETL initiated online training system (Lynda.com) and supported Blackboard enhancement by testing the Respondus Browser Lockdown software.
	G2.I4 Support the UAEU Smart Learning Strategic Planning Committee and federal smart learning initiatives.	No activities were accomplished at this level.

UAEU-Goal 3 – Achieve academic excellence in accordance with academic accreditation and institutional accreditation standards		
CETL Goals	Initiatives	Accomplishments
G3. Strengthen the CETL's role as a collaborative, mentoring and faculty-engagement resource.	G3.I1 Make CETL more accessible on-campus.	The CETL has moved from building F3 to building E1 at the center of the campus. This move made the CETL more accessible by the UAEU community.
	G3.I2 Increase the informative and interactive content of the CETL website.	The CETL website was established however the interactivity is not allowed by the university regulations which prefer to have the university website informative only. The CETL website can be visited at: https://www.uaeu.ac.ae/en/cetl/
	G3.I3 Establish and support smart learning communities and social networks.	The CETL formed a Faculty Fellow program which succeeded in attracting 12 faculty members and instructors, for more details refer to page 13. The CETL exists on Facebook, Twitter, YouTube, and Instagram, but the release is pending the university approval.
	G3.I4 Provide faculty with orientation and mentoring services.	The Faculty Fellows play an important role in mentoring and orienting UAEU faculty community..

Appendix A – Sample Workshop Assessments

Workshop/seminar Survey Questions

- Q1. How would you rate the information presented in this workshop?
- Q2. How well was the material organized and presented?
- Q3. How helpful was this workshop for you?
- Q4. Will you use the information, ideas or tools presented today in your classroom?
- Q5. Would you recommend this workshop to others?
- Q6. The instructor was prepared for the session
- Q7. The instructor was able to communicate clearly
- Q8. The instructor answered participants' questions effectively
- Q9. Practical exercises helped me to understand the concepts
- Q10. The instructor was accessible to answer questions after the event
- Q11. Please comment on what you think was particularly helpful and/or what could be improved.

Smart Classroom Technologies Workshop

This workshop was held on April 16th 2015 and was repeated on April 23rd 2015. The two workshops were attended by 19 and 14 (33 in total). The workshop covered the following topics and:

- Introduction to the classroom system components.
- Introduction to Windows 8.1 installed on the smart board.
 - Start and desktop screen.
 - Metro application and normal style.
 - Navigation using the touch screen only.
 - Opening and closing applications.
 - Using search options.
 - Opening recent closed applications.
 - Running applications side-by-side.
 - Internet Explorer modes, adding Favorites and Read Mode
- SMART Notebook and other smart applications.
- IPAD connectivity methods

An online survey was available to the attendees. Ten responses (30% response rate) were collected. Table 7 shows the numerical details of the responses to the 10 questions presented at the top of this page. **Figure 6** shows the bar chart representing the attendees satisfaction levels with both the workshop subject and the instructor.

Table 7 – Numerical Summary of Smart Classroom Workshop Responses

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Excellent	5	2	5	2	4	6	5	5	1	5
Good	4	6	4	7	5	3	5	5	8	5
Fair	1	2	1	1	0	1	0	0	1	0
Poor	0	0	0	0	1	0	0	0	0	0
Total	10	10	10	10	10	10	10	10	10	10

