



مكتب التنمية المهنية وتطوير عمليات التعليم
The Office of Faculty and Instructional Development

ملتقى التنمية المهنية التاسع
تعزيز التعليم المتمركز حول المتعلم

The 9th OFID Day
Promoting Learner-Centered Education

الثلاثاء، ١٦ يناير ٢٠١٨
Tuesday, 16 January 2018

Venue: College of Business & Economics (H08), Zone C

المكان: كلية الادارة والاقتصاد (H08) منطقة C

9:00 am – 9:30 am	التسجيل			
9:30 am – 10:00 am	الافتتاح - الدكتور عمر الأنصاري، نائب رئيس جامعة قطر للشؤون الأكاديمية - Dr. Omar Al Ansari, Vice President for Academic Affairs			
10:00 am – 10:15 am	الانتقال الى منطقة D للورش المتزامنة Moving to Zone D for concurrent sessios			
Venue: College of Business & Economics (H08), Zone D		المكان: كلية الادارة والاقتصاد (H08) ، منطقة D		
10:15 am – 11:05 am	ورش عمل متزامنة أ			
	Workshop: PBL and its implementation in practice Speakers: Prof. Alex Stojcevski (Swinburne University of Technology, Melbourne Australia) and Prof. Xiangyun Du (CED) Room: D207	Seminar: Teaching Design Project in Introductory Engineering Course Using Virtual Reality Speaker: Dr. Osama Halabi (CENG) Room: D205	ورشة عمل: تطوير و تطبيق مداخل و استراتيجيات التعلم المتمركز حول المتعلم المحاضر: د. صيتة العذبه (CAS) الغرفة: D204	ندوة: اكتشافات إحصائية تخص الأداء الطلابي المحاضرون: د. خليفة الهزام (CAS) و د. عبد السلام جمعة (CAS) الغرفة : D107
11:15 am – 12:05 pm	ورش عمل متزامنة ب			
	Seminar: Self Regulated Learning: From Theory to Practical Application Speaker: Prof. Salah Eldin Kassab (CMED) Room: D207	Workshop: Concordancing in Language Teaching Using COCA Speaker: Mr. Alaeddin Halwani (FP) Room: D205	Seminar: QU students: Who are they and what are they thinking? Speaker: Dr. Courtney Stryker (SSA) Room: D204	ورشة عمل: استراتيجيات كايزين المطورة في تعزيز العملية التعليمية المحاضر: د. محمد خلف (CAS) الغرفة : D107
12:05 pm – 12:45 pm	استراحة صلاة Prayer break and refreshments			
12:45 pm – 1:35 pm	ورش عمل متزامنة ج			
	Seminar: Implementing Cognitive 'Nudges' to Promote Student-Centered Learning Experiences Speakers: Dr. Chris Stryker (Office of VPAA) Room: D207	Seminar: How to Flip your Classroom? Speaker: Dr. Husam Aldamen (CBE) Room: D205	ندوة: تصميم كتاب إلكتروني : عرض تجربة تصميم كتاب E –TEXTBOOK المحاضرون: د. منيرة قنوني (CAS) و د. سيف الدين بوعلاق (APLOA) الغرفة : D204	ورشة عمل: تقييم الأنشطة الطلابية بطريقة فعالة وسهلة المحاضر: د. أيمن صالح (CSIS) الغرفة : D107

