

OFID

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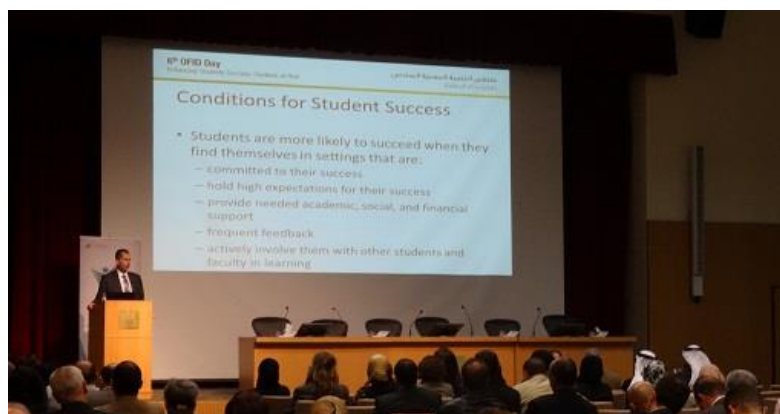
Academic Hub: Contributions to Student Success

By Dr. Hassan Abdel-Aziz

Teaming with Colleges

A critical issue facing Qatar University (QU) today is how to provide access to instruction and services to its growing student population. QU has faced recent challenges with students admitted without going through the Foundation Program. These students came to QU with varying levels of preparedness for university level studies and enrolled in classes offered by the College of Arts and Sciences (CAS). CAS has made a commitment to creating a culture that promotes and supports student success.

CAS recognized the need to improve the first year experience of students enrolled in the courses offered by its various programs and improving student learning experience. In Fall 2014, CAS established the Academic Hub (AH), a unit to assist students at academic risk. The concept was to offer students with a few academic deficiencies built-in support, just-in-time tutoring with encouraged attendance, and the like. The AH aimed at providing an enabling a learning environment at CAS by offering quality support services in certain courses for students to become confident and independent learners. Through collaboration with the academic departments and the AH, CAS identified students at risk at the beginning of each semester and offered them academic assistance .



Services offered by the AH have been carefully designed to support students and departments' academic needs in an attempt to reach out to all students. The services offered at the Academic Hub includes Peer Assisted Student Support program (PASS), weekly workshops and tutorials, and individual Academic Support. All services aim to enhance the educational experience of first year students for a better understanding of the knowledge gained and certain skills required by some courses. The Hub also delivers general Study Smart workshops that are tailored to meet the students' transition needs. Four workshops were given every month throughout the semester to enhance certain skills, such as note taking, effective reading, study skills, exam taking skills, presentation skills, and basic research skills, etc.

A core value for CAS is the belief that through learning experiences and support services, both in and beyond the classroom, students grow intellectually and develop personally. It is, therefore, essential for students to become globally prepared, interdependent, critical thinkers, with an ever-increasing ability to locate, assess, and apply knowledge resources that help them develop as whole, productive citizens and leaders on campus and beyond. Work of faculty is not just to teach students, nor to support staff merely to provide support, but together to construct learning environments in which they teach and provide support to promote student learning.

To take student success seriously, we, as an institution, should change the nature of learning environments in the classrooms, especially during the first year of college. Students are more likely to succeed when they find themselves in settings committed to their success, hold high expectations for their success, and receive the needed academic, social, and financial support.