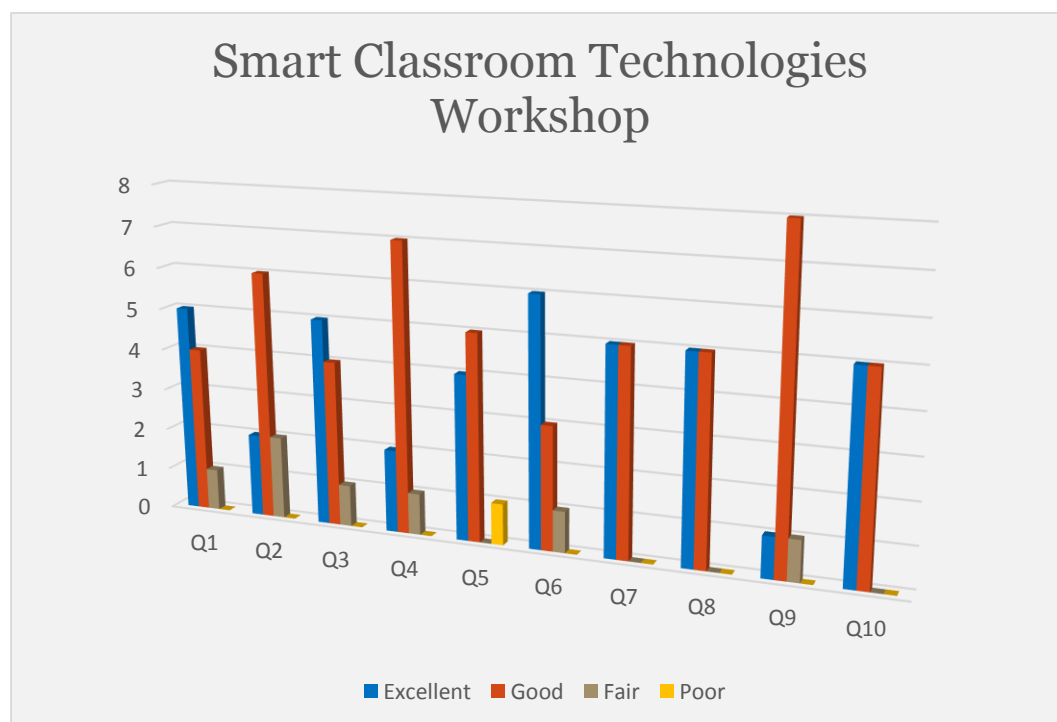


Figure 6 – Smart Classroom Technologies Workshop Satisfaction Chart

Backward Course Design Seminar

This seminar was held on May 5th 2015 and was attended by 19 faculty members and instructors. The abstract of this seminar was “*backward course design is a lesson, unit and curriculum design tool first described by Wiggins and McTighe in Understanding by Design. It is used in ever greater numbers of International Schools, including the IBO, public school systems and Universities mostly in the US. Its central tenets include objective clarification, assessment alignment and the teaching that encourages uncovering of the desired objectives. The seminar will be an introduction to backward design. Attendees will have the opportunity to begin rethinking and redesigning their own lessons and units as a part of the seminar*”

Twelve responses (63% response rate) were collected. Table 8 shows the numerical details of the responses to the 10 questions presented at the top of page 22. Figure 7 shows the bar chart representing the attendees satisfaction levels with both the seminar subject and the instructor.

Table 8 – Numerical Summary of Backward Course Design Responses

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Excellent	4	3	4	4	3	4	7	7	2	5
Good	5	5	4	5	6	7	4	3	5	7
Fair	3	4	3	3	3	1	1	2	4	0
Poor	0	0	1	0	0	0	0	0	1	0
Total	12	12	12	12	12	12	12	12	12	12