برنامج تفصيلي مع وصف للجلسات و تعريف بالمتحدثين

Detailed Program with Sessions' Descriptions and Speakers Biographies

المكان: كلية الادارة والاقتصاد (H08) ، منطقة D

Venue: College of Business & Economics (H08), Zone D

ورش عمل متزامنة أ	10:15 صباحا – 11:05 صباحا A	Concurrent Sessions ((10:15 am – 11:05 am))
<p>العنوان: اكتشافات إحصائية تخص الأداء الطلابي الغرفة : D107</p> <p>وصف الندوة: سنتناول هذه الندوة الموضوعات التالية:</p> <ul style="list-style-type: none">• تحليلات إحصائية في أداء الطلاب• تأثير الحضور والغياب• تأثير الامتحان الأول• دراسة على المدى الطويل للمواد المتسلسلة <p>المحاضرون: د. خليفة الهزاع (CAS) و د. عبد السلام جمعة (CAS)</p> <p>الدكتور خليفة الهزاع: يهتم الدكتور خليفة الهزاع بمحاولة تحسين الأداء الطلابي باستخدام أفضل الممارسات الموجودة وذلك باستخدام مكثف لتحليل البيانات والتحليلات الإحصائية</p>		
<p>العنوان: تطوير و تطبيق مداخل و استراتيجيات التعلم المتمركز حول المتعلم الغرفة : D204</p> <p>وصف الورشة: الجلسة ستكون عصفا ذهنيا مشتركاً لاستنتاج استراتيجيات التعلم المتمركز حول المتعلم و آليات تطبيقها ، من خلال ورشة تستخدم في ذلك الحوار والعرض والأنشطة</p> <p>المحاضر: د. صيتة العذبه (CAS)</p> <ul style="list-style-type: none">• أستاذ مساعد في الأدب المقارن والنقد الحديث/ جامعة قطر• مدرب تنمية بشرية دولي معتمد• حاصلة على الرخصة الدولية في المناهج• حاصلة على الرخصة الدولية في التعلم التعليم في التعليم العالي• مهتمة بشكل متخصص بقضايا الجودة في التعليم ، ووضع المناهج وفق المعايير العالمية•		
<p>Title: PBL and its implementation in practice</p> <p>Room: D207</p> <p>Workshop Description:</p> <p>Practice: In the past decades, Problem and/or Project-Based Learning (PBL) is increasingly becoming recognized as an effective and efficient approach to educational innovation. In particular PBL has achieved success in higher education programmes aiming at training highly skilled professional like medicine and engineering. The methodology involves complex and situated problem analysis, and problem-solving strategies; it stresses the importance of learners' motivation and the development of various process skills such as management, communication and collaboration, among others. However, implementing PBL, and in particular, managing the change to PBL from traditionally lecture-based methods is a complex matter, and many questions arise in its wake. What are the roles of the teachers in the change process? To what level can/shall the curricula be revised and how? What implications does it have on the existing assessment system? A successful way of using PBL in one context may not necessarily ensure the success when it is transferred to another. Ways of implementing PBL vary greatly and thus change to PBL is highly culture-dependent and context-based. By addressing the above questions, the session aims firstly</p>		

to provide the participants with relevant experiences and skills concerning implementing PBL in their daily teaching practice; secondly to support the participants with recommendations on what to be considered in the PBL teaching design and plan that may be suitable for implementation within their local contexts

Speakers: Prof. Alex Stojcevski (Swinburne University of Technology, Melbourne Australia) and Prof. Xiangyun Du (CED)

Professor Alex Stojcevski is the Dean of the School of Software & Electrical Engineering at Swinburne University of Technology, Melbourne Australia. He is responsible for providing academic leadership in the field of technology and engineering disciplines to all staff and students in the School. Prior to being appointed to Swinburne University of Technology, Professor Stojcevski was the Head of School of Science & Technology at RMIT University Vietnam, and prior to that appointment he was the Deputy Head of Deakin University's School of Engineering and the Head of Electrical and Electrical Engineering in Australia. Over his academic career, Professor Stojcevski has held senior appointments at Victoria University in Australia as well as invited positions in New Zealand and Denmark.

Xiangyun Du, Ph.D., is currently a professor at College of Education, Qatar University. Over the past 15 years, Dr. Du has been working at Aalborg University UNESCO Center for Problem and Project Based Learning, Denmark. Her main research interests include pedagogical development, particularly, problem-based and project-based learning methods in fields ranging from engineering, medicine and health, and foreign language education, to diverse social, cultural and educational contexts. She has also engaged with educational institutions in over 10 countries in substantial work on pedagogy development. Professor Du has over 150 relevant international publications including monographs, international journal papers, edited books and book chapters, as well as conference contributions. She has also been actively involved in a number of international academic programs, networks, and editorial works for journals.

Title: Teaching Design Project in Introductory Engineering Course Using Virtual Reality

Room: D205

Seminar Description: The seminar will report on a new approach for delivering the project component in introductory engineering course. The approach is based on using 3D modeling software to create the prototype of the product. Furthermore, immersive VR display were utilized to enable the students to explore and inspect their design in different stages and discover the problems in the design. The approach enabled the students to get perception of their design and interact with the model from different angle and navigate around which gave them closer look at the design that is usually impossible using the traditional 2D display. The presentation will also report on evaluation conducted to compare between traditional approach and VR-based approach.