Ready, Set, Teach: Tips for Starting Next Semester's Courses Successfully

By Dr. Chris Stryker

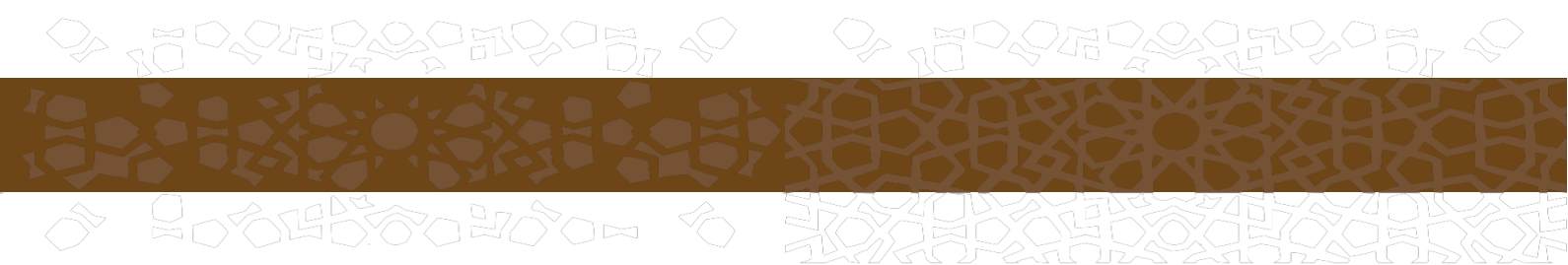
Quizzes, tests and exams are a fact of life for every student at every level. If you think back to your experiences in college, you'll likely recall how important it was to try to intuit each professor's testing and grading style so that you could adapt to their classes and evaluations as quickly as possible. Does a particular professor like long essay questions or do they prefer short-answer questions? Are exact dates super important to know? Does spelling count? Do I have to use complete sentences? And so on...



Your students are no different, so why not actively help them adjust to you, your material and your testing preferences rather than leaving it to luck or chance? To help “prime” students for success on your evaluations, I suggest giving a realistic, but ungraded, Practice Test several days before the first “real” assessment. This will help your students learn what your tests are like, how you will grade them and how they should best prepare. Sometimes, it might even be advisable not to tell them that it is a Practice Test as certain students may prepare less if they know in advance that something isn't going to be graded.

The most important part of the experience is a thorough, instructor-led review after the practice test is over. You should prepare and distribute a detailed answer key and, where applicable, include complete examples of different levels of responses (A, B, C, etc.). Have students compare and contrast their responses with those you provide. They can work on this alone or, better yet, in small groups. Include multiple example answers and detailed comments on why certain responses earned the grades they did. Review these in detail with your students to make certain that they clearly understand your expectations and how their work will be graded on the actual test.

While this will certainly take some extra time to create, you (and your students) should be very pleased with the results. And, since you can reuse the same practice test every semester, it's a one-time investment of effort on your part. For most students, taking a practice test will make their first real test a much more successful (and much less stressful) experience. It can also have several important follow-on benefits—from decreased withdrawals, to higher course grades. This active, purposeful facilitation of your student's “academic adaptation” should happen in every course, but is especially critical for anyone taking a 1XX-level subject! These students are new to most every aspect of college and likely have little idea about the ways in which they will need to adapt to the learning environments at Qatar University.



Now that you've actively primed students for success in your class with a practice test, it's time to carry that energy forward into later evaluations. For each subsequent test or project, the concerned educator should also prepare detailed grading rubrics and share these with students well before the test or due date.

Explain exactly how they will be evaluated and project confidence in your ability to grade consistently and fairly using the clear rubrics you will prepare and follow because...Students frequently compare their work with their peers (in your class and across other a surprising number sections as well).

Ideally, you will have graded your students consistently and, whenever possible, used similar corrective comments in similar contexts. If there is even a small difference between two student's grades on a question and you cannot accurately explain why one paper earned higher marks than another, you will likely create an unpleasant situation on multiple levels.

While rubrics can be time consuming to create, like practice tests and sample answers, they can often be reused with little or no modification every semester. For assistance writing rubrics, you may wish to investigate the website: <http://rubistar.4teachers.org/index.php>. And, when preparing practice tests, past-semester evaluations are a great source of realistic sample answers—just be sure to anonymize anything you use.

Writing for Publication

By Dr. Nancy Allen

“Dear Author. We are pleased to inform you that your paper will be published in our journal...” Everyone in academia is happy to receive a message such as this, but this message is far too rare for most scholars. Although all faculty members recognize the importance of publication, it is often hard to go through the process from designing research through successful submission. This is especially hard for those who are inexperienced in writing and publishing research.