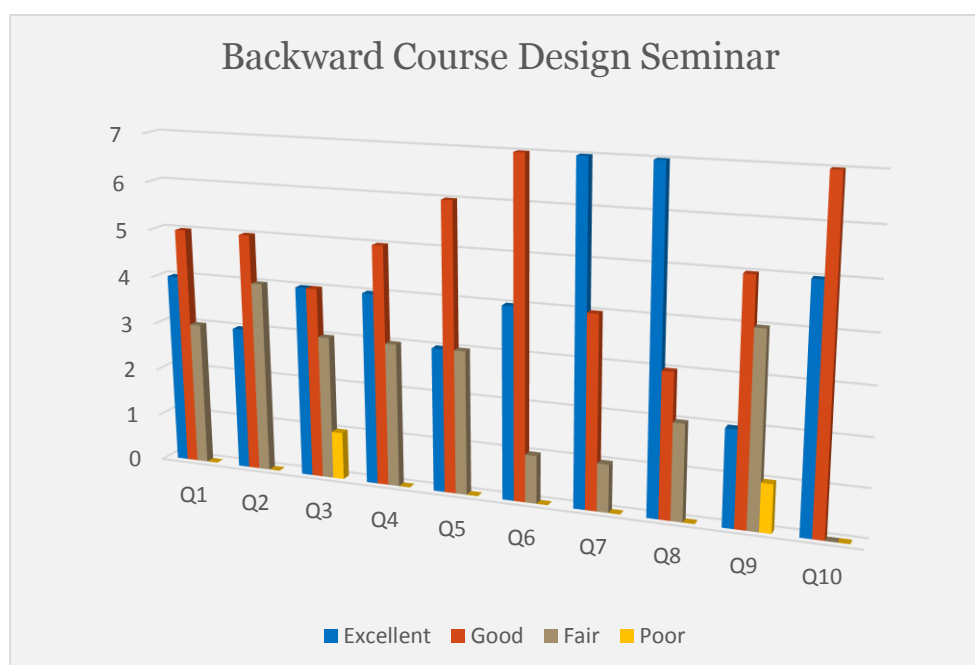


Figure 7 – Backward Course Design Seminar Satisfaction Chart

iBooksAuthor Workshop

This workshop was a full day workshop and was offered on May 21st 2015. It was attended by 19 faculty members and instructors. In this full-day iBooksAuthor event, participants considered how iBooks can promote student success as well as learned how to manage templates, chapters, sections, interactive widgets, and media. They also looked at where to find the copyright-safe media that's right for their projects and how to distribute their iBooks to their students.

Eight responses (42% response rate) were collected. Table 9 shows the numerical details of the responses to the 10 questions presented at the top of page 22. Figure 8 shows the bar chart representing the attendees satisfaction levels with both the workshop subject and the instructor.

Table 9 – Numerical Summary of The iBooksAuthor Workshop Responses

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Excellent	7	2	7	5	7	8	8	8	7	6
Good	1	6	1	3	1	0	0	0	1	1
Fair	0	0	0	0	0	0	0	0	0	1
Poor	0	0	0	0	0	0	0	0	0	0
Total	8	8	8	8	8	8	8	8	8	8



Figure 8 – iBooksAuthor Workshop Satisfaction Chart

CopyRight Management Seminar

This seminar was offered on May 7th 2015. It was attended by 19 faculty members and instructors. The workshop will illustrate what exactly is protected. The seminar discussed the “protected subject matter” and showed the distinction between a “work” in copyright terms and the material carrier or means of delivery. The seminar addressed issues of ownership and management of new intellectual works. Similarly, as community of users who make creative uses of existing knowledge and who rely on statutory exceptions such as ‘fair use’ and other permitted proper use, the seminar helped in making practical sense of these exceptions. It presented exceptions under the headings of Education, Libraries, Criticism or Review, and Private Use; and examined, using different scenarios, the four factors that determine whether the use made of a work in a particular case falls within fair use or other permitted proper use.

Fourteen responses (74% response rate) were collected. Table 10 shows the numerical details of the responses to the 10 questions presented at the top of page 22. Figure 9 shows the bar chart representing the attendees satisfaction levels with both the workshop subject and the instructor.

Table 10 – Numerical Summary of the CopyRight Management Seminar

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Excellent	7	6	6	4	5	9	6	8	5	10
Good	5	6	5	8	6	4	6	5	3	3
Fair	1	2	2	2	3	1	2	1	4	1
Poor	1	0	1	0	0	0	0	0	2	0
Total	14	14	14	14	14	14	14	14	14	14