Speaker: Dr. Osama Halabi (CENG)

Dr. Osama Halabi received a B.Sc., in electronic engineering from Damascus University, M.Sc. in computer science from Shanghai University, and Ph.D. in Information Science from Japan Advanced Institute of Science and Technology (JAIST) in 1992, 1998, and ,2001 respectively. He was a Fujitsu Endowed Chair (Fujitsu Co.,) at Japan Advanced Institute of Science and Technology

from 2001 to 2003, a researcher in Virtual Systems Laboratory at Gifu University from 2003 to 2006, an assistant professor at Iwate University, Japan, from 2006 to 2010. He is currently an assistant professor at Qatar University, Qatar. He published more than 45 refereed technical papers in international conferences and journals, 35 short conference articles and technical reports, two books, and one patent. He received many awards for best work in research and information technology. His research interests include virtual reality, haptic interface, human-computer interaction, game development, and computer graphics.

العنوان: استراتيجية كايزين المطورة في تعزيز العملية التعليمية**الغرفة: D107****وصف الورشة:** تهدف هذه الجلسة إلى التعريف ب:

- مفهوم استراتيجية كايزين
- مبدأ كايزين وقوة العادة في العملية التعليمية
- طرق تحصيل الاستراتيجيات بمهارة
- كايزين وقانون الاضافة البسيطة
- دور الاستراتيجية في تطوير التعليم

المحاضر: د. محمد خلف (CAS)

الدكتور محمد خلف محاضر بقسم العلوم الاجتماعية بجامعة قطر . عمل بشركة Help soft للحاسبات ورئيسا لقطاع الصيانة بشركة بوينت للبرمجيات بجمهورية مصر العربية

Title: QU students: Who are they and what are they thinking?**Room: D204****Seminar Description:**

This session will address the basic intellectual and cognitive development levels of students at Qatar University, and provide key examples and guidelines for how to interact with and teach students at QU.

Session Outline:

- Who are our students?
- What are they thinking?
- Where are they developmentally (intellectually/cognitively)?
- How do I apply cognitive development theory in my day-to-day interactions with students?
- Real-world scenarios

Learning Outcomes: At the end of this session, participants will be able to:

- Describe the basic components of cognitive development theory as it relates to QU students
- Apply cognitive development theory to teaching practice and other student interactions
- Develop a range of solutions to key issues that arise in in-class and out-of-class situations
- Create a resource “team” to help in challenging situations

Speaker: Dr. Courtney Stryker (SSA)

Dr. Courtney Stryker currently lives in Doha, Qatar and serves as a consultant for Student Life and Services at Qatar University. Dr. Stryker earned her B.A. and M.A. from Columbia University in the City of New York, and her doctorate at Montana State University where she served as both Assistant Dean and then Dean of Students during her twelve years there. Seeking new challenges after a twenty-year career in student affairs in the United States, she accepted a position at the United Arab Emirates University in Al Ain, UAE as Assistant Provost and Dean of Students. She served in similar capacities at Zayed University in Abu Dhabi and Dubai where she also chaired the Women as Global Leaders Conference—an event attracting thought leaders, practitioners and dignitaries from more than 100 countries. She frequently presents papers and workshops, and has been an invited speaker at national and international conferences, and universities. Dr. Stryker has consulted with numerous colleges and universities in the US, Canada, Mexico, Fiji and the Middle East on topics related to strategic planning, student affairs, and college student retention, development and success. Most recently, she became the founding director of the Middle East, North Africa, South Asia (MENASA) Area NASPA Board. She also serves on the NASPA: Student Affairs Administrators in Higher Education Global Advisory Board, and International Symposium Committee. She also was selected as a delegate to the Global Summit in Stellenbosch, South Africa. Her most recent publication, Branches, Hubs and Hybrids: Trends in International Education Models, can be found in Supporting Students Globally in Higher Education (2016).

Title: Concordancing in Language Teaching Using COCA**Room: D205****Workshop Description:**

The Corpus of Contemporary American English (COCA) is the most widely used corpus, offering the learner unparalleled insight into variation in English. With its 520 million words, it is now an invaluable source of information for EFL/ESL learners in the English classroom. COCA is balanced among five different text types: spoken, fiction, newspaper articles, magazines and academic text. Finding word distributions across different text types provides the learners with valuable information about how English varies by context and use. This contributes to their understanding of register and genre. The main objectives of using COCA is a) to expose students to authentic language, consolidate new lexis and grammar and maximize their knowledge of vocabulary by means of its robust search and analytic tools, and b) to create independent and selfcentered learners by using corpora in the classroom and at home. In addition, COCA is used for analyzing texts that a teacher needs for a vocabulary or reading comprehension test. Based on the vocabulary items used, COCA determines the text level and whether it is convenient for a lower intermediate or higher intermediate level. In the first half of the presentation, the presenter will show the participants, through multiple examples, how to do word and phrase searches in COCA and how to generate the concordance lines using pertinent symbols. Additionally, the presenter will show the participants how to do text analysis and then how to use collocations that help learners better understand structure and syntax. In the second half, the participants will get hands on and do real searches and text analysis, and the presenter will answer any relevant questions.

Speaker: Mr. Alaeddin Halwani (FP)

Alaeddin Halwani is a lecturer of English at Qatar University. He has a Master's degree in ELT from Leeds University, UK. He has taught various courses in English and given many workshops and training sessions locally, regionally and internationally.

Title: Self Regulated Learning: From Theory to Practical Application**Room: D207**

Seminar Description: This workshop aims to share the facilitator's international experiences of various approaches to pedagogical innovation towards student centered learning. Invite participants for a critical and reflective discussion of the current instructional practices in one's situated context: what are the challenges and issues. Collaboratively develop feasible methods of implementing student-centered learning strategies in one's context.

Speaker: Prof. Salah Eldin Kassab (CMED)

Prof. Kassab is currently working as an Associate Dean for Academic Affairs and Professor of Physiology and Medical Education, College of Medicine, Qatar University. He was the Chairman of the Department of Medical Education and Professor of Physiology at the Faculty of Medicine, Suez Canal University. He worked at the College of Medicine and Medical Sciences (CMMS), Arabian Gulf University (AGU) in Bahrain for over ten years. His last position at AGU was the Vice Dean for Academic Affairs and Chairman of Medical Education Unit.

After receiving his medical degree in Egypt (1984) followed by a Master degree in Physiology (1990), he was enrolled in training for PhD degree in Physiology at the University of Mississippi, USA in 1992. Following his PhD, he worked as a post-doctoral fellow and then an instructor at the Department of Physiology, University of Mississippi Medical Centre until 1998. His main areas of research interest are obesity-induced hypertension, preeclampsia, homocysteine and endothelium-derived factors. He worked also as a Professor of Physiology at the Royal College of Surgeons in Ireland (RCSI)-Medical University of Bahrain (MUB) from 2009-2010. Prof. Kassab holds a Master degree in Health Professions Education (MHPE) and has many international activities being currently on the Executive Committee Board of the Association of Medical Education in the Eastern Mediterranean Region (AMEEMR), a WFME-affiliated organization and also served as a WHO consultant in Medical Education and accreditation in the EMRO region. He is also a member of the Editorial and Advisory Boards of a number of journals in medical education. He conducted several workshops on different areas of Medical Education in Bahrain, Saudi Arabia, Egypt, Yemen, Tunisia and Jordan. He has published around fifty articles in international peer-reviewed Journals in Medical Physiology and Medical Education.

العنوان: تقييم الأنشطة الطلابية بطريقة فعالة وسهلة**الغرفة : D107**

وصف الورشة: تهدف الورشة إلى تعريف المشاركين بمواصفات التقييم الفعال للأنشطة الطلابية ثم تدريبهم عمليا على التقييم باستخدام سلم التقييم العمودي بواسطة برنامج مقيم الفعاليات

المحاضر: د. أيمن صالح (CSIS)

الدكتور أيمن صالح حاصل على دكتوراه الفقه وأصوله من الجامعة الأردنية. عمل مدرسا في وزارة التربية والتعليم في الأردن، ثم محاضرا بالجامعة الأسمرية للعلوم الإسلامية في ليبيا ثم التحق بجامعة بروناي دار السلام وجامعة السلطان الشريف علي الإسلامية. ويعمل حاليا في جامعة قطر أستاذا مشاركا في الفقه وأصوله منذ 2012. تولى بالإضافة إلى تدريس مواد الفقه والأصول رئاسة قسم الفقه والأصول، وعمادة كلية الشريعة والقانون في جامعة السلطان الشريف علي الإسلامية في بروناي. حاصل على جائزة المهندس وليد بركات للتفوق الأكاديمي، والأول على 2001 م. مهتم بقضايا أصول الفقه، وفقه المعاملات والأسرة، والتكنولوجيا والتعليم، وله عدد من المؤلفات / كلية الدراسات العليا في الجامعة الأردنية بكافة فروعها للعام الجامعي 2002 منها: "القرائن والنص: دراسة في المنهج الأصولي في فقه النص"، و"أثر تحليل النص في دلالاته"، وما يزيد عن 25 بحثا منشورا. بالإضافة إلى كتبه وبحوثه الكثيرة في التخصص، د. أيمن صالح مهتم بقضايا التعليم و أساليب التدريس، وقدم العديد من الورش والندوات في هذا المجال، منها: قلب الحجرة الصفية، والدفاعية الذاتية وطرق إثارتها، ومواصفات العرض الجيد، ودمج التكنولوجيا بالتعليم، وغيرها، وله عدد من البحوث في مجال التعليم، منها: مقصد العلم الشرعي وتوظيفها في طرق تعليمه، وضعف خريجي كليات الدراسات الشرعية: أهم الأسباب، والحلول الممكنة، في ضوء أدبيات التعليم في تراثنا التربوي، وغيرها.

العنوان: تصميم كتاب إلكتروني : عرض تجربة تصميم كتاب E –TEXTBOOK**الغرفة : D204**

وصف الورشة: تهدف هذه الورشة الى التعريف بتجربة تصميم كتاب الكتروني و طرح حلول عملية لمشاكل توحيد التعليم والإبداع في المقررات ذات الأعداد الكبيرة التي يدرسها عدد كبير من الأساتذة وفيها توحيد للأهداف وتوحيد للاختبارات. المخرجات : إطلاع أعضاء هيئة التدريس على تجربة بحثية إلكترونية تتعلق بتصميم كتاب الكتروني لتعليم مقرري عربي 100 وعربي 200 ويمكن تطبيق التصميم على بقية مقررات المتطلبات. النشاطات خلال الجلسة تتضمن:

- عرض فيديو تعريفى بالكتاب الإلكتروني
- شرح تقني لكيفية بناء قاعدة بيانات في برنامج تعليمي
- طرح مسألة توحيد التعليم في المتطلبات

المحاضرون: د. منيرة قنوني (CAS) و د. سيف الدين بوعلاق (APLOA)

الدكتورة منيرة القنوني أستاذ مساعد تخصص لغة عربية. التحقت بجامعة قطر في 2013. لها عدة بحوث منشورة في مجلات محكمة. مهتمة ببرامج تطوير التعليم ، خاصة برامج التعليم الإلكتروني. **الدكتور سيف الدين بوعلاق** حاصل على الدكتوراة في علوم الحاسب ونظم المعلومات من باريس. التحق بجامعة قطر في 2014. مهتم بتصميم الكتب الإلكترونية التعليمية.

Title: How to Flip your Classroom?**Room: D205****Seminar Description:**

The session reflects on a recent flipped classroom experience in an Accounting course. It offers actionable advice with respect to selecting the course to be flipped and the various steps that will need to be taken before, during and after conducting this innovative teaching method.

Speaker: Dr. Husam Aldamen (CBE)

Dr. Husam Aldamen is an Associate Professor of Accounting in the Department of Accounting and Information Systems at Qatar University (QU). He has been a faculty member at Qatar University since 2011. Dr. Husam has taught and coordinated university level accounting courses for more than 15 years. He delivered undergraduate and postgraduate courses at Bond

University in Australia from 2007 to 2011. He has also taught Accounting at Sur University College in Oman from 2002 to 2004. Prior to that, Dr. Husam had part-time appointments at the University of Jordan, Al-Ahliyya Amman University and Yarmouk University in Jordan. His areas of research interest include corporate governance, earnings quality & management, debt contracting, and accounting education. Dr. Husam has several publications in internationally-renowned peer reviewed journals such as "Accounting and Finance", "Managerial Auditing Journal", "Accounting Education: An International Journal", "Asian Review of Accounting", "Journal of Financial Reporting and Accounting", "Asian Journal of Business and Accounting" and "Australasian Accounting Business and Finance Journal". Throughout his academic career, Dr. Husam has been active in community service. He currently represents the College of Business and Economics at the University's Program Learning Outcome Assessment Committee and the Undergraduate Curriculum Enhancement Committee. He also chairs the department's Scheduling Committee.

Title: Implementing Cognitive 'Nudges' to Promote Student-Centered Learning Experiences

Room: D207

Seminar Description:

Cognitive 'Nudges' are small modifications to the teaching-learning dynamic that can produce outsized effects. Easy to create and implement, 'nudging' should be part of every educator's core teaching practices. This presentation will explain what you need to know to begin using them in your courses next semester.

Speaker: Dr. Chris Stryker (Consultant, Office of VP for Academic Affairs)

Dr. Chris Stryker is an educator who enjoys sharing his thoughts on teaching and learning with colleagues.