For several years, OFID has offered a course in Writing for Publication. The goal of this course is to help beginning scholars successfully publish their work. Dr. Nancy Allen of the College of Education offered this course this fall to a good numbers of participants, who were at various stages in the publication process. The sessions included such topics as developing a writing plan, selecting appropriate journals, writing appropriate titles, abstracts, and introductions, conducting literature searches and summarizing the results; appropriately describing method, findings, and conclusions, recognizing issues of language and style; and avoiding plagiarism. The course also investigated appropriate ways of how to communicate with editors throughout the process and how to proceed when you have got the results from a submission. During and following the course, Dr. Nancy was available to participants to review their work and provide feedback.

The success of a course is the degree to which it achieved its goal, and several participants were indeed successful in having their academic research recognized through either publication or degrees. The following comments from participants illustrate this success.

I attended a workshop you instructed ... about publishing a scientific paper. Thanks to your valuable advice, it finally went through.... I wanted to share my happiness with you.

I'm sharing with you the final document submitted to the Office of Graduate Studies at QU...My words can't explain how grateful I am to your editorial guidance and support. Once my defense is finished, I will make sure you will have a copy from the printed official document of my thesis.

OFID is pleased to support the academic achievement of these talented scholars.

Although I attended relevant workshops in the US and Canada, I have found Dr. Nancy's workshop very useful and easy to understand, especially when there was sufficient time to read and learn more about what have been presented on each Monday. The materials and handouts were helpful and the time was appropriate. Dr. Nancy also shared examples from Qatar and this is very important. I learned a lot through discussions and working in groups.



Problem - Driven Learning

By Dr. Mohammed Samaka

“It has always been beyond a pleasure to collaborate with OFID to make the academic events of our college highly successful. Through OFID we have organized many interesting and important workshops and seminars on Innovation in learning and teaching. Last February faculty and staff members at Qatar University witnessed an inspiring workshop on problem-based learning (PBL) Sunday afternoon, 22 February, in the Administration Building, third-floor Conference Room.

Dr. Wendy C. Newstetter, Director of Learning Sciences Research in the College of Engineering at the Georgia Institute of Technology (GaTech) conducted this exciting interactive demonstration, where six students were actively engaged in the PBL process. The title of her presentation was “PROBLEM-BASED LEARNING: A SOCIO-COGNITIVE APPROACH TO CLASSROOM DESIGN”.

Although Dr. Newstetter compressed a normal five-week experience within 3 hours, the audience witnessed a live demonstration on how face-to-face PBL can be a useful and stimulating way of learning. Everything about this workshop of last February was perfect and it could not have been done without the help and support of OFID staff.



OFID Collaboration with Colleges and Programs

Foundation Program

By Mr. Alaa Halwani

From day one in 2007, OFID mission statement made it clear that it supports QU academic staff with ongoing professional development programs and resources that meet faculty needs in curriculum enhancement and innovations for high quality education. Sure enough, its impact on faculty training and professional development has left an indelible mark. OFID always swims upstream to highlight the phenomenal experiences and results that are produced at Qatar University. OFID researches, promotes, enhances, collects and analyzes data, creates and performs, responds and inspires all those who touch base with the office.



Collaboration between the Foundation Program and OFID has never been stronger. Many Foundation Program faculty share knowledge with faculty from other colleges by giving PD sessions at OFID. In reciprocity, the fountains of knowledge rendered by OFID to our faculty in the Foundation Program make hungry where they satisfy most.

Thanks to the numerous events, such as 6th OFID Days, the monthly orientation sessions, as well as Yahala Academic Orientation, faculty in the Foundation Program, as well as other stakeholders have been able to obtain

a wealth of knowledge on various themes focusing on using technology to enhance students success, dealing with students at risk, creating remedial programs, and helping first year students cope with emerging challenges.

A wide range of resources are made accessible to faculty by OFID, including internal resources, external resources, Blackboard resources and educational



conferences, and, above all, webinars and online training sessions using cutting-edge technology. OFID has created a unique learning environment.

Consultations, which OFID offers to our faculty in the Foundation Program, as well as faculty at Qatar University in various fields, such as teaching tune up, peer observation, research for publications, and Blackboard support have impacted classroom practices, and promoted a culture of learning at Qatar University.

College of Arts and Sciences

By Dr. Mazher Alzooby

The rich, diverse and multifaceted character of Qatar University's largest college, the College of Arts and Sciences (CAS), has helped create a unique, distinct and transformative relation with the Office of Faculty and Instructional Development (OFID). The remarkable collaboration between CAS and OFID could not be more illuminated and expressed than in the number and variety of workshops offered and attended by CAS faculty and staff throughout the years. Taking the 2014-15 academic year as an illustration, and from Sep. 2014 to Mar. 2015 alone, CAS faculty and staff have offered over twenty workshops in the wide-ranging field of faculty instructional and pedagogical development through OFID, and, more significantly, they contributed almost to every aspect of Qatar University's educational mission, objectives and learning outcomes.



Like previous years, CAS's diverse expertise and backgrounds provided essential and vital workshops and seminars to the university community, ranging from developing students'



critical thinking, technology enhanced learning, effective assessments tools, active learning, and development of assessment rubrics, to SPSS statistical analysis , Yaha la course portfolio development, as well as peer observation for the purpose of enhancing teaching and learning. Similarly, CAS faculty and staff have constituted the majority of participants in OFID's ongoing workshops and events representing the diversity of CAS fields and expertise. It is very clear that the cooperation between CAS and OFID both capture and reflect the common core values in instructional development and pedagogical success, a goal that CAS is eager to further foster and cultivate.

Promoting International Scientific Collaboration

By Dr. Abdel-Salam Goma'a

During this year, the Department of Mathematics, Statistics and Physics (MSP) at the College of Arts and Sciences initiated and organized an International Conference on International Conference on Bioinformatics and Biostatistics Applications in Cancer Genomics Research (26-28 April) in collaboration with Qatar National Research Fund (QNRF) and Texas Tech University Health Sciences Center (TTUHSC).



The conference was organized to provide a platform for faculty, scientists, and students from both academia and industry to share, discuss, evaluate, and collaborate on the latest developments and applications related to bioinformatics and biostatistics research in cancer genomics. The conference had contributors from all over the world (21 countries) and all of them went back to their countries with good memories about Qatar University and the staff at QU as a direct result of the great success in organizing of the conference.

As general chairman of the organizing committee, I believe that this would never have been done without the support we received during the three days of the conference from the OFID team. The OFID team members were involved in the local organizing committee and the tasks were to take care of Logistics, catering, and helping in supervising the conference's volunteers with our members. . Keep up the good work and professionalism.



Blackboard Collaborate

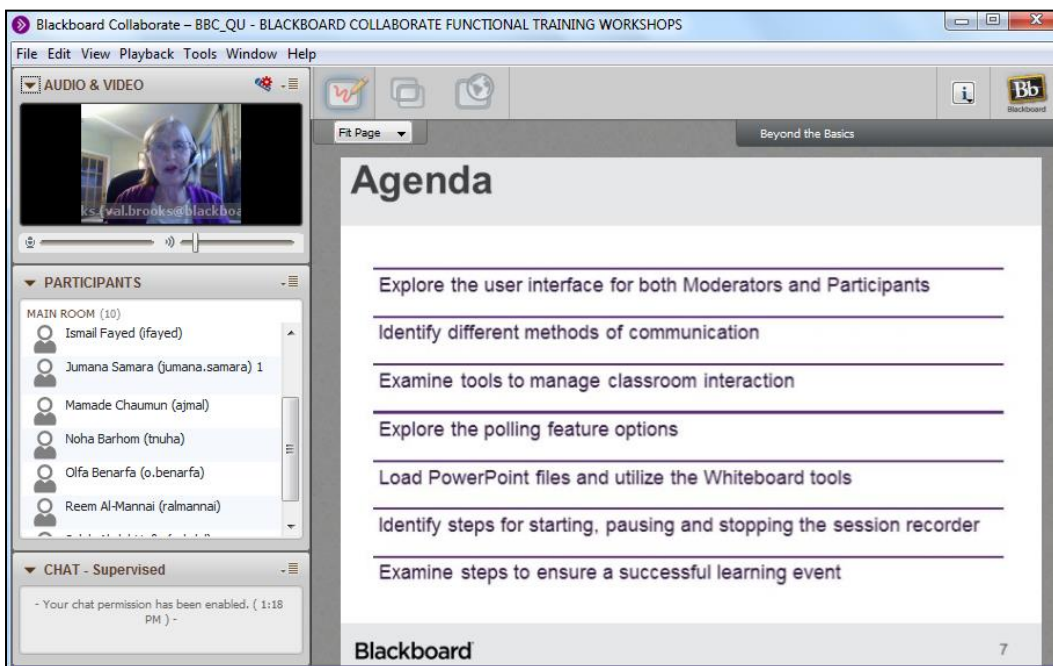
By Ms. Jumana Samara

Qatar University has recently adopted the Blackboard Collaborate tool to be used as a platform to facilitate blended/online sessions. The Office of Faculty and Instructional Development organized introductory Collaborate sessions in April and May 2015, delivered in both Arabic and English, to demonstrate the different features of Blackboard Collaborate to QU faculty members.

Blackboard Collaborate is a web conferencing tool that allows users (faculty members and students) to meet in a virtual class. With Blackboard Collaborate, students and teachers can interact using video, audio, interactive whiteboard, presentations, application sharing, web tours and other features.

Faculty members who are interested in utilizing Blackboard Collaborate to conduct online classes, online office hours, or web meetings can request ITS to make the “collaborate” available in their Blackboard course. They are also advised to approach OFID for training.

Snapshot of Blackboard Collaborate interface:



Interested in using Blackboard Collaborate? Start here:

- Request an introductory session on Blackboard Collaborate from OFID
- Request ITS to enable Blackboard Collaborate in your course (send an email with the CRN to helpdesk@qu.edu.qa)
- Configure your audio and video devices to make sure you have a good microphone or headset
- Start learning how to use the different features of BB Collaborate (See Resources)
- Once you feel you are ready, you can go ahead and schedule your first Collaborate session

A demonstration of Steelcase active learning solutions at OFID

By Ms. Jumana Samara

The Office of Faculty and Instructional Development and the Information Technology Services department arranged for a presentation of Steelcase active learning solutions on 12 January 2015 at OFID.



During the presentation, delegates from Steelcase demonstrated the features of some of Steelcase products such as “media:scape” which creates a meeting zone with an easy to use technology, screens, table and chairs. Media:scape can be used for active and collaborative learning sessions allowing all participants to have an equal opportunity to engage and share digital content.

Another product that was also available during the presentation is Steelcase node chair. This chair is very flexible and can be used for dynamic class settings and group activities.

The presentation was attended by representatives from various QU colleges and departments who had the chance to try these integrated products and enquire about their features.



Resources for Faculty Development

QU Faculty Community on Blackboard

Faculty members can find material and recording of sessions conducted by OFID

The screenshot shows the Blackboard interface. On the left is a navigation menu for 'QU Faculty Community' with buttons for 'Workshops' Material', 'Lecture Captured Sessions', 'OFID Online Training', 'Magna Online Training', and 'EDUCAUSE 2014'. The main content area is titled 'الجلسات المصورة' (Lecture Captured Sessions) and lists two categories: 'السنة الأكاديمية 2015 - 2014' (AY 2014 - 2015) and 'السنة الأكاديمية 2014 - 2013' (AY 2013 - 2014).

This screenshot shows the 'Lecture Captured Sessions' page for Spring 2015. It lists several sessions:

- [د. فؤاد الصلاحي ، د.عبد القادر فيدوح ، د. بشير تليلي - May 11, 2015 - حلقة نقاشية: مفهوم الحوار في الثقافة العربية الإسلامية](#)
- [presenting papers at professional Meetings: Tips for Success - May 10,2015, Dr.Daniel Martin Varisco](#)
- **Hour of Power PD-a-Thon Presentations - Dr. Chris Stryker :**
 - [Session 1 - May 3, 2015.](#)
 - [Session 2 - May 4, 2015.](#)
 - [Session 3- May 5, 2015.](#)
 - [Session 4- May 6, 2015.](#)

The screenshot shows the Blackboard interface with the 'Workshops' Material' page selected. The navigation menu is on the left. The main content area is titled 'Workshops' Material' and lists two categories: 'السنة الأكاديمية 2015 - 2014' (AY 2014 - 2015) and 'السنة الأكاديمية 2014 - 2013' (AY 2013 - 2014).

This screenshot shows the 'AY 2014 - 2015' page. The navigation menu is on the left. The main content area is titled 'السنة الأكاديمية 2015 - 2014' and lists two categories: 'التعلم النشط - Active Learning' (Critical Thinking, Active Teaching) and 'التقييم - Assesment' (Online Assessment System).

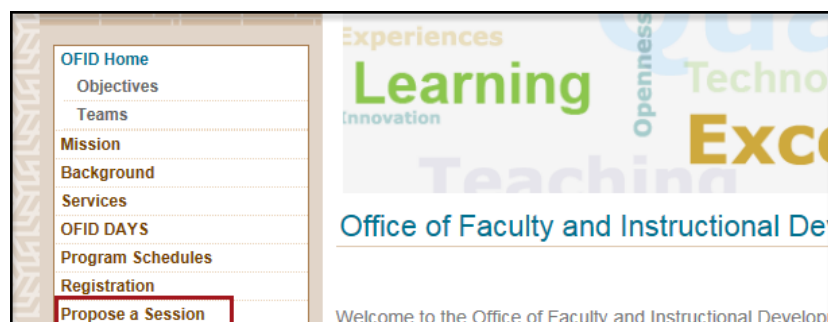
Resources on OFID Website:

Some samples:

Blackboard 9.1 step by step Tutorials	
<ul style="list-style-type: none"> ● Getting Started with Course Content ● Getting Started with the Grade Center ● Getting Started with Building a test ● Getting Strated with Assignments ● Getting Started with Groups ● A guide to question format structure in Excel ● Creating & Editing pools 	<ul style="list-style-type: none"> ● انشاء الواجبات في بلاك بورد 9.1 ● 9.1 انشاء واجب آمن في بلاك بورد (SafeAssign) ● 9.1 انشاء وتقييم الويكي في بلاك بورد (Wikis) ● BB Wikis Instructors tutorial <ul style="list-style-type: none"> ● BB Wikis instructions for students ● Export, Import and Deploy Tests in Blackboard
<p style="text-align: center;">Resources</p> <p>Internal <i>(updated)</i></p> <p>Online Training <i>(New)</i></p> <p>External Resources <i>(New)</i></p> <p>Important links from Colleges</p> <p>Educational Conferences</p> <p>Blackboard Resources <i>(New)</i></p>	<p>MOOCS: (Massive Open Online Courses)</p> <ul style="list-style-type: none"> ● Coursera ● EdX ● Udacity ● Coursesites ● Rwaq - رواق ● EDRAAK - ادراك

OFID Adopted New Processes to Improve their Services

Propose a session - Faculty member who would like to give a workshop can easily propose a session request by filling an online form through OFID website



Peer Observation – OFID designed a peer observation program to support faculty members in their effort to continuously improve their pedagogical skills. The purpose of the program is to provide an opportunity for faculty peers to hold reflective conversations about teaching . Any faculty member can request an observation in his class according to the program set forth by OFID.

Instructional Development website! We strive at OFID to support the Qatar
 erent types of activities. Do not hesitate to browse our website to learn more
 d Our [Regulations & Guidelines](#)

Events	Resources	Consultations
Program	Internal	Peer Observation
Open Day	Online Training	Research for Publication
Academic Orientation	External Resources	Blackboard Support
	Resources from Colleges	Teaching Tune Up

Qatar University has MAGNA 20 Minute Mentor Commons Subscription through OFID

The Office of Faculty and Instructional Development has subscribed to MAGNA 20 minute mentor commons. With this subscription, QU faculty members can access a growing library of video-based programs that give strategies to solve everyday challenges in teaching and learning, classroom management, assessment and technology.

Instructions to register and access Magna are available at the following link :

20 Minute Mentor Commons
How Can I Structure a Flipped Lesson?

Learn the structure and find the designing. Discover how to integrate for your students.

Length: 20 Minutes

[View Handout PDF](#)
[View Supplemental PDF](#)
[View Transcript PDF](#)
[View Discussion Guide PDF](#)

☆ Favorites

http://www.qu.edu.qa/offices/ofid/Online_training.php#Magna