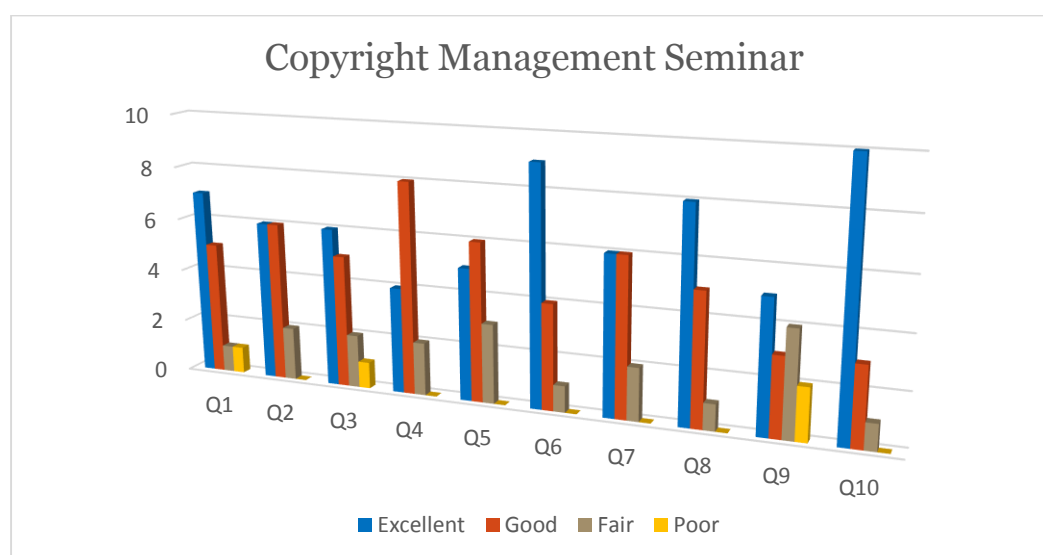


Figure 9 – CopyRight management Seminar Satisfaction Chart

Appendix B – CETL Strategic Plan 2014-2016

The following goals and initiatives are central to supporting educators as they create a more effective, engaging learning experience for UAEU students.

Goals and Initiatives

Goals	Initiatives
G1. Assist, encourage, and support faculty in developing and enhancing innovative teaching pedagogies and instructional technologies.	G1.I7 Provide and sponsor diverse training programs. G1.I8 Provide access to on-line training modules. G1.I9 Facilitate the integration of innovative pedagogies and technologies into teaching and learning. G1.I10 Share best practices and transfer knowledge in 'smart learning'. G1.I11 Reward and recognize best practices and distinguished teaching. G1.I12 Provide faculty consultation services.
G2. Collaborate with Colleges and other University units to support UAEU's smart teaching and learning initiatives.	G2.I5 Develop and implement a university-wide smart-learning Course Transformation Plan (CTP). G2.I6 Collaborate with UITS to develop digital course content. G2.I7 Promote the adoption of up-to-date and innovative educational technologies. G2.I8 Support the UAEU Smart Learning Strategic Planning Committee and federal smart learning initiatives.
G3. Strengthen the CETL's role as a collaborative, mentoring and faculty-engagement resource.	G3.I5 Make CETL more accessible on-campus. G3.I6 Increase the informative and interactive content of the CETL website. G3.I7 Establish and support smart learning communities and social networks. G3.I8 Provide faculty with orientation and mentoring services.
G4. Conduct and communicate research into the assessment of the effectiveness of various teaching practices and innovations.	G4.I4 Assess the effectiveness of teaching and learning innovations. G4.I5 Measure the acceptance and rate of adoption of educational technologies and smart learning pedagogies. G4.I6 Assess the effectiveness of the CETL services, programs, and website.



Appendix C – Top 20 Lynda.com Courses – as viewed by UAEU Community

Table 11 – Top 20 Lynda.com Courses

Rank	Course	Total views
1	iBooks Author for Teachers: Fundamentals	184
2	Google Sites Essential Training	169
3	SPSS Statistics Essential Training	148
4	iMovie 10.0.2 Essential Training	129
5	Foundations of Teaching with Technology	117
6	Ruby on Rails 4 Essential Training	111
7	C Essential Training	100
8	Up and Running with iBooks Author	98
9	Access 2013 Essential Training	87
10	iPad Classroom Fundamentals	79
11	SharePoint 2010 Essential Training	70
12	How to use lynda.com	68
12	Font Management Essential Training	68
13	Up and Running with C	67
13	Illustrator for Web Design	67
14	Moodle 2.4 Essential Training	65
15	SharePoint 2010: Foundation and Server	61
15	C# Essential Training	61
16	Social Media Marketing with Facebook and Twitter	59
16	Up and Running with Surface 3 and Surface Pro 3	59
16	Muse Essential Training	59
17	3D Architectural Modeling with AutoCAD	57
17	Creating a Responsive Web Design	57
17	Online Marketing Fundamentals	57
17	Programming the Internet of Things with Android	57
18	Simple Android Development Tools	55
19	Crystal Reports 2013 Essential Training	54
19	jQuery Mobile Essential Training	54
20	Up and Running with LinkedIn